An Appreciative Inquiry Into Transnational Education

University Strategies and Government Policies

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A thesis submitted to
Auckland University of Technology
in fulfilment of the requirements for the degree of
Doctor of Philosophy (PhD)

2024

Faculty of Design and Creative Technology

Dedication

To my Dad – in loving memory. Your love and inspiration gave me the strength through this journey.

Abstract

There is growing demand for transnational education (TNE) in universities in New Zealand and globally. By exploring the accomplishments of TNE activities at a university in New Zealand, this study looks at New Zealand Government policies on TNE development, and universities' strategic alignment with the New Zealand Government and the two key hosting countries, China and Vietnam. A university's strategy for international and transnational education development provides university leaders with guidance on establishing a sense of direction, carrying out the university's mission, and ensuring its activities are aligned with the government's policy. In turn, government policy offers guidance for higher education, providing it with direction and priorities on international education development.

To protect the identity of this university in New Zealand, the University of Pūkeko (UOP) is used as the name of the university which is the focus of this study. My study focused on the university's accomplishments, guided by the Appreciative Inquiry (AI) framework as a research mode, with the aim of this study being to gain an understanding of UOP's TNE activities. This study also deployed document analysis to gain insights into the strategies of New Zealand universities for international education, and the government policies of New Zealand and its key partner countries, China and Vietnam, on international education, pre- and post-Covid-19.

Utilising semi-structured interviews within an AI framework, the first set of data was collected over an eight-month period before the Covid-19 pandemic. The second set of data was collected over three months towards the end of the Covid-19 pandemic in 2022. The study involved 20 participants, including individuals who are/were senior leaders within the higher education sector and government or government agency officials who had an influence on a university's strategies and government policy for international education. Participants also included

marketing/recruitment specialists and TNE programme management personnel in the universities relevant to this study.

The data collected were analysed using a thematic approach and the findings were collated and presented in various themes. The study attests that UOP's TNE activities developed diverse international partnerships, and raised the university and New Zealand's international profile in Asia. The TNE activities contributed to the strategic objectives of the university and were aligned with New Zealand Government policies on internationalisation.

Increased tensions between the superpowers in the region created complexity in international relations. Navigating an internationalisation roadmap for universities requires direction from the New Zealand Government, and a comprehensive internationalisation policy – strong leadership will shape the landscape of higher education post-Covid-19.

Keywords: Transnational Education; Internationalisation in Higher Education; University strategies; Government policies.

Table of Contents

List of Figures

List of Tables

Abbreviations

AI	Appreciative Inquiry
ENZ	Education New Zealand
ITP	Institutes of Technology and Polytechnics
MOU	Memorandum of Understanding
MBIE	Ministry of Business, Innovation and Employment
NZQA	New Zealand Qualifications Authority
OECD	Organisation for Economic Co-operation and Development
OER	Open Educational Resources
OBOR	One Belt, One Road
PTE	Private Training Establishment
QS	Quacquarelli Symonds
TEC	Tertiary Education Commission
TEI	Tertiary Education Institution
THE	Times Higher Education
TNE	Transnational Education
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor used artificial intelligence tools or generative artificial intelligence tools (unless it is clearly stated, and referenced, along with the purpose of use), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Signature:

Date: 18/02/2024

Acknowledgements

"Surround yourself with people that push you to do better. No drama or negativity. Just higher goals and higher motivation. Good times and positive energy. No jealousy or hate. Simply bringing out the absolute best of each other."

Warren Buffett

I would like to express my gratitude to my supervisors, Dame Professor Marilyn Waring, and Dr Beibei Choi. Without your expertise, guidance, and encouragement, I would not have been able to complete this academic task. Thank you for giving me confidence and supporting me for so many years, and offering much more that you ever realise.

A sincere thank you to Dame Professor Marilyn, you have been a true inspiration; you demonstrated all the qualities as a dedicated academic, and as a person, in helping me to get to this point. I have learned and achieved far more than I ever thought I would.

My sincere appreciation and special thank you to Dr Krassie Petrova and Professor Jairo Gutierrez, for taking me under your wings when two of my earlier supervisors departed the university in February 2023, while I was wrapping up my study. Your generosity, dedication for education, for the university and for students, is highly commendable.

Throughout this long journey, I have been consistently aware of the sacrifices and unending support from my whānau and friends. I am thankful for my amazing boy, Max Macca, who I hope will look back on this part of our lives and feel empowered to conquer his own future dreams.

Thank you to my colleagues in the international education field, based in New Zealand and offshore. You were willing to participate in this study and share your experiences and insight.

Your passion and contributions to international education have been sources of encouragement throughout this journey.

Lastly, I sincerely thank each one of the individuals in my professional and personal life and the potluck group of Dame Professor Marilyn Waring's research students; it is a blessing that our paths came across each other. You have enlightened me during this hectic period of my life. It would be impossible to put into words how grateful I feel for your time and care in making this dream a reality.

Chapter One

Introduction

1.1.   Background and Motivation

This research was conducted at an institution that has over 125 years of history as a higher education provider. It is located in central Auckland, on the North Island of New Zealand, which is in the southwestern Pacific Ocean.

The institution was established in 1895 as a technical school offering night classes in vocational education and trade in central Auckland. The institution provided training for overseas students for the first time in 1953 under the Colombo Plan;[1] those students came from countries such as Malaysia, Sri Lanka/Ceylon, Thailand, and Borneo as well as the Pacific region.

The institution became the University of Pūkeko (UOP) in 2000 and was the first polytechnic to become a university in New Zealand. As a young university, it joined the Global University Alliance and was the first university in New Zealand offering online enrolment to international students. Throughout the 24 years as a university, the institution focused on developing international partnerships and the recruitment of more international students.

By 2022, there were over 3,000 international students from 96 countries studying at UOP; it achieved the maximum 100 points for international outlook in the QS World University Rankings; and it was ranked in the top 25 in the world for its international outlook by the *Times Higher Education* (*THE*) World University Rankings

My interest in this particular topic originated from my own work experiences as a coordinator for collaborative programmes at a New Zealand university, working with offshore host partner universities on New Zealand degree programmes delivered in universities in China and

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[1] The Colombo Plan is a regional intergovernmental organisation that began operation in 1951 for cooperative economic and social development in Asia and the Pacific, and was conceived at the Commonwealth Conference on Foreign Affairs held in Colombo, Sri Lanka, in 1950. There are currently 28 participating members/countries, and the primary focus of its work is on the development of human resources in the south and southeast regions of Asia (The Colombo Plan, 2023).

Vietnam. I came to the job with competence in working with stakeholders from diverse cultural and social backgrounds, and capability in managing academic programmes, as well as plenty of enthusiasm for participating in international education activities, but I had limited knowledge on the university's strategies and government policies on international education in New Zealand and its key market partners, such as China and Vietnam.

After a couple of years in the role and listening to staff voices concerning the drive and the best practice of transnational education (TNE) activities within UOP, I realised that there was a knowledge gap on how well UOP does on TNE and its strategic alignment with New Zealand and its partner countries' policies on international education.

Conversations with the university staff who were involved in delivering academic programmes offshore and partnership engagement, and my engagement with literature taking a critical theoretical perspective, led me to think that there was a need to research the good practices of the management of transnational activities, and the strategy and policy alignment between the university and the governments of the host and home countries.

An Appreciative Inquiry (AI) approach was chosen and my intention in using AI was to focus on highlighting the accomplishments of what is already being done at UOP in terms of transnational activities, in the hope that doing so will in some small way add to the literature on transnational development strategies in higher education, and that it might inspire and lead to improvements in TNE development in the policies of the governments.

In 2014, the Ministry of Education of New Zealand acknowledged that New Zealand was in an early stage of TNE development (New Zealand Ministry of Education, 2014a) compared with major education exporting countries such as Australia and the United Kingdom (UK). International collaboration in education has been an important part of the national policy of the New Zealand Government since 2000. The government set ambitious goals to increase annual

revenue from NZ$70 million in 2013 to at least NZ$500 million by 2025 (New Zealand Ministry of Education, 2014b) by increasing offshore students' enrolments from 3,000 in 2017 to 10,000 by 2025.

China and Vietnam are identified as the key markets for TNE programmes. This research is significant because it explores the alignments of New Zealand Government policy with China and Vietnam, and the alignments of UOP's internationalisation strategies with the partner universities in those two countries, which will contribute to future developments, and offers a discussion on implications and recommendations for future work.

AI has been widely used in health, organisation development and social science research projects. However, I have found that, in the publications adopting AI as methodology between 2010–2017, the proportion in the field of policy and strategy studies is only around 14%. Publications using AI on New Zealand educational linkages with China and Vietnam are even more limited. The choice of AI for this study is discussed in Chapter Three, "Research Approach and Methodology", and section 3.2, "Appreciative Inquiry as a Theoretical Framework."

UOP's development has been rapid as evidenced by its growing international reputation. Based on the quality of teaching, research, citations, international outlook and industry income, the university was ranked by the *THE* as one of the world's top 150 young universities and in the top 20 in the world for international outlook. It is committed to global engagement and has developed a range of strategic partnerships at senior levels with overseas governments, institutions and organisations, in particular with Southeast Asian countries; the university offers numerous collaborative programmes with institutions across the world. UOP has

continued to develop important international [2]relationships, particularly in Asia, through a variety of collaborations and diplomatic engagements.

Although research exists on the international developments within UOP, there was no information available on UOP's TNE developments, and its linkage to the government policies on internationalisation in New Zealand and it partner institutions in offshore countries such as Vietnam and China.

When I started to search for the literature concerning university strategies and government policy for TNE development within the New Zealand context, I was astounded to find there was so little research given the international presence of TNE offered by New Zealand universities; and little research on university policy alignment with the policies of the governments of New Zealand and the host countries, such as China and Vietnam. Uncovering these gaps in the literature served as further encouragement to research university strategies and governments' policies on TNE alignment.

Furthermore, while I was conducting this research project, the Covid-19 pandemic occurred, causing a major disruption to internationalisation in higher education from 2020. And, indeed, it also impacted my research plan. Having discussed the matter with my initial supervisors, it was decided that this research would consider the Covid-19 pandemic's impact on the higher education landscape globally, and conduct a more rigorous exploration of the impact Covid-19 had on the TNE activities of UOP and its offshore partner institutions.

At a personal level, I have worked in the education environment for the past 20 years, being involved in teaching in China, academic and research administration in New Zealand, and collaborative work with colleagues based offshore in China, Vietnam, and Indonesia. I am

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[2] all the information about UOP comes from the researcher's examination of source documents as part of the research, the relevant documents being listed in Appendix D.

passionate about education and a firm believer in the idea that education changes people's lives. Having completed my master's thesis entitled *Learning and Teaching Experiences in an Offshore Programme: Challenges and Strategies* in 2013 (Wu-Ross, 2013), I had the opportunity to be involved in the operation of TNE programmes at a faculty of a New Zealand university in 2014.

Although my professional background, experiences, cultural competence and language ability enable me to contribute to the operation well, being at the centre of the TNE operation meant I had the opportunity to interact with professional and academic staff, universities' leaders and government policy influencers who are based onshore and offshore. Conversations often took place around the importance of having university strategies and government policies TNE as part of international education.

Having observed the importance of government policy and university's strategy drive the TNE development, I felt it would be beneficial to carry out comprehensive research on what works well, with a focus on the strategy, policy and future directions in the global environment.

In New Zealand, 'tertiary education' refers to all formal post-secondary education, including universities, colleges, technical training institutions and vocational education, which can be public or private (World Bank, 2023). In the context of the New Zealand education environment, tertiary education providers include higher education institutions (universities and polytechnics), private training establishments (PTEs), government training establishments (GTEs) and Wananga Māori (New Zealand Qualifications Authority [NZQA], 2023). This study is relevant to the universities which offer degree level education, and therefore the term 'higher education' is used instead of 'tertiary education'.

1.2. Purpose

The purpose of the study was to investigate and evaluate UOP's accomplishments in TNE activities, as a means of obtaining insights into the impact of government policies and university strategies on TNE. In particular, the study focused on the alignment of government policies on the internationalisation of higher education, involving participating countries of New Zealand, China and Vietnam; and comparing the government policies with two other prominent TNE players: UK and Australia. As the empirical data collection coincided with the global Covid-19 pandemic, the impact it had on TNE was included in the scope of the study.

1.3. Main Research Question

The main research question of this study was formulated as: "What are the accomplishments of TNE activities at UOP, and its strategic alignment with the New Zealand Government's policies, in the context of UOP's relationship with the participating universities in China and in Vietnam?"

To address the main research question, the research sought to achieve the following research objectives:

- To compare the government policies and university strategies on internationalisation in higher education in New Zealand, the UK, Australia, and two participating countries: China and Vietnam.
- To investigate the TNE activities of UOP and evaluate its strategic linkages and accomplishments from a global perspective.

1.4.   Structure of Thesis

This thesis is structured in seven chapters. Following this introduction chapter, it is presented in six further chapters, and this section outlines the content of each chapter.

Chapter Two: Review of the Literature – presents the literature that is relevant to TNE and internationalisation in higher education pre-Covid-19. In addition, this chapter also includes a review of the limited literature that was available at the time this study was conducted on the impact of Covid-19 on international education in higher education globally, with the focus, in particular, on the impact in countries that are relevant to this study, i.e., China, Vietnam and New Zealand.

Chapter Three: **Research Approach and Methodology** – provides details of the research design approach, and the justification for adopting the AI methodology. It explores the key aspects of this approach, including its strengths and weaknesses, and analyses the current literature and AI's emergence in different topics in government policy and strategy development. The chapter then discusses AI's unique position as a research framework in the education policy area, and the advantages of adopting AI for this study. The second part of this chapter details the research design and the methods utilised in order to explore the achievements of TNE at the UOP, as well as such activities' alignment with the university's strategies and government policies. Ethical considerations are also covered in this chapter.

Chapter Four: Document Analysis: Government Policies and University Strategies on Higher Education Internationalisation – analysis of documents on international education policies relevant to the UK, Australia, China, Vietnam and New Zealand; strategies of the eight universities in New Zealand, and as well as the partner universities of UOP in China and Vietnam. This chapter also provides a timeline of the Covid-19 related restrictions, governments' responses and major impacts on the universities in this study, and impacts on

university education provision on a global scale. The chapter includes an analysis of the emerging post-Covid-19 trends in education policy development. This chapter also provides a timeline of the significant events caused by the Covid-19 pandemic and its impact on the landscape of higher education in New Zealand, China, Vietnam and worldwide. It also examines the government responses to the global health crisis, as well as the policies and strategies adapted in the higher education sector to address the impact it has had on higher education.

Chapter Five: Analysis of Interview Data – offers interview analysis and an outline of the themes underpinning the major findings that emerged from the semi-structured interviews pre- and post-Covid-19.

Chapter Six: Discussion of Key Findings – this chapter draws together the key findings of this study and discusses their relevance to the main research question and the literature. The discussion is guided by the thematic analysis and offers conclusions on the importance of having a comprehensive TNE policy and university strategy, and how they would lead to a better outcome on TNE development.

Chapter Seven: Conclusion – this chapter offers a series of recommendations and discusses the implications for future government policies and university strategies on TNE. It considers the limitations of this study and suggests future studies. The more important part highlights the researcher's contributions to this study. To conclude the chapter, the researcher presents reflections on the adaption of AI as a methodology, and reflections on the researcher also serving as a participant in this study.

Chapter Two

Review of the Literature

Education is the most powerful weapon which you can use to change the world.

– Nelson Mandela

This chapter presents a review of the literature on TNE and the transformation of higher education through globalisation, and also reviews the limited literature that was available at the time about how the Covid-19 pandemic impacted on higher education. The chapter consists of four main sections. The first section defines TNE, mode of delivery and the impact of globalisation, which has transformed the higher education sector. The second section includes TNE as a part of international education and considers the impact international education has had on the higher education sector. The third section covers the education systems of the countries associated in this study, namely the UK, Australia, China, Vietnam and New Zealand, as well as examining international partnerships in higher education. The fourth section in this chapter covers the review of the literature on the impact the Covid-19 pandemic has had on internationalisation in higher education.

2.1.   What is Transnational Education?

2.1.1. Definition

In order to explore TNE development at UOP, and the university strategies and government policies on TNE, the concept of TNE must first be defined.

Since 2000, the global TNE landscape has changed dramatically, it refers to study or educational services in which the learner are located in a country rom that of the education provider. In 2001, the United Nations Educational Scientific and Cultural Organisation [3] (UNESCO) and the Council of Europe released a *Code of Good Practice in the Provision of Transnational Education*, subsequently revised in 2007 (UNESCO/Council of Europe, 2007), in which they defined TNE as:

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[3] The United Nations Educational, Scientific, and Cultural Organisation, UNESCO, is a specialised agency of the United Nations (UN), founded in 1945， it aims to promote world peace and security through international cooperation in education, arts, sciences, and culture, it has 193 member states and 12 associate members, as well as partners in the non-governmental, intergovernmental, and private sectors (UNESCO, 2023). Headquartered in Paris, France, it has 53 regional field offices and 199 national commissions that facilitate its global mandate (UNESCO, 2023).

"all types of mode of delivery of higher education study programmes, or set of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system." (UNESCO/Council of Europe, 2007, p. 4)

Many education providers worldwide see the demand for cross-border education, such demand coming mainly from the students and governments of developing countries who want to receive quality education without having to travel to the country where the education provider is located. Furthermore, advanced technologies and faster internet connections have enabled new ways of delivering education programmes (Rhema & Milliszewska, 2014) that provide an alternative education opportunity to the traditional face-to-face teaching and learning method.

In higher education, TNE is also known as offshore education, and it implies a cross-border arrangement on educational activities broadly conceptualised as offering courses from a home country to an offshore host country. The number of educational mobility programmes and universities setting up offshore campuses across borders has increased (Healey, 2014), and the market witnessed rapid growth in the international education sector (British Council, 2016), including universities and education providers offering academic programmes by establishing distance programmes, and delivering degree programmes in partnerships or in collaboration with a university in the country where students are based.

The majority of these programmes are designed by Western universities and delivered to Asian or Middle Eastern countries, where English is not the first language. Often, TNE refers to a qualification awarded by or with an overseas/host partner, or a programme delivered directly through an overseas branch/campus of the awarding university (Healey & Bordogna, 2014).

Given its broad scope and modes, many scholars consider that TNE also includes programmes developed by host institutions and delivered outside of the host's country of origin, which provides students with opportunities to earn an overseas qualification while remaining in their home country (Bordogna, 2017).

2.1.2. Delivery Modes

In responding to an exponential increase in TNE provision globally by universities worldwide, new forms of TNE partnerships and delivery modes continue to emerge in the higher education landscape. In examining the breadth of TNE and its activities, the British Council (2016) compiled a list of the four most commonly used TNE delivery modes, namely:

(a) *Offshore Delivery*: The education provider travels to the country of residence of the students to provide the education service. It can be a full or partial degree provision. The partial degree model is based upon a mixture of offshore and onshore study.

(b) *Offshore Campus:* The education provider establishes a presence in the country in which the student resides. The provider delivers its qualifications or components of its qualifications at the offshore campus using their own staff.

(c) *Franchise:* Commissioned or franchised offshore institutions deliver the education provider's qualifications or components of their qualifications on their behalf.

(d) *Distance (online) Education*: Programmes are offered offshore online. Most of these programmes are offered globally and open to students in any country.

2.1.3. Globalisation's Impact on Political, Economic, Social and Cultural Interaction

Several waves of globalisation have occurred since the middle of the 19th century. The world has experienced consecutive waves of globalisation (Baldwin & Martin, 1999), which have had a tremendous impact on political, economic, social and cultural development worldwide. One of the largest globalisation waves occurred between 1860 and 1914, and was dominated by the British in Europe and North America. Improved transportation, such as railways and ships, created enormous opportunities for land-intensive commodity exports (Collier & Dollar, 2002), and enabled people to travel and live abroad. Large-scale international trade was born in the 19th century, and it changed human society.

Taking into account the migration flows in developing countries, in particular, in the Asia region, Lindert and Williamson (2003) speculated that the total labour flows were 10% of the world's population in this globalisation wave period. Glynn (2015) indicated that up to 60 million people from Europe migrated, mainly to North America and Australia, to seek their fortunes in the newly settled areas. In turn, the flows of knowledge also generated an industrial revolution that shaped a second wave of globalisation (Robertson, 2002). Internationalisation in education during the first wave of this globalisation period consisted chiefly of studying abroad by those with the financial means to do so (Blessinger & Cozza, 2017).

After World War Two (WWII) ended in 1945, the United States (US) was leading economic development, and during this period another wave of globalisation took place. The similarities with the earlier wave lay in aggregate trade. Both waves of globalisation were driven by radical reductions of technical and policy barriers to international transactions, but the fundamental difference was in capital flows (Baldwin & Martin, 1999). The cost of transportation and communication technologies continued to decline compared with the first wave of globalisation. During this period, knowledge, ideas and values continued to spread across borders as never

before (Glennie & Straw, 2012). Inflows of goods, services and capital rapidly increased, surging from 1945 to 1980 (Blessinger & Cozza, 2017).

A third wave of globalisation began in the 1980s and this provided an opportunity for a large group of developing countries to enter into global markets (Collier & Dollar, 2002). New globalisers such as China, India, Brazil and South Africa emerged (Glennie & Straw, 2012), as developed countries began to outsource manufacturing to countries with cheaper labour (Targowski, 2014). It is important to note that the falling cost of transportation provided by, for example, long-distance airlines and sea freight companies, and improved communication technologies, provided incredible productivity in making and moving things (Targowski, 2014). Some scholars argued the increased awareness of cultural values and political views helped to spread the acceptance of universal values such as democracy, liberty and human rights (Glennie & Straw, 2012).

The increased flows of trade through various governmental or organisational institutions, such as the UN,[4] World Bank and the International Monetary Fund, enabled universities to play a central role in serving society by producing graduates (Blessinger, 2015). University partnerships have become a priority for strategic internationalisation plans (de Wit et al., 2015), and the aim of such partnerships is to increase international engagement.

2.1.4. Impact on Higher Education

The waves of globalisation have had a strong influence on higher education. Knight and de Wit (2018) believed that higher education internationalisation interacts with areas of economic,

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[4] The UN was established after World War II to prevent future world wars. It is an intergovernmental organisation whose stated purposes are to maintain international peace and security, develop friendly relations among nations, achieve international cooperation, and serve as a centre for harmonising the actions of nations. It is the world's largest international organisation (UN, 2023). The UN is headquartered on international territory in New York City in the US. The organisation has offices in Geneva, Nairobi, Vienna, and The Hague (UN, 2023).

social and cultural policy. However, there is little research to be found regarding the internationalisation of higher education between the 18th century and WWII (de Wit et al., 2015). Baldwin and Martin (1999) added that the actual policies and beliefs of policy makers lagged behind intellectual developments, and the changing beliefs of policy makers have also radically altered the international economic system.

Many academics in Europe were the victims of WWII and migrated to other countries, mainly the US, Canada and Australia (Knight, 2016). During this period, activities in international higher education, mainly for research and language studies, were more related to diplomacy and political purposes, rather than academic and cultural exchange (Knight, 2016). The trend of growth in international education increased after WWII (Knight, 2004), in particular, the emergence of the US as a superpower gave it clear political reasons for promoting educational cooperation and exchange internationally, to gain a better understanding of the rest of the world, and maintain and expand its spheres of influence, while Europe was recovering from the severity of WWII, and a major period of decolonisation began.

From the 1960s, higher education internationalisation strategies expanded to many developing countries/regions, mainly in aid programmes offered by Western countries, for investment in people who were selected as potential future leaders of their countries (Knight, 1996). The autonomous Soviet Socialist Republics of the Soviet Union maintained their own programme and with those in independence movements in the developing nations or former colonial nations (Starovoitova, 1997). The UK and France had a strong influence on their former colonies in their higher education policies and practices (Luijten-Lub et al., 2005). Furthermore, the UK also had strong links with 52 Commonwealth nations, across Africa, Asia, the Pacific, Europe (Cyprus and Malta) and Canada, that were mostly former territories of the British Empire (British Council, 2018a).

2.2. Transnational Education as Part of Internationalisation in Higher Education

In 1998, at the World Conference on Higher Education for the Twenty-first Century held in Paris, higher education was defined as "all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments, that are approved as institutions of higher education by the competent State authorities" (UNESCO, 1998). From the 1990s, higher education experienced rapid growth as part of globalisation. Approximately 100 million students were enrolled in higher education and represented 20% of the relevant age cohort worldwide in 2000 (UNESCO, 2001).

2.2.1. Internationalisation in Higher Education

Internationalisation in higher education refers to the increasing interconnectedness between national education systems (Luijten-Lub et al., 2005). If the term internationalisation is understood in the literal sense as 'inter-national', it refers to any relationship across national borders, or between institutions situated within different national systems (Marginson & van der Wende, 2006). The widely used definition of internationalisation in higher education describes it as the process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of postsecondary education (Knight, 2004). In 2015, the European Parliament published a report from the Directorate-General for Internal Policies: Culture and Education, titled *Internationalisation of Higher Education* (de Wit et al., 2015), which emphasised that enhancing the quality of education and research for all students, and staff is to make a meaningful contribution to society.

Higher education has always been more internationally open than most sectors, because of its immersion in knowledge (Marginson & van der Wende, 2006). With a wide range of cross-border cooperation and the flow of global trade, people and information, universities are more important than ever. Many governments are increasingly active in internationalisation in higher education and in responding to increasing global competitiveness (Luijten-Lub et al., 2005). The Columbo Plan has opened doors for Southeast Asian students to advance their studies in institutions of Western countries since the 1950s; the demand for international education by Chinese students and Chinese institutions seeking international cooperation has increased considerably since the 1990s (Cheng & Agyeuwaah, 2022); and many international students believe that gaining a qualification from a Western university leads to better employability (Beine et al., 2014) and is a pathway for migration in the host country (Beland & Howlett, 2016). The literature highlights the demand for quality higher education from Western countries in Chinese.

On the other hand, developed countries are interested in attracting foreign students. In section 2.1, I stated that, since the Columbo Plan, colonial powers favoured students from their former colonies, where the host institutions provided education opportunities as foreign aid, and such foreign aid was intended to promote democracy in the origin countries of the students. With the change in government policy on institutional funding in the 1980s, most higher education providers in the West had to source another income stream to make up for the shortfalls in operational costs; and recruiting full-fee-paying international students brought in a significant income to the education providers, as the tuition fees tend to be much higher compared to domestic students (Beine et al., 2014). Pre-Covid-19, the prediction was that the mobility of international students from the major source countries would continue to grow.

New Zealand's education system has undergone a series of reforms since the 1980s. A report commissioned by Productivity Commission New Zealand stated that when the first major higher education reform occurred between 1989 and 1990, the Education Act 1989 reflecting New Zealand Government education policy was enacted; tertiary education institutions (TEIs) were allowed to enrol international students on a full fee paying basis, and TEIs would be governed by their own councils and have substantial autonomy to manage the resources at their disposal. In the second round of reforms in the 1990s, the standard tertiary fee was abolished with TEIs given the freedom to set their own fees structure (Crawford, 2016).

2.2.2. Impact of Internationalisation on the Higher Education Sector

With the widening, deepening and speeding up of worldwide interconnections (Held et al., 1999), higher education systems, policies and institutions were transformed by globalisation (Marginson & van der Wende, 2006), and international education in higher education became a fast-growing global business. Many universities accepted international students' enrolments on campus, recruited staff internationally, and developed international elements in their curriculum (Naidoo, 2007). The internationalisation became increasingly widespread in higher education (Eldridge & Cranston, 2009). Prestige, status and position are perceived by the world as rewards from internationalisation (Knight, 2016) in higher education. Education providers operate in a complex and dynamic global environment (Naidoo, 2007), and so internationalisation has become an essential strategy for universities around the world (Stafford & Taylor, 2016).

The number of students enrolled in universities outside their country of citizenship grew from 149,590 in 1955 to 0.8 million in the late 1970s (Organisation for Economic Co-operation and Development [OECD], 2012), and exploded to 4.6 million in 2015 (OECD, 2016). The data

presented in Figure 1 indicates the trend in the number of international students, which grew rapidly from 1920 to 2020. The OECD (2021) suggested that student mobility increases as students reach a higher level of education, and the pools of talent and migration flows are rooted in historical patterns. The top three favourite destinations in English-speaking countries for international students are the US, the UK and Australia, and the top three source countries are China, India and Germany.

Figure 1. Growth of International Student Numbers at the Tertiary Level from 1955 to 2020.

Governments around the globe are increasingly looking to international comparisons of educational opportunities as they develop policies to enhance individuals' social and economic prospects with higher efficiency in education, and help to mobilise resources to meet rising demand for international education experience (OECD, 2016).

2.3. Education Systems of the Countries Studied

The aim of this section is to provide an overview of the education systems of relevant countries associated with this study, including the UK, Australia, China, Vietnam, and New Zealand. The intention of this study is to explore the accomplishments of UOP in New Zealand's TNE activities in China and Vietnam, and its universities' strategic alignment with government policies on TNE development. Therefore, an understanding of the education systems of New Zealand, China and Vietnam is critical to this study. It is only natural that this study includes the Australian education system and its policy on TNE, not only due to its geographic location, also being in the Pacific region, but also because its Western higher education environment and education system are comparable to New Zealand context. Similarly, the UK was also chosen as part of this study. Although it is geographically remote from the Pacific region, it has been a popular study destination for international students, and a leading TNE provider globally.

2.3.1. Higher Education in the UK

The Education Reform Act 1988 stated that "A higher education corporation shall be a charity", therefore most new universities are companies limited by guarantee (Universities UK, 2017). This means universities in UK have a wide variety of legal structures, leading to differences in their rights and powers, as explained by Smallbone and associates (2015), while some have high levels of autonomy as the university controls its own assets, renews its leadership via the university's council, and can enter into contracts freely.

Public universities are considered to be those which receive funding directly from one of the funding councils for teaching and research, while private universities are funded by tuition fees alone, which means, if one excludes for-profit private universities, UK universities are charities (British Council, 2016). To cover the cost of teaching, research and innovation activities, the

vast majority of UK universities receive public funding from charities, and raise income from a wide range of sources (Universities UK, 2017),

There were 162 higher education institutions in the UK in receipt of public funding, including 136 universities, with 1.87 million UK domestic students studying in higher education institutions between 2016 and 2017 (Universities UK, 2017), and with 49% of students in the higher education sector being under 30 years old. The QS World University Rankings 2018 featured four UK universities in the global top 10, including the two top universities in the world (University of Oxford and University of Cambridge), and 24 universities in the top 200 worldwide. In British universities, a bachelor's degree takes three years to complete, except programmes in medicine, dentistry and architecture (Universities UK, 2017), which will take an extra one or two years. Master's programmes usually take 12 months by instruction or two years by research. Doctoral study takes two to three years to complete full time.

A surge of offshore provision occurred between 2008 and 2013 in the UK, and offshore international students' enrolments among UK universities grew by 72% in that period. Since then, the market experienced a slowdown, with the growth rate being only a 10% increase between 2013 and 2017 (Bennell, 2019). Despite the slowdown of offshore enrolments within UK universities, the advocates of TNE, like Universities UK and the British Council, continue to engage in offshore activities, as they believe that higher education internationalisation is explicable, mainly, in terms of long-term, a much more comprehensive, and irreversible globalisation process of higher education worldwide (British Council, 2019c).

In contrast, Healey and Bordogna (2014) argued that offshore activities are profit driven, and the internationalisation of higher education should be viewed primarily as an essentially short-term, opportunistic response to government policies. On the other hand, Bennell's (2019) study concluded with his view on the future trend, which is that the universities in the UK will move

away from high volume and low return offshore activities, but will continue to accelerate with lower volume, higher return activities, and engage with quality partnerships offshore.

As part of the internationalisation of higher education, transnational higher education is one of the most important, often neglected aspects (Levatino, 2017). Therefore, government policy plays a crucial role in supporting universities to engage in international higher education. As highlighted by Peak (2019), a supportive policy environment, allied to the hard work and high standards of the UK higher education sector, is crucial to ensure the sustained high quality and relevance of the UK on the international stage.

The UK has a world-class education system with an international reputation and a strong presence in international markets, and no doubt this gives the universities in the UK an advantage over other countries in terms of attracting international students. Despite the international reputation, the UK Government is eager to maintain the leading position. The Department for Education and the Department for International Trade released a policy paper on the 16 March, 2019, titled *International Education Strategy; Global Potential, Global Growth* (UK Department for International Trade & Department for Education, 2019). This government strategy was developed in cooperation with education providers across the education sector within the UK. The universities were pleased that they were consulted by the government in producing the international education strategy, and welcomed government promises that the implementation of the strategy will be sector-led rather than government-led (British Council, 2019d).

2.3.2. Higher Education in Australia

The tertiary education system in Australia consists of self-governing public universities, private universities, and institutions that award qualifications. The Australian Government supports higher education through education policies, funding, and programmes. All tertiary

education providers are required to be registered under Australia's Tertiary Education Quality and Standards Agency Act 2011 and listed on a national register (Australia Government, 2011). According to the Australian Government (n.d.), there are 43 universities in Australia, including two international universities, one private specialty university, and many education providers offering higher education courses. The QS Top University Rankings ranked nine Australian universities in the prestigious top 100 universities worldwide (OCallaghan, 2023). Universities in Australia provide degree courses ranging from three-year bachelor's degrees, four-year bachelor degrees with honours and graduate certificates to master's degrees, which are up to two years of full-time study, and doctoral degrees which take three years (Australian Government, 2013).

2.3.3. Higher Education in China

Education in China is governed at national, provincial and local levels and the Ministry of Education is the central government agency responsible for formulating policy, legislation, planning, funding, and evaluation of all TEIs. The Chinese education system is centralised (New Zealand Government, 2017), and is the largest education system in the world (Work/Study in China, 2017). Universities are divided into several categories/levels. Prestigious universities are under the direct jurisdiction of the Ministry of Education, such as Tsinghua University, Fudan University and Peking University (Collier, 2018). The majority of higher education institutions are under provincial government management; the provincial government is responsible for developing local educational policies and implementing state regulations (OECD, 2016).

The Ministry of Education in China sets national policies on education and administers the operations of top-tier institutions. Each province has an Education Commission which reports to the Ministry of Education. The Provincial Education Commission implements Chinese

national education policies, is responsible for provincial education management and is in charge of provincial-level / tier-two universities (Chinese Ministry of Education, n.d.). Cities, councils and districts each have Education Bureaus that implement provincial policy and run schools/colleges and third-tier tertiary institutions; each level of administration may have its interpretation of the national regulations and may differ from one another in implementation (OECD, 2016). There are also technical training institutes and community colleges contributing to tertiary education in China (Chinese Ministry of Education, 2019).

In China, a bachelor's degree usually takes four years' full-time study ("How Many Years and Intakes," n.d.). Full-time enrolment periods for a master's or doctoral degrees are the same as the UK and Australian education system, meaning one to two years to complete a master's degree and three to four years for doctoral study.

Since the mid-1980s, the Chinese Government has implemented economic and education reform (Pepper, 1990) and stopped funding all students to study at university. Instead, it introduced a fee-paying system called the "Gao Kao" university entrance examination system (Work/Study in China, 2017), which provided educational opportunities for more students to study at the university level. Since the 1980s, higher education in China has experienced massive growth and the number of institutions has grown from 1,016 in 1985 (Pepper, 1990) to 2,756 in 2022, including 1,270 universities and 1,486 higher vocational collages (Statista, 2022).

Jack (2023) noticed internationalisation in higher education as an education trend in China has continued to develop, as it is home to two universities (Peking University and Tsinghua University) in the top 30 worldwide, and seven in the top 200. Almost all Chinese universities have improved rankings which signals the country's commitment to investing in education.

2.3.4. Higher Education in Vietnam

There are two main groups of tertiary educational institutions in the education system of Vietnam. The most common institution is the traditional single disciplinary or specialised institution, and the second group includes universities with multi-disciplinary academic programmes (Runckel, n.d.). The education system and the various levels of degree completion periods are very much the same as the Chinese system.

There are two national universities in Vietnam as of 2022, three regional universities and 14 pilot universities, and there were approximately 242 universities in Vietnam including 176 public and 66 private universities in 2022 (Statista, 2023). Those institutions are categorised into three broad types: specialised institutions which offer a single discipline of study, multidisciplinary institutions, and the newest category which is the open university (Kelly, 2000). The Vietnamese Ministry of Education and Training has the authorisation to approve private organisations and companies to set up colleges and universities.

2.3.5. Higher Education in New Zealand

New Zealand tertiary education providers include universities, institutes of technology, polytechnics (ITPs), private training establishments (PTEs), Wānanga, and vocational training. These education providers deliver a variety of educational programmes to meet the needs of postsecondary learners. The NZQA acts as a quality assurance body and approves all qualifications for the above institutions, except universities (NZQA, 2016). Table 1 presents the type of higher education providers in the New Zealand context, the level of academic programme delivery, and the offering available.

Table 1. Categories of New Zealand Tertiary Education Providers

Tertiary Education Provider	Delivery & Offering
University	Offers academic degree programmes which are research-led.
Polytechnic (ITP), Private Training Establishment (PTE) & Wānanga	programmes tend to be specific and applied, mostly in specific vocational training at certificate and diploma level.
Industry Training Organisations	Workplace training.

The Tertiary Education Commission (TEC), as a Crown entity, is responsible for funding the government's contribution to tertiary education and training (TEC, 2016a). The TEC is monitored by the Ministry of Education and the Ministry of Business, Innovation and Employment (MBIE) jointly. This arrangement reflects the role of TEC in contributing to both education and the economy. Each year, the TEC invests approximately NZ$2.8 billion in tertiary education so that New Zealanders are equipped with the knowledge and skills needed for lifelong success (TEC, 2016b).

Universities New Zealand (UNZ) – Te Pokai Tara is the peak body for the eight universities in New Zealand; it is a statutory body and has authority on the quality assurance of academic programmes delivered in universities in New Zealand and on administering scholarships. UNZ is funded by the eight New Zealand universities; it is the voice of the collective views of the eight universities on the national and international stage and champions the quality education the universities deliver. One of UNZ's key functions is to coordinate international education policy; according to the organisation's website (UNZ, 2023), the agency contributes to international policy and ensures international education initiatives are well coordinated within New Zealand universities, as well as working with other governments and international research agencies to create new and strengthen existing international agreements.

2.3.6. International Partnerships in Higher Education

UK universities dominate the international rankings, making the UK the world's second most popular study destination (Study in the UK, 2019). The economic value of this to the country is significant, with international education contributing £20 billion (approximately NZ$39.3 billion) a year to the UK's economy (Douglass, 2018), as well as extensive international connections that benefit the cities and regions of the UK. Evidence suggests that there is a real benefit for countries in adopting and implementing more open policies which support higher education institutions in engaging with global partners (British Council, 2019c).

In an increasingly interconnected global community, with the nations of the world facing the same challenges, which will require unprecedented levels of cooperation across national boundaries, universities can work with international partners to develop ideas and work together to solve challenges. As well as creating bridges between cultures and continuing to expand their international reach (British Council, 2019b), universities can take steps to ensure that all can experience the benefits of international education.

Culture is a key to creating the conditions for success and should be at the heart of future policy (Howson & Dubber, 2014); it helps foster the international connections that are vital for any modern nation. Relationships between countries have often been improved by means of cultural exchange (Goethe-Institut and British Council, 2018). The evidence proves that those who engage globally can also boost the international profile of their universities/institutions through the publications and projects tied to their international networks (UNESCO, 2018b).

There are significant tangible soft power benefits, as universities attract talent, do valuable research, and offer a wealth of culture and intellectual capital (British Council, 2019b). Soft power allows for the exercise of influence by encouraging others to cooperate, and cultural understanding is an essential part of soft power; as Nye (2004) explained, cultural relations

refer to people-to-people relations, and building cultural understanding and competency across borders through international education partnerships. In developing cultural diplomacy, governments, universities and individuals all have a role to play in building relationships and partnerships which, in turn, support public diplomacy around the world (Bettie, 2019).

The UK Government and its education providers set themselves an ambition to connect and engage with international partners around the world, and share knowledge, skills and innovation; these global partnerships generate opportunities to help raise education standards both within UK and around the world, as well as increase the UK's global reach and influence (UK Department for International Trade & Department for Education, 2019). The UK Government's international education strategy identified four priority regions that UK will be focused on for international connections from 2019 onward: a) China and Hong Kong; b) the Middle East, North Africa; c) Latin America; and d) the group of nations forming the Association of Southeast Asian Nations (ASEAN). Prioritising these regions allows the UK Government to deploy resources towards developing fast-growing education markets.

TNE activities will continue to contribute to the UK Government's strategies. There were nearly 710,000 students enrolled in TNE programmes outside the UK 2016–2017, the numbers having grown by over 20% from 2014–2018. TNE activities brought a value of £1.85 billion to the UK between 2011 and 2016, which was 10% of total revenue for that period (UK Department for International Trade & Department for Education, 2019). The UK sees Australia as the biggest competitor for international education. The Australian Government has had a similar approach to the UK Government in terms of government policies and strategies in education internationalisation. "Building confidence through government-to-government engagement" is identified as one of the government's strategic goals (Australian Government, 2016b), the engagement between governments providing vital support for the Australian

international education sector by laying the foundations for bilateral and multilateral collaboration through institution-to-institution partnerships.

2.4. The Impact of Covid-19 on Internationalisation in Higher Education

The Covid-19 pandemic has impacted all sectors of global society. Higher education internationalisation has been particularly hard hit (Cracium et al., 2022) since the pandemic crisis began in early 2020. This has created financial implications for higher education providers, especially the institutions that relied on external income from international students.

2.4.1. Impacts on Higher Education Providers and Students' Mobility

The unprecedented disruption caused by the Covid-19 pandemic began in early 2020. Governments worldwide consistently implemented health emergency management and introduced alert systems; lockdowns and social distancing were imposed (Krishnamurthy, 2020) by many countries. Consequently, education systems switched to online teaching and learning in a matter of weeks, which affected 1.5 billion students in 188 countries as students were locked out of their schools (OECD, 2021). The closure impacted institutions from primary to tertiary level across all regions, including 95% in Europe, 91% in America, 85% in Asia-Pacific and 78% in Africa (Marinoni et al., 2020).

Several studies have suggested that Covid-19 had a detrimental effect on international students' mobility in higher education worldwide (Di Pietro, 2022; Marinoni et al., 2020; T. Wang, 2020), because of health and well-being concerns (Cheng & Agyeiwaah, 2022; Durnin et al., 2020), campus closures, and restrictions on international travel, which led to many international students postponing their study abroad, and potential international students had to re-think their plans to study abroad altogether.

As a result of campus closures and lockdowns, international students have encountered contentious and stressful situations since the Covid-19 outbreak. T. Wang's (2020) research, sponsored by the National Social Science Fund of China, suggested that the pandemic left Chinese students scrambling, and that they have suffered stigmatisation in their host countries, e.g., the US, the UK, and Australia. One of the purposes of studying abroad is to gain international learning experiences and cultural exchange, and these students struggled with the cultural ambivalences of anti-globalisation and nationalism (T. Wang, 2020). Similarly, the impact weakened institutions' international partnerships and had various other effects (Marinoni et al., 2020).

As suggested by T. Wang (2020), international Chinese students' experiences in the US, the UK and Australia may have contributed to the decline in applications to universities in those traditionally popular Western countries. A study by the European Commission Joint Research Centre in Spain and IZA Institute of Labour Economics in Bonn, Germany, found that Covid-19 led to a drop of 11%–14% in international students' applications to the universities in the UK in 2020 compared with the same enrolment period from 2011-2019 (Di Pietro, 2022).

Di Pietro's (2022) findings also suggested that the reduction in international applicants to UK universities was mostly among applicants from high-income countries, as opposed to those from middle-lower income countries. The explanations for that were: a) students from affluent countries may be more likely to find a good alternative education provider, such as an education provider in their home country, and be able to carry out their studies; and b) for students from affluent countries, deferring their studies abroad until after the pandemic is over may be more affordable. In contrast, as noted above, Di Pietro's (2022) findings suggested that the reduction in applications to study abroad from lower-income countries was not as great as in those from high-income countries; given the economic situation of students from lower-income countries,

deferring their study means delaying their entry into the workforce and, therefore, these students were likely to have diverted their choice to the domestic market.

