TNE in the GULF REGION

Type –Scale –Rationales -Challenges

Going Global Conference
Dubai, UAE
March 4-6, 2013

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Key Messages

- International Branch campuses (IBCS) are the key TNE activity in the Gulf region
- Rationales and benefits differ by stakeholder: Access, improve HE sector, economic, labour market, status
- Issues and challenges are diverse: qualifications, quality assurance, curriculum relevance, social cohesion, sustainability

Overview of TNE in Gulf

IBCs primary TNE activity

- Bahrain- 3 IBCs, 2002, 50-75% locals
- Kuwait- 2 IBCs, 2003, 5 twinning/aff
- Saudi Arabia- no IBCs
- Oman- 1 bi-national HEI, 2007, 1 IBC
- Qatar- 10 IBCs, 1998, 50% locals
- UAE - 37 IBCs, 1993, 5-10% locals

Highlights from UAE

Context

- Expats represent 85% of 8 million pop
- No expats in federal HEIs
- Shift to knowledge and service economy from oil
- 3 of 7 emirates TNE active- different approaches

TNE activity

- 37 IBCs (27 Dubai, 5 Abu Dhabi, 5 RAK)
- 60% expats, 33% int, 7% local
- Dubai and RAK free trade zone implications
- Drivers: Access, skilled work force, status

Source of IBCs in UAE
- Implications -

- **Asia**
  - 13 India 10
- **Europe**
  - 13 UK 6
- **North America**
  - 9 US 8
- **Middle East**
  - 2 Iran 1 Lebanon 1

Rationales and benefits of TNE -differ by stakeholder group-

- Receiving country policies and priorities
- Sending HEI and country
- Enrolled Students
- Local/domestic HEIs
- Local Employers

Rationales and benefits for TNE – perspective of receiving/host country-

- Increased access for local/expat students
- Modernize, internationalize, expand HE sector
- Generate income – shift to service and knowledge based economy
- HRD -and attract, train, retain skilled labour
- Status and soft power

Issues and Challenges re IBCs

- Quality Ass and Accreditation
- Recognition of Qualifications
- Language proficiency
- Cultural norms- i.e., pedagogy
- Relevance of programs to labour market
- Sustainability
- Social cohesion
- Brain train, gain, drain

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Thank you

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