



# Benefits of TNE for Europe and partner countries. Latest trends and developments from Germany

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Deutscher Akademischer Austausch Dienst  
German Academic Exchange Service

# Content of the presentation

- **What is Transnational Education and why do institutions embark on it?**
  - TNE a growing phenomenon; state of play and trends
  - Benefits & expectations of source institutions and host countries
- **The German approach to TNE and some examples of projects supported by DAAD**
- **Outlook - TNE in the future**

# What is Transnational Education?

## Higher Education Summit in the UK's G8 Presidency Year “The local Impact of Transnational Education”

London 14<sup>th</sup>-15<sup>th</sup> May 2013:



*“We believe international higher education plays a critical role in building trust and understanding, enhancing personal, community and national prosperity and well-being, and achieving global development goals. [...]”*

*We agree that transnational education, as an important component of international higher education, is making significant contributions to the global community [...].”*

(Declaration of the Higher Education Summit in the UK's G8 Presidency Year)

→ Internationalisation means, in this case, promoting the **mobility of Higher Education Institutions** instead of the mobility of students

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# TNE – a growing phenomenon

## Current state of play and trends

- TNE market dominated by USA, UK, Australia
- App. 200 000 students enrolled in UK TNE programmes (university level); about **30%** of all international enrolled in students at British HEI
- ➔ Trend: number of British, American or Australian TNE students is increasing faster than internationally mobile students
- Germany: started later, numbers increasing
- > 20.000 enrolled in German TNE offers
- 10 students in German TNE for every 100 « Bildungsausländer » at HEI in Germany
- Annual increase in applications at bi-national universities: 20%

Source: *Wissenschaft – Weltoffen.de*

# Why do institutions embark on TNE?

## Expected benefits for source universities/countries

- International reputation through enhanced visibility (show case function)
- New partners for cooperation in teaching and research (networking)
- Access to new target groups (recruiting)
- Additional revenue?



**TNE a new dimension of internationalisation?**

# Why do institutions embark on TNE?

## Expected benefits for host countries

- Enhanced capacity of local Higher Education
- Know-how & knowledge transfer from quality Higher Education abroad
- Modernisation & internationalisation of local Higher Education system through links with institutions from abroad
- Alternative to physical mobility for students without access to international studies due to costs, cultural barriers, etc.
- Meeting requirements of labour market

## *Study: „Impacts of transnational education on host countries“*

British Council, DAAD 2014

- Starting point: HE Summit in the UK's G8 Presidency Year, May 2013
- Jointly commissioned by British Council und DAAD, supported by AEI, Campus France, IIE
- Aim: Analysis of the impact of TNE from host countries' perspective
- Scope (Part 1): data collection and analysis in 10 host countries/regions:  
**Botswana, Hong Kong, Malaysia, Mexiko, UAE, Egypt, Jordan, Mauritius, Turkey, Vietnam**
- Part 2 (work in progress): description and analysis of data collections on TNE

## General Findings:

- Assessment of potentials and risks of TNE for host countries overwhelmingly positive
- Low awareness of existing TNE in host countries
- TNE students and students studying abroad different target groups:  
Studying abroad no or unlikely alternative for majority of students:  
**40% unlikely, 28% “not sure”, 32% likely**
- No perceived risk of increased brain drain

# TNE Impact Study 2013/14: Findings in Key Words

- Highest ranked positive attribute on national level: **increased access**
  - *Quality : international higher education at home*
  - *Quantity: additional study places*
- **Improvement of quality** in HE provision: second most important positive on national level
- Main motive for students: enhancement of career and job prospects (58% of students chose TNE due to practical elements in the programme, 61% of employers rate TNE graduation as positive)
- Enhanced access for women: percentage of women among responding TNE students: **52 %**

## The German Model of Transnational Education

- The basis: A close network of **partnerships** worldwide
- 10 years ago: A few **initiatives** growing from different motivations
- To date: More than **70 TNE projects** with DAAD support, amongst them 8 binational universities
- Focus on engineering and natural sciences
- **> 20.000 students** enrolled, **> 10.000 graduates** worldwide

# TNE made in Germany

## German higher education projects abroad with DAAD funding



### German higher education projects funded by the DAAD

- German higher education projects abroad
- Centres of Excellence in Africa / African Excellence
- "exceed" – Higher Education Excellence in Development Cooperation
- Bicultural study programmes
- Centres of Excellence
- Study programmes in German

# TNE made in Germany

## Different types:

- Single Degree course (BA, MA)
- Branch Campus
- Bi-national university

## Investment of public funds provided by

- Federal Ministry of Education and Research (BMBF)
- Federal Foreign Office (AA)
- Federal Ministry for Economic Cooperation and Development (BMZ)

## Common features:

- Partnership approach
- German models of HE: unity of teaching and research, practice-orientation
- German curricula, German teaching staff
- Orientation on German quality standards
- German language
- Strong focus on hard sciences/engineering
- In general bottom up, a few top down projects
- Sustainability secured by financial support via DAAD
- With most German backed universities, funding comes predominantly from host side

