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# Mapping TNE and international research partnerships: evidence from 26 countries

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*Bridging the gap: research and practice in transnational education*  
*A research symposium by TNE-Hub (Nottingham Trent University) and HEGlobal*

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# The context

- ▷ Research commissioned by the British Council
- ▷ Higher education is increasingly international
  - ▷ International student mobility
  - ▷ Increasing importance and value of international research collaborations
  - ▷ Mobility of academic programmes, academics, institutions
- ▷ Need for a greater understanding of different higher education systems' priorities and their support for greater engagement and collaboration

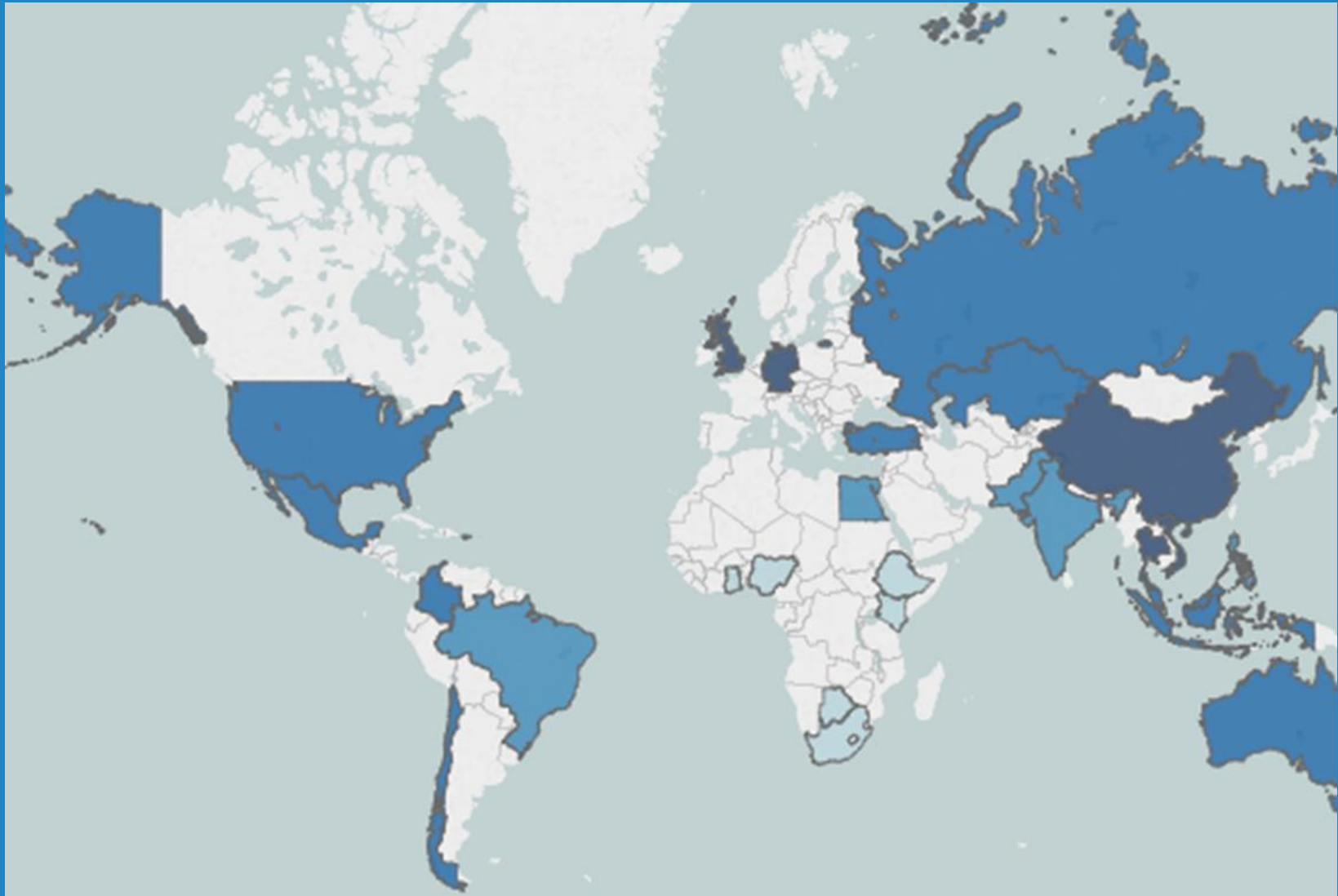
## Research objectives

- ▷ To measure the enabling environment provided by national governments which supports the internationalisation of higher education in the following areas:
  - **Openness and mobility** of students, researchers, academic programmes and university research;
  - **Quality assurance** of HE provision (domestic and overseas) and degree recognition of international qualifications;
  - **Equitable access** and sustainable development policies
- ▷ To identify areas for international engagement between different countries' HE systems, which will attract most support

