

ANTICIPATED BENEFITS AND MISSED OPPORTUNITIES OF OFFSHORE CAMPUS IMPORTS

– EXPERIENCES FROM SOUTHEAST ASIA AND THE ARAB GULF REGION

THIRD TNE-HUB RESEARCH SYMPOSIUM

“WHY TRANSNATIONAL EDUCATION? FROM MARKET ACCESS TO SUSTAINABLE GLOBAL ENGAGEMENT”

31 MARCH 2021

CONSTRUCTING TRANSNATIONAL SPACES OF HIGHER EDUCATION

Research group at Leibniz Institute for Research on Society and Space



JANA MARIA KLEIBERT

Junior Research Group Leader



TIM ROTTLEB

Research Associate



ALICE BOBÉE

Research Associate



MARC SCHULZE

Research Associate

BENEFITS AND MISSED OPPORTUNITIES OF OFFSHORE CAMPUS IMPORTS

SDG #4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

SDG #9

“Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation”

BENEFITS AND MISSED OPPORTUNITIES OF OFFSHORE CAMPUS IMPORTS

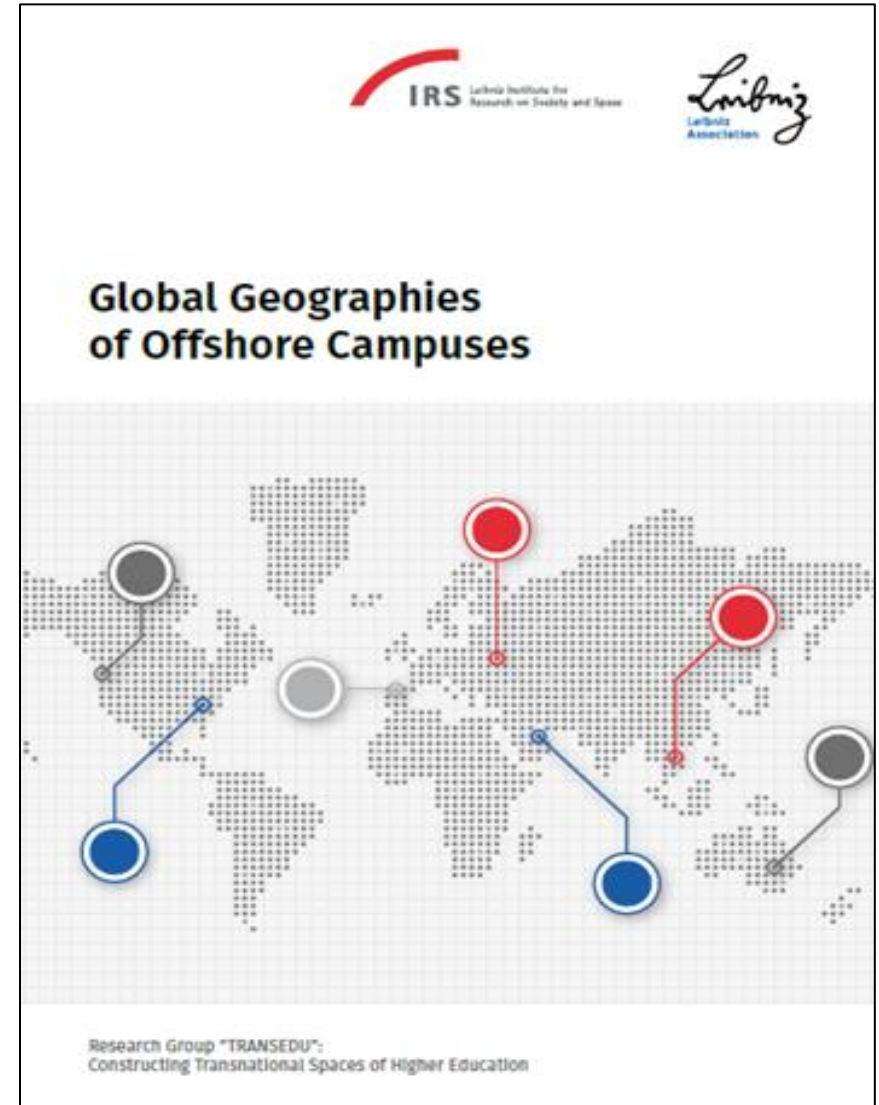
- I – Global patterns of IBC import**
- II – General opportunities of IBC development**
- III – Development potentials of transnational education
zones**

