

Going Global Partnerships

Deep Dialogues March 2024 Report

13–15 March 2024

Edinburgh, Scotland

Prepared by Sankalita Chakraborty

In partnership with:



Supported by:





The Deep Dialogues series is becoming a key highlight for the British Council's Going Global Partnerships programme. These events are designed to enable focused and meaningful engagement among global higher education stakeholders on themes of mutual relevance. Curated in consultation with UK and international partners and stakeholders, they aim to bring together higher education practitioners, leaders and experts under one roof (or the sky if weather permits) to collaboratively approach local and global priorities and challenges in

international education. Through these purposeful dialogues and sharing of interdisciplinary and cross-cultural knowledge and insights, this series aims to bring to fruition international co-operation, to inspire collaborative innovations, and to promote inclusive practices within the higher education landscape.

In partnership with Quality Assurance Agency and Advance HE, the inaugural Deep Dialogues event in London, from 18–20 October 2023, welcomed 23 delegates from ten countries to discuss on the thematic areas of quality, resilience and inclusion within international higher education. Following the vision set forth in 2023, the Deep Dialogues series has emerged as a platform for nurturing networks and collaboration among the global higher education community. It encourages the exchange of knowledge, promotes active discussion, and collectively deliberates on the future of the sector. Building on the invaluable learning and feedback from that first session, we delivered our second Deep Dialogues event in Edinburgh, from 13–15 March 2024, in partnership with Ecctis and with support from Edinburgh Napier University. Focusing on scalable and sustainable Transnational Education (TNE), it was one of the first activities under our new [TNE strategy](#), which was launched in November 2023 at the Going Global Conference in Edinburgh.

As we reflect on the March 2024 Deep Dialogues event, this report seeks to capture the richness of discussions, the breadth of perspectives, and the key discussion areas that emerged. It offers insight into the dialogues that took place and the ideas that were shared regarding the future of internationalisation and transnational education. It will also aim to contribute to the ongoing discourse on UK TNE, providing guidance on implementing the strategies and recommendations proposed during the sessions.

We are grateful to our partners, speakers and participants for their valuable contributions in making the event a resounding success. We look forward to their valued participation and reflection in the upcoming series.

Please check the [Deep Dialogues web page](#) for further updates. To get in touch with the Deep Dialogues team, please write to Sankalita.Chakraborty@britishcouncil.org.

Best regards

Dr Nishat Riaz MBE, Head of Higher Education Systems and Internationalisation
British Council

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Executive summary

This report outlines the summary of the second Deep Dialogues event, which took place in Edinburgh, Scotland from 13–15 March 2024. This event delivered partnership with Ecctis and with support from Edinburgh Napier University successfully convened over 120 participants including delegates, speakers and British Council colleagues from the UK and 34 other countries. It aimed to explore, in depth, the global context of internationalisation of higher education and the growth and evolution of TNE, underlined by diverse higher education practices and regulatory frameworks and the role of international conventions on higher education to promote cross-border co-operation and recognition.

Day one allowed the participants to get to know each other through interactive networking sessions, discussing what TNE means to them within the context of their own country and higher education strategies. The keynote lecture on challenges, opportunities and trends in international higher education, delivered by Hans de Wit, Emeritus Professor and Distinguished Fellow, Centre for International Higher Education, Boston College, set the global context of internationalisation. The British Council launched its new Global Framework for TNE which helps to develop consistency in the language of TNE. While taking a look at the global TNE landscape, the sessions also spotlighted TNE practices and insights from across the world. Case studies of successful TNE models and approaches were shared by leaders and practitioners from Germany, Malaysia, Nigeria, Pakistan, Philippines, Sri Lanka and Ukraine.

Day two was fully packed and involved deeper discussions on key aspects of TNE. The day began with an exploration of the role of TNE hubs with keynote from Dr Francisco Marmolejo, President of Higher Education, Qatar Foundation, with practical examples from India, Dubai and Mauritius. This was followed by a session on the challenges of the global recognition of TNE, with guest speaker Borhene Chakroun, Director of Policies and Lifelong Learning Systems at UNESCO, moderated by UK ENIC. We then explored quality assurance and regulation from a UK perspective with representatives from the Department for Education, Department for Business and Trade, Office for Students, Quality Assurance Agency Scotland, Wales and Northern Ireland. The afternoon sessions focused on students' digital experience, led by the Joint Information Systems Committee (Jisc), risk management in TNE partnerships, led by Universities UK International and the British Council, and equality, diversity and inclusion (EDI) in TNE, moderated by Advance HE. A range of case studies were presented by the University of London, Essex University, Edinburgh University, University of Northumbria, Ulster University and Edinburgh Napier University, with examples of good EDI practice in Peru and Uzbekistan shared by international partners. Reflections from speakers and audience provided rich content and ideas for future planning and delivery of TNE programmes and courses in different contexts.