2.4.2. Covid-19 Impact on New Zealand Higher Education

In New Zealand, the first case of Covid-19 was detected in Auckland on 18 February 2020, (New Zealand Ministry of Health, 2020c) and, by 22 March 2020, the number of confirmed new cases of Covid-19 was 14 across the North and South Islands (New Zealand Ministry of Health, 2020d). In the fight against Covid-19, the Prime Minister of New Zealand, Rt. Hon. Jacinda Arden, introduced the four-tiered alert system on 21 March 2020, which consisted of: Alert Level 1 (Prepare), Alert Level 2 (Reduce), Alert Level 3 (Restrict) and Alert Level 4 (Lockdown) (Unite Against COVID-19, 2022). During the Prime Minister's announcement, which was broadcast on national television, New Zealand was placed in Alert Level 2, which required everyone in New Zealand to work from home, stay at home as much as possible and limit non-essential travel (Education New Zealand, 2020a).

The situation was moving at pace. After introducing Alert Level 2, Prime Minister Ardern announced that New Zealand would move to Alert Level 3 (Restrict), immediately on 23 March (New Zealand Government, 2020b). People were required to work from home, travel was restricted, and wearing a face mask was recommended whenever people left the house (Unite Against COVID-19, 2021). Two days later, New Zealand was in Alert Level 4 (Lockdown) on 25 March 2020, and Aotearoa New Zealand entered a nationwide lockdown in a fight against Covid-19. Under Alert Level 4, all New Zealanders, excluding essential workers, were instructed to stay at home and physical contact was allowed only within their household "bubble" (New Zealand Ministry for Culture and Heritage, 2020). At the same time, a State of National Emergency was declared on 25 March 2020; it was only lifted two months later on 13 May, 2020 ("All of New Zealand Must Prepare," 2020).

"On the morning of 26 March 2020, New Zealanders awoke to a strange new world of empty streets, parks, playgrounds and roads" (New Zealand Ministry for Culture and Heritage, 2020, para. 7).

Figure 2. The Empty Playground at an Auckland School in 2020

Photograph taken by the researcher.

As in the rest of the world, learning and teaching were severely impacted across all education sectors in New Zealand. Under Alert Level 4, institutions from kindergartens to universities were closed in New Zealand, with the expectation that children of essential workers were allowed to attend school. The closure of the schools and university campuses resulted in the numbers of international students coming to study with New Zealand higher education providers plunging from 54,670 in 2019 to 36,770 in 2021, a 33% decrease (Smart, 2021a). Enforced online learning and teaching have been disruptive and challenging from both students' and educators' perspectives (Cameron et al., 2022).

Immigration New Zealand figures showed that 14,639 international students remained in New Zealand from 2020 until 31 July 2022, when New Zealand re-opened its borders; this figure included 7,697 students at universities, 1,946 enrolled in polytechnics, 1,894 with private tertiary providers and 3,102 in secondary and primary schools (Smart, 2021b). There were fewer international students remaining in New Zealand in the period 2020-2021.

The drop in international student enrolments impacted the financial situation of tertiary education providers. Figures from the New Zealand Government export education levy show that institutions received NZ$250 million less in 2020 and NZ$610 million less in 2021 than they did in 2019 when the combined income of institutions in New Zealand was NZ$1.6 billion (Gerritsen, 2022). However, Smart's (2021a) report showed that despite the decrease in international students' mobility during the Covid-19 pandemic 2020-2022, a new trend emerged during that period, as the proportion of total international students studying online from their home country increased from 3.7% in 2019 to 22% in 2022.

2.4.3. Covid-19 Impact on Higher Education in China

As stated earlier, the Chinese education system is centralised and is the largest education system in the world. The centralised structure of governance In China enabled the Ministry of Education to take an active role in responding to the Covid-19 pandemic crisis and in developing new policies aimed at mitigating the post-pandemic situation, as major crises can be an opportunity for governments to sway public opinion and encourage reform (Beland & Howlett, 2016). This would also be a unique opportunity for the Ministry of Education to make significant strides in promoting a narrative legitimising higher education centralisation in policy making and gaining support from institutions (Lawrence & Wu, 2020).

2.4.4. Opportunities and Challenges Post-Covid-19

International relations play a critical role in international education. The deteriorating international relations between the Chinese Government and the US, the UK, Australia and their Western alliance (T. Wang, 2020) resulted in growing scrutiny of the motives of Chinese students pursuing international education in the West (Pan, 2020),

In September 2021, as the world was recovering from the impact of Covid-19, US president Joe Biden, Prime Minister Scott Morrison of Australia and Prime Minister Boris Johnson of

the UK jointly announced the creation of AUKUS (The White House, 2021), as a new enhanced trilateral security partnership between the three countries covering the Indo-Pacific region. One of the major initiatives of AUKUS will be to deliver a nuclear-powered submarine fleet for Australia over a period of 18 months after this joint announcement (Australian Government, 2021b).

The announcement of AUKUS sent a strong signal to China that the US, the UK and Australia were clearly coming together with opposition to China in mind (Davidson & Blair, 2021). Unsurprisingly, AUKUS angered Beijing and Zhao Lijian, the spokesperson of the Foreign Ministry, said that the three countries should abandon the obsolete Cold War mentality, and instead focus on regional peace, stability and development, or these three countries would only hurt their own interests (Kobierski, 2021). "Their own interests" could include international education. Kevin Rudd, former Prime Minister of Australia, said that this could lead to Australian universities facing an accelerated decline in Chinese student enrolments (Hare, 2021).

International education has proven to be highly prone to geopolitical turbulence, as Tran et al (2023) pointed out, and international relations have become crystalized during the pandemic which has accelerated the tensions in the relationship between the Western countries with China, furthermore, these challenges reflect the modern risks facing international higher education that result from conscious decisions made by government and institutions.

New Zealand, a member of the Five Eyes intelligence alliance of Western countries and a close ally of Australia, however, stands by its nuclear policy. The New Zealand Prime Minister Rt. Hon. Jacinda Ardern reaffirmed to the world that its position would not change and it would prohibit nuclear-powered vessels from its sovereign waters, as it has done for three decades since the 1980s and this was well understood in Australia (Elton, 2022).

Racism was on the rise in some of the Western countries, a spike in anti-Chinese and anti-Asian sentiment became evident, and phrases like "Chinese Virus" became widespread (Cheng & Agyeuwaah, 2022). Almost 4,000 incidents of harassment and attacks targeting Chinese and Asian students were recorded in 2021 in UK (Welch, 2022). The deterioration of the international relations between China and some Western countries, e.g., the US, the UK, and Australia, generated concerns about discrimination against Chinese students in Western countries (Cheng & Agyeuwaah, 2022). When considering studying abroad following the Covid-19 pandemic, international students have reservations; for example, based on about 100 interviews with Chinese students, Cheng and Agyeuwaah (2022) found that the main concerns in regard to studying abroad for Chinese students and their parents are: health risks and well-being, and personal safety and discrimination against Chinese in the host Western countries. In addition to the impact of Covid-19 on international students' mobility, the political effect also led to a significant decline in Chinese students' mobility in the short term, but it may not be dramatically affected in the long term; the international mobility of students from China and Vietnam will rise again (Kanjera, 2021).

Before the Covid-19 pandemic, the benefits and values offered by international education to the host nations, education providers, staff and students were extensively debated (Cheng & Agyeuwaah, 2022). And now, the impacts of the Covid-19 pandemic on international education raise questions about its future. Many scholars reported that the experience of online teaching and learning during the unprecedented Covid-19 situation was an important learning curve and has opened a new horizon of opportunities for a more flexible education environment (Marinoni et al., 2020); this experience also gave staff the opportunity to test new tools for distance teaching; and their confidence in using the new technologies and systems has changed some academics' mindsets. Furthermore, online learning makes higher education more accessible to a wider range of learners and breaks geographic constraints (Varty, 2016) as

various methodologies for online teaching and learning emerge. Some scholars consider online to be the new normal (Garcia-Morales et al., 2021) post-Covid-19.

Online interactions are seen as an innovative way of engaging international students, as it is economical and convenient for global connection. Despite the disruption in international mobility, internationalisation and communication continued during the pandemic. It appears the world was more connected through online communication, which accelerated the development of TNE activities (Liu & Gao, 2022). On the other hand, Kanjera (2021) disagreed with this view and emphasised the value of face-to-face teaching and learning in organised classroom activities, which have irreplaceable advantages. As the virtual classroom does not confer the same benefits as physical mobility, international students would miss out on social and intercultural experiences, which is an important element of the learning (Di Pietro, 2022).

Despite the negative impact on international higher education and students' mobility caused by Covid-19, some educators see positive effects in terms of sustainability, such as increased online teaching/learning and international travel restrictions imposed by higher education providers, since they reduce the carbon footprint (Kanjera, 2021). Scholars such as Lawrence and Wu (2020) and Marinoni et al. (2020) speculated that the recovery from the Covid-19 disruption to the internationalisation of higher education will occur, but it will happen at different times for each country as the Covid-19 outbreak happened on different timelines; it also depends on their government's policies in regard to health crisis measures, and international education policies also play a vital role.

Post Covid-19, universities are reshaping their internationalisation strategies, with transnational education expected to remain a central pillar in higher education. this sustained focus on TNE is driven by ongoing interest from higher educational providers and strong demand in the host countries, which continue to stimulate its growth/ The study by Tsiligkiris and IIieva (2023) highlights the critical role

of government policy frameworks in supporting the higher education by guiding and advancing internationalisation efforts.

To combat the challenges that Covid-19 created for international education, global society would need generations of competent global citizens to work together on future world crises. Post-COVID-19, there has been a shift in the approach to internationalisation in higher education, prioritising a more reciprocal, coordinated, and responsive framework. As Tran (2023) recommended reciprocity calls for universities to understand and learn from their partner countries while focusing on the host institution's needs and the unique values can provide to align with those needs (Tran et al, 2023). This view is supported by other researchers who recommended data collection and insight mechanisms relating to graduates, existing, and projected TNE students need to be rapidly and comprehensively revamped across the UK government and its agencies (Tsiligkiris, et al 2023).

In addition, Tsiligkiris et al (2023) study suggests that shared practice and knowledge will improve efficiencies in partnership activity and ensure standardisation of UK practices and globally, therefore they recommend that targets are set for TNE that reflect both volume and diversity, such as location, disciplines and level of the programs to mirror the success of the target driven approach. A study by Tsiligkiris and Ilieva (2023) indicates that post Covid-19, universities are reshaping their internationalisation strategies, with transnational education expected to remain a central pillar in higher education. this sustained focus on TNE is driven by ongoing interest from higher educational providers and strong demand in the host countries, which continue to stimulate its growth.

The changing global landscape of international higher education and changing geopolitical relations were reshaped by Covid-19 and its spillover effects. Furthermore, Kanjera (2021) also pointed out that the Covid-19 pandemic was a wake-up call for the global academic community,

as it demonstrated the importance of research and the expertise that higher education provides (Marinoni et al., 2020).

2.5. Chapter Summary and Research Significance

This literature review has drawn upon research in relation to globalisation, government policies on internationalisation, and universities' strategies, as well as higher education systems in nations that are relevant to this study, namely the UK, Australia, China, Vietnam, and New Zealand. Throughout the literature review process, the increasing importance of TNE development in the higher education sector was seen to be paramount. A robust university strategy and clear government policy for TNE development led to a greater degree of internationalisation. Consequently, improved leadership in developing and implementing government policies and university strategies resulted in a step forward in TNE development.

On the other hand, throughout the literature review process, I did not find much literature relating to university strategy for and government policy on TNE in New Zealand context; and there is limited literature relevant to New Zealand TNE development linked to the host universities in the Asia-Pacific region. In addition, there was little research attention given to the international presence of TNE offered by New Zealand universities; and little research was found on university policy alignment with the government policies of New Zealand and the two major host countries, China and Vietnam. The discovery of these gaps in the literature served as further encouragement to carry out research on universities' strategies and governments' policies on TNE.

Furthermore, this study seeks to answer the main research question which was stated earlier as "What are the accomplishments of TNE activities at UOP and its strategic alignment with the

New Zealand Government's policies in the context of UOP's relationships with the participating universities in China and in Vietnam?"

Through the specific research questions outlined below, I set out to explore *what* the accomplishments on TNE activities at UOP are, *what* would and could be improved, and *how* such improvements could be achieved. These questions are aligned with the four AI cycles (further referred to as the 4D cycles), which in this study focused on participants' positive experiences and their views on the future policy and strategy development for TNE.

- DQ1. What are the accomplishments of UOP's TNE development?

- DQ2. What are the unexplored potentials and opportunities for UOP, New Zealand universities and the government in TNE strategies and policies?

- DQ3. What future trends are anticipated by UOP and the NZ Government in TNE development in higher education?

- DQ4. How can TNE development be even better at UOP and New Zealand universities, and in the New Zealand Government?

The questions serve as the focus of my exploration, analysis, discussions and conclusions. As elaborated upon in Chapter Three, the study adopted an AI approach that guided the empirical data collection and analysis. In exploring this methodology, the next chapter presents AI and its 4D model as a vehicle in exploring the accomplishment of TNE development within UOP, the alignment of university strategy with government policies, and the future trends of TNE in the Asia-Pacific region. It provides details about adopting AI as an approach to exploring the participants' experiences of the accomplishment of TNE and the future trends anticipated.

In summary, this study is significant for four reasons. First, this study makes a particular contribution to the literature of university strategy and government policy in the context of TNE development in New Zealand, and its linkages with China and Vietnam. Second, this

research addresses university strategies and government policies on TNE post-Covid-19, an important area of work for there is limited research available in the New Zealand context to date. Third, as an experiment, this study adopted AI as a framework for TNE strategy and policy study, which brings a fresh idea on methodology used in strategy and policy studies, which contributes to this field. Last, the researcher developed a triangulation data analysis method in this qualitative research, which offers a comprehensive research strategy for the study of TNE development in the higher education environment in the New Zealand context, and this is considered to be the first time such an approach has been used in studies in this field.

Chapter Three
Research Approach and Methodology

Research methodology is the science that describes principles of methods and allows studying the way research should be developed, involving all the elements required, allowing descriptions, explaining and predicting a phenomenon, process or effects.

– C. Crisan & A. Borza, 2015

This chapter explains the methodological approach adopted in this study. It opens by presenting the rationale which underpinned the decision to use a qualitative appreciative approach; it also looks at the data collection and data analysis methods. Data was collected using qualitative research methods: semi-structured interviews and document analysis. The fourth section describes the thematic analysis approach employed regarding the analysis of the study's material.

The research methodology provides the theoretical framework for answering the main research question; in turn, the research methodology needs to be appropriate for the type of research question. The selection of a research methodology brings the research methods, and the research methods take into consideration data collection, data filtering and data analysis. This study evaluates the accomplishments of UOP's TNE activities, focusing on the university's strategic intent on internationalisation, and the university's strategic alignment with the government policies of New Zealand, and internationalisation in higher education policies in China and Vietnam. AI was chosen to guide this study, and section 3.2 of this chapter provides an evaluation of why AI was the most appropriate methodology for this exploration.

The data was gathered from 1) international higher education policies released by the governments of the countries investigated; 2) international and TNE development strategies published by universities; and 3) interviews with government policy makers/influencers, university leaders and practitioners: academic and professional staff, who were involved in the implementation process. The data analysis phase employed Miles and Huberman's (1994) process: data reduction, data display and drawing of conclusions.

In summary, the main components of the research methodology and design chapter includes five main sections. It begins with discussions about the significance of qualitative research, and

covers this study's methodology, the AI framework, date filtering, data analysis and ethical considerations.

3.1. Significance of Qualitative Research

The choice between qualitative and quantitative research approaches should be determined by the research question, not by the preference of the researcher (Marshall, 1996). Erickson (1986) referred to qualitative research as interpretive research. Qualitative research is commonly used for collecting detailed data, generally from a small number of participants (Sarantakos, 2005). It traces its origins in the disciplines of the humanities and the social sciences evolving over the last two centuries (Denzin & Lincoln, 1994). Zajda (2005) further stated that qualitative research is interpretive and incorporates an understanding of the epistemologies of the 'subject' of any educational research into the actual research design. Qualitative research deals with issues of social phenomena, and it is an outlook that this research aligns itself with.

The decision to adopt a suitable methodology was critical. As Hollway and Jefferson (2000) pointed out, the methodology is critical to the milieu of a study as it provides a framework within which data is collected, aggregated, and analysed. In making a comparison of qualitative and quantitative research methodology, I have summarised the characteristics of the two research methods in Table 2, which was based on Castellan's (2010) article, "Quantitative and Qualitative Research: A View for Clarity". The summary in the table indicates that qualitative research methods focus on answering the 'why' of a phenomenon; and, in contrast, in quantitative research methods, data are analysed numerically and offer a statistical outcome of a trend. In addressing the main research question of this study, a qualitative research approach is considered. Table 2 shows the characteristics of the qualitative and quantitative research methodologies.

Table 2. Characteristics of Qualitative vs Quantitative Research Methodologies

	Qualitative	Quantitative
Research Goal	To better understand human experience and behaviour; to grasp the processes by which people construct meaning; and to describe the meanings.	To show relationships between variables; statistical description, establishing facts.
Samples Selection	Purposeful sampling, participants are chosen.	Sample usually randomly selected.
Role of researcher	Involved, close to the participants	Neutral, remains detached
Data type	Interviews, observations, and documents.	Quantifiable coding with counts and measures.
Data Collection	In-depth non-standardised interviews, interviews, observation, photos/videos, and documentations.	Questionnaires, standardised interviews, structured observation, documents, randomised controlled trials.
Analysis	Thematic, comparative analysis	Statistical analysis.

A range of approaches may be appropriate for conducting a qualitative study, with the research question largely responsible for shaping the approach selected. However, the choice of methodology is influenced by the researcher's research experience and preferences. As such, in this study, the researcher's background in academic programmes and research administration in higher education, with years of experience working with both academics and international students, influenced the methodology choice.

In this study, surveys could have been useful in determining the research goals and would have provided some insight into what is done well in offshore education at UOP, but they would not have offered a deeper understanding of a participant's point of view, and it would not have

offered the opportunity for interaction between the researcher and participants. Consequently, a survey was not employed for this study.

In comparing the characteristics of the qualitative and the quantitative research methodologies for the empirical investigation, as shown in Table 2, a qualitative study seemed to be a suitable methodology. Therefore, this study sought to use a qualitative design which focused on the specific accomplishments in TNE activities at UOP, and university strategic alignment with the internationalisation polices of the New Zealand Government, and its two partner countries in China and Vietnam. This study has the potential to provide a valuable insight for ongoing TNE development within universities in New Zealand and the partner universities offshore. Additionally, this study is unique because it links international education policies in New Zealand and in two strategic partner countries for TNE, China and Vietnam.

3.2. Appreciative Inquiry as a Theoretical Framework

This section begins by describing AI as a theoretical investigation in section 3.2.1. This is followed by section 3.2.2, which elaborates on how AI is adopted as a theoretical framework by scholars. Finally, the choice of AI for this study is justified in section 3.2.3.

3.2.1. Appreciative Inquiry

As described by Whitney and Trosten-Bloom (2003), AI is the study and exploration of what gives life to human systems when they function at their best. This approach to personal and organisational change is based on the assumption that questions and conversations about strengths, success, values, hopes and dreams are themselves transformational. In 1987, David Cooperrider and Suresh Srivastva invited the world to reimagine action research in

organisations as a truly generative tool for social innovation. Cooperrider and Srivastva (1987) suggested that AI is not a thing or a static concept and that it is more than a technique. The appreciative method of inquiry is a way of living with, being with, and directly participating in the varieties of social organisation we are compelled to study, in an ongoing co-construction of reality.

AI's approach to life-centric and strengths-based organisational change continues to invite scholars and practitioners around the world to shift our attention from seeing organisational life as a "problem-to-be-solved", to being a world brimming with innovation and a "universe-of-strengths", using the five principles which include constructionist, simultaneity, poetic, anticipatory and positive understandings (Godwin, 2016, pp. 101-103). Furthermore, Godwin (2016) added that when we deepen our inquiries into the miracles of organisational life, our appreciative eye expands to see even more positive characteristics in our systems and in ourselves. AI has become a powerful tool for bringing together positive "whole system" thinking, and Godwin (2016) pointed out that, in helping to identify the strengths that exist within the organisation and to co-create the future vision for the organisation, AI has become a generative force in organisational development and change.

The characteristics of AI differentiate it from other approaches. AI seeks out the best of what may help ignite the collective imagination of what may be (Cooperrider & Whitney, 2003). Therefore, AI was used in this research to evaluate UOP's strategies and activities in international development and offshore education, its alignment with New Zealand Government policies, and its linkages with universities in China and Vietnam. The aim was to generate new knowledge that expands the possible.

3.2.2. Use of Appreciative Inquiry for Empirical Research

AI is a strengths-based approach to change and is a process for positive and collaborative inquiry that embraces shared leadership. Since AI was conceived by David Cooperrider in 1987, it has been applied in several fields, including community development, health services, and a range of organisational strategic and collaborative planning activities internationally and in the New Zealand context. To gain an insight into research work that has adopted the AI approach, a search of relevant publications was conducted via database searches and on Google Scholar. Fourteen articles were found reporting research work conducted between 2013 and 2015, the countries of these publications being the UK, Australia, Canada, the US and New Zealand. The majority of the subject areas were in health, education, organisation development, and social science studies. It was interesting to note that there were limited research publications in the field of education using the AI approach, as seen in Table 3, which provides a list of those publications I have found that used AI as the theoretical framework, and also notes the field of research investigation.

Table 3. Research Studies Adopting AI as Methodology

Research project	Authors	Type of publication	Country	Field	Methods	Year
Applying an appreciative inquiry process to a course evaluation in higher education	Kung et al.	Journal	New Zealand	Education	Experiential writing, Focus groups	2013
Using appreciative inquiry to explore Australian football coaches' experience with game sense coaching	Pill	Journal	Australia	Sport	Interview	2013
Appreciative inquiry as a method of transforming identity and power in Pakistani women	Duncan & Ridley-Duff	Journal	UK	Social Science	Workshop & interview	2014
Using appreciative inquiry to bring neonatal nurses and parents together to enhance family-centred care: A collaborative workshop	Trajkovski et al.	Journal	Australia	Health	Workshop	2015
Health inequity in people with intellectual disabilities: From	Naaldenberg et al.	Journal	UK	Health	Focus group	2015

evidence to action applying an appreciative inquiry approach						
Comparing the generativity of problem solving and appreciative inquiry: A field experiment	Bushe & Paranjpey	Journal	Canada	Organisational development	Field experiment	2015
Appreciative Inquiry: A path to change in education	Buchanan	Doctoral dissertation	US	Organisational development	Survey	2015
Midwives' perceptions of their role within the context of maternity service reform: An appreciative inquiry	Sidebotham et al.	Journal	Australia	Health	Focus group	2015
Changing an institutional environment through appreciative inquiry: Rochester Institute of Technology's College of Liberal Arts	Schlombs et al.	Journal	US	Organisational development	Workshop	2015
Discovering what works well: Exploring quality dementia care in hospital wards using an appreciative inquiry approach	Scerri et al.	Journal	UK	Health	Interview	2015
What we are like when we are at our best: Appreciative stories of staff in a community mental health center	Salyers et al.	Journal	US	Social science	Workshop & interview	2015
The contribution of the mental health support worker to the mental health services in New Zealand – An appreciative inquiry approach	Hennessy	Doctoral dissertation	New Zealand	Health	Individual and group interview	2015
Care to talk? A framework for appreciative conversations about dementia – Innovative practice	Page et al.	Journal	UK	Health	Record conversation & workshop	2016
Investigation of teacher education delivery of bicultural education	Jenkin	Journal	New Zealand	Education	Interview, online documents	2017

Based on the table above, Figure 3 shows the distribution of the fields of study which used an AI approach.

Figure 3. Distribution of Fields of Study Using an AI Approach

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Although the literature on the use of AI in higher education is relatively limited, this study demonstrates its potential to engage policy makers, influencers, university leaders and educators, by identifying the strengths that currently exist in TNE development and creating a positive future for TNE future development and implementation. The use of a data triangulation method in this qualitative research offered a comprehensive research strategy for investigating TNE development in the New Zealand context within its higher education environment. With the data collected from three sources (New Zealand university internationalisation strategies, university TNE development practices, and government policy), this data triangulation research strategy offered the validation of data through the convergence of information from different sources. With the aim of achieving greater credibility with regard to the resulting data, in parallel with data triangulation, methodological triangulation was adopted as a strategy. The use of methodological triangulation is connected to the approach of gathering data in multiple ways in the data collection process; in the case of this study, it involved semi-structured interviews and documents. It is widely accepted that a mixed method can be adapted in a research project, as it provides a better understanding of research problems, especially in

studies in political science and public policy research, by focusing on specific examples related to the research topic (Tzagkarakis & Kritas, 2023).

While reviewing the literature, AI emerged as a framework that could be appropriate, regardless of whether the participants were located in the host country (offshore), or in New Zealand (onshore).

3.2.3. Adoption of AI for This Study

The choice of research methodology is influenced by the researcher's theoretical perspective and the researcher's positive attitude towards the ways in which the data is presented. The present study has undertaken AI approaches to reach the overall aim of this study. The main research inquiry is formed to evaluate UoP's accomplishments in TNE activities and the university's strategic alignment with government policies.

Apart from AI, phenomenology and the grounded theory approach were also considered as potential theoretical frameworks to guide this study, but both were eliminated for the following reasons. Firstly, *phenomenology* was the theoretical framework that guided my master's research, which investigated learning and teaching experiences in a TNE programme delivered in Vietnam. Although I am familiar with this approach, I wanted to challenge myself and explore a new methodology to guide my doctoral study. Secondly, *grounded theory* would have been the alternative methodology, but for my doctoral research project, the focus of the exploration was the passive experiences and accomplishments, so grounded theory was not the most suitable tool for this study. Therefore, as a theoretical framework, AI was chosen, as the study was intended to explore the accomplishments of TNE activities at UoP, and university strategic and government policy alignments with relevant education providers and associated countries.

To achieve the research objectives, AI was adopted as the theoretical framework to guide the research inquiry. Subsequently, the exploration was guided by AI's 4D cycles. The areas of the exploration and specific research questions were divided into four sections, with each section corresponding to the relevant cycle. Cycle one (Discover) was intended to explore UoP's accomplishments in TNE. Cycle two (Dream) was carried out to discover new strategic directions and potential opportunities for TNE development. Cycle three (Design) was conducted to encourage participants to imagine and share their vision of TNE in the future. And cycle 4 (Destiny) offered the participants the opportunity to suggest and design activities aimed at improving TNE. Table 4 shows the AI-informed theoretical framework that was adopted by this study.

During the data collection process, the 4D cycle of semi-structured interviews was adopted in the four sets of interviews: 1) interviews with onshore participants pre-Covid-19; 2) interviews with offshore participants pre-Covid-19; 3) interviews with onshore participants post-Covid-19; and 4) interviews with offshore participants post-Covid-19. Consequently, four rounds of data analysis were conducted using thematic analysis which compared the themes that emerged from the four groups of participants.

In parallel, documents relevant to the government policies and university strategies on internationalisation in higher education were collected. These included government policies of New Zealand and the strategies of New Zealand universities, and similar documents of the countries, China and Vietnam, and universities in those countries, that are relevant to this study. In addition, the government policy documents also included New Zealand's international education competitors: UK and Australia. Details of document collection are given in section 3.3.2 and the document analysis is presented in Chapter Four.

Table 4. AI as Theoretical Framework for This Study

Areas of Enquiry	Objectives	Methods
Goal: Evaluate UoP's achievements on TNE development; and the strategic alignments of its internationalisation with the government polices of New Zealand, China and Vietnam.		
Discovery: **What is done well?**	Evaluate UoP's accomplishments in TNE activities.	Conduct semi-structured interviews with:
Dream: **What could be?**	Provide participants with an opportunity to consider unexplored potentials and opportunities for UOP and the NZ Government in TNE development.	– UoP's leaders who participate in the decision-making for UoP's strategic approach to internationalisation. – Professional staff who implement the TNE activities.
Design: **What would be?**	Participants share their knowledge of the future trends anticipated by UoP and the NZ Government in transnational international education development.	– Leaders of offshore partner universities in China and Vietnam, and government policy makers in NZ, China and Vietnam concerned with internationalisation in higher education.
Destiny: **How can it be?**	Participants present ideas of how to improve the areas that are identified in the Dream cycle, and present their ideal world of TNE strategies at UoP and government policy improvements for NZ	Analyse documents related to international higher education strategy and policy.

3.3. Data Collection Methods

3.3.1. Data Gathering from Interviews

Several factors influence the degree of structure or type of instrumentation used in a qualitative research study. The first factor is the purpose of the study. As suggested by Devers and Frankel (2000), when the study is more exploratory or it is attempting to discover and/or refine theories and concepts, it is appropriate to consider a very open-ended protocol; these authors further suggested that the second factor is the extent of existing knowledge about a subject.

Given the goals and logic of qualitative research, a purposive research strategy is often employed, rather than probability (or random) sampling strategies (Devers & Frankel, 2000). Purposive sampling is virtually synonymous with qualitative research; the general theme is that all researchers need to ask themselves what they want to accomplish and what they want to find out (Palys, 2008). Depending on the research objectives, more than one sampling strategy may be adopted as overlaps exist between the three main sampling strategies: convenience sampling, purposeful sampling, and theoretical sampling, but purposeful sampling is the most common sampling technique, and is a more intellectual strategy, according to Marshall (1996).

In essence, Devers and Frankel (2000) stated that purposive sampling strategies are designed to enhance understanding of selected participants' or groups' experiences, as researchers seek to accomplish a research goal by selecting information-rich cases – that is, individuals or groups provide the greatest insight into the research questions. The researcher must make the research design more concrete by developing a sampling frame, including criteria for selecting sites that are capable of providing answers to the research questions. This study used purposive and expert sampling methods.

There were several methods considered when undertaking this study, including questionnaires, interviews and document analysis. Having compared these possible methods, it was decided to utilise interviews and document analysis as the most suitable methods for this study in order to collect appropriate data in support of the evaluation of the theoretical framework, and to address the research question. Initially, all practitioners involved in managing and delivering TNE programmes were considered as potential participants, including operational managers and lecturers. However, to focus on the university strategies and the government policy, the occupations of the potential participants were narrowed down to managerial roles or similar, and also to people who had a close association with TNE development. The rationale was based

on the needs of the study with regard to evaluating the university's achievements in TNE, as a more experienced staff member would have more stories to share during the interviews. Therefore, interviews as a data collection instrument were chosen as appropriate. The three semi-structured interviews groups were: staff at UoP, staff based in its partner offshore host universities, and policymakers/influencers of the New Zealand Government and its agencies.

3.3.2. Document Collection

Considering the rationale for triangulation in data collection methods in this project, the researcher sought publicly available documents that related to TNE development and conducted semi-structured interviews. The types of documents collected for analysis included government policies of New Zealand, China and Vietnam, press releases, reports, budget statements, radio and television programmes, and strategic plans. These documents were obtained from the credible sources, such as the official websites of the governments of New Zealand, China and Vietnam, government ministries and their agencies, state television and radio stations, and UoP's website. A list of key documents can be found in Appendix D, Policy and Strategy Document Inventory".

3.3.3. Participant Recruitment

The potential participants were approached with an email invitation sent to the selected individuals by the researcher, including the research project summary, the Indicative Interview Questions and the Consent Form (Appendix B, "Tools"). Ethics information was also included in the invitation. This set of information enabled potential participants to reflect upon their experiences and viewpoint in advance, should they wish to participate. Subsequently, if

potential participants were interested in participating in this project, interview dates and times were arranged.

As outlined in the Participant Information Sheet, the selection criteria are as follows: a) an individual who plays a key role in developing or implementing transnational education at the universities relevant to this study; b). an influencer or a decision maker in university strategies or New Zealand government policies on internationalisation; and c). has more than two yeas of experience in the field.

As part of ensuring the transparency of the recruitment process, it should be noted that I was also recruited as a participant. This practice was adopted because the researcher's experiences and insights on UoP's TNE activities would be beneficial to the outcome of this study. It should also be noted that the researcher served as a participant who was not offered a koha; instead, the koha was offered to the interviewer – in this case, the second supervisor who stepped in and acted as the interviewer. It should also be disclosed that, in serving as a participant, the researcher followed the same consent process as all other participants, and there was no ethical issue raised.

The potential participants were invited to participate as they were closest to the focus of this research project. It was hoped that these potential participants knew most about government policies, the strategies of their organisations concerning government policies, and institutional development strategies in international higher education.

The participants consisted of seven females and 10 males across 13 departments/units of five organisations in New Zealand, China and Vietnam, including universities and government agencies; their responsibilities ranged from influencing government policies, and finance and operations management, to setting out and/or implementing university strategies.

71

Interestingly, 14 of the 20 participants had studied in a country that was not their birth country or was not where they were resident at the time of the interview. Their study destinations included the UK, New Zealand, Australia, the Pacific Islands and the Asia region. The level of the programmes they had studied ranged from certificate to doctoral degree; the subject areas ranged from English language, and computer sciences, to education, and business.

3.3.4. Semi-structured Interviews

For qualitative research, the possible forms of interview include structured, semi-structured and unstructured (Saunders, 2012). Prior to an interview, the researcher pre-designed a set of questions intended to obtain more information about specific issues, and sometimes this leads to identifying new issues that were not originally part of the interview plan (Dawson, 2002). The semi-structured interview is the most popular type used in qualitative research, as suggested by Dawson (2002), as the semi-structured interview provides flexibility to allow the researcher to vary the order of questions, depending on the flow of the conversation; the researcher is not required to follow a specific order of questions (Saunders et al., 2003). This is an effective research instrument for getting a deep insight into how people experience, feel, and interpret the social world (Mack et al., 2005).

Interviews with UoP staff members were conducted in a formal setting, either in the participant's office or in a meeting room. Visitors or phone calls were permitted during the interview. The researcher made prior arrangements with participants who are external to UoP. An appointment was made with all participants prior to the interview; the participation consent form and possible interview questions were again provided to the participants when the appointment was made.

The interview questions were designed to provide the information needed to answer the main research question. The AI research approach and literature were considered when designing the interview questions. The specific research interview questions are aligned with AI's 4D cycles, and the indicative interview questions were developed in relation to the specific research question associated with each cycle. Subsequently, each interview focused on four main topics.

- *Discover – What is done well?*

   RQ1. What are the accomplishments of UoP's TNE activities?

- *Dream – What could be?*

   RQ2. What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government in TNE strategies and policies?

- *Design – What would be?*

   RQ3. What future trends are anticipated by UoP and the NZ Government in TNE development in higher education?

- *Destiny – How can it be?*

   RQ4. How can TNE development be even better at UoP and New Zealand universities, and in the New Zealand Government?

Two set of indicative interview questions were developed, one for the UoP participants, another for the offshore participants (Appendix B). The same sets of interview questions were used in the pre- and post-Covid-19 data gathering rounds.

The process began with interviews in which participants discovered their positive experiences and insights either in the TNE activities of UoP, or in the alignment of the university's strategies with New Zealand Government policies on internationalisation in higher education. Secondly, they engaged in envisioning highpoint stories, accomplishments, strengths. This was

followed by designing and exploring unexplored potentials, and opportunities. The four stages in the inquiry process are illustrated in Figure 4.

Figure 4. Four Stages of the Inquiry Using AI's 4D Cycles

Discover

Appreciating the significant TNE activities of UoP and its strategic alignment with policies of the New Zealand Government and internationally

Destiny

Sustaining TNE activities and strategies in universities, and policies in New Zealand and globally

Dream

Envisioning unexplored potentials and opportunities for UoP and New Zealand universities, in the ASEAN region and globally

Design

Co-constructing future trends anticipated in New Zealand, the ASEAN region and globally.

I was sufficiently familiar with the topic to develop interview questions but did not have enough knowledge to anticipate the answers. Therefore, semi-structured interviews were chosen over unstructured interviews, which provided an open framework and allowed the participants to tell their stories, but still focused on answering the open-ended interview questions in a logical sequence. Furthermore, the semi-structured interview encouraged two-way communication between the interviewer and interviewee, which provided the interviewer with an opportunity to ask questions where necessary to gain a deeper understanding.

In total, 20 participants took part in interviews in total, including 17 individuals pre-Covid-19 and three individuals post-Covid-19. Fourteen interviews were conducted face to face in New Zealand, China and Vietnam. Face-to-face interviews took place either in a pre-booked meeting room, the participant's office, or a common area of a hotel. Six interviews were conducted via video conference using Zoom, Teams and WeChat software; these were used according to the preference of the interviewees, geographical issues and Covid-19 pandemic travel restrictions, which made face-to-face interviews impossible. The participants and the methods of the interviews conducted with them are shown in Table 5.

Semi-structured interviews were adopted for gathering data from the participants. This interview format allowed for guided and open-ended conversations between the researcher and participants that enabled the researcher to gain an in-depth understanding of the participant's experience, viewpoints and perceptions on the topic (Bogdan & Biklen, 2003). The questions used in the semi-structured interviews were designed to be consistent with AI guidelines.

Interviews with the participants facilitated an understanding and triangulation of the governments' policies and the institutions' strategic responses to internationalisation in higher education. Through semi-structured interviews, it was possible to gain a better understanding of this complex area; participants were more relaxed and able to share their viewpoint, work experiences and personal stories, which enabled the researcher to triangulate information found in the documentary evidence of university strategies and government policy.

Although there are specific areas that need to be discovered during a research interview, the order of the interview questions and the wording are left to the discretion of the interviewer (Bryman, 2001). This offers the researcher the flexibility to respond immediately to issues raised by participants and allow participants to discuss achievements considered to be

important to them. The researcher can remain focused on collecting data to ensure that the main research question is answered.

Table 5. The Participants and the Methods of Interviews

Number of Participants	Pre-Covid-19 onshore participants	Pre-Covid-19 offshore participants	Post-Covid-19 onshore participants	Post-Covid-19 offshore participants
Professional and academic staff who implement TNE activities	5 face to face	1 face to face	1 virtual	-
Managers/directors/senior leaders who influence university's strategy on internationalisation	5 face to face	3 face to face	1 virtual	1 virtual
Policy makers/influencers of government and/or agencies (staff who develop internationalisation policies and monitor progress)	2 virtual	1 virtual	-	-
Total				20

Indicative Interview Questions (Appendix B) were provided to the participants prior to the interview, to enable participants reflect upon their experiences and viewpoint. Interviews were conducted face to face in New Zealand, China, Vietnam and virtually. Each interview began with an introduction about the study by the researcher, and an assurance of the participant's anonymity, unless they consented to disclose their name. Each participant was interviewed individually.

It was envisaged that each interview would take approximately 30-40 minutes. However, the length of the interviews was around 50 minutes on average, with the shortest being about 40 minutes, and the longest about 80 minutes. This indicated the enthusiasm of the participants for discussing TNE accomplishments, strategies and policy development, and the richness of the raw data reflected this.

Permission to record the interviews was gained from the participants using the consent form (Appendix B). All interviews were audio recorded. Brief notes were taken during and after each interview to record the tone of the narrative, facial expressions, and body language. The notes, in conjunction with the raw data, assisted in forming themes in the data analysis.

Sixteen interviews conducted pre-Covid-19, were transcribed by an independent transcriber who signed a confidentiality agreement (Appendix B). One interview was in Chinese Mandarin language, and was translated and transcribed by the researcher. The transcription exercise enabled the researcher to identify the themes in the first instance. Once all 17 transcripts were completed, these were sent to the participants for verification, before moving into the data analysis phase.

In order to understand what has changed in a post-Covid-19 world, extend the study and recruit additional participants was determined. Therefore, an extension of the ethics application was submitted and approved in 2021. Three additional participants were recruited, two participants based in New Zealand, and one based in China. Due to the Covid-19 restrictions in place for Aucklanders at the time, all three semi-structed interviews were conducted via Teams and/or Zoom video conference. And again, the same data collection process applied. The interviews were recorded via Team or Zoom. Both Teams and Zoom are able to produce transcripts of the records, which the researcher took advantage of and then cross-checked the accuracy of the transcript by listening to the interview recordings.

3.4. Data Analysis Methods

3.4.1. Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating printed documents and electronic documents, including internet-transmitted material. It involves examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge (Bowen, 2009). As part of document analysis, a variety of forms of documents can be considered for systematic evaluation. Bowen (2009) suggested that suitable types of documents include: meeting minutes, diaries, manuals, books, brochures, letters, memoranda, newspapers, press releases, radio and television programmes, reports, and surveys. Merriam (1998) also pointed out that documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem.

When determining the type of data to be used, Caulley (1983) recommended that the researcher should focus on records that report on the organisation being studied, including its origin, history, operation, and impact. Yanow (2014) advised that document reading can also be part of an observational study and documents can provide background information prior to conducting interviews, as they may corroborate observational and interview data, in which case the researcher is 'armed' with evidence that can be used to clarify or challenge what is being told.

In policy research, as Owen (2014) stated, almost all likely sources of information, data, and ideas fall into two general types: people and documents. More specifically, Owen (2014) further stated that the researcher should seek copies of the law, rules, regulations, guidelines and legal interpretations that can help to set forth the legal basis for the project; in addition, other essential documents are annual reports, financial statements, budget justifications, memoranda, meeting minutes, organisational charts and newsletters.

Document analysis is often used in combination with other qualitative research methods as a means of triangulation. By triangulating data, the researcher attempts to provide a confluence of evidence that breeds credibility (Eisner, 1991). Bowen (2009) pointed out that, in seeking convergence and corroboration through the use of different data sources and methods, it is expected that the researcher will need to draw upon multiple sources of evidence, including documents, interviews, observation and physical artifacts. By examining information collected through different methods, the researcher can corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study (Bowen, 2009).

There are several advantages in using document analysis for qualitative research. However, Patton (2002) raised the concern that documents may have some limitations in terms of the accuracy and completeness of the data.

Table 6. Advantages and Limitations of Document Analysis Method

Advantages	Limitations
Efficient: less time-consuming.	Insufficient details: usually do not provide sufficient detail to answer a research question.
Availability: since the advent of the internet, many documents are in the public domain.	Not retrievable/low retrievability: some documents may be deliberately blocked.
Cost effective: less cost (or no cost), and the data contained in the documents have already been gathered.	Biased selectivity: in an organisational context, the available documents are likely to be aligned with corporate policies and procedures.
Lack of conspicuousness and reactivity: unaffected by the research process.	
Stability: non-reactive, suitable for repeated reviews.	
Exactness: exact names, references, and details of event.	
Coverage: broad coverage, long span of time, many events, and many settings.	

The limitations listed in Table 6 are potential flaws rather than major disadvantages. Bowen (2009) emphasised that document analysis offers advantages that clearly outweigh the limitations. In addition, because documents are context-based, Bowen (2009) suggested that data should be collected and evaluated against other sources of information.

The exploration of such documents from different angles was valuable for this study and enriched the researcher's knowledge about TNE strategies at the national level. The document analysis method, in conjunction with the semi-structured interview analysis, enabled the researcher to identify UoP's accomplishments in TNE activities, and its strategic alignment with the Government of New Zealand, its offshore partner countries and policies from global organisations, such as UNESCO and ASEAN.

3.4.2. Thematic Analysis of Interview Data

In qualitative analysis, the analyst is required to "create or adopt concepts relevant to the data rather than to apply a set of pre-established rules" (Merriam, 1998, p. 165). After the semi-structured interviews were transcribed, the next step was to filter and reduce the data collected from the interviews; this step sought to simplify and organise data into more easily manageable components (Punch, 1998). Thematic analysis was employed in this study in order to identify the "recurring messages that pervade the situation" (Eisner, 1991, p. 104). Merriam (1998) pointed out that it is the researcher who selects what aspects of the data to use. In order to filter the data and condense the interviews, decisions needed to be made on what to include or exclude. When data in this study were collected for analysis, the selection process focused on understanding the accomplishments in TNE development at UoP, and strategic alignment with government and global policies on internationalisation in higher education. Therefore, the data presentation remained focused on these accomplishments, strategies and polices. Although

each of the participants shared their own experiences and viewpoint, the thematic framework was chosen in order to identify what has been done well in TNE activities, and also to identify unexplored potential and designs for future TNE strategies and policies.

