EAIE

FORUM

Discussing international education

TRANSNATIONAL EDUCATION

TRANSNATIONAL EDUCATION: A MATURING PHENOMENON

ADAPTING CURRICULA FOR SUCCESS

CAMPUS EXTENSION: A LOW RISK, HIGH BENEFIT MODEL

SUMMER
2014

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Published by
European Association for International Education
PO Box 11189, 1001 GD Amsterdam, The Netherlands
TEL +31-20-344 51 00, **FAX** +31-20-344 51 19
E-MAIL info@eaie.org, www.eaie.org

Editor Laura Rumbley
Publications Committee Laura Rumbley *(Chair)*, Jill Archer, Mary Bishop, Michael Cooper, Ole Faaborg, Linda Johnson, Elise Kuurstra

Marketing & Communications Manager Elise Kuurstra
Graphic Designer Nhu Nguyen
Publications Coordinator Sarah Fencott
E-MAIL publications@eaie.org

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Printed by Drukkerij Raddraaier, Amsterdam

ISSN 1389-0808

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TNE: TRANSITORY OR HERE TO STAY?

Editorial

'Crossing borders' has long been an essential ingredient of the work we do in international education. Most typically, the movement across national borders has been the domain of individuals – students and scholars who journey beyond their own national context for an educational experience abroad. More recently, we have also seen administrative staff undertaking such experiences in foreign university settings. In the past several years, however, a different type of border crossing has begun to play a prominent role in our field: transnational education (TNE).

This issue of *Forum* takes up the complex and evolving questions of what actually constitutes TNE, where it fits in the current context of international higher education around the world, and what the future holds for this phenomenon. Thankfully, we are deftly guided by a group of contributing authors who bring significant expertise and a wide range of perspectives to bear on the subject at hand. Jason Lane and Kevin Kinser provide an important introduction to the topic at large. Crucially, they remind us that TNE may have real 21st century momentum, but this is not an entirely new phenomenon, as some examples of TNE have existed for decades. As do many of the articles in this issue, the interview with globally-renowned internationalisation expert Jane Knight delves purposefully into definitional matters. Knight's insights particularly help frame the topic's breadth and complexity, and highlight the fact that much of what we want to know about TNE has yet to be researched and discovered – but that there is exciting potential for the future if we pay appropriate attention to the possible pitfalls and ethical concerns that are also part of the TNE puzzle.

There are fundamental generalities worth considering in this conversation. For example, notions of quality and relevance stand out as key considerations in any TNE endeavor. We see this in Robert Coelen's discussion of the importance of developing curricula that aspire to learning outcomes that are consistent with home campus standards, but which may be developed and delivered differently (ideally, collaboratively), in keeping with the local realities where the TNE activities are situated. In order to achieve this delicate balance of quality and relevance, Tom Palaskas and Cathy Hall-van den Elsen suggest a deeper examination of notions of equivalence and comparability for curricula and student outcomes. They advocate for a commitment to a core set of guiding principles "to underpin" TNE quality. These are important considerations at the institutional level, to be sure, although Rahul Choudaha's article also urges us to think about how national polices and regulations should factor in to TNE quality assurance.

Important though these shared concerns may be, our contributors also point carefully to the reality of differentiated approaches. For example, Stephan Geifes and Susanne Kammüller enlighten us about Germany's unique bi-national university initiatives, while Sabine Klahr outlines the University of Utah's (USA) decision to develop what she terms an "extended" campus (not a "branch") in South Korea. In Greece, meanwhile, according to Vangelis Tsiligiris, TNE may serve as a vital component of a broader national agenda to invigorate the country's overall higher education system.

Deciding to engage in TNE activities is only the first step in a more complex process of strategic planning and implementation. This is particularly true when an institution opts to undertake arguably the most resource-intensive and riskiest form of TNE: establishing an international branch campus (IBC). Vicky Lewis explains in some detail the oft-overlooked need for high-level marketing expertise from the earliest IBC decision-making stages. "Robust market intelligence", branding, and communication strategies give IBCs a credible shot at launching successfully and enrolling sufficient numbers of students on an ongoing basis, which is the fundamental measure of success for many of these ventures.

Ultimately, as with so many other aspects of internationalisation, we need data to help us understand TNE more fully. The articles by William Lawton and Saskia Jensen, Jane Knight and John McNamara, and Kevin Van-Cauter, helpfully expose us to some recent research that has been undertaken in this area. Their data and analysis provide valuable insight into what some TNE students and stakeholders around the world are thinking about the TNE experience – but they also raise many questions. One clear trend is that TNE is a growing phenomenon. We hope that this issue of *Forum* will increase your appetite to learn more about the fascinating world of TNE, as well.

—***Laura Rumbley***, Editor
publications@eaie.org

Contributors

Robert Coelen

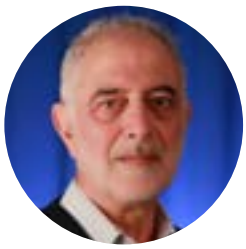
Robert Coelen is Executive Dean at Stenden University, Qatar and has a professorship at Stenden University of Applied Sciences in the Netherlands. He has worked in international education for about 18 years in Australia, Asia, Europe, and the Middle East.

Cathy Hall-van den Elsen

Cathy Hall-van den Elsen is Senior Manager, Academic Development at RMIT University's College of Business, Australia. Cathy has worked on university and national projects associated with the operationalisation of TNE, specifically relating to teaching practices and quality assurance.

Vicky Lewis

Vicky Lewis has extensive experience in a variety of roles – including Director of International Office and Director of Marketing and Communications – within three UK universities. An Oxford graduate with a DBA in HE Internationalisation, Vicky is now an independent consultant specialising in international strategy and marketing.



Tom Palaskas

Tom Palaskas is Senior Academic Development Advisor at RMIT University's College of Business, Australia. Tom has had broad exposure to quality assurance in TNE settings having worked in Libya, Papua New Guinea, Indonesia, Thailand, the United Arab Emirates and Australia.

John McNamara is Director of Research for McNamara Economic Research, Ireland. He has previously worked as an economist with Enterprise Ireland in Dublin. More recently, John worked for the Economist Intelligence Unit in London as Senior Economist in the EMEA Custom Research team, with responsibility for the education portfolio.

Rahul Choudaha is Chief Knowledge Officer at World Education Services in New York, US. He is an international higher education strategist with a focus on student mobility, enrolment management, and TNE. He earned his PhD in Higher Education Administration and regularly blogs on international HE trends at DrEducation.com.

Stephan Geifes is Head of Division 'Higher Education Projects Abroad' at the German Academic Exchange Service (DAAD). Prior to this, he has held several positions in international higher education in Germany and France. He graduated from ENA, Paris, and holds a PhD in History from Ruhr-Universität Bochum, Germany.

Martin Glogar works as Program Manager at Masaryk University, Czech Republic. His professional responsibilities have related to a wide range of mobility programmes, organising short study stays, providing supervision and support for various EU or regional projects. He was on sabbatical at Columbia University in 2013.

Saskia Jensen works as Senior Researcher for i-graduate, an organisation delivering comparative insight to the education sector worldwide. Originally from Germany, Saskia also worked for organisations within Europe and further abroad. She read Social Sciences in Germany, Denmark and Sweden and holds a Master's degree.

Susanne Kammüller is Policy Officer in the section 'Policy and Programmes Transnational Education Projects' of DAAD, which she joined in 2011 after various posts in DAAD's regional sections for South and Southeast Asia. Susanne studied English Literature, Indology and Political Sciences and holds an MA from Bonn University, Germany.

Kevin Kinser is Associate Professor and Chair of the Department of Educational Administration and Policy Studies, and Co-Director of the Cross-Border Education Research Team (C-BERT) at the State University of New York at Albany, US. He also serves as the Senior Fellow for Internationalization at NAFSA: Association of International Educators.

Sabine Klahr is Deputy Chief Global Officer at the University of Utah, US and Past President of the Association of International Education Administrators. She has served in international higher education positions for 16 years and earned a doctorate focused on international higher education leadership from Montana State University-Bozeman, US in 1998.

Jason E. Lane is Vice Provost for Academic Affairs at the State University of New York (SUNY), US and Co-Director of the Cross-Border Education Research Team (C-BERT) at SUNY-Albany, US. His latest book, *Building a Smarter University* is forthcoming from SUNY Press.

William Lawton is Director of the Observatory on Borderless Higher Education. Bill also worked at the UK HE International Unit and Canadian High Commission in London. In the 1990s he taught Politics at the University of Hull. He has a PhD from the University of Edinburgh.

Vangelis Tsiligiris is College Principal at MBS College Crete, Greece and a researcher in cross-border higher education. For more than 10 years he has been engaged in setting-up and leading transnational partnerships involving UK and other European universities.

Kevin Van-Cauter is Higher Education Adviser at the British Council, where he advises on higher education policy, specialising in transnational education (TNE). For over a decade Kevin has been researching TNE trends and is regularly asked to author articles on UK TNE and student mobility and has presented at conferences on the subject all over the world.

Hot off the press

IMPACTS OF TRANSNATIONAL EDUCATION ON HOST COUNTRIES

British Council, DAAD, 2014

This publication aims to fill the gap in our knowledge of the impact of transnational education (TNE) on host countries. A study looking at both TNE and non-TNE perspectives on the academic, cultural, economic and skills impacts of transnational education across 10 host countries is presented. Access the report at: www.britishcouncil.org/sites/britishcouncil.uk2/files/impacts_of_transnational_education.pdf.

CULTURE, TRANSNATIONAL EDUCATION AND THINKING: CASE STUDIES IN GLOBAL SCHOOLING

Routledge, May 2014

This publication provides a critical assessment of the cross-cultural validity of transplanting thinking skills programmes from one educational system to another on an international scale. The book discusses the wider implications of cross-cultural comparisons to curriculum and pedagogy within schools and higher education, with a particular emphasis on the teaching of multicultural school-based classes and cross-cultural understandings in teacher education and professional development. Order your copy from: www.amazon.com/Culture-Transnational-Education-Thinking-International/dp/0415723507.

MANAGING THE OVERSIGHT OF INTERNATIONAL BRANCH CAMPUSES IN HIGHER EDUCATION

Higher Education Management and Policy, OECD vol. 24. (3), February 2014

This publication highlights a study which used interviews with senior officials at institutions operating one or more international branch campuses to identify the three primary areas of oversight of concern to multinational universities: faculty, curriculum and finances. In each of these areas, the authors identify differing managerial strategies used by institutions and explore how these strategies relate to whether the branch is viewed as an integrated or separated component of the institution's governance structure. Access the publication at: www.oecd-ilibrary.org/education/managing-the-oversight-of-international-branch-campuses-in-higher-education_hemp-24-5jz8tqscxk25.

INVASION OF THE MOOCS: THE PROMISES AND PERILS OF MASSIVE OPEN ONLINE COURSES

Parlor Press, 2014

A collection of essays from faculty who developed and taught MOOCs in 2012 and 2013, students who participated in those MOOCs, and academics and observers who have first-hand experience with MOOCs and higher education. The essays reflect the complexity of the very definition of what is (and what might in the near future be) a 'MOOC', along with perspectives and opinions that move far beyond the polarising debate about MOOCs that has occupied the media in previous accounts. Order your copy from: www.parlorpress.com/invasion_of_the_moocs.

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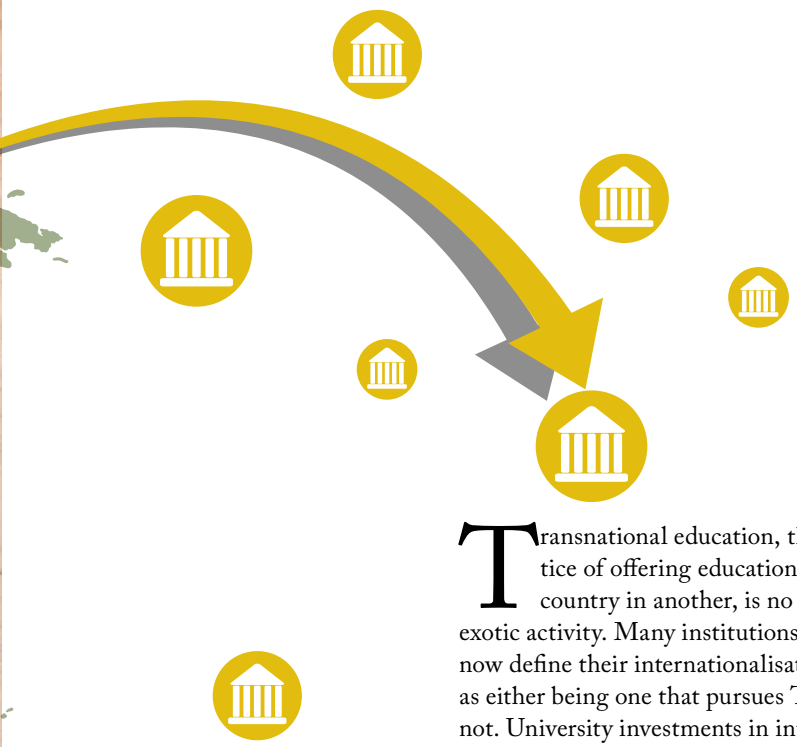
Transnational education

A MATURING PHENOMENON

The practice of transnational education (TNE) has been gaining considerable momentum in recent years, yet the concept dates back earlier in the history books than you might think. Where did it originate? What is the current status today? Is TNE here to stay?

JASON E. LANE & KEVIN KINSER
University at Albany, State University of New York, US

Illustration: Nhu Nguyen



Transnational education, the practice of offering education from one country in another, is no longer an exotic activity. Many institutions, in fact, now define their internationalisation strategy as either being one that pursues TNE or not. University investments in international branch campuses, twinning arrangements, franchising, validation models and other forms of foreign higher education outposts are increasing, even though such activities run quite contrary to the traditional notions of education being a domestically oriented enterprise. Despite the recent attention given to TNE, this form of cross-border or offshore higher education is not new.

EARLY BEGINNINGS

The University of London has been engaging in various forms of TNE since 1858 when it created a validation model for students at select institutions – external colleges outside of the UK – to sit for exams. If they passed, they were awarded a degree from the University of London. One particular programme was the 'scheme of special relation' which had a mission to develop higher education institutions throughout the Commonwealth. Having a 'special relation' with the University of London meant that external college students not only could sit for exams and receive a degree from the University, but the University of London was also actively engaged in defining admissions standards, curricula, and other academic matters.

