

Exploring the Impact of TNE:

Academic, cultural, economic and skills impacts and implications of programme and provider mobility

A summary of British Council Research

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Exploring the impact of TNE – a pilot study

In May 2013, the British Council convened the ‘Higher Education Summit in the year of the UK’s G8 presidency.’ The summit brought together more than 30 higher education leaders from 17 countries, including heads of national agencies and representatives of Ministries of Education.

The discussion focused on the local impact of transnational education (TNE) in supporting economic empowerment and the development of global knowledge societies.



A Stakeholder perspective

Drawing on five major studies conducted by the British Council in partnership with DAAD and others which have provided us with a fascinating insight into the value and uniqueness of TNE programmes when compared to other study options

- Portrait of a TNE Student (2012),
- Shape of things to come 2: the evolution of TNE (2013)
- Impacts of TNE on host countries, in partnership with DAAD (2014)
- TNE data collection systems: Awareness, Analysis, Action (with DAAD 2015)
- TNE Graduate Employment study: An analysis of Graduate Employment Trends in Malaysia (Cheung et.al. 2015)



Taking a 'host country' perspective

- The development of TNE programmes has accelerated in recent years and in some countries (e.g. Malaysia, UAE) TNE is a significant part of the local education system.
- In many other countries TNE is now a small but significant alternative to traditional international mobility or domestic higher education for local students.
- TNE can account for a large share of HE provision –
 - 15% in Hong Kong & Malaysia,
 - 20% in Botswana,
 - 40% in Mauritius



Key findings across all studies

- career development is the main motivation for TNE students
- Students see studying a TNE programme as a way to improve their professional skills and thereby improve their career prospects.
- Students also believe that employers value highly the skills developed as a result of studying a TNE programme.
- Lack of comparable data across countries



Shape of Things to Come 2

- Regulatory framework essential
- Data poor, TNE is evolving, complex (and often unique to host country environment)
- Case studies show that impacts of TNE tend to match national policy rationales



Impacts of TNE on host countries :Study design

- Online survey:
- 9 countries and 1 administrative region included in the study

Botswana	Hong Kong	Malaysia	Mexico	UAE
Egypt	Jordan	Mauritius	Turkey	Vietnam

- 8 survey groups targeted. Total of 1906 survey responses

TNE students (912)	TNE faculty (168)	TNE senior leaders (62)	Gov agencies (31)
Non-TNE students (473)	Non-TNE faculty (131)	HE experts (56)	Employers (73)



Findings from TNE Impact study (summary)

Skills enhanced by TNE

TNE students' view:

1. Analytical thinking,
2. International outlook
3. Adaptability to change

Other survey groups' view

- International outlook
- English language
- Cross cultural understanding

Academic impacts predominate at the 'National Level' via

- Increased access to HE for local students
- Improving overall quality of HE in host country

Socio-cultural impacts:

- importance of English language and intercultural competence.



The attributes of TNE that appeal to students

The research found that for students the most positive attributes of TNE are :

- the ability to gain a more international outlook
- develop intercultural competence
- 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.



Employers views

- 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 not in employment 6 months after graduation.
- While foreign graduates are top in language, communication skills and confidence, local university graduates are prepared to work hard, committed and are familiar with the local business environment
- 60% of employers suggested that a TNE qualification would have a positive impact on a graduates career prospects. 76% of students thought employment prospects would be enhanced



An employer's view

- *But I like all categories of graduates as they have various strengths and weaknesses. There is a need to create a balance of graduate employees – the intellectual capacity of foreign graduates mixed with the local graduates and, hopefully, the graduates of transnational education somewhere in between as they have had both the benefits of a foreign education provided in the local context.'*



Motivations for choosing TNE programmes

- **Top 5** motivations:

1. Improves professional skills for **career development**
2. Specific **qualification** on offer
3. Improve **intercultural competence**
4. **Prestige** of TNE institution / overseas education system
5. Improve **language skills**



Positives of TNE at ‘National level’