In the *first phase* of filtering the interview data, NVivo was employed, as it is a useful tool in processing a large amount of data for qualitative data analysis (Miles & Huberman, 1994), and it is an essential and effective tool for examining the raw data and re-grouping and interpreting the information. During this phase of the data reduction process, the researcher began by importing the interview transcripts of onshore and offshore interviews pre- and post-Covid-19 into NVivo software separately, at the time when the data was collected, and information from those interviews were examined by NVivo. As the primitive themes emerged, insignificant data were reduced, which allowed the researcher to focus on analysis the most relevant data.

In this phase, government policy and university strategy documents on internationalisation were also imported to NVivo and any relevant information regarding TNE identified.

In the *second phase* of interview analysis, the researcher read through all the electronic interview transcripts and played the audio interview recordings, in order to get a sense of what was said by each participant about their viewpoint on TNE accomplishments, strategies and policy alignments. By doing this manually, the researcher gained familiarity with the raw data collected from each sub-group/level of participants. During this process, the researcher paid attention to the themes and words suggested in phase one. To further reduce the data and cross-check the themes suggested, a word search engine was used for all interview transcripts pre- and post-Covid-19, the key words including: accomplishment, strategy, and policy; those areas were highlighted in the interview transcript e-documents, which led to similar sections of the interview transcripts that were highlighted from phase one via NVivo. Data identified as

significant was combined into one document and categories in the themes were highlighted; the document was saved as a short version of the interviews.

In addition, audio recordings of the interviews were listened to, which provided the researcher with an opportunity to gain a deeper understanding of the participants' narratives and to identify any additional themes that might have been unidentified in phase one, or to note areas that might require clarification or further attention. There were no new themes identified. Furthermore, as the primary motivation of the study is to evaluate the accomplishments in UoP's TNE activities and identify future trends in internationalisation in higher education, and considering the common topics that emerged from the data, the focus lay in the university's strategy and policy.

In *phase three*, the Word Cloud Generator was deployed for each of the interviews. The Word Cloud images produced (Appendix C) offered the key words which were perceived to be significant to the participants. This phase involved drawing conclusions, and verification involved looking for the themes that emerged from the analysis of interview transcripts, seeking to match data sets, and comparing the themes that emerged from each participant group, and as well as identifying strategy and policy alignment across universities and nations. This part of the process offered an additional opportunity for understanding the shared experiences between the different groups and levels of the participants, and to explore the accomplishments of TNE activities and their alignment with government policies.

3.4.3 Data Triangulation

Data triangulation was employed to analyse the data collected, including the content of documents, along with the data gathered from interviews. The rational for triangulation is that each method reveals different aspects of empirical reality and serves as a check point of validity.

In qualitative research, triangulation refers to combining several different methods of inquiry and data collection in a single study (Miles & Huberman, 1994), which provides enhanced evidence, and ensures the evaluation of the data is credible and dependable. The analysis started with transcribing, coding and categorising the data into different data sets, and then comparing the data. The similarities in and differences between each category were critically analysed, with the aim of interpreting the meaning of the data.

It was essential to manage the data systematically and keep track of answers to the main research question. The data display phase not only mapped out the data clusters that emerged, but also turned the data into visual representations and illustrated linkages between each group of participants, alignments between university strategies and the policies of governments and global organisations in terms of internationalisation in higher education. Figure 5 was created to illustrate the linkages between the three data sets: practitioners; university strategy decision makers/influencers and university strategy documents; and policy makers/influencers and national and global government policy documents.

Figure 5. Triangulation of Data Analysis

Data Set III

Documents: Policy (Global / ASEAN Regional / Government)

Data Set I

Themes that emerged from interviews

TNE accomplishments, university strategy alignment with government policy

Data Set II

Documents: University Strategies (UoP, NZ universities, UniCN and UniVN)

3.5. Ethical Considerations

In order to collect data from people, an ethics application was submitted to Auckland University of Technology Ethics Committee (AUTEC) for approval prior to conducting interviews and collecting commercially sensitive documents (unpublished documents). The researcher also consulted supervisors about the ethical matters involved in this study. The guidelines provided by AUTEC were followed.

The ethics application to conduct the research was approved by AUTEC in 2019 when the researcher became a doctoral candidate. Additional interviews were approved for additional participants post-Covid-19 in 2021. The approval letter is attached in Appendix A.

This study involved 20 semi-structured interviews, with participants including New Zealand government policy makers and influencers regarding international higher education from

organisations such as Education New Zealand, Universities New Zealand and the Ministry of Education. The participants within the universities involved in this study are institution leaders, academic and professional staff who were involved in international and TNE development and implementation at UoP and its offshore partner universities.

A number of ethical issues were considered and dealt with. Several ethical considerations were carefully addressed in this study.

The first issue involved the researcher's interactions with institutional leaders who were participants from the universities involved, suggesting a potential power dynamic. To manage this, a summary of the research project was provided to the participants before their interviews to clarify the researcher's role, which was also reinforced at the start of each interview.

Secondly, it was noted that some participants could be at risk of being identified, and that confidentiality and anonymity may not be secure. To eliminate the risk, all participants' names were replaced with a pseudonym, unless otherwise agreed by participants. Gender, roles, organisation and location of the participants were also excluded. Also, due to issues of commercial sensitivity, the researcher was aware that some information was not provided by participants during the interviews, or only released conditionally. Participants were assured that such information would not be recorded during the interview and would not be included in this study.

Prior to the commencement of data collection, an invitation and a copy of the research information sheet was sent to participants. Participants were required to sign a consent form before the start of interviews. All participants were provided with an information sheet about the research. Information sheets for government policy makers, university decision makers

and practitioners were developed. All participants were given the opportunity to ask questions prior to signing the consent form.

Lastly, to ensure all participants' confidentiality was protected, all participants were given a code as an identifier. The researcher has ensured all data are treated with respect and confidentiality. In accordance with AUTEC's requirements, all data collected, such as interview recordings/transcripts, documents containing commercially sensitive information, and the analysis of data will be stored in locked filing cabinets on the premises of AUT. All data will be held for five years from the completion of this study.

3.6. Chapter Summary

This chapter began by explaining the significance of qualitative research for this study, which led to the discussion regarding why AI was chosen as a theoretical framework over phenomenology and grounded theory, along with a critical analysis of AI's limitations and advantages for studying international education policy and university strategies. It was argued that AI is viewed as a philosophy that provides guidance for the design of interviews questions and the conduct of the research process, with a focus on exploring the positive experiences of the participants. This was followed by a description of data collection and data analysis methods.

The next chapter details the analysis of documents on internationalisation in the higher education policies of the government and global organisations, and university strategies prior to the Covid-19 pandemic.

Chapter Four

Document Analysis of Government Policies & University Strategies on Higher Education Internationalisation

Narrow the gaps. Bridge the divides. Rebuild trust by bringing people together around common goals. Unity is our path. Our future depends on it.

– António Guterres, the Secretary-General of the UN

Message for the New Year: An Alert for the World, 31 December 2017.

This chapter provides an analysis of the higher education internationalisation policies and university strategies of relevant organisations as they stood prior to the Covid-19 pandemic. The aim of this chapter is to provide an analytic view of the policies and strategies that led to positive impacts at the global, regional and national levels, as well as some of the good practice at the universities.

4.1. Education Policies of the United Nations

The UN's Sustainable Development Goals (SDGs)[5] came into effect in 2016. There are 17 SDGs identified, providing guidelines for UN development policy and funding partition until 2030 (UN, n.d.). Quality education is listed as one of the goals, the aim of this goal being to ensure inclusive and equitable quality education, as well as to promote lifelong learning opportunities for all. Global citizenship and the appreciation of cultural diversity are key target areas. The UN aims to increase enrolment in higher education in developed countries, including information and communications technology, technical, engineering, and scientific programmes, by 2030.

SDG 17 strives to "Strengthen the means of implementation and revitalize the global partnership for sustainable development". This reflects internationalisation's value and purpose. Goal 17 further explains that successful sustainable development requires partnerships between governments, the private sector and civil society; these include "partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre, are needed at the global, regional, national and local level" (UN, n.d.). UNESCO is the only UN agency with a mandate in higher education; it works with countries to ensure high quality higher education opportunities are available for everyone, and inclusion, the recognition

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[5] The SDGs were adopted by the UN in 2015 as universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity.

of qualifications and quality assurance, in particular in developing countries, have been UNESCO's focus.

At the 40th session of the General Conference of UNESCO in November 2019 (UNESCO, 2019) in Paris, France, the meeting adopted Global Convention on the Recognition of Qualifications Concerning Higher Education. The convention defines cross-border education as all modes of education delivery which involve the movement of people, knowledge, programmes, providers and curriculum across state parties' borders, including, but not limited to, quality-assured international joint degree programmes, cross-border higher education, offshore education and borderless education, and TNE (UNESCO, 2019).

Member states are encouraged to promote and reinforce international cooperation, as point 15 of the *Recommendation on Open Educational Resources (OER)* (UNESCO, 2020a) pointed out. This means stimulating cross-border collaboration and establishing regional and international funding mechanisms for promoting and strengthening partnerships that can support international, regional and national efforts. In addition, the contribution of intercultural communication skills, the management of multicultural groups and promoting universal values are also supported.

In order to mitigate the potentially devastating consequences of the Covid-19 pandemic, *Policy Brief: Education During Covid-19 and Beyond* was released by the UN in August 2020. It acknowledged the remarkable innovation in response the pandemic to support learning and teaching by education providers and encouraging policy makers and education providers to reimagine education and accelerate positive change in teaching and learning (UN, 2020, p. 23), and continue to build resilience of education systems, so that they are flexible and able to mobilise alternative modes of delivery (UN, 2020, p. 25).

The Covid-19 pandemic has created the greatest crisis of education systems in history. Since the crisis began in early 2020, more than 1.6 billion learners, 94% of the world's student population in more than 190 countries across the globe, have been impacted by the closure of their schools to contain the virus (UNESCO, 2020c). In response to the Covid-19 pandemic, in addressing the challenges faced by education, science and cultural sectors and in steering the global response, UNESCO announced the creation of a UNESCO Covid-19 Emergency Task force in March 2020 to support national responses and share effective policy responses, aiming to mobilise all public and private resources to manage the crisis (UNESCO, 2020c).

UNESCO launched the Global Education Coalition in March 2020 (UNESCO, March 2020), as a platform for collaboration and exchange to protect the right to education during this unprecedented disruption in education and beyond. "The Global Education Coalition in Action" was released in September 2020, stating that one of the Coalition's objectives was to scale up distance learning and connect every learner and education institution to the internet. The document provided short-term strategic direction for the Global Education Coalition and laid a roadmap to December 2020.

Many developed countries provide a range of large-scale government scholarships to developing nations. Often, these scholarship initiatives are designed to strengthen the ties between the providing countries and other countries around the world (UNESCO, 2018a). Examples of these major scholarship programmes are: the Fulbright Programme offered by the US Government since 1946; King Abdullah Scholarship Programme (KASP) of the Saudi Government offered since 2005; and the Brazil Scientific Mobility Programme (BSMP) which operated from 2011 to 2016 and funded thousands of undergraduate and postgraduate students to study science, technology, engineering and mathematics (STEM subjects) (UNESCO, 2018a).

4.2. International Higher Education Policies in the Asia-Pacific Region

In recognition of higher education qualifications and learning, there have been six conventions under the aegis of UNESCO since the late 1970s and early 1980s. The first regional convention on the recognition of studies, diplomas and degrees in higher education was for Latin America and the Caribbean and was held in Mexico City, Mexico, in July 1974 (UNESCO, 1974), followed by: the Mediterranean Convention in Nice, France, in December 1976 (UNESCO, 1976); the convention for the Arab States in Paris, France, 1978 (UNESCO, 1978); the convention for the Europe region in Paris, France, in December 1979 (UNESCO, 1979); and the convention for African States in Arusha, Tanzania, in 1981 (UNESCO, 1981).

Finally, the convention for the Asia and the Pacific region was adopted in December 1983, in Bangkok, Thailand, and came into force from October 1985 (UNESCO, 1986). The convention was guided by a common will to strengthen geographical, cultural, educational and economic ties, and the fact that many parties among the Asia-Pacific members have concluded bilateral agreements regarding the recognition of qualifications in higher education, but also recognising that they were desirous of strengthening such efforts by engaging in international collaboration at the global level with the parties to the other Regional Conventions of UNESCO (UNESCO, 2011).

The Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education, also known as the Tokyo Convention, was drafted in 2011 (UNESCO, 2011), and replaced the Bangkok Convention 1983. The Tokyo Convention laid the basic principles for the recognition of higher education qualifications in the Asia-Pacific region. After several years of delay since the Asia-Pacific Convention was adopted in 2011, five founding countries – China, Japan, South Korea, Australia and New Zealand – finally, deposited their instruments

of ratification with UNESCO and the convention came into force in February 2018 (UNESCO, 2018b). Promoting the mobility of students and professionals across the Asia-Pacific region, the convention aims to establish a regional framework for the recognition of qualifications in higher education and to facilitate the recognition of degrees and qualifications awarded by institutions in different countries.

Much of the Asia-Pacific region's growth has been stimulated by the ability of people to move across borders for business, tourism, and education. As countries gradually reopened their borders after the immediate Covid-19 health crisis, the economic leaders in the Asia-Pacific region met in November 2021 in New Zealand; through their joint declaration, the leaders reaffirmed their commitment to supporting skills development and workforce training, including promoting vocational education and training, strengthening partnerships between education providers and industry, and developing programmes (Asia-Pacific Economic Cooperation [APEC], 2021). Consistently, the APEC[6] leaders endorsed their support for enhancing an open and interconnected Asia-Pacific region, and strengthening physical, institutional and people-to-people connectivity as well as taking advantage of digital connectivity (APEC, 2022).

4.3. UK Government Policies on Internationalisation in Higher Education

TNE has become increasingly important in many universities in the UK (UK Government, 2013). In 2015, about 75% of UK institutions were engaged in TNE, and the offshore enrolment number had grown to over 570,000 in more than 20 countries, including 474,000 enrolments at undergraduate level, and 96,000 enrolments in postgraduate studies through joint programme

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[6] APEC is a regional intergovernmental forum that aims to promote economic cooperation and free trade among its member economics. Education is one of the priority areas for APEC.

delivery with an offshore institution, distance programmes and offshore campuses (Wilkins, 2016). The UK Government has had a number of policies and strategies in place to support TNE. The following describes some of the key policies and strategies.

The *International Education Strategy: The UK Government's International Education Strategy*, published in 2019, sets out a vision for the UK's education sector to remain globally competitive and to increase the number of international students studying in the UK. The strategy includes a focus on TNE, with a goal to increase the number of students studying for UK degrees overseas to 600,000 by 2030.

Students pursuing academic programmes offered offshore reached over 700,000 in 2017, with 82% of UK universities offering TNE (Universities UK, 2017). This indicates enrolment in UK TNE programmes increased by 17% between 2011-2012 and 2015-2016 ("More Than 700,000 Foreign Students," 2018). These figures show TNE is growing in numbers and is an essential component of the export education strategy of the UK Government. Transnational education not only offers high quality academic programs to young people but also brings a positive impact on the host country's economy and society. Furthermore, as Tsiligkirs and llieva (2022) suggest, TNE supports the integration of internationalisation while advancing impact and sustainability goals. In relation to China, the British Council (Universities UK, 2022) suggested that the UK holds the top position in China's TNE market with more than 260 partnerships at degree level and above, and nearly 57,000 new enrolments towards a UK qualification in China every year.

The UK Government's *Global Screen Strategy*, published in 2018, includes a focus on TNE in the creative industries. The strategy includes a goal to increase the number of international students studying creative subjects in the UK, as well as the number of UK students studying abroad in creative fields. The 'Education is GREAT' campaign is a government-led initiative

that promotes the UK's education sector around the world. The campaign includes a focus on TNE, with a goal to increase the number of students studying for UK programmes overseas.

The UK Government has an 'all of Asia and Pacific' policy, working with different partners in the Asia-Pacific region on areas of mutual interest, and continually looking for opportunities to expand their engagement in the region (UK Government, 2015). The Department for International Trade (DIT) of the UK Government is responsible for promoting international trade and investment. The DIT works to support UK higher education providers in their efforts to develop and deliver TNE programmes, including providing advice and support on market research and business development. Overall, the UK Government has a range of policies and strategies in place to support TNE as part of its wider efforts to promote the UK's education sector and increase international collaboration in education.

China is one of the internationalisation strategic partners for the UK Government, and several bilateral cooperation agreements have been made between the governments of the UK and China since 2000. One example of this was an ambitions framework agreement on education collaboration signed by Jo Johnson, the Conservative Party's Minister for Universities/Sciences in the UK Government, and Yuan Guiren, the Minister of Education of China, at the UK-China People to People Dialogue held in London in 2015. This agreement prioritised a partnerships policy between the UK and China, the areas of collaboration including the mobility of students, teachers and researchers, collaboration across quality assurance, and a new mode of delivery of transnational academic programmes. The UK Minister said:

> "Our relationship with China is entering a new phase of scientific and educational collaboration on an unprecedented scale. Our agreement will bring researchers together to address global challenges, change the lives of young people through better access to

sports, and build partnerships across school, vocational and higher education to provide

students in both countries with the right skills to become the leader of the future." (UK

Government, 2015)

The UK Government press release (UK Government, 2015) confirmed a total of 23 education

agreements were signed at the 8th UK/China Education Summit, which will see universities in

the UK and China working closely to boost joint academic research, student exchange, and the

establishment of new connections between institutions. The press release also emphasised that

science, technology, engineering and maths (STEM subjects), language, sports, art and other

creative subjects would be the focus for the collaborations, which was a significant education

development between the two countries (UK Government, 2015).

4.4. Australian Government Policies on Internationalisation in Higher Education

The Australian Government signed The Tokyo Convention in 2014; this was a significant

contribution to the Australian international education industry which influenced the

implementation of the Australian *National Strategy for International Education 2025*

(Australian Government, 2016f). Simon Birmingham, the Minister for Education and Training

of Australia, was pleased that the Australian Government had reached a landmark agreement

to recognise university qualifications between Australia and key Asia-Pacific nations (Civinini,

2018).

Birmingham (2018) indicated that The Tokyo Convention will enable the 1.5 million students

who studied at Australian higher education providers in 2016 to realise the full value of an

Australian qualification in a globally mobile world. It is very likely that this will benefit all

Australian higher education graduates, both domestic and international, by providing greater opportunities to work or study across the Asia-Pacific region. Furthermore, Birmingham added that

> "the new agreement would further strengthen education cooperation and cultural ties between Australia and some of its most important education and economic partners and encouraged other countries in the region to sign on to the convention." (Australian Government, 2018a)

An expert in foreign affairs, defence and the security of Australia, Geoff Wade (2016), described the key issue of the One Belt, One Road (OBOR) initiative as a Chinese economic and strategic agenda. Wade acknowledged that the initiative permits new infrastructure and economic aid to be provided to needy economies, although critics claim that it facilitates Chinese economic and strategic domination of the countries along these routes. However, the Australian Government saw the OBOR initiative as providing a global context for China's growing economic links with Australia (Parliament of Australia, 2016). Another avenue for encouraging Australia's further engagement with OBOR is China's funding and support of various related local academic conferences and seminars (Wade, 2016).

China has been and still is the largest international student partner for Australia; this was recognised on the Council for International Education 2018 report to the Prime Minister of Australia (Australian Government, 2018b). One of the recommendations of the report was to continue to focus on China. A Chinese Working Group was established in 2018 with the main goal being to consider the opportunities and "investigate how Australia can diversify and refresh its education engagement with China to ensure it is keeping pace with China's rapidly developing education system and changing aspirations for education cooperation" and "identify new approaches to quality assurance and collaboration" (Australian Government,

2018b, p. 19). This is a clear indication that China will remain in its position as the Australian Government's strategic partner in the education sector in the years to come.

Australia's higher education system consists of 169 higher education providers, including 43 universities; 24 of these universities featured in the *THE*'s "World's Most International Universities" in 2015. In the same year, Australia was ranked third in the world for attracting international students in tertiary education and held around 6% of the international student market worldwide (Australian Government, 2016f), just behind the US, which held 19%, and the UK, which held 10% of this market (as of 2016).

Like the UK, Australia has experienced growth in TNE. There were 110,116 students enrolled in programmes offered by Australian institutions offshore in the year 2012-2013, which represented 33.5% of international students in Australian higher education programmes (Wilkins, 2016). The Australian Government predicted that students enrolled in offshore programmes would represent 47% of all international enrolments in Australian institutions by 2025 (Australia Government, 2015).

The Australian Government Department of Education and Training is responsible for developing and maintaining Australia's bilateral education relationships. As part of this department, the International Group facilitates discussions at the ministerial and senior government level, and is responsible for developing relationships with other countries (Australian Government, 2016b). Formal agreements such as memoranda of understanding (MoU) are an important part of these relationships. Moreover, the International Group also conducts the ongoing monitoring and review of these agreements.

To ensure Australia continues to succeed in the international education development, Senator Hon Richard Colbeck was appointed as the Minister of International Education by the Australian Liberal Coalition Government in September 2015 (Australian Government, 2016d),

and was the first Minister to hold the portfolio for International Education Development in Australian history. The international education sector was worth more than A$19 billion to the economy and supported more than 130,000 jobs in the cities and regions of Australia (Australian Government, 2016c).

On 30 April 2016, Australia's first *National Strategy for International Education 2025* was launched (Australian Government, 2016e). The strategy highlights the importance of international education to Australia. At the launch of the strategy, Senator Colbeck noted that Australia sits at number three globally behind the US and the UK in the international education space and sees the opportunity to continue to grow their place in this market. The strategy is about placing Australia in a strong and competitive position internationally in a sector that is borderless and global.

The Turnbull Government's Budget 2016-2017 committed A$12 million over a four-year period to support the implementation of the strategy (International Education Association of Australia Annual Report, 2016). International education was identified as one of the five key economic super-growth sectors for Australia (Australian Government, 2016c), as it offers an unprecedented opportunity for Australia to capitalise on increasing global demand for education services (Australia Government, 2015).

To encourage international education development in higher education, Senator Colbeck also announced the creation of the Council for International Education at the launch of the *Strategy for International Education 2025* in 2016. The Council for International Education works with the government and the sector more broadly to implement the strategy; and provides the vital industry experience to enable Australia's international education sector to be more adaptive, innovative and globally engaged (Australian Government, 2016a). The announcement

demonstrated the commitment of the Australian Government to supporting international education development.

The Australian Government has developed a number of policies and strategies to support TNE in Australia. TNE is an important part of Australia's education sector and helps to expand the reach of Australian universities and provide international students with access to high-quality education. The *National Strategy for International Education 2025*, which was launched in 2016, sets out a 10-year plan for the growth and development of Australia's international education sector. The strategy includes a focus on TNE and aims to increase the number of Australian students studying offshore, as well as the number of international students studying in Australia.

The Australian Government's New Colombo Plan is a scholarship programme that provides funding for Australian students to undertake study and internships in the Indo-Pacific region. The programme aims to deepen Australia's relationships with its regional neighbours and increase the number of Australian students with international experience. The *Australia Global Alumni Engagement Strategy*, which aims to engage with and support Australian alumni who have studied in Australia or through Australian education providers offshore, is intended to build strong relationships with alumni and to leverage their skills and knowledge to support Australia's international engagement.

The Australian Government implemented a number of policies and strategies to support the TNE sector during the Covid-19 pandemic. One of the key policies was the creation of a TNE taskforce to provide guidance and support to the sector. The taskforce included representatives from government, industry, and education providers, and was responsible for developing and implementing a range of initiatives to support the TNE sector during the pandemic. Another policy was the introduction of a number of regulatory changes to support TNE providers. For

example, the government allowed TNE providers to deliver up to 100% of their courses online without requiring regulatory approval, which helped to facilitate the transition to online learning during the pandemic.

The Australian Government also provided financial support to the TNE sector, including an A$18 billion package of measures to support universities and other education providers impacted by the pandemic. This package included funding for research, the establishment of a relief fund for international students, and the provision of additional support for TNE providers. In addition, the government implemented a range of measures to support international students who were studying in Australia or enrolled in TNE programmes. These measures included changes to visa arrangements, financial support, and the establishment of a Covid-19 hotline and other support services.

Overall, the Australian Government's TNE policies and strategies aim to support the growth and development of Australia's international education sector and to ensure that TNE programmes are of high quality and are delivered in an ethical and sustainable manner. During the Covid-19 pandemic, the Australian Government implemented a range of policies and strategies to support the TNE sector, supported education providers and international students who were impacted by the Covid-19, and facilitated the transition from on-campus to online teaching and learning.

4.5. Chinese Government Policies on Internationalisation in Higher Education

A policy paper *Education in China* was released by the Chinese Government in 2013. It sets out the government's vision for education in China, and includes a focus on promoting

international cooperation and exchange in education. TNE is seen as an important way of achieving this goal, and the policy encourages universities to establish partnerships with institutions in other countries and to develop international TNE programmes.

China launched the OBOR initiative led by President Xi Jinping with the People's Republic of China 2013 (The State Council, the People's Republic of China, 2018). The term derives from the overland 'Silk Road Economic Belt' and the '21st-Century Maritime Silk Road'. This foreign policy and economic strategy is widely seen as China's effort to increase its global influence. The OBOR is a Chinese Government initiative that aims to promote economic development and cultural exchange between China and countries along the ancient Silk Road. TNE is seen as a key component of the OBOR, and the Chinese Government has encouraged universities and other educational institutions to establish partnerships and collaborations with institutions in other countries as part of the initiative.

Following the release of the OBOR initiative in 2013, the *Education Action Plan for the Belt and Road Initiative* was issued by the Ministry of Education of the People's Republic of China in July 2016. In its mission statement, it describes how

> "Education is vital to the strength of a country. … It has a fundamental and guiding role to play in the Belt and Road Initiative. Educational exchange can serve as a bridge to closer people-to-people ties, whereas the cultivation of talent can buttress the efforts of these countries toward policy coordination, connectivity of infrastructure, unimpeded trade, and financial integration along the routes." (Chinese Ministry of Education, 2016)

This is a clear indication that China plans to impose its influence on the countries along the route through educational activities as a foreign policy. This policy is here for the longer-term, and the Chinese Government's determination to continue developing its global connectivity and influence can be seen in the mission statement: "China will consistently stick to its open

policy in education and deeply integrate with the global trends in educational reform and development" (Chinese Ministry of Education, 2016).

The top priority for cooperation in the *Education Action Plan for the Belt and Road Initiative* (Chinese Ministry of Education, 2016) is the aim to carry out cooperation to improve educational interconnectivity through "strengthening coordination on education policy." This aim incorporates joint studies on how to coordinate domestic laws and policies on education among the Belt and Road countries and sharing the mechanism for education policies; in doing this, the aim is

> "to provide advice to the governments of the Belt and Road countries on coordinating education policies. [Moreover, China will] redouble efforts to reach bilateral, multilateral, and sub-regional framework agreements for educational cooperation; propose an international instrument on educational cooperation and exchange among the Belt and Road countries." (Chinese Ministry of Education, 2016)

It is worth noting that "steadily breaking policy-related bottlenecks in educational cooperation and exchange "is part of the Action Plan as one of the top priorities, as the Chinese Government "seeks to establish more arrangements to have academic credits to be mutually recognized and more dual and joint degrees conferred, with the prospect of working concertedly to build an integrated educational community" (Chinese Ministry of Education, 2016).

Education Modernization 2035 is a long-term strategy that was launched by the Chinese Government in 2017. It aims to transform China's education system and make it more internationally competitive. TNE is seen as a way of achieving this goal, and the strategy calls for the development of high-quality TNE programmes that can attract international students and help to establish China as a global leader in education. These policies and strategies

demonstrate the Chinese Government's commitment to promoting TNE as a way of strengthening the country's education system and increasing its global influence.

In response to the pandemic, the Chinese Government implemented a range of measures to contain the spread of the virus, including the closure of schools and universities. This led to significant disruptions in the education sector, including the delivery of TNE programmes. To address these challenges, the Chinese Government and education providers implemented several policies and strategies. This include shifting to online learning: Many universities in China moved to online learning to ensure continuity of education during the pandemic. This included the delivery of TNE programmes via online platforms.

China shares land borders with 14 countries, and has eight maritime neighbours, which means China and its neighbours are closely bound by geography. Through the OBOR initiative, China's foreign policy promotes a 'China-ASEAN community of shared destiny' (中国-东盟命运共同体) (The State Council, The People's Republic of China, 2018). China's relations with ASEAN are based on two tracks – its bilateral relationship with each member and its cooperative relationship with ASEAN. While handling complex bilateral relations with each country, China has given priority to developing a relationship with ASEAN (Zhang & Wang, 2017).

4.6. Vietnamese Government Policies on Internationalisation in Higher Education

The Vietnamese Government has recognised the importance of internationalisation and TNE in its higher education system, and has developed a number of policies and strategies to support its development. One example was the Decree 73/2012/ND-CP on *International Cooperation*

and Foreign Investment in Education, which provides a legal framework for international cooperation and TNE in Vietnam. It sets out the procedures for establishing and operating TNE programmes, and includes provisions for the quality assurance, accreditation, and licensing of TNE programmes.

The National Foreign Language 2020 Project aims to improve the English proficiency of Vietnamese students and faculty members, in order to facilitate internationalisation and collaboration with foreign partners, including in the area of TNE. Encouraging universities and other education institutions in Vietnam to offer online courses and distance learning options helps students continue their studies remotely.

4.7. New Zealand and its Universities

New Zealand is in an early stage of TNE development, compared with the major education exporting countries such as Australia and the UK. TNE is an important area of international activity in most institutions in New Zealand and has become an important part of New Zealand universities' profiles.

4.7.1. The Development of Government Policies and the Roles of the Government Agencies for Education

The *New Zealand Tertiary Education Strategic Plan 2010-2015* (New Zealand Ministry of Education & MBIE, 2010) indicated that tertiary education participation has expanded all over the world, and that it has become more international, with greater global networking and more mobile staff and students. The plan encouraged institutions to ensure their international activities are managed to achieve high-quality learning for international students, including offshore students.

The New Zealand Government set out its policies to encourage the international education industry and universities to grow their international activities when the *Leadership Statement for International Education* was released by the New Zealand Government in 2011. Building education relationships with key partners was one of the priorities:

> "In order to sustain effective relationships with partner countries in Asia and the Gulf region, especially, then we will need to pay greater attention to reciprocal and offshore arrangements for the delivery of education." (New Zealand Government, 2011b, p. 7)

One of the objectives was to "increase annual revenues from providing education services offshore to at least $0.5 billion," and "increase the number of international students enrolled in providers offshore from 3,000 to 10,000 by 2025" (New Zealand Government, 2011b, p. 7).

One of the action plans in the *Leadership Statement* 2011 was to develop quality assurance standards for the offshore delivery of tertiary education programmes (New Zealand Governemnt, 2011b, p. 5). To implement the action plan, New Zealand's education qualifications agency, the NZQA (2012b) released the *New Zealand Qualification Framework (NZQF) Offshore Programme Delivery Rules*, which came into effect in September 2012. These rules were made under section 253 of the New Zealand Education Act 1989 and are aligned with UNESCO/OECD *Guidelines for Quality Provision in Cross-Border Higher Education*. They provide regulations for programmes delivered offshore by New Zealand institutions (NZQA, 2012b).

In 2011, the New Zealand Government passed Education Amendment Bill No. 4 (New Zealand Government, 2011a), and Education New Zealand was established as a new Crown agent to:

> "lead New Zealand's drive to expand international education, and to manage the Crown's investment in New Zealand's international education promotion and offshore

activities. Education New Zealand represents the combination of the functions and funding of 3 separate entities into 1 organisation, operating under 1 board and accountable to a single Minister of the Crown." (New Zealand Government, 2011a, p. 2).

The *Leadership Statement* 2011 outlined the key roles of the government agencies in supporting the New Zealand Government (New Zealand Government, 2011b). See Table 7, below.

Table 7. The Roles of New Zealand Government Agencies on International Education

New Zealand Government agencies	Key roles in supporting the *Leadership Statement*
Ministry of Education	The government's principal advisor on international education, along with MBIE, will advise on policy changes required to deliver the *Leadership Statement* for international education, and monitor the agencies responsible for implementation.
Education New Zealand (ENZ)	Responsible for supporting the development of the international education sector. The Education Act 1989 requires ENZ to give effect to government policy on international education.
Ministry of Business, Innovation & Employment (MBIE)	Plays a key role in supporting international education, through its administration of immigration systems.
Tertiary Education Commission (TEC)	Uses the *Leadership Statement* and the *Tertiary Education Strategy* to set performance expectations for the tertiary sector, and to shape its investment in tertiary education organisations in a way that reflects government priorities.
New Zealand Qualification Authority (NZQA)	Provides independent quality assurance of non-university tertiary education providers, including providers active in delivering services for international education.

The *Tertiary Education Strategy 2014-2019* was published by the Ministry of Education and MBIE in March 2014. Growing international linkages was one of the six strategic priorities of the National-Party-led New Zealand Government of 2008–2017, which included "increas[ing]

the value of offshore provision of education products and services, in collaboration with others where appropriate" (New Zealand Ministry of Education & MBIE, 2014, p. 19). It also indicated that New Zealand education agencies, such as ENZ, were to assist tertiary education organisations to recruit international students and deliver education products and services offshore through authoritative information, advice and services (New Zealand Ministry of Education & MBIE, 2014, p. 23).

4.7.2. Transnational Education as Part of Internationalisation Strategy

Universities' leaders often perceive internationalisation as a "win-win" for students and staff, as well as having financial benefits for the education providers and economic benefits for their country (Knight, 2016). International engagement has been taken to another level, and its development is typically seen as a response to the pressures of a changing world, in diverse conceptualisations reflecting a reaction to globalisation and to financial exigencies (British Council, 2016).

Compared with major education exporting countries, e.g., Australia and the UK, New Zealand is in an early stage of international offshore education development (New Zealand Ministry of Education, 2014b). TNE activities developed in the host countries are an important part of internationalisation in most institutions in New Zealand, which reflects on university internationalisation profiles in New Zealand and its partner host institutions. This is aligned with the *Tertiary Education Strategy*, as it encouraged institutions to ensure their international activities are managed to achieve high-quality learning for international onshore and offshore students; and provide education opportunities to students in an environment of greater global networking, with more mobile staff. International collaboration in education is a growing

national policy preoccupation. Governments across the globe are providing support for international higher education as they realise the benefits are important to national policies.

During Prime Minister Rt. Hon. John Key's visit to Vietnam in November 2015, a strategic engagement plan for education, to maximise links in international education, alumni and education policy, was released (New Zealand Government, 2015). Tertiary Education Minister Hon. Steven Joyce emphasised that the strategic plan, along with some key institutional linkages, represented an opportunity for New Zealand to deliver more joint education initiatives with offshore institutional partners who are focused on building skills for the workforce (New Zealand Government, 2015). The international education development initiatives were affirmed by the Party General Secretary of Vietnam, Nguyen Phu Trong, who commented that the development was significant in Vietnam and New Zealand's long-standing bilateral education relationship.

Minister of Tertiary Education, Skills and Employment, Hon. Steven Joyce, recognised education delivered offshore was worth NZ$171 million and stated:

> "International education (both onshore and offshore delivery) is New Zealand's fifth largest export industry. Statistics New Zealand reported onshore delivery to be worth an estimated $3.1 billion annually as at March 2016 which, combined with education services export gives a total estimated value of $3.3 billion." (New Zealand Government, 2016)

On 30 June 2017, the National-Party-led New Zealand Government (2017a) released its new draft *New Zealand International Education Strategy* for consultation. Hon. Paul Goldsmith, Minister for Tertiary Education, Skills and Employment for the government at the time, officially launched the draft strategy at Auckland University of Technology. It set out the government's vision, goals and immediate priorities for international education to 2025 (New

Zealand Government, 2017a). I was amongst the 75 attendees at the launch, who were representatives of education providers, central government agencies, and international students. This document set out the government's vision, goals, and immediate priorities for international education to 2025.

However, following the Labour Party's victory in the New Zealand general election in October 2017, the Minister of Education, Hon. Chris Hipkins, released the Labour-Party-led Government's own *International Education Strategy, He Rautaki Mātauranga a Ao 2018–2030* in August 2018; this strategy sets a path for the future for the international education sector of New Zealand (New Zealand Government, 2018a).

The slowdown of the outbound mobility of international students may be caused by the major education players offering academic programmes in China; Education New Zealand (ENZ) (2015) indicated about 120 new joint programmes were approved by the Chinese Government in 2014, meaning more students are taking advantage of options to gain a foreign qualification in China. Many institutions worldwide are aware of the demand from students for quality education. China is an increasingly competitive market for student recruitment and partnership developments. According to the British Council (2018b), the growth in the outbound mobility of international students is predicted to slow from 5.7% annual average growth between 2000 and 2015 to 1.7% annual average growth to 2027.

New Zealand has a history of looking to the long-term benefits that flow through the increased social and cultural understanding that follows from education strategies (New Zealand Ministry of Education, 2014a), for example, through the Colombo Plan from the 1950s and the New Colombo Plan for the Pacific nations. When the Chinese President Xi Jinping visited New Zealand in 2014, there were two education initiatives signed between China and New Zealand, which included an arrangement to internationalise the Vocational Education and Training

Model Programme, and more collaborative research projects and joint programmes, including the delivery of New Zealand qualifications in China.

UoP's Strategic Plan 2012-2016 stated that, to drive success, the university was to continue increasing its international reputation in teaching and research through relationships, collaboration, accreditation and rankings. To achieve the university's goals of international development, one of the objectives is building the university's reputation for the benefit of students, staff and the community by continuing to enhance the internationalisation of research collaborations, the curriculum, and staff and student mobility. The update provided by the Vice-Chancellor (VC) in November 2015 emphasised that one of the challenges ahead for the university is building an international profile, by collaborating with industry, business, government, and other providers nationally and internationally.

New Zealand universities' initiatives demonstrate that New Zealand academic education programmes in other countries are highly sought after by students, education providers, business and governments overseas (Wu-Ross, 2013). UoP is the second biggest university and the fastest growing university in degree and postgraduate student numbers in New Zealand. The *THE* ranking named UoP the 15th in the world in its international outlook in 2018, making UoP the most international university in New Zealand. The ranking recognises that UoP has demonstrated an international outlook, including the proportion of international staff and students, and the extent to which its academics collaborate with international colleagues.

Following the Chinese Premier Li Keqiang's visit to New Zealand in March 2017, Hon. Paul Goldsmith, the National-Party-led Government Minister for Science, Innovation, Tertiary Education, Skills and Employment at the time, represented New Zealand at the Belt and Road Forum for International Cooperation in Beijing in May 2017. After attending the Forum, Goldsmith announced that the best interests of New Zealand lie in participating in international

initiatives that have the potential to benefit New Zealand's economy and society (New Zealand Government, 2017). Attending the first Belt and Road Forum adds a distinctly New Zealand voice and perspective. These high levels interactions indicated that the two governments were in a good international relationship.

After the 2017 election, the Labour Party came to power in government. The new government also indicated that the relationship with China is vital to New Zealand. At the 45th Anniversary of Diplomatic Relations China-NZ Symposium 2017, New Zealand Deputy Prime Minister and Minister of Foreign Affairs, Rt. Hon. Winston Peters, described China as "a comprehensive strategic partnership."

In the following year, Prime Minister Rt. Hon. Jacinda Ardern spoke about New Zealand-China relationship at the China Business Summit, Ardern reiterated that "China is one of our most important and far-reaching international relationships" (New Zealand Government, 2018b), along with Australia, the US, and the UK. Furthermore, Ardern indicated that given the size difference and the geographical distance between New Zealand and China, the two countries "had led the world in many ways by developing a relationship that brings great benefit to both sides." These comments were clear indications that the Labour-Party-led government also acknowledged the importance of New Zealand trying to build a good relationship with China. This can be seen from the Labour-led government dealing with China's OBOR initiative.

Having emphasised the importance to the Labour-Party-led government of continuing the strategic partnership with China, Prime Minister Ardern had some reservations on New Zealand's involvement in the OBOR initiative. As Ardern put it, New Zealand was "considering areas we want to engage" in, and areas where New Zealand "will be interested observers" (New Zealand Government, 2018b).

A year later, after a meeting with the Premier of China, Li Keqiang, in Beijing in April 2019, the tone of the government appeared to have improved. Ardern released a statement saying that a key focus of the meeting was "reiterating shared commitment to the Comprehensive Strategic Partnership" between New Zealand and China. She further commented that China is now New Zealand's "largest trading partner" and "a valued partner for New Zealand" (New Zealand Government, 2019).

When mentioning China's OBOR initiative, Ardern was more favourable compared with her speech at the Business Summit 2018, noting that the Minister for Trade and Export Growth, Hon. David Parker, would lead a business delegation to the Belt and Road Forum in Beijing in April 2019, the purpose being to "identify opportunities for mutually beneficial and transparent cooperation" and complete a "work plan as soon as possible" (New Zealand Government, 2019).

Soon after the release of the draft *New Zealand International Education Strategy* for consultation by the National-Party-led government, the Labour Party won the July 2017 election. In August 2018, Hon. Chris Hipkins, the Minister of Education of the new Labour-Party-led government, announced the release of *International Education Strategy, He Rautaki Matauranga a Ao 2018-2030* (New Zealand Government, 2018a).

In comparison with the draft strategy of the National-Party-led Government, *International Education Strategy, He Rautaki Matauranga a Ao 2018-2030* (New Zealand Government, 2018a) as a clearer vision of a thriving and globally connected New Zealand achieved through world-class education, and sent out a strong signal that the Labour-led Government was committed to lead and invest in international education in the next 12 years. The estimated number of international students is expected to increase from five million in 2017 to seven or eight million by 2030. The strategy has identified six aspects of the value of international

education to New Zealand: generates economic benefits to New Zealand and regional economies; supports tourism; increases global trade, investment links and international collaboration; enriches New Zealand education; enhances the skills and productivity of the New Zealand workforce; and increases cultural capital and cultural diversity.

Achieving sustainable growth is one of the three goals of the strategy. It is important to note that one of the key actions assigned to the ENZ is to "Explore opportunities to deliver education and education products offshore and online" (New Zealand Government, 2018a, p. 17). The strategy document further explains that "Developing a greater range of innovative products and services offered by New Zealand providers. New technologies and approaches may mean that education is delivered onshore. Offshore. Online and through a combination of these channels" (New Zealand Government, 2018a, p. 20).

The 2018 strategy stated that many government agencies have a stake in international education. It is important to note that apart from the five key government agencies listed in the Leadership Statement for International Education 2011 (New Zealand Government, 2011b), the Ministry of Foreign Affairs and Trade (MFAT) and the Education Review Office (ERO) have been added to the list of key government agencies. In its role providing support for the strategy, MFAT addresses

> "non-tariff barriers affecting the delivery of education services, negotiates market access for education providers delivering offshore, promotes and support education exports through its network of posts, and promotes the New Zealand international education brand, including managing with overseas governments to manage any diplomatic issues or risks that may arise." (New Zealand Government, 2018a, p. 27)

In addition, the Ministry of Education is given responsibilities to report to the government on New Zealand's international obligations related to education, including the UN's SDG 4. It

also provides secretariat support to the New Zealand National Commission for UNESCO. Likewise, the redefined role of ENZ is international education marketing and business development, attracting students to study in NZ and promoting the delivery of education products and services offshore and/or online.