I – GLOBAL PATTERNS OF IBC IMPORT

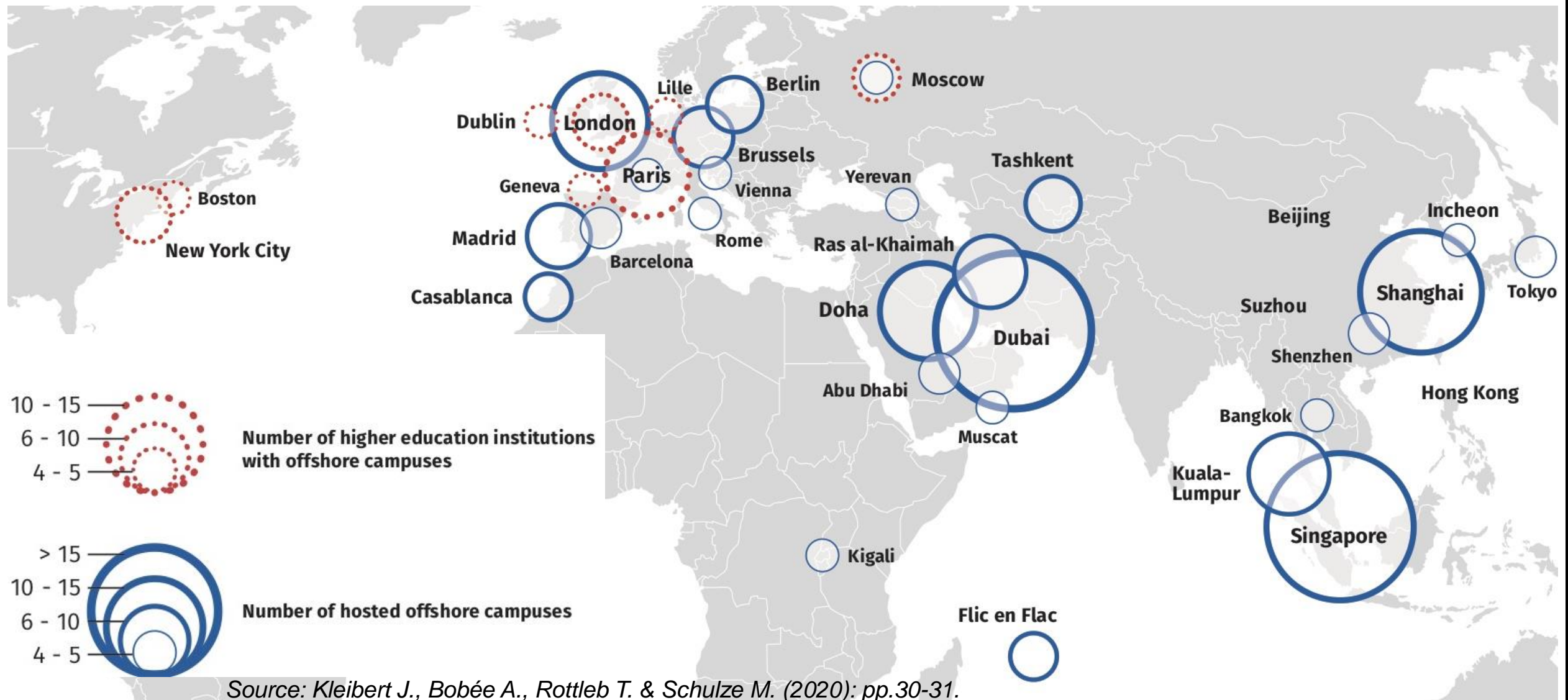
Grasping and investigating

- global patterns over time and space
- socio-economic implications and greater global trends