Day three had a special focus on Scotland, beginning with a session on quality assurance and recognition of qualifications led by the Scottish Qualifications Authority and the Scottish Credit and Qualifications Framework. This was followed by presentations and a panel discussion with senior leaders responsible for international engagement from the University of Dundee, University of Glasgow, Herriot-Watt University, University of St Andrews and Edinburgh Napier University, in which they shared their TNE priorities. Through these sessions, international delegates were able to understand the significant contribution of Scottish higher education to the international TNE landscape and identify potential new

partnership opportunities. We also heard about the latest and emerging trends in TNE from Educora Consulting, Lancaster University, Education Insight and Nottingham Trent University.

Key themes that emerged from the three-day deep dialogue sessions include:

- the strategic integration of TNE within broader internationalisation efforts,
- the evolving landscape of digital education,
- the imperative for equitable and inclusive access to global education opportunities,
- and the critical role of TNE driving forward the internationalisation agenda.

Notable discussions revolved around the operational challenges of TNE, the need for quality assurance across diverse educational systems, and the emerging trends in micro-credentialing and joint venture models for branch campuses.

Note: A detailed summary of key areas of discussion is available in **Annex 1**.

Scalable and Sustainable Internationalisation and Transnational Education: Locally Relevant and Globally Connected

A. Objectives

The primary objective of the March 2024 Deep Dialogues event was to bring together higher education stakeholders from across the world to discuss a range of local and global priorities and challenges of internationalisation and Transnational Education (TNE), learn from each other and collaboratively explore strategies to build more equitable, sustainable and scalable models of internationalisation and TNE in the future. The event witnessed participation from more than 100 higher education practitioners, experts, policy regulators and leaders from 29 countries and the four nations of the United Kingdom for in-depth discussions around the theme. The aim over time is to build a sustainable global knowledge-sharing network and community of practice which continues to benefit from staying connected and learning from each other.

B. Theme

With the launch of the British Council's TNE strategy in November 2023, coupled with the vast interest of our partners and stakeholders across the globe in the TNE area of



our work, the March 2024 Deep Dialogues event set the stage for a deep-dive into the latest research, trends, policies and best practices of internationalisation of education with a focus on scalable and sustainable TNE. British Council's TNE strategy draws on advice and feedback from our UK sector partners, in-country stakeholders and colleagues around

the world and has four key actions (*see image on top*) outlined for the next two years. The Deep Dialogues March 2024 event was a great opportunity to bring these stakeholders together to facilitate a deeper engagement to discuss the opportunities and challenges in TNE, share learnings and best practices and develop a network of practitioners, regulators and facilitators.

C. Key topics of discussion



D. Participants

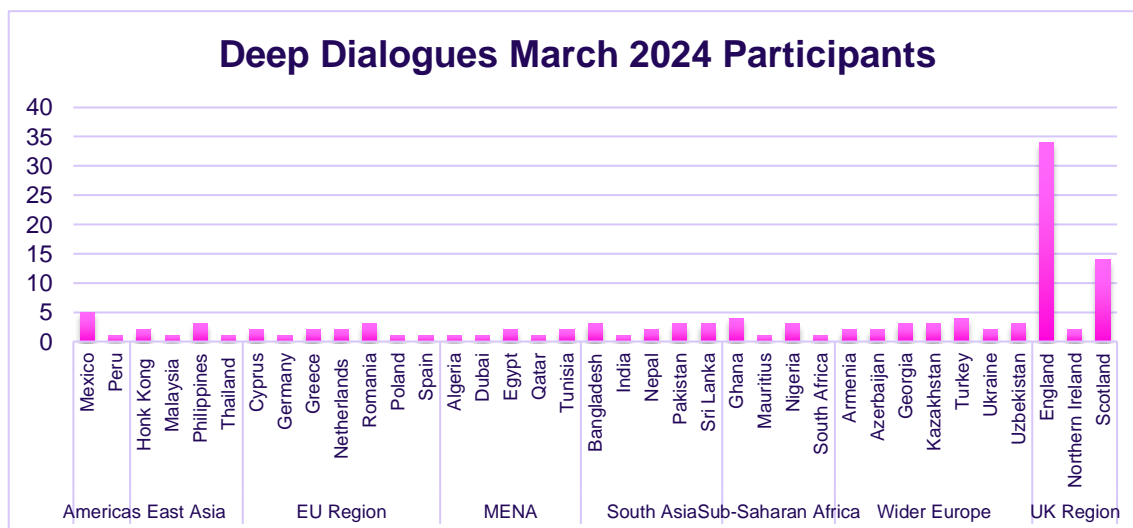
A total of 49 international delegates and 18 British Council colleagues from 29 countries participated in the event, including government representatives, quality assurance agencies, sector experts, and senior leaders and academics from higher education institutions seeking to strengthen partnerships with the UK and share their experience of TNE with each other. Delegates from Germany, Malaysia, Nigeria, Pakistan, Philippines, Sri Lanka, and Ukraine contributed to panel discussions and plenaries, sharing case studies and best practices from their own countries.