4.7.3. International Strategic Intentions of New Zealand Universities

Many of New Zealand's universities have set out their own strategic plans for international education development which are consistent with government policy on international education. Some universities are prepared to take New Zealand education experiences to the world for enduring economic, social and cultural benefits (New Zealand Ministry of Education & MBIE, 2014), as New Zealand education services and programmes in other countries are highly sought after by students, education providers, business and governments overseas (Wu-Ross, 2013).

Massey University

In line with government policies on international education, in 2014, Massey University developed a comprehensive strategic plan, *Shaping the Nation, Taking the Best to the World: The Road to 2025*. Internationalisation is one of the university's seven goals, with a plan for significant expansion over the next 10 years. Much of the focus is on international education, particularly offshore, with an ambition to engage, promote and deliver educational programmes, projects, and educational consultancy offshore (Massey University, 2014b).

To support its ambitions, Massey University's *Investment Plan 2015-2017* states its contributions to international education extend well beyond the traditional delivery of learning for full-fee paying international students studying in New Zealand, to a range of innovative offshore delivery arrangements and partnerships that will make a significant contribution to the

government's inspirational goal of doubling the annual value of New Zealand's international education services to $5 billion over the next 15 years (Massey University, 2014a).

In February of the same year, "Massey University Worldwide" was launched. It is intended to establish a single banner for international education initiatives that will not only bring students to New Zealand but also take teaching and research overseas, either physically with people travelling to impart knowledge or online using what the university calls its "world-leading" distance education programme, or a blend of both.

University of Waikato

The University of Waikato (2017) developed the *University Strategy 2017-2021* to set its vision to achieve excellence, distinctiveness and international connectedness. The strategy indicates the university will continuing to prioritise and strengthen links with Asia and China through a strategic regional approach to partnership activities and the recruitment of international students from Southeast Asia, China, India, the Middle East, the Americas and Europe.

The internationalisation priorities also include developing an increasing number of dual degrees and transfer programmes, specifically in China, and Southeast Asian and European regions. Offshore activities include programmes of teaching and research delivered in foreign markets through partnerships with public and private institutions of high standing, including the development of programmes to be delivered fully offshore.

Alongside the university's strategic plan, *The University of Waikato Investment Plan 2017-2019* (University of Waikato, 2017) summarises the view that international market changes mean fewer students will come from traditional sources and more will be recruited through partnership arrangements, government collaborations and commercially-based relationships. While the majority of international activity to date has been focussed on student recruitment

and retention, the university intends to give greater emphasis in future to the commercialisation of teaching programmes and offshore delivery.

University of Auckland

The University of Auckland's *Strategic Plan 2013-2020* sets the aim to be a public university of global standing. The vision for the university is to be ranked among the peer universities that make up the top half of the Australian Group of Eight, the UK Russell Group and the Canadian U15 (University of Auckland, 2013). The four global strategy objectives aim to strengthen the university's strategic engagement internationally and the internationalisation of student learning experiences, and it targets 25% participation rates for learning overseas. Focusing outreach on priority countries and regions and diversifying and growing the university's revenue base indicates internationalisation is linked to commercialisation; as an example, the delivery of offshore programmes is managed via UniService, which is a commercial entity.

Victory University of Wellington

Victory University of Wellington's (2017a) *Strategic Plan: Capital Thinking, Globally Minded* indicates the university's vision is to be a world-leading capital city university and one of the great global-civic universities, and the internationalisation strategy focuses on bringing New Zealand perspectives to the world. One of the six primary strategies is to adopt a distinctive academic emphasis, underpinned by excellence and with a focus on advancing Wellington, New Zealand and the Asia-Pacific region.

Victory University of Wellington is proud that it is the only New Zealand university offering programmes through an offshore campus in Ho Chi Minh City, Vietnam, and is the first university in New Zealand to have a double-master's degree agreement with Peking University

in China. Victoria has been one of the most active New Zealand universities in developing agreements with institutions in Asian countries that enable students to begin degree studies in their home countries and complete them in Wellington. The international pathway programmes in place with partner institutions in China, Indonesia, Malaysia, South Korea and Vietnam involve both undergraduate and postgraduate degrees in commerce, engineering, international relations and sciences.

To support the university's primary strategies, *Victoria University of Wellington Investment Plan (2017-2019)* indicates that it is pursuing numerous initiatives to increase international student numbers through the expansion of partnerships with universities and government agencies throughout Asia, including consideration of more flexible and partial offshore delivery of some programmes (Victoria University of Wellington, 2017b).

University of Canterbury

The University of Canterbury's (2017) *Statement of Strategic Intent 2017-2018* presents plans to develop the university's agent network, particularly in China, Malaysia, India, Indonesia and the US. In terms of internationalisation, the university intends to develop a small number of close partnerships with second-tier universities in China, Indonesia and India with a view to offering 2+2-type articulation agreements, where students do their first two years of undergraduate study at the overseas institution, then complete their degree and a postgraduate degree at the University of Canterbury.

The *Strategic Vision 2020 to 2023* of the University of Canterbury (2020) indicates an adjustment of it priorities on internationalisation. The key objectives to drive successful internationalisation include developing global partnerships, with a focus in the Asia-Pacific region, to support research and teaching excellence. TNE development is listed as the second

key objective, as UC planned to expand the university's educational services to students living offshore through a portfolio of TNE and online educational offerings.

Auckland University of Technology

Auckland University of Technology's (2012) *Strategic Plan 2012-2016* stated that to drive success, the university was to continue increasing its international reputation and intended to "Strengthen and benchmark Auckland University of Technology's international reputation in teaching and research through relationship, collaboration, accreditation, and rankings" (Auckland University of Technology, 2012). To achieve the university's goals for international development, one of the objectives was "building the university's reputation for the benefit of students, staff and the community, by continuing to enhance the internationalisation of research collaborations, the curriculum, staff and students' mobility" (p. 1).

Auckland University of Technology's (2018) *Directions to 2025* document indicates that that the university will be improving its work through internationalisation, and the international work to meet high standards, and increasing teaching and research capability and financial sustainability.

University of Otago

Te Aka Whakaranea a-Ao 2021-25 Internationalisation Framework (Otago University, 2021) became a foundation document for the university's International Office, and is a guide for its direction and priorities for the university's international engagement. This internationalisation framework has three pillars, which are: Otago as a global citizen, internationalisation of the student experience, and recruitment of international students. However, there is no strategic intent on TNE activities.

The newer version of University of Otago strategic direction was released in 2022, entitled *Vision 2040 (2022)*. The vision has very limited content on internationalisation.

4.7.4. International Rankings of the New Zealand Universities

The *THE* World University Rankings,[7] founded in 2004, provide the definitive list of the world's best universities, evaluated across teaching, research, international outlook, reputation and more. *THE*'s data are trusted by governments and universities and are a vital resource for students, helping them choose where to study (*THE*, 2016). *THE* World University Rankings are the only global performance tables that judge research-intensive universities across all their core missions, including teaching, research, knowledge transfer and international outlook (*THE*, 2023b).

On the other hand, for the QS World University Rankings,[8] the primary aim is to help students make informed comparisons of leading universities around the world. Based on six performance indicators, the rankings are designed to assess universities in four areas: research, teaching, employability and internationalisation. Each of the six indicators carries a different weighting when calculating the overall scores:

1. Academic reputation (40%)

2. Employer reputation (10%)

3. Student-to-academic staff ratio (20%)

4. Citations per faculty (20%)

5. International faculty ratio (5%)

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[7] '*THE* World University Rankings' refers to the publisher, the *Times Higher Education* newspaper. It has published university rankings annually since 2004. Its office is based in the UK.
[8] QS World University Rankings is a portfolio of comparative university rankings compiled by the global higher education system Quacuarelli Symonds. The publisher, Quacquarelli Symonds Limited, is based in the UK. It has been publishing university rankings since 2004, first in partnership with *THE*, and then on its own since 2010.

6. International student ratio (5%)

Four of the indicators are based on 'hard' data, and the remaining two are based on major global surveys – one of academics and another of employers. Table 8, below, shows the comparison of the *THE* and QS rankings of New Zealand universities in NZ both before and after the Covid-19 pandemic.

Table 8. Comparision of World University Rankings of New Zealand Universities Before and After Covid-19

NZ University	*THE* Rankings 2019	*THE* Rankings 2023	QS Rankings 2019	QS Rankings 2024
Auckland University of Technology	301-350	251-300	464	407
Lincoln University	501-600	401-500	317	368
Massey University	501-600	601-800	332	239
University of Auckland	201-250	139	85	68
University of Otago	201-250	301-350	175	206
University of Canterbury	301-350	601-800	231	256
University of Waikato	401-500	401-500	274	250
Victoria University of Wellington	401-500	401-500	221	241

Note. Sourced from *THE* (2023a) and QS Quacquarelli Symonds (2023)

New Zealand qualifications are recognised internationally, and the quality of the system is high. As shown in Table 8, according to the *THE* World University Rankings 2023, six out of eight New Zealand universities are ranked in the top 500 in the world. Three universities improved their *THE* rankings compared with the rankings of 2019 pre-Covid-19: Auckland University of Technology, Lincoln University, and University of Auckland. Massey University and

University of Canterbury had a decrease in their *THE* rankings in 2023 compared with their 2019 ranking.

On the other hand, the QS World University rankings released for the period of 2023-2024 indicate that all eight New Zealand universities were placed in the top 500 universities, and half of the eight New Zealand universities had an improved rankings compared with their 2019 rankings pre-Covid-19. University of Auckland, again, is the highest ranked university in New Zealand and positioned itself in the world's top 100.

4.8. Covid-19 Pandemic and Higher Education Policy Implications

As mentioned earlier, the study coincided with the outbreak of the global Covid-19 pandemic (2020–2022). The pandemic had a profound impact on models of education provision across all levels and, in particular, on TNE. To illustrate this, this section provides a timeline of the pandemic restrictions and other responses that affected both the study's data gathering and analysis strategies, and the phenomenon under investigation itself.

The interruption caused by the Covid-19 outbreak from 2020 impacted on my study timelines and content. This was largely due to the change in the international higher education landscape. It was decided to include this significant global event in this study. This resulted in gathering two separate data sets from interviews and document analysis: pre-Covid-19 and post-Covid-19. To capture potential changes in the views and opinions of the participants, as well as potential shifts in government policies and universities' strategic intentions which may have been caused by the pandemic, the two data sets were analysed separately.

4.8.1. January 2020: A Virus Outbreak

In China. Based on a paper published by the UK medical journal *The Lancet*, the first known coronavirus case appeared in Wuhan, Hubei province, in China, on 1 December 2019 (C. Wang et al., 2020). Unfortunately, this cluster of unknown aetiology was only reported on 31 December 2019. According to Ruan and associates (2020), when two medical experts tried to warn the public of the mysterious virus outbreak via social media on 30 December 2019, they were silenced and punished by local authorities in Wuhan, for "spreading rumours" and "disturbing social order" (Ruan et al., 2020).

It was not until 9 January 2020 that the state broadcaster, China Central Television (CCTV), admitted that a new virus had been identified, known as 2019-nCov, but suggested there was no evidence of human-to-human transmission. Weeks later, on 20 January 2020, the Advisory Committee of National Health Commission in China confirmed via National CCTV that human-to-human transmission is possible ("The Latest: China confirms human-to-human transmission of 2019-nCoV, infections among medical staff," 2020).

Upon admitting the virus outbreak in Wuhan city, the Communist Party of China (CPC) Central Committee and the State Council launched the national emergency response, and established a Central Leadership Group for Epidemic Response ("The Latest: China Confirms Human-to-human Transmission," 2020). The Chinese authorities placed Wuhan city in lockdown on 23 January 2020. On the following day, the quarantine radius expanded to all other cities in the Hubei province, meaning the whole province was under quarantine ("China Coronavirus: Lockdown Measures," 2020), encompassing a population of 45 million. All public places such as restaurants, shopping malls, entertainment centres, public transport, airports, and schools were temporarily closed; food, medicine and other medical supplies were deployed and

distributed uniformly to all residents, by community staff. Large gatherings, including the Chinese New Year celebrations, were cancelled (Liu et al., 2020).

The epidemic severely impacted the education system in China. On 27 January, the Ministry of Education in China required universities, primary, secondary schools, and kindergartens to suspend or postpone the opening time of the new intake. Instead of conducting face-to-face teaching and learning, online education platforms were deployed to carry out innovative teaching and learning practices (Liu et al., 2020). Teaching and learning from home avoided community transmission of the virus and contributed to infection prevention and the control of the epidemic.

In Vietnam. After the first case of 2019-nCoV reported in China, the Ministry of Health in Vietnam issued a recommendation and encouraged its people to wear a face mask and wash hands often. On 27 January 2020, the Prime Minister of Vietnam, Nguyen Xuan Phuc, urged his people to fight against the pandemic like fighting against an enemy ("Fighting against nCov," 2020). A slogan created by the Vietnamese Government, shown in Figure 6, was the guiding thought and the action motto carrying the hope that the "war" against nCov19 in Vietnam would win the fastest victory (Le, 2020).

Figure 6. A Slogan Promoted by the Vietnamese Government that Encourages the Vietnamese People to "Fight the Virus"

Note. Image from https://vietnamnews.vn/opinion/op-ed/716157/viet-nam-s-wartime-strategy-successfully-deployed-for-covid-19-battle.html

The Civil Aviation Authority of Vietnam took precautionary measures and suspended all flights to Wuhan on 23 January 2020. The suspension extended to flights from Vietnam to areas in China that had been affected by the epidemic on 27 January 2020, as well as flights from those areas to Vietnam ("Vietnam Stops Flying," 2020).

On 30 January 2020, Vietnam had its first two cases of Covid-19. The Vietnamese Government ramped up its response by setting up the National Steering Committee on Epidemic Prevention, chaired by the Deputy Prime Minister Nguyen Van Son (Vietnamese Government, 2020). Initially, the committee members met every two days (Pollack et al., 2020) to monitor the situation.

In the *Vietnam Times*, Le (2020) suggested that throughout these communications, the Vietnamese Government constantly used the motto that fighting the epidemic is like fighting against an enemy. This messaging engendered a community spirit in which every citizen in Vietnam felt that they were inspired and willing to do their part to combat the Covid-19 virus, whether that was wearing a mask in the public environment, or enduring weeks of quarantine or lockdown (Le, 2020.). The nation continued to receive government communications frequently, including: i) direct text messages on the mobile devices of people in Vietnam, with 80% of mobile phone users using Smartphones. ii) taking advantage of the high volume of social media usage (for example, Facebook captures almost 64 million people) and a popular local social media mobile app called "Zalo" (Pollack et al., 2020).

Also on 30 January 2020, the World Health Organization (WHO) declared a global public health emergency (WHO, 2020b).

In New Zealand. In response to the cases reported in Wuhan, China, the Ministry of Health in New Zealand advised border stakeholders that there were no travel restrictions at the New Zealand borders (New Zealand Ministry of Health, 2020a) on 6 January 2020. This advice was in line with the recommendations of the World Health Organisation (WHO, 2020a), which suggested that pneumonia is a common disease in the winter season.

Since the outbreak of the coronavirus in Wuhan, I had been monitoring the situation closely, as I expected to receive 30 offshore students and two staff travelling to New Zealand for a two-week annual Summer Study Tour programme in February. I was in daily contact and exchanged information with Professor J, the Deputy Dean, who oversees the offshore operation at the Chinese university. The situation seemed optimistic at the beginning of January.

At UoP. UoP's first response to the virus outbreak was on the 28 January 2020. An email was sent out by the VC advising staff to be aware of the symptoms, and instructing staff to follow the advice of the Ministry of Foreign Affairs (MFAT) not to travel to Hubei Province in China where the pandemic began. The email message announced that UoP "has a pandemic plan, and our Emergency Management Team is monitoring the situation closely and preparing for various scenarios" (Staff Announcement, 28 January, 2020).

Upon receiving the VC's message, I communicated with Professor J at the partner university in China, and advised him that as far as UoP was concerned, it was business as usual. We still expected to receive the 30 offshore Chinese students in February.

As the situation evolved, the news I did not want to hear arrived on 29 January 2020. Professor J emailed and advised that due to safety concerns on behalf of the students and staff, the partner university in China had decided to suspend the Summer Study Tour.

4.8.2. February 2020: Covid-19

The virus spread around the globe at an incredible speed. Thirty-seven countries reported their first case during February, including New Zealand. On 4 February 2020, the WHO Director-General asked the UN Secretary-General to activate the UN crisis management policy. On 5 February, WHO's headquarters began holding daily media briefings on the novel coronavirus, the first time that WHO had held daily briefings by the Director-General in response to a world health emergency. On 12 February, the virus was renamed Covid-19 by WHO. WHO issued its interim guidance, "Considerations for Quarantine of Individuals in the Context of Containment for Coronavirus Disease (COVID-19)" (WHO, 2020c), which outlined the recommendation for the implementation of quarantine measures.

In China. To deal with the shortage of medical facilities in Wuhan city, two emergency specialty field hospitals were approved by the Chinese Government. The two hospitals were built in 10 days and completed on 2 and 6 February, providing approximately 2,400 beds for Covid-19 patients. A report released by WHO (2020b) noted that China rolled out perhaps the most ambitious, agile, and aggressive disease containment effort in history.

Figure 7. A Hospital Was Built in 10 days in Wuhan City by the Chinese Government, to Accommodate Covid-19 Patients

| A new 1,000-bed hospital being built to accommodate the increasing number of coronavirus patients in Wuhan. (Getty Images) | After 10 days, the construction of Huoshenshan Hospital in Wuhan nears completion on 3 February 2020. (Anadolu Agency - Getty Images) |

Note. Images from Talmazan (2020).

In Vietnam. As the number of Covid-19 cases in Vietnam rose to six, the Vietnamese Government declared the outbreak an epidemic on 1 February 2020. The Prime Minister HE Nguyen Xuan Phuc, established a National Steering Committee for Covid-19 Prevention and Control, chaired by the Deputy Prime Minister Nguyen Van Son (Vietnamese Government, 2020). The same day, the Civil Aviation Authority of Vietnam suspended all flights to China. The Ministry of Health launched hotlines to provide information to people in need.

A mobile application was launched to mitigate the rise of coronavirus cases in the country, which was instrumental in identifying localities with community spread, and enabled citizens to frequently update their health conditions and report suspected cases in their communities. (Huynh et al., 2020).

On 2 February, the government started to implement a 14-day quarantine for Vietnamese citizens returning from China. The Department of Education and Training notified the closure of pre-school, elementary schools, high schools and education institutions in Ho Chi Minh City and Hanoi. On 3 February, the Prime Minister requested the Ministry of Education and Training to provide specific guidance for students studying at home.

On 8 February the closure of schools was extended until 22 April. At the same time, the Ministry of Health launched a website, https://ncov.moh.gov.vn/, and an app named 'Vietnam Health' to provide information on Covid-19 infection.

In New Zealand. The Ministry of Health in New Zealand issued advice to border stakeholders on 2 February 2020 that "all travellers arriving out of mainland China, not just Hubei Province, should self-isolate for a period of 14 days from the time they leave mainland China" and advised New Zealanders not to travel to China (New Zealand Ministry of Health, 2020b).

On 7 February, the Ministry of Health asked arrivals from or via China to register their 14-day self-isolation with Healthline. New Zealand temporarily banned entry of foreigners from China and those who had travelled through China; returning New Zealanders were exempt but had to self-isolate for 14 days.

The situation was evolving rapidly. On 28 February, New Zealand's first confirmed case was reported to the Ministry of Health. On the same day, the New Zealand Government's entry ban on foreigners travelling from/via China was extended to those travelling from/via Iran. Returning New Zealanders were exempt but had to self-isolate.

At UoP. I was delighted to receive an email message from a Vietnamese student in the offshore programme on the 13 February 2020:

Email
"I will arrive in Auckland on 18/02 at 1:2pm."

He had transferred to UoP to complete his degree here in New Zealand and, luckily, this student was one of the few international students who managed to reach their study destination in 2020.

4.8.3. March 2020: A Pandemic is Declared

Since the first case was reported in Wuhan, Covid-19 spread rapidly around the globe, to more than 150 countries, with millions of people infected. On 11 March 2020, the WHO (2020d) declared the outbreak a pandemic.

In China. The Chinese authorities imposed travel restrictions and quarantine requirements to prevent the spread of the virus within China. From 16 March, all travellers arriving in Beijing were subject to a mandatory 14-day quarantine at a centralised facility at the travellers' own

cost. Other Chinese cities quickly adopted similar measures (New Zealand Ministry of Foreign Affairs and Trade, 2020).

From 23 March, all international flights had to arrive in 12 designated first-entry cities, and all entry personnel were required to perform Covid-19 detection and quarantine at the local centralised isolation points for 14 days.

The aggressive government intervention to control the virus spread was effective, as it appeared the peak of the epidemic has passed for China, and Wuhan started to lift lockdowns on 29 March 2020.

In Vietnam. The Vietnamese Government adopted a similar approach to the Chinese Government, in monitoring the situation closely, and were able to respond accordingly.

From 1 March, travellers entering the country from epidemic countries (China, Korea, Italy and Iran) had to fill out a medical declaration upon arrival. Passengers showing common Covid-19 symptoms (fever, cough, or shortness of breath) were transferred to the designated health facilities for quarantine, treatment and sample collection of clinical specimens for Covid-19 testing. On 7 March, the Ministry of Health required all arrivals to self-isolate at home, if they had not been quarantined in a centralised facility in the past 14 days.

On 21 March, Vietnam announced a mandatory quarantine for all passengers from all countries and regions upon entry into Vietnam. A week later, Vietnam banned gatherings of more than 20 people outdoors for two weeks from 28 March, and temporarily shut down all non-essential services, except for food, pharmacy, and medical services.

In New Zealand. March 2020 was an eventful month for Kiwis in terms of combating the spread of Covid-19. New Zealand's second confirmed case was announced on the 4 March, and by 31 March the number of confirmed cased had increased to 387, with one death.

On 16 March, the government required all passengers arriving in New Zealand to self-isolate for 14 days, except those arriving from 17 Pacific Island countries/territories; it also banned non-essential outdoor gatherings of 500-plus people. However, schools and universities were exempt.

Two days later, on 19 March, indoor events with more than 100 people were also banned by the government, with exemptions for workplaces, schools, supermarkets and public transport. The government advised New Zealanders not to travel overseas and urged New Zealanders who were travelling overseas to consider returning home immediately. On the following day, 20 March, the border was closed to most foreigners, with an exemption for essential health workers (New Zealand Government, 2020c).

The government introduced the four-tiered Alert Level system to combat Covid-19. The Prime Minister Rt. Hon. Jacinda Ardern announced that New Zealand was at Alert Level 2 from 21 March. One day later, the Prime Minister announced New Zealand was moving to Alert Level 3, effective immediately. Within 48 hours, on 25 March 2020, New Zealand moved to Alert Level 4, and the entire nation went into self-isolation. A State of National Emergency was declared (New Zealand Parliament, 2020).

At UoP and its partner universities in China and Vietnam. The news of the State of National Emergency in New Zealand was noticed by our partner universities in China and Vietnam. Heartwarming messages flowed in. A Vietnamese colleague, Ms H, wrote to me in March 2020:

Email received on 4 March 2020, 12:23 AM

"How are you?

I hear that New Zealand's first case of Covid-19 is a man in Auckland. Hope that he is the only case in your country.

Although Vietnam has not had more cases of Covid-19 since mid-February, to avoid the sudden outbreak of Covid-19, students have not been able to go back to school so far.

I hope it will end soon.

The Deputy Dean at a partner university in China showed great concern about how the lockdown in New Zealand may impact the degree programme delivered in his university. On 23 March 2020, he expressed his concerns about the impact that Covid-19 would have on the transnational programmes delivered in his university in China, and said in an email:

Email received on 23 March 2020, 16:23 PM

"Sorry to hear the bad news in New Zealand. I hope you and your family are fine.

We are still in online teaching mode and teachers and students are not at school, only some teachers are at school daily. However, the situation may change next month since less and less infected in China recently, we may go back to normal teaching next month.

It said in the media that NZ will raise its alarm level to level four and such alarm states will last four weeks from 25 March. And the school in NZ will close.

How are UoP? And the offshore programme? Will the teaching and learning activities be carried out online?

Hope the virus will be finished very soon so that everyone can return to normal life."

I also sent a message to the offshore partner institution in Vietnam in the morning on 25 March 2020.

A reply was received on the same from the partner university in Vietnam:

These heartwarming messages are evidence of the partnerships growing stronger during this unprecedented and challenging time.

At UoP. March 2020 was a busy month for communication at UoP, with six email messages from the VC and his leadership team to all staff.

On 16 March 2020, a memo from the university's Group Director People & Culture was released to all staff and advised all work-related international travel was to be deferred indefinitely.

On 20 March 2020, the VC's message to all staff indicated that UoP was following the New Zealand Government's advice and "not closing the campus for teaching", because the government's announcement about gatherings of 100 people or more exempted universities. Despite the 20 March announcement about not closing campuses, the situation moved rather quickly, and the very next day on the 21 March, the VC sent out a message to all staff that the campus was to be closed.

4.8.4. April 2020 – October 2020: Containment of Covid-19

In Vietnam. Vietnam began to lift its national lockdown on 22 April 2020. Vietnamese air passenger carriers resumed regular domestic flights and gradually increased the frequency of flights. As the situation improved, schools were re-opened in some provinces.

In Vietnam, schools re-opened between from 4 May 2020. Public transportation, domestic flights, and taxis were allowed to operate, but international flights remained grounded (Bengali, 2020).

In New Zealand. While it appeared in April that the worst time was over in China and Vietnam, New Zealand continued to combat Covid-19, with the nation in lockdown Alert Level 4. The country moved to Alert Level 3 on 27 April.

The border control restrictions prevented UoP lecturers from travelling to universities in China and Vietnam. Teaching schedules had to be adjusted, and delivery dates had to be postponed to allow time for lecturers to prepare online delivery. To satisfy the requirements of the offshore

programme regulations in both universities, and the learning needs of the students, an alternative theoretical paper was introduced to replace a technical paper, as the technical paper was impossible to deliver online.

The adjustment to the teaching schedule was negotiated and implemented in a matter of days. The demonstrations of togetherness and close collaboration by the two teams were impressive.

On 13 May 2020, New Zealand moved from Alert Level 3 to 2. As I expected, good news arrived when Ms H informed us that their university would re-open on the 18 May. Even though staff at UoP were not able to travel to Vietnam to teach due to the border restrictions in both New Zealand and Vietnam, the news of the campus re-opening in Vietnam brought a sense of relief, and the hope that, soon, universities in New Zealand would follow suit.

As people feared, the second wave of community transmission cases was announced on 12 August. Auckland went into Alert Level 3 lockdown from 12 August, while the rest of New Zealand went into Alert Level 2.

Following the government's instructions, UoP campuses were closed and re-opened on the 31 August. During the Alert Level 3 lockdown, offshore teaching and other operations in both universities in China and Vietnam remained online.

On 21 September 2020 , New Zealand moved to Alert Level 1, except Auckland. On 7 October 2020, Auckland moved to Alert Level 1. All New Zealand was at Alert Level 1 at the time of writing of this section.

4.9. Rethinking Government Policy and University Strategy on Internationalisation in Higher Education: 2020-2022

The Covid-19 pandemic began in early 2020 across the globe. As intended in my initial research proposal and research project completion timelines, when the pandemic broke out I had already completed the field work, and looked at the relevant documents on government policy and university strategy on higher education internationalisation. However, I felt strongly that I should extend my research scope and include the Covid-19 pandemic's impacts on higher education as part of this study, as this event is significant in the history of higher education internationalisation. With that intention in mind, the purpose of this chapter is to capture the impact of the Covid-19 pandemic on the higher education sector, the challenges faced by higher education providers, and the future direction of government policies on the internationalisation of higher education.

The arrival of the Covid-19 pandemic impacted the landscape of international education significantly. In response to the challenges faced by the higher education providers and the challenges of the changing bilateral relationships with their key partner countries, countries like the UK, Australia and New Zealand took the opportunity to navigate their future directions post-Covid-19 and ensure the sustainability of the international education sector.

On 6 February 2021, the UK government released the *International Education Strategy: 2021 Update: Supporting Recovery, Driving Growth* (UK Government, 2021a). In Australia, the Scott Morrison Liberal Party Government issued the *Australian Strategy for International Education 2021-2030*, prepared by the Department of Education, Skills and Employment, in November 2021 (Australian Government, 2021a). Both the UK and Australia's new strategies set a path for their international education future direction; the strategies strongly indicate their ambitions to remain in the leading position globally in international education.

In contrast, the New Zealand Government released a draft policy for international education post-Covid-19 for consultation in May 2022, with a closing date for comment of 16 June 2022.

4.9.1. UK

In response to the Covid-19 pandemic, looking to a recovery in international education the UK Government was the first to provide an international education strategy. On 6 February 2021, the *International Education Strategy: 2021 Update: Supporting Recovery, Driving Growth* (UK Government, 2021a) was released. As a modified version of *International Education Strategy: Global Potential, Global Growth* (UK Department for International Trade & Department for Education, 2019), the new strategy document sets out the recovery plan in response to the challenges post-Covid-19.

The 2021 strategy update (UK Government, 2021a) reiterated the UK government's commitment to supporting UK international education's recovery from the challenges faced by the sector. The principles and ambitions are consistent with the 2019 *International Education Strategy* (UK Department for International Trade & Department for Education, 2019), the UK Government reaffirmed that it is committed to the ambitions outlined in the 2019 strategy, which are "To increase the value of our education exports to £35 billion per year and the number of international students hosted in the UK to at least 600,000 per year. We reaffirm our ambition to achieve both by 2030" (UK Government, 2019, p. 2).

This sets the tone and provides tangible measurements for the recovery phase to sustain growth in international education. It indicates that the UK Government has the ambition to remain competitive and in a leading position in international education, which is consistent with the UK Government's strategy on international education.

Despite the estimated value of education-related exports and TNE activity generating more than £20 billion in 2017, the 2021 update on international strategy acknowledges that the UK

is facing increasing levels of competition in international markets, as well as in the provision of TNE. The government admits that it must do more to promote both the benefits of studying in the UK and the quality of the UK's education system overseas (UK Government, 2021a).

How to achieve these ambitions by 2030? The *International Education Strategy: 2021 Update* (UK Government, 2021a) indicates building lasting global partnerships by working at a government-to-government level, especially by working with the governments of countries identified as key countries and regions, including China, Hong Kong, Southeast Asian nations (ASEAN), the Middle East, North Africa and Latin America. These are the key geographic regions for the UK.

The UK already has a successful TNE offer and, according to the 2021 strategy (UK Government, 2021a), the UK Government continues to see this as a key international asset for the education sector, with potential for further growth. The rapid expansion of online teaching and learning since 2020, when the Covid-19 pandemic began, has meant that learners discovered the advantages of a virtual learning environment, and the educators' uptake of new technologies has increased. The prediction is that it is likely that the Covid-19 pandemic has catalysed online study to become a long-standing feature that is central to global education, according to UK government (2021).

4.9.2. Australia

Like the UK, in 2021 the Australian Government released its international education strategy in addition to its 2018-2023 strategy. This new *Australian Strategy for International Education 2021-2030* (Australian Government, 2021a) was anticipated by the government to chart a path to sustainable growth for Australia's international education. It identified four focused areas

for future growth: a) diversification, b) meeting national skills needs, c) students at the centre, and d) global competitiveness.

Similar to the UK's strategy, the Australian Government also emphasised the importance of government-to-government relations and partnerships as the key to expanding into offshore markets. Interestingly, in terms of the key international partners involved in growing Australia's international education, China is at the top of the list, despite the deterioration of government relationships between China and Australia. The 2021 strategy reaffirms that "Australia will continue to cultivate strong relationships with countries, including India and China, as they remain valued partners in international education" (Australian Government, 2021, p. 6), which is consistent with the previous 2018-2030 international education strategy.

As stated in the Australian Government's 2021-2030 strategy, diversifying the offering to capitalise on digital and offshore opportunities is one of the four priorities for the next 10 years in international education for the Australian Government.

The notable point is that the Australian Government is paying more attention to offshore activities. As the 2021-2030 strategy indicates that the top priority of the future objectives is diversification, as one of the opportunities for the further growth of Australia's international student market is to expand Australia's high-quality education offerings to online and offshore markets at different price points.

Furthermore, the 2021-2030 strategy suggests that TNE has the potential to reach large cohorts of learners compared with the traditional onshore face-to-face teaching and learning model. This is because, during the 2020-2021 pandemic, thousands of international students continued their studies in their home country due to border closures and could not return to their host education provider. As a result, some students took a different approach and enrolled in transnational programmes with Australian providers offshore instead.

The data provided in the 2021 strategy shows that 26,192 Chinese students and 25,598 Indian students enrolled in Australian qualifications in their home country in 2019 (Australia Government, 2021a). And again, as identified in the 2021-2030 strategy, China and India are the top two source countries for international education programmes.

After the release of the strategy document in November 2021, with the intention of setting a path for recovery for Australia's international education, the Australia Federal Election resulted in the Albanese Government taking office in May 2022. This causes uncertainty for the international education sector. Through the monthly newsletter of June 2022, Hon. Phil Honeywood, the Chief Executive of International Education Association Australia, said that neither major party of the new Australian Government was willing to announce a specific policy on international education during the election campaign.

Again, the government relationship between Australia and China has drawn attention since the new government came to office. Honeywood specifically mentioned in his newsletter of June 2022 that he hopes the new government would encourage China to be more open to returning students to study in Australia. In addition, regarding the future of the New Colombo Plan, Honeywood further stressed that there had been some mixed messages sent out by the new government. This suggests that the government policy for international education again requires clarity on its future direction post-Covid-19.

Both Australia and the UK consider themselves the leader in TNE according to their international education strategies. Table 9, below, presents some interesting facts regarding TNE, inclusive of all qualifications.

Table 9. Comparison of International Student Numbers and Economic Value (2019-2021)

Host Country	International students in the host country	Economic value	Offshore/TNE students
United Kingdom	2,532,385 (2019/2020 academic year) 2,751,85 (2020/2021 academic year)	TBC	406,660 (2019)
Australia	874,918 (2019) 830,027 (2020) 679,734 (2021)	A$40.3 billion	116,678 (2019)
New Zealand	117,248 (2018) 48,010 (2019) 33,685 (2020)	NZ$4.9 billion (2018)	TBC

Note. Sourced from UK Higher Education Statistical Agency (2022), Australian Department of Education (2021), and the New Zealand Government agency Education Counts (2021).

4.9.3. New Zealand

In reaction to the challenges the Covid-19 pandemic created for the international education sector, in July 2020 the New Zealand Government released a long-term strategic recovery plan to assist in rebuilding the international education sector. The two-page plan was intended to build on and accelerate New Zealand's 2018 *International Education Strategy* with an outlook for the short term of 12-24 months (ENZ, 2020b). In the government media release of 27 July 2020, it was stated that the international education sector will be "backed by NZD$51.6 million investment from the COVID recovery and response fund to help stabilise New Zealand's international education sector" (New Zealand Government, 2020d). As part of the investment fund, NZ$500I ,000 was allocated to develop a quality assurance process to ensure the ongoing quality of New Zealand education being delivered offshore, it was intended to set up

> "an offshore pathway initiative that will enable learners to begin their New Zealand journey from their home country and then transfer directly into qualifications offered in New Zealand. This work will start with New Zealand universities and has future potential to involve other providers." (ENZ, 2020b)

The investment is NZ$10 million over 3 years. However, there was no detail on how the NZ$10 million would be distributed or the expected outcomes.

Despite no new government strategy for the post-Covid period, in November 2021 the government agency ENZ launched a global campaign to promote New Zealand education. As described in the media release, the campaign is a move from "study **IN** New Zealand to study **WITH** New Zealand – a broader idea that draws together all our onshore options with online, offshore, pathway and blended learning" (ENZ, 2021). The campaign is crucial for reconnecting New Zealand with the world after more than two years of border closure from 2020 to 2021.

Unlike the UK and Australia, the New Zealand Government has not yet released a post-Covid-19 recovery strategy. However, a draft of the *International Education Strategy 2022-2030* was released by the New Zealand Ministry of Education (2022) for consultation between 13 May 2022 and 28 June 2022.

The draft strategy (New Zealand Ministry of Education, 2022) indicates that, before Covid-19, education providers in New Zealand had already shown interest in online and offshore provision. This view was backed up by the ENZ (2019a) annual report, which indicated that the demographics and delivery options in the home countries of international students are changing. The demand for blended learning is increasing. There are also disruptions to the traditional methods of learning and teaching by the advancement of technologies. The 2019 annual report affirms that "International education is at a point of major change both in New Zealand and internationally" (ENZ, 2019a, p. 4).

The finalised version of the *New Zealand International Education Strategy 2022-2030* was officially released by Hon. Chris Hipkins, the Education Minister, on 16 August 2022 (ENZ, 2022a) at the New Zealand International Education Conference NZIEC KI TUA, held in

Christchurch. At the time of writing, it was New Zealand's most recent international education strategy, and is an updated version of the *International Education Strategy 2018-2030*. The aim in the 2022-2030 strategy is to place New Zealand in a leading position in international education globally, while the 2018-2030 strategy was primarily focused on increasing international student numbers and the consequent economic benefits, and on improving international students' experience in New Zealand.

Both the 2018-2030 and 2022-2030 strategies aim to promote New Zealand's international education sector. Compared with the 2018-2030 strategy, the 2022-2030 strategy takes a broader and more ambitious approach and, in placing an emphasis on strengthening national and international partnerships, it calls for collaboration between government, industry, and education providers to achieve international education's strategic goals.

The refreshed 2022-2030 strategy reaffirms that China and India remain the key focus markets, as half of international students in New Zealand come from these two countries. In addition, the 2022-2030 strategy identified that countries like the US and Canada, and regions like Europe, Southeast Asia and Latin America, were the specific target markets where the New Zealand Government sees potential for growth. This specification was not included in the previous version of the 2018-2030 strategy, which indicates the Government of New Zealand intends to diversify its markets for international students.

It is important to note, with regard to the refreshed 2022-2030 strategy, that for the first time TNE is considered as an incentive to enhance areas of high value in terms of New Zealand's international education, and the New Zealand Government intends to pivot and develop new offerings. It is interesting to note that the New Zealand Government sees the value of TNE as a contributor to international relations. As the 2022-2030 strategy puts it, including "Tertiary offerings where students start their New Zealand study experience offshore, including

transnational education" (ENZ, 2022a, p. 15) and TNE is also considered as a contributor to the international relations. Consequently, New Zealand education providers will

> "explore how blended, online and offshore delivery can be used in the future as part of New Zealand's international education offering. ENZ will continue to pilot different models of delivery, and the lessons and evidence from these will be used to inform what we focus on and support in the future." (ENZ, 2022a, p. 24)

The ENZ *Statement of Performance Expectations 2022/23* for international education set an expectation to increase on onshore and offshore numbers of international students who study towards a New Zealand qualification, and establishing partnerships and building impactful global connections for institutions and government is part of international education performance measurements (ENZ, 2022b, p. 10).

4.9.4. China

In an effort to prevent the further spread of Covid-19, on 27 January 2020, the People's Republic of China's Ministry of Education announced that it was postponing the start of the 2020 February/Spring intake (Chinese Ministry of Education, 2020a). This included higher education institutions affiliated with the Ministry of Education. Following this announcement, the Ministry of Education issued instructions for deploying online teaching methods in higher education institutions (Chinese Ministry of Education, 2020b); these enabled students to resume their studies remotely.

Higher education institutions in China were asked to take various measures to ensure students' learning needs were met, including applying online teaching and learning methods and simulating practical teaching resources to facilitate distance study. Following the outbreak of

Covid-19, higher education providers in China set up 22 online platforms which provided 24,000 online courses covering 12 disciplines at the undergraduate level and 18 disciplines in vocational programmes, all free of charge (Chinese Ministry of Education, 2020b). Higher education providers turned the crisis in education into opportunities by implementing large-scale online teaching and learning (Chinese Ministry of Education, 2020a).

One of the popular online learning platforms was the international version of XuetangX, which was developed by Tsinghua University in Beijing and launched on 20 April 2020 (Quinn, 2020). XuetangX was developed in 2013, but this international version operated on a much larger scale due to the sudden demand for online learning in the context of the Covid-19 outbreak. This platform not only catered to online learners and educators in China but also to learners around the world whose education was impacted by the Covid-19 pandemic.

Around April 2020, 1500 institutions and universities adapted various online platforms similar to XuetangX, and switched from face-to-face to online teaching and learning. More than 950,000 teachers offered 942,000 online courses, delivering over 7.133 million individual classes with 1.18 billion students participating in online courses (Quinn, 2020). As stated by Tsinghua University, the scale, scope, and depth of online education in Chinese higher education was unprecedented, setting off a 'learning revolution' and breaking important new ground in the field of higher education (Tsinghua University, 2022).

4.9.5. Vietnam

Since the first infection of Covid-19 was detected in January 2020, like most countries, Vietnam has experienced numerous Covid-19 outbreaks in the community, which has led to constant switches between online and offline learning, with significant effects on how teaching and learning occurred. The Vietnamese Government issued Government Decision 749 on the

National Digital Transformation Program on the 3 June 2020 (LuatVietnam, 2020), which was signed by the Prime Minister of Vietnam (Vietnam Law & Legal Forum, 2020)

From February 2020, all higher education institutions had to close their campuses in Vietnam. The Ministry of Education and Training maintained that campuses can close, but learning must continue (VietNam News, 2021). Finding solutions that enhanced the application of information technology for institutions and creating collaborative platforms to connect the institutions and technology corporations became a priority.

In response to the impact Covid-19 had on higher education institutions, the Ministry of Education and Training issued two critical documents in March. The first, named 795/BGDDT-GDDT, encourages higher education institutions to adopt online teaching instead of the traditional face-to-face methods. The second document, 988/BGDDT-GDDT (23/3/2020), guided higher education institutions on quality assurance.

These two documents serve as official government recognition of the need to incorporate online teaching into traditional face-to-face courses. The documents also urge many higher education institutions to consider online learning seriously. Until February 2020, only a handful of universities had started to teach online but, since March 2020, many more have had to follow suit to avoid disruption to teaching and learning.

Tri Le, director of the postgraduate training department at the International School at Vietnam National University, Ho Chi Minh City, said that documents legalising online teaching did not exist before Covid-19. But since 3 May 2021, the Ministry of Education and Training had approved all higher education institutions transferring up to 30% of their programmes to online platforms.

The changes in teaching and learning methods due to the Covid-19 pandemic have allowed the Vietnam Government to review its online training capacity and potential, including its national policies, legal framework, information and communications technology infrastructure and institutions' online teaching capacity.

In the context of Covid-19, online learning has been widely welcomed and accepted within institutions and the wider community. Learning groups without a learning management system have only used real-time online teaching support tools, e.g., live video communication, as well as communication tools, e.g., Google Hangouts, Microsoft Teams, Adobe Connect, Zoom, Skype, and social networks, which maintained the communication between educators and learners.

The Ministry of Education and Training held a national online conference on 17 April 2020, with 300 live meeting hubs across the country. The panel devised plans to implement online learning in the context of Covid-19 and for the longer term. At this conference, participants agreed that although the closure of on-campus learning created disruptions, it offered Vietnamese higher education institutions an opportunity to innovate and enhance digital teaching and learning. It also created a unique opportunity for institutions, local and central government, and international information and communications technology enterprises to work together and develop an online system to support online teaching and learning transformation.

At the national level, Ilieva, Tsiligkiris, Nguyen, Pham, Quach & Kellingley, (2023) recommend establishing a dedicated and well-funded TNE unit to oversee and support TNE initiatives in Vietnam. This unit would also collect data on TNE activities, ensuring that national agencies have timely and accurate insights into the state of TNE in the country. Such an approach would facilitate informed, data driven policymaking and allow policymakers to be proactive, instead of reactive.

4.9.6. Universities in New Zealand

International education has always been a significant part of the New Zealand economy – before the Covid-19 pandemic it was the fifth largest export earner in New Zealand. Approximately NZ$5 billion was pumped into the country annually before Covid-19, supporting around 45,000 jobs. This has changed since the Covid-19 pandemic, and according to the chief executive of Universities New Zealand, Chris Whelan, pre-Covid-19, the higher education sector expected between 21,000 and 22,000 international students in 2020. About 7,000 did not make it into the country (Kenny et al., 2021).

