

Developing sustainable global higher education engagement through transnational education partnerships

Empower TNE: UK TNE in the internationalisation of Vietnamese higher education

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Aims and objectives

1. The global HE context
2. The evolution of TNE and its contribution to sustainable HE
3. TNE's role in supporting national ambitions for the creation of an international education hub
4. Emerging models of innovative and student-centred TNE
5. Considerations for future TNE engagement

The global education context

Evolution

- TNE has been around for over two centuries. The University of London was one of the first documented examples.
- The first notable expansion of TNE was after the East Asia currency crisis in 1997, when local currency depreciations significantly reduced disposable income and negatively impacted the number of scholarships for overseas study.
- Malaysia, Hong Kong, and Singapore were among the UK's top non-EU source countries for international students.
- Post-Covid, there is a growing liberalisation of higher education in globally. This is evidenced by changes in the HE legislation to encourage the private provision of HE, with notable examples of such developments in India and Greece
- Parallel to the above, there is a growing recognition of TNE and regulatory frameworks to aid its development

Growing TNE demand and supply

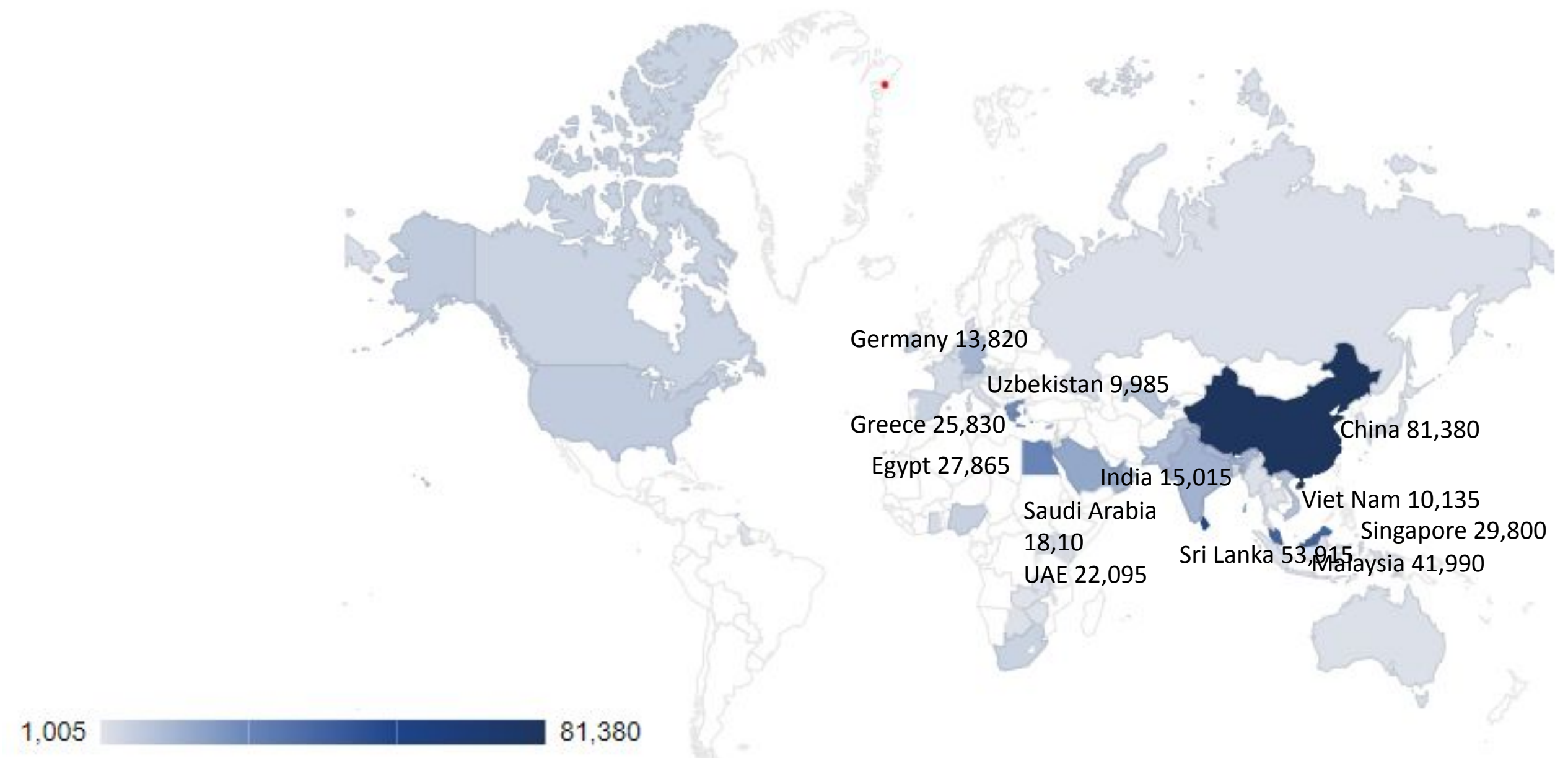
Academic years 2014/15 to 2022/23

Aca

The first systematic TNE data collection in the UK started in 2007. Most TNE is concentrated in East and South-East Asia.

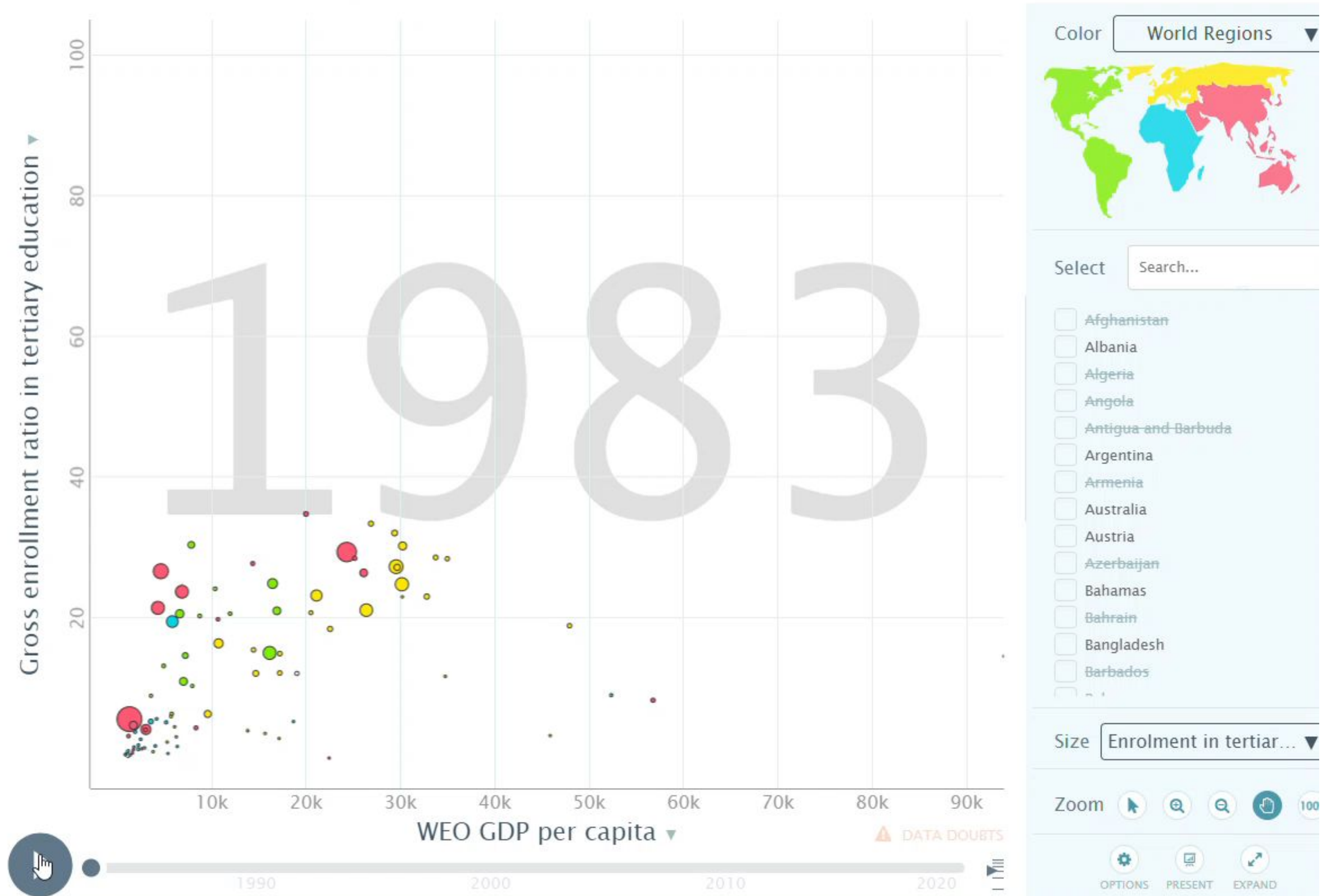
In 2022, there were:

- over 576,000 TNE students
- and 94 UK HEIs reported more than 1000 TNE students.