39 speakers from the UK and six countries were invited to share their knowledge and experience in internationalisation and TNE with the delegates. The event facilitated dialogue between the international delegates and speakers who represented higher education organisations, government departments and sector bodies working to support the internationalisation of higher education. Several other stakeholders and partners from the UK joined the event over the course of the three days.

- **Americas:** Mexico, Peru
- **East Asia:** Hong Kong, Malaysia, Philippines, Thailand
- **EU Europe:** Cyprus, Germany, Greece, Netherlands, Poland, Romania, Spain
- **Middle East and North Africa:** Algeria, Egypt, Tunisia, Qatar, UAE
- **South Asia:** Bangladesh, India, Nepal, Pakistan, Sri Lanka
- **Sub-Saharan Africa:** Ghana, Mauritius, Nigeria, South Africa
- **Wider Europe:** Armenia, Azerbaijan, Georgia, Kazakhstan, Turkey, Ukraine, Uzbekistan
- **United Kingdom:** England, Scotland, Northern Ireland



(Participants at the Edinburgh Napier University Craiglockhart campus on Day 1)



(Geographical breakdown of participants)



E. Reflections

Reflections from the event shared by participants, speakers, and partners.

I would like to re-engineer the traditional TNE by incorporating more long-term commitments like research and student development.

Kazakhstan is planning to actualize its Internationalisation strategy, so this meeting helped to understand the wider picture and recognize our country's achievements.

The insights gained during this Deep Dialogue have sparked ideas for implementation upon my return to work. Specifically, I'm eager to delve into the TNE vision and strategy employed by UK universities and consider how similar initiatives can be adapted within Mexican universities. Areas of interest include exploring avenues for online cooperation, developing dual programs, and expanding distance learning opportunities. These strategies align with the overarching goal of enhancing educational accessibility and quality within Mexican HEIs.

The insights from the existing hubs were very helpful as we craft in the Philippines the rules and regulations to establish a better investment and education landscape for partnerships. It also gave me insight on what didn't work well so those strategies can be avoided.

This is an extremely helpful resource for learning in-depth information on internationalization and transnational education. The opportunity to learn from eminent specialists and scholars added even more significance to the occasion. We also had the opportunity to deepen our international connections with pertinent partners at the same time.

- Fabrizio Trifiró, Head of International Quality Reviews and Stakeholder Engagement at Ecctis *commented that some form of global HE governance system, including funding mechanism, might be helpful and needed to TNE.* Read more [here](#).
- Annabelle Lee, Policy Advisor, UUKi *felt inspired from conversation with two Ukrainian women.* Read more [here](#)
- Muzhdat M. Hasan, Head of International Cooperation, State Agency for Science and Higher Education of the Republic of Azerbaijan, *had the chance to work with and initiate discussions for further collaboration with international partners at Deep Dialogues.* Read more [here](#).

F. Recommendations for developing locally relevant and globally connected inclusive and sustainable Transnational Education practices

Importance of clear definitions

There is a need for clear, shared definitions of internationalisation and TNE to align understanding and practice across borders. This became evident when addressing the confusion surrounding TNE and its various models.

Adaptive strategies

Flexibility and adaptability in internationalisation strategies were deemed to be critical, especially in responding to unforeseen global challenges, such as the Covid-19 pandemic and geopolitical tensions.

Leveraging digital transformation

The pandemic's acceleration of digital learning highlighted opportunities to rethink TNE delivery. It was recognised that technology could bridge gaps, provided it is deployed thoughtfully, maintaining quality and access.

Engagement beyond mobility

The overemphasis on mobility as the primary driver of internationalisation was challenged. Insights from non-mobile students and remote learning models offer a broader perspective on engaging a wider student demographic.

Valuing student voice

Learners, as central stakeholders, have powerful insights and should be integral to shaping internationalisation and TNE strategies. This was a lesson in the importance of involving students in the dialogue.

Building sustainable partnerships

Authentic collaborative partnerships require more than shared goals; they need shared values and an understanding of mutual benefits. This necessitates a shift for transactional relationships to more deeply integrated partnerships.

Strengthening South-South dialogue

A significant takeaway was the potential and requirement for increased South-South cooperation in shaping TNE, moving away from traditional North-centric models.

G. Next steps

The event successfully brought together an active network of policymakers and practitioners, which will be leveraged for advice on the British Council's work in TNE.

We will be working with UK and international partners to develop a plan to disseminate the conclusions more widely over the next few months, and to operationalise some of the insights developed during the discussions.

The feedback from the event has been gathered and analysed and will be integrated into planning and delivering future Deep Dialogues events.

Further, an edited collection of think pieces on key themes discussed during the Deep Dialogues is proposed to enrich the body of knowledge on UK TNE.

We are convening a roundtable for senior UK higher education leaders on 21 June 2024 at the British Council office in London, to build on insights from the event and explore a range of TNE models in greater detail from the perspective of scale and sustainability.