In response to the Covid-19 outbreak in 2020, the majority of governments around the world imposed strict lockdowns due to health concerns and the impact of a pandemic on their health systems. Despite the aggregated costs of lockdowns on the economy, the policy makers of Aotearoa New Zealand took the health experts' advice and triggered the emergency; the country was placed in its first lockdown mode in March 2020.

Since the outbreak of the Covid-19 pandemic, many countries, including New Zealand, also implemented border closures, which prevented international students travelling or returning to their study destinations; University campuses were closed during lockdowns. Instead, online teaching and learning methods were implemented. Many education providers had to devise practical strategies and actions to deal with the situation.

University of Waikato claims it "was the first New Zealand university to be approved to teach and award three of its degrees in China" and "has a long history of collaborating with global partners to deliver quality education programmes offshore" (University of Waikato, n.d.). One such partnership, established in 2002, is with Zhejiang University City College. Since then, the

range of the global programmes offered by the University of Waikato has evolved from credit recognition to joint delivery to a joint institute offering three degree programmes.

Despite the large scale of offshore activities and the challenges to its operations during the Covid-19 global pandemic, in June 2021, the University of Waikato managed to hold a virtual graduation and celebrated the achievements of the first cohort of 202 graduates from the transnational undergraduate programme (University of Waikato, 2021).

University of Auckland set up several learning centres in countries where most of their international students reside in response to the New Zealand Government's emergency health control decisions. According to the information published on the University of Auckland website, there were five learning centres set up in China alone (University of Auckland, 2021). These learning centres provided students with the option of joining classmates in New Zealand and getting a taste of the on-campus learning experience while in their home country, as well as receiving learning support from their designated learning support staff at the learning centre during the pandemic crisis, which minimised the impact of the pandemic on those students' education.

Massey University created a web page called "Covid-19 Information" (Massey University, n.d.) to keep students informed about the university's response; it includes information about New Zealand Government announcements, restrictions implemented, and information for international students about the impact of Covid-19. The information published on the university's website indicated that Massey offered a broader array of online courses to allow students offshore to progress their qualifications and easily transition to face-to-face on-campus study when New Zealand's border restrictions eased. All those online courses are being supported to ensure students who have to study internationally have the additional information and support they need.

Auckland University of Technology also offered a selection of online papers to cater for the learning needs of those students who did not manage to return to the university due to the border closure (Auckland University of Technology, 2021). During an interview with the media, the former VC, Derek McCormack, said that an international student survey indicated that some students preferred to wait until on-campus learning is available (Kenny et al., 2021).

Addressing this policy issue and commenting on Chinese students' needs, the Chinese education authorities expressed their "understanding and support". Soon after the interview, Derek McCormack announced to his university's international students in China that "the Chinese government have confirmed your online learning during this period of COVID-19 turmoil, whether you are currently in New Zealand or China, will not impact the recognition of your qualification."

The remaining four universities in New Zealand implemented a range of strategies in response to the Covid-19 pandemic; the safety and well-being of the students and staff were prioritised while teaching continued and students' learning needs were supported. One of the common strategies adapted was moving onsite block teaching to online, which allowed universities to deliver academic programmes remotely to students who were based in their home countries. As the Covid-19 pandemic spread globally, learning also moved from on-campus to online in order to reduce the risk of transmission of Covid-19 on campus and to comply with government health and safety protocols.

In terms of the Covid-19 response with regard to international education and TNE activities, apart from the general information regarding Covid-19 and health measures, there is no significant information found on the websites of the four universities not discussed individually above: University of Canterbury, Lincoln University, Otago University, Victoria University of Wellington.

Despite the challenges posed by the Covid-19 and campus closures during the pandemic, UoP worked closely with its offshore partners in China and Vietnam, ensuring that students were able to continue their learning online. This included adapting new platforms, such as Zoom and DingTalk in China, for online teaching and learning.

4.10 Chapter Summary

The aim of this chapter was to analyse documents from relevant organisations on internationalisation and TNE policy and strategies. It began with the policies from the UN and UNESCO, which guide the regional and national higher education policies. The second layer considered consisted of ASEAN regional internationalisation policies, which have a strong influence on national policies and universities strategies.

Throughout my analysis of the relevant documents from the global organisations, national policies and universities strategies and intentions for international higher education development, the areas impacting internationalisation in higher education most commonly seen and likely to enhance the success of internationalisation in higher education are leadership, clear policy and direction, regional and national intentions, and having a strategy.

This chapter also includes a timeline of the impact of the Covid-19 pandemic on higher education across New Zealand, China and Vietnam, and its impact on the TNE delivery at UoP between January 2020- October 2020.

The last section of the chapter looked at the reactions of governments in China, Vietnam, Australia, the UK and New Zealand, and their policy modifications in higher education in order to deal with the impact and challenges that the Covid-19 pandemic generated in the sector. The analysis also covers the eight universities in New Zealand.

Chapter Five
Analysis of Interview Data

This chapter unpacks the experiences of the participants, both those based in New Zealand and those offshore. With the aim of answering the main research question, it describes the themes that emerged from the interviews conducted prior to the Covid-19 pandemic and those conducted after. Table 10 shows that a total of 62 themes were identified and described, with 32 distinctive topics emerging from the pre-Covid-19 interviews, and additional 30 themes emerging from the post-Covid-19 interviews.

Table 10. Number of Themes Emerging from the Semi-structured Interviews.

		Number of themes emerging from interviews with New Zealand participants		Number of themes emerging from interviews with offshore participants	
AI Cycle	Specific research question	Pre-Covid-19	Post-Covid -9	Pre-Covid-19	Post-Covid-19
Discover (D1)	What is done well?	7	7	7	4
Dream (D2)	What could be?	3	3	4	2
Design (D3)	What would be?	2	4	4	2
Destiny (D4)	How can it be?	4	4	1	4

5.1. Analysis of Interviews Conducted in New Zealand Before Covid-19

The purpose of this study was to explore the accomplishments of UoP's TNE development. Specifically, it analysed the alignment of UoP's internationalisation strategies with its key partner universities in China and Vietnam, as well as the alignment of the policies of the New Zealand Government with policies of the two key target countries, China and Vietnam. This study employed the AI theoretical framework. The information flow follows the 4D cycles of AI: discover – dream – design – destiny. The aim of the first cycle, "discovery", was to explore

the achievements of TNE development at UoP. The "dream" cycle provided participants with an opportunity to consider unexplored potentials and opportunities for UoP and New Zealand. In the third cycle, the "design" phase, participants shared their knowledge of the future trends anticipated by UoP and the New Zealand Government in TNE development. The final "destiny" cycle asked participants to let their imagination fly and present their ideal world of TNE development for both UoP and New Zealand.

The questions were designed to capture the best practice of TNE development and implementation at UoP, its strategic alignments with the New Zealand Government, partner universities offshore, and policy alignments between New Zealand, China, and Vietnam. To answer the research question, in this section, the aim is to provide a thematic analysis of the data collected from interviewees based in New Zealand. NVivo was used to identify these themes and focus on the strengths and positive elements. Pseudonyms are used for the names of the participants unless the participant consented to the use of their first name.

5.1.1. Themes Emerging from the Discover Cycle (D1)

RQ1 specific research question: What are the accomplishments of UoP's TNE activities?

The results of this study indicate that UoP has done well on TNE development in a wide array of areas, including: 1) raising the profile of the university internationally, 2) contributing to the strategic objectives of the New Zealand Government, 3) creating learning opportunities for students offshore, 4) meeting the demand of the market in the target countries, 5) increasing staff cultural competence, 6) expending collaboration further afield, 7) appreciation from offshore students, parents and their communities for being part of students' international education journey, and 8) working through the challenges as a team.

D1 – Theme One: TNE Raised the University's International Profile

When they considered the most significant development in TNE at UoP, all 13 New-Zealand-based participants mentioned that TNE activities certainly helped UoP gain exposure to the international market and raised the university's international profile as a world-class university. As a young university, it is very important to UoP to develop an international perspective that enables it to extend its reach beyond New Zealand. TNE activities provided an opportunity for the university to build and improve relationships with the governments, organisations and universities of the key target countries in the Asia region. Working with the New Zealand Government gives UoP credibility, which actually gives UoP a profile in a partner country that it cannot buy through marketing:

> *Certainly, the work we do internationally helps the university raise its profile and thereby have international relationships not just with students but with governments and organisations. In trying to manage volatility, I believe if we have deep relationships with key markets they are more likely to stick with us through good times and bad rather than what we've seen in many countries recently where the market can collapse.* (Hunter)

The relationship approach aims at building on long-term relationships in key markets, largely Southeast and North Asia. This was also the experience of Alex:

> *It's relationships and relationships and relationships. Those are the first, second, third most important things. From the beginning to the end. You can't let that go, any part of that process.* (Alex)

The uniqueness of working with most Asian countries is that a good relationship is perceived as a most important element for any type of business relationship. As Hunter candidly admitted:

In Asia, you have to do that. You have to maintain the links with the relationships, and sometimes you build relationships and you don't know what the outcomes are going to be but eventually, things start coming through because at the end of the day people like to work with people they know and people they trust. That benefits us. I think that's throughout Asia. (Hunter)

Establishing a personal relationship with staff based at the partner universities offshore is equally as important as establishing a close business relationship.

We can work on an individual level, one-to-one. If anything needs sorting out on a one-to-one basis, we have individual relationships. (John)

In response to the changing world and in raising the university's profile internationally, through working with government officials, UoP has hosted very high-profile delegations from Southeast Asia, including the Vietnamese Prime Minister. It is much like the Colombo Plan; building relationships, in particular with governments and business, not only builds revenue but it also builds alumni in business and government:

A lot of work we've done is with development projects with governments where they send delegations of government officials to UoP for training for maybe two or three weeks. It's surprising how loyal they are. When they go back they see themselves fully as alumni. To have alumni in very influential government positions is very, very powerful and I don't think we've fully realised actually yet how beneficial that is. (Hunter)

Delivering UoP's academic programmes offshore in China and Vietnam has lifted UoP's profile in the host countries. Out of 13 participants, 11 considered offshore programme delivery

to be a significant international development and that it enhanced the reputation of UoP in the Asia region, in particular, Southeast Asia.

Many participants considered offering academic programmes outside New Zealand to be a great initiative as part of the internationalisation of the university. This initiative not only increased the profile of the university, but also there are indirect benefits seen in the results, such as the increased flow of international students coming to study at UoP at both undergraduate and postgraduate levels. This is because students enrolled in the UoP programme offshore have had exposure to the course content and the teaching styles, and have had the opportunity to get to know the lecturers. These students are more comfortable with pursuing postgraduate level study at UOP:

> *That [offshore programme] gives them an opportunity to get out of that place and us to have a post-graduate programme which is rich with different cultures, different places. It probably has students who are more familiar with our way of learning as well as our curriculum compared to someone who comes completely from a foreign university.* (Kevin)

UoP is highly ranked by the *THE* and QS for its strong international outlook. It has been ranked consistently in the top 15 universities globally between 2016 and 2018. Many participants expressed their strong views that TNE activities have contributed to the international outlook of UoP and played a big part in improving the university's ranking. As John put it:

> *I think what we do has a high contribution to that ranking. There's a lot of research activities going on all around the world, especially in the Asian area. All of those things put together would contribute to UoP's transnational education ranking.* (John)

In turn, improved university world rankings attract more international students to come and study at UoP, as university rankings are part of students' decision-making when they select a study destination.

> *I think students, when they choose where to study or their study destination, rankings are part of their considerations.*" (Hunter)

The offshore programme is taught using English as the medium of instruction. In the subject area of IT, this is highly sought after, in especially Asian countries, because IT is a global industry and the ability to communicate in English is essential. Programmes delivered offshore not only provided students with learning opportunities to gain knowledge of IT, but also English language, which is required by the industry:

> *The degree is taught using English as the medium. That I think is highly sought after in especially Asian countries because the world, especially IT, is becoming so global. People work in one locality, but they're really working for global organisations. They need to be able to communicate in a language and English seems to be the common medium. If they are able to do a degree in terms of technical competencies, then that's what they get, but if they're also able to communicate in a language which is spread all over the world, then that's a plus for any organisation because of the nature of IT and computer science.* (Kevin)

D1 – Theme Two: TNE Activities Contributed to New Zealand Government Strategies and Objectives on Internationalisation

Participants indicated that the presence of TNE activities is a key factor related to the university's internationalisation strategy, and that it is aligned with New Zealand Government

policies. The operation of the offshore programmes in target key countries is seen as business development, which generated revenue for the university, as well as international profile.

> *There's no doubt that UoP is supporting government strategy. We've also developed revenue streams in other ways, as I've said, through business development, and that area has generated about four million dollars in the last three or four years. The National government were very aware of UoP's role. Steven Joyce was very pro UoP. Even John Key was aware of what we were doing and would often see UoP on his prime ministerial missions and was very aware of our profile in Southeast Asia and the international stage.* (Hunter)

The New Zealand National-Party-led Government of 2008–2017 had ambitious objectives for TNE. It was hoped that offshore enrolments would increase from 3,000 in 2014 to 10,000 by 2020 (Educaiton New Zealand, 2014). Some participants were well aware of this government objective, and acknowledged that UoP's transnational development is aligned with New Zealand Government policies, with a focus on connecting to the world, boosting the reputation of the university, generating extra funding and so on.

> *UoP has contributed to the offshore enrolment numbers that are set by the National government. It is aligned with New Zealand Government policy and strategic objectives at the time.* (Stella)

New Zealand is a small country, and promoting New Zealand's quality education to the world has been an important strategy for the New Zealand Government. In support of government strategy and objectives, offering academic programmes offshore has made UoP and New Zealand more visible in the Asia region.

Not a lot of overseas countries really know about New Zealand. They think it's part of bloody Australia. Going there and teaching as being part of New Zealand makes them realise, oh yes, there's a country called New Zealand. (Kevin)

D1 – Theme Three: TNE Programmes Created Educational Opportunities for Students Offshore

The majority of participants affirmed that the computer sciences programme delivered offshore in China and Vietnam is sought after. In the booming IT industry, there is demand for skilled IT professionals with the English language skills that are essential to be able to work in global IT companies, or to get promoted.

> *We have done reasonably well, the nature of our discipline is very attractive. There's a lot of demand, particularly in Southeast Asia and China, they are very appreciative of us and our programme, and created a new opportunity for students, to stay on-shore and learn Western-style education.* (Stephen)

The programme also provided a learning opportunity for students who are unable to study abroad for various reasons, such as finance, work, family, and so on. The lecturers felt that it is very rewarding that they have the opportunity to pass on their knowledge to students based on the other side of the world.

> *The fact that we actually go and deliver education in other parts of the world, I am still blown away by that.* (Martin)

D1 – Theme Four: TNE Activities Met the Demand of the Host Universities and Were Aligned With the Government Policies of the Host Country

One of the significant developments of TNE was that the activities not only raised the international profile of UOP, but also contributed significantly to the host institutions and economy of their country.

> *From my point of view, transnational education is contributing to the educational levels increase in those countries, especially in Vietnam and Indonesia. To lift the whole levels of higher education in those countries and thus contribute to the GPA of those countries.* (John)

Stephen pointed out that educational programmes offered by UoP offshore are unique, as they brought New Zealand experiences to these institutions and their countries. Therefore, the host institutions are able to recruit students who are looking for learning opportunities provided by a Western university.

> *It is certainly bringing a Kiwi presence. They would not have had a lot of experience with Westerners and New Zealanders maybe less so. With our partners in Vietnam, it's been great for them because they have been able to deliver something different and attract a new set of students and staff in our collaborative partnership of being promoted several times.* (Stephen)

D1 – Theme Five: TNE Increased Staff Cultural Awareness and Improved Cultural Competence of Both Providing and Host Institutions

The operation in the host country has created challenges due to cultural difference; however, 10 out of 13 participants acknowledged that offshore engagement provides them with the exposure to a different culture from their own and that it is a privilege to be able to go and teach in China or Vietnam. The cultural experience has actually helped them to understand aspects of doing business in China and Vietnam. In turn, learning some of those aspects of

international relations and cultural subtleties helped some of the lecturers to get a sense of onshore experiences, particularly with Chinese and Vietnamese students.

I like what I learn when I go offshore. I become much more effective at engaging with the more subtle aspects of cultural aspects with the offshore partner and having a better sense of how the political landscape influences the decision makings within the university structure. Noticing the layers of hierarchy that aren't obvious or structural, they are much more relational, has been really helpful for understanding that aspect of doing business in China and Vietnam. (Stephen)

Some participants found such cultural exposure very exciting and suggested that everybody should hopefully be able to get a chance to participate in it. They found there is a real distinct difference between going to visit places as a tourist and being able to work with the local people, which helped staff members to build confidence in working and travelling away from New Zealand to elsewhere in Asia and different parts of the world.

Just being able to go and experience even for a short period of time the working life of people in other parts of the world is just truly wonderful. (Martin)

Two participants expressed their appreciation of being able to work in another country in regard to the cultural learning experience, which is educational and enriching in terms of both academic work and person cultural enrichment.

The University of the World is what I call it. The university is not just some classrooms. If you go into a new place and see different people, that's learning as well. (Kevin)

D1 – Theme Six: Appreciation from TNE Students, Parents and the Host Communities for Being Part of Students' International Education Journey

All academic and professional staff who participated in this study felt they are satisfied with the job and proud of themselves for being part of the TNE students' learning journey. These staff who interacted with TNE students directly, in some cases, also interacted with the parents and the communities in the host country. These participants felt that the TNE students, parents and the location communities really appreciated UoP bringing education services and TNE programmes to them in their own country, as Stella described:

> *Seeing students graduate with UoP's degree and seeing so many happy faces, and not just students, but parents, our colleagues offshore from partner universities as well, and all their friends. I went to graduation in Vietnam where a student graduated and celebrated their achievement by receiving a UoP degree. I also see quite a good number of students who finished our degree go directly straight to postgrad studies in UK, America, Australia, Canada, all around the world. Some come to us, to UoP as well.* (Stella)

D1 – Theme Seven: TNE Providers and the Host Worked Through the Challenges as a Team

Despite the success of TNE, some participants felt they faced numerous challenges due to the complexity of the operation. The mode of programme delivery is in blocks, meaning the lecturer has to fly to the host institutions and deliver the course in one- to two-week blocks, which is different from the traditional way of programme delivery onshore. This creates a challenge for both lecturers and the students. Although universities in Australia, the US and the UK have been developing TNE for much longer than New Zealand universities, delivering

academic programmes offshore is new to UoP and its staff. There was a foundation and model laid before to follow on, but the work is built by innovation and practice.

In particular, offshore delivery involves the partner university, and the university systems are often different between the host and provider. The enrolment period does not always match, as well as the policies, regulations and requirements on both sides. The governments of the host and provider countries working collaboratively would be the way forward, as suggested by Stella:

> *We're operating on different education systems from our own, political environments are quite different, different culture, plus there are language differences. To work together collectively between parties, it is very important.* (Stella)

All 13 participants shared their passion for and commitment to international education. They were willing to take risks, and their experience proved that working as a competent team and utilising team members' skill sets has been the key to working through the challenges. The wider UoP team involves the departments/offices of international relations, recruitment, admissions and administration, and includes professional, academic and technical staff from leadership, management and operational levels. All participants indicated the dedication and positive attitude of the team are the keys to success. As Stephen commented:

> *I do not know anyone in the programme that doesn't relish the value in creating something for the university. The staff that are highly competent, highly dedicated, highly committed people that want to see it develop and flourish and so work effectively and pragmatically. It is not a group of individuals just doing contractual components of an activity. People are committed.* (Stephen)

This statement is backed up by John:

We work on a team-to-team basis. Our team works with their team to make sure everything is running smoothly. The objectives are being achieved and the quality is being achieved. Thirdly, the task is being achieved because of that individual and team relationship, then the task of educating students and graduating them out at a good high level is being achieved. (John)

In addition, one participant pointed out that the skill sets of the team members are just as important, as TNE is operating across borders and, in most cases, the academic programme is delivered in a country where English is the second language. This requires an understanding of government policy and education systems of higher education – and, more importantly, communication skills and cultural competence. Furthermore, having at least one team member with the ability to speak one or more languages of the host country certainly brings an advantage:

My language ability to speak another language is an advantage which helps both teams when we were negotiating agreements. And also, my understanding of education environments, education systems and cultural differences between New Zealand and Asian countries enabled me to contribute to the team and this has benefited UoP. (Stella)

On the other hand, due to the risk associated with the delivery of programmes offshore, some participants were anxious that the associated challenges may risk the university's investment and damage the reputation of the university. Therefore, selecting a suitable partner and evaluating the pros and cons would eliminate these risks:

We have been looking at relationships where we might share space with existing institutions and work together on programmes, our programmes which initially we would deliver in that country and maybe over time develop staff to deliver in the country, but we're treading very carefully, one in terms of risk, profile and capital investment.

If we're working through partners, we have to be sure and confident of the quality

assurance and the quality of the delivery. (Hunter)

5.1.2. Themes Emerging from the Dream Cycle (D2)

RQ2 specific research question: What are the unexplored potentials and opportunities for

UoP, New Zealand universities and the government in TNE strategies and policies?

Looking to the future, participants shared their ideas about the unexplored potentials and opportunities for UoP and New Zealand. These potentials include: 1) expansion within the Asia region, 2) being open-minded and prepared, and 3) introducing cross-cultural perspectives as part of the curriculum in the classroom.

D2 – Theme One: Expansion in the Asia Region

Asia is the region that many participants had their eyes on for future expansion. As part of the context for Asian countries, one participant pointed out that two-thirds of New Zealand exports are going to the Asia-Pacific region and seven of the top 10 trading nations for New Zealand are in Asia. Ten out the 13 participants seemed convinced that UoP and New Zealand's future is in the relationship with Asia, and five participants have said Southeast Asia is certainly where the transnational activities are going.

UoP has a long history of working with governments and institutions in the Asia region, especially in Southeast Asia. All participants felt that delivering academic programmes in China and Vietnam provided UOP with opportunities to work with the institutions in these key target nations, leading to the university raising its international profile. In particular, the university's profile in Southeast Asia has developed very significantly and has built very valuable relationships. Building these international relationships, not just with students but

with governments and organisations, facilitates a whole range of other things, including research opportunities, and obviously encourages students from other countries to come to New Zealand to study. There is quite a wide-ranging impact on the university:

There are real opportunities to enable the university to move forward, and not just within the university but the university and its relationship with other agencies in New Zealand. There is no doubt that the university has a role that enables New Zealand to raise its profile internationally. Government agencies such as Education New Zealand and others recognise that, and so we do get support from the government, and they certainly appreciate the work that we're doing. So, there's that kind of excitement, the excitement of developing an international perspective that enables the university to extend its reach beyond just New Zealand. (Hunter)

Having the work in Vietnam for a number of years as a blueprint, some participants expressed their ambitions and suggested expansion should roll out to the nearby nations within Southeast Asia, such as Thailand, Myanmar and Indonesia. One onshore participant who shared that they had already began the expension to other part of Asia:

We've expanded to other countries such as Myanmar, more recently Thailand and particularly Indonesia. I think Indonesia is really a place where I can give you some exciting news. We have an Indonesia centre. What we're doing is that transnational piece isn't just about completely offshore. It's an end-to-end value. We have something here domestically, specifically UoP-centric, and we have it with our partners in Indonesia. (Alex)

Having successfully operated in Vietnam and China in delivering transnational programmes, staff gained confidence and were ready to expand the operation into other markets. One participant felt there is so much potential for UoP to be a leader in this area:

166

We have these wonderful programmes that we would love to deliver. With New Zealand's domestic structure around the capped number of students we can teach onshore, there's a limit to the growth the university can actually have in terms of its onshore student numbers. The potential for offshore is almost unlimited. (Stephen)

One participant suggested that the collaboration could be extended and foster research collaboration:

New Zealand universities and other universities offshore, the relationships between academics which then fosters research collaboration, and also the benefits to our students in terms of helping them to have international experiences either through having students from other countries in their classrooms or through going overseas themselves. (Holly)

D2 – Theme Two: Being Open Minded and Being Prepared

Many participants were pleased with the New Zealand Government (the 2008–2017 National-Party-led government at the time of interview) having clear national strategic objectives and goals, but also having put in place policies to support the implementation of these national initiatives, which provided clear direction for the universities and other tertiary education providers. One participant encouraged universities to be open-minded and prepared to take on responsibilities, and to implement the universities' internationalisation strategy:

It's really good that we have those policies made clear and being advertised publicly out loud. Then it is up to the universities to set their own strategic objectives based on the national goals. (Stella)

D2 – Theme Three: Introducing Cross-cultural Perspectives as Part of the TNE

    Curriculum

In talking about internationalisation, the university must engage people from different cultural backgrounds. Eight participants felt there was more work to be done in that regard, as typified by Hunter:

Valuing what people can bring to that experience. I think that's the way we can get better understanding of people from different countries, different nationalities, different religions, and understand better that actually we are more the same and less different than we think we are. Lack of engagement is why people have the wrong assumptions about different groups of people. People through tourism visit other countries and engage with people from other countries. I think is a good social benefit for everybody because we realise actually, we are so remarkably similar. (Hunter)

In implementing internationalisation in the universities as well as TNE offshore, it is the students who will benefit from the information and programme content the university provides, which must therefore must be meaningful to students, as one participant suggested:

I think we need learning outcomes in papers and assessment criteria that specifically identify cross-cultural perspectives. So, in any assignment there are marks for a cross-cultural perspective so that then even the New Zealand students will think, crikey, we can't just have New Zealand students, we must have some students from South America, Europe, China; and we get that whole mix in there and get those different perspectives in our work. (Hunter)

5.1.3. Themes Emerging from the Design Cycle (D3)

RQ3 specific research question: What future trends are anticipated by UoP and the NZ Government in TNE development in higher education?

The future trends for TNE anticipated by the participants included: 1) scale and profitability, and 2) improving government-to-government relationships and universities working collaboratively.

D3 – Theme One: Increase the TNE Scale and Profitability

As part of the internationalisation of the university and New Zealand, all participants anticipated continuing to promote transnational programmes/activities and growth internationally. This is because UoP has established a good relationship with offshore institutions and their governments. The next step for UoP would be scale and profitability. This indicates university staff are now paying attention to TNE activities and the benefits they bring. As part of the university's internationalisation strategy, many participants had started to realise that the traditional way of recruiting international students to study at UOP and in New Zealand depends to a considerable extent on the stability of the world economy, and government policy. In catering to more international students on campus, the university is limited to its staffing, marketing, resources, support services, facilities and space. Bringing the university's degree programmes to an institution offshore would not only solve or reduce some of these issues, but would also share the risks, costs and resources with the offshore partner:

> *The one thing we don't have is scale and profitability. I think once you get that, you'll see a significant improvement. If you look at the UoP strategic directions, by 2025, they want to have 1,500 PhDs. We're not going to get that by just recruiting domestically, so the international piece, offshoring, transnational, is going to be crucial. So far, international revenue from international students makes up 20% of our total revenue. Where we're not targeting is the area of, for example, offshore income. That's where the opportunity piece is, for me, and for the university.* (Alex)

Some participants already anticipated the university could do more in the key markets where it offers UoP's degree programme already, as there is an established module in these countries, and the university is already familiar with these countries' policies, the programme approval process, requirements and market behaviour:

> *Personally, I'd like to grow the programme. I think in Vietnam we can do more. There's nothing in Hanoi and I think we can find a partner in Hanoi to do the same thing. I think we can have a broader offering, to give the students some choice, and I think we go upwards into a postgraduate offering. I think we could offer the same thing at Binus University or another high-profile university in Indonesia. I think Vietnam and Indonesia are the two places that are ripe for development. The costs in those countries are relatively low, which makes it hard, and the wages are low, which makes it hard for those students to go offshore to do international education so we should take it to them.* (John)

New Zealand's geographical position is far away from most countries, so the nation's education providers must proactively make the connection to the rest of the world. In that sense, universities must be equipped to lead the nation's second largest export industry and be part of internationalisation in education. One participant suggested that universities in New Zealand should be empowered to pursue TNE in the manner that they saw as best benefiting them, with government regulations supporting the universities to act in the way that the universities feel best meets their needs. This is supported by Hunter:

> *I think there is a role within the university to encourage people to understand better what the role of internationalisation is. It's not just about recruiting international students, but that is often the thing that the university gets most concerned about*

because of the financial implications of international students, but it goes way beyond

that. (Hunter)

Scaling the TNE activities offshore, the university and country must educate more staff and increase their awareness, as some staff may not necessarily understand the importance of international education and the tangible and intangible benefits it brings to the universities and the country. In fact, international education is much more than just the financial benefit; more important is the benefit of cultural competence and social impact.

In the school environments, they still think an international student is a cash cow. If most schools still think in that way, that will be an issue. We can see the change is in most schools the staff understand the importance or the benefits, not only to the economy but also the culture or the social benefits to New Zealand. Also, New Zealand is a remote country, so we are quite a long distance from the centre of the world. We need to be more open to the world, to learn more from other countries, otherwise, in the future, we probably will lose that advantage. (Felix)

D3 – Theme Two: Improve Government-to-Government Relationships and Work Collaboratively Between Universities

At least five participants expressed the view that government-to-government relationships are critical for internationalisation in education. One participant pointed out that China, as one of the key market countries and due to the fact that was the first country to have a free trade agreement with New Zealand, maintains a close government-to-government relationship, which is important for future growth in terms of international education:

In terms of our relationship with China, potentially the broader government, the fact that we were the first country to have a free trade agreement with China raised New

171

Zealand's status quite considerably. I think in international education, the government-to-government relationship is very, very important. (Holly)

However, as one participant pointed out, working closely with the governments of the key market countries is not to say that New Zealand will do what other governments tell New Zealand education providers to do. New Zealand will look at where other governments are working and what their interests are, and then align the governments' and universities' interests and seek to amplify work in those spaces by working together.

Having government support is extremely important, especially in Asian countries, as one participant pointed out:

It's not every foreign university understands that. They think they can just deal directly with the university in China. Sometimes without government permission, a Chinese university is reluctant to cooperate with foreign universities. (Felix)

Two participants suggested that onshore students should be provided with learning opportunities offshore. In doing so, one participant would like to see the Government of New Zealand set the policies and make sure that the initiative is supported and is not overly restrictive. Furthermore, Alex suggested that the New Zealand Government should allow New Zealand students to have access to loans to study offshore, and should allow New Zealand universities to operate offshore while maintaining the quality of those programmes.

Universities working collaboratively rather than competing with each other has been suggested by two participants. The benefits of this are that the universities can share their experiences in working with offshore partner institutions and the processes they went through. One participant suggested it would be ideal if all universities in New Zealand work together and come up with one set of standard policies, regulations and processes for setting up collaborative agreements:

They can have a standard agreement on how to have these strategies planned for the transnational education overseas, just like New Zealand monitoring the quality and approving the programmes for the eight universities. At the moment you can see that each institution still treats each other as competitors. Once we're actually overseas, we know that our competitors are not in New Zealand. (Felix)

5.1.4. Themes Emerging from the Destiny Cycle (D4)

RQ4 specific research question: How can TNE development be even better at UoP and New Zealand universities, and in the New Zealand Government?

Participants expressed their passion for nurturing TNE development and implementation. To ensure continued success for UoP and New Zealand, they shared some ideas that might be considered for future development.

Various participants reported UoP's TNE development is aligned with New Zealand Government policies, and that they are proud of being part of what UoP has achieved, especially the activities that were implemented in China and Vietnam. To continue to raise the university's international profile and make an impact on students' life and their community, some participants were passionate in sharing their vision for future developments that might position UoP and New Zealand even better in the competitive international education arena. These ideas include: 1) strategic thinking, direction and leadership, 2) coordination and recognition, 3) sharing the stories, and 4) support from the government and its agencies.

D4 – Theme One: Strategic Thinking, Direction and Leadership

Looking at the future development of TNE, many participants visualised long-term strategic thinking as important. Defining directions and being able to lead the university and the country

is paramount. One participant suggested that, for consistent forward motion, the university and New Zealand Government should continue to build relationships with governments in the key target countries, maintain those relationships and strengthen international engagement, but also be selective strategically about the organisations and institutions that universities in New Zealand want to work with. UoP needed:

> *To build those relationships offshore and to strengthen our university's international engagement with other partners and being very strategic about who we want to work with and how we want to work with them. Looking at what are we going to contribute and develop offshore that is going to strengthen our partners offshore as much as it contributing to us as a revenue stream or an opportunity to attract more students from international markets.* (Stephen)

There was a strong view from the participants that providing solid direction and clearer objectives at all university levels would be appreciated, as this would create a common goal, share responsibility and create transparent processes. More importantly, it would help to create a supportive culture in terms of process and resources:

> *The university and the faculty need to have a strategy and a vision, have a vision and then develop a strategy of how it wants to achieve that vision.* (John)

> *The university needs to decide whether it wants to participate in transnational education, commit the resourcing to actually build it to a level where it becomes sustainable.* (Martin)

D4 – Theme Two: Coordination and Recognition

According to the participants in this study, there are mixed views on how well the departments within the university are coordinated, and how TNE programmes should be recognised in the

university's system. However, the common message from the majority of the participants is that they would like to see a culture shift within the university to being more supportive, which includes more coordination between the University's internal departments/offices and recognition of transnational programmes in the UoP's system.

In addition, there is a strong view that creating a supportive culture towards TNE activities would encourage staff to continue their involvement in contributing to the development of TNE activities. On the other hand, the negativity that exists is not only unhelpful but also signals discouragement, which might, in fact, affect staff members who are passionate about the activities they are implementing offshore. As a sample, one participant expressed it thus:

> *People should not stifle other staff's creativity and entrepreneurship. If you're always hearing about the negative stuff and not about the positive stuff, you get a bit dejected. Unfortunately, that happens more than it should.* (Martin)

This was also the experience of another participant, who felt that people should be looking at the benefits more:

> *By looking at the benefits rather than the resources required. People say there's too many lecturers away from their desks and it costs too much money, but what are the benefits? How are the lecturer themselves who are going away being fulfilled and developed, apart from just teaching to another culture and learning the differences? They must be establishing wider relationships for their own goals and achievements. As I said before, it's just a matter of managing resources than just seeing those resources off doing something that you can't see happening. People should get involved and look for how improvements can be made and not how it can be stifled and chopped back.* (John)

A clear indication from a higher level in the university in support of the existing activities would help to create a supportive culture and improve internal communication and encourage coordination within the organisation. One participant was concerned that the energy spent on battling with people who did not offer support was disappointing:

> *Fifty percent of our battles are internal in trying to deliver this successfully and there is very little support for building and developing and creating new programmes offshore. Would be good for UoP to think strategically about this looking at how it can structure internally to make it possibl*e. (Stephen)

When engaging with international partners through the joint delivery of academic programmes, a clear pattern emerged indicating that university systems around degree programmes played an important role. It was felt that it is necessary to create a comprehensive centralised infrastructure that includes recruitment, admission, orientation, academic administration, student support services and graduation, as well as teaching, evaluation and quality assurance. If all these areas could be improved, that would sustain the long-term success of transnational activities. There were mixed views on how these are managed.

It appears improvements to the current programme management system in the university are required. Some participants voiced the need to recognise programmes delivered offshore in the university's system, as the current way to record the activities does not sustain the need for various activities such as administrative reporting and financial management:

> *All the vision that they (university) have of building a financial model are based on outdated RGA (revenue-generating activity) financing or New Zealand-based programme delivery. In each country we've gone to, we've actually developed a unique financial model to actually make it viable within those countries. ... You can't necessarily take one financial model and impose it in different countries because there*

could be different regulations. ... [And it depends on the] location, political and bureaucratic environment. (Martin)

Two participants suggested that universities should have a unit separate from the international recruitment department, one that would be responsible for promoting and managing TNE and related activities.

There was a clear indication that the structure in terms of staffing and resources could be managed better, as there were concerns about work–life balance and challenges impacting on participants' well-being and family life. One participant described a stressful situation of juggling between work onshore and offshore:

Catching a plane on the Friday night after class and then preparing for a day and then teaching for six days and then flying back straight and deal with work demand onshore, after 15 days plus, it gets pretty tiring. (Hunter)

The current staff management poses risks. What needs to be taken into consideration is that the current model has some attendant risks in the sense that if the staff just decide that they do not want to participant in offshore teaching on top of their onshore responsibilities, this would put the operation of the programme delivery on hold. And, on the other hand,

a lot of staff participate ... for the additional income, and if the university was to decide that it gets built into the workload model would staff still participate? (Martin)

This indicates that creating a model that enables a career pathway for staff willing to contribute the offshore delivery long-term would sustain staff involvement:

It would be good to have something more strategic that we could tap into to build new opportunities and new markets and to make it a success for staff involved rather than something they do as an add on. Build it in as part of a career pathway. (Stephen)

177

This is supported by another participant:

I'd like to see it to be part of my component teaching. Travelling 20% of your year offshore to teach does have impact at home. (Stella)

D4 – Theme Three: Share Stories of Staff and Students and Brand TNE

There have been varied views about TNE implemented offshore among university staff members. Some were concerned with the quality compared with the onshore teaching, while others see the activities purely as revenue generation. In this study, a number of participants acknowledged the views of others, but suggested having TNE development champions, who have had demonstrated success in implementing existing activities, share their success stories. This, they believed, would help increase people's understanding of TNE, as the benefits of developing TNE are far more than just an extra income stream to the university and the country, and the impact on the university and New Zealand is greater than just seeing a few more students graduating with a New Zealand qualification.

There's a lot of focus on recruitment of students to UoP, the revenue they bring, and that's great, that's fine, it allows the university to develop and it allows New Zealand students and international students to mix. However, I do believe that there needs to be more of a focus on transnational education and sharing our expertise. (Anne)

TNE activities are still relatively new to UoP, and to most universities in New Zealand, compared with the UK, the US and Australia. Some participants indicated that they believe many academic and professional staff have not been given the opportunity to learn about the benefits that TNE activities have brought to UoP and New Zealand. In fact, many staff do not know the university delivers degree programmes in China and Vietnam. One way to increase

understanding about TNE is to share the experiences and the programme management methods, which would also encourage others to participate:

> *I think that we really need to tell our story to others in a much wider audience, let more staff join in and give them the opportunity to get involved. This could be teaching a paper, or assist with part of the operation, or participate in managing the programme. We do have quite a range of staff who have different expertise which they can contribute to improve or expand transnational education.* (Stella)

Seven participants suggested that the sharing of knowledge might be extended to knowledge exchange between academics and professional staff, and also to creating opportunities for student exchange. In this way, it would be possible to create a pool of people who have the expertise in the operation of TNE and share a common interest:

> *Build academic connections, not just teaching, but also build research collaboration. Working together to build research linkages, internationally, which benefits not just students, but staff, universities and their countries.* (Stella)

Sharing stories across borders and promoting the TNE activities would help brand the programmes of UoP, and also promote the quality education that New Zealand has to offer. Also, UoP has TNE programmes offered in China, but as the Chinese international education market is very competitive and pretty much dominated by the US, the UK and Australia, many Asian students are not familiar with the New Zealand education system.

> *In China, when you ask Chinese students here if they are not familiar with New Zealand, they think New Zealand's education quality is not good when compared with other English-speaking countries. That's a perception. We need to have more branding activities towards that.* (Felix)

Creating a brand and labelling the "business" is a creative way of profiling transnational programmes and other activities. It is now well known by the New Zealand Government and universities, as well as institutions in China and Vietnam, that UoP delivers degree programmes offshore, as well as having a high profile for international TNE. But in labelling UoP's programme as world class, the university must safeguard its quality and reputation.

> *Once you've got the profiles out, you have to do it right. You've got to get the quality right, not be known for dodgy or shonky processes, and keep the degree, let the degree have a high profile so that transnational students who can't afford to travel offshore in their countries want that degree.* (John)

D4 – Theme Four: Support from the Government and its Agencies

Contributing to the government's strategic objective for internationalisation, there is huge potential for growth for the university and New Zealand as a country. In taking New Zealand's world-class education, which is a well-received Western education, overseas to the markets that are demanding it, the departments and the university would require extra resources and support from government and its agencies. This would assist the university to position itself in line with the government direction to promote the quality education of New Zealand globally. Additional support from the government and its agencies would reduce the cost of marketing and of operations offshore.

> *To support the government policy and championing New Zealand quality education, additional resources are required for the branding campaign.* (Felix)

Participants pointed out that there is unbounded potential for offshore education as an export for New Zealand and its universities. There are probably opportunities to find ways to support that happening at the departmental level, the faculty level, the university level and nationally,

but it will require government and its agencies' financial and human resource support. The government has made a few moves to try to promote new programmes offshore. Some participants would like to see the government focusing on resourcing that early development aspect.

> *My opinion is that perhaps you'd be better focusing that money at the programmes that are already successful and how to take them to that next stage of success*. (Stephen)

5.2. Analysis of Interviews Conducted with Offshore Participants Before Covid-19

5.2.1. Themes Emerging from the Discover Cycle (D1)

RQ1 specific research question: What are the accomplishments of UoP's TNE activities?

D1 – Theme One: Recognition by TNE Students, Parents, Industry and Government

UoP's transnational programme was set up in Vietnam in 2008. From 2008 to 2018, the programme has built its reputation for IT programmes in Ho Chi Minh City, Vietnam. Bob has been involved with managing the operation for over 10 years, He was very proud to announce that

> *I think our collaboration programme here; it continues our vision. All the universities [in Vietnam] offer programmes in information technologies now, they have experienced difficulties [in recruiting students], but our programme is remaining in a better position [in Vietnam].* (Bob)

Likewise, in China, following the signing of an MOU between UoP and the partner university in 2011, the operation expanded to China and the first cohort of Chinese students taking the UoP course was recruited in 2013. Reflecting the success of TNE programme development involving UoP's degree programme, the leaders and key staff members of both universities in Vietnam and China considered recognition by students, parents and industry to be the most significant achievement.

As a leader of the university, Aleki considered increased interest from students and parents was an important measurement of the successful running of the operation:

> *The project has been recognised by many students and their families; our students' number have increased from 90 to 120 which is the top limit set by the Chinese Government for this particular collaboration agreement.* (Aleki)

Zoe, who manages the operations of the programme, has a view aligned with Aleki's:

> *So far, this project is well recognised by the teachers and students in our university, students' family and the society.* (Zoe)

In addition, Zoe further explained that the rise in popularity of TNE programmes offered in China is because it meets the demand of the market, where students do not need to leave their home country to study a degree programme provided by a foreign university and gain a Western qualification in English. Parents look at the cost of their children's education at the university level and the return from that investment.

> *From the students' point of view, they don't need to leave their home country and complete the degree offered by a foreign university. It is a cost saving for the education they receive compared to the cost of studying abroad. For example, to study in UK, the cost of tuition fees and living costs would be at least RMB300,000 [NZ$60,000] per*

year. So, the collaborative programme we offer in China is affordable by most family, even families not categorised as a high-income family. (Zoe)

The education market in Vietnam is different from the Chinese market. The market within Vietnam was different when the TNE programme was first offered in 2008. Because it was a new model of delivering an academic programme, it required a flexible mode to break into the education market and attract students from increasingly affluent families with an interest in going to New Zealand to complete the programme; the alternative would be to complete the programme in Vietnam. Bob admitted that the university considered

Developing a model that is flexible, [so that] after two years studying in Vietnam, our students can transfer to Auckland to continue their study. The model at that time was one of the good models for the collaborative programme to attract students. (Bob)

The official New Zealand Government visit to the university in Vietnam was observed by staff there, as recognition of the transnational programme offered in Vietnam. Kate was excited to share her experience when the New Zealand Tertiary Education Minister attended the graduation in Vietnam 2015:

Yeah, I think when we had Minister Stephen Joyce come and witnessed the MOU signing ceremony between our university with UoP in 2015, that was the major achievement for our programme. Because we can see we have the support not only from our side and from your country from the government. (Bob)

D1 – Theme Two: Students' Satisfaction and Employability

The university leaders and key staff were convinced that students' satisfaction and employability are the key elements when it comes to measuring the achievements of an education provider. Zoe explained that

looking at the academic performance of students in China, one of the best achievements

would be that the students' satisfaction rate is high, and all completed the programme.