# Methodology

- Index based methodology to evaluate countries' environments with regard to IHE.
- 37 criteria comprise 10 indicators, grouped into 3 broad categories. The categories contribute equally to the overall index (equal weights)
- The information against each indicator is factual and refers to government guidelines and the legal framework in countries;
- Each criterion is assessed whether it is fully met; partly met or not met
- The data are captured across 962 descriptive fields
- This research is based on countries' regulatory frameworks and does not capture their practical implementation



























## Initial country coverage (26 countries)



- The quality assurance section of the framework describes the regulatory environment for TNE
- Quality assurance of TNE (inbound and outbound) is the least developed area in this framework
- Countries with strong quality assurance of TNE and degree recognition practices are the ones with established record in TNE delivery such as Australia, Germany, Malaysia and the UK
- However, of these four only Australia and Malaysia assure the quality of foreign providers

Source:

<https://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/report-shape-global-higher-education>

Quality Assurance and degree recognition			
Rank / 26	Country	Score / 10	Rating
1	Australia		Very strong
2	United Kingdom		Very strong
3	Germany		Very strong
4	Malaysia		Very strong
5	Vietnam		Strong
6	Philippines		Strong
7	South Africa		Strong
8	Russia		Weak
9	China		Weak
10	Kenya		Weak
11	Pakistan		Weak
12	Kazakhstan		Weak
13	Thailand		Weak
14	India		Weak
15	United States		Weak
16	Turkey		Weak
17	Botswana		Weak
18	Egypt		Weak
19	Indonesia		Weak
20	Ghana		Weak
21	Brazil		Very weak
22	Colombia		Very weak
23	Ethiopia		Very weak
24	Nigeria		Very weak
25	Mexico		Very weak
26	Chile		Very weak

# This analysis is based on data available at:

<https://www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/global-gauge>

Global Gauge - Overview | Overall scores | Openness scores | Quality assurance and recognition scores | Access and sustainability scores

## Global Gauge - Overview

### Summary of study

The Global Gauge is an interactive higher education policy monitor to be used alongside 'The shape of global higher education' research reports.

This study identifies three areas where national governments can provide an enabling environment to their higher education institutions to internationalise and forge collaborations:

- a) **Openness:** government-level commitment to internationalisation; environment enabling international mobility of students, researchers, academic programmes and university research;
- b) **Quality assurance and recognition:** A regulatory environment to facilitate the international mobility of students, education providers and academic programmes.
- c) **Access and sustainability:** Promoting student/academic mobility and international research collaboration; consideration of possible unintended consequences of internationalisation.

Explore details of 37 qualitative indicators across 28 countries to identify areas of international higher education attracting a high level of support from national government (level of support is scored from 'very low' to 'very high').

Data collected is accurate as of 31 March 2016.

[Dashboard quicklinks](#) (double-click)

Overall scores	➔
Openness scores	➔
Quality assurance and recognition scores	➔
Access and sustainability scores	➔
Measures scores	➔
Measure Ranking/Heatmap	➔
Country notes	➔
Acknowledgements	➔

### Results overview

	Overall	Openness	Quality assurance and recognition	Access and sustainability
Australia	very high	very high	very high	high
Botswana	low	high	low	low
Brazil	low	high	very low	high
Chile	low	low	very low	high
China	high	very high	low	very high
Colombia	low	low	very low	very high
Egypt	low	low	low	high
Ethiopia	very low	low	very low	very low
Germany	very high	very high	very high	very high
Ghana	low	low	very low	low
India	high	high	low	high
Indonesia	high	high	low	very high
Kazakhstan	high	low	low	high
Kenya	low	high	low	low
Malaysia	very high	very high	very high	very high
Mexico	low	very low	very low	high
Nigeria	very low	low	very low	low
Pakistan	high	high	low	high
Philippines	high	high	high	high
Russia	high	high	low	high
South Africa	high	high	high	low
Thailand	high	high	low	very high
Turkey	high	high	low	very high
UK	very high	very high	very high	high
United States	high	high	low	high
Vietnam	high	high	high	high