DATA ABOUT TNE REMAINS RELATIVELY ELUSIVE

Another early form of transnational education was the development of international branch campuses. In the 1920s, a New York based fashion school, Parsons, created a campus in Paris to be part of the fashion activity in the city. In the 1950s, Johns Hopkins University opened a branch campus in Bologna, Italy to offer a programme in international relations with the intention of bringing together leaders from across Europe to develop diplomatic strategies in the post-World War II environment.

The development of TNE was sporadic for the next several decades. Individual institutions, such as Michigan State University, US developed an extensive global footprint in the developing world. Japan saw a short burst of US institutions attempting to set up shop in the 1980s. The episodic and experimental nature of TNE, however, changed in the mid-1990s. Improvements in telecommunications, new global connectivity supplied by the internet, ease of travel, and the economic importance of diversified revenue sources for increasingly privatised universities, combined to provide the impetus for the current mainstreaming of TNE in higher education.

CURRENT ESTIMATIONS

Data about TNE remains relatively elusive. Much of what we know comes from grey literature and individual case studies. There is no central repository for this information, and because of its cross-border nature and multiple forms, it can sometimes slip through the cracks of how governments gather data.

Extrapolating from our own data about international branch campuses (IBCs) – a subset of TNE – collected by the Cross-Border Education Research Team (C-BERT) at the State University of New York at Albany, we can say with some certainty that TNE remains relatively small in terms of global enrolment, but that its growth has been rapid since about 2000. In particular, C-BERT

has identified 203 IBCs operating in 65 countries, making this form of TNE a truly global phenomenon.

MULTI-DIRECTIONAL FLOW

Critics of TNE often suggest that dominant western educational systems export academic models and systems to developing countries, risking a homogenisation of education around the globe and possibly crowding out indigenous forms of education. C-BERT data on IBCs, however, show that, while the majority of exports are from the western world (*eg,* the US, UK, Australia and France), there are 26 countries currently exporting branch campuses, with the fifth largest exporter being India. Moreover, China, Russia, Malaysia, and South Korea are all exporting more than one branch campus.

The directional flow of these institutions is also interesting. In the past two decades, the dominant trend has been toward institutions from well established higher education systems moving into nations with emerging economies, mostly in Asia and the Middle East. Examples include the University of Nottingham's (UK) campuses in China and Malaysia as well as Australia's University of Wollongong in the United Arab Emirates (UAE). However, the TNE movement is increasingly multidirectional. Egypt's Al-Azhar University has set up in Malaysia. Malaysia's Limkonkwing University of Creative Technology is in the UK. And, multiple Indian-based institutions have campuses in Dubai and Africa.

IN THE UAE AND QATAR, FOREIGN INSTITUTIONS ARE AMONG THE LARGEST PROVIDERS OF EDUCATION

DIFFERING MODELS AND IMPACTS

Based on what we see among IBCs around the world, there is no standard model. Some are small storefronts serving a couple of dozen students in one or two programme areas, and others have large campuses with multiple buildings, thousands of students, and state-of-the-art research labs and active research faculty.

There are a few liberal arts focused IBCs, though most offer professional and STEM focused programmes. Academic staff can come from the home campus or be hired locally.

The impact of these institutions on the local environment likewise varies markedly among nations. In places like the UAE and Qatar, foreign institutions are among the largest providers of education. For example, in the UAE, IBCs provide much needed access to the large expatriate population. In other parts of the world, such as Metz, France (home to a campus of Georgia Tech, of the US) and Sarawak, Malaysia (where Curtin University in Australia set up a campus), the local government recruited foreign institutions because the host national government refused to establish a new university.

A LONG-LASTING TREND?

Not all TNE endeavours have been successful. Indeed, by our data, about one in ten IBCs have closed since the mid-1990s. The impact of closure can be significant, particularly when the home campuses lose significant amounts of money or students are left stranded in the middle of their programme. However, we also have identified at least 16 IBCs currently in development. This suggests that fear of failure is not curbing the trend lines.

AT LEAST 16 IBCS ARE CURRENTLY IN DEVELOPMENT, SUGGESTING THAT FEAR OF FAILURE IS NOT CURBING THE TREND LINES

Adequate faculty credentials and quality assurance issues loom large in TNE. There are bound to be some bad actors. Institutions do not always provide an offshore education that is equivalent to what occurs on the main campus. Such concerns have led places like Dubai and Hong Kong to set up new quality assurance standards specifically to deal with the unique nature of IBCs; while other nations like Greece and India have implemented significant barriers for the operation of such TNE provision.

As we see the TNE phenomenon mature, it is becoming part of the local educational environment. We see, for example, IBC curricula reflecting local needs and IBC units conducting significant research. Local governments have shown interest in funding these initiatives as well. Nevertheless, TNE deserves a critical assessment. Innovation brings opportunity as well as risks. It will be interesting to see how the various forms of TNE evolve within their new home countries. **F**

WHO IS THE TNE STUDENT?

More and more students around the world are undertaking TNE programmes. These students are studying for an overseas qualification in their home country, or travelling to a third country to study. While there is no 'typical' TNE student, there are shared characteristics which provide a fascinating insight into the value and uniqueness of TNE programmes when compared to other study options.

KEVIN VAN-CAUTER
British Council, UK

Photo: Tyler Olson (shutterstock)

A survey conducted in 2012 by the British Council, *Portrait of a TNE Student*,[1] and a study on the impact of TNE conducted by the British Council in partnership with DAAD in 2014, *Impacts of TNE on host countries*,[2] revealed that the majority of TNE students are undertaking Bachelor level degrees and studying full time. The top four subjects of study are business and finance, engineering and technology, languages, and social sciences (including economics).

THE TOP FOUR SUBJECTS OF TNE STUDY ARE BUSINESS AND FINANCE, ENGINEERING AND TECHNOLOGY, LANGUAGES, AND SOCIAL SCIENCES

Another large group of TNE students were seen to be older than the traditional student entering higher education. Many of these students combine study with work, and the flexibility of TNE clearly has appeal for students with requirements to balance work, study and family demands.

Perhaps the most striking finding from this research is that career development is the main motivation for TNE students at all levels. Students see TNE as a way to improve their professional skills and thereby improve their career prospects. Students also believe that employers highly value the skills developed as a result of studying a TNE programme. In particular the students cite the prestige/status of the foreign institution and the international experience and multicultural experience which they believe are developed through TNE.

The views of TNE students are backed up by the fact that career prospects of TNE students appear to be good – in the TNE impact study only 13% of students were still unemployed six months after graduation. The top five industry employers of TNE students were found to be teaching and education, business and management, engineering and manufacturing, banking and finance and marketing/PR.

ATTRACTIVENESS OF TNE

What are the main attributes of TNE programmes that appeal to students? The research shows that for students, the most positive attributes of TNE are the ability to gain a more international outlook and develop intercultural competence and the chance to develop analytical thinking skills. Students feel that teaching methods on TNE programmes rely more on critical thinking and voicing of opinions when compared to local programmes. These skills are highly valued by both students and employers.

Another factor is language. With English as the language of instruction in the majority of TNE programmes, it is clear that developing advanced English skills is a major motivating factor and is also a skill highly valued by employers.

CAREER DEVELOPMENT IS THE MAIN MOTIVATION FOR TNE STUDENTS

TNE students are attracted to the practical nature of the lessons and the applicability of the programmes to the student's life and career. Another crucial part of the quality measure is the face-to-face component, which students deemed irreplaceable and a non-negotiable factor.

TNE is generally more affordable than study abroad, but more expensive than other locally available programmes (which are free in the majority of cases). TNE students therefore have to make a significant financial contribution and the TNE impact study also found that 70% of TNE students rely on personal finances or family for financial support.

CHOICE FACTORS

Today's TNE student is goal-orientated, practical, and highly motivated to progress along a predetermined career path. This community of learners is looking for the most convenient mode of education to complement its constituents' lifestyles, choices and priorities. Flexibility and employability are paramount in the choices TNE students make when selecting TNE programmes.

Evidence suggests that course quality, time commitment, and relevance are most important in a student's decision-making regarding a TNE programme. In fact nearly three quarters of students in the 'Portrait of a TNE student' research prioritised considerations unrelated to the specific institution. This indicates that potential TNE students are more interested in the relevance and impact of the specific qualification on their career and lifestyle than they are with the brand, reputation, or ranking of a specific institution.

In many countries there is debate regarding TNE standards and quality, but


Photo: wavebreakmedia (shutterstock)

what is relevant and important is that the new TNE community, with its unique needs, gains a distinct skill set; TNE students graduate with not only direct knowledge from the curricula but also with skills directly related to employment prospects such as an international outlook, analytical skills, intercultural skills, problem solving skills, teamwork and adaptability.

TODAY, TNE IS MUCH MORE LIKELY TO BE A POSITIVE CHOICE

GROWING ACCEPTANCE OF TNE

In studies conducted 10 years ago, TNE was a third choice for most students – typically they were ineligible to enrol on a local programme and could not afford overseas study, so opted for TNE. Today, TNE is much more likely to be a positive choice made on the basis of a perception that the quality of TNE has improved significantly in the last decade. TNE is now seen in many countries as high quality, on a par with local provision. Recognition by employers and the acknowledgement of the skills which TNE programmes confer have contributed to this trend.

Given this acceptance that TNE is a worthwhile and positive choice, students are most concerned with the quality and recognition of the degree itself, and to experience different teaching methods and new ways of learning.

This article has focused on student perceptions of TNE. It is important to consider that these perceptions are formed within a wider national and regional context. Overall, stakeholders in host countries (students, employers, providers, government officials, regulatory bodies) see TNE as having a positive impact with the benefits outweighing the risks, and it is no surprise that where this positive policy environment exists, TNE will thrive. The majority of these host country stakeholders are generally optimistic about the outlook for TNE and also predict that both the number of new TNE programmes and capacity of existing programmes provision is set to continue to grow in the medium term. For students, the number one benefit is that TNE provides an affordable alternative to studying abroad for an international qualification, and to gain an international outlook 'at home'. **F**

1. 'Portrait of a TNE Student' (2012): https://ei.britishcouncil.org/educationintelligence/student-insight-tne

2. 'Impacts of transnational education on host countries': www.britishcouncil.org/education/ihe/knowledge-centre/internationalisation/impacts-transnational

BRANCH CAMPUS DEVELOPMENT

Marketing expertise required

International branch campuses can succeed or fail depending on whether they enrol enough students. Failure is costly – financially and for reputations. To give such a high-profile, high-risk development the best chance of success, marketing expertise must be sought and heeded throughout the project.

VICKY LEWIS
Independent Consultant, UK

Photo: gyn9037 (shutterstock)

International Branch Campus

/ɪntəˈnaʃ(ə)n(ə)l/ /braːn(t)ʃ/ /ˈkampəs/

a degree-granting entity at least partially owned and operated by a foreign education provider displaying its brand[1]

The number of International Branch Campuses (IBCs) – also known as offshore or overseas campuses – grew enormously during the first decade of the 21st century. Although this growth has slowed more recently, the total number of IBCs now exceeds 200. While this mode of transnational education is still a minority pursuit, it has been around long enough for us to pinpoint trends and start evaluating what works.

The number of exporting and importing countries has increased (currently 29 exporters and 67 importers)[2] and, while many IBCs are still (mainly Anglophone) institutions from the North operating within countries in the South, there are now more North-to-North and South-to-South campuses.

Over time, some will become rounded institutions, not only delivering education, but also embracing unique research opportunities and making a contribution – economically and socially – within their host country. Some may even grow to have equivalent status to the home campus.[3]

THE TOTAL NUMBER OF INTERNATIONAL BRANCH CAMPUSES NOW EXCEEDS 200

The drivers for those IBCs that have already developed into sustainable operations are grounded in strong academic and social rationales (beyond the desire for prestige or income generation). However for most, students are the lifeblood.

The decision to develop an IBC is huge, sometimes sparking controversial debates about mission and priorities with governing bodies (who authorise the funding); and among home campus staff who may feel it's a senior management 'pet project' and a distraction from 'core business'.

Financial returns may take a decade to be realised. Some planned campuses don't get off the ground at all. Some fail swiftly (there have been 28 IBC closures to date). The failures are often because student number targets are over-ambitious and enrolments fall short.

WHERE DOES MARKETING FIT IN?

Establishing an IBC is not a project where marketing professionals can be brought in at the end and expected to recruit the required number of students. Professionals with a range of marketing expertise must be at the table from the outset.

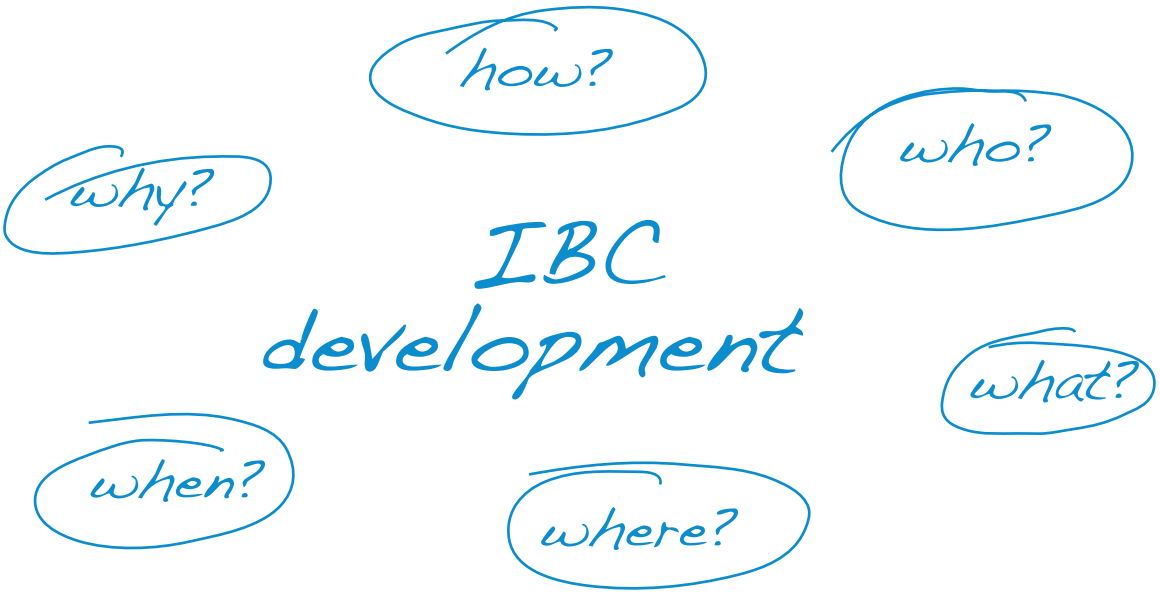
You need market research and intelligence specialists, product development strategists, corporate identity and branding experts, networkers and relationship-builders, public relations and marketing communications professionals, people who understand how to appeal to the local market, domestic and international student recruitment practitioners, and people who know how to market a start-up business.