(Zoe)

Kate shared the same view that

the [highest] achievement is [by] our students here in Vietnam, the completion rate

from our programme, 100% of them got jobs after they graduated. (Kate)

Regardless of location, both universities in Vietnam and China considered that one of the significant achievements of UoP's transnational programme offered at their university is that it has equipped the students well and led them to employment in the local industry.

D1 – Theme Three: UoP as a Long-term Strategic Partner for TNE

UoP was seen by offshore university leaders as a long-term strategic partner as part of their university's internationalisation. In setting up a Western education programme in China and Vietnam, the university leaders did not take the operation lightly but had a vision that the cooperation would be long-term. Bob has been working in the partner university in Vietnam since 2007 and was one of the negotiators of the collaboration agreement and witnessed the signing of the agreement for the joint delivery of UOP's degree programme in Vietnam in 2008. After over 10 years of managing the programme, Bob confirmed with confidence that,

when we signed the agreement with UoP, we saw UoP as a strategic partner with a

vision that we would provide the best programme in information technology in Ho Chi

Minh City, and of course, in Vietnam as well. (Bob)

D1 – Theme Four: Delegation Visits Built a Closer Relationship for TNE Partners and Improved Staff and Students Cultural Competence

UoP's programme offered offshore has created opportunities for visits by government officials, university delegations and academics, which has enhanced the relationships between countries and universities, and also improved work relationships between staff across borders. One participant felt that it was an exciting moment when Minister Steven Joyce of the New Zealand Government visited their university and attended the graduation in 2015, which indicated the support for such activities in Vietnam by the New Zealand Government:

> *I recall the time when we were honoured to have Minister Steven Joyce to come to our graduation in 2015, and himself handed out the parchments to our graduates, that was a very good experience.* (Kate)

The New Zealand Government officials' visit to the university in Vietnam also made students proud, as Kate explained that

> *the graduates felt very proud and happy to have such honour of the UoP delegation, lecturers, especially, [when] we had the Minister Stephen Joyce come joint them at the graduation after the four years of the study in the programme.* (Kate)

Frequent delegations and academics' visits between UoP and the university in China were seen as "*evidence of the success of our cooperation*" (Aleki). As explained by Zoe, this contributed to the success of the cooperation, because campus visits enable face-to-face communication:

> *The more we communicate with one another, the more we understand each other at all levels, and in turn, it will enhance the relationship.* (Zoe)

Visiting each other's universities was seen by the participants as an enhancement of a closer relationship:

> *We have hosted several delegations from UoP, also we have sent delegations almost every year to UoP. We achieved real cooperation.* (Aleki)

185

Working with people from different cultural backgrounds can be a challenge; however, all participants from the Chinese and Vietnamese teams have had very positive experiences working with staff members from all around the world in their university. Zoe, a participant from China, found discussing cultural difference was a "*very interesting topic.*" She politely highlighted that UoP's lecturers are from different cultural backgrounds and have different nationalities, which creates such a contrast when they are together. Aleki who is also based in China, shared his experiences of working with UoP staff:

> *I have worked with UoP staff for many years, I find they are really honest, willing to help others, very friendly. When our students went to a short trip for research at UoP, they were very [warmly] welcomed by UoP staff.* (Aleki)

Kate, who is one of the leaders in managing the programme administration in Vietnam, felt that "*it has been an honour and pleasure working with AUT staff.*" She really enjoyed her time spent with UoP staff members because she felt she was supported and understood by the UoP side.

If Zoe's response was more one of politeness, Bob from Vietnam was very genuine when reflecting on his experiences working with people from different cultural backgrounds.

> *We have staff from America, New Zealand, and other parts of the world. Working with people from different cultural backgrounds, I feel very happy* [laughs with delight]. *Because I learn more from them, from their culture. We always say to our students, the lecturers are from America, from New Zealand, from Australia, many countries. I would like our students to learn more about their culture because they study [in] a collaborative international programme.* (Bob)

D1 – Theme Five: Team Effort Enabled the TNE Collaboration and Cooperation

Participants from both universities in Vietnam and China emphasised that teamwork has been one of the biggest contributors to the success of the cooperation. They recognised that staff from both sides of the relationship between universities in China/Vietnam and New Zealand, they had contributed to the success of the collaboration. As Zoe emphasised, she was pleased to be "*part of the hard-working team*", and what she "*valued most is the cooperation between the two sides of the team.*" Kate's view resonated with Zoe's in her comment that she enjoys her work because.

> *Staff are very supportive, we are very close to each other, we all understand what we believe, so when it comes to the event, everything that we run, we need the teamwork to show [we are] good at it.* (Kate)

Apart from being supportive and cooperative, a good team should have staff with expertise in different areas and assign responsibilities to ensure the smooth running of the operation. The Chinese team has a mix of staff from management, academics, and operational personnel. As Aleki shared, his team includes:

> *the head of the team members are made up from the computer science department, including the chairperson of the department, leader of the major, secretary of the computer science major, so, having this special team, we can collect data regularly, if there is any problem, we can solve it in time.* (Aleki)

Similarly, the Vietnamese team experienced growth to better support the operation of the programme offered in Vietnam. When Bob talked about the team building, he had a big smile on his face and pointed out that over the years his team numbers have grown significantly, from the original two staff to a larger team, which includes a director, administration manager, marketing, student services, teaching assistants and administration support, as well as having

built up experience in managing the programmes offered by foreign universities. Bob shared his experiences with pride:

> *In the beginning, we had only two staff* [laughs]*, yes, only two. Over the period, we developed the team, the structure has changed based on the programme developments from 2010, to support our students.* (Bob)

In addition, apart from the expertise that is required from each team member, both teams in China and Vietnam value a team culture that is supportive, where people are cooperative with one another. Bob emphasised that, as he works in the education field and deals with students, he requires his team members to have good attitudes, he is looking to create a culture where members support each other and are "*nice*":

> *One thing we think is very important, we have to be nice* [laughs]*, [and have a] nice culture. When we developed the organisational structure, we would like to implement teamwork [so] that every department will support another department.* (Bob)

The Chinese team shares similar values of encouraging teamwork. Aleki stated that, as long as he is still involved in managing the programme, he will support the team members:

> *I have been given the opportunity to lead the cooperation at the university level. In my position, I would like to see myself as a good example of supporting one another.* (Aleki)

Bob in Vietnam expressed his wish to invite as many lecturers as possible from UoP to visit his university in Vietnam and would like to send his staff to visit UoP each year, to learn UoP's good practice and experience the culture. He further expressed the view that:

> *all the UoP staff [who] come here are like our friends* [laughs with delight]*, that is an achievement*. (Bob)

D1 – Theme Six: UoP's TNE Programmes Met the Demand of the Market in Host Countries

China had a population of 1.4 billion as at March 2019 (China Population, 2019). Its education market has been very attractive to many universities around the world. As Zoe mentioned,

we have a large population in China, there is a huge market of students looking for higher education opportunities. (Zoe)

She was confident that there would never be a shortage of students. Having said that, Zoe further pointed out that the world rankings of a university and a department play an important role when it comes to choosing education providers, in addition to the costs of education:

Students look at the rankings and quality of the major they are interested to study. Secondly, the cost of tuition fees and other costs. (Zoe)

Although TNE programmes provide opportunities for students to receive education and gain knowledge from foreign lecturers without leaving their home country, Kate also mentioned that students in Vietnam also consider the affordability of UoP's programme:

Students can afford to study an international programme, instead of having to travel abroad and pay a lot in tuition fee. (Kate)

At this point in the interview, Kate praised UoP lecturers from New Zealand and expressed her appreciation:

It is good to see the lecturers are willing to come and teach us, to work with our students and help them, that's really good. (Kate)

Economic growth has raised the population of middle-class families, who can afford to send their children to study overseas. Furthermore, many other education providers from around the

189

world have gradually broken into the market in Vietnam, which created competition for UoP's programme. To survive in the local market, marketing strategies had to be modified in order to attract more students, Bob mentioned that

> *from 2014, we had to build a few things, on how to attract many students to our collaborative programmes.* (Bob)

This was an indication that there was a sense of struggle for student recruitment.

D1 – Theme Seven: Contribution to Government Policy and the University's Strategies for Internationalisation

It was clear to me that all the participants from China firmly believed that the education policies set by the Chinese Government encourage Chinese universities to collaborate with foreign universities. Educational programmes provided by foreign universities in the Chinese market are welcomed by the government, but the programmes offered in China are limited to the education fields that have demand and are subject to approval by the Chinese Government. Aleki confirmed that

> *Our Chinese Government encourages cooperation [to] import foreign resources into the Chinese educational market, so our current cooperation is within these fields. Each agreement has to be approved by the Ministry of Education, we have gained approval by the [Ministry of Education], so that is the proof our government supports such cooperation.* (Aleki)

In terms of government policies on foreign universities offering TNE programmes, it appears to me that the Chinese Government has sent clear messages to the universities in China and abroad that such activities are encouraged by the government. The participants in China were

confident that cooperation involving UoP's programme was meeting the Chinese Government's objectives for internationalisation in higher education.

On the other hand, the participants from Vietnam seem less confident that there is a clear government policy which encourages cooperation, such as UoP's programme, offered in universities in Vietnam, as the Vietnamese Government is going through education reform in terms of education policies on internationalisation. But the participants believed that UoP's transnational programme offered in Vietnam not only benefitted the students who take part but also the academics who are involved in assisting UoP's lecturers. More importantly, the success of the cooperation would make a contribution to influencing government education policies in Vietnam. As Kate put it,

> *Education reform has always been the most important objective our government has been working on. Having partners from overseas [and] lecturers from your university to teach that helped not only our students, the learners, but also the lecturers. They can listen and share ideas with overseas professors. And also, that lays a good foundation for our government to look at different ideas for our education system [which] will be better and better.* (Kate)

5.2.2. Themes Emerging from the Dream Cycle (D2)

RQ2 specific research question: What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government in TNE strategies and policies?

D2 – Theme One: Expand the Cooperation in the ASEAN Region and Beyond

Both the universities in China and Vietnam expressed interest in expanding the cooperation over the next five years towards other fields in education, with an ambition to expand to the

ASEAN region and beyond. Zoe hoped to see more collaboration happening in different academic areas, which could provide an opportunity for academics to exchange their ideas and knowledge. Also, the universities' leaders could investigate new areas that could develop with further cooperation. Aleki shared the same vision as Zoe, as he explained that

> *we could try to open a new field beside the computer sciences, such as management, cultural [studies], engineering, and many others. Even in the IT field, we can think about cooperation in a Master's programme. We can set up a cooperation zone in China, so there is a lot we can do.* (Aleki)

Similarly, Bob in Vietnam shared the same vision:

> *UoP has many partners all over the world, especially within the ASEAN, in Indonesia, China and Vietnam, in the future, maybe in Singapore and Thailand. I would like to think [that] all the students could transfer their studies between these countries. Then, our collaboration would be truly international. Our university would be very happy if UoP could set up the transfer connection between education partners.* (Bob)

To be able to expand the cooperation, Zoe suggested that UoP and its offshore partner university could look at the areas in which to expand the collaboration that are suitable for and interesting to both parties. And, more importantly, she wanted the universities to "*have some serious discussions*" and come up with ideas and possible areas that would be worth considering for further development.

D2 – Theme Two: Financial Support Would Enable Travel to New Zealand for
      Learning Opportunities for Students and Staff

To be able to support staff and students to travel to New Zealand

first, we need support from our top leader of both universities. When we send the teachers and students, we need the funds, financial support is also very important. we have the support from our top leaders, so currently, and have enough financially support to send our teachers and students to visit. (Aleki)

D2 – Theme Three: Raise Awareness of Value of TNE

When it comes to the choice of higher education, it was interesting to learn that many parents in Vietnam hold traditional beliefs about higher education. They would prefer their children to graduate with a degree from a public university in Vietnam over a degree provided by a foreign university. It would be a mission to raise awareness among prospective students and parents in Vietnam about the high quality of the education programme and the different teaching methodology from UoP. If UoP could work with the university in Vietnam and promote UoP's programme, it could change perceptions in society:

Many Vietnamese students' parents still believe that graduating from a public university, with a degree from the Vietnamese Government, has always been a privilege and honour for the family. We have been trying to change that attitude and their perception, because nowadays, our international programmes, or going abroad can really change our students to gain new knowledge and learn more about the [rest of the] world. (Kate)

5.2.3. Themes Emerging from the Design Cycle (D3)

RQ3 specific research question: What future trends are anticipated by UoP and the NZ Government in TNE development in higher education?

D3 – Theme One: Grow International Cooperation

UoP's transnational programme has been operating in Vietnam for over 10 years, and over six years in China. Both universities exercised their wishes to grow international cooperation and expand their activities by offering a higher level of programmes designed by UoP. Aleki was confident that *"there are many ways to grow international cooperation"* between UoP and the university he works for in China.

Building linkages with industry internationally would further meet students' growing expectations. Zoe explained that

> *students don't just hope to receive a degree parchment, but also think about what it will lead to in future work areas and opportunities.* (Zoe)

D3 – Theme Two: Quality Education Leads to Student Success

Participants from both Vietnam and China anticipated that students' success is the focus in the next stage of the collaboration development. They believed that quality education will lead to student success, and students' success and their satisfaction will result in recognition by industry and the community.

Kate believed that quality education will assure student's success:

> *the number one goal is students' success, we always aim to their ability to study our programmes and have good jobs after they graduate.* (Kate)

Bob also affirmed that

> *We think the quality is important for the continued collaboration. Gaining recognition and reputation [in Vietnam] means students after they graduated with UoP's parchment, every enterprise wants to [hire] them. Which also means, they can continue in a Master's degree in Vietnam or another country, so we focus on quality.* (Bob)

D3 – Theme Three: Frequent Delegation Visits Will Enhance the Relationship

A positive relationship has been identified by all the participants as the key to the success of the collaboration. However, increasing the frequency of delegation visits between the governments and universities will continue to improve the relationship.

Aleki shared his experiences that their

> *counterpart in Germany usually sends the government delegations to visit our province and university each year, the leader of the delegation is the governor of the state in Germany. So, the governors and universities' leaders of both countries are well informed about the activities of the collaboration.* (Aleki)

Bob also anticipated that he

> *would like to send more staff to AUT to learn their operation and their culture.* (Bob)

Apart from official visits and staff exchange, Zoe mentioned that

> *every year, we send a group of students to UoP during the winter break, it is summer break in New Zealand. It has been very successful to expose our students to UoP's system and the unique environment of New Zealand.* (Zoe)

Unlike most participants, Kate expressed her unique idea for enhancing the relationship:

> *sharing our experiences of what we want to do more, we want to be supportive [to each other], I think in this way we will enhance our working relationship of the programme.* (Kate)

A participant from the university in China emphasised that student study tours to UoP during the university break are a great opportunity to expose offshore students to an English

environment. She hoped this activity would continue as it also increases students' cultural awareness.

> *We try to encourage students to use English as a communication tool in their life outside classes and try to create the environment for them. I hope both universities organise more activities, events for them to practice English [like Summer Study Tour] and increase the awareness of cultural difference.* (Zoe)

D3 – Theme Four: Provide Students with Work Experiences in the Global IT Industry

The Vietnam participants anticipated that assisting graduates in the workforce locally and internationally is the next phase of the development. To achieve that, they plan to continue the career development programme, but it will require assistance from UoP to help the students gain work experience internationally.

> *When our students completed the third year [of the study], we designed a programme, named career development programme to assist our students to go into the final year. In the first two years, we assigned a professor as a career advisor locally. But we need UoP to help us with the activities, and help students through our career development in IT, not just in Vietnam, but also overseas. Because almost all students and parents ask [us] the same question: Can they get a good job in the local and global market?* (Bob)

Kate expressed the same idea that

> *if AUT can make our students and their family to believe that studying with AUT will bring them not [only] a good job, but also to [study at] AUT and live in a different country like New Zealand or, everywhere [in the world] after they graduate from AUT, that would be a good [marketing] point.* (Kate)

Interestingly, this initiative was not presented by the Chinese participants.

5.2.4. Themes Emerging from the Destiny Cycle (D4)

RQ4 specific research question: How can TNE development be even better at UoP and New Zealand universities, and in the New Zealand Government?

D4 – Theme One: Quality Education from New Zealand Education Providers Will Be the Key to Sustaining the Collaboration

New Zealand, as a country, with its lifestyle and clean environment, will continue to be an attraction to Chinese students. Zoe pointed out that

> *Some students are interested in countries like New Zealand. The environment, lifestyle, etc., would attract a certain type of students.* (Zoe)

More importantly, the quality of the programme will be the key to sustaining the programme in China, as the demand for quality education in society grows. Zoe continued by saying that:

> *I think from UoP's perspective, quality education programme will always be important in terms of attracting Chinese students, quality is number one.* (Zoe)

Promoting the quality programme that New Zealand education providers have on offer will require extra effort, as Aleki suggested that

> *UoP's programme is interesting to students, but UoP needs more efforts to introduce their programme clearly, such as UoP's overall international ranking, subject ranking, benefits of studying a UoP programme.* (Aleki)

D4 – Theme Two: Extending the Collaboration to a Higher Level Will Enhance Cooperation

In addition, to make UoP's programme more attractive in the Chinese market, UoP must understand what programmes its competitors offer that also attract Chinese students. An example would be that,

AUT's programme may be better to follow the British mode and provide a one-year master's programme, because students have to think about the cost of the education. (Aleki)

Creating a pathway from the undergraduate programme to staircase to a postgraduate programme would offer some attraction in the Vietnamese student market as well. Bob suggested that

UoP will do better by extending it to the scientific field, and at a higher level of cooperation. As I mentioned earlier, extend the cooperation to the Master's, PhD programme and conferences. As well as more collaboration between all UoP's partners in ASEAN and China. (Bob)

To enhance the cooperation, Zoe suggested,

it will require the leadership team to make some meaningful decisions. (Zoe)

D4 – Theme Three: Consistent Government Policy and University Direction Will Have More Impact on TNE

The Chinese participants believed that the Chinese Government's policy and the university's directions will be consistent and would not change in terms of TNE programmes offered in China. Zoe was confident about the university's long-term objectives:

Our college's direction and objectives will not change, and we hope to expand the cooperation. (Zoe)

On the other hand, Vietnamese participants believed that, although it is students' choice if they go on to study at university after high school, Vietnamese Government policies in higher education – especially policies related to the international programmes offered in the universities – will give a strong message to society and will have an influence on young people's attitudes towards foreign education programmes. Equally importantly, the teachers in high schools will also play a big part in students' decisions about university education:

I think at the moment the Vietnamese Government policies really demonstrate that students should or not attend the universities. It is always up to the student's choice when it comes to attending university after graduating from high school, and what school would they choose. But from the way they [the government] have the system, and how the lecturers, teachers at the high school in their daily class, I think it affects students' perspective about the future learning atmosphere. (Kate)

Kate suggested that if

UoP can persuade the Vietnamese Government to believe that having an overseas programme, such as UoP's, [means that] their teaching methodologies will develop students better, ... that would be good. (Kate)

D4 – Theme Four: Promote the TNE Programme to a Wider Community and Highlight Affordability

Although the Chinese participants were confident that UoP's programme has gained popularity within the province where the university is located and believed there will be no shortage of students, the participants in Vietnam were concerned that due to the increase in the number of international programmes offered in Vietnam by foreign universities, the trend will mean more

people in Vietnam would be aware of such programmes but, at the same time, this would create competition.

Kate believed parents have a strong influence on students' choice of study. Therefore, to promote UoP's programme to a wider audience, making the parents' group aware of the benefits of the programme will attract more students. Kate thought the university needs to promote the programme to the parents and "*mak[e] them believe that studying AUT's programme is a good choice*". She further suggested:

> *We would try to reach out to our prospective students in high schools. When they are in high schools, they haven't decided on their future study after graduating from high school. If we can change their attitudes and convince them that apart from study a degree programme offered by a Vietnamese Government university, there are also international programmes designed by an overseas university, which would benefit them enhancing their carer not only in Vietnam, but also internationally*. (Kate)

In addition, the affordability of the programme is seen as important by both Chinese and Vietnamese participants, as Zoe mentioned that, to attract more students

> *affordability will be one of the attractions to potential [Chinese] students [because] the majority of families are not in the high-income category, so they look at the costs of study the programme.* (Zoe)

This is backed up by one of the Vietnamese participants:

> *We have been doing good in providing information to our students, and university system. To be honest, our Vietnamese parents, not all of them familiar with the university's ranking system, they are more concerned about the tuition fees, and the possibility to study after students graduate.* (Kate)

5.3. Post-Covid: Analysis of Additional Interviews with New Zealand Participants

After AUTEC granted the ethics extension application in November 2021, three interviews were conducted between November 2021 and January 2022. Two participants were from two different faculty within UoP, and the third participant was from an offshore partner university in China.

5.3.1. Themes Emerging from the Discover Cycle (D1)

RQ1 specific research question: What are the accomplishments of UoP's TNE activities?

D1 – Theme One: The College Had a Robust Strategic Plan

The most significant development in one of the colleges at UoP was that the college had a strategic plan for internationalisation. Under the direction of the college Dean, the international director was given delegated authority, and led a team which developed a college *Internationalisation Strategic Plan 2017–2021*. Because there was no university-wide international strategy roadmap, the college used the university's *Investment Plan* as a guide.

Since the college strategic plan was created in 2017, this college achieved most of the objectives outlined on the strategic plan, including diversifying the business models of TNE activities, despite the Covid-19 global pandemic's impact on the international higher education landscape during 2020-2021.

D1 – Theme Two: Diversified TNE Business Models

The college international director Fay was concerned that Asian students dominated the academic programmes taught in the UoP. Although the university welcomes and enjoys having

all students on campus, having a small pool of source countries for international students poses a risk. When Fay was appointed in 2016, she led and developed a college strategy that identified the risks and an elimination plan to diversify the business models. Since then, developing TNE activities has become the priority; the partnerships include institutions in China and Vietnam, and the business models include offshore delivery of the postgraduate programme, articulating programmes, and government scholarship schemes.

To diversify of partnerships, the college also developed a relationship with a prestigious scholarship body in Malaysia, which led to government scholarships being offered to students who wish to study business programmes at UoP. Fay was proud of this accomplishment, as she explained that "*This is just another connection and our key transnational education activities.*"

Furthermore, Fay explained that the transnational partnerships the college developed not only enabled the schools to cement relationships with their key markets in China, Vietnam and Malaysia, but also it diversified their business models for TNE. One breakthrough occurred when the college managed to enter the Chinese market and deliver a postgraduate programme to its offshore students. Fay was proud to share her excitement,

> *The entire programme is owned by UoP but taught in China at the host university. It is one of the first programmes in New Zealand approved by the Chinese Ministry of Education. To me, it is one of the exciting moments.* (Fay)

D1 – Theme Three: Maintaining Academic Programme Quality

Academic programme quality assurance is one of the key elements in maintaining offshore students' learning experience. When forming a partnership with an institution offshore, the university considered academic quality seriously. As Fay explained,

W maintain the quality of university's programmes and follow the university ... policy and regulations, to protect the reputation of the New Zealand education. We make sure some activities we won't do, even when the partner pushes the boundaries. (Fay)

To ensure the offshore students have the same learning experience as students studying in New Zealand, the offshore teaching team must be at the level of associate professor or higher. This is to protect the academic teaching quality and satisfy the requirements of international accreditation bodies. On the other hand, when choosing an offshore partner, the host university accreditation must be comparable, although this resulted in a delay in the approval process of the host country, as Fay shared,

The approval of delivering a TNE programme in China took nine months, but it gave the university the confidence that the Ministry of Education in China has a robust process in evaluating a foreign university delivering a degree programme. (Fay)

This gave the university confidence in terms of quality assurance, and therefore the university can replicate the same business model in the host countries.

D1 – Theme Four: Building Relationships with the Host Government and its Agencies

When discussing the approval process for delivering transnational programmes to the host countries, Fay expressed her appreciation for the guidance and cooperation received from the host governments and their agencies. Although it normally takes months for an application to be approved, the process was efficient, and her experience was positive. Fay shared her experience when working with the host government.

The approval for delivering a postgraduate programme at the host university in China took nine months. This was my first TNE project involve Chinese institution. I appreciated the guidance and cooperation from the Chinese Ministry of Education

203

during the process. The Chinese Consulate in Auckland was very helpful and walked
us through this journey. (Fay)

Each of the international partners and their governance is unique. Fay explained that working with the Malaysian scholarships body and Vietnam Government was different to working with the Chinese Government; however, the experience has been positive. Fay recalls that Malaysian government scholarships are prestigious, and many of them are like the new Columbus Plan. Many of the government officials at the scholarship body were alumni of universities in New Zealand. Fay took the opportunity to showcase UoP's programmes when a Malaysian delegation visited New Zealand, and convinced the delegates to include UoP's programme in the scholarship scheme, which was a proud moment.

> *I was delighted with the outcome, because it was the first academic programme to be*
> *included in the prestige scholarship scheme amongst eight New Zealand universities,*
> *apart from medicine, engineering and science programmes.* (Fay)

In addition, Fay acknowledged that this accomplishment should also be credited to the New Zealand Government for handling the pandemic situation so well, as this had boosted the confidence of countries like Malaysia in sending their scholars to study in New Zealand.

D1 – Theme Five: Cultural Understanding Cemented Relationships

All participants viewed cultural competence as playing a unique part in building and maintaining partnerships, as it is an essential skill when working with partners from different cultural backgrounds. Zara emphasised that when developing and maintaining relationships with the partner institutions, negotiation and personal skills are equally important. In addition, Zara thought language skill is a unique quality, and speaking the host country's language is

helpful during the TNE development and implementation process. An example she gave was that

> *[when] my students do not quite understand the English, I would speak to them in our mother tongue. As an academic, often, I act as a translator at meetings and delegation visits, I also use my language skills to help other lecturers and explain to students about the academic requirements. (Zara)*

Fay's view was the opposite to Zara's; although she admitted speaking the host's language is an advantage, she said it is not an essential skill when it comes to TNE partnerships. Because "*you don't have to be speak the host's language to be able to negotiate, the partners' English ability is good, they often provide a translated version of the agreements.*"

D1- Theme Six: Leadership and Staff Dedication Contributed to Successful Operations

All participants affirmed that all the staff involved in teaching and managing the TNE programmes had brought in their expertise and unique qualities to the team, and this is one of significant contributors to the accomplishment of TNE activities. Zara and Fay had the same view that having a team sharing the same passion for TNE and working toward achieving the team goal ensured the effectiveness of TNE implementation. Fay was proud to work with a group of like-minded colleagues on this journey:

> *I value all my team members; we have shared objectives. We have students' best interest at heart and as well as the financial viability of the university. I make it very clear to the team that I am on a train that it is going at a great speed, they are either on the train with me, or they are off it, because, at the end of the day, we have to achieve the goals of the university.* (Fay)

Apart from dedicated staff members, leadership plays a critical role in ensuring a successful TNE operation. Zara shared:

> *In order to embark on the transnational education journey, it requires leadership; such cross-border operation, it requires a lot of money to operate at that scale. At the college, we have the leadership's support, which helped us drive our missions on TNE.* (Zara)

D1 – Theme Seven: Meaningful and Trustworthy Partnerships

Building meaningful partnerships is the goal for the university. Fay felt many institutions, especially education providers in China, have proactively sought potential partners from Western countries. Developing a meaningful partnership is the primary goal; signing too many MoUs and most of those MoUs ending up in the filing cabinets is not something the college wanted because, as Fay explained

> *It defeats the purpose of engaging with foreign institutions. We engage them and drive the expectations. Develop and create a meaningful and trustworthy partnership which will enhance the relationship. To be up front with the expectation of a partnership build a good foundation on the partnership journey.* (Fay)

5.3.2. Themes Emerging from the Dream Cycle (D2)

RQ2 specific research question: What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government in TNE strategies and policies?

D2 – Theme One: Consistent Government Policies

When discussing New Zealand Government policies in international education, Grace pointed out that government agencies carry different responsibilities in terms of international education. As she explained, ENZ promotes New Zealand quality education worldwide. It encourages

international students to study in New Zealand or with a New Zealand education provider. However, Immigration New Zealand acts as a gatekeeper and is very selective when issuing visas. Therefore, when developing partnerships, New Zealand immigration needs to be taken into consideration, given the fact that different countries might be treated according to different policies. Hence, because of this inconsistency, Grace suggested,

> *we need to be mindful about the governance in New Zealand, there is the Ministry of Education …, Education New Zealand (ENZ) and Immigration New Zealand (INZ); they are such independent bodies. When I talk to some of our partners, I am always upfront with them and let them know that we would likely have zero students from those countries coming to New Zealand because the students are unlike to get a visa from the immigration of New Zealand. And those students' journey to New Zealand is not going to happen.* (Grace)

She added that the inconsistency of the government policies inspired the business school to reach out to those countries being categorised as 'at-risk', as setting up a transnational programme would be a great option.

Having shared that, Grace further suggested that cross-border education is always complex regarding government education systems, regulations and policies. She reminded educators to

> *be mindful of the country you are operating in; the potential partner needs to have a strong government regulating body within their country and have a reputation for international education. It would always be a good idea to engage with your partner and learn from them.* (Grace)

D2 – Theme Two: Face-to-face Interaction Enhances the Learning Experience

During the Covid-19 pandemic from 2020 to 2021, many education providers moved face-to-face on-campus teaching to an online platform. While the offshore students are used to hybrid teaching and learning methods, moving to full online was new and posed challenges to both academics and students. Zara was concerned that

> *100% online teaching was less efficient from the learners' point of view. Because English is their second language, therefore, face-to-face interaction is more important for them. Although the lecturers put more effort into online teaching, it appears less effective, as they receive less response and … interaction from the students.* (Zara)

Zara further added that this reflects the preference of transnational students; their preference is to have some face-to-face interaction, and fully online learning does not provide them with the same experience.

D2 – Theme Three: Invest in TNE and Encourage its Development

Despite the accomplishments of each faculty at UoP, all UoP participants strongly recommended investing in TNE activities that will enhance the university's reputation and improve its international ranking.

Zara suggested that UoP's leadership should consider providing adequate funding to academic staff involved in transnational programmes; this incentive would encourage international research collaboration and produce research output. In turn, it would raise UoP's international profile and potentially improve its international ranking.

Grace's view was that each of the faculties drove and funded their TNE developments, benefiting the university, and she suggested that it may be a good time for the university to consider whether developing and implementing TNE activities should be driven by the university rather than faculties. If the transnational activities are driven and funded by faculties,

a central pool of investment funds from the university will assist faculties in further developing transnational activities and their implementation.

D2 – Theme Four: Compatible Online Teaching and Learning Tools and Platform

The TNE programme is delivered extramurally, and it depends on the technologies and platform. Grace explained that faculties manage the operations of the programme delivery and suggests that those running UoP's online teaching and learning platform should consider the unique nature of delivering UoP's programmes to students based at the host university campus. She said that there is

> *No point in having a partnership with someone when none of our systems works with their systems.* (Grace)

5.3.3. Themes Emerging from the Design Cycle (D3)

RQ3 specific research question: What future trends are anticipated by UoP and the NZ Government in TNE development in higher education?

D3 – Theme One: Leadership with Commitment

To be more successful in TNE activities, one of the most significant elements that would be needed is commitment from the Council of UoP and effective leadership. Grace suggested that the university needs

> *a visionary leader on transnational education development, driven by the Council, and funding from the university. A internationalisation strategy roadmap got to be in the UoP strategic plan and need a chapter on its own.* (Grace)

Strong leadership is one of the crucial factors for success; without that, TNE will continuously operate at a smaller scale in each faculty. If UoP sets a goal and wants to achieve TNE development as a university, a dedicated leader who can lead international development would be needed. As Grace put it,

We currently have a PVC International who is also the dean of a faculty. International development has a big responsibility, we need a dedicated leader for international and in it 100%, make 10+ commitment. If UoP decides to go down this journey, they would need to search for a foreign leader. And we need the right people to drive this. (Grace)

The qualities of a future leader should include being a clear communicator, being a people person who enjoys interacting with staff, and being transparent; this is Grace's view of an ideal person to lead TNE development:

Be able to deliver the vision and the goal. Communicate that to the team clearly, so the team members understand what they will need to achieve. Regular check-in and feedback about the targets and objectives, and be transparent. (Grace)

At the operational level, Zara thought that a capable leadership group for the transnational programme would include the academic leader, and an administrative manager, as well as the head of school's support person. These staff members will need to be proactive. In the event of any issues in the implementation process, improvements will need to be made in a timely manner.

D3 – Theme Two: Strategic Plan

One participant explained that she would love to see a university strategy and internationalisation roadmap in the next two years, a plan that could drive international

development, and include the models for different transnational programme set-ups and for building partnerships:

> *If I might be honest, I am yet to see an international strategy roadmap for UoP. Not as I am aware of. Internationalisation is building the university strategic goals of the university, and I think they call it an investment plan. There is a roadmap for research, and I think there is a roadmap for students, but we are probably the only university of the eight universities in New Zealand that do not have an internationalisation strategy. It is about time to have one, considering the global pandemic situation.* (Grace)

The strategic roadmap should also include existing human resources and recruit people who share the same vision and passion, and have knowledge and experience in developing transnational activities. This is not only because of the expertise required in driving transnational activities at UoP, but also because of the people UoP works with at the host institutions – many are experienced in international education development, so UoP and other New Zealand universities need to be comparable and competitive.

> *You must have the right people within UoP to drive this. Your partner would have got the passion and drive themselves, and you found your partner already is an expert in transnational development.* (Grace)

D3 – Theme Three: Efficiency and Streamlined Process

It would be more efficient if the administrative process for transnational programmes could be streamlined, as Grace indicated:

> *Processing student applications, sometimes the operational staff might be a bit slack, and sometimes the volume is large. But I listen to their frustrations and am able to tell them by doing it smarter, it will take the stress off them, so we end up having these*

students and it will benefit all parties without yelling, screaming and pointing fingers to one another. It is in the best interest of the international students and the institutions as well. (Grace)

This view is shared by Zara, who explained that because students enrolled in the transnational programmes form a unique cohort, it requires a customised process and system to manage them. Replicating everything that is done onshore would not work well.

D3 – Theme Four: Teamwork

Despite the success in developing and implementing transnational activities from each faculty, to continue nurturing the accomplishments, sharing the team's experiences will help the wider team build its knowledge and share the workload, as Zara recommended:

I would like to have some help from other team members and work together, rather than rely on myself for the full workload. If people are willing to learn, then they will be able to respond to the questions. In addition, I would suggest that the lecturers familiarise themselves with the process, so it would require me to repeat the process each time. (Zara)

To improve and scale TNE development and implementation, UoP needs to recruit the right people and form a strong team. Grace's view is that, apart from a strong leader to lead the development, more importantly, it will require the right people who have the right skill sets. As Grace pointed out,

you will need a strong leader who has the understanding of transnational education. As well as having the right people behind the leader. Otherwise, it will fail. (Grace)

In order to compete with countries like Australia, where universities cater for tens of thousands of transnational students, Grace's view is that UoP needs to recruit a leader who has offshore experience in leading TNE:

> *In New Zealand, transnational education has not taken off in a large scale, you're not going to find a strong leader, unfortunately, from onshore in New Zealand. If you look across the Tasman, you know they're very strong universities with tens of thousands of students in transnational. [And] if you would look at the UK, they have been doing it [TNE] longer than anybody else, so you would find a perfect visionary leader to the equivalent of a Pro Vice-Chancellor, transnational or engagement, who understands what it takes to make transnational educations work and be successful.* (Grace)

Furthermore, a dedicated team will be paramount. As Grace emphasised,

> *If UoP want to be more successful in transnational development and implementation, they got to have committed people who are willing to put energy into building meaningful relationships and maintain it for years to come.* (Grace)

Zara suggests that one of the incentives would be to provide an extra allowance for staff travelling to offshore institutions for teaching. The reason for that is once more staff have had the experience of teaching offshore, it would ease the workload and pressure from one or two key staff members; but also, the knowledge would be passed onto the other staff, and that international teaching experience would be beneficial to staff. It is evident that being exposed to a foreign culture increases cultural awareness and competence. Furthermore, interacting with colleagues at the host institution would likely form further collaborations, like joint research projects.

5.3.4. Themes Emerging from the Destiny Cycle (D4)

RQ4 specific research question: How can TNE development be even better at UoP and New Zealand universities, and in the New Zealand Government?

D4 – Theme One: Strategic Roadmap

At the time of this research investigation, UoP did not have a university strategic plan for international education. As pointed out by Grace, out of the eight New Zealand universities, UoP was the only university that did not have a university strategy for international development, despite each faculty having participated on its own in TNE development.

> *UoP gets the limelight because each faculty member has been engaged with transnational activities. If there's a strategy being developed, it would be fabulous. But, at least, it will need to have the key people involved in international in each faculty to receive a copy of the draft and an opportunity to provide feedback, so UoP will have robust documentation.* (Grace)

Both participants suggested that if a strategic plan is created and aligned with the New Zealand Government's strategic intent, it will map out short- and long-term goals for UoP's international development and will have the necessary key performance indicators and accountabilities.

5.4. Post-Covid-19 Analysis of Additional Interview with Offshore Participant

5.4.1. Themes Emerging from the Discover Cycle (D1)

RQ1 specific research question: What are the accomplishments of UoP's TNE activities?

D1 – Theme One: International Teaching and Learning Experience

The most significant achievement of UoP and an offshore Chinese university was establishing the jointly taught degree programme, which provided Chinese students and staff with the international teaching and learning experience and cultural exposure. As JL explained:

> *Our students and staff experienced brand new ways of teaching, learning and communicating with UoP staff, as well as being exposed to the foreign culture.* (JL)

D1 – Theme Two: Language and Communication Skills

One of the unique qualities the participant brought into this cross-border operation is the bilingual skill; speaking both English and Mandarin played a crucial role in communication between UoP staff and offshore students:

> *One of my responsibilities is communicating between both parties, UoP and my home university. as well as contributing to the negotiations.* (JL)

Apart from the language skills, cultural understanding and knowledge of the programme are also very useful in communicating between UoP and the offshore partner and engaging in negotiations.

D1 – Theme Three: Team Effort and Relationships

JL acknowledged that teamwork is crucial to the success of the TNE operation. Her perception was that the most significant team members are the collaborative programme academic leader and the administration manager of both universities' management teams. JL further added that the most important factor that made her work experience meaningful was that she collaborated with colleagues across the two teams, UoP and her home university in China, which contributed to building a healthy working relationship. In turn, a good relationship has enhanced the partnership.

More importantly, JL felt that staff from both teams have shown a high work ethic and taken work responsibilities seriously, and the common goal the staff shared was helping students succeed. As JL put it:

The sense of responsibility, the teamwork between the two universities focused on the benefits of the students. Our team in China, certainly love our students very much, and they all hope that the students will achieve their academic goals one day. (JL)

D1 – Theme Four: International Education Opportunity

JL affirmed that the joint-award degree programme offers offshore students an international education experience at their home university. Attending UoP's transnational programme, students have been exposed to the English learning environment and given an opportunity to learn the unique culture of New Zealand. Should students choose to staircase to postgraduate studies, the TNE learning experience would have prepared them well:

The transnational education programme provided offshore students with a wider education opportunity, including learning the course content in English and the country's culture. Some students will take the staircase to the postgraduate studies, even PhD, in New Zealand or Australia after they complete the joint programme, because getting a bachelor's degree from a university in New Zealand, it is almost certain, the chance of gaining entrance to a postgraduate programme in an English-speaking country would be possible. (JL)

Considering the success factors that contributed to the TNE developments at UoP, the initiative in improving TNE development would be targeted towards a more hybrid learning and teaching environment, especially during the pandemic. The traditional face-to-face teaching and

learning method was impossible during a lockdown situation. As the technologies continue to develop and improve, virtual classes will be more common:

> *Post-pandemic, education delivery methods will and is shifting from traditional face-to-face teaching and learning to a more online or virtual type of teaching and learning. In the context of this Covid there is great potential to develop online learning and communication.* (JL)

5.4.2. Themes Emerging from the Dream Cycle (D2)

RQ2 specific research question: What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government in TNE strategies and policies?

D2 – Theme One: Diversify Cooperation and Expand the Existing TNE Collaboration

Reflecting on the achievements of the TNE programmes of UoP, and their contribution to international education and global society, the participant's vision for future developments remains optimistic, despite the impact of the Covid-19 on the international education sector. In five years from 2021, the participant's ideal vision of TNE between UoP and an offshore partner institution is that

> *both parties should try to build more joint programmes across different disciplines, as well as develop new programmes at the postgraduate and PhD level, short courses, and students and staff exchange, this will diversity the cooperation in future.* (JL)

In stating this, JL further observed that students and staff are exposed to a very different cultural environment from their own, which has enriched their cultural experiences and allowed them to become more interculturally competent. More importantly, while students study toward a

New Zealand degree programme, learning the unique culture of New Zealand at the same time is paramount.

To deepen the collaboration between the universities and the two countries, JL suggested offering English language training and short courses to students that would encourage students and staff to participate and improve their English language skills.

D2 – Theme Two: Extra Funding

To improve the operation of existing TNE activities between UoP and their offshore partner institution, JL felt that more funding from the home university for employing extra programme management staff would be needed. Hiring a dedicated staff member to manage the operation would improve its quality and enhance students' experience, as JL explained:

> *Funding is a very important factor. I am an academic staff and managing the operations as well, but the downside of this arrangement is I cannot spend all my time dealing with the programme; funding for a full-time project manager would help.* (JL)

In addition, extra funding would provide resources for staff exchange, especially for research collaborations between academic staff; adequate funds would enable staff to travel and visit their counterparts at the partner institution offshore, with increasing research productivity.

> *Staff would be more motivated to participate in the transnational programme and its activities if they receive funding to visit offshore institutions and conduct research with their counterparts. Especially for academic staff, if they are satisfied and receive rewards, they will want to contribute more to the transnational education activities.* (JL)

JL further stated that funding from the government and investment in TNE would also be welcomed.

5.4.3. Themes Emerging from the Design Cycle (D3)

RQ3 specific research question: What future trends are anticipated by UoP and the NZ Government in TNE development in higher education?

D3 – Theme One: Strong Leadership

As many participants suggested, leadership in the development of TNE is crucial for the successful operation of TNE programmes and activities. This includes a) passion for developing TNE and recognising the value of international education; b) willingness to encourage students and staff to participate in learning and teaching across the borders; and c) cultural competence. JL said that

> *First of all, a leader should be passionate about transnational education and willing to encourage students and staff to teach and learn aboard; as well, he/she should have well-developed communication skills.* (JL)

D3 – Theme Two: More Efficient Internal System and Process

To better support TNE activities, JL suggested that the efficiency of the student management system and process could be improved. It appears that the student management procedures of both institutions are not flexible enough to capture and cater for the needs of the transnational programme.

> *The internal universities' systems are inflexible from both sides, which impacted the motivation of staff. If changes can be made and reduced workloads, it will also ensure the quality of teaching and efficient administrative process. To achieve this, more flexibility is required. When issues arise, staff of both parties could discuss openly, modify and improve the internal process.* (JL)

5.4.4. Themes Emerging from the Destiny Cycle (D4)

RQ4 specific research question: How can TNE development be even better at UoP and New Zealand universities, and in the New Zealand Government?

D4 – Theme One: Advance TNE Cooperation at a Higher Level

The transnational degree programme has built a foundation for the advancement of international cooperation. Regarding the strategic development and implementation of TNE between UoP and their offshore institution, JL recommended that creating a university strategy would be beneficial for future growth. The university strategy should include developing higher-level academic education opportunities for offshore students, e.g., joint postgraduate programmes and joint supervision for PhD students. These incentives would enhance the collaboration between the host and the provider, as well as contributing to international education.