The British Council is also convening a Global TNE Committee to support the updating of our TNE strategy and the Global Framework for TNE, with many participants expressing an interest to help build on our knowledge of TNE and shape the future of TNE collaboratively.

H. Conclusion

Building on the momentum of the March 2024 Deep Dialogues event, the British Council will continue to engage with the speakers and delegates, to further facilitate international collaboration and learning. We are exploring ways to build an effective community of practice for participants of the Deep Dialogues series, to ensure it develops into an active global network that continues to benefit from knowledge sharing and good practice on TNE.

Annex 1 – Key areas of discussion

A. The global context of international higher education

In a compelling keynote talk, Hans de Wit, Distinguished Fellow and Former Director at the Centre for International Higher Education, Boston College, and prominent thought leader on international higher education, spoke about the evolution of the internationalisation of the higher education sector. Internationalisation has become a strategic agenda for universities and governments globally, transitioning from marginal to comprehensive processes and policies. Some of the challenges of past practices include focus on mobility over internationalisation at home, increased focus on international rankings leading to inequality and internationalisation becoming synonymous with competition and marketisation. Movements like 'Internationalisation at Home' and 'Comprehensive Internationalisation' emerged as a response to those challenges, steering way for international collaboration and collective effort to develop international higher education models that are more inclusive, learner-centred and responsible. The future direction is to understand and appreciate TNE as part of society's ecosystem, joining international efforts to drive higher education as a means to enhance quality, and contribute to societal well-being, moving from the transnational to the transformational to make it scalable and sustainable.

<p>The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society</p> <p>(de Wit et al, 2015, European Parliament Study)</p>	A changing global landscape requires a more pro-active cooperative approach	
	Key challenges	Key questions
	Geopolitical developments and tensions	<i>How will internationalization be shaped by this global landscape?</i>
	Health concerns	
	Sustainability/environment	<i>How will those advocating internationalization respond to the challenges they face?</i>
	Other SDGs	
	Increased competition for global talent	
	Nationalism	<i>And how will they therefore contribute to shaping the future?</i>
	Racism	
	and other factors	

(Taken from the presentation delivered by Hans de Wit, Emeritus Professor and Distinguished Fellow, Centre for International Higher Education, Boston College)

B. Launch of British Council's Global Framework for Transnational Education

The event marked the launch of the British Council's Global Framework for TNE, which draws on the [Value of TNE Partnerships](#) report. The purpose of the Framework is to underpin the British Council's TNE strategy by analysing and describing national environments for TNE.

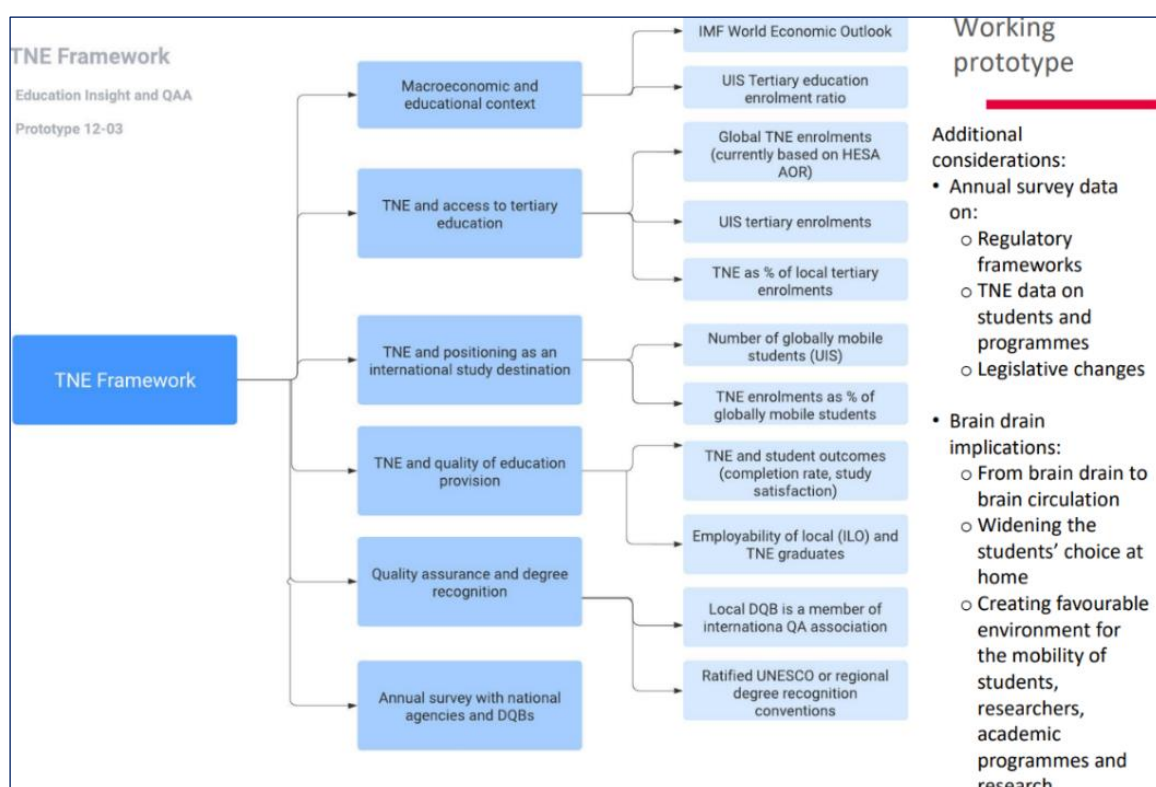
The research, led by Education Insight and Quality Assurance Agency, highlights the importance of local education context and assesses the socio-demographic conditions to