Source: <https://www.hesa.ac.uk/data-and-analysis/students/transnational>

British Council Gapminder Visualisation



Data used for this visual is sourced from the IMF's World Economic Outlook and the UNESCO Institute for Statistics.

- There is a well-documented positive relationship between economic development and HE participation
- There is a considerable pressure on systems with GER <40% to expand
- However, post-Covid, many countries' economies are underperforming, and as a result, HE participation suffered
- To make up for this, governments are liberalising HE provision to allow for greater contribution from the private sector
- In parallel, foreign universities are incentivised to contribute to this

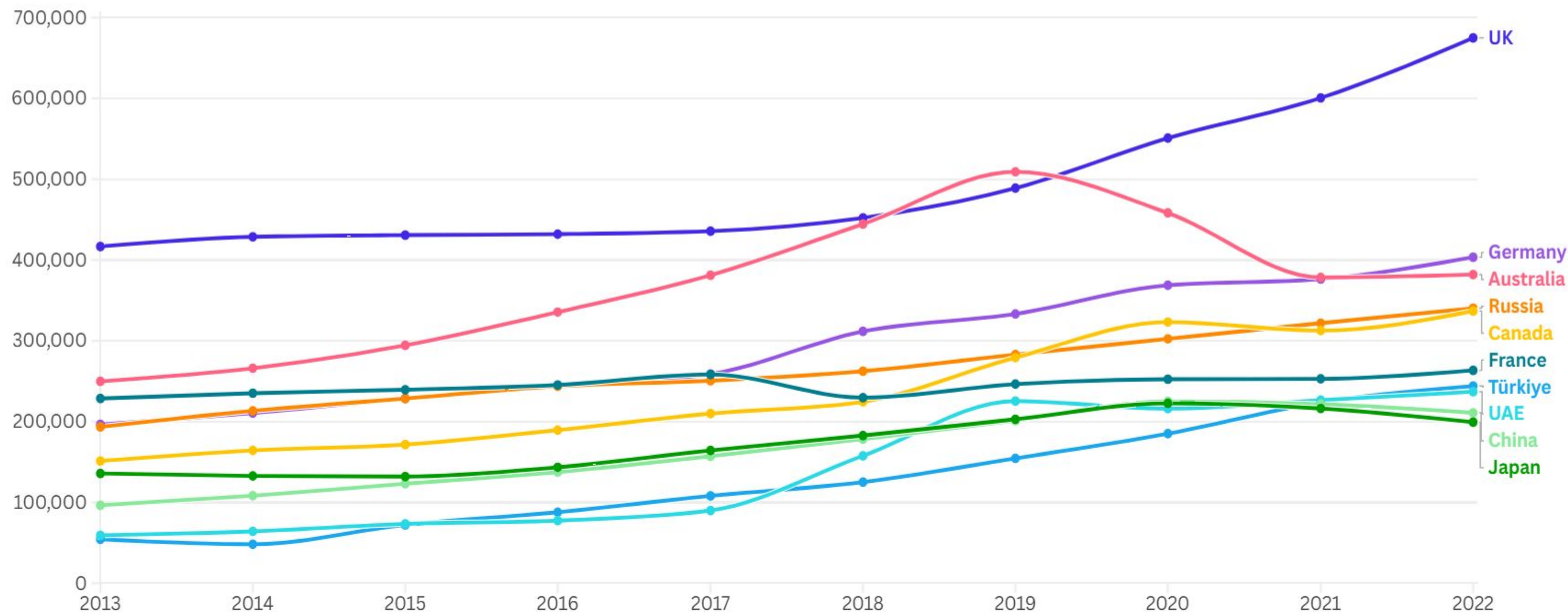


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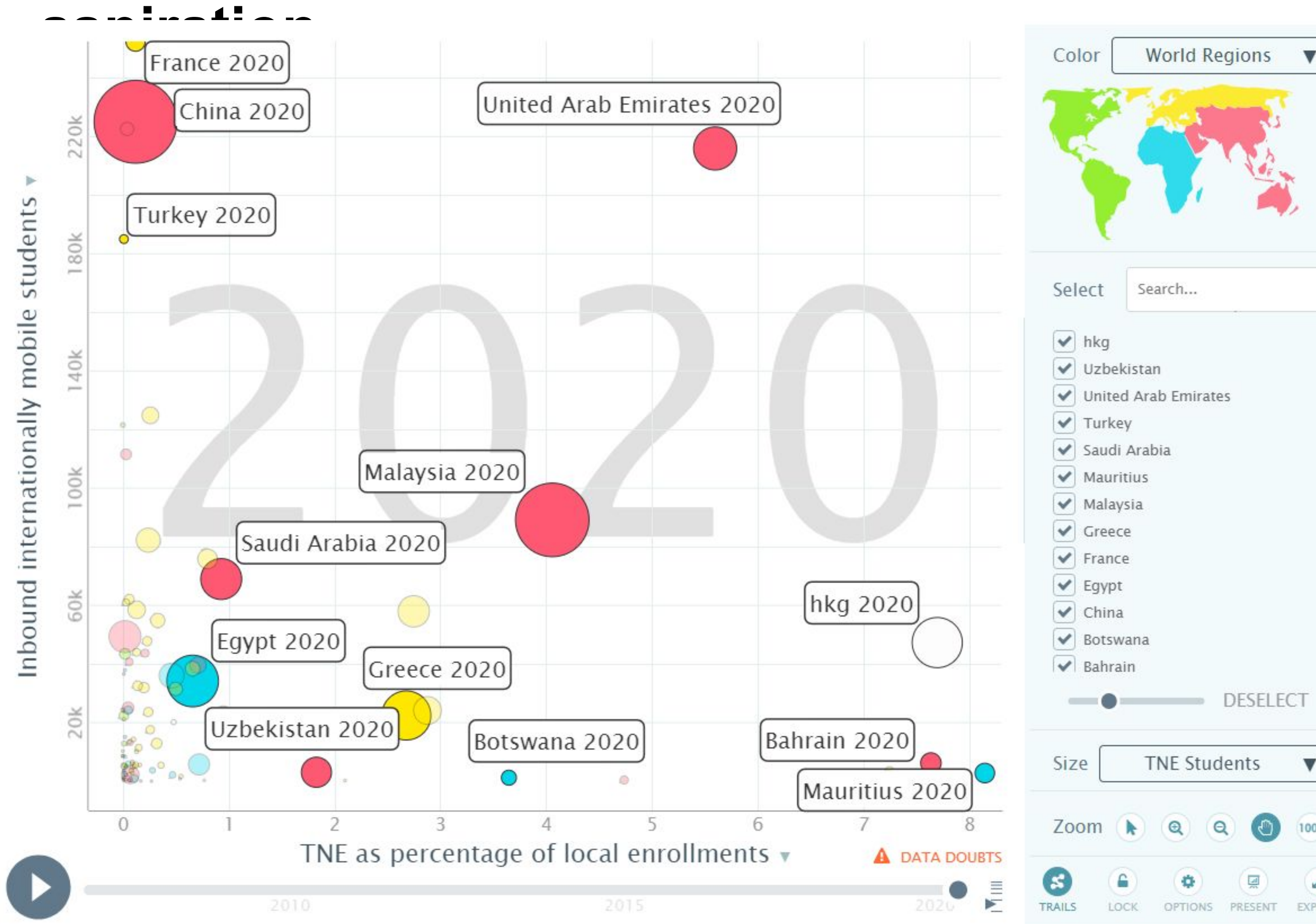
The role of TNE role in the creation of international education hubs

The global race for talent: the rise of Turkey and UAE (excl. USA)