> *A higher-level cooperation, like the joint postgraduate or PhD programme, will attract more students and staff to participate in transnational education activities.* (JL)

D4 – Theme Two: Improve Visa Application Process

Undertaking short courses, such as English courses and study tour programmes, at the providing institution would require a fast-track visa process from INZ. JL suggested that if the New Zealand Government could simplify the international student visa policy for a short stay in New Zealand, that would encourage more international students to participate in short courses in New Zealand and experience the local culture.

> *I would like to lead students to come to New Zealand and take short-term programmes to UoP or in NZ. So, our students and staff will have the opportunity to explore the New Zealand culture.* (JL)

D4 – Theme Three: More Face-to-face Learning

Since the Covid-19 outbreak in 2020, the international higher education landscape has been impacted. Many education providers have diversified the methods of delivering programmes to ensure sustainability.

Online/virtual classrooms were common programme delivery methods during the global pandemic period between 2020 and 2022. Although there are advantages for learning and teaching, it also created a somewhat negative impact on students' learning experience. As JL explained,

> *Students and lecturers are bored with online learning due to lack of interaction between lecturers and students. In addition, student activities are also limited, so these factors do not create motivation for learning.* (JL)

D4 – Theme Four: Consistent Government Policy

Government policies on TNE play a critical role in a university's strategy and further direction. JL confirmed that the Chinese Government stated that its approach is consistent and that it encourages Chinese students to study overseas. It is hoped that this policy will provide reassurance to Chinese students, to the host and home education providers as well as to the New Zealand Government:

> *The government policies are very important for developing transnational education and for both universities. I heard the news that our [Chinese] government re-stated that the Chinese Government encourages students to go and study abroad. It's good news. The New Zealand Government may also admired this policy I imagine.* (JL)

D4 – Theme Five: Government Financial Support

It was unfortunate that many families were impacted with job losses during the global pandemic from 2020 to 2022; this will affect parents' financial ability to invest in their children's education. JL explained that

> *Many countries and universities in the world provide a range of scholarships to international students. If the New Zealand Government could offer scholarships to offshore students enrolled in a transnational education programme, then it would attract and encourage more international students to participate and come to UoP and New Zealand to study*. (JL)

In addition, JL suggested the forms of financial support also include but are not limited to a student loan zero-interest policy, tuition fee reduction, and excellence award scholarships.

5.5. Chapter Summary

This chapter has sought to provide a thematic analysis of interviews conducted both prior to and after the Covid-19 pandemic.

The impact of Covid-19 on higher education globally is significant – it has changed the international education landscape forever. Because this was a significant event, I could not conclude without including recording and analysing the impacts that the Covid-19 pandemic had on internationalisation.

Due to the limited research available on this topic at the time this thesis was written. In addition to the discussion of the key findings presented in Chapter Five, the following chapter provides a snapshot of Covid-19's impact on higher education globally.

Chapter Six

Further Analysis and Discussion

In the midst of every crisis, lies great opportunity.

- Albert Einstein

This chapter of the thesis revisits the purpose of the study and restates the research question. Section 6.1 discusses the significant findings from the four sets of the interviews data and 6.2. compare those with the documents analysis from the government policies and university strategies.

As stated in section 1.2. this study's goal was to evaluate UoP's accomplishments on TNE development, and its strategic alignments with New Zealand Government policy. The focus of this study was to explore the TNE policies that exist within the global organisations and governments, and the university's strategies on TNE that are relevant to this study. It looked at New Zealand universities' strategies, and the New Zealand Government's approach to internationalisation in higher education policy linkages with China and Vietnam, and a comparison with policy of the Australian and the UK Governments. Participants' experiences were evaluated through the theoretical framework of AI. Triangulation of data analysis was adopted, including the thematic analysis of interview data, and the government policy and university strategy document analysis.

In this study, I adopted a qualitative research method and conducted semi-structured face-to-face and virtual interviews. These allowed me to evaluate the participants' experiences and their points of view related to the main research question. There were 20 interviews with individuals. Participants were universities' leaders, managers, academics, professional staff, and members of government agencies – people who have had expertise in establishing and implementing internationalisation strategies and policies.

AI as a theoretical research framework was employed to guide the collection of data in order to evaluate UoP's achievements in TNE development, and its strategic alignment with the government policies of New Zealand, China and Vietnam.

In concluding this study, it is important to revisit what I set out to achieve in this project. My initial thoughts about this study arose from my interest in exploring my understanding of UoP's accomplishments in its TNE activities, and the university's strategic alignment with New Zealand Government policies, as well as its international strategic alignment with the government policies of China and Vietnam, where UoP conducted most of its TNE activities. In line with the aim of this study and the review of the literature, I developed the specific questions set out below. The interview questions were designed by following the 4D cycles of AI (Cooperrider et al., 2003).

Subsequently, the main research question was formulated as: "What are the accomplishments of TNE activities at UoP, and its strategic alignment with the New Zealand Governments' policies, in the context of UoP's relationships with the participating universities in China and in Vietnam?"

To address the main research question, the research sought to achieve the following research objectives:

- To compare the government policies and university strategies on internationalisation in higher education in New Zealand, the UK, Australia, and two participating countries: China and Vietnam.

- To investigate the TNE activities of UoP and evaluate its strategic linkages and accomplishments from a global perspective.

The AI 4D cycles guided the exploration of the study:

- **Discover (RQ1) – What is done well?**

  What are the accomplishments of UoP's TNE activities?

- **Dream (RQ2)** – **What could be?**

What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government in TNE strategies and policies?

- **Design (RQ3) – What would be?**

What future trends are anticipated by UoP and the NZ Government in TNE development in higher education?

- **Destiny (RQ4) – How can it be?**

How can TNE development be even better at UOP and New Zealand universities, and in the New Zealand government?

6.1. Key Findings from Interviews

In this section, I provide an overview of the themes that emerged from the four sets of interviews, and discuss those key findings. The section begins with the presentation in Table 11 of a summary of the main themes that emerged from the interview data. This is followed by the discussion of the key findings that emerged from each of the four sets of interview data.

Table 11. Key Findings of the Four Sets of Interviews

Key Points	
Pre-Covid-19 Onshore	RQ1 - TNE and international profile. - TNE and NZ Government strategies and objectives on internationalisation. - TNE and educational opportunities for students offshore. - TNE and the demand of the host countries and alignment with the host government's policies on internationalisation. - TNE and staff cultural awareness and cultural competence. - Students, parents and the host communities appreciated staff involved in TNE programmes, for being part of the student's international education journey. - TNE and the team effort across the provider and the host institutions. RQ2 - Expansion in the Asia region. - Being open minded and being prepared. - Introducing cross-cultural perspectives as part of the TNE curriculum. RQ3 - Increase TNE scale and profitability. - Improve relationships between governments and work collaboratively between universities in NZ.

	RQ4 ▪ Strategic thinking, direction and leadership from the government and universities. ▪ Coordination and recognition. ▪ Share stories of staff and students stories and brand TNE. ▪ More support from the NZ Government and its agencies.
Pre-Covid-19 Offshore	**RQ1** ▪ Gained recognition and appreciation from students, institutions, parents, industry and the host government. ▪ Increased students' satisfaction and improved employability rates. ▪ Considered UoP as a long-term strategic partner for TNE. ▪ Built a closer partnership through visits by institutional and government officials, and improved staff and students' cultural competence. ▪ Team effort. ▪ Met the demand of the market in the host countries. ▪ Contributed to the host countries' government policies and the university's strategies for internationalisation. **RQ2** ▪ Expand the cooperation to the ASEAN region and beyond. ▪ Financial support would enable travel to NZ for learning opportunities for more students and staff. ▪ Promote and raise awareness of value of TNE. **RQ3** ▪ Continue to grow internationalisation and cooperation within higher education. ▪ Ensure quality of TNE delivery. ▪ More frequent delegation visits will enhance the relationship between institutions and governments. ▪ Provide students with global work experience. **RQ4** ▪ Quality education from NZ education providers will be the key to sustaining the collaboration. ▪ Extending the collaboration to a higher level will enhance cooperation. ▪ Consistent government policy and university direction will have more positive impact on TNE. ▪ Promote TNE to a wider range of communities and highlight its affordability.
Post-Covid-19 Onshore	**RQ1** ▪ The host had a robust strategic plan. ▪ Diversified TNE business models. ▪ Maintaining the quality of TNE programmes. ▪ Building relationships with the host government and its agencies. ▪ Cultural understanding cemented relationships. ▪ Leadership and staff dedication contributed to successful operations. ▪ Built a meaningful and trustworthy partnership. **RQ2** ▪ Be consistent with the NZ Government policies and regulations, and the university's direction. ▪ More face-to-face interaction between staff and students enhances the learning experience. ▪ Invest in TNE and encourage further development by NZ universities. ▪ Ensure online teaching and learning tools and platforms are compatible across the provider and the host institutions. **RQ3** ▪ Improved leadership and commitment. ▪ Provide a university and government strategic plan. ▪ Improve efficiency and streamline the process. ▪ Improve teamwork and cooperation.

	RQ4
	- Set out a strategic roadmap
Post-Covid-19 Offshore	RQ1 ■ Staff and students gained international teaching and learning experience. ■ Improved English language and communication skills. ■ Good team effort and work relationships. ■ TNE offered students an international education opportunity. RQ2 ■ Diversify cooperation and expand to other disciplines. ■ More funding from the host and providing universities, and their governments. RQ3 ■ Require stronger leadership and a commitment to further development in TNE from the providing institution. ■ More efficient internal systems and processes in the providing institution. RQ4 ■ Advance TNE cooperation at a higher level. ■ Improve students' visa application process. ■ Create more face-to-face learning opportunities. ■ Consistent NZ government policies. ■ More financial support from the NZ government.

In seeking answers to the research question on the accomplishments of UoP in regard to TNE, the main themes that emerged from the key points listed in Table 11, above, are outlined in section 6.1.1; and the future trends anticipated by the participants are reflected in the themes are discussed in sections 6.1.2, 6.1.3 and 6.1.4.

6.1.1. Discover (RQ1) – Appreciating Accomplishments / What is done well?

■ **TNE and the Host University's International Profile**

With a wide range of cross-border cooperations and continuous global flows of trade, people and information, universities are more important than ever, and many governments are increasingly active in internationalisation in higher education and in responding to increasing global competitiveness (Luijten-Lub et al., 2005). All 20 New-Zealand-based and offshore participants in this study considered that UoP's TNE activities in China and Vietnam certainly helped UoP gained exposure to the international market and raised the university's

international profile as a world-class university. UoP's TNE activities in the Asia and Southeast Asia region not only enhanced government-to-government relationships and university-to-university partnerships, and improved the international rankings, but also enabled personal connections between staff members. Their views on TNE activities strongly suggest that global engagement of universities/institutions boosts their international profile through activities and projects tied to their international networks (UNESCO, 2018b). It is even more important for a young university, like UoP, to develop an international perspective that enables the university to extend its reach beyond New Zealand (UoP, 2016).

In response to the changing world and in raising the university's profile internationally, UoP has hosted high-profile delegations from Southeast Asia, including the Vietnamese Prime Minister. One offshore participant also shared the excitement felt when New Zealand Government officials visited their university in Vietnam in 2015 and 2018. It is much like the Colombo Plan in the building of relationships through working with government officials. TNE provides an opportunity for UoP to build and improve long-term relationships with governments, organisations, and universities in the Asia region and beyond, and TNE is seen as a key international asset for the education sector, with potential for further growth (UK Government, 2021a). The uniqueness of working with offshore institutions means a good relationship is perceived as the most important element, as it is for any business relationship. Working with governments and their agencies gave universities the credibility that they would not achieve through marketing (Australian Government, 2021a).

Many participants considered TNE programmes to be an excellent initiative as part of the internationalisation of higher education. Such initiatives not only increased the profile of UoP, but also created indirect benefits, such as increased student mobility, which was reflected in

international students coming to study at UoP at both undergraduate and postgraduate levels (UoP, 2012).

- **TNE and International Partnership Development**

The demand for international education by Chinese students and the number of Chinese institutions seeking international cooperation have increased considerably since the 1990s (Cheng & Agyeuwaah, 2022). As suggested by a number of participants (Stella, Zoe, JL, John and Kevin), UoP's TNE activities enhanced partnerships between UoP and its offshore partner universities in China and Vietnam, and gave UoP credibility and reputation in the Asia region. The literature highlights the demand for quality higher education from Western countries in the Asia region, especially in China, and many international students believe that gaining a qualification from a Western university would lead to better employability (Beine et al., 2014), and is a pathway for migration to the host country (Beland & Howlett, 2016). Forming international partnerships through TNE development, students in the TNE programme offshore have had exposure to and are familiar with the teaching styles of the providing institutions, and this preparation gave TNE students the confidence to pursue their further studies with the TNE provider.

- **Contributions to the Strategic Objectives of the New Zealand Government**

Participants indicated that the presence of TNE activities is a key factor related to the university's internationalisation strategy and is aligned with New Zealand Government policies. The operation of offshore programmes in key target countries is seen as a business development which generated revenue for the university, as well as boosting UoP's international profile.

Many New Zealand participants were well aware of the 2008-2017 National-Party-led New Zealand Government's ambition, which was to increase offshore enrolments from 3,000 in

2014 to 10,000 by 2020 (New Zealand Ministry of Education, 2014b) through TNE programmes.

UoP's TNE development began in 2000, and this activity existed ahead of New Zealand Government setting out a policy in this space. Promoting New Zealand's quality education to the world has been an important strategy for the New Zealand Government. In support of government strategy and objectives, offering academic programmes offshore has made UoP and New Zealand more visible in the Asia region.

It was clear that all the participants from China were aware of Chinese Government policies on internationalisation, and firmly believed that the education policies set by the Chinese Government encouraged Chinese universities to collaborate with foreign universities.

Educational programmes provided by foreign universities in the Chinese market are encouraged and supported by the government. However, programme approval by the Chinese Government is limited to the subjects that are in demand in the Chinese market, with programmes such as engineering, computing and so on being included in the selected fields. Participants from China firmly believed that the cooperation involving UoP's programme was meeting the Chinese Government's objectives for internationalisation in higher education.

Evidence, including the *Education Action Plan for the Belt and Road Initiative* (Chinese Ministry of Education, 2016), suggests that the Chinese Government is determined to continue to enhance its connectivity and influence globally. The mission statement of the *Education Action Plan* indicates that China will consistently stick to its open policy in education and deeply integrate with the global trends in educational reform and development (2016).

It is worth noting that one of the top priorities of this *Education Action Plan* is that the Chinese Government is seeking to establish more arrangements to have academic credits … mutually

recognized and more dual and joint degrees conferred, with the prospect of working concertedly to build an integrated educational community (2016). The Chinese Government's higher education policies and direction are documented and published in the public domain. Participants emphasised that Chinese Government policy guided Chinese universities to set out their strategic direction, which provided the confidence to build a long-term plan in terms of TNE development with New Zealand education providers and other global partner institutions.

On the other hand, the participants from Vietnam seemed less confident that there is government policy, because the Vietnamese Government was going through a period of education reform. However, the participants believed that UoP's TNE programme offered in Vietnam not only benefited the Vietnamese students in the local community, but also hoped the success of the cooperation would contribute to the government education policies of Vietnam.

The global landscape of international education has changed rapidly in terms of the mobility of students and staff, as well as educational programmes. Having studied and worked in the higher education sector for the past two decades in New Zealand, I have seen that higher education has become increasingly international. The global trend suggests that the interest in TNE is growing in universities and private higher education providers. Therefore, it is crucial for governments and universities to develop policies on TNE as part of internationalisation, and position themselves on the international stage for the future. Equally importantly, universities must ensure that internationalisation strategies include TNE, and are aligned with their government's policies.

6.1.2. Dream (RQ2) – Imagine Opportunities / What Could Be?

- **Expansion Within the Asia-Pacific Region**

The UK Government had an international education policy for the Asia and Pacific region in 2016 (UK Department for International Trade & Department for Education, 2019), and a strategy to look for opportunities to expand their engagement in the region; the UK Department for International Trade provided advice and support on business development, such as TNE activities, for higher education providers. Similarly, Simon Birmingham, the Australian Minister for Education and Training, was pleased that the Australian Government had reached a landmark agreement with key Asia-Pacific nations to mutually recognise university qualifications (Civinini, 2018).

Asia is the region that many participants viewed as the region for future expansion. As pointed out by several participants, two-thirds of New Zealand's exports goods are going to the Asia-Pacific region, and seven of New Zealand's top 10 trading nations are in Asia. This view is aligned with the APEC leaders' declaration on education (APEC, 2020), which reaffirmed that leaders in the Asia-Pacific region are committed to promoting education and the development of human resources in their nations. Consistent with this position, in 2022, the APEC leaders endorsed their support for enhancing an open and interconnected Asia-Pacific region, and strengthening physical, institutional and people-to-people connectivity as well as taking advantage of digital connectivity (APEC, 2022). This future expansion will be based on the mutual benefits to be obtained.

- **Introducing a Cross-Cultural Perspective as Part of the Curriculum**

Knight and de Wit (2018) believed that higher education internationalisation not only exists within the higher education providers, but also interacts with areas of economic, social and cultural policy. Engaging with people from different cultural backgrounds through TNE programmes is an important part of internationalisation and is part of the intangible benefit provided to students who participate in TNE programmes. Some onshore and offshore

participants voiced the need for promoting cultural exchange and cross-cultural activities. This is aligned with the view of scholars Glennie and Straw (2012), who believe that increasing awareness of cultural values and political views will help to spread the acceptance of universal values such as democracy, liberty and human rights. New Zealand Government policies on international education indicate that New Zealand has a history of looking to the long-term benefits that flow through the increased social and cultural understanding that follows from education strategies (New Zealand Ministry of Education, 2014a). One great example was the New Zealand Government's participation in the Colombo Plan which originated in the 1950s, and which contributed to social and cultural development within the Asia-Pacific region. The New Zealand Government seeks enduring social and cultural benefits (New Zealand Ministry of Education & MBIE, 2014); the *International Education Strategy* (New Zealand Government, 2018), published by the 2017–2023 Labour-Party-led Government, sent out a strong signal that, under that Government, there was a commitment to lead and invest in international education.

6.1.3. Design (RQ3) – Anticipate Future Trends / What Would Be?

- **Scale and Profitability**

Higher education has always been more internationally open than most sectors because of its immersion in knowledge, as described by Marginson and van der Wende (2006). For future trends on internationalisation in higher education, all onshore participants anticipated continuing to promote transnational activities and that growth internationally should be the focus for future development in universities of New Zealand. The participants urged university leaders to pay more attention to TNE activities, as well as the financial and cultural benefits they bring to the providing university and its partner countries. This is because the traditional way of recruiting international students to study at a university largely depends on the stability

of the world economy, regional/global security, international relations and government policy. In catering to more international students on the providing university's campus, there is a demand for more resources for staffing, and space and facilities constraints. Scaling up TNE in host countries would eliminate some of the issues that the providing universities are facing and would share the risks, costs and need for resources with the host university.

This profit-driven approach to TNE activities is consistent with Blessinger and Cozza (2017), and with Robertson's (2002) description of internationalisation in education during the first and the second wave of the globalisation periods as consisting chiefly of study offshore by those with the financial means to do so. However, the three participants (Zoe, Aleki and JL) from the offshore host insititutions presented a different views to the onshore participants' profit-driven approach in suggesting that the providing insititutions should offer funds or scholarships to TNE students in the host insititutions, such funds enabling TNE students to travel to New Zealand and participate in New Zealand's learning envirnment, which will also provide a cultural exposure to those students. This view is in alignment with Glennie and Straw's (2012) belief that knowledge, ideas, values, and aspects of culture spread across borders through international education. In scaling up TNE activities offshore, the university and country must create more awareness of TNE's intangible benefits; this was affirmed by some of the onshore participants (Hunter, John and Kevin).

- **Improving Government-to-Government Relations and Universities' Collaborative Work**

Government-to-government relationships are critical for internationalisation in education and TNE activities. Increased competition among global powers and regional instability create challenges for the New Zealand Government and education providers in enabling future growth in TNE. Universities working collaboratively rather than competing with each other has been

suggested by participants (Hunter, Holly, Grace and Martin). The benefits of this are that the universities can share their experiences in working with offshore partner institutions and the processes they went through. One participant suggested it would be ideal if all universities in New Zealand worked together and came up with one set of standard policies, regulations and processes for setting up collaborative agreements.

Due to the geographical position of New Zealand, education providers must proactively make the connection to the rest of the world, and be equipped to lead the nation's second largest export industry, education. On the other hand, the New Zealand Government's policies on international education should empower, encourage and support universities to pursue TNE as suggested by the majory of the participants.

6.1.4. Destiny (RQ4) – Improvements / How Can It Be?

- **Strategic Direction and Leadership**

In rethinking future developments in the internationalisation of higher education, the majority of participants viewed long-term strategic direction and leadership as being important for New Zealand and its universities. The New Zealand Government should continue to build relationships with the countries that it identified as its key markets in higher education, because buiding lasting global partnerships by working at a government-to-government level (UK Government, 2021a) cultivates strong government relations (Australian Government, 2021a). Equally important, maintaining good university-to-university relationships plays a critical role in strengthening international engagements (UK Government, 2021a) between host and providing institutions.

There was a strong view from the participants that providing solid direction and clearer objectives at all university levels would be appreciated, as this would create a common goal, share responsibility and create transparent processes. More importantly, it would help to create a supportive culture in terms of process and resources.

- **Coordination and Recognition**

Participants in this study had mixed views on how well universities in New Zealand are coordinated for international development, or how well that work is recognised. The common message is that a culture shift within UoP is needed to deliver more coordination between the internal departments/offices, and permit recognition of transnational programmes in the university's system.

Creating a supportive culture would encourage staff to continue their involvement in contributing to the development of TNE activities. On the other hand, the negativity that exists is not only unhelpful but also signals discouragement, which might, in fact, affect staff members who are passionate about the activities they are implementing offshore.

When engaging with international partners through the joint delivery of academic programmes, a clear pattern emerged indicating that university systems around the degree programmes played an important role. It is felt that it is necessary to create a comprehensive, centralised infrastructure that includes recruitment, admission, orientation, academic administration, student support services and graduation, as well as teaching, evaluation and quality assurance. If all these areas could be improved, that would sustain the long-term success of transnational activities. There were mixed views on how these are currently managed.

It appears improvements to the current programme management system at UoP are required. Some participants saw the need to recognise programmes delivered offshore in the university's

system, as the current way to record activities does not sustain, for example, administrative reporting and financial management,

There was a clear indication that the structure, in terms of staffing and resources, could be managed better, as there were concerns about work–life balance and challenges impacting on participants' well-being and family life. The current staff management model poses risks. What needs to be taken into consideration is that the current model has some attendant risks in the sense that if the staff just decide that they do not want to participate in offshore teaching on top of their onshore responsibilities, this would put the operation of the programme delivery on hold. On the other hand, creating a model that enables a career pathway for staff willing to contribute the offshore delivery long-term would sustain staff involvement,

- **Promote Best Practice, Share Stories and Build a Brand**

There were a variety of views among UoP staff members about TNE implemented offshore. Some were concerned with the quality of the education compared with the onshore teaching, while others saw the activities purely as revenue generation. In this study, a number of participants acknowledged the views of others, but suggested having TNE development champions who have had demonstrated success in implementing existing activities and can share their success stories. This, these participants believed, would help increase people's understanding of TNE, as the benefits of developing TNE are far more than just an extra income stream to the university and the country, and the impact on the university and New Zealand is greater than just seeing a few more students graduating with a New Zealand qualification.

TNE activities are still relatively new to UoP, and to most universities in New Zealand, compared with UK, US, and Australia. Some participants indicated that they believe many academic and professional staff have not been given the opportunity to learn about the benefits that TNE activities have brought to UoP and New Zealand. In fact, many staff do not know the

238

university delivers degree programmes in China and Vietnam. One way to increase understanding about TNE is to share experiences and the programme management methods, which would also encourage others to participate. Commuicate TNE activities to a wider staff community and recongnition of staff achievments are seem as the soft power, it allows for the exercise of influence by encouraging others to cooperate, and cultural understanding is an essential part of soft power as Nye (2004) explained.

Sharing stories across borders and promoting TNE activities would help brand the programmes of UoP, and also promote the quality education that New Zealand has to offer. Also, UoP offers TNE programmes in China but, as the Chinese international education market is very competitive and pretty much dominated by the US, the UK, and Australia, many Asian students are not familiar with the New Zealand educational programmes and system. Sharing such stories will help in spreading the ward about NZ's TNE activities through other Asian countries.

Creating a brand and labelling the "business" is a creative way of profiling transnational programmes and other activities. It is now well known by the New Zealand Government and universities, as well as institutions in China and Vietnam, that UoP delivers degree programmes offshore, as well as having a high profile for TNE. But in labelling UoP's programme 'world class', the university must safeguard quality and reputation.

- **Support from the Government and its Agencies**

In contributing to the government's strategic objective for internationalisation, there is huge potential for growth for UoP and for New Zealand as a country. Taking New Zealand's world-class education, which is a well-received Western education, overseas to the markets that are demanding it would require extra resources and support from government and its agencies for departments and the university as a whole. This would assist the university in positioning itself in line with the government direction to promote the quality education of New Zealand globally.

Additional support from the government and its agencies would reduce the cost of marketing and of operations offshore.

As participants pointed out, there is unbounded potential for offshore education as an export for New Zealand and its universities. There are probably opportunities to find ways to support that happening at the departmental level, the faculty level, the university level and nationally, but it will require government and its agencies' financial and human resource support. The government has made a few moves to try to promote new programmes offshore. Some participants would like to see the government focusing on resourcing the early aspects of such developments.

6.2. TNE Policy, Strategy and Leadership

This section focuses on discussing TNE policy, strategy and leadership, which form the objectives of this study. It compares the key findings from the interview data with the key messages from the document analysis on international education policies and university strategies.

6.2.1. What is done well?

The key findings on D1, the Discover Cycle, from the four sets of semi-structed interviews in sections 5.1.1, 5.2.1, 5.3.1 and 5.4.1 provided evidence that TNE activities at UoP are aligned with the higher education policies of UNESCO, the New Zealand Government and the host countries in China and Vietnam. As outlined in the document analysis in sections 4.1, 4.2, 4.5 and 4.6, the UN's SDGs are highly relevant to education. The SDGs were adopted by the UN in 2015 as a universal call to action to end poverty, protect the planet, and ensure that all people

enjoy peace and prosperity by 2030. The fourth goal, SDG 4 specifically focuses on education and aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN, n.d.). In particular, SDG 4 aims to ensure all learners have access to equitable and quality education. This means that governments, international organisations, and other stakeholders need to work together to ensure that education is accessible to all, regardless of their gender, ethnicity, social status or economic background. SDG 4 also promotes quality of education, and emphasises the importance of ensuring that all learners receive a high-quality education that equips them with the skills and knowledge needed to thrive in the 21st century. This means that education must be relevant, inclusive, and focused on developing critical thinking, problem solving, and creativity (UK Government, 2018). TNE offered by institutions from the Western countries often offers such skills, which students participating in TNE activities can take advantage of. This was also the experience of all the onshore and offshore participants.

SDG 4 also highlights the importance of education for sustainable development, and education must promote environmental awareness, social responsibility, and economic development. TNE activities are aligned with the SDGs because TNE brings education to students in the host countries and, therefore, more online teaching/learning means less international travel which in turn contributes to the reduction of the carbon footprint (Kanjera, 2021), as discussed in the literature review chapter.

6.2.2. What Could Be? And What Would Be?

- **Clearer Government Intent and University Direction on TNE**

Post-Covid-19, it is interesting to compare the government policies of TNE-providing countries such as the UK and Australia and their linkages with China and Vietnam with those of the New Zealand Government. While the New Zealand Government intends to explore diversifying its programme delivery modes and education services offshore, the Australian Government has set its priority to further grow its high-quality education offerings to online and offshore markets (Australian Government, 2021a).

During the Covid-19 pandemic in 2020-2022, the international education sector had to quickly pivot to wide-scale online delivery to student visa holders unable to enter the study destination due to international travel restrictions, or to students unable to attend on-campus classes due to public health orders; this included both onshore and offshore international students. Post-Covid-19, the Australian Government's international education strategy set its ambitions to continue grow TNE to varying scales, to reach new and emerging markets globally. The strategy for achieving this is through government-to-government collaboration, overseas branch campuses, partnerships with offshore institutions, and online delivery from Australian education providers, with the delivery of programmes focusing in particular on areas of future skills demand.

The UK Government's (2021) *International Education Strategy: 2021 Update* highlighted progress in and the government's support to the UK international education sector, and set out future priorities. However, the arrival of the pandemic forced education providers to adapt education technology and shift to online delivery. In turn, the shift to the online mode was also an opportunity for educators to become more competent and comfortable with online or distance teaching methods.

Although the New Zealand Government's (2018a) *International Education Strategy 2018-2030* indicated that exploring opportunities to deliver education and education products

offshore and online is New Zealand's medium- to long-term strategy for international education, there was no clear or comprehensive government policy on TNE in New Zealand at the time this thesis was written.

The review of New Zealand Government policies in Chapter Four, "Document Analysis", identified a policy gap on regional international collaboration and cooperation, and as well as research gap in this field. An alternative to this perspective, and one way in which this research gap could be addressed, is through establishing partnerships and building impactful global connections for institutions and government. Evidence based research outcomes will influence the policy makers on government internationalisation and TNE policy and strategy. Working towards such approach led to the argument presented in the next chapter, Chapter Seven, and looks towards the use of an AI approach.

The New Zealand Ministry of Education's (2014b) *Statement of Intent* recognises that international education is rapidly changing, with increasingly flexible programmes and modes of delivery, and this creates opportunities for the international education sector as learners expect education choice and flexibility. Therefore, in the long term, sustainable growth will depend on how well New Zealand education "providers can deliver education services to international students through various forms of transnational education" (ENZ, 2019b, p. 9) in order to adapt to the demand.

6.2.3. How Can It Be?

- **Develop Consistent Government Policy**

Naidoo (2007) suggested that education providers operate in a complex and dynamic global environment, and the internationalisation of higher education has become increasingly commonplace in the education industry (Eldridge & Cranston, 2009); therefore,

internationalisation has become an essential strategy for universities around the world (Stafford & Taylor, 2016). However, Levatino (2016) suggested that transnational higher education is one of the most important, often neglected aspects in the internationalisation of higher education. The document analysis chapter indicates that UNESCO (2019) developed guidelines for the quality provision of cross-border higher education. The guidelines provide recommendations for governments, higher education institutions, and quality assurance agencies on the development and delivery of cross-border higher education programmes, including TNE. UNESCO has also been working to support the development of policies and strategies to promote TNE and other forms of international education. UNESCO's (2019) *Global Convention on the Recognition of Higher Education Qualifications* includes provisions on the recognition of qualifications obtained through TNE and other forms of cross-border education. This convention provides a framework for governments to develop policies and practices that promote the recognition of qualifications obtained through TNE and other forms of international education.

The document analysis section shows that the New Zealand Government, regardless of whether it is a Labour-Party-led or National-Party-led Government, has an internationalisation education policy and strategy. However, TNE development is limited in the government's policy papers. In comparison, the UK Government (2019, 2021) and the Australian Government (2021a) have a more comprehensive policy and strategic direction on TNE, especially in the context of post-Covid-19 international education and TNE development.

- **Develop International Partnerships Within the Asia-Pacific Region**

APEC's education policies and initiatives aim to support economic growth and development by improving the skills and knowledge of the workforce, promoting innovation and technology, and ensuring that education is accessible to all. The APEC (2022) *Leaders' Declaration*

reaffirmed their commitment to enhance an open and interconnected Asia-Pacific region, including strengthening physical, institutional and people-to-people connectivity as well as taking advantage of digital connectivity. It emphasised that APEC will play a greater role in promoting information exchange and coordination measures related to the cross-border movement of people. Some onshore and offshore participants in the present study are in support of increasing education cooperation with in the Asia-Pacific region, as detailed in the Dream Cycle, D2, in sections 5.1.2, 5.2.2 and 5.4.2.

6.3. Leadership on Covid-19 Response and Future Trends

6.3.1. What is done Well?

In combatting the Covid-19 pandemic and support learners, UNESCO was one of the global non-governmental organisations that took leadership and responded to the unprecedented educational disruption at a global scale. As the education sector entered into uncharted territory, the key UNESCO initiative responding to the historical crisis in education was the establishment of the Global Education Coalition (UNESCO, 2020d), which brings together more than 175 members of the United Nations, private sector and civil society organisations, and academia to support countries in scaling up their best distance learning practices. The launch of the coalition in June 2020 (UNESCO, 2020b) provided an agile platform with open coordination methods. The coalition called for greater collaboration and cooperation among governments, education institutions, and stakeholders to address the challenges posed by the pandemic, emphasising the need to prioritise the continuity of education, and supporting the innovative approaches to teaching and learning. As described in section 3.5 and section 4.8, all governments and universities relevant to this study have responded to the Covid-19 pandemic and adjusted their policies and strategic plans. It is interesting to note no new themes were identified in the interviews conducted post-Covid-19 when they were compared with the

themes that emerged from the interviews conducted pre-Covid-19. It could indicate that TNE was less disrupted than onshore teaching and learning, as TNE is already largely in the virtual environment.

The Vietnam Government deployed aggressive preventive action which enabled the country to contain the outbreak. Following the first cases being reported on 23 January 2020, only a little more than 300 cases were detected and a low death toll was reported in the period to June 2020. This early success has been attributed to several key factors, including a well-developed public health system, a strong central government, and a proactive containment strategy based on comprehensive testing, tracing, and quarantining (Pollack et al., 2020). Similar to the Vietnamese Government, the Chinese Government deployed an aggressive approach to control the spread of the virus. China, Vietnam and New Zealand were among the countries that managed to contain the epidemic. This was because these governments were making their people's health a priority, and had policies and strategies in place to deal with the pandemic. The strategies included borders control measures, managed isolation and quarantine, transparency of information, clear messages and effective communication. Therefore, these governments gained strong community support.

Compared with the outbreak of SARS,[9] the impact of Covid-19 on international higher education has been more severe, as it happened just before the February-March intake started in most universities around world. International enrolments from China have been the most seriously affected. This is because travel restrictions were first imposed on people travelling from China in February 2020. Many Chinese students were unable to reach their study destinations.

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[9] According to the WHO's definition, severe acute respiratory syndrome, or SARS, is a viral respiratory disease caused by an associated coronavirus. It was first identified in 2003 during an outbreak that emerged in China and spread to four other countries.

Comparing the cost of fighting Covid-19 in China, the Vietnamese and New Zealand Governments managed to control the pandemic at low resource settings. These governments have positioned themselves as having had effective leadership during the pandemic, as shown in Table 12. the complexity of government response to the pandemic, and the coordination required for a successful response. Effective government leadership in managing a global major event was crucial, which not only impact the health system, but also on international higher education.

Table 12: Government Agencies Responding to Covid-19

Ministry/Agencies	China	Vietnam	New Zealand
Central Committee of Chinese Communist Party	v	n/a	n/a
Ministry of Health National Health Commission	v	v	v
Ministry of Transport	v	v	v
Ministry of Industry and Trade	n/a	v	-
Ministry of Education and Training Ministry of Education	n/a v	v n/a	n/a v
Ministry of Information and Communications	n/a	v	n/a
Ministry of Finance	v	v	v
Ministry of Culture, Sports, and Tourism	n/a	v	n/a
Ministry of Foreign Affairs & Trade Ministry of Foreign Affairs	n/a v	n/a	v n/a
Ministry of Civil Affairs	v	n/a	n/a
Ministry of Emergency Management	v	n/a	n/a
Ministry of Immigration	n/a	n/a	v

6.3.2. What Could Be? And What Would Be?

- **More Resilient TNE Partnerships**

247

Enforced online learning and teaching have been disruptive and challenging from both students' and educators' perspectives (Cameron et al., 2022) during the Covid-19 pandemic, and building a resilient TNE partnership between the provider and the host institution is the key for sustaining TNE development. The *Recommendation on OER* (UNESCO, 2020a) emphasises the importance of quality assurance and the recognition of qualifications in TNE, as well as the need to ensure that TNE programmes are accessible and affordable to all students, including those in developing countries. The New Zealand Government has issued two comprehensive TNE guidelines, the *NZQF Offshore Programme Delivery Rules 2012* (NZQA, 2012b) and the *Fact sheet: Quality Assurance of Offshore Education* (NZQA, 2012a). These were intended to safeguard the quality of New Zealand's offshore academic programmes. Unfortunately, no refreshed version published since 2012 was discovered. With regard to the affordability of access to TNE activities, there appears to be lack of funding from the government. This is consistent with the participants' experience. As highlighted in the Dream Cycle, D2, section 5.2.2 and section 5.4.2, participants indicated the desire for more funding from the providing institutions, and the host governments in China and Vietnam, to invest in TNE and provide financial support to TNE students and staff to travel to the providing institutions for the purpose of gaining intercultural experience.

The *Recommendation on OER* was adopted on 25 November 2019 in Paris, France, at UNESCO's 40th session (UNESCO, 2020a). The document encourages members to address the inclusion of OER in transforming education, adjusting, enriching or reforming curricula, and all forms of learning, so as to exploit OER's potentials and opportunities; and the document encourages the integration of different teaching methods and forms of assessment to motivate the active use, creation and sharing of OER, and the assessment of the impact of OER on inclusive and equitable quality education.

6.3.3. How Can it Be?

- **Expand and Recognise TNE Activities Globally**

UNESCO actively advocated for the continuation of education during the pandemic and stressed the importance of flexible and innovative approaches to learning, including online and distance education. UNESCO has also highlighted the need to ensure that all learners, regardless of their location or circumstances, have access to high-quality educational opportunities. UNESCO recognises that TNE can contribute to expanding access to education, improving the quality of education, and promoting international collaboration and understanding. The participants' experience of UoP's activities contributed to global education, as discussed in section 6.1 on the key findings. Overall, UNESCO recognises the importance of TNE in promoting access to education, international collaboration, and quality assurance in higher education. The organisation provides guidance and recommendations to member states and stakeholders on how to develop and implement TNE programmes in a way that is effective and sustainable.

In reaffirming the importance of sustainable development as part of the UN 2030 Agenda, UN 2023 Agenda underlines that global interconnectedness has great potential to accelerate human progress by bridging the digital divide and developing knowledge societies. The *Recommendation on OER* (UNESCO, 2020a) recognises the leading role of UNESCO in education, and encourages governments and education providers to develop supportive policy and adopt regulatory frameworks, including supporting the open licensing of publicly funded educational resources and developing strategies to enable the adoption and use of OER in support of high-quality international cooperation (UNESCO, 2020b). According to the onshore participants, as highlighted in the Design Cycle, D3, section 5.3.3, and in the Destiny Cycle, D4, section 5.1.4 and section 5.3.4. having a robust government policy and university's strategies will be beneficial for TNE activities.

The pandemic has taught us all that international collaboration, cooperation and engagement across the global community are even more critical than ever. International education plays a vital role in better preparing our young people to deal with future global challenges. The world requires a wide array of professionals and specialists, such as health professionals, policy makers, communicators, journalists, researchers, information technology professionals, and so on. In the future, TNE will be one of the models that can develop individuals to be competent to address the challenges they will be facing in their lifetimes.

Given the critical juncture we have reached because of Covid-19, it is timely to reflect on what we have learned about TNE, and to consider how we may recalibrate the models we operate on and think within, to accelerate the offering to a broader international community.

Chapter Seven

Conclusion

Higher education internationalisation has been particularly hard hit (Cracium et al., 2022) since the pandemic crisis began in early 2020. This has had financial implications for higher education providers, especially the institutions that relied on external income from international students. Several studies suggested that Covid-19 had a detrimental effect on international students' mobility in higher education worldwide (Di Pietro, 2022; Marinoni et al., 2020; T. Wang, 2020), because of health and well-being concerns (Cheng & Agyeiwaah, 2022; Durnin et al., 2020). It was a relief to participants in this study that the Chinese Government is continuing to promote international collaboration in higher education post-Covid-19, including through the development of TNE programmes jointly with education partners/institutions offshore.

According to the New Zealand Government's international education report (ENZ, 2020b), the number of international students studying in New Zealand was increasing steadily pre-Covid-19, with 117,628 international students enrolled in New Zealand institutions in 2020. This report also indicated that international students enrolled in New Zealand qualifications offshore showed a 20% increase between 2015 and 2019, with 23,256 students in offshore TNE programmes in 2018. The New Zealand Government's policy on TNE was outlined in the *International Education Strategy 2018-2030* (New Zealand Government, 2018a). The strategy sets out the government's vision for the future of international education in New Zealand, with a focus on supporting sustainable growth and high-quality educational experiences for international students. In addition, the government will focus on fostering strong relationships between New Zealand institutions and their TNE partners and supporting the development of international networks and collaborations in the education sector. The ENZ (2020b) report noted that TNE remained an important part of New Zealand's international education sector.

It is worth noting that the Covid-19 pandemic has had a significant impact on international education in New Zealand, including TNE. The full extent of the impact of the pandemic on TNE enrolment in New Zealand is not yet clear, but Smart's (2021a) report showed that despite the decrease in international students' mobility across the globe during the Covid-19 pandemic 2020-2022, a new trend emerged during that period, as the proportion of total international students studying online from their home country increased from 3.7% in 2019 to 22% in 2022. This is consistent with the view of some of the participants that, to sustain TNE activities, one of the future trends will be to extend TNE to ASEAN and the Pacific region. From a student's perspective, one of the purposes of undertaking TNE activities is to gain international education experience and cultural exchange. During the pandemic, some international students struggled with the cultural ambivalences of anti-globalisation and nationalism (T. Wang, 2020); similarly, the impact weakened institutions' international partnerships and had various other effects (Marinoni et al., 2020) in the higher education sector globally.

7.1 Recommendations

Covid-19 propelled education providers into an existential crisis in 2020. Overnight, this international health crisis forced education providers to switch from traditional face-to-face teaching and learning to a distant online mode. The pandemic disrupted the way universities used to operate.

Despite the global health crisis that impacted on the international education sector, the New Zealand Government approached this crisis positively. The Minister of Education at the time, Hon. Chris Hipkins (who became the Prime Minister of New Zealand in 2023), set a positive tone in the cabinet paper submitted to the government in June 2020, when he wrote:

the COVID-19 crisis has also created an opportunity to leverage New Zealand's increased international reputation due to its handling of the crisis, and to rebuild a more diverse, resilient and sustainable sector. (New Zealand Government, 2021, p. 1)

This signalled to education providers that the government is prepared to lead, and to face the disruptions in the international education sector; it also sent a message to education providers to reposition themselves, and renew their strategies, to turn the crisis to an opportunity.

7.1.1 Leadership

Before Covid-19, international education was the fourth largest export sector in New Zealand, contributing NZ$5.1 billion to the New Zealand economy, including NZ$4.8 billion attributed to international students visiting New Zealand and NZ$0.3 billion attributed to education and training goods and services delivered offshore (New Zealand Government, 2018b).

Navigating the future directions of global education requires strong leadership from central government. I recommend that the New Zealand Government appoints an Associate Minister for International Education who leads the post-Covid-19 recovery and resets the government's policies and strategies on international education. In addition, aligning with Tsiligkiris's (2023) view, this new role could enhance nationwide coordination in New Zealand by establishing a government framework to effectively manage the national TNE portfolio. This framework would facilitate collaboration between the government agencies and universities, and enable the sharing of best TNE practices and insights. In turn, enables policymakers to engage proactively in regulating TNE activities, rather than relying on a reactive approach (Ilieva, Tsiligkiris, Nguyen, Pham, Quach & Kellingley, 2023).

7.1.2 Government Policy and Strategy

New Zealand is an island nation, and its unique geographic location means it is distant from the rest of the countries on the globe. This disadvantage does not seem to be a barrier to TNE activities. Instead, evidence indicates that global interest in TNE modes grew rapidly during the Covid-19 pandemic crisis, as education providers looked to form partnerships with offshore education providers to cater to the learning demands of students outside New Zealand, where they remained due to the closure of the borders.