engage in TNE. It incorporates the voices of regulatory bodies and quality assurance agencies and attempts to focus on data to measure contribution of TNE on the SDGs.

Specifically, the Framework aims to:

- facilitate TNE engagement globally and further the understanding of the local context and local educational priorities
- develop consistency of language and improve data collection to support global analysis and understanding of TNE
- identify how TNE can contribute to the policy priorities of local education systems and contribute to the UN Sustainable Development Goals (SDGs).

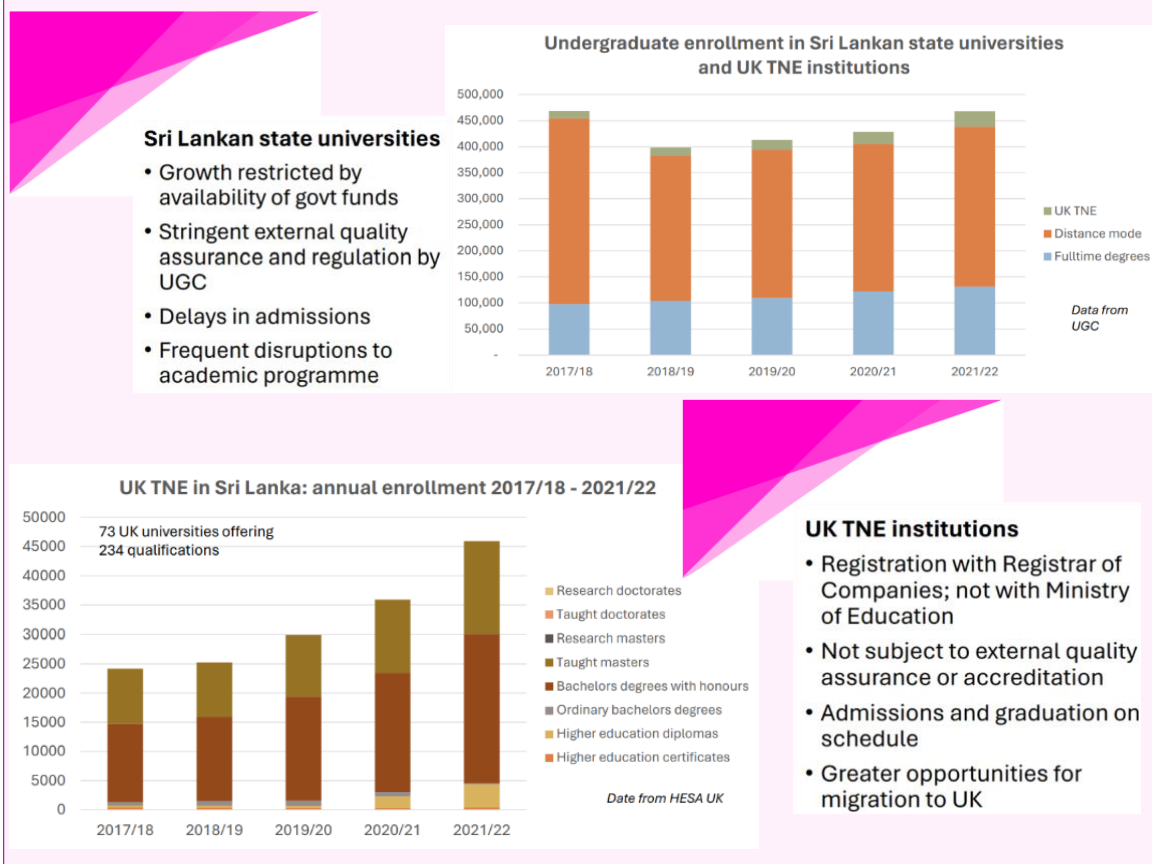
The discussion centred around the function of TNE as a local solution to mitigate the brain drain related to international student mobility. It explored the integration of TNE into local higher education landscapes in nations such as Sri Lanka and the Philippines, where TNE can offer increased access to higher education, stressing the strategic use of TNE in response to demographic challenges and the aspiration of modernising the higher education system.



