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Introduction

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The Time Has Come: Capturing the Local Impacts of TNE Activities

Over the past 30 years transnational education has grown dramatically, both in scale and geographical reach. In 2018–19 there were 850,000 TNE students studying on UK and Australian university programmes delivered overseas (HESA 2020; DESE 2020). TNE activity has now

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spread around the world, including more recently to North Africa, Sub-Saharan Africa and South America (Ramos and Wake 2019).

Universities in exporting countries have differentiated their TNE activities to reflect their risk appetite, availability of resources, and more widely, their internationalisation strategies. As result, in the post-2010 period we witnessed the development of TNE activities beyond the popular models of franchising, validation and offshore presence. There are several examples of dual and joint-degree arrangements, hybrid delivery, and other fractional offshore delivery models, mainly aimed at prioritising the soft benefits of transnational collaboration.

Parallel to the differentiation in TNE types, there is a growing awareness around sustainability which is mainly expressed through the promotion and adoption of the United Nations Sustainable Development Goals (SDGs). Several universities have incorporated into their strategic plans the commitment to meet certain SDGs - primarily those related to the environment and climate change. However, in the past few years there has been a growing public discussion about the need to consider the impact of universities in the realisation of a wider set of SDGs, and particularly those related to access to education (SDG 4), promoting decent work and economic growth (SDG 8), and reducing inequalities (SDG 10).

TNE is seen by many (Choudaha 2019) as the vehicle that allows universities in developed economies to contribute towards these goals and hence facilitate their role as global social enterprises. Others (Rizvi 2019), however, argue that the shift in the agenda towards the soft aspects of internationalisation is a way for economically advanced countries to mask the need to retain access and control in offshore markets. The impact of TNE in host countries is therefore a contested topic which can polarise the academic and research community.

There is clear shortage of studies on the impacts of TNE in host countries. Indicative of this gap is that, according to the Web of Science search, between 1970 and 2020 there were only six academic papers published that contained the keywords 'Transnational Education and Impact' in their title (Web of Science 2020). To close this gap, we present this book as the first comprehensive collection of works around the impacts of TNE in host countries. Moreover, the aim of this book is to capture the different forms of impact beyond the quantitative measures of student

mobility and income generation. The chapters in this volume attempt rather to reveal the wider impacts that TNE has on local institutions, students, and communities.

The first part of the book explores the impact of TNE in host country capacity building and sustainability. The latter relates to both the sustainability of TNE partnerships and the link of TNE impact to the SDGs.

In Chap. 2, Morris Williams, from the University of West England, proposes a conceptual framework for improving and understanding quality assurance, staff development priorities, and capacity building in TNE. The chapter introduces and discusses the concept of ‘relational capital’ as a key factor for understanding and tackling the challenges in TNE provision from a host country perspective. The study draws on evidence from Sri Lanka but the discussion of findings explores the wider ramifications and the applicability of the conceptual framework in different TNE models.

Drawing on the experience of a UK-Botswana partnership, a group of authors from the UK in Chap. 3 outline an approach to the demonstration of equivalence through professional recognition. This approach is predicated on an assumption of equality in the professional capability of partner staff. Some of the benefits of this approach to the TNE partner are outlined and the impact on the home institution in the development of its intercultural practice is illustrated.

In Chap. 4, Ahmed Baghdady from the Qatar Foundation reflects on the historical development of international branch campuses (IBCs) in Qatar. The chapter explores the direct and indirect impact of IBCs in the capacity building of Qatar’s higher education sector. Also, the author considers how the presence of foreign universities has influenced the reforms in the Qatari government scholarship system and the research capacity of Qatar.

In Chap. 5, Fotis Papageorgiou, Vicky Makellaraki, and Vangelis Tsiligiris present primary evidence from Greece to evaluate the impact of TNE with particular reference to UN SDG 4. The findings suggest that TNE has had a positive impact in enabling access to good quality higher education in Greece in three respects: (1) affordability; (2) access to courses not available in the domestic HE system; and (3) the use of the host country language in delivery and assessment. This case study

suggests that TNE promotes access to good quality higher education and creates a number of benefits for direct participants and wider stakeholder groups with direct reference to SDG 4.

In Chap. 6, Anh Pham, from RMIT University in Melbourne, reflects on the developments in the domestic higher education sector and the TNE activity in Vietnam. The chapter explores how growing outbound student mobility has shaped the demand and competition in the TNE market. Also, the chapter investigates the impact that TNE, as imported capacity, has made on participation in international higher education and discusses the possibility for TNE to offer the skills experiences for national workforce development and the future of Vietnam.

In Chap. 7, Janet Ilieva, Lotus Postrado, and Micheal Peak explore TNE impacts in the Philippines with particular focus on capacity building in domestic higher education institutions. The chapter outlines the models of TNE that best support governmental and higher education ambitions in the Philippines. Drawing on a literature review, secondary data analysis, an assessment of policy documents, and primary data collection from HEIs, the chapter concludes that while the push towards TNE in the country was initially government-led, a growing number of HEIs see TNE as means to develop institutional capacity.