Source: Kleibert J., Bobée A., Rottlieb T. & Schulze M. (2020) *Global Geographies of Offshore Campuses*. *Erkner: Leibniz Institute for Research on Society and Space*. <https://www.econstor.eu/handle/10419/223315>



MAJOR IBC IMPORTERS



II – GENERAL OPPORTUNITIES OF IBC DEVELOPMENT

- ❖ **TNE and campuses as substantial capacities for domestic HE provision**
- ❖ Foreign universities as key partners to local universities
- ❖ IBCs as part of regional development strategies

TNE AND CAMPUSES AS SUBSTANTIAL CAPACITIES FOR DOMESTIC HE PROVISION

Malaysia:

- TNE as constitutive for private HE provision
- >10% of students at private HEIs study for British offshore degrees

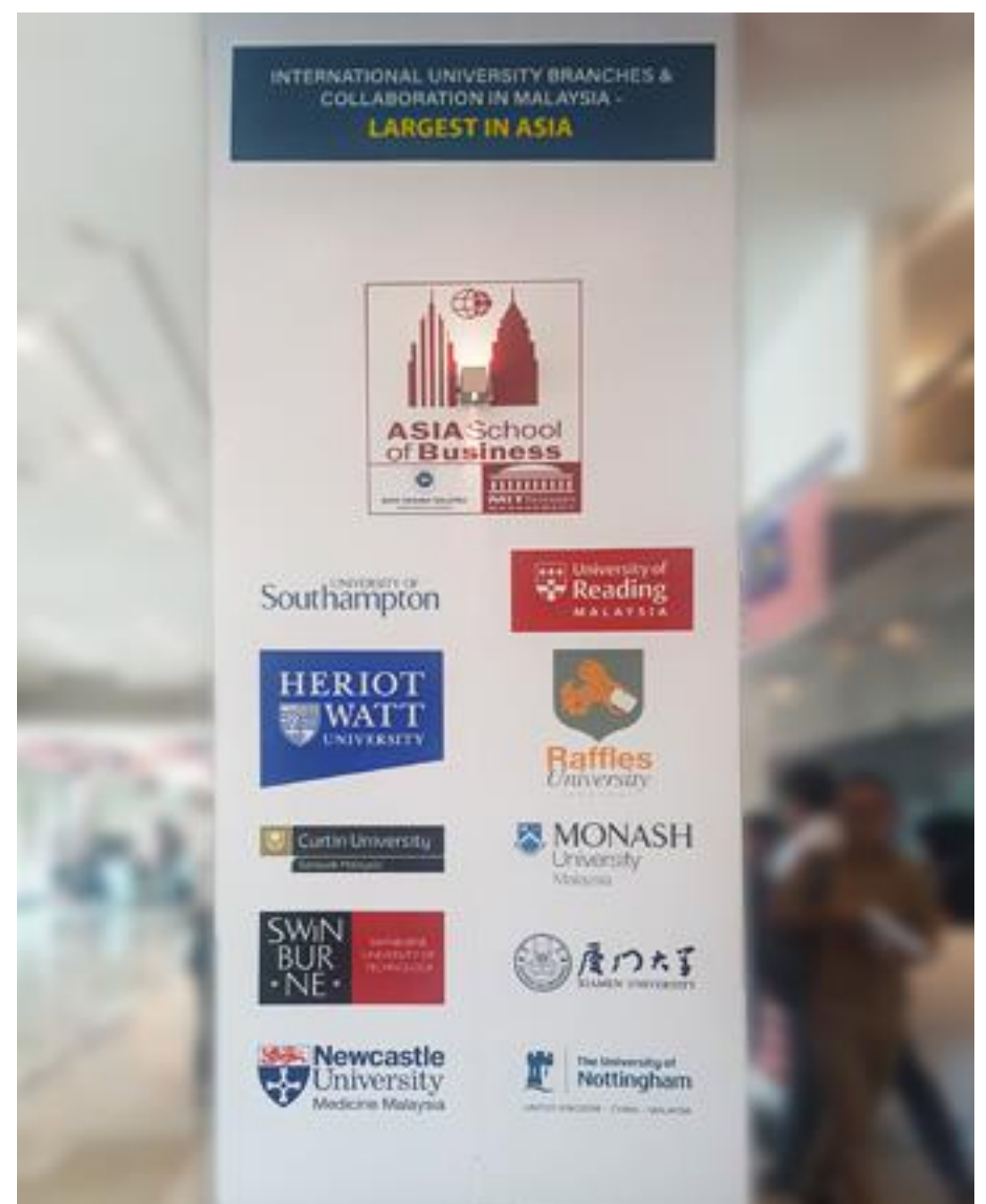


Photo: Marc Schulze

II – GENERAL OPPORTUNITIES OF IBC DEVELOPMENT

- ❖ TNE and campuses as substantial capacities for domestic HE provision
- ❖ **Foreign universities as key partners to local universities**
- ❖ IBCs as part of regional development strategies

FOREIGN UNIVERSITIES AS KEY PARTNERS TO LOCAL UNIVERSITIES



Singapore:

- Two third of IBCs as joint-venture partnerships with domestic public universities
- Synergies in reputation and teaching expertise

Source: Singapore Institute of Technology, Digital Newsroom 2019.
<https://www.singaporetech.edu.sg/digitalnewsroom/a-smart-campus-to-call-home--sit-begins-construction-of-centralised-campus-in-punggol-with-groundbreaking-ceremony/>