Even if this expertise exists within the home institution, it is prudent to extend capacity by seeking additional support – from other institutions willing to share good practice, from local experts in the host country and from external advisors in relevant fields.

THE STRATEGY DEVELOPMENT STAGE

Robust market intelligence must underpin the initial business case. If you're struggling to find evidence of sufficient market demand, either rethink your offer or call it a day. Certain questions need to be addressed at the earliest stage of discussions, informed by local knowledge and data. Commissioning independent market research to help quantify demand can enhance the credibility of the business case. Questions to consider include:

- Is the academic portfolio (the one you launch with and the one you aspire to in five years' time) informed by the needs of the target market? Does it match host government priorities? What about the needs of employers in the host region?
- Are enrolment targets realistic? Which programmes should be offered in the first year? How long is the process for validating these (in home and host country) and does this leave time to promote them effectively?
- Which are your target markets – local students from the host country, those from the wider region, other international students, students from the home campus – and what proportion of each do you aim to recruit? Are all these markets accessible from the start? Do students from any of your target segments need academic or linguistic preparation?



- How are other branch campuses faring in this country? Is there any scope for collaboration?

Another point requiring serious consideration is the status of the IBC relative to the home campus. This has major repercussions for corporate identity, governance and decision-making. Is it a parent-child relationship? Will the home campus be hands-on or hands-off? Will this relationship change over time? Who makes key decisions and how are these communicated? How is the relationship presented both to the local market and, crucially, to staff and students at both campuses? How can you avoid those attached to the IBC from feeling isolated and treated like 'the poor relation'?

Some universities deliberately use the locations of their IBCs in their core branding: take a look at the UK's University of Nottingham and Australia's Monash University. They are pursuing the 'multi-campus global university' route.[4] Then there are the logistical issues whose handling says so much about the status of the IBC. One UK university changed the time of long-standing committee meetings so that staff from the IBC could participate virtually despite an eight-hour time difference.

PROFILE-RAISING AND MARKETING CANNOT BE DONE FROM A DISTANCE

THE RESOURCE ALLOCATION STAGE

The resources needed to establish the reputation of a new IBC are significant. In commercial terms, it's a new product in a new market where awareness of the supplier is often minimal (however well-known at home). Marketing investment levels should reflect its status as a start-up business. It must be agreed how to split budget between home and branch campus. Who manages it? What staffing is required for on-the-ground marketing?

Profile-raising and marketing cannot be done from a distance on the fringes of home campus staff time. This requires dedicated resource and some strategic decisions: which skillsets are needed, where to locate them, who line manages them, how to facilitate cooperation between branch and home campus marketing staff, and how the staff profile will change over time (for example gradual migration of responsibilities to branch campus).

What local supplier infrastructure is needed? A roster of good photographers and video producers? A suitably trained design agency? Local support for PR or media buying?

THE IMPLEMENTATION STAGE

When it comes to implementation, establish a key stakeholder management plan early – and get staff out and about forging relationships to build profile and reputation. Adapt marketing activities to the local context. What seems brash or extravagant at home may be appropriate in the new market. For example, in Malaysia, big splash advertising is expected – to establish both credibility and financial stability. Listen to the local experts who know how target audiences respond to different tactics.

MEASURES OF SUCCESS

A key measure of success is, of course, student recruitment. Enrolling enough students is usually a prerequisite for other campus priorities to become viable. A successful IBC is, however, so much more than an exercise in getting students through the doors. It is embedded within the identity of its home campus, which it greatly enriches, and it is a key player within its local and regional context. It contributes both to home campus internationalisation and host country priorities. **F**

1. Homayounpour, C., (2014, April 24). Will They Come If You Build It? The Future of International Branch Campuses. *The evolllution.* Retrieved from www.evolllution.com/distance_online_learning/will-they-come-if-you-build-it-the-future-of-international-branch-campuses

2. Quick Facts. Retrieved June 3, 2014, from www.globalhighered.org

3. Kratochvil, D. and Karram, G. (2014, April 11). From protégé to peer – measuring maturity at branch campuses. *University World News.* Retrieved from: www.universityworldnews.com/article.php?story=20140408150224295

4. Ibid.

TRANSNATIONAL, BI-NATIONAL, INTERNATIONAL?

The German approach

Germany may not be the first country that comes to mind as a major stakeholder in the transnational education (TNE) sector – the head start of Australian, British and American universities in the field has lead to the perception of TNE as a primarily Anglo-Saxon phenomenon. However, German institutions have been highly proactive of late, with some very interesting results.

STEPHAN GEIFES & SUSANNE KAMMÜLLER
DAAD, Germany

Photo: rorem (istock)

01, 02 Engineering and Management Master Programme kick off at the Vietnamese-German University VGU, Ho Chi Minh City, Vietnam

03 Kazakh students at the German-Kazakh University in Almaty, Kazakhstan

German TNE engagement started later and took a different turn to its Australian, British and American forerunners, but proved to be successful in its own way. In part, this can be explained by the fact that German universities were encouraged

THE 'GERMAN MODEL' OF TNE IS BASED ON COOPERATIVE INTERACTION

and supported to venture abroad by the German government (via DAAD, the German Academic Exchange Service) as part of the government's higher education internationalisation strategy. A keyword in understanding this engagement is 'sustainability': the supported TNE study offerings aim to foster bilateral scientific exchange on a long-term basis and strengthen higher education infrastructures in their host countries. While students profit from an addition to the study opportunities within their reach, the involved German institutions benefit from an improved position in the international education market and bolstered industry contacts as well as an expansion of their course portfolios.

GERMAN ENGAGEMENT

The 'German model' of TNE is based on cooperative interaction between German universities and their international partners. This concept informed the formulation of a 'Code of Conduct for Higher Education Projects Abroad' which was adopted by the members of the German Rectors' Conference in 2013. The Code lays down standards for the provision of higher education by German universities outside their national borders, stressing a collaborative approach in dealings with universities abroad, assurance of a high quality of content, provision and administration and opportunities for contact with Germany as major features.[1]

The specific approach of Geman institutions shows in the types of TNE engagement they enter into, with franchise or validation being virtually non-existent in German TNE. Branch campuses are a rare phenomenon, too, despite a few notable exceptions run by institutions of international renown, such as Munich Technical University's TUM Asia Campus in Singapore or the El Gouna Campus of Technical University Berlin in Egypt.

BI-NATIONAL INSTITUTIONS

German degree programmes offered at partner institutions abroad registered more than 3000 students in 2013–2014. However, the most popular mode of engagement is the support of bi-national universities abroad. Of more than 20 000 students taking part in German TNE study offers worldwide, around 17 000 are currently enrolled at seven bi-national institutions in different countries. These numbers have never been higher and the signs point strongly to a further increase in the future.

AROUND 17 000 GERMAN STUDENTS ARE ENROLLED AT SEVEN BI-NATIONAL INSTITUTIONS IN DIFFERENT COUNTRIES

The oldest of these 'X–plus-German' bi-national institutions is the German University Cairo (GUC). Founded in 2001 as a private institution with support of the Universities of Ulm, Stuttgart and Tübingen, in one decade the GUC succeeded to firmly establish itself among the top 10 Egyptian universities in regional rankings. To date, it is the only Egyptian university

whose degrees conform to Bologna standards, thus opening the door for GUC graduates to advanced studies in Europe. The concept has resulted in a constant rise of applications for admission and an expansion of the number of study places provided by the GUC: latest figures indicate 7500 graduates, 10 000 students and a record intake of 2000 new enrolments in the academic year 2013–2014.

MIDDLE EAST

In Amman, a specific German type of higher education institution was imported and adapted to meet the needs of a Middle Eastern country: the state-owned German Jordanian University (GJU). Its curricula and organisation of studies are based on the example of the German universities of applied sciences. About 80 of these institutions in Germany, headed by the University of Applied Sciences Magdeburg-Stendal, cooperate with the GJU to guarantee state-of-the-art higher education and practice-oriented training in fields like architecture, engineering or management. Since its inception in 2004, the GJU has evolved into one of the most successful university projects in the Arab region with 3700 students this winter term and around 1200 graduates to date.

WESTERN ASIA

On the Persian Gulf, the German University of Technology (GUtech) in the Omani capital almost doubled the number of enrolments from 650 to 1200 in the winter term 2013/14. GUtech maintains close ties with its partner institution RWTH Aachen University. For students, these ties can be seen not only with the German fly-in teachers, but also with excursions to Germany – for example, 15 GUtech students travelled to Aachen last November. Their programme comprised of a German language course as well as an introduction to a series of research projects, *eg* the excellence cluster 'Tailor-Made Fuels from Biomass'. With its focus on engineering and natural sciences, GUtech attracts students in the region through its teaching, training and administration which all follow German standards.

KAZAKHSTAN

Further northeast, a consortium of German universities led by the International Institute (IHI) Zittau of TU Dresden engages with local academic partners in the Kazakh German University (DKU). More than 500 students in Almaty strive for a DKU degree or one of seven double degrees with German higher education institutions in disciplines such as industrial engineering, logistics or integrated water management. Their academic training gives them additional linguistic and intercultural skills since the DKU follows a concept that builds on the acquisition of German and English as an integrated part of subject-specific studies. Students who start with classes in Russian in their first year are able to follow lectures and discuss with German professors in German towards the end of their degree courses.

VIETNAM

Strong local roots and a claim to become an integral part of the surrounding education landscape imply an obligation to constantly adapt and develop in order to meet the local needs. This academic year, the Vietnamese-German University (VGU) in Ho Chi Minh City launched new study programmes with their German partners. Master's courses like FU Berlin's international 'Global Production Engineering and Management' or TU Darmstadt's 'Sustainable Urban Development' were tailored to the demands of the country. Qualified engineers are especially sought after in Vietnam, whose economic growth is marked by the dynamic growth of its production-related industry. Supported by a consortium of 37 German institutions and by DAAD from its very beginning in 2008, the VGU now has around 750 students.

TURKEY

The youngest large-scale project in this branch of transnational education has just opened its doors: The Turkish-German University (TDU) in Istanbul commenced operations this academic year with five degree courses. After the official inauguration with both countries' Presidents of State in April, the new institution has ambitious plans: starting with a first intake of around 130 students, it soon wants to train up to 5000 students.

MORE THAN 10 000 STUDENTS HAVE COMPLETED THEIR DEGREES THROUGH TNE OFFERED BY GERMAN UNIVERSITIES

Over the last years, more than 10 000 students have successfully completed their degrees through TNE offered by German universities, the majority of them at bi-national universities. Due to the combination of research-based teaching and practice-oriented training in their study courses, these graduates usually enter the job market with very good career prospects. At the same time, the 'German approach' increasingly receives attention in the international discourse on transnational education and is analysed in papers and conference sessions. At the EAIE Conference in September 2014, German models will be discussed in the context of the implications of TNE for internationalisation in the session 'Transnational education: the next step for internationalisation' organised by DAAD. F

1. For more information on the Code of Conduct, please visit: www.hrk.de/resolutions-publications/resolutions

IN CONVERSATION WITH

JANE KNIGHT

Photo courtesy of Jane Knight

One of the most prolific writers on the internationalisation of higher education, and, more recently, transnational education, Jane Knight's definitions are widely referenced in publications around the world. Here we find out her views on the challenges, opportunities and the future landscape of transnational education.

There are a myriad of ways the term 'transnational education' (TNE) is used. How do you define TNE?

JK: Four terms are used to describe the mobility of academic programmes, providers and credentials across borders – transnational, crossborder, offshore and borderless education. The use depends on the country or region of the world and whether you are a sending or receiving country. For those whose mother tongue is not English, it is very difficult to understand the nuanced difference between transnational and international education and thus crossborder is often a preferred term, but transnational education (TNE) is the most commonly used term in Europe.

A key question is what is included and not included in TNE. Again it varies. From a programmatic perspective, TNE covers a very broad spectrum of initiatives including branch campuses, twinning/franchise programmes, validation/articulation arrangements, double/joint degree programmes, bi-national universities and faculties, virtual/open universities, distance education, MOOCs and so on. This range of activities makes it difficult to have a robust definition. TNE is most commonly defined as the delivery of education programmes in a jurisdiction other than that of the parent/home institution. The advantage of this description is that it emphasises the mobility of the programme (or the provider) rather than the student. But, it also has its limitations. For instance, in the case of joint/double degree programmes or bi-national universities, the programmes do not necessarily move from one country to another as in twinning/franchise programmes; rather the programme is developed collaboratively by all partners. Validation/articulation arrangements also do not always involve programme mobility. In many cases, who grants the qualification is the determining factor, not the mobility of the programme *per se*. Furthermore, joint research is now a central component of mature branch campuses and bi-national universities and thus programme mobility may be too narrow in the near future.

IT IS NOT EASY TO DEFINE TNE AS THE ACADEMIC MOBILITY LANDSCAPE IS EVOLVING SO QUICKLY

Finally, it is important to look at TNE from the broader perspective of internationalisation. The two main pillars of internationalisation are often understood as 'internationalisation at home' and 'TNE/crossborder education'. Using this framework, the mobility of programmes, providers, policy, research and innovation, and people all need to be considered. This widens the definition of TNE to include many forms of academic mobility between and among countries so as to differentiate more from the emphasis on the local or 'at home' perspective.

Thus, it is not easy to define TNE as the academic mobility landscape is evolving so quickly. Looking to the future, it may be who awards the qualification which might be the key factor in defining TNE, not the mobility of an academic programme across jurisdictional borders.

Through all the research you've carried out, what can you identify as being the most troublesome and promising aspects of the TNE phenomenon?

JK: The most promising aspects of TNE are the opportunity to improve the quality of higher education for both sending/receiving countries and to increase access to higher education in the receiving country. The increase in quality stems from the collaborative efforts to jointly design and deliver TNE programmes by the partner institutions located in different countries. This draws on the expertise of each institution and contributes more to quality and relevance than the more prevalent export/import approaches of twinning, franchise, branch campus models. Furthermore, introducing a research component in these collaborations is a step forward.

