

**Joint declaration British Council and the German Academic Exchange Service (DAAD):  
The critical need to support collection of TNE data**

On the occasion of the Higher Education Summit in the UK's G8 Presidency Year, May 2013, representatives of numerous global higher education institutions adopted a declaration which recognized the contributions of transnational education (TNE) to the global community and stressed the challenge posed by the lack of available data. In the spirit of the joint commitment expressed by the 2013 declaration to work together in order to address the challenges facing international higher education today and achieve mutual benefit through enhanced international higher education partnerships including TNE, the British Council and the German Academic Exchange Service (DAAD), with further support from other international partners, collaborated in a joint research to analyse the available data and data collection systems on TNE with a focus on host countries.

The completion on this joint effort marks just one step towards the common goal. In continuing recognition of the potential of TNE for the further development of a global knowledge society and the challenges identified in 2013, the British Council and the DAAD make this Joint Declaration at the Going Global conference in London, 01 June 2015.

1. We believe that transnational education (TNE) is a critical element of higher education internationalisation. TNE plays a valuable role in building trust and understanding between individuals, institutions and nations.
2. We recognise that TNE partnerships are most successful and sustainable when structured for mutual benefit.
3. We agree that TNE can have positive impacts on all participants and contributors through:
  - raising the overall quality of HE provision in an area;
  - increasing access to HE programmes with an international component, and thus advancing intercultural skills and understandings;
  - providing more students with opportunities to develop their international awareness and critical thinking skills valued and expected by many employers around the world;
  - contributing to capacity building in HE systems, HE institutions and their faculty.
4. We continue to recognise the challenge presented by the lack of data available on transnational education, and we welcome the findings of this latest report: ["Transnational education data collection systems: awareness, analysis, action"](#).
5. Additionally we recognise the challenges posed by the complexity and comparability of TNE terminology.
6. These issues of TNE data availability and terminology mirror in some respects earlier categorisation and data collection challenges faced regarding international student mobility data.

7. We acknowledge that the report highlights numerous benefits of a systematic approach to TNE data collection – benefits to national governments, higher education institutions, students, employers and other participants in TNE.
8. We agree that HEIs, governmental and non-governmental organisations including the British Council and DAAD, all have a role to play in the development of a common TNE data framework and we endorse the framework proposed in this report as a valuable first step.
9. We commit to support HEIs and governments to work together in the design, operation and use of TNE data collection systems.
10. The next step is to agree a framework for TNE data collection, and we invite other organisations, international non-governmental agencies, national governments and HEIs to work with us towards a better global understanding of TNE, its value and impact.