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# International research collaborations













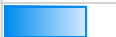








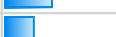



## Preliminary findings



To better understand countries' environment for international research, the following analysis was performed

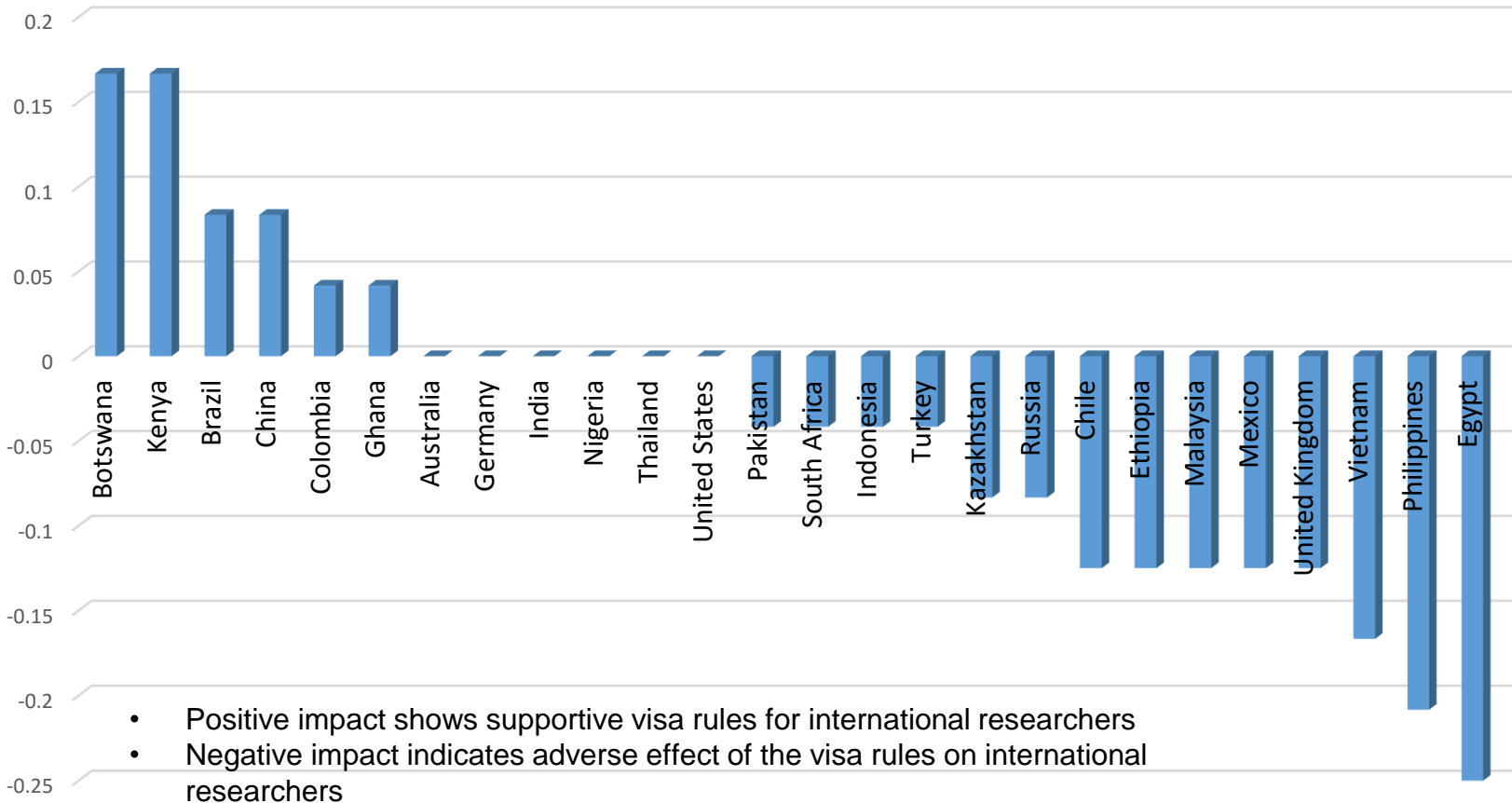
- ▷ Assessment of national environment for international research and regulatory environment for TNE
- ▷ Assessment of countries environment which supports international research partnerships is based on the following broad criteria:
  - i. Visa rules aimed academics and their families
  - ii. Inclusion of international research in national assessments and reviews
  - iii. Funding for inbound and outbound academic mobility
  - iv. Funding for international research collaborations