IF THE APPROPRIATE REGULATORY SYSTEMS ARE NOT IN PLACE THE QUALITY CAN BE JEOPARDISED

Of course, if the appropriate regulatory systems are not in place the quality

EUROPE APPEARS TO BE VERY ACTIVE IN DIFFERENT FORMS OF TNE

can be jeopardised too. For example, a foreign branch campus in the UAE offers a popular business degree focused on international banking. Due to the quality assurance protocols of the sending institution, only programmes at the parent/home institution can be provided at the branch campus. This means that a course on Islamic Banking which is both important and relevant to the UAE cannot be offered. This is an example where quality assurance does not necessarily lead to improved quality and relevance of the programme.

TNE as a tool to increase access to higher education and diversity of programmes is claimed as both a goal and benefit of TNE by all involved. In principle this may be true but the majority of receiving countries do not collect enrolment data on TNE operations and thus do not have the evidence to actually support this claim. That being said, there is a strong belief that students who wish to stay at home or in the region are attracted to and benefit from a foreign or collaborative TNE education programme and find it a more affordable option than full degree abroad options.

The recognition and integrity of the earned qualification from TNE is one of the more troublesome aspects. The popularity of double or multiple degree programmes is increasing exponentially. As already noted, moving from an export/import model of TNE to a collaborative or joint programme model like joint/double degree programmes is a positive development. However, with all new developments come unintended consequences. In many cases, legal and other regulatory issues prevent the awarding of one qualification certificate with multiple badges/names of higher education institutions – especially if one institution is from another country. This has introduced the awarding of double or multiple certificates. For countries such as those in Europe which have regulations in place for the requirements of awarding a double/multiple degree, this is a feasible option. But this is certainly not the case in other regions of the world where, in the absence of any regulations on multiple degree requirements and quality assurance, the awarding of double degrees is proliferating by both *bona fide* and rogue providers.

THE INTEGRITY AND RECOGNITION OF TNE QUALIFICATIONS NEEDS TO BE A PRIORITY ISSUE IN THE NEXT DECADE

After all, it is very attractive for students to earn double/multiple degrees and for institutions to award them to show high graduation rates. Thus, the demand for double degrees is skyrocketing and resulting in some dubious arrangements. For instance, some twinning/franchise programmes are now offering double degrees – one by the local registering institution and the second by the foreign partner offering the programme. In these cases, the requirements for one qualification – whether it is measured in credits, number of courses, or competencies obtained – results in two degrees. In other cases, students who register in a programme with a one or two year study abroad component are able to have the credits counted for a qualification from each institution where they studied. These are unintended consequences and do not reflect the original intention of double degree programmes. The attractiveness of two or more degrees for the same or a small number of additional course/credit requirements is morphing into a new trend which puts the integrity and recognition of some TNE credentials and programmes at risk.

Quality assurance of TNE programmes has been a dominant issue during the last decade. The integrity and recognition of TNE qualifications needs to be a priority issue in the next decade. Fascinating new developments such as MOOCs, bi-national institutions/faculties, education free zones, 'eduglomerates', new types of providers, innovative public/private partnerships, among others, will force a greater focus on the integrity and recognition of TNE qualifications.

The US, UK, and Australia have, until now, been key players in the field of TNE. How do you see other (particularly European) institutions moving into this space going forward?

JK: While the US, UK and Australia may be giants in terms of international student recruitment, Europe appears to be very active in different forms of TNE. For instance, with the promotion of double degree programmes being part of the Bologna process and supported by the

EU, it is fair to say that Europe is leading in this aspect of TNE. There is also an interesting story to tell regarding branch campuses. According to the 2012 report 'International branch campuses: data and developments' prepared by the Observatory of Borderless Education, there are approximately 200 branch campuses operating around the world of which 69 originate from European countries. Two European countries (France and the UK) rank second and third after the US as the top three source countries of branch campuses. In terms of twinning, franchise, validation programmes, Europe has a handful of highly active countries – both in sending and receiving. Lastly, Germany leads the world with its interesting development of seven bi-national universities (Japan follows with two bi-national institutions). Because the concept of a bi-national university is evolving and a bit elusive, it is still difficult to know whether there are others under development.

GERMANY LEADS THE WORLD WITH ITS DEVELOPMENT OF SEVEN BI-NATIONAL UNIVERSITIES

In terms of being a host or receiving region of TNE activities, according to the 2013 Report by Bertelsmann Stiftung entitled 'Delivering Education across Borders in the European Union' there are a total of 253 TNE activities operating in 24 European member states and the majority are branch campuses and validation agreements. Of interest is the number of UK TNE initiatives that are offered in continental Europe pointing to dynamic intra-regional TNE activity.

Only time will tell, but the growth of European TNE activity looks promising for increased intra-regional as well as inter-regional activities. However, it is fair to say that there is a varied topography of TNE activity among European countries – with a minority of countries being responsible for the majority of TNE activity.

Everyone talks about the transformations emerging in international education as a result of MOOCs. How will MOOCs affect the future of TNE?

JK: It is still too soon to say what impact MOOCs will have on TNE. In general, MOOCs have a powerful role to play in broadening access to non-formal learning opportunities which is an underdeveloped area of international higher education. However, the question looms large as to how long it will be before the majority of MOOCs will offer formal credentials accredited by the providing institution or a third party. Far into the future, the crystal ball presents a faint and very fuzzy picture of students customising their own menu of programmes by combining courses offered by local, regional and international public and private providers; through face to face, distance and a combination of the two – all of which will be accredited by different agencies with a final qualification being offered by a local or TNE provider. MOOCs may eventually be seen as a stimulus for this scenario! Who knows?

You've written on so many aspects of international education. What drew you to the field of TNE specifically?

JK: A fundamental principle of TNE and internationalisation is the respect for local culture, history, values, and the socio-economic-political context. As a higher education comparativist, I find it particularly interesting to look at how TNE can complement local provision in meeting local/national education policy objectives in receiving countries. There are no two countries which have the same higher education system or the same set of priorities and objectives for strengthening or expanding the higher education system. Thus, it is fascinating to study how different receiving countries look to TNE to meet their needs and how they develop both enabling and regulating policies to do so. On the other hand, the drivers and perceived benefits for sending countries to be engaged in TNE are equally varied and intriguing. Basically, I believe that international programme and provider mobility has the potential to improve the quality of the educational experience for students, and for all partners and countries involved – the key challenge is to find out how to maximise the benefits for all and minimise the risks and unintended consequences. F

For more insights into TNE impact on host countries, see Jane Knight and John McNamara's article on page 36.

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ADAPTING CURRICULA FOR SUCCESS

Transnational education (TNE) is big business: the Asian financial crisis saw an explosion of transnational delivery into Southeast Asia from Australian providers; currently, about 1 in 4 international students enrolled in Australian uiniversities is not actually living in Australia; and statistics from the UK show that there are more international students registered for degrees offshore than in the UK. As more institutions look to branch out into the realms of TNE, one consideration, above all others is key: effective adaptation of the curriculum.

ROBERT COELEN
Stenden University of Applied Sciences, the Netherlands

Photo: aphotostory (istock)

International Branch Campuses (IBCs), generally regarded as the most resource-intensive application of TNE, are growing significantly. Whereas at the turn of the century there were only about 20 IBCs, today their number is estimated to be in excess of more than 230. Clearly, TNE is a growing phenomenon and countries are rushing to catch up with both enabling and controlling legislation.

INTERNATIONAL BRANCH CAMPUSES ARE REGARDED AS THE MOST RESOURCE-INTENSIVE APPLICATION OF TNE

Indeed, even in the absence of purposeful legislation, countries have found ways to innovatively permit foreign universities to operate within their jurisdiction.

CHALLENGES OF DELIVERY

There are a significant number of aspects to be considered in the delivery of education across borders. Williams, in his H*andbook for Reviewing and Improving Multi-campus Units*[1] identifies 15 delivery aspects that have given rise to the most challenges in the design, development, and delivery of education across multiple campuses. These included, among others, staff profiles, intended learning outcomes, learning opportunities and resources, learning and teaching spaces, assessment, and student profiles.

The *Handbook* was predominately written from the perspective of delivery within one jurisdiction. Thus, there are additional aspects that relate to TNE. These include legislative and cultural aspects that impinge on the delivery beyond all of the aforementioned domains. Another major factor is the partner involved in a TNE operation. What are the motives of the partner and how well, in the light of a partnership, can educational delivery be under control of the home institution? Is the programme subject to multiple accreditation systems (at home and in the foreign jurisdiction), or does a new regime apply (only the foreign jurisdiction)? How does such a new accreditation affect the educational delivery? Are there new compulsory elements in the curriculum and how does this affect the overall programme? An often-practiced approach in this instance is to utilise elective space in the programme to deal with these new demands. However, does this not affect the overall quality of the programme and its outcomes? How can one deal with local values that prevent the identical (experiential) delivery of, for example, a course on alcoholic beverages in a hotel management programme?

PRESERVATION VS LOCALISATION

The preservation of the intended and achieved learning outcomes of TNE should be the first and foremost concern of any institution engaged in this practice. After all, the degree awarded to graduates from TNE programmes must reflect the same learning outcomes as the degree on the home campus. This acts therefore as a counter-opposing force in adapting education to take into account local factors. The issue of the preservation of educational quality in the face of the various challenges most likely requires the bulk of attention from the home institution.

The extent to which a home institution defines the curriculum, and therefore the extent to which it may be adapted for TNE delivery, requires significant input and attention. Staff involved in delivering the education as TNE, may resort to ad hoc changes if the curriculum is too prescriptive. On the other hand, in a very loosely defined curriculum, without clearly defined learning outcomes, the graduate may not possess the same competences as those from the home campus. Clearly, this is not desirable and a way must be found to develop the curriculum to allow for TNE delivery.


Photo: l i g h t p o e t (shutterstock)

INTERNATIONALISATION OF THE CURRICULUM

There are basically two positions one can take on this, bearing in mind the need to preserve the integrity of the academic programme. The first is to resist any changes to the maximum extent possible and begrudgingly allow the TNE delivery to be somewhat different. The alternative position is to develop the curriculum through inputs obtained from the TNE delivery so as to create an internationally more robust programme that is capable of being delivered in more than one jurisdiction. Such adaptations can lead to a better curriculum in the face of advancing globalisation. This can be referred to as primary internationalisation of the curriculum.

The relevance of the programme is enhanced for students local to the TNE delivery and it may be argued that this will enhance the relevance also for international students present on the home campus. Notwithstanding curricular considerations (in the narrow sense of the definition of 'curriculum'), many other aspects can cause adaptation of the delivery. These can, and do, include the aspects defined by Williams in his *Handbook*.

It is not possible within the scope of this article to deal with all of these aspects and how they might affect the need or desirability to adapt a curriculum. A few examples will need to suffice. The educational methods, for example, may include the use of problem-based learning (PBL). Depending on the precise form, this method requires small groups of students to solve problems. Should the TNE delivery be to groups of students that are smaller than the recommended size for effective PBL instruction, adaptations will have to be made. This may impact the quality of the PBL, and thus, learning experience. Other considerations include: Is the library at the TNE location of similar size and scope compared to the home institution? Are students able to avail themselves of the same diversity of books, and electronic resources? What about the learning spaces? Is the same level of resourcing applied to the learning spaces in terms of technology and other infrastructure? What about the informal curriculum? What is the make up of the student body at the TNE delivery site? How can these students interact outside the classroom? Are there similar opportunities in terms of physical infrastructure, student clubs and societies?

There is no doubt that the curriculum needs to be adapted to account for TNE delivery. The adage that 'here is there' and we do not need to adapt the programme is a testimony to ignorance. There are some provisos and they must be observed. The learning outcomes of the home programme must be preserved. However, the programme delivery can be enhanced through collaborative development of the curriculum by academics involved in its delivery from the home campus and from where the programme is delivered as TNE. This leads to a more robust and internationalised curriculum with a greater level of relevance of the programme, wherever it might be taught. F

THE ADAGE THAT WE DO NOT NEED TO ADAPT THE PROGRAMME IS A TESTIMONY TO IGNORANCE

1. Williams, G. (2013). *Handbook for Reviewing and Improving Multi-campus Units*. Retrieved from: www.olt.gov.au/system/files/resources/LE8_817_Williams_Handbook_2013.pdf

A QUESTION OF

Ensuring the quality of any higher education programme is of high importance, both to the students, and to the institution providing the programme. When an institution starts engaging in transnational education, across borders and cultures, questions of quality become even more complex and pronounced.

RAHUL CHOUDAHA
World Education Services, US

The complexity of transnational education (TNE) stems from the significant differences in maturity of quality assurance mechanisms of higher education between countries engaging with cross-border programmes. The last time that questions of quality assurance for TNE providers arose was when 'degree mills' proliferated in the early 2000s, driven by the exponential growth in internet usage. In response to the challenges of quality in cross-border education, UNESCO and OECD jointly developed guidelines on 'Quality provision in cross-border higher education' in 2005,[1] which recommended that governments should establish quality assurance systems specific to cross-border higher education to ensure that cross-border programmes are of comparable quality to those offered in their home country.

Consider the example of Pakistan and Nigeria which are among the top hosts of UK TNE activities but do not have as strong oversight or definitive regulations, as compared to Hong Kong. Likewise, in India, despite years of attempts, there is still no policy framework to allow foreign institutions to deliver degrees within the country. Some foreign institutions that have gone ahead with cross-border engagements are struggling to adapt to the confusing regulatory environment. These cases are just a few of many that shed light on potential risks that arise not only for students but also for provider institutions.

IN INDIA THERE IS STILL NO POLICY FRAMEWORK TO ALLOW FOREIGN INSTITUTIONS TO DELIVER DEGREES WITHIN THE COUNTRY

CHANGING DELIVERY METHODS

There are further complexities related to quality due to the increasing change and variety in learning and delivery models for TNE. Open and distance learning programmes have existed for decades in a variety of shapes and forms, however, the future opens up endless possibilities with technology. The emergence of Massive Open Online Courses (MOOCs) and expansion of blended and competency-based learning pushes the boundaries of the conventional definition of TNE. A recent report from MIT shows the Institution's intention to shape its internationalisation

QUALITY

future around technology-enabled learning. MIT forecasts a future where education will be unbundled and degrees will be disaggregated "into smaller credential units such as course credentials, sequence credentials, and even badges" with the possibility that "the credentialing entity may be different from the institution that offers the course".[2]

THE EMERGENCE OF MOOCS PUSHES THE BOUNDARIES OF THE CONVENTIONAL DEFINITION OF TNE

Recognising this emerging trend, a recent report by the European Commission (2014) stated that the "[n]ew modes of delivery, such as blended learning or massive open online courses (MOOCs), have the potential to change how education is delivered. Quality assurance (QA) frameworks and institutions need flexibility to support institutions in adopting different modes of innovative course delivery, adapting their concepts of quality and developing new indicators to enable these changes."[3]

How will traditional definitions, expectations and models of quality assurance be able to respond to this expanding scale and increasing complexity of TNE activities? What role can and should national policies and regulations play to enable TNE without hindering innovation and growth? How can institutions develop informed and adaptive strategies to manage the risks and maximise the opportunities of TNE without compromising its mission? These are some of the burning questions that are likely to shape the future of TNE.