Source data: UNESCO Institute of Statistics

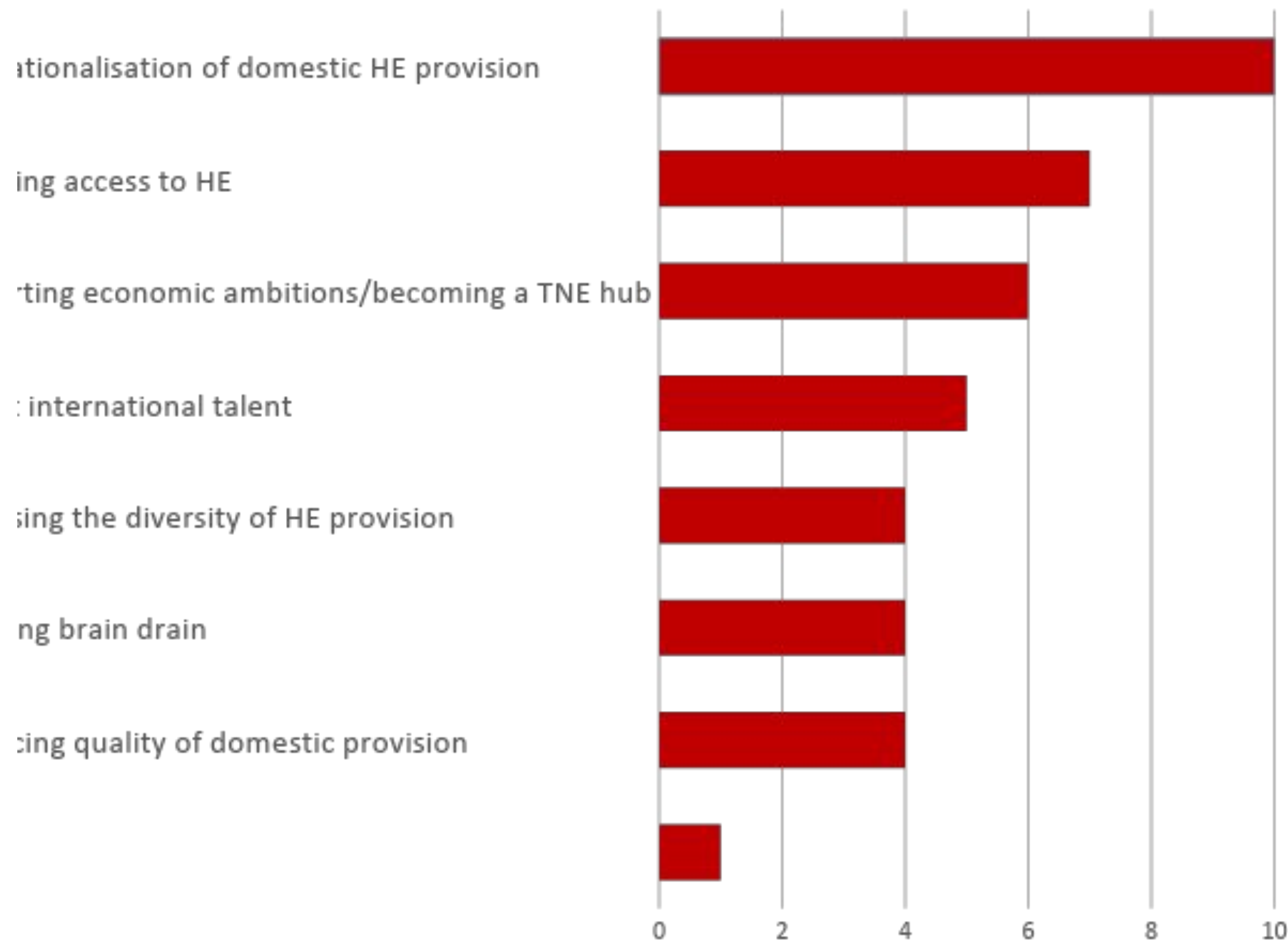
Is there a role for TNE for international hub



- Beyond the top 5 major study destinations of the USA, UK, Australia, Germany and Canada – a different pattern of new study destinations is emerging
- Some TNE hubs have become major host countries for international students
- UAE is catching up with France

Is there a role for TNE for international hub aspiration

What purpose does TNE serve in your country/territory?
(19 respondents from national QA agencies globally)



- The UK QAA convened a partnership forum with sister organisations in May 2024
- One of the questions asked was about the role of TNE in their country/territory:
 - Internationalisation of HE was the top priority stated by 10 out of 19 agencies
 - Followed by widening access to HE and becoming a TNE hub
 - Attracting international talent and reducing brain drain were also mentioned