However, the visa rules across a few countries appear to have an adverse effect on the overall research environment

International research environment		
Germany		Very high
Australia		Very high
China		Very high
Indonesia		Very high
Turkey		Very high
United Kingdom		Very high
Vietnam		Very high
Malaysia		Very high
Thailand		Very high
Brazil		High
United States		High
Russia		High
Chile		High
Egypt		High
India		High
Philippines		Low
Kazakhstan		Low
Pakistan		Low
Mexico		Low
Colombia		Low
South Africa		Low
Botswana		Low
Kenya		Low
Ethiopia		Very low
Nigeria		Very low
Ghana		Very low

# Quantifying the impact of countries' visa rules on their environment for international research

Academic visa impact on international research environment





























# Regulatory Environment for Transnational Education

**Preliminary findings**

# Regulatory environment for TNE

- ▷ This assessment is based on the following criteria:
- ▷ Setting up operations by foreign institutions
- ▷ Cross border programme provision
- ▷ Clarity and application of regulations for foreign institutions
- ▷ Monitoring of foreign institutions
- ▷ Monitoring of domestic institutions overseas
- ▷ Enforcement action
- ▷ Collaboration with regional / international QA agencies
- ▷ Foreign degree recognition
- ▷ Recognition of TNE qualifications
- ▷ Communication with labour market
- ▷ Collaboration with regional / international agencies for recognition of TNE






















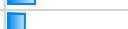



TNE regulatory environment		
Australia		Very high
United Kingdom		Very high
Malaysia		Very high
Germany		Very high
Philippines		High
South Africa		High
India		High
Pakistan		High
China		High
Thailand		High
Vietnam		High
Botswana		High
Kazakhstan		High
Kenya		High
Russia		High
Egypt		Low
United States		Low
Indonesia		Low
Turkey		Low
Ghana		Low
Brazil		Low
Ethiopia		Low
Chile		Very low
Nigeria		Very low
Colombia		Very low
Mexico		Very low