One such effort to answer these questions involves the European Association for Quality Assurance in Higher Education (ENQA) working on an Erasmus Mundus-funded project entitled 'Quality Assurance of Cross-border Higher Education'. The project "will look closely into different ways in which European QA agencies and higher education institutions address the accreditation and quality assurance of the programmes delivered outside of their countries" to help create "a common European quality assurance approach to cross-border higher education."[4]

THE COMPLEXITIES FOR ASSURING QUALITY IN TNE HAVE ONLY ACCELERATED IN THE LAST DECADE

The confluence of factors including an increasing demand for TNE from 'glocal' students,[5] inconsistencies in quality assurance approaches in different countries, and new learning and delivery modes of TNE create a challenging scenario for stakeholders interested in or engaged with cross-border education. The complexities for assuring quality in TNE have only accelerated in the last decade. A renewed effort is needed to gain a deeper understanding of the scale and scope of transnational programmes and to inform national policies and institutional strategies that meet standards of quality and recognition. F

1. For more details, visit: www.oecd.org/general/unescooecdguidelinesforqualityprovisionincross-borderhighereducation.htm

2. Access the report at: http://future.mit.edu/preliminary-report

3. Access the report at: http://ec.europa.eu/education/policy/higher-education/doc/quality_en.pdf

4. For more details, visit: http://qache.wordpress.com

5. Glocal students: students who aspire to gain a foreign educational experience without having to leave their home or region.

WHAT'S IN A WORD?

Defining equivalence and comparability for quality TNE

The quality of transnational offerings at home institutions should generally be of an equivalent standard to the same courses offered at international branch campuses or partner institutions. What does it really mean for standards to be 'equivalent'? And how can we define 'quality' in this instance? One university set about identifying specific principles to guide the establishment and maintenance of quality across diverse learning contexts.

TOM PALASKAS & CATHY HALL-VAN DEN ELSEN
RMIT University, Australia

In the Winter 2010 issue of *Forum*, Brandenburg and de Wit's essay notes that the "instruments of internationalisation have become the main objective of the internationalisation initiatives: more exchange, more degree mobility and more recruitment."[1] In their view, transnational education, the "white knight" of higher education, has been devalued.

While internationalisation is demonstrably at the core of business for many higher education institutions, student outcomes remain at the core of business for many faculty operating at a distance from strategic decision making. A project undertaken at RMIT University, Australia, focusing on meaningfully internationalised curriculum delivered across national borders has resulted in the development of principles to underpin quality transnational higher education. Faculty at RMIT University sought to investigate and clarify their understanding of internationalised curriculum. The university has two campuses in Vietnam and a presence in Barcelona.

Photo: timsa (istock)

More than 30 award programmes are delivered through partnerships with institutions in China, Hong Kong, Japan, Malaysia, Singapore, and Sri Lanka. The rapid growth in the number of courses offered transnationally by the university highlighted the need to establish and maintain quality across diverse learning contexts, with the underpinning rationale of achieving meaningfully internationalised content.

CONCEPTUALISING EQUIVALENCE: THE DILEMMA

A key concept applied to any transnational course offered by a home institution is that it be of equivalent standard to the same course offered at international branch campuses or partner institutions.

What does it really mean for course offerings at different locations to be equivalent? A simple answer comes to mind: all offerings of a course must be the same at all locations where it is delivered. However, the concept of 'sameness' itself poses further questions. Does it mean the same quality? If so, how do we define 'quality'?

WHAT DOES IT REALLY MEAN FOR COURSE OFFERINGS AT DIFFERENT LOCATIONS TO BE EQUIVALENT?

Does it mean the same level of academic challenge for students? If so, how would we measure this, given variances across different student profiles? Does it mean the same student experience? If so, do students of different cultural backgrounds who have been exposed to different educational systems really experience a learning event in the same way? Student perceptions that are so consistent across locations are not even evident in student cohorts where cultural homogeneity is high, let alone where there is a large cultural divide in the learning context and the students' backgrounds. Are students in various locations driven by the same needs and goals? Does the concept of equivalence allow for adaptation in different settings? If so, where and how is the line drawn between compliance and 'sameness' on the one hand, and adaptability and flexibility on the other?

A definition of equivalence is required that is grounded not only in an institution's transnational education context, but also one that bridges the various interpretations of equivalence prevalent in the literature.

AN INTERNATIONAL PERSPECTIVE ON EQUIVALENCE AND COMPARABILITY

A search of the literature will reveal references to both 'equivalent' and 'comparable' standards. These terms are used inconsistently in the various transnational education protocols and guidelines, so drawing a clear distinction between them is challenging. The term 'equivalent' has various interpretations referring confusingly to either degrees of sameness or degrees of difference between the 'standards' applied in the awarding institution and those by the institution's partners. The point of balance can sit anywhere across a wide spectrum which has compliance and 'sameness' at one end and similarity and flexible adaptation at the other. The use of the term 'standards' is also problematic because it has different reference points. It can be interpreted narrowly, synonymous with learning outcomes, or more broadly to involve a range of factors that impact on equivalence.

DOES THE CONCEPT OF EQUIVALENCE ALLOW FOR ADAPTATION IN DIFFERENT SETTINGS?

The term 'comparable' differs from 'sameness' in meaning because the 'academic quality' and 'standards' lack specificity and boundaries to identify them. The requirement for comparable standards therefore, suggests the accommodation of differences rather than 'sameness'.

There appears to be little advice in the literature on how this dichotomy of needs might be accommodated, but the recognition that these two divergent needs exist and are integral to the TNE context is encouraging. Clearly there is a need for

THERE IS A NEED FOR COMPLIANCE WITH ACADEMIC STANDARDS ON THE ONE HAND, WHILE APPROPRIATE CONTEXTUALISATION IS OFTEN DESIRABLE

compliance with 'academic standards' on the one hand, while appropriate contextualisation is often desirable.

Sanderson, *et al* (2010),[2] surveyed academic staff from three Australian universities and their TNE partner academic staff. The findings indicated that approximately 25% of respondents drew a distinction between equivalence and comparability, noting that the former was perceived as synonymous with 'sameness' while the latter was considered to be akin to 'similarity'. They also found that 10% of the respondents had no understanding of either one of the terms, while the majority of respondents had varying interpretations. A common factor was agreement among most respondents that learning outcomes and assessment should be the same wherever a course was offered.

THE RESPONSE

To promote clarity in the meaning of these terms, a two-year project was undertaken to identify principles to guide the establishment and maintenance of quality across diverse learning contexts. The project unpacked themes in the literature and tested them in a number of courses in various transnational locations. The resulting principles can be broadly applied to all transnational courses offered by the institution regardless of location.

The principles (see bullets) clarify the need for compliance with 'academic standards' on the one hand, while acknowledging that contextualisation is sometimes desirable to accommodate diverse and cultural and educational contexts. Subsets of comparability accommodate the need for contextualisation and customisation.

EQUIVALENCE AND COMPARABILITY PRINCIPLES

- Defined standards for learning outcomes; internationalisation strategies; teaching quality; and course management for all offerings of a single course are accommodated within the concept of equivalence.
- Comparability is deemed to exist when a course offering has been contextualised and customised to suit local factors and the specific student profile, while maintaining equivalence with other offerings of the same course.
- Contextualisation, or adaptation of one or more elements in a course offering may be appropriate to increase its cultural, personal, professional, and global relevance to students in that offering.
- Customisation, or the alignment of a course offering's learning design and materials with its students' profile, may be needed to enhance student engagement and effective learning.

Despite the various interpretations of equivalence and comparability in the literature, the definitions developed by the project team specifically address and operationalise a quality assurance framework for the university's transnational programmes. A clear distinction is made between what needs to be the same for courses offered transnationally, and what can be appropriately adapted to suit local learning environments and student profiles. When applied to course content that is offered transnationally, the equivalence and comparability principles provide a framework with which universities can respond to Brandenburg and de Wit's call for "people who understand and define their role within a global community, transcending [the] national borders …" F

1. Brandenburg. U., & De Wit. H. (2010). The end of internationalisaiton. *Forum* (Winter), 30.

2. Sanderson, G., Yeo, S., Thuraisingam, T., Briguglio, C., Mahmud, S., Singh, P. H., *et al.* (2010). *Interpretations of Comparability and Equivalence around Assessment: Views of Academic Staff in Transnational Education.* Paper presented at the Australian Quality Forum 2010. Gold Coast.

CAMPUS EXTENSION

A low risk, high benefit model

Extending your university campus to a new continent, providing global learning opportunities for students and faculty at home and abroad, and enjoying greater collaboration opportunities with other institutions and businesses: here's an example of a new higher education venture involving South Korea, the US and Belgium.

SABINE KLAHR
The University of Utah, US

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The University of Utah is preparing for its first cohort of students at the Incheon Global Campus (IGC) in South Korea to start in September 2014. The institution is one of four universities invited by the Korean government to offer academic programmes at IGC. The other universities in phase I of the IGC development are: George Mason University in Virginia, the State University of New York-Stony Brook, and Ghent University in Belgium. Long-term plans are to have ten Global 100 universities represented at IGC serving 20 000 students from all over the world.

The Incheon Global Campus is located in the newly developed city of Songdo, a state-of-the art 'green' development that is meant to become the hub for global companies, research institutes, and other organisations as part of the Incheon Free Economic Zone; a city to emulate Hong Kong, but a sustainable version.

LOW RISK EXTENDED CAMPUS

The IGC is a unique venture compared to other transnational education (TNE) models: there is no brick and mortar investment on the part of participating universities and the South Korean government offers loans, rent-free facilities, and other incentives so that participating universities do not incur expenses until they are able to generate revenue from tuition. It is essentially a low-risk investment for participating institutions to create an 'extended' campus in Asia.

The value for the University of Utah is in this 'extended' campus model. It is not a branch campus intended to only educate Korean students providing US-style education. The University of Utah views its Asia Campus as its gateway to Asia and enhancing opportunities for global learning and research for the University as a whole. There will be a mix of students enrolled from around the world, students from the main campus will study on the Asia campus, faculty from the main campus will teach all classes and will have the opportunity to engage in research. The University of Utah is also engaging with its existing partner universities in Asia regarding faculty collaboration and short-term student mobility through its Asia campus.

ADVANCING GLOBAL LEARNING

The value to participating universities is developing a presence in Asia to engage in multifaceted initiatives in a truly global setting. It allows the institutions to immerse students and faculty in a global campus environment and advance global learning connected to the main campus. University of Utah Asia campus students spend time on both the Asia campus and the main campus: undergraduate students will spend the first three years in Korea and their last year on the main campus in Salt Lake City. Graduate students will spend one year on each campus. The extended campus model provides enrolled students with a degree and transcript from the University of Utah that is exactly the same as on the main campus. The academic programmes on the Asia campus are identical to those offered on the main campus, taught by faculty from the main campus, and students receive a transcript that is identical to students who graduate from the main campus.

PARTICIPATING UNIVERSITIES DO NOT INCUR EXPENSES UNTIL THEY ARE ABLE TO GENERATE REVENUE FROM TUITION

This model appeals to students who are interested in earning a US (or European) degree closer to home and at a lower cost compared to living and studying in the US or Europe for the entire degree programme. For students from Asia, it may be easier to adjust to living in Korea than in the US or Europe. There are also Korean heritage students in the US, Canada, and Europe who have a desire to connect back to Korea. University of Utah students will be offered a highly structured first and second-year general education curriculum. This general education curriculum was developed on the main campus and provides a global citizenship focus with an integrated learning community. For students on the main campuses of the participating universities, it offers a cost-effective and academically-integrated opportunity to study abroad. At the University of Utah, main campus students will be able to attend the Asia


Photo: Nick Steffens


Incheon Global Campus

Photo: Nick Steffens

campus for one semester and receive a scholarship to spend an additional semester at one of the institution's exchange partner universities in Asia.

COLLABORATION OPPORTUNITIES

Another benefit to participating universities includes the collaboration with each other to offer academic programmes that complement each other. Ultimately, students at IGC will be able to take courses from any of the participating universities while earning their degree from one of the institutions. This increases the reach and enriches the academic offerings of each of the participating universities.

Numerous multinational companies, research centres, and the UN Green Climate Fund are located in the city of Songdo, surrounding the IGC. This provides an ideal environment for the universities represented at IGC to develop connections with these entities to sponsor scholarships, develop internships, connect faculty to research opportunities, and enhance research grant development as well as research commercialisation opportunities. The University of Utah is planning to host a joint sustainability conference with the UN Green Climate Fund in 2015.

The development of the extended campus has also greatly benefited the University of Utah locally. The news and buzz surrounding this venture has helped the University forge new and important connections with state legislators, the business community, and leaders in the community. Additionally, the institution has a large alumni base in South Korea and many of these alumni are business and university leaders in Korea who are enthusiastic to engage with the University's Asia Campus. The number of important connections forged via this venture cannot be overstated.

THIS TYPE OF TNE PROVIDES AN OPPORTUNITY TO INFUSE GLOBAL LEARNING INTO THE CURRICULUM

INCREASED VISIBILITY

There is no question that the University of Utah's participation in the IGC enhances the visibility and reputation of the institution locally and globally. Due to its location, the University of Utah has not been well-known nationally and internationally, although it is a top research institution in the US and ranked in the top 100 world-wide. The development of the Asia Campus has certainly put the spotlight on the University of Utah which is planning to develop other regional campuses around the world.

In summary, this new model of extended campus versus the traditional branch campus or 'centre' in an international location offers many benefits to students on both the main and the extended campus, to faculty, staff, and alumni. This type of TNE provides an opportunity to infuse global learning into the curriculum and to offer academic programmes on an entirely global campus. It provides unique and varied opportunities for partnerships with other higher education institutions, industry, research institutes, and in this case, the UN Green Climate Fund. This venture has strengthened participating universities' reputations and visibility and has helped to forge valuable connections to various entities and key stakeholders locally, nationally, and globally. It assists participating institutions in extending their reach across Asia. F

TNE FOR ALL?
HOST COUNTRY IMPACT EXPLORED

The impact of transnational education (TNE) on students and sending institutions is widely discussed, but what about the effect that TNE has on host countries? Using the latest research carried out by the British Council and DAAD, here is a brief analysis, highlighting some very interesting results.