Significant regulatory changes in TNE over the past 6 years



Some of the world's most populous countries changed their HE laws to allow for greater and more regulated TNE:

- India's UGC Regulations to Offer Twinning, Joint Degree and Dual Degree Programmes with Foreign Higher Education Institutions from 2022. To facilitate this, foreign provision legislation was passed, which signals the openness of the domestic HE system to global universities
- Pakistan's Policy for Higher Education Institutions Offering Degree Programs in Collaboration with Foreign Universities.
- Egypt's Law No. 162 Of 2018 On the Establishment and Organization of International Branch Campuses
- Nigeria's Guidelines on Transnational Education from 2023
- Indonesia's Regulation for International Universities in Indonesia by the ministry for research, technology and higher education from 2018.
- The Transnational Higher Education Act in the Philippines in 2019
- Regulatory changes are being discussed by Viet Nam's Ministry of Education and Training (MoET) – changes to Decree 86 (October 2024)

Emerging models of innovative and student-centred TNE

Considerations for future engagement

	Legacy/traditional model	Emerging model
Broader strategic rationale	<ul style="list-style-type: none"> • Shift away from the “soft power” approach (which assumes a dominant partner) • International HE • International Trade 	<ul style="list-style-type: none"> • Towards knowledge diplomacy with more emphasis on collaboration between equals, reciprocity, and mutuality. • Towards deeper global engagement with a strong focus on: <ul style="list-style-type: none"> ○ International mobility of (i) students; (ii) academic programmes; (iii) research, incl applied research ○ local impact and long-term partnerships
TNE forms	<ul style="list-style-type: none"> • Franchising, validation, articulation 	<ul style="list-style-type: none"> • Collaborative forms involving degree awarding institutions (e.g., dual/double/joint degrees), hybrid models involving in-person and online modalities, university alliances
Motive	<ul style="list-style-type: none"> • Primarily financial with a short to medium term horizon (3-5 years). • Some projects with broader objectives such as research collaboration. 	<ul style="list-style-type: none"> • Part of a Global Engagement strategy with multiple objectives, including: <ul style="list-style-type: none"> • sustaining international student mobility flows (directly via recruiting students; indirectly: building a global brand footprint and reputation), • Sustainable engagement • Research and local impact
Approach	<ul style="list-style-type: none"> • TNE as a third stream of income and secondary (often sidelined) activity for academic departments • One-way model where the “home” institution dictates the terms of the collaboration • Global North - Global South • Use of English as the medium of instruction has been considered to limit growth 	<ul style="list-style-type: none"> • TNE as a key component of a cohesive Global Engagement strategy. • Equitable forms of partnership that recognise the needs and priorities of partner institutions • Growing multipolarity in HE • Access to regional networks – accessing partners’ partners • Embedding language, cultural and other local elements in the design, content, and methods of teaching and learning
Outputs	<ul style="list-style-type: none"> • Meeting student number targets, total revenue per project 	<ul style="list-style-type: none"> • Student-centred approaches focused on student success and the broader impact, research collaboration prospects, and joint ventures.



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Thank you for listening

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Delivering TNE programmes

Main award models

- Validation: where an overseas partner designs their own programme, but the award is from the UK institution.
- Franchise: where a UK institution's programme is run by an overseas partner in the same way it would be delivered in the UK.
- Joint award: where the award is given jointly by two (or more) institutions.
- Dual (or double) award: where an award is given by both the UK institution and one or more partners.

Source: British Council (2024), TNE Strategy.
<https://www.britishcouncil.org/education/he-science/our-work/higher-education-partnerships/transnational-education-strategy>

Main delivery models

- In-country/flying faculty: where staff from the UK institution deliver courses internationally, usually in intensive blocks.
- Distance learning: where learners study a UK programme remotely, through online resources and virtual learning environments (VLEs).
- Blended delivery: where courses are delivered using a combination of flying faculty from the UK institution, tutorial support from a local partner and online learning, usually via the UK institution's VLE.
- International campus: where a UK institution has an international campus that closely mirrors its provision in the UK. If an overseas partner institution is involved, collaborative models may apply (e.g. joint award).

<https://www.educationinsight.uk/gei/>