## Example: Setting up independent branch campuses in ASEAN

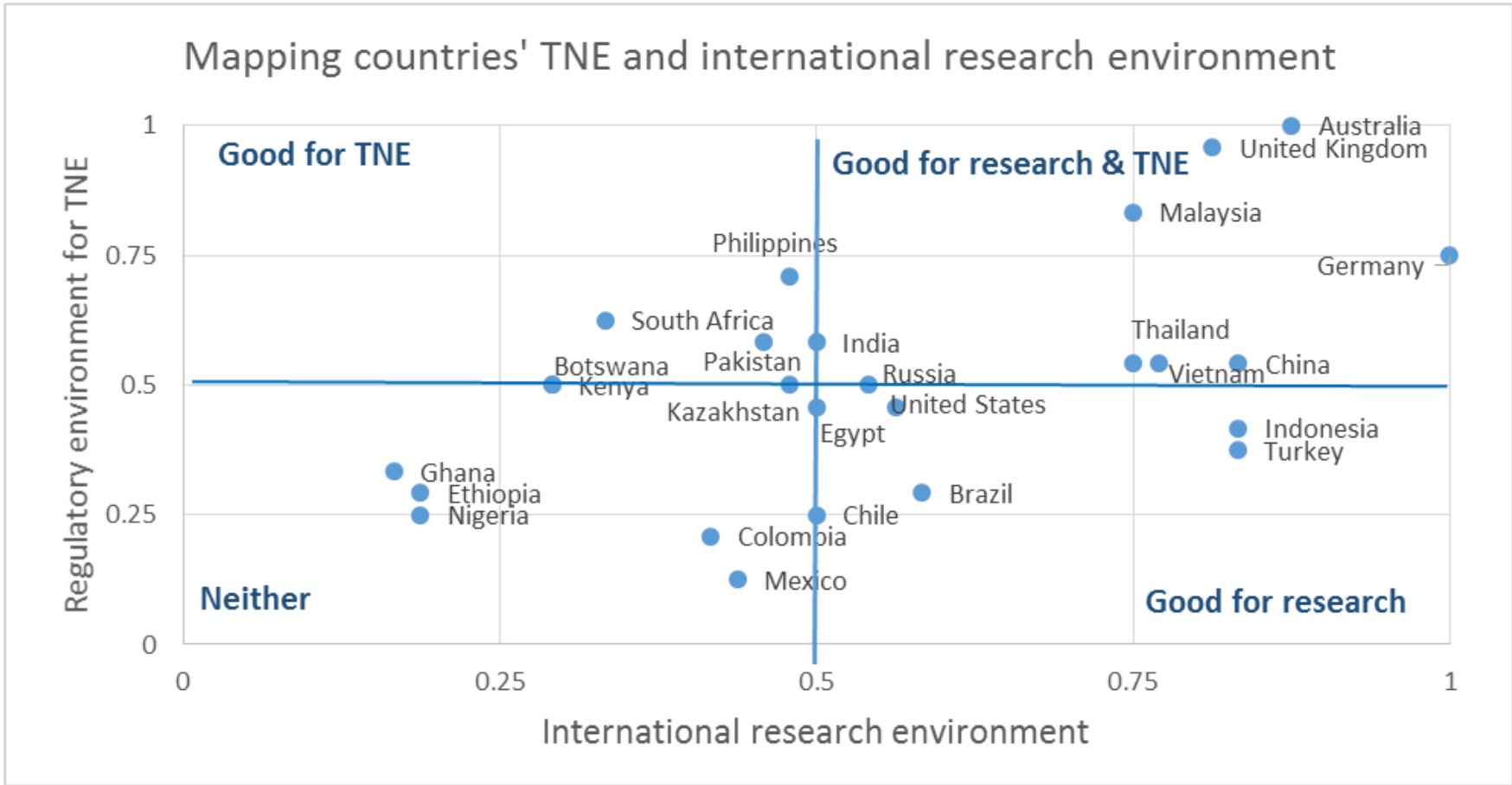
Country	Inbound	Outbound
Philippines – allowed to a limited extent	Overseas partner controls only 40% of the venture: <a href="http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.02-s2008.pdf">http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.02-s2008.pdf</a>	International linkages and cooperation <a href="http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.01-s2000.pdf">http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.01-s2000.pdf</a> and <a href="http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.02-s2008.pdf">http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.02-s2008.pdf</a>
Malaysia	Through the amended Private HE Act. Malaysia is home to 14 international branch campuses	Malaysia HEIs are allowed to set up internationally (e.g. Limkokwing U. has branch campuses in 6 countries)
Thailand	Foreign HEIs can only set up in partnership with Thai HEIs, see Private University Act, BE 2546	Mainly joint degrees and exchanges, however, no evidence of Thai branch campuses operating overseas
Indonesia	Chapter 6, article 90 of the HE Law in Indonesia (No.12 of 2012) sets the rules. However, MoE Regulation No. 14/2014 does not allow the Law to be enacted... <a href="http://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&amp;p_isn=91045&amp;p_country=IDN&amp;p_count=611">http://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&amp;p_isn=91045&amp;p_country=IDN&amp;p_count=611</a>	No evidence of domestic HEIs being allowed to set up overseas
Vietnam	Decree 73/2012ND-CP, under the Investment Law of 2005, updated in 2012, deals with foreign investment in Vietnam.	The Law on Higher Education 2012 (08/2012/QH13) lists allowed education provision overseas – at present only representative offices

# Overall environment for international partnerships environment

- ▶ Countries with the highest support for international research and most inclusive environment for TNE perform well against these measure
- ▶ Countries from Africa and Latin America tend to have lower results, mainly because of the restrictive environment for TNE

Overall partnership environment		
Germany		Very high
Australia		Very high
China		Very high
United Kingdom		Very high
Malaysia		Very high
Philippines		High
Kazakhstan		High
Indonesia		High
Turkey		High
Kenya		High
Vietnam		High
Thailand		High
Brazil		High
United States		High
Russia		High
Chile		High
Egypt		High
India		High
Mexico		Low
Colombia		Low
South Africa		Low
Ghana		Low
Pakistan		Very low
Botswana		Very low
Ethiopia		Very low
Nigeria		Very low

# Mapping TNE and research partnership environments across 26 countries





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# Summary



## Summary and further questions

- ▷ There have been significant changes in the regulatory environment for TNE over the past few years, which were most pronounced in South East Asia
- ▷ Some emerging economies with growing HE systems are attempting to “import” capacity through teaching and research partnerships – this may impact the future shape of TNE
- ▷ Almost a third of the countries support international research collaborations by including them in their national research assessment reviews, such as:
  - ▷ established research nations
  - ▷ countries aiming to import research capacity through international collaborations
- ▷ However, the immigration rules may present a challenge in some countries

# Thank you!

## Any questions?

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