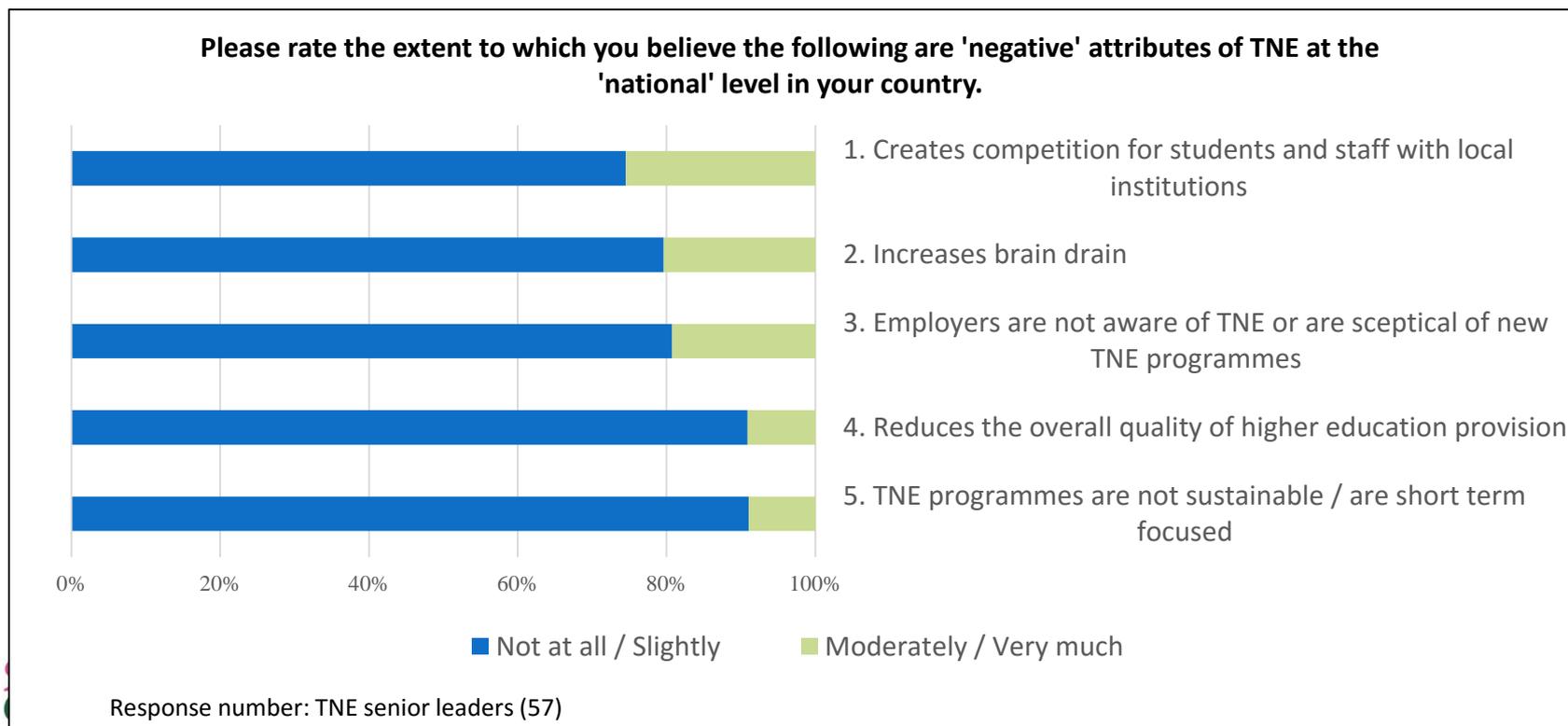
Please rate the extent to which you believe the following are ‘**positive**’ attributes of TNE at the ‘**national**’ level in your country.

Attributes	TNE senior leaders	HE experts	Gov. agencies	Employers
1. Increased access to higher education for local students	2	1	1	1
2. Improves the overall quality of higher education provision	1	2	2	3
3. Builds International relations and mutual understanding between countries	3	3	3	2
4. Addresses skills gaps in the labour market	4	4	4	4
5. Improves infrastructure such as transport routes, buildings/campuses, research and IT facilities	5	5	5	5



Negatives of TNE at 'National' level

None of the negatives at the national level were considered to be relevant or significant.



So what about the student?

- Today's TNE student is goal-orientated, practical, and highly motivated to progress along a predetermined career path.
- Flexibility and employability are paramount in the choices TNE students make towards 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.
- This indicates that potential TNE students are more interested in the relevance and impact of the specific qualification on their career and lifestyle than on the brand, reputation, or ranking of a specific institution.



TNE data collection systems – awareness, analysis, action

examined the TNE data collection systems in host and sending countries

- very few host countries had robust data on TNE provision even though it represented an important part of the higher education system.
- the myriad of different terms being used to describe the same TNE activity and conversely, the same term used to describe diverse TNE modes



TNE data collection systems – awareness, analysis, action

- it is encouraging to see the extent to which the more active systems have incorporated TNE data into their higher education planning, policy development and strategies
- In these countries, TNE data collection is informing policy around access, quality assurance and recognition, this reinforces the role of TNE in building capacity in local systems.
- This permits deep analysis of whether TNE increases access to higher education



British Council and German Academic Exchange Service (DAAD)

TNE Data Collection and Management Pilot Testing Phase

*Common TNE Classification Framework and TNE
Data Collection Template*

- A Work in Progress -



Where we are now

Developing a comprehensive set of TNE Data Collection and Management Guidelines - the *Common TNE Classification Framework* and the *TNE Data Collection Template*.

They will support TNE active countries to gather relevant data for the development of appropriate policies and regulations and help with overall higher education enrolment planning.

An International Advisory Group of both host and sending countries have piloted-tested, consulted with local stakeholders, and provided invaluable advice on the development of the TNE Framework and Template.



TNE is evolving

- Two decades ago there were concerns about quality
- 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 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.



Outlook for TNE – benefits outweigh the risks

- In host countries, all stakeholders were generally optimistic
- The number of programmes and capacity of existing programmes is expected by all stakeholder groups to expand in the medium term
- TNE looks well placed to assist in development of local knowledge economies and could lead to more collaborative research output
- Overall the positive attributes and impacts of TNE were perceived to be significant, with negative attributes or consequences not significant
- On current trends two-thirds of UK HE international students will be on TNE programmes within the next 5 years



The Shape of Global Higher Education

New research which considers how national policy and regulatory frameworks can create an environment conducive to international collaboration and engagement

Why have we commissioned this?

- The value and benefits of international collaboration
- Contemporary higher education is fundamentally international
- International HE goes far beyond student mobility
- To help inform greater understanding of national HE systems and the extent to which they are international