The aim of Chap. 8 is to demonstrate how importing UK higher education into Nepal can improve prospects, not only for graduates but also for the local community. Wendi Bloisi and Vince Hargy reflect on evidence gathered through personal interviews with current TNE students and TNE graduates at three private colleges in Nepal. The analysis of the evidence reveals that current TNE students are able to demonstrate their hopes and aspirations for their futures. TNE graduates demonstrated that by having an international education they were better placed in the employment market and able to progress faster in their careers than if they had studied for a local degree. TNE graduates were also able to support families and communities to be more economically productive.

In Chap. 9, Elisabeth Wilding and Daguo Li reflect on the case study of NUIST-Reading Academy, a joint education institute in China, to explore how it contributes to staff development capacity building and innovative practice in this TNE context. The concept of knowledge management is used at individual and organisational levels to frame the

discussion of the process of knowledge sharing and creation. The analysis of the qualitative primary data indicates a positive impact of staff development programmes offered by the UK institution on the engagement of local staff in knowledge creation through innovative pedagogical practices. Design and organisational challenges that impede the process are also identified and the chapter concludes with recommendations for future developments.

In Chap. 10, a team of authors from Westminster International University in Tashkent, Uzbekistan (WIUT), discuss the gap in the knowledge on the impacts of TNE in host country research activity. The authors suggest that TNE is focused on teaching infrastructure and activity, while there is no framework to validate research. The case of WIUT suggests that TNE host institutions can reverse the maxim, 'teaching pays, research costs'. The chapter highlights the key prerequisites for TNE host institutions to achieve the right balance between teaching and research activities.

In Chap. 11, Nitesh Sughnani from the Knowledge & Human Development Authority in Dubai first places that jurisdiction's trajectory as a major TNE host in historical context. The impacts over time of the branch campus model in the Dubai free zones is discussed. The government's motivators for TNE included both economic diversification and serving the educational needs of a large expatriate population. The chapter covers beneficial impacts on access to higher education, skills development, the internationalisation of the domestic HE sector, and economic growth.

The second part of the book focuses on the impact of TNE on student experience in host countries. This is an issue of growing importance, both from an exporting institution (UUKi 2019) and policy maker/regulator (QAA 2019) perspectives. This part includes four chapters (11–14) that include evidence from South Africa, Hong Kong, Malaysia, Germany and India.

In Chap. 12, a team of authors from Glasgow Caledonian University (GCU) presents a distinctive example of TNE in South Africa. This is a work-based blended learning in Railway Operations Management (ROM) delivered in a partnership between GCU, the Institution of Railway Operators, Transnet Freight Rail (TFR) of South Africa, and the

University of Johannesburg. A longitudinal evaluation of the programme fuses partner, alumni and current student perspectives around the personal and organisational impacts of the ROM programme. These include increased confidence, increased respect within the organisation and a better understanding of the railway value chain. Graduates of ROM bring benefit to TFR through enhanced problem-solving abilities and a wide pool available for succession planning.

In Chap. 13, Anthony Manning from the University of Kent explores student views and examples of impact on the student experience, based on the perceptions of postgraduate students who have studied on a joint programme of the University of Kent and Hong Kong Baptist University. The chapter examines the opinions of students on their academic skills development and the extent to which their studies through this form of TNE has enhanced their employability prospects and intercultural awareness. The investigation also explores students' views of their sense of connection and affiliation with both institutions involved in the delivery of the degree. Recommendations are presented so as to be relevant to other TNE providers when considering mechanisms to enhance engagement with collaboratively delivered TNE.

In Chap. 14 Fabrizio Trifiro' from UK NARIC considers how quality assurance challenges are preventing globally interconnected communities to fully harness the progressive potential of innovative forms of education provision such as TNE. Drawing on the author's experience of quality assuring TNE and engaging internationally to facilitate the development of shared understanding and solutions to the quality assurance challenges associated with TNE, the chapter unpacks the rationale behind recurrent obstacles to the acceptance of and lack of recognition of different forms of TNE provision and qualifications. The discussion concludes that the main single factor behind these obstacles is a restrictive understanding of the student experience and its relation to learning outcomes. The key recommendation put forward is to de-link the modality of learning from the expected learning outcomes of a programme of study. This, as suggested by the author, could help unleashing the full potential of TNE provision to help host locations meeting the skills needs of their communities.

In Chap. 15, Sarah Williamson and Alexander Heinz from King's College London discuss three case studies of short courses overseas. First is a Berlin-based programme for a UK widening participation audience that discusses civic agency and how experiential learning can link back to students' own perspectives. Second is group of subsidised courses delivered in India that enable local students to experience international education. Third is an annual programme ('Dialogues on Disability') in which disabled students become drivers for policy change. The discussion argues that meaningful international partnerships are vital for success and considers impacts on students, flying faculty and institutions.

In the concluding chapter, we summarise the key findings of each of the chapters of the book in relation to the different types of impact in host countries. Our discussion emphasises the key elements of local impacts across the key domains of TNE. As part of our conclusions, we identify a range of areas on the local impacts of TNE where further research is vital in the future.

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