(Taken from the presentation delivered by Janet Ilieva, Founder and Director, Education Insight on British Council's Global TNE Framework)

Exponential growth of TNE in Sri Lanka from 2017 to 2022: a case study

In Sri Lanka, there are 73 UK higher education institutions offering 234 qualifications. Here, the TNE/distance model attracts more students and institutions due to less regulation, delays/disruption in admissions, and no external quality requirements.



(Taken from the presentation delivered by Prof. Nilanthi Renuka de Silva, Vice-Chancellor, University of Kelania, Sri Lanka)

C. Global Convention on the Recognition of Qualifications for Higher Education

With global student numbers doubling from 100 million to 256 million over the last two decades, there has been a rapid increase in the demand for higher education across around the world. There is a growing need, now more than ever, for universities, colleges and wider education stakeholders around the world to work together towards stronger, inclusive and internationally connected higher education systems.

Global higher education systems are characterised by a diverse range of demography, size and economy, different regulatory frameworks, varying quality assurance measures, etc. Presenting a case on UNESCO's Global Convention on the Recognition of Qualifications concerning Higher Education, the speakers highlighted how the Global Convention provides the principles to recognise qualifications across border, promote inclusive and transparent recognition of qualification and acts as a tool to support international co-operation and solidarity in higher education. This Global Convention, adopted by UNESCO in 2019, was designed to facilitate mobility through international

co-operation. It works alongside the Lisbon Recognition Convention and centres on TNE, Quality Assurance and non-traditional modes of Learning and had 28 state parties (including Cuba and Uruguay in the Americas) by 2023, out of which 26 are already subscribed to regional conventions. For parties to join this Global Convention, countries need to have an established quality assurance institution.



(Taken from the presentation delivered by Chris Lyons, Head of External Engagement, UK ENIC, Ecctis)

D. Emerging and future trends of transnational education

An interesting panel discussion on the TNE discourse threw light on some of the emerging and future trends in TNE.

- TNE has moved from periphery to mainstream becoming central point of strategic interest for universities across the world. The Covid-19 pandemic steered the way for growth in digital models of teaching and learning and leading to strengthening of quality assurance of TNE due to shift from face-to-face to online.
- TNE is not a stand-alone strategy, it comes together with wider activities for global engagement (international student mobility, research, pathways, etc.). One size fit all doesn't work anymore giving rise to the need to explore different TNE models depending on context/demands.
- Shared values with collaborative, systemic and purposeful approach is key to sustainable partnerships with process simplification and harmonisation where feasible, leading to mutual benefit and two-way accountability.
- Micro credentials with good academic rigour and the correct diploma are an area of growth, as this links with industries. However, there is a need to look at longer term benefit while designing programmes.

- Opportunities for public-private ventures for branch campuses overseas and the model is evolving.
- Focus on learner-centred methodologies and assessing employability opportunities of TNE graduate, Recognition of qualifications are essential from an employability perspective.
- For real impact of TNE there needs to be a solid strategy that is evidence based (market analysis), aligned with key stakeholders with similar values and fully embedded.

E. The role of education hubs

In connection to the growing internationalisation of education and the global advancement of the knowledge economy, a number of 'education hubs' have emerged in different regions of the world aimed at attracting foreign investment in education in the form of branch campuses and other types of TNE arrangements capable to attract international students.

Although operating within different regulatory and national environments, these hubs face similar challenges and opportunities for growth. One such common challenge is that of developing an ecosystem conducive to attracting reputable international education providers and international talent. One common opportunity is posed by the growing global demand for quality international education nearer to home. In a context where we might expect a trend toward the regionalisation or 'de-globalisation' of international student mobility, and where a growing number of countries is seeking to leverage TNE to train and retain talent locally, education hubs are ideally placed to play an important role in offering alternative routes to quality international education closer to home.

In his keynote talk on roles on education hubs, Dr Francisco Marmolejo President of Higher Education at the Qatar Foundation, took us through the development of Qatar Education City, which started hosting education institutions in 1995, with an elementary school, and now hosts 50 different organisations. The main rationale for establishing the hub was to empower and to unlock the human capital in Qatar, to support the transition of Qatar into a knowledge-based society. He was joined by speakers presenting case studies on development and approaches adopted by Umicore Education Hub, GIFT City and the different Dubai free trade zones attracting international education providers.

F. Transnational education and equality, diversity and inclusion

Alongside supporting our work to create and develop new opportunities for UK TNE, the British Council's TNE strategy also aims to enhance the UK's contribution to the SDGs, by contributing to national education and learning reforms and embedding equality, diversity and inclusion across all our work. Our research into the value of TNE provides evidence that TNE programmes significantly contribute to the SDGs, most notably Inclusive and Equitable Quality Education (SDG4).

The session titled TNE and EDI: Aspirations and Realities, brought together speakers from the UK, Uzbekistan and Peru to share case studies and best practices on equality,

diversity and inclusion from their own countries and institutions. Discussion with the audience highlighted the following best practices.