JANE KNIGHT
University of Toronto, Canada

JOHN McNAMARA
McNamara Economic Research, Ireland

To date, the majority of research, discussion and debate on transnational education (TNE) have been from the sending/home country perspective. In response to the criticism (mostly unwarranted) that TNE is for revenue and status-building purposes of the sending institutions, a frequently heard phrase among TNE providers is that "TNE is a win-win situation". Certainly this is true, but in order to find out the true impact of TNE on receiving/host countries it is important to get their opinions and understand their views. To that end, a major study was undertaken by the British Council and DAAD with collaboration from Australian International Education and in association with Campus France and the Institute for Education.[1] Customised surveys were sent to eight different target groups – TNE students, TNE faculty members, senior TNE institutional leaders, higher education experts, government agencies, employees as well as non-TNE students and non-TNE faculty in 10 active TNE countries in all regions of the world. The analysis of the 1906 responses yielded some fascinating and important results.

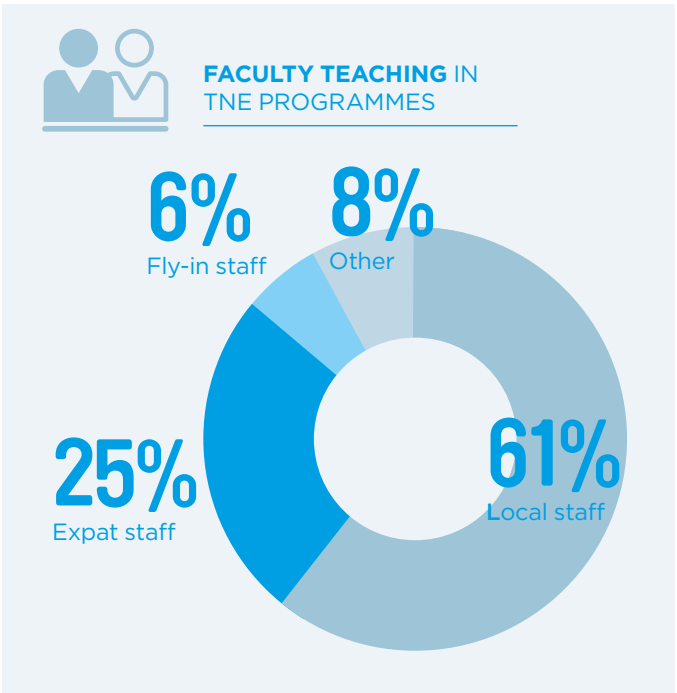
ACADEMIC IMPACTS AND IMPLICATIONS

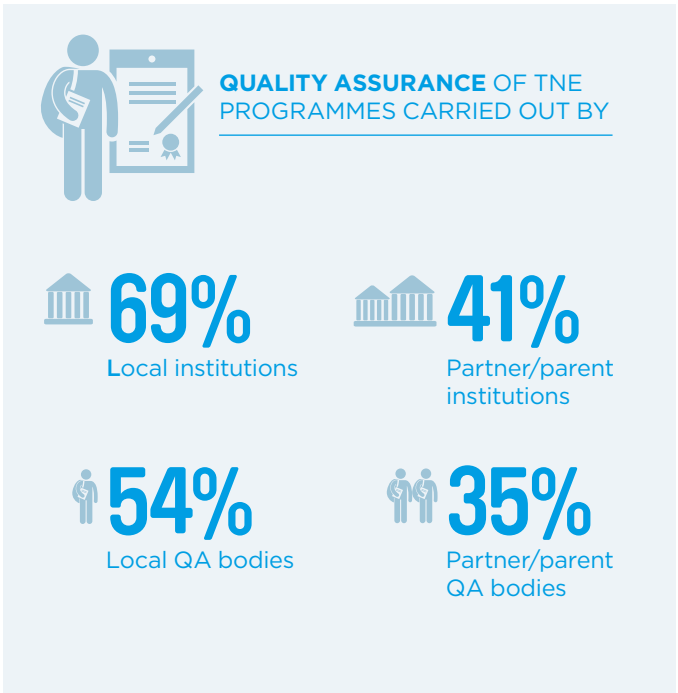
At the national level, academic impacts in the form of increased 'access to higher education' and 'improvement in education quality' were seen as the top two benefits of TNE and overall are reported as being more important than political, economic or skills benefits. In general, TNE is not providing different programmes to those offered locally which dispels the myth that TNE is offering specialised niche programmes not available in the host country. For the most part, TNE programmes are responding to mainstream student interest.

According to TNE and non-TNE faculty, there are no major differences in teaching styles. However, students' views indicate otherwise. TNE students perceive there to be a significant difference in TNE programme structure and teaching as compared to local programmes. The differences are both positive and negative but the positive aspects seem to outweigh the drawbacks. TNE students wrote:

> "Here we have active learning. Students have to work in groups, research, *etc.* In local schools, lecturers just give information and students learn by heart."

TNE STUDENTS PERCEIVE THERE TO BE A SIGNIFICANT DIFFERENCE IN TNE PROGRAMME STRUCTURE AND TEACHING AS COMPARED TO LOCAL PROGRAMMES





> "Classes and lectures have fewer students, which means more interaction between the teacher and the students."
>
> "The use of state-of-the-art facilities by lecturers makes the learning experience more interactive."

Other TNE students noted some challenges related to fly-in faculty who teach in intensive blocks:

> "Congested learning, which was overwhelming at times, but good practical experience."
>
> "Locally the lecturing is good but TNE was only three days, fully packed with material usually covered in a month."

The majority of faculty teaching in TNE programmes are locals (61%) and have more than three years' teaching experience (81%). Fly-in faculty represent a small percentage (6%) of teaching staff. The quality assurance of TNE programmes is done by local institutions (69%), local QA bodies (54%) and by partner/parent institutions (41%) and their QA bodies (35%), indicating that most TNE programmes and providers are undergoing some type of local and partner level quality assurance process, and in many cases, both.

CULTURAL/SOCIAL IMPACTS AND IMPLICATIONS

The most important cultural impact of TNE is articulated clearly by TNE and non-TNE students through their ranking of 'international outlook' as the number one positive attribute of TNE. This is strong evidence that TNE is seen as a critical way to help students increase their understanding and knowledge about world issues and events. Developing 'intercultural awareness and competence' is another high priority reported by TNE students as they ranked it highly as both a motivating factor and a direct benefit of TNE. Yet when asked which skills were actually enhanced by TNE, 'intercultural awareness and competence' ranked in seventh place out of ten. There are mixed messages here which merit further exploration. Not all higher education leaders/experts agree with the student views about their increased intercultural awareness and competence as illustrated by this quote from the survey:

> "TNE graduates tend to see themselves as if they graduated from an actual overseas programme of the degree awarding university. However, in terms of intercultural experience, it is quite limited. In terms of ability to understand and interact with various cultures and socio-economic groups, most TNE students are usually at least middle class given the cost of TNE, while the upper class does not take TNE as they opt for and can afford the real study abroad experience. As such, TNE negatively impacts intercultural relations in this country, as it limits real intercultural interaction while giving this false sense of elitism often associated with their TNE degree awarding institute."

However overall, the vast majority of higher education experts (73%) believe that TNE has a positive impact on intercultural relations within the country and more specifically on how students relate to different cultural and socio-economic groups. Yet examples were given where in fact, ethnic tensions were evident when there were a large number of international students enrolled in the TNE programme. The relationship between local and TNE programmes and institutions is linked to social impacts of TNE. The majority of non-TNE faculty believe there is more of

MOST TNE PROGRAMMES AND PROVIDERS ARE UNDERGOING SOME TYPE OF LOCAL AND PARTNER LEVEL QUALITY ASSURANCE PROCESS

TNE STUDENTS' **ATTITUDES**

Most important cultural impact for TNE students:

INTERNATIONAL OUTLOOK

72% of TNE students thought their TNE programme was

GOOD VALUE FOR MONEY

SCHOLARSHIPS FOR TNE STUDENTS

25%
of TNE students funded by host country

15%
of TNE students funded by sending country

a competitive than collaborative relationship between local and TNE institutions. In contrast, the governmental agencies' responses are more evenly distributed across competitive, neutral and collaborative relations between local and TNE programmes and providers.

The issue of whether TNE programmes and curriculum were too Western centric and not sensitive to local context and culture did not rank highly as a potential negative consequence of TNE. However, open comments suggest that this issue merits further investigations.

ECONOMIC IMPACTS AND IMPLICATIONS

The main 'positive' feature of TNE at the student/institution level is that TNE is a more affordable alternative than studying the entire programme abroad. The main negative feature of TNE was also framed within an economic context, being 'the high cost of TNE compared with local programmes'.

Interestingly, 72% of TNE students reported that their TNE programme represented good value for money compared with similar local programmes. Therefore, while TNE programmes may be considered relatively expensive, most TNE students consider the money well spent. Scholarships play an important funding role for TNE, with 25% of all TNE students reporting being funded by a scholarship from the host country, and 15% from the sending country.

To date, the income generating potential of TNE for the host country does not appear to be very pronounced. While survey respondents were of the view that 'income generation for the local economy' is a positive attribute of TNE, it was ranked last out of seven options.

SKILLS IMPACTS AND IMPLICATIONS

TNE students perceived their 'analytical thinking' to be the most enhanced of the skills, and this ties with their views that teaching methods used in TNE programmes rely more on critical thinking and voicing of opinions compared with local programmes. In contrast to the TNE student, the other survey groups were of the view that 'international outlook' is most enhanced by TNE programmes, 'analytical thinking' only rated fifth on average. Higher education experts were generally of the view that TNE graduates are 'moderately' addressing skills gaps in the local labour market, but this depends on the type of TNE programmes offered.

Specialised TNE courses covering niche topics were felt to have a positive impact on addressing local skills gaps. However, it was also felt that many TNE institutions are offering programmes already available locally, and therefore their contribution was viewed as limited.

TNE students are firmly of the opinion that employers perceive TNE to be advantageous when selecting job candidates. The main reasons given for this were prestige/status of the foreign university, and the international outlook/multicultural experience and competence of TNE graduates. These positive views are moderated though by the overall low awareness of employers of TNE programmes being offered in their countries.

THE INCOME GENERATING POTENTIAL OF TNE FOR THE HOST COUNTRY DOES NOT APPEAR TO BE VERY PRONOUNCED

The future of programme and provider mobility in terms of size and scope is a topic of great interest to policy makers, providers and researchers alike. Focusing on a two-year horizon, the majority (65%) of senior leaders believe that the number of TNE programmes will continue to increase. Interestingly, only 10% thought that they would decrease.

FUTURE PREDICTIONS FOR TNE PROGRAMMES (BY SENIOR LEADERS)

Number of programmes

65% believe it will increase

25% believe it will remain the same

10% believe it will decrease

Number of students enrolling

60% believe it will increase

26% believe it will remain the same

14% believe it will decrease

Senior TNE leaders were also optimistic about the growth in the number of students enrolling in TNE programmes: 60% thought there would be an increase, while 26% stated that there would not be a change and 14% thought that numbers would decrease. On balance, therefore, it would appear that both the capacity and number of TNE programmes are set to expand in host countries.

FOCUSING ON A TWO-YEAR HORIZON, THE MAJORITY (65%) OF SENIOR LEADERS BELIEVE THAT THE NUMBER OF TNE PROGRAMMES WILL CONTINUE TO INCREASE

GREATER COLLECTION OF HOST COUNTRY DATA NEEDED

This brief summary of the results paints an overall positive picture of the impact of TNE in host countries especially in terms of TNE providing increased access for local students to higher education. But, there is very little concrete evidence to back up these opinions as very few TNE receiving countries have the capacity or political will to gather enrolment data on all TNE operations in their country. It is helpful but not enough to have sending country data on TNE enrolments as it does not provide a composite picture. An important challenge to be addressed is the collection of data by host countries on the number and type of TNE operations in their country and the aggregate enrolment of local students, expatriate students living in the country, and international students enrolled in all TNE operations.

The summary of key findings clearly illustrates the number and diversity of impacts that TNE can have on host countries. It is well understood that provider and programme mobility affects countries in different ways. Even though the survey reflects the collective opinions of host country stakeholder groups, the individuality of impact for each host country must be appreciated. Just as there is not just one model of TNE provision, there is no universality in the way that TNE affects a country. F

1. British Council and DAAD (2014) *Impacts of transnational education on host countries.* Access at: www.britishcouncil.org/education/ihe/knowledge-centre/internationalisation/impacts-transnational

TNE IN GREECE

A driver of economic recovery?

VANGELIS TSILIGIRIS
MBS College of Crete, Greece

Photo: spooh (istock)

Transnational education is helping to position Greece as a key study destination, attracting thousands of students from around the world to Greek campuses and ultimately improving the country's economy. However, much groundwork still needs to be done to fulfil the country's true potential for transnational education.

According to recent data produced by the Higher Education Statistics Agency (HESA) in the UK, Greece is among the top 10 transnational education (TNE) host countries for UK higher education programmes. Today, there are approximately 25 000 TNE students studying in Greece, most of them on UK programmes which are delivered via franchise and validation arrangements. TNE is delivered by 31 colleges which are monitored and licensed by the Greek ministry of education.

FOR MOST OF THE 1980S AND 1990S, GREECE WAS AMONG THE WORLD'S MAJOR EXPORTERS OF STUDENTS

MATCHING DEMAND WITH SUPPLY

TNE in Greece was developed to bridge the gap between supply and demand for higher education. For most of the 1980s and 1990s, Greece was among the world's major exporters of students. This was primarily due to the domestic higher education system's lack of capacity, which stemmed from a law in Greece which prohibited private higher education institutions from awarding degrees. This resulted in a significant gap in both the supply and quality of Greek higher education that, along with high unemployment and the absence of opportunities in the private sector, contributed to a boom in brain-drain.[1]

There is substantial evidence to suggest that TNE in Greece acts as a substitute for outbound student mobility to TNE exporting countries such as the UK.[2] Since the late 1990s, the country has experienced a decline in the number of outbound students as a result of the expansion of the domestic supply of higher education. This capacity development has come out of the reform of the Greek higher education system, which allowed more entrants to Greek universities, and also the continuous expansion of TNE.