# TNE made in Germany

## Major host countries, providers and student numbers of German TNE



Source: *Wissenschaft – Weltoffen.de*

## Quality and quality assurance of DAAD-supported TNE

- Partnership approach
- Accreditation in Germany

### Role of DAAD:

- Funding, advise, project evaluations
- Handbook Transnational Education for German HEI (with German Rectors' Conference/HRK) with 2-3 publications per annum
- Code of Conduct for German Higher Education Projects Abroad (with German Rectors' Conference/HRK)

# TNE made in Germany: some examples

## Bi-national Universities



**German-Jordanian University (GJU)/Amman**



**German-Kazakh University (DKU)/Almaty**



**German University Cairo (GUC)**



**German University of Technology (GUtech)/Muscat**



**Sino-German University (CDH) at Tongji-University/Shanghai**



**Turkish-German University (TDU)/Istanbul**



**Vietnamese-German University (VGU)/Ho-Chi-Minh-City**

**NEW**

**German-Russian University in Kazan**

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# TNE made in Germany: some examples

## Branch Campuses



Al Gouna/Egypt (TU Berlin)



GIST-TUM Asia Singapur (TU Munich)



FAU Busan (U Erlangen-Nürnberg)

Heidelberg Center Santiago de Chile

HEIDELBERG  
CENTER PARA  
AMÉRICA LATINA  
CENTRO DE EXCELENCIA EN  
INVESTIGACIÓN Y DOCENCIA

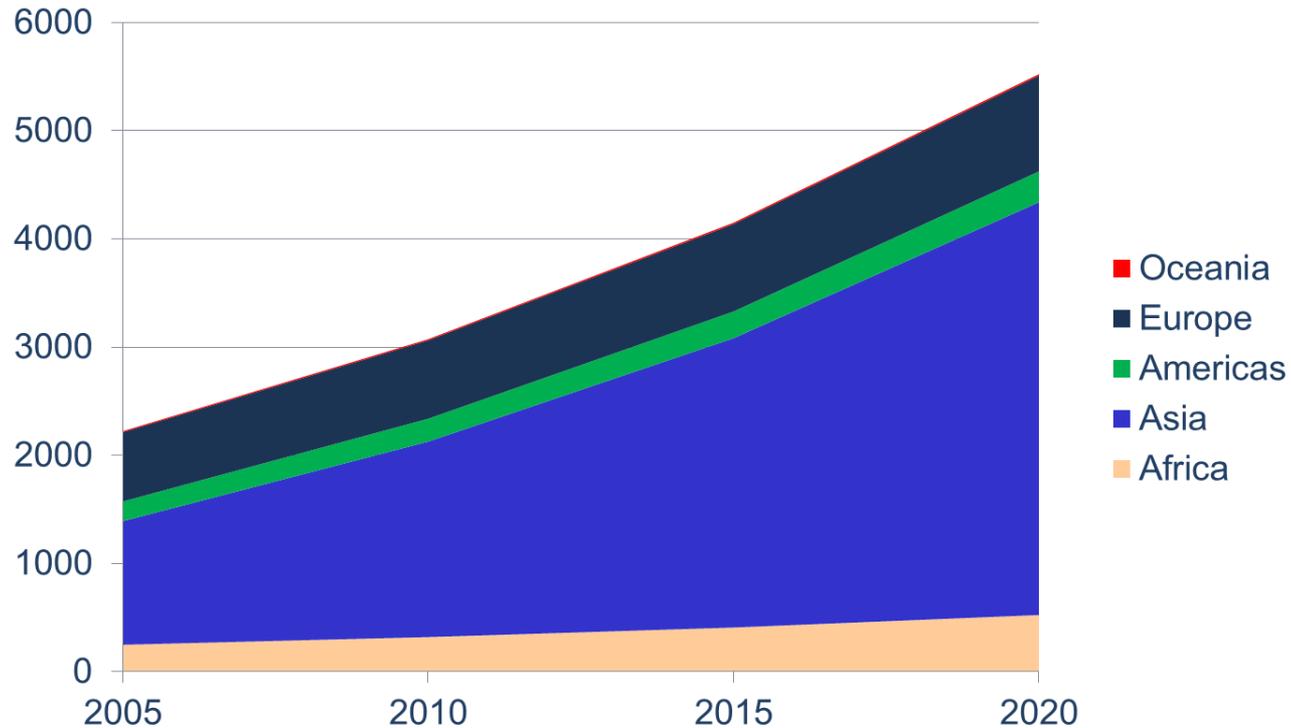
The logo for DAAD, consisting of the letters 'DAAD' in a bold, blue, sans-serif font. The logo is partially overlaid by an orange graphic of a globe's grid lines.

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# Outlook: TNE in the future

Projection of Demand for International Student Places (in '000s)



*TNE as a means to meet rising demand for international HE?*

Source: Vision 2020, Forecasting International Student Mobility

# Outlook: Future challenges and questions

- TNE a supplement or substitute to physical mobility?
- International quality assurance in TNE
- TNE and development of host countries' HE system - conflicting tasks?
- European cooperation in TNE

# Thank you for your attention!



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