- Pakistan has introduced a new policy for local TNE partners to offer five per cent of scholarships to low-income group students. A research grant is available for women to apply as principal investigators for projects, supporting their movement to senior positions within HEIs.
- Ghana has a reservation policy for students from low-income families, women and those with disabilities.
- In Tunisia, female participation in higher education and research is remarkably high. Women account for 70 per cent of graduates and 60 per cent of researchers. The issue is a high rate of unemployment, which is twice that of men. There is need for a broader and diversified labour market.

Higher Education Initiatives in Peru

NATIONAL HIGHER AND TECHNICAL-PRODUCTIVE EDUCATION POLICY Objective of increasing access to higher education for all Peruvians by 2030, with equal opportunities.	ACADEMIC IMPROVEMENT PROJECTS Financed by PMESUT to optimize academic and pedagogical management in public universities.
EDUCATIONAL INCLUSION Articulation of resources for relevant education for traditionally excluded groups.	EQUITY IN ACCESS Importance of equity for educational success, especially in minority and disadvantaged groups.

Beca 18: oportunidades educativas para jóvenes talentosos

Objective: Provide comprehensive scholarships to young people with limited resources or in vulnerable situations.

Administered by: National Scholarship and Educational Credit Program (PRONABEC).

Benefits:

- o Tuition and full board.
- o Mobility, food and accommodation.
- o Study materials, supplies and clothing.
- o Laptop and academic leveling.

Impact: Ensure the university and professional success of the beneficiaries.

(Images taken from the presentation delivered by Prof. Heli Jaime Barrón Pastor, Technical Lead Partnership, National University of San Marcos, Peru)

Equality, Diversity, and Inclusion (EDI) at Northumbria University, UK

EDI practices

EDI EDI
Ask LearnEDI Inform

for staff

focus areas of inclusion

Disability	Gender	LGBTQ+	Race
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Core EDI Themes

Embed EDI into our Core Business	Take Action to Eliminate Barriers	Fostering Inclusion and a Sense of Belonging
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Strategic Commitment to EDI

University Strategy 2024-2030:

Promote fairness in a community where all staff and students feels they belong

Everyone feels they can achieve their ambitions here. We understand the needs of individuals, removing barriers for staff and students and adopting an inclusive approach across all our activities.

(Taken from the presentation delivered by Tom Allardyce, Director Global Partnerships and Business development, Northumbria University, UK)

Inclusive University Initiative, Uzbekistan

Enhancing Inclusive Education in HE in Uzbekistan: The Guide

- To identify priority areas for the development and enhancement in Uzbekistan of inclusive education in HE
- To provide guidance on the implementation, in priority areas, of inclusive education in HE
- To illustrate processes for the implementation of inclusive education in HE
- To share national and international examples and models of inclusive education in HE.

National Inclusive University Working Group

Systemic change through sustainable partnerships

Sharing best practices

coordinate efforts around more inclusive HE provisions

Stakeholder identification and mapping

Priority areas

- Empowerment of women and girls
- Widening access for people with disabilities
- Widening access for people from low-income families

(Taken from the presentation delivered by Gulnaz Bektemirova, Director of Student Support Services, Westminster International University in Tashkent)

G. Transnational education: the UK context

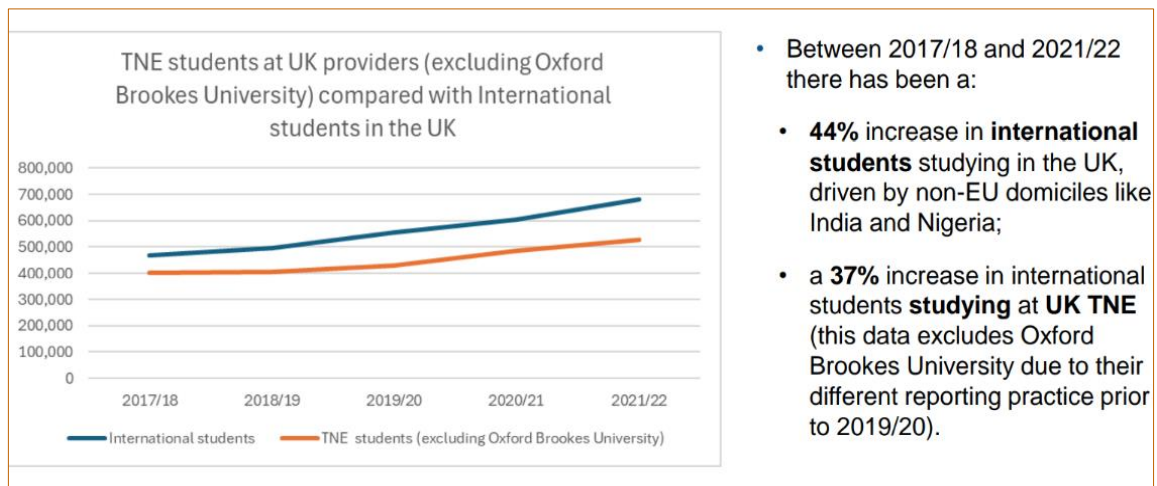
The UK is home to some of the world's top universities, with four in the top ten, and 17 in the top 100, according to QS. HMG's 2023 Integrated Review Refresh highlights that the UK is known for the quality of its universities. In 2021, the UK was the second-most-popular destination for international students and has an increasing share of the international student market, with 9 per cent (compared to 13 per cent for the US and six per cent for Australia) (OECD).