II – GENERAL OPPORTUNITIES OF IBC DEVELOPMENT

- ❖ TNE and campuses as substantial capacities for domestic HE provision
- ❖ Foreign universities as key partners to local universities
- ❖ **IBCs as part of regional development strategies**

III – DEVELOPMENT POTENTIALS OF TRANSNATIONAL EDUCATION ZONES

- **TEZ: “territorially defined area at the urban scale with at least two offshore campuses that provides shared campus infrastructure, advertises itself as an education hub, and has higher education as its primary function” (Kleibert et al., 2020, p. 7)**
- **Contributing to SDG 4 and particular Target 9.b?**
- **Target 9.b: Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities**

QATAR: CREATING A „MULTI-VERSITY“

❖ Case study: Education City, Qatar



Photo: Tim Rottleb

Education City, Qatar

Launching year	2001
Operator	Qatar Foundation
No of students (at IBCs)	2,300
No of IBCs	7
Hosted IBCs	Carnegie Mellon University (USA) Georgetown University (USA) HEC Paris (France) Northwestern University (USA) Texas A&M University (USA) Virginia Commonwealth University School of the Arts (USA) Weill Cornell Medicine (USA)
Range of programmes	Programmes offered by IBCs in EC are heterogenous, including business, journalism, foreign relations, art, engineering, medicine, IT

CREATING A “MULTIVERSITY”?

