



Mission Report

Going Global 2017
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Prepared by

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A. SEAMEO Official on Mission

1. Dr Ethel Agnes P Valenzuela
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B. Background, Description and Objectives of the Activity

Going Global 2017 is a Conference for leaders of International Education. Going Global 2017 explored how higher education institutions support city-regional economies, social and civic engagement, connecting the world's cities to global knowledge and talent and addressing global challenges.

Higher education institutions are the global connectors among the world's fast-evolving knowledge economies and cities are the beating hearts of innovation.

This urban-global age provides tertiary education institutions with unprecedented opportunities to mobilise their expertise, prepare young people for the future and drive forward research and policy agendas at the city, national and global levels.

Yet the urban-global age also poses challenges for universities and colleges and the cities and towns of which they are a part, not least because of the changing nature and locations of tertiary education delivery.

The conference focus on

1. Research and innovation
2. Total development
3. Societies and countries
4. Leadership

C. Participants

- Policy makers
- University Presidents
- Chief Executives of the British Council Organizations
- Experts in Transnational Education and Internationalization of Higher Education

D. Organizer/s

- The British Council

E. Highlights of the Activity/Summary Points

- The huge expansion of transnational education (TNE) has created many fresh opportunities but has brought with it a “terminology chaos” that is creating “mass confusion and misunderstanding”, research commissioned by the British Council and the German Academic Exchange Service (DAAD) has concluded (from Transnational Education: A classification framework and data collection guidelines for international programme and provider mobility, launched and debated in the session.
- A TNE Classification framework plus data collection guidelines that were drawn up with DAAD and with input from nearly 100 senior policy makers, institutions and organisations from 30 countries were presented. The framework introduces a new term – international programme and provider mobility (IPPM) – to better describe the provision of educational programmes between countries as opposed to the more traditional movement of individual “international” students.
- Lack of clarity about the terminology used makes it hard to classify the different forms that IPPM can take and is hampering the collection of reliable data by which to judge the scale, quality and impact of the different forms it can take, the report says. Over 40 different terms are being used to describe international programme and provider mobility.
- Despite the importance of TNE for large sending countries such as the UK and Australia, there tends to be far fewer national policies for TNE that there are for international student mobility. A review of 26 countries found 89 per cent had strong policies of student mobility but only 66 per cent of the same countries had strong TNE international programme and provider mobility.
- There is a significant lack of reliable information regarding the nature and extent of TNE provision in terms of enrolments and the characteristics of IPPM modes. Comparisons of TNE provision, data, policies and research within and across countries are challenging and often inconclusive because of this inconsistent use of terms.
- When gathering data from institutions care must be taken to balance the amount and complexity of the data requested with the capacity and ability of the institutions to provide it. The report proposes “core” data questions: TNE programme title, field of education, level of programme, country and institution awarding the qualification, and total number of students enrolled in the programmes.
- A key principle of the guidelines is that data collection agencies in each country will decide what data to collect and how to customise it for local context.
- In the session Global collaboration: research, TNE, and mobility, Dr Janet Ilieva,

Founder and Director, Education Insight, UK, presented an update on the study The shape of global higher education, launched at Going Global in 2016, which has now been extended to capture details of the policy landscape in a total of 38 countries. The research showed that international student mobility is the most developed policy area, with 28 countries and territories having a strong focus here. In contrast, only 7 countries had opened their labour markets to international students.

- Michael Peak, senior advisor for education research at the British Council, announced that a new interactive international HE data resource is due to be launched by the British Council on 12th July 2017, which would allow users to drill down to discover information such as which countries allow branch campuses to be set up.

Dr Ethel Agnes P. Valenzuela, Deputy Director for Programme and Development (SEAMEO), Thailand, gave an overview of TNE developments in her region and argued that it was important for established players to support countries that wished to establish TNE but were unable to do so because they did not have the resources. She said she was optimistic that TNE would continue to move forward because of the strong relationship with countries' student mobility policies.

F. Role/Participation of SEAMEO

1. SEAMEO Secretariat DDPD presented her paper on 2 sessions: Integration vs Impact of Transnational Education in Emerging Economies and Global Collaboration, Research and Transnational Education Mobility.

G. Follow-up Actions Needed

1. SEAMEO will organize one event to train higher education institutions on the key themes presented during the Going Global in order to help countries which are lagging behind. While Malaysia, Indonesia, Thailand, Vietnam and the Philippines are strong on internationalization and mobility- other SEAMEO countries are left behind.

H. Photos