RECOGNITION ISSUES

Although TNE has existed in Greece since the early 1980s, over the years, Greek governments have obstinately refused to recognise TNE as an equivalent form of higher education and have imposed significant barriers to its development. Indicative of this is the fact that for almost 20 years, Greece refused to fully comply with European Union legislation on the recognition of professional rights of TNE graduates as being equal to those of Greek university graduates. It was only in 2010, and only after the demands of the Troika,[3] that Greece developed some rather complex national legislation which created a long and unclear process for TNE graduates to seek recognition of their professional rights in Greece. It is indicative of the complexity and ineffectiveness of this legislation that the first recognitions of the professional rights of TNE graduates were only published in April 2014.

OVER THE YEARS, GREEK GOVERNMENTS HAVE OBSTINATELY REFUSED TO RECOGNISE TNE AS AN EQUIVALENT FORM OF HIGHER EDUCATION

At the same time as Greece has been refusing to recognise the TNE provision of other EU countries, there is discussion in the media about plans by Greek universities to leverage and offer their programmes to other countries through the establishment of international branch campuses (IBCs). This is obviously an oxymoron in several respects.

INADEQUATE BASE FOR EXPORTING GREEK EDUCATION

Public policy in Greece on higher education, and particularly on internationalisation, appears to be governed by a lack of focus and information. The recent discussion about Greek universities' plans to open IBCs in other countries is proof

of this. It is widely accepted that IBCs, as a form of TNE, require significant resources, reputation and a high degree of internationalisation at home (*ie* programmes taught in English, faculty who can deliver programmes to international students). However, according to the OECD,[4] Greece does not offer its higher education programmes in any other language than Greek (with the exceptions of the International Hellenic University and a few other university programmes), and consequently there is little experience and capacity of internationalisation at home.

In addition, the reputation of Greek higher education institutions has been negatively impacted by the concurrent and persistent existence of extreme government intervention and vested interests in public higher education institutions. This has led to a deteriorating quality assurance process, inefficiencies in curriculum development and management, and consequently diminishing employability prospects for graduates of Greek public universities.

IT IS WIDELY ACCEPTED THAT IBCS REQUIRE SIGNIFICANT RESOURCES AND REPUTATION

A FUTURE STRATEGY FOR GREECE

Greece can capitalise on its TNE sector and adopt a focused internationalisation strategy, opening up its higher education sector to unlock its huge potential to become an ideal study destination for students from all over the world. For many years, this idea has been confused with the privatisation of public universities, the opening of branches of Greek universities in other countries or suggestions of implementing 'a little bit of everything'. None of these actions is relevant for Greece at this stage. Instead, Greece needs a clear and well-focused internationalisation strategy that should be based on two pillars:

1. Internationalisation at home
2. Capacity-building of the domestic higher education system by capitalising on TNE

First, it is critical for Greece to proceed with internationalisation at home by developing undergraduate and postgraduate programmes delivered in English. Greece will then be able to move forward in the process of leveraging certain forms of TNE; these include the collaboration of Greek universities with other universities from across the world, but not IBCs for the reasons discussed earlier.

Some examples of these TNE activities could be:

1. Double degree arrangements, for example a Master's programme in Philosophy, where students from the US or the UK, for example, study part of their programme in Greece, and at the end they graduate with two degrees, one from each institution.
2. Twinning agreements between foreign universities and Greek higher education institutions to allow students to be admitted to the second or third year of a three-year Bachelor's programme.
3. Summer schools: Greek higher education institutions have substantial spare capacity during the summer months which can be easily used to develop short courses for executive education, social sciences, arts, archaeology, *etc.*

The second action point for Greece is the 'capacity building' of its domestic higher education system. This represents a quantitative as well as qualitative development of supply. Previous experience has shown that countries like Greece, which experience a booming demand for higher education but lack appropriate supply, look to foreign universities as potentially suitable players for inclusion in the formal domestic system to achieve an


Photo: kanvag (shutterstock)

expansion in supply. Notable examples of this process can be seen in Singapore and Malaysia, where TNE has been integrated into the domestic system under strict quality assurance processes, transforming these countries from source to destination countries for international students.

The transformation of the TNE partnerships currently operating in Greece as private colleges into private universities is necessary for the expansion of the capacity of the domestic system. This will facilitate the effort to attract international students as well as tackling the outbound student mobility of Greeks to other countries. Additionally, this can have multiple added value benefits as partnerships with foreign universities carry significant 'know-how' in the delivery of internationalised curricula and in operating under the quality assurance policies of countries like the UK which are internationally renowned for their quality management practices. Last but not least, the inclusion of these institutions in the formal higher education sector can help the government to achieve substantial control over quality and reassure public institutions that the entire sector is being scrutinised under the same criteria.

ECONOMY BOOST

It is estimated that if Greece is able to overcome its protectionist obstacles in higher education, it will be able to attract between 20 000 and 50 000 international students per year.[5] This implies an estimated revenue of €300 million to €750 million per academic year for the first two years. The number of international students could increase to 150 000 per year after a period of three to five years with a revenue of €2.25 billion per academic year. But what is even more important is that by following a focused strategy for the internationalisation of higher education, Greece can use 'soft power' for the recovery of the Greek economy by contributing a long-awaited additional 1% in GDP in a relatively short period of time. Higher education, through the focused internationalisation and capitalisation of TNE, can create a thriving sector, which along with tourism can become the driving force of the new economic model for Greece. **F**

BY FOLLOWING A FOCUSED STRATEGY FOR THE INTERNATIONALISATION OF HIGHER EDUCATION, GREECE CAN USE 'SOFT POWER' FOR THE RECOVERY OF THE GREEK ECONOMY

1. Wächter, B., & Ferencz, I. (2012). Student mobility in Europe: Recent trends and implications of data collection. In A. Curaj, P. Scott, L. Vlasceanu, & L. Wilson (Eds.), *European Higher Education at the Crossroads* (pp. 387–411). Springer Netherlands.

2. Tsiligiris, V. (2013). Transnational higher education partnerships: overcoming higher-education access barriers and "brain-drain" reversal in Greece. In T. Gore & M. Stiasny (Eds.), *Going Global: Identifying Trends and Drivers of International Education* (pp. 55–68). Emerald Group Publishing.

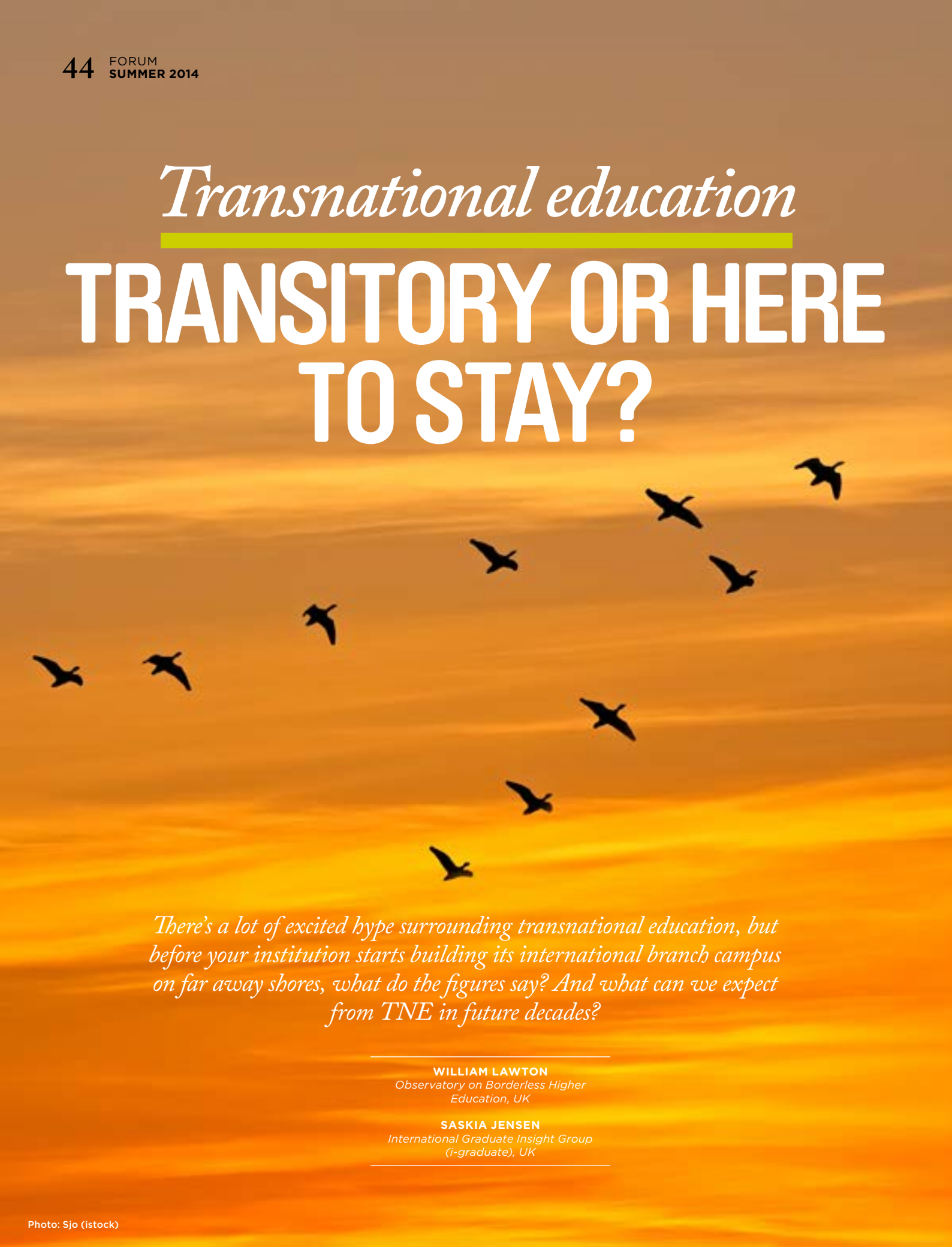
3. Troika is a Greek reference to the European Commission (EC), the International Monetary Fund (IMF), and the European Central Bank (ECB).

4. OECD. (2011). *Strong Performers and Successful Reformers in Education. Education Policy Advice for Greece.* Retrieved from www.oecd.org/dataoecd/27/6/48407731.pdf

5. Tsiligiris, V. (2013). *Proposals for the Internationalisation of Greek Universities: Transnational Education as Driver for Attracting International Students and Exporting Education Services* (pp. 1–11). [in Greek] Retrieved from www.academia.edu/2374368

Transnational education

TRANSITORY OR HERE TO STAY?



There's a lot of excited hype surrounding transnational education, but before your institution starts building its international branch campus on far away shores, what do the figures say? And what can we expect from TNE in future decades?

WILLIAM LAWTON
Observatory on Borderless Higher Education, UK

SASKIA JENSEN
International Graduate Insight Group (i-graduate), UK

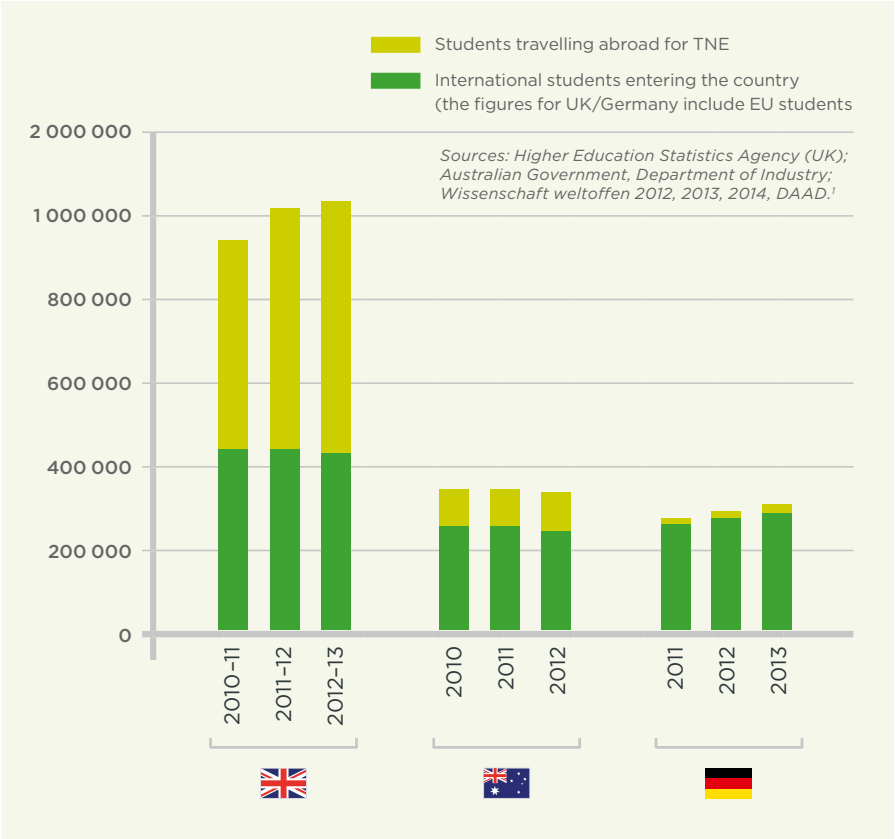
Photo: Sjo (istock)

THE UK HIGHER EDUCATION SECTOR IS THE LARGEST TNE PROVIDER

In the 2012–2013 academic year, the number of international students travelling to the UK to study fell for the first time in three decades, but the number of international students on UK degrees increased by 18 000. How so? The growth was in transnational education (TNE).

A few Asian countries publish incoming TNE numbers and only three thus far publish TNE export statistics: the UK, Germany and Australia. These are shown below, juxtaposed with the number of students coming to each country to study.

Unfortunately, each country uses different boundaries to determine what constitutes TNE.[2] For the UK, the statistics purport to show that the number of students on UK degrees outside the country is greater than the number coming to the UK to study.[3] Although the numbers greatly overstate the extent of UK TNE, the UK higher education sector is the largest TNE provider. Australia shows a gentle fall in onshore numbers and modest growth in TNE. Germany shows growth in both.



This growth favours TNE as a long-term strategy for universities. This does not mean that universities will or should embark on a building spree of campuses in the Middle East, China or Southeast Asia. Indeed, of the 599 000 TNE students in 2012–2013, fewer than 20 000 studied at UK branch campuses.