- **Requires immense public funding**
- **IBCs operating stable**
- **(Relatively) broad range of programmes**
- **(Increasing) share of national students**
- **Facilities shared by students from different IBCs**
- **Cross-IBC courses and programmes starting to emerge**
- **Cross-IBC research starting to emerge**

DUBAI: MAKING A MARKET FOR TNE

- ❖ Case study: Dubai International Academic City, Dubai Knowledge Park



Photo: Tim Rottleb

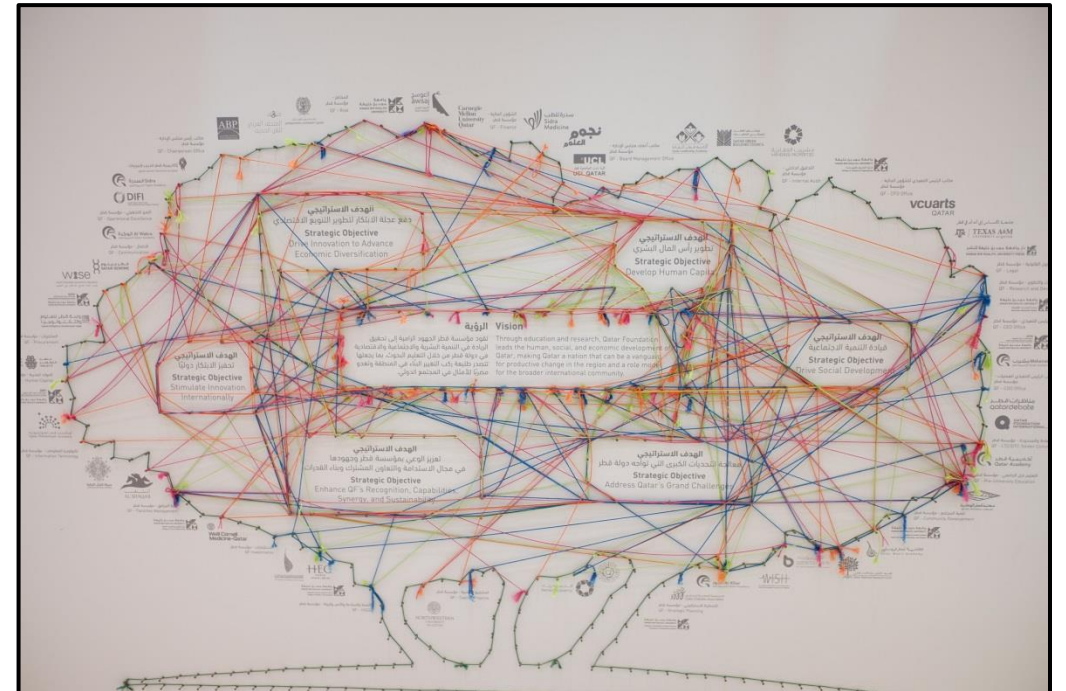
Dubai Knowledge Park		Dubai International Academic City
Launching year	2003	2007
Operator	TECOM Group	
No of students	22,000	
No of IBCs	8	10
Hosted IBCs	Heriot-Watt University (UK) Islamic Azad University (Iran) Middlesex University (UK) Murdoch University (Australia) The University of Manchester (UK) University of Bradford (UK) University of Exeter (UK) University of Wollongong (Australia)	Amity University (India) BITS Pilani (India) Curtin University (Australia) Institute of Management Technology (India) Manipal Academy of Higher Education (India) Shaheed Zulfikar Ali Bhutto Institute of Science & Technology (Pakistan) SP Jain Center of Management (Australia) University of Birmingham (UK) University of Saint Joseph (Lebanon) ESMOD (France)
Range of programmes	Most popular programme specialization: 'Business', accounting for 52.7% of the total number of enrolled students, followed by engineering, architecture and information technology	

MAKING A MARKET FOR TNE?

- **Requires less public funding**
- **Many IBCs**
- **Geographic diversity of IBCs**
- **Many students**
- **Risk-averse IBC strategies**
- **Not much diversity in programmes**

TEZ AND IBC DEVELOPMENT IN PERSPECTIVE

- ❖ Location matters
- ❖ Regulatory framework matters
- ❖ Partnership matters



Photos: Tim Rottlieb

PLEASE STAY IN TOUCH:

marc.schulze@leibniz-irs.de

tim.rotteb@leibniz-irs.de

www.ibc-spaces.org
[@ibcspaces](#)