Because of the Covid-19 pandemic, many countries placed border restrictions on international travel around January–March 2020, which is when semester two commences in UK and US, or the beginning of the academic year in countries like New Zealand and Australia. Large cohorts of international students were unable to travel to their chosen study destinations. As the pandemic put international students' mobility on hold, this reality forced education providers to seek alternative ways to reach out to learners. Many education providers started to pay attention to TNE modes, as some of these modes offer flexibility and enable teaching and learning interactions virtually.

I recommend that, when it is the time for the New Zealand Government to re-navigate its international education direction post-Covid-19, further developing TNE be considered as an important part of the government's international education strategy. Mitigating the post-pandemic situation, major crises can be an opportunity for governments to sway public opinion and encourage reform (Beland & Howlett, 2016); this would also be a unique opportunity for the New Zealand Ministry of Education to make significant strides in promoting a narrative legitimising higher education centralisation in policy making and gaining support from institutions (Lawrence & Wu, 2020). In addition, the deteriorating international relations between the Chinese Government and the US, the UK, Australia and their Western alliance (T.

Wang, 2020) resulted in growing scrutiny of the motives of Chinese students pursuing international education in the West (Pan, 2020). As the world is more connected through online communication, which accelerated the development of TNE activities (Liu & Gao, 2022), this would also be an excellent opportunity for the New Zealand Government to set a clear policy and direction for TNE and promote New Zealand education offshore, as suggested by several participants in the present study.

Literature suggests that the UK had over 650,000 students enrolled in TNE programmes in 2019. It is the largest and most diversified TNE sector in the world, and this data can also be interpreted as indicating that the number of international students enrolled offshore is almost 1.5 times the number of international students studying in the UK. This has set up a good example for the New Zealand Government to learn from, to be pro-active in exploring and reaching out to the offshore market and increasing the mobility flow from New Zealand to offshore, rather than expecting students to return to New Zealand any time soon.

I recommend that, in re-navigating how TNE activities could contribute more to the future directions of international education, policy designers/makers should be ambitious in setting up the scope and key performance indicators for education providers, but also in taking into consideration global responsibility and how New Zealand's quality education can contribute more to the SDGs of the UN. TNE provides a cost- effective pathway to an gaining an international degree at a fraction of the cost and carbon footprint. As noted by scholars (Tsiligkirs & llieva, 2022), this model integrates internationalisation while advancing impact and sustainability goals. This strategic approach aligns with the transaction cost perspective on forming transnational educational alliances (Fehrenbach & Huisman, 2024), which seeks to minimize the cost associated with producing graduates.

Traditionally, internationalisation was considered an opportunity for cooperation, cultural exchange, partnership, mutual benefits, and academic collaboration. Instead, in the 21st century, internationalisation in higher education has increasingly been characterised by commercialisation and self-interest. In addition, the increased complexity of international relations and economic power means that economic and political rationales are increasingly the key drivers that form internationalisation policies in higher education, while academic, social and cultural motivations are not increasing in importance at the same rate. In order to form an improved international higher education policy and strategy, this imbalance must be addressed and recalibrated.

As we look back to the time before Covid-19, and forward beyond it, it is important to identify and think through the core values and principles underpinning the internationalisation of higher education. The government's international education policy for the next 10-20 years will lead to more TNE activities, and contribute to the more interdependent world we all live in; and it will be beneficial for the next generation of global citizens and the billion people who constitute the least well off among our planet's population.

7.1.3 University Strategy

As I was writing my thesis, massive job cuts began across the universities in New Zealand. AUT announced that around 230 jobs could be axed ("Union 'Shocked and Horrified'," 2022). Massey University was looking at slashing 300-400 jobs (Heagney, 2023). 230 jobs cuts were announced at Victoria University (Gourley, 2023). The primary reason for the job cuts was the low enrolment of international students. These job losses also impacted on this study, as both of my supervisors departed the university and new supervisors had to be appointed. To develop sustainable TNE initiatives, universities must engage in pre-delivery activities that address

critical success factors identified by Tran, Amado, and Santos (2023). These factors include establishing efficient logistics, training staff, redeveloping curricula to align with the needs of partner institutions, planning effective student support, and ensuring appropriate regulatory oversight, including quality assurance mechanisms, for the TNE partnership.

The landscape of international education is changing rapidly in terms of the mobility of students and academics. The pandemic has taught the world that dealing with a global crisis requires international collaboration and a range of expertise. Education providers must reset as education has become increasingly international. Universities must develop strategies and position themselves on the international stage to collaboratively engage with institutions offshore.

Universities, as education providers, are responsible for developing individuals to be competent in addressing the international challenges they will be facing in their lifetimes, preparing their students to be future-ready, and equipping them with the skills that they require in dealing with global challenges. I recommend that universities in New Zealand to consider engaging in TNE activities as part of their long-term international strategic plan, as TNE activities create linkages and provide global connectivity through their offerings. In some cases, TNE programmes lead to research collaborations, joint publications, and other collaborations. All these investments and activities will, in turn, contribute to the improvement of universities' international rankings.

Furthermore, in alignment with the UN SDG 4 for education, I recommend that international education development strategies include how TNE activities can make a meaningful contribution to the disadvantaged in the international community and reflect equal education opportunity. Education is a central component of the United Nations Sustainable Development Goals (SDGs) and is considered essential to their success. As Alam et al (2022) affirmations, transnational education plays a crucial role in achieving SDG 4 by providing offshore students

with access to learning opportunities, thereby supporting inclusive and equitable quality education. Integrating this into the university's internationalization strategy can help promote educational opportunities for all

7.1.4 Recognise Intangible Benefits

Literature in chapter two suggests that because of the loss of government funding, many education providers had to create an extra source of income to fund campus developments, upgrade facilities and increase staffing. With this in mind, education providers have recognised TNE activities as an extra source of income, and such activities are categorised as revenue-generating activities in their systems, and the performance of such activities are often evaluated based on the financial return.

Analysing the performance and value of TNE partnerships through international engagement does not boil down to headcount numbers of the students who participated. It is a long-term game and a commitment in which learners and teachers, as well as exchanging ideas, flow inwards and outwards, creating an interactive, open, vibrant educational environment.

Culture is a key to creating the conditions for success and should be at the heart of future policy (Howson & Dubber, 2014), as it helps foster international connections that are vital for any nation of the modern age; relationships between countries have often been improved by means of cultural exchange (Goethe-Institut and British Council, 2018). Understandably, commercial performance is an important element when measuring the success of a TNE activity. In my study, all my onshore and offshore participants felt that social and cultural benefits should also be considered. I recommend that intangible benefits be considered at the initial stage of a TNE agreement development process. Social contributions to international society and the inter-cultural benefits should be noted and recognised in the TNE activity performance review report.

We all must ensure that TNE activities, as part of international engagement, do not become purely concerned with economic benefits and financial gain, but rather are envisioned as and reflect an aspect of global responsibility.

7.1.5 Mechanism for Identification of TNE Partnerships

Each of the universities in New Zealand has its unique features in terms of its location, academic strengths, international rankings and ambitions on the global stage. From my experience working with TNE partners in host countries since 2014, I recommend that the identification of suitable TNE partners considers the following elements:

- Identify the target region and country; consider the political, economic, and cultural environment of the host country and take into account the relations between the providing and host countries' governments. In addition, other factors which could be part of the feasibility study are the international trade agreements and investment plans between the providing and host countries. Understand the competitors' activities in the TNE market and their market share.

- Consider the alignment of the internationalisation policies of the providing and host countries' governments. In particular, look into TNE development policies, direction, objectives and education system.

- Examine the internationalisation strategy of the host institution, and the leadership, commitment, resources and experience in implementing TNE activities.

- Identify the strength or rankings of the relevant academic disciplines of the TNE partner, and its academic quality assurance system.

7.1.6 Be Innovative and Creative, and Diversify TNE Activities

Effective international engagement is at the core of any good business and of effective government and management, but there is no one model or mode to fit all. Different political and economic environments, cultures, histories, and levels of resources shape meaningful and productive collaborations. I recommend that universities be creative in terms of TNE models and delivery modes.

Another point to make is on the need to diversify courses disciplines beyond computing and business, as there are already many TNE partnerships existing in these fields, and it would be hard to compete with the well-established partnerships. Universities should consider courses that reflect areas of international trade and investment between the host and providing countries, for example, in tourism, which is the biggest export industry in New Zealand.

Universities should also be flexible and offer multiple TNE models and delivery modes, and provide various levels of academic programmes, from PhD supervision and postgraduate/degree-level academic programmes to short courses, based on the demand in the international market.

It is important to recognise that internationalisation is a collective venture. It involves a network of constructive partnerships that honour diverse contributors' motivations, positively impact multiple bottom lines, and generate opportunities for knowledge exchange and production that would not be possible otherwise.

7.1.7 Future Trends

Governments' international education policies will shape the landscape of higher education globally post-Covid-19. Regardless of the tensions in international relations between the

superpowers, and their political consequences, a greater emphasis on internationalisation in higher education policies will continue to shape the world. TNE activities will be an even more important part of government policies and university strategies, including responding to the UN SDGs on improving equality in education. Delivering programmes offshore to students located in partner universities in developing countries would be a great contribution to the SDGs.

More online teaching and learning means less international travel, which contribute to the reduction of the carbon footprint (Kanjera, 2021). Concern about climate change and environmental issues is becoming more pressing, and the government's international higher education policy should prioritise sustainability. This may involve initiatives to promote more TNE activities and encourage universities to create education opportunities offshore.

TNE was a component of the international higher education landscape in New Zealand pre-Covid-19. It is likely to be part of government policy and New Zealand universities' strategies in the future, and lead to the formation of strategic partnerships with offshore education providers. Moreover, following the Covid-19 pandemic, TNE will become even more important for the higher education sector in New Zealand, as it provides alternative delivery modes for students who, for various reasons, prefer to study and gain overseas qualifications in their home country.

This means that having a clear government policy on TNE is more important than ever for New Zealand's higher education sector. Firstly, a clear government policy on TNE will provide government direction to education providers, as well as a consistent framework for operating within clear guidelines and standards for higher education providers in New Zealand. Secondly, a government policy on TNE will help to promote New Zealand as a destination for international students, as it would demonstrate the country's commitment to supporting global

education and provide reassurance to students and their families that they are enrolling in a reputable and reliable education provider. Thirdly, a government policy on TNE will provide assurance that the benefits of TNE are maximised for institutions in New Zealand, and that it will benefit the country's economy and provide financially sustainability.

The government policy on TNE, will provide future direction for New Zealand's international education post-Covid-19, as all universities are recovering from the Covid-19 pandemic after three years of struggle between 2020 and 2023. Such a policy will guide universities to set their strategies for TNE development, their specific priorities, and their goals as universities. Many New Zealand universities already have partnerships with institutions offshore for offering transnational academic programmes as part of collaborative initiatives. These partnerships will help to expand the global reach of New Zealand universities and provide students in the host country with access to a wider range of educational opportunities.

Many universities in New Zealand have a strong focus on research. As many participants indicated, TNE activities can be a way of building international research partnerships and forming collaborations.

7.2 Practical Implications

7.2.1 Long-term Government Policy

Internationalisation in higher education is influenced by multiple factors, such as international university rankings and reputations, government policies, international relations, and universities' strategic intentions in addressing various global challenges, such as climate change, health care, poverty, food security, gender equality and education. The Covid-19 pandemic has had profound implications for various aspects of global society, including education. Post-Covid-19, the key trends on higher education internationalisation are emerging,

and they include TNE. TNE will continue to play its role in the internationalisation of higher education. Therefore, clear government policies and long-term strategies on TNE development will be crucial for future growth, because geopolitical tensions, and shifts in government foreign policies and international relations, could impact the feasibility of international collaboration and the delivery of TNE activities.

To reduce geopolitical risks and promote sustainable internationalisation in higher education, this study supports Tran et al's (2023)'s recommendation for a reciprocal, collaborative, and responsive approach. This perspective aligns with Tran's (2023) research findings, highlighting important implications for policymakers, and university leaders in addressing the challenges posed by the Covid-19 pandemic and geopolitical tensions on the international higher education sector and moving forward.

In addition, government policy frameworks are critical in supporting higher education by guiding and advancing internationalisation efforts, this recommendation aligns with the study conducted by Tsiligkiris and IIieva (2023).

7.2.2 Clear University Strategic Intentions and Plans

As Pan (2020) pointed out, it is conceptually misleading to define internationalisation in higher education as being a transnational service or a cross-border product that is driven by financial interest. When financial benefit becomes the only drive for internationalisation with no clear strategic plan, the risk of failure is higher. As indicated earlier on, all eight universities in New Zealand had no contingency plan when the international students number dropped during the Covid-19, the impact of losing the income from international students, not only resulted reduced financial benefit, but also job losses and beyond.

The Covid-19 pandemic highlighted the importance of international collaboration. As Tran et al (2023) suggest re-positioning different dimensions of international education within an institution as being interrelated, and building upon each other rather than operating in silos. TNE has grown and will continue to grow post-Covid-19; it will play a crucial role in fostering international cooperation through offshore teaching and research collaboration, which contribute to the global knowledge and information exchange. This is driven not only by Western universities seeking additional income and global engagement, but also the market demand from the host countries, such as China and Vietnam. Students and staff have gained confidence in virtual learning and teaching environments, which provide students with the flexibility of learning in distance and in-person interactions. However, providing adequate learning support to TNE students in dealing with isolation and navigating cultural differences will enhance students' learning experience.

7.3 Contributions

Through exploring TNE accomplishments at UoP, and the university's strategic alignment with New Zealand Government policies on internationalisation, this study highlights the importance of government policy for TNE development and leadership. This study also makes theoretical, methodological, and practical contributions. First, this empirical research contributes to data on TNE activities, university strategies and government policy in the New Zealand context, as well as its linkages with China and Vietnam. Second, the research practice undertaken for this this study harnesses the methodological underpinnings and the research methods to explore TNE development. Third, exploring UoP's TNE accomplishments, and universities' strategic alignment with the government policies, this study presents evidence-based implications for the development of government policies and direction on TNE within the New Zealand context.

7.3.1 Theoretical Importance

This research has provided a study of UoP's accomplishments in its TNE activities, which led to the exploration of the university's strategies and government policies on international education within the New Zealand context, and their linkages with China and Vietnam. It has identified the gaps in New Zealand Government policies and leadership on TNE development. More importantly, the literature review has shown there is a lack of publications on TNE policy and university strategy within the New Zealand context. Also, the AI approach adopted in this study has provided an opportunity for the leaders and practitioners of UoP and its partner institutions offshore, as well as the policy makers/influencers of the New Zealand Government and its agencies, to share with the researcher their experiences of and views on TNE activities and the alignment of those activities with the university's strategies and government policy. As a result, this study addresses a gap in the literature by identifying TNE development alignment with government policy and university strategy pre-Covid-19 and post-Covid-19.

As Schueller et al. (2024) point out, studies in the area of transnational education (TNE) tend to be highly contextualized, which shapes the methodological approach. In this study, AI was selected as an appropriate lens to examine the development of TNE partnerships and government policies. However, I was attentive to the critique that AI may lack criticality due to its positive orientation. To mitigate this, I implemented specific strategies during both the data collection and filtering phases. By carefully framing the research questions, participants were encouraged to discuss challenges and risks, but to explore these as opportunities and improvements. As a result, the interviews maintained a constructive dialogue. During the data filtering phase, choices were made to emphasize the accomplishments in TNE development at UoP, and the alignment with government and global policies, addressing the research question effectively.

This study demonstrated that AI's approach can indeed identify challenges while presenting them in an appreciative and forward-looking way.

It is likely that this is the first doctoral study conducted in New Zealand that explores university TNE strategy and government TNE policy.

7.3.2   Practical Contribution and Policy Implications

The findings from this study are indicative but not conclusive because, in collecting data from a single institution in New Zealand and two institutions offshore, it was not possible to make comparisons with other institutions' activities and strategies. Nevertheless, this study has made a significant contribution to enriching the understanding of UoP's accomplishments, its strategic alignment with the policies of the New Zealand Government and UNESCO, and this has added new knowledge to the field of international education public policy studies.

As I was completing the data collection originally planned, the Covid-19 pandemic erupted across the world in 2020, which not only impacted on internationalisation in higher education, but it also caused a sufficient interruption in my research plan. Following the ethics extension approval referred to in section 3.5, the second round of data collection (i.e., further interviews) took place in late 2021 and early 2022, although it caused a delay in completing this study, it has proven to be a worthwhile exercise. The higher education sector across the Asia-Pacific region is recovering from the Covid-19-related interruption to internationalisation in higher education, and the universities and governments are amending their roadmaps for future directions, and this study offers timely insights on university strategies and government policy development for TNE in New Zealand and in the Asia-Pacific region.

7.3.3   Methodological Contribution

Using the AI methodology to design interview questions and analyse themes emerging from the interview data proved effective from many perspectives. Firstly, the AI approach allowed onshore and offshore participants to share their positive experiences and views on the TNE accomplishments of UoP and its linkages with institutions in China and Vietnam. Secondly, AI encouraged the participants to reflect on their perspective on the university's strategic alignment with government policies on internationalisation in higher education. Thirdly, it also offered opportunities for participants to imagine and design the future trends on TNE development. Fourth, and most importantly, AI allowed the participants to recount their own experiences, with their own reflections, and allowed me to use my authority as a researcher to look for the themes emerging from the data and draw the findings together in meaningful threads.

The AI framework has not been widely used as a tool to investigate government policies and university strategies for TNE activities. This novel methodological approach to the use of the framework provided a successful contribution to AI and to future studies for researchers in similar fields.

An additional strength of this study, as illustrated in Figure 5 in section 3.4.3, was the use of triangulated data analysis as an approach to analysing the three sets of data collected from: (i) interviews with the participants; (ii) the relevant documents collected on university strategies; and (ii) relevant documents on global and ASEAN government policies. The use of a data triangulation method in this qualitative research offered a comprehensive strategy for researching TNE development in higher education in the New Zealand education environment. This data triangulation research strategy allowed the validation of data through the convergence of information from the three sources. Through 20 semi-structured interviews, the participants

were encouraged to share their positive views, experiences, and personal stories, which enabled the researcher to triangulate information found in the documentary evidence of university strategies and government policies. In this qualitative research, the triangulation analysis provided enhanced evidence, and ensures the exploration is credible and dependable. The triangulation data analysis focused on specific examples related to the research topic (Tzagkarakis & Kritas, 2023), and is often adopted by scholars in the field of public policy and political science; however, the researcher was able to successfully adopted this approach for this study in the field of government policies and universities strategies in transnational higher education.

7.4 Limitations

7.4.1 The Number of Participants

This was a qualitative study based upon the exploration of 20 participants' experiences and points of view; they were people who were involved in TNE operations and development, and/or had influence on government policies and university strategies for internationalisation in higher education. It is feasible that a different group of participants might have led this research to a different outcome. It is also feasible that a larger sample may have led to different findings. The initial sample size of 20 participants was considered sufficient for this study. An additional three participants were recruited post-Covid-19; this is a much smaller group due to the thesis submission deadlines, and may be considered is an insufficient sample size. However, no new themes emerged after the three semi-structured virtual interviews with these additional participants.

This study took place at a one of the eight universities in New Zealand. The offshore participants were from two universities in China and one in Vietnam. This reduces the impact

as the study did not look across the entire higher education sector. Future research should consider a larger sample of participants across as many institutions as possible onshore and offshore. I would recommend extending an invitation to participants beyond two countries.

7.4.2 Geographical Limitations

The geographical area in which the participants reside and the organisations in which they work had a strong influence on the findings, and the conclusion of this study may only be relevant to institutions and countries that exist within the same geographical area. A study based in a different geographical area and in different institutions might achieve different outcomes. There is a risk that practitioners in TNE development within the higher education sector and government policy makers/influencers on internationalisation in higher education may choose not to recognise the findings of this study, as this study is unique to the context of New Zealand, and the two key hosting countries of China and Vietnam; this could be considered a weakness. It is recommended, therefore, that the exploration of the topic relevant to TNE government policies and university strategies should continue to roll forward.

7.5 Reflections

In this section, I reflect on the choice of AI as the methodology and my observations during the data collection interview process conducted as part of this doctoral study.

7.5.1. Appreciative Inquiry Methodology

As a vital component of research, methodology provides the framework for the research project, and choosing a suitable methodology is a critical decision. When exploring suitable research methodologies prior to undertaking this research project, I planned to adopt

phenomenology for this study, as I had employed this methodology for my master's research work and therefore I am familiar with it. Using phenomenology would have been the opportunity to be consistent in my research work and an easy option. However, when my former primary supervisor Dame Professor Marilyn Waring suggested that AI would be a good tool to support the exploration of the main research question of this study, it triggered my curiosity and illuminated the path to exploring AI as a suitable framework for my topic.

Despite trusting my supervisor's expertise, I had my doubts about whether AI would be a suitable tool for this project at the beginning of my journey, because: a) as a new researcher, I had no knowledge of or exposure to this methodology at the time; and b) having sought studies adopting the AI methodology in international education policy and the university strategies space, I found very few publications. I felt in, all respects, this design would be considered a riskier option than a phenomenological approach.

However, my curiosity took charge and led me to explore AI. After researching AI using online resources, reading the *Appreciative Inquiry Handbook for Leaders of Change* (second edition) by David L. Cooperrider, Diana Whitney and Jacqueline M. Stavros (2003), and engaging in some group learning opportunities with my fellow doctoral students, I came to admire the positive focus of AI, which establishes "what works well' through the interview questions, instead of the deficit tone of "what is wrong" that is present in many research designs. Well-designed interview questions that focus on the positive experiences of the participants seemed eminently suitable and led to the collection of some extremely useful data.

I was aware of the concern that AI lacks criticality given its positive approach. As an analogy, I consider it to be like the emergence of shade when the sun shines on an object: this suggests that the AI approach is able to identify areas of deficiency. This certainly appeared to be the case within this research, as all the participants were given the opportunity to appreciate the

accomplishments of TNE development at UoP (Discovering); equally, the participants were provided with the opportunity of envisioning (Dreaming), co-constructing (Designing) and innovating (Destiny), and they certainly expressed their views on what could be improved. The participants were able to describe the deficiencies but, fundamentally, there were positive dialogues during the interviews.

AI is a qualitative research method that is often used in organisational development and change management. As summarised in Table 4 in section 3.2.3, it is also used in a wide range of research contexts, but it is not a commonly used method in international education policy research, as discussed in section 3.2.2 in Chapter Three, "Research Approach and Methodology".

However, my learning journey has taught me that AI can be used and is a suitable approach for international education policy research, and it is particularly useful for exploring and developing policy in complex and dynamic environments such as the topic of the present research. The advantage of using the AI methodology was that AI focused on identifying and building on the strengths and positive aspects of government policies and university strategies. It was a collaborative and participatory approach that engaged participants during the interviews to uncover what is working well and to envision a preferred future in international education. In the context of research on international and transnational education policy and university strategy, AI guided the participants to explore the positive and successful aspects of current government policies and university practices, identify opportunities for improvement, and develop a shared vision for the future of international and transnational education.

In summary, my study proved, first, that AI can be adopted for policy and strategy research within the field of international higher education. Secondly, AI provided an excellent theoretical framework for this exploration, as it not only provided the framework for

developing interview questions but also offered the framework for managing multiple data sources, including four sets of semi-structured interviews conducted at separate periods before and after the Covid-19 pandemic, and a range of documentation, including international policies, strategies and email messages. This study's goals and objectives were achieved.

7.5.2 Researcher Serving as a Participant

My experience working with children as a primary teacher in the earlier part of my career, and my extensive experience working with students and colleagues from diverse cultural backgrounds, prepared me well for being an active listener in interviews. Therefore, those work experiences appeared a good fit for the semi-structured interview research design. The semi-structured interview has proven to be an ideal vehicle for data collection through a conversational approach. Participating in my own research project as a participant provided me with a voice in my study, and it provided me with a unique perspective on the main research question, which led to more nuanced and insightful findings.

Secondly, being a researcher as well as a participant in this study offered me the opportunity to gain understanding of the challenges and experiences that participants may face during the interview. The experience of participating as an interviewee helped me to understand the main research question more fully from the participants' point of view, which provided me with an opportunity to modify and clarify some of the interview questions. This in turn led to the smoother running of the later interviews.

Lastly, this practice offered me the opportunity of critically examining my own beliefs, values, and biases. By participating in the study, I gained insights into my own biases and assumptions, and this, in turn, helped me to improve the rigour and objectivity of my research.

To conclude, my experience is that being a researcher serving as a participant is a valuable tool for enhancing the quality and rigour of research. This practice demonstrated my passion for and commitment to this study, my experience, my views, and my willingness to participate under the same conditions and with the same requirements as the participants.

7.6 Concluding Remarks

Over the course of the explorations of UoP's TNE activities, of the alignment of its strategy with New Zealand government policies, and of policy linkages with the two host countries, China and Vietnam, this study provided a preliminary roadmap for future practitioners and scholars to craft their work on university strategies and government policy on internationalisation and TNE development in higher education. As a whole, this study moved beyond UoP to universities in New Zealand, and educational policy linkages with UNESCO and the Asia-Pacific region. The thesis contributes to the burgeoning literature on university strategies and government policies on TNE development in higher education in the New Zealand context and beyond. It promotes TNE as part of university strategy and government internationalisation policy, and encourages international collaboration, cooperation and the building of resilient partnerships within the Asia-Pacific region.

Throughout this study journey, which began before the Covid-19 pandemic, I witnessed the changes to the landscape of higher education, waves of massive jobs cuts across all eight universities in New Zealand, changes of government, leadership reshuffles in the higher education sector, and the impacts on students, including myself. Nevertheless, in the face of those challenges, my study has proved that a long-term government policy, clear university strategy and leadership would provide some certainty on the road to recovery in internationalisation and TNE post-Covid-19.

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Appendices

Appendix A. Ethics Approval

Auckland University of Technology Ethics Committee (AUTEC)

Auckland University of Technology
D-88, Private Bag 92006, Auckland 1142, NZ
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

10 November 2021

Marilyn Waring
Faculty of Culture and Society

Dear Marilyn

Re: Ethics Application: 17/220 An appreciative inquiry of strategies and policies - How well does AUT do on transnational education development? Linkages with China and Vietnam

Thank you for your request for approval of amendments to your ethics application.

An extension until 21 September 2022, additional questions and minor amendments to the public facing documents have been approved.

Standard Conditions of Approval.

1. The research is to be undertaken in accordance with the Auckland University of Technology Code of Conduct for Research and as approved by AUTEC in this application.
2. A progress report is due annually on the anniversary of the approval date, using the EA2 form.
3. A final report is due at the expiration of the approval period, or, upon completion of project, using the EA3 form.
4. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form.
5. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
6. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.
7. It is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.
8. AUTEC grants ethical approval only. You are responsible for obtaining management approval for access for your research from any institution or organisation at which your research is being conducted. When the research is undertaken outside New Zealand, you need to meet all ethical, legal, and locality obligations or requirements for those jurisdictions.

Please quote the application number and title on all future correspondence related to this project.

For any enquiries please contact ethics@aut.ac.nz. The forms mentioned above are available online through http://www.aut.ac.nz/research/researchethics

(This is a computer-generated letter for which no signature is required)

The AUTEC Secretariat
Auckland University of Technology Ethics Committee

Cc: Ann Wu-Ross; Beibei Chiou

Appendix B. Tools

B1. Indicative Appreciative Inquiry Semi-Structured Interview Questions: Internal Participants

Discover What is done well?
RQ1: What are the accomplishments of UoP transnational education activities?

- As a leader and/or influencer in set out international development at UOP
  - What do you consider the most significant developments in transnational education at UOP?
- Considering your time at UOP, can you recall a time when you felt most alive, or most excited about your involvement in transnational education development
  - What made it an exciting experience?
  - What unique quality did you contribute to the exchange?
  - Who were the most significant others?
  - What were the most important factors that helped to make it a meaningful experience? (e.g. leadership, negotiation skills, collaboration, etc.)
- Let's consider for a moment the things you value deeply, without being humble
  - What achievements or accomplishments do you value most?
  - What enables you to perform your best in your position?
  - What is it about the team you belong to that you value?
  - What is the single most important thing the university has contributed to your life?
- Talking about building stronger relationship and education linkages with key partner institutions in China and Vietnam
  - What are significant achievements you consider that enhanced the relationship?
- Can you think of time, when you were part of or observed an extraordinary display of collaboration between UOP team and offshore delegates.
  - What made that possible?
- New Zealand education services are highly sought after by students, education providers, business, and governments offshore.

- What contributions do you see that UOP has contributed to achieving NZ national strategic objectives in transnational education?

➢ UOP achieved 5 out of 5 QS Stars rating 2016, one of which is Internationalisation. QS rankings 2017 show that UOP international outlook remains strong,
- What achievements or accomplishments does UOP have in transnational education?
- What brings life to the development and/or implementation of transnational education at UOP?
- What are your contributions to UOP's transactional education development?

➢ Considering the successful factors are currently contributing to the transnational education development at UOP
- What initiatives stand out as being exceptionally promising in improving and/or expanding transnational education development?
- And why?

➢ Working with people from different cultural backgrounds to your own can be very interesting,
- what makes you glad to work in a multicultural work environment?

➢ Think back on your career,
- What has inspired you to be engaged in the field of internationalisation?
- What were the significant contributions that you made and are proud of?

Dream What could be?

RQ2: What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government on transnational education strategies and policies?

➢ As you reflect on achievements on transnational education at UOP, I would like to hear about your vision of the future development for New Zealand.
In five years' time
- What is your ideal vision of transnational education for UOP?
- What elements would be needed to make it even better?

➢ If you could develop or transform transnational education development in any way you wished.

o What would you do differently?

o What would be the three most significant characteristics you can imagine that could make transnational education more successful?

Design What would be?

RQ3: What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government on transnational education strategies and policies?

➢ What current trends do you most hope can and will grow transnational education?

➢ What are the most important factors likely to sustain your involvement?

➢ What additional support and/or resources do you need to enable you to meet these objectives?

➢ As you reflect on the successful factors of transnational education development at UOP

o How can this continue to be nurtured?

o What are the elements needed to make the development and implementation even better?

➢ In this exciting future

o What characteristics should an ideal leader have?

o What kinds of systems and structures are most encouraging on transnational education development?

o How are people engaged in transnational education development?

Destiny How can it be?

RQ4: How can transnational education development be even better at UoP New Zealand universities and the New Zealand government?

➢ In relation to the strategic development and implementation in transnational education at UOP

o What recommendations do you have that would make UOP more attractive internationally?

- o What changes can we make right now to improve UOP's transnational education alignment with the New Zealand government policies and strategic objectives?
- o Personally, what would you most look forward to contributing?
- o What extra resources or support would you require?

➢ To contribute to the government transactional education strategic objectives by 2020, in your position,
  - o What extra resources or support would you require from the government and its agencies?

B2. Indicative Appreciative Inquiry Semi-Structured Interview Questions – External Participants

Discover What is done well?
RQ1: What are the accomplishments of UoP transnational education activities?

In your role

- o What influences you most in setting out national policies?
- o What influences you most in setting out national strategic objectives?
- o What do you consider the most significant developments and accomplishments in transnational education strategic directions?
- ➤ Can you recall a time when you felt most alive, or most excited about your involvement in transnational education development
  - o What made it an exciting experience?
  - o What unique quality you have that contributed to the exchange?
  - o Who were the most significant others?
  - o What were the most important factors that helped to make it a meaningful experience? (e.g. leadership, negotiation skills, collaboration, etc.)
- ➤ Let's consider for a moment the things you value deeply, without being humble
  - o What achievements or accomplishments do you value most?
  - o What enables you to perform your best in your position?
  - o What is it about the team you belongs to that you value?
  - o What is the single most important thing work in Export Education has contributed to your life?
- ➤ Talking about building stronger relationship and education linkages with key partner countries, such as China and Vietnam
  - o What are significant achievements that you consider that enhanced the relationship building with key partner countries, such as China and Vietnam?
- ➤ Can you think of time, when you were part of or observed an extraordinary display of collaboration between New Zealand teams and offshore delegates.
  - o What made it possible to establish strong collaboration between New Zealand and partner countries such as China and Vietnam?

> New Zealand education services are highly sought after by students, education providers, business and governments offshore.
>> o What contributions do you see that universities in NZ have helped to achieve NZ national strategic direction in transnational education?

> Considering the successful factors are currently contributing to the transnational education in New Zealand and the global environment
>> o What initiatives stand out as being exceptionally promising in expanding transnational education development?
>> o Why?

> Think back on your career,
>> o What has inspired you to be engaged in the field of internationalisation?
>> o What were the significant contribution that you made and proud of?

Dream What could be?

RQ2: What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government on transnational education strategies and policies?

> As you reflect on achievements on transnational education in NZ, I would like to hear about your version of the future development for New Zealand.
> In five years' time
>> o What is your ideal vision of transnational education for New Zealand?
>> o Moving forward, what elements would be needed to make the government policy even better?

> If you could develop or transform transnational education development in any way you wished.
>> o What would you do differently?
>> o What three things would you do to make a positive impact on improving transnational education development?

> Imagine that the NZ government's goals and objectives were achieved by 2020 as anticipated, and you were thrilled to be part of it
>> o What would be the three most significant characteristics you can imagine that could make transnational education more successful in NZ?

Design What would be?

RQ3: What are the unexplored potentials and opportunities for UoP, New Zealand universities and the government on transnational education strategies and policies?

- ➢ What current trends do you most hope can and will grow transnational education?
- ➢ What are the most important factors likely to sustain your involvement?
- ➢ What additional support do you need to enable you to meet these objectives?
- ➢ What additional resources do you need to enable you to meet these objectives?
- ➢ As you reflect on the successful factors of transnational education development of New Zealand,
  - o How can this continue to be nurtured?

Destiny How can it be?

RQ4: How can transnational education development be even better at UoP New Zealand universities and the New Zealand government?

- ➢ In relation to the policy development in transnational education New Zealand
  - o What recommendations do you have of small policy changes the government could make right now that would make NZ more attractive internationally?
  - o Personally, how would you most look forward to contributing?
- ➢ The government and its agencies play an important role in assisting and supporting the universities in transnational education development and setting out strategic directions. In your position,
  - o What extra assistance or support could the government provide to the universities in achieving the government strategic objectives in transnational education development and implementation?

B3. Participant Information Sheet Sample

Project Title: An Appreciative Inquiry of Transnational Education University Strategies and government policies in New Zealand-Linkages with partner universities in China and Vietnam

An Invitation

Dear [name of participant]

My name is Ann Wu-Ross, I am conducting interviews as part of my research study to increase our understanding of UOP's achievements in transnational education development and its strategic alignment with the government policies in higher education internationalisation of New Zealand, and policy linkages with two of the main source countries for TNE, China and Vietnam.

The research will use Appreciative Inquiry to explore accomplishments, new opportunities, and improvements of future practice. As a senior member of international development and TNE management team, you are in an ideal position to give me valuable information from your perspective. The interview takes up to an hour. I will try to capture your point of view and perspectives.

Your response to the questions will be kept confidential. Each participant will be assigned a made up name to help ensure that personal identifiers are not revealed in this project unless you agree to disclose your name and/or position. There is no payment involved to participate, but your participation will be valuable for my research and outcomes could be beneficial to the University and contribute to the government policies. I would be very appreciative if you were willing to participate. Please suggest a day, time and location that is convenient to you.

What is the purpose of this research?

In recent years, the global transnational education landscape has changed dramatically; the international education sector has grown rapidly. Engagement with the idea of internationalisation has taken a strong hold within higher education worldwide. Its development is typically seen as a response to the pressures of a changing world, in diverse conceptualisations reflecting a reaction to globalisation, to financial exigencies. Leaders often perceive internationalisation in higher education as "win-win" for students, staff, destination institutions and its countries, as well as for the education providers and their country. With universities worldwide responding to an exponential increase in transnational education provision, there are new forms of TNE partnership and delivery modes emerging onto the higher education landscape. New Zealand is in an early stage of transnational education development, compared to other major education exporting countries, such as Australia and the UK.

This research project is undertaken for my postgraduate degree. Part of the research may be presented at a relevant conference and may be published as conference papers.

How was I identified and why am I being invited to participate in this research?

You have been invited to participate in my research, because you are part of my professional network, and/or meet one or more of the criteria below.

- A key person on developing and/or implementing transnational education at the universities that are relevant to this study.
- An influencer and/or a decision maker of universities' strategies and/or New Zealand government policies on internationalisation.
- Service in the field for more than two years.

How do I agree to participate in this research?

I will provide you with a Consent Form to sign before your participation.

Your participation in this research is voluntary and whether you choose to participate will neither advantage nor disadvantage you. You can withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

What will happen in this research?

You will be participating in a face-to-face interview with me for up to an hour. You will have the opportunity to share your experiences and points of view on what works well in transnational education at the university you work, and /or government policies on internationalisation, in the context of appreciative inquiry (AI).

What are the discomforts and risks?

It is highly unlikely that participants will experience discomfort or risks, as the project adopts appreciative inquiry, which encourages participants to share positive experiences and focus on achievements.

How will these discomforts and risks be alleviated?

n/a

What are the benefits?

My research will benefit university that are relevant to this study and the universities of New Zealand for future Strategic Plans on transnational education development, and it will benefit to the Ministry of Education and its agencies of NZ government in future policy making on internationalisation in education. It also aims to inform good practices with in the New Zealand universities.

What compensation is available for injury or negligence?

n/a

How will my privacy be protected?

To respect the participant's privacy and confidentiality:

- Details that could potentially identify you, such as name, position/title, organisation, gender, will not be recorded or appear at any research publication.
- The information you provided during the interview, will be kept confidential, and will not be reported in a manner that could identify you.
- The data collected will be kept in a secured storage at the North Campus UOP for six years up on the completion of the research, and then destroyed.

What are the costs of participating in this research?

There is no payment involved for participation.

What opportunity do I have to consider this invitation?

I would appreciate your response within two weeks.

Will I receive feedback on the results of this research?

I will send you the summary of the key findings of the research on completion of the research, informing you when the thesis is available online.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Primary Supervisor. Professor Marilyn Waring marilyn.waring@aut.ac.nz, 921 9999 ext: 9661

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC. Kate O'Connor, ethics@aut.ac.nz, 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher: Ann Wu-Ross, annljwu@hotmail.com

Project Primary Supervisor: Professor Marilyn Waring, marilyn.waring@aut.ac.nz

B4. Consent Form

Project title: An Appreciative Inquiry of Transnational Education University strategies and government policies – Linkages with China and Vietnam

- I have read and understood the information provided about this research project in the Information Sheet
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- I agree to take part in this research.
- I wish to receive a summary of the research findings (please tick one): Yes☐ No☐
- I understand that my response to the questions will be confidential in the thesis unless I agree to disclose my name and/or position. I am aware that other participants may recognise my ideas or viewpoint from the information I share.

Participant's signature:

....……………………………………………………

Participant's name:

....……………………………………………………

Participant's Contact Details (if appropriate):

………………………………………………………………………………………..

Date:

B5. Confidentiality Agreement with Interview Transcriber

For someone transcribing data, e.g. audio-tapes of interviews.

Project title: An appreciative inquiry of transnational education at UOP New Zealand with China and Vietnam – Government Policies and University's strategies

○   I understand that all the material I will be asked to transcribe is confidential.

○   I understand that the contents of the tapes or recordings can only be discussed with the researchers.

○   I will not keep any copies of the transcripts nor allow third parties access to them.

Transcriber's signature:

    ....……………………………………………………
…

Transcriber's name:

    ....……………………………………………………
…

Transcriber's Contact Details:

……………………………………………………………………………………………..

Date:

Appendix C. Sample Thematic Analysis Word Maps

Bob

Kate

Aleki

Zoe

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Appendix D. Policy and Strategy Document Inventory

Name	Type	Time	Organisation	Country
AUT Strategic Plan 2012-2016	Strategy	2012	Auckland University of Technology	New Zealand
The University of Auckland Strategic Plan 2013-2020	Strategy	2013	University of Auckland	New Zealand
Shaping the Nation: Taking the Best to the World- The Road to 2025	Strategy	2014	Massey University	New Zealand
Annual Report 2016	Report	2016	Auckland University of Technology	New Zealand
Strategy Plan 2017-2021	Strategy	2017	University of Waikato	New Zealand
Investment Plan 2017-2019	Investment Plan	2017	University of Waikato	New Zealand
Strategic plan: Capital thinking, globally minded.	Strategy	2017	Victoria University of Wellington	New Zealand
Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (UNESCO, 2018)	Convention	February 2018	UNESCO	-
Directions to 2025	Strategy	2018	Auckland University of Technology	New Zealand
UNESCO-Recommendation on Open Educational Resources (UNESCO, 2019)	Recommendation	25 November 2019	UNESCO	-
UNESCO- Global Convention on the Recognition of Qualifications concerning Higher Education (UNESCO, 2019)	Convention	25 November 2019	UNESCO	-
The race for international education (2019d)	Policy	2019	British Council	UK
International Education Strategy Global Potential, Globa	Policy	March 2019	Department for International Trade	Britain & Northern Ireland
New Zealand International Education Strategy 2018-2030 (ENZ, 2019))	Strategy	2019	Education New Zealand	New Zealand
New Zealand Statement of Intent 2019-2023	Policy	2019		New Zealand
Strategic Vision 2020 to 2023	Strategy	2020	University of Canterbury	New Zealand

Policy Brief: Education during Covid-19 and beyond (UN, 2020)	Recommendation	August 2020	UN	-
Strategic recovery plan for international education	Strategy	2020	Education New Zealand	New Zealand
Te Aka Whakaranea a-Ao 2021-25 Internationalisation Framework	*Te Aka Whakaranea a-Ao 2021-25 Internationalisation Framework*	2021	University of Otago	New Zealand
2021 Leaders' Declaration (APEC, 2021)	Declaration	November 2021	APEC	New Zealand
Australian Strategy for International Education 2021-2030 (Australian Government, 2021)	Strategy	2021	Australian Government	Australia
International education strategy: 2021 update: Supporting recovery, driving growth.	Strategy	2021	UK Government	UK
Learning during the pandemic: review of research from England	Research and analysis	2021	UK Government	UK
From the Chief Executive: Take a new look at a New Zealand education.	Media release	2021	Education New Zealand	New Zealand
Impact report 2021	Report	2021	Auckland University of Technology	New Zealand
2022 Leaders' Declaration (APEC, 2022)	Declaration	November 2022	APEC	-
New Zealand International Education Strategy 2022-2030 (ENZ, 2022)	Strategy	2022	Education New Zealand	New Zealand
Vision 2040	Strategy	2022	University of Otago	New Zealand

Appendix E. Covid-19 Timeline: December 2019- October 2020

Month 2019-2020	China	WHO	Partner university in China	Vietnam	Partner university in Vietnam	New Zealand	UoP
December 2019	Outbreak of SARS-like coronavirus in Wuhan	31st, Wuhan Municipal Health Commission notified WHO					
January 2020	23rd, Wuhan was placed in lockdown. 24th, Hubei province was in lockdown.		29th, the university informed UoP that students' summer study tour was to be suspended	30th, 1st case detected			28th, announced the university has a pandemic plan and is monitoring the situation.
February 20202		Named the virus as Covid-19					
March 2020	Imposed travel restrictions and quarantine requirements to prevent the spread of the virus within China.	Declared the pandemic			On campus learning suspended	19th, borders closed to none New Zealand citizens/ permanent residents. National Emergency declared. 23rd, in lockdown Alert L3. 25th, moved to Alert L4	Brought mid-semester break forward. Campus closed from 25 March Online teaching & learning began from 23 April 2020.
April 2020	Wuhan re-opened from lockdown					27th, moved to Alert L3.	
May 2020						Began to ease lockdown restrictions	
June 2020						9th, moved to Alert L1.	Campus partially re-opened from 2 June.
August 2020						12th, moved to Alert L2, Auckland moved to Alert L3. It was extended for 12 more days from 15-26 August	Campuses were closed from 14 August during the alert L3 Campus reopened on 31 August 2020 as the alert level moved to L2

| September | | | | | | **21st**, moved to Alert L2, Auckland moved to alert L2 | |
| October | | | | | | **7th**, Auckland moved to Alert L1 | |