A report from the British Council in 2013 argued that the face of TNE is likely to change in the next decade.[4] The manner in which it develops will most likely confirm branch campuses as a high-profile delivery mode that few pursue. In terms of sheer numbers, the future is in twinning programmes that lead to double or joint degrees, franchising (authorising a different institution to deliver programmes of the originating institution), validation arrangements (putting the degree badge of the originating institution on another institution's programme), and online and distance learning and their blended variants.

The current explosion in experimentation in online learning is part of the TNE story. The vast majority of MOOCs do not constitute TNE if the definition of the latter specifies study that leads to a qualification. But, MOOCs are being gradually integrated into degree programmes and full degrees via MOOC platforms now exist. There will continue to be free and open MOOCs, but MOOCs-for-credit are a parallel evolution into online learning and therefore TNE statistics that include online and distance learning are therefore going to have to take this activity into account.

SLOWING GLOBAL DEMAND

How globalised is higher education? For those who work in international higher education, the answer is probably less than you think. The OECD and UNESCO estimate that there were 4.3 million internationally mobile students in 2011, but that represents only 2% of all higher education students. The British Council's projections are that global demand for higher education will continue increasing to 2024 but at a lower rate than in the past two decades (1.4% annually vs 5% annually).[5]

It is unlikely that the growth of student mobility will keep pace with this slowing growth in overall demand. Why? Two reasons are the increase in domestic higher education capacity in some countries (China is a good example) and the growth of TNE options in many countries. Although India will be an exception to the lower-mobility scenario,[6] the spread of TNE, including through its online and distance-learning variants, means that students may have fewer reasons to travel for an international education.

MOBILITY TO TRADITIONAL DESTINATIONS LIKE NORTH AMERICA, EUROPE AND AUSTRALIA MAY BE CHALLENGED BY INTRA-REGIONAL MOBILITY

Those students who are mobile may be disinclined to travel very far: mobility to traditional destinations like North America, Europe and Australia may also be challenged by intra-regional mobility. Asian governments offer incentives to western universities to establish branch campuses in their jurisdictions but they aim to fill them with students from their own regions. The economic integration project in the ASEAN bloc is one to watch in this regard: it is explicitly modelled on European integration and has milestones in 2015 and 2020 for skilled labour mobility and regional integration.[7] Reminiscent of the Bologna Process in Europe, a Secretariat appointed by the ASEAN University Network (AUN) is tasked with establishing the ASEAN Credit Transfer System covering AUN member universities by 2015.

The free movement of skilled labour suggests that the ASEAN bloc will actively encourage the intra-regional mobility of students so as to retain the best brains within. Universities elsewhere may consequently find it a more competitive environment from which to recruit. TNE is a rational response.

BENEFITS AND DRAWBACKS OF TNE

A new report from the British Council and DAAD claims that the benefits of TNE to host countries 'overwhelmingly' outweigh the risks. See page 36 for the full analysis. From the student perspective, TNE cannot replace a study-abroad experience but it is an affordable alternative that enhances career prospects and 'intercultural competencies'.[8] The International Student Barometer (ISB), a large global survey conducted by the International Graduate Insight Group (i-graduate), includes TNE students and shows positive feedback: in 2013, 79% of respondents on TNE programmes said they would encourage people to take the same degree.[9] From a national perspective, the main drawback of TNE uncovered by the British Council/DAAD report was competition for students and staff between local and TNE providers. It also flags up a counterintuitive risk of brain drain. Although left unexplored, this is about the potentially marginalising impact of TNE on local institutions and it could present a policy dilemma to those host governments that see TNE as a direct response to brain drain.[10] But governments eager to establish 'education hubs' appear unconcerned. In this context, TNE is a less mercenary approach to internationalisation that tempers the recruitment imperative with a model that is consistent with the national goals of importing countries.

It is worth adding that the perceived benefits of TNE can be blatantly political. The UK government is committed to increasing higher education export and to lowering immigration targets.[11] Because the immigration statistics (perversely) include international students, then if some stay home for a UK degree, every little bit helps. TNE becomes an attractive vehicle to cut through this policy contradiction (though certainly not one sufficient to resolve it).

FUTURE TNE LANDSCAPE

It has been argued that TNE is a model of delivery 'suited to a particular moment in a developing nation's education system'.[12] As such, large-scale TNE has a shelf life of about another decade, after which it will be confined to niche programmes and collaborative partnerships. It is true that some host countries, like Malaysia and Singapore, may feel they have less need for foreign universities as their sectors mature. But the Malaysian Ministry of Higher Education is reportedly now sitting on some 27 applications for foreign campuses, so that moment has not arrived.

The spread of TNE is not transitory; its pace is likely to surpass growth in student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mobility. High-profile branch campuses will continue to be a minority pursuit, though their students appear satisfied that the study experience is a good one. Other delivery modes will continue to expand in step with increasing – but slowly easing – global demand. There is little question that partnership models and online delivery and its blended variants will be where the action is. **F**

1. Two-thirds of onshore international students in Germany are other EU students. Thanks to Susanne Kammüller at DAAD and Lorne Gibson at Deakin University for data and explaining Australian TNE stats.

2. The Australian TNE stats usually cited are for students on campuses. The numbers used here are international students without visas, *ie*, all offshore students. German TNE numbers include neither distance learning nor twinning programmes that lead to double degrees.

3. The official UK TNE number overtook the number of incoming international students in 2008-2009. For an explanation of how the TNE numbers are 'grotesquely overstated', see Nigel Healey, 'Is TNE the answer to our prayers?', International Focus 92, May 2013, pp. 9-11. www.international.ac.uk/media/2307453/iu-newsletter-no-92-final.pdf

4. See J. McNamara *et al* (2013). 'The shape of things to come. The evolution of transnational education: Data, definitions, opportunities and impacts analysis', British Council.

5. British Council Education Intelligence (2013). 'The Future of the World's Mobile Students to 2024', p. 12.

6. There are currently 28m Indian students in higher education, of which 250 000 study abroad – only 0.9%. In 20 years, India is projected to have 70m students. This could mean some 625 000 Indians looking for an international education.

7. With thanks to Dr Janet Ilieva and her colleagues at HEFCE for an earlier discussion about this.

8. J. McNamara *et al*, (2014). 'Impacts of transnational education on host countries: Academic, cultural, economic and skills impacts and implications of programme and provider mobility', pp. 65-66. British Council and DAAD.

9. International Student Barometer 2013. Based on 4545 responses from TNE students.

10. For an example, see Pak Tee Ng, 'Singapore's response to the global war for talent: Politics and education', Center for Human Resource Development, Vietnam National University, no date.
For a related discussion, see W. Lawton *et al*, (2013). 'Horizon Scanning: What will higher education look like in 2020?', pp. 19-20. UK HE International Unit and Leadership Foundation.

11. For a useful discussion, see A. Sachrajda and J. Pennington (2013). 'Britain wants you! Why the UK should commit to increasing international student numbers', IPPR.

12. M. Skidmore and J. Longbottom (2011). 'The future of transnational education', *Borderless Report* 8. The Observatory on Borderless Higher Education.

Czech language and literature

THE INTERNATIONAL EBB AND FLOW

PRAGUE CONFERENCE 2014

Discover the rich, multi-ethnic culture awaiting you in the Czech Republic, find out which famous Czech authors may not actually be so 'Czech' at heart, and learn a few handy phrases including the correct way to say 'hello' without offending the locals.

MARTIN GLOGAR
Masaryk University, Czech Republic

The Czech Republic likes to present itself as being at the 'heart of Europe' and there are sound geographic rationales for this claim. The country's traditionally multi-ethnic character – so symptomatic of regions 'in the middle' – might prove that too: many languages, religions, ethnic groups and cultures can be traced in the history of the Czech lands; it was only the tragic events of World War II and its aftermath that made the society practically homogenised. The last 20 years have seen a reverse trend, with globalisation bringing people of various backgrounds and nationalities. There is, however, an ongoing battle between self-determinant nationalists and cosmopolitans. This is reflected in Czech literature and language and is worth exploring, especially in the light of the expected wave of international educators coming to Prague for the EAIE Conference this September.

CZECH LITERATURE IN A DIFFERENT LANGUAGE

Czech literature is – given the size of the population – relatively rich, in terms of its legacy, volume, and influence. It is also quite complex and does not contain only texts written in Czech, but also in many other languages, primarily German or Latin. The oldest literary monuments were written in Old Church Slavonic in the 10th century, the ones in Czech date back to the early 13th Century. Two epic Slavic manuscripts supposedly from 8th and 9th century proved to be literary hoaxes, and illustrate well the atmosphere of the 19th century nationalistic battles.

As a reader, you can probably name a number of Czech authors, but arguably Franz Kafka, Václav Havel and Milan Kundera would be the first that to come to mind. But would these authors accept the 'Czech author' label? Kafka was born to a Jewish, German speaking family in Prague, and although he knew and spoke Czech quite well, using it in some of his private letters, he publically refused to write in this language and wrote his masterpieces in German.

One of the most recognised living Czech writers, Kundera, was born in Brno and studied in Prague, but in 1975 emigrated to France. Although his work in (re-)articulating the concept of Central Europe (1983) has been extremely important for the region, Kundera has successfully cut links with his home country: he publishes exclusively in French and even opposes translation of his books into Czech. Take a look in your local bookshop and note in which national section you find Kundera's books.Havel is the only one out of the trio who kept somewhat


Photo: CzechTourism

Photo: Radiokafka (shutterstock)

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positive relations with the Czech language, culture and (to a certain extent) also with society until his death. But frankly, how many of us have read or seen Havel's plays? Havel is justly known as a symbol of the Velvet revolution, fall of the Iron Wall, and especially for his advocacy for human rights and democracy, but the reputation of his writings does not match with his Velvet revolution fame.

CZECH LANGUAGE INFLUENCES

Czech language is another interesting concept to explore from the cultural point of view: it belongs, together with Polish, Slovak and Sorbian, to the West Slavic family. Despite its unquestionable Slavic roots, being culturally and geographically close to the German influence there are quite a few 'Germanisms' to be found in the Czech language. There were two phases of serious 'purism' that played an important role in creating modern Czech – the first one took place in the first half of the 19th century, helping to form and codify modern written Czech, and then in the 1880s as a form of the Czech-German nationalistic battle.

Some believe that the Czech Republic has always been left at the mercy of larger nations (especially Germany and Russia in the past, and now – Brusselians, *ie* the EU) – perhaps a price it pays for such a central position in Europe. This statement erodes when one looks at the stability of the borders, especially in comparison with other European countries, but there is some evidence when it comes to language instruction: the generations graduating before 1945 had excellent knowledge of German (and French), their followers leaving schools before 1989 had to study Russian, and since then, English has become the main second language.

LANGUAGE TIPS FOR PRAGUE

Czech language is complicated grammatically – each noun, pronoun, and adjective is a subject of declension and with seven cases for singulars and plurals, there are fourteen possible forms of each word. Verbs are conjugated, again creating six different forms of verbs depending on which person it is that's being talked about. There are many other special rules, and lots of exceptions for special cases, which require lots of theoretical studies before one is able to use the language effectively. The social norms complicate its use even more – three genders for every noun, pronoun, *etc*, and two forms of politeness: depending on the level of closeness, T–V distinction applies. You might see in your phrasebooks two expressions for hello: *Dobrý den* or *Ahoj*. They have the same meaning of a very simple greeting, but they differ substantially in the level of politeness: *Ahoj* is to be used among the family members, friends, students, whereas anywhere else it would be deemed inappropriate. Starting with customs at the airport, the taxi driver, receptionist or staff at your first dinner, you'd be better placed using the more formal *Dobrý den*, unless you wish to stick to the *lingua franca* of tourism today.

When you come to Prague this September, by all means try out some Czech on the locals but do not worry about the intricacies of Czech language. By speaking English or your own native language, you'll be doing your bit towards helping make the Czech society more cosmopolitan once more. **F**

If this article roused your interest, be sure to sign up for the workshop 'Czech history, language and culture in the land of Kafka's Castle and Havel's Theatre of the Absurd' taking place at the EAIE Conference on Wednesday 17 September to gain a deeper understanding of the Czech Republic. Visit www.eaie.org/prague for more details.

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18 JUN

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Familiarise yourself with the evolution of higher education before you travel to Prague this September for the EAIE Conference.
www.eaie.org/blog/higher-education-in-cz

19 MAY

EAIE ELECTION RESULTS ARE REVEALED

Find out who was elected to help lead the EAIE for the next two years, starting in September.
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08 MAY

IS THERE LIFE BEYOND SCIENCE WITHOUT BORDERS?

Commentary on one of the main topics of debate taking place at the FAUBAI conference in Joinville, Brazil: Science without Borders.
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25 APR

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A list of online resources you can rely on to keep you up to date with news and trends in international higher education.
www.eaie.org/blog/online-resources-for-international-educators

23 APR

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A follow up to the recent Scholars at Risk Global Congress in Amsterdam exploring the idea of standardising values in higher education.
www.eaie.org/blog/mou-on-values

09 APR

CULTURAL LEARNING IN EDUCATION ABROAD

Essential takeaways from the course 'Cultural learning in education abroad' from the EAIE Academy in The Hague.
www.eaie.org/blog/eaie-academy-hague-cultural-learning

Calendar

6 TO 8 JULY

2014 AACRAO Technology & Transfer Conference

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LOCATION: Mariot Habor Beach, Ft. Lauderdale, Florida, US

INFO: American Association of Collegiate Registrars and Admissions Officers, Washington, US

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18th Annual IEASA Conference

'The Internationalisation of Higher Education in a World of Geo-political Reorganization'

LOCATION: Tsogo Sun O.R. Tambo International Airport, Johannesburg, South Africa

INFO: International Education Association of South Africa, Pretoria, South Africa

TEL: +27-124-81 29 08
E-MAIL: admin@ieasa.studysa.org
www.ieasa.studysa.org

★ 27 AUGUST

EAIE Annual Conference 2014

Online registration closes

27 TO 30 AUGUST

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INFO: The European Higher Education Society, Amsterdam, the Netherlands

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E-MAIL: eair@eair.nl
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'Stepping into a new era'

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www.eaie.org/prague

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6th ANIE Annual Conference

'Internationalization and the MDGs: What has Higher Education Contributed?'

LOCATION: Accra, Ghana

INFO: The African Network for Internationalization of Education, Eldoret, Kenya

E-MAIL: jowij@anienetwork.org
www.anienetwork.org

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LOCATION: Brisbane Convention & Exhibition Centre, Brisbane, Australia

INFO: The International Education Association of Australia, Melbourne, Australia

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www.eua.be

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