In the recently released Global Soft Power Index for 2024, the UK remained second place in the overall rankings (three years running) and was ranked first for 'place to study', 'strong educational system' and 'easy to communicate with', among other areas.

International Education Strategy (IES) update reaffirms UK's commitment to international students and also boosting exports. The IES update in 2021 states commitment to achieve two ambitions by 2030:

- increase education exports to £35 billion per year
- increase the numbers of international higher education (HE) students studying in the UK to 600,000 per year.

The IES pledged to work closely with Devolved Governments and the education sector to move from pandemic recovery to sustainable growth in education exports.



(Taken from the presentation delivered by Erika Boak, Head of International Strategy, Multilaterals, Union and Devolution, Department for Education - Sources: [Where do HE students come from? | HESA](#) [The scale of UK HE TNE 2021—22](#) ([universitiesuk.ac.uk](#)))

The UK government is working with governments across the world to establish TNE partnerships.

- In July 2023, HMG signed a treaty with Spain which secures and maintains access to Spanish universities for UK qualification holders seeking to study in Spain.

UK-Spain Higher Education Access Treaty

- The UK and India signed a landmark **MoU** in 2022 to recognise each other's academic qualifications unlocking further TNE opportunities for UK universities.
- There are several successful **UK-India** TNE partnerships which we are seeking to build on, such as University of Birmingham's with IIT Madras, and University of Manchester's with IIT Kharagpur.
- Sir Steve Smith and the Secretary of State met the **Nigerian** Education Minister in November to launch Nigeria's TNE guidelines.
- Sir Steve Smith's recent missions to **Southeast Asia** have resulted in a number of TNE opportunities eg for **Lancaster University** and **Kings College London** opening branch campuses in **Indonesia**.
- Challenges remain in certain countries such as **Vietnam** regarding quality assurance of TNE and the difficulty in obtaining work / land permits.

(Taken from the presentation delivered by Erika Boak, Head of International Strategy, Multilaterals, Union and Devolution, Department for Education)

Sunway-Lancaster: an operational and institutional TNE landscape – a case study from Malaysia

An innovative platform for transnational education and research

Sustainable cities

Improving life for those living in cities and reducing the impact they have on the areas around them.

Liveable cities

Prevent disease and enhance urban health and ageing well; understand what it means to live well in the city.



Resilient cities

Make cities, communities, and citizens more resilient, agile and adaptable to climate change, natural, and human made disasters.

Digital cities

New ways of exploiting technology in the cities of tomorrow, while seeking to understand their possible social impact.



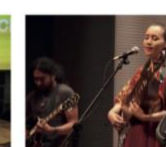
Teaching and Learning Enhancement

Building Capacity to Leading in Teaching and Learning in Higher Education, Curriculum Design, Technology to Support Learning, Reflective Practice in Teaching, Assessment & Feedback, Learning Outcomes etc.



Art Beats Festival

Transnational education through cross-cultural creative collaborations



(Taken from the presentation delivered by Abhi Veerakumarasivam, Provost, Sunway University, Malaysia)

Prospects of TNE in university education – a case study from Nigeria

Six models of TNE

1. **Twinning & Articulation:** universities collaborate to offer courses, enrich curricula and pedagogy, and offer degrees with joint or dual certification and/or have articulation arrangements, which involve study in host and home campuses
2. **Branch Campus Model:** foreign university establishes a campus in Nigeria
3. **Open & Distance Learning Model:** online learning in compliance with the approved ICT – Enabled Supported Blended Learning (IESBL) model in the NUS
4. **Franchise Model:** foreign provider authorizes an approved Nigerian university to deliver its programmes within Nigeria
5. **Acquisition & Merger Model:** foreign university purchases all or part of a Nigerian university
6. **Teaching Institutions Model:** foreign provider establishes teaching institutions in Nigeria to support students taking their courses/ programmes.

PROSPECTS OF TNE IN NIGERIA

- There is a demand for HE as access to university education continues to be a challenge
- The quest for knowledge of Nigerians and their desire to excel in life is congruent with the knowledge exchange and capacity building that is the hallmark of TNE
- Nigeria has a rich cultural heritage. This favours the propensity of TNE ins serving as catalyst for cultural exchange and promotion of cross-cultural understanding.

(Taken from the presentation of Noel Saliu, Deputy Executive Secretary, National Universities Commission, Nigeria)