

Transnational education strategy 2025–27

Supporting UK transnational
education through
partnership

Foreword

Transnational education (TNE) has become one of the most dynamic, flexible and transformative models of international education for the UK. It offers many more students around the world affordable access to high-quality UK education, supports institutional innovation and contributes to the development priorities of partner countries. At its best, TNE is not only about exporting education – it is about building high-quality, strategic and inclusive partnerships that foster intercultural understanding and enable us to achieve common goals.

The British Council's Transnational Education Strategy 2025–27 sets out how we will support UK TNE. It builds on the achievements of our 2023–25 strategy and responds to the feedback and insights of our partners across the UK and globally. It is informed by regular research and engagement with governments, institutions and students, and reflects our commitment to contributing to the Sustainable Development Goals.

This strategy recognises the complexity and diversity of TNE, emphasises the importance of student experience and outcomes, acknowledges the crucial role of local context and promotes models of delivery that are both innovative and resilient. It also reaffirms the British Council's role as a trusted partner – facilitating new partnerships, convening knowledge-sharing events to share good practice and supporting the development of enabling environments for TNE.

As we look ahead, our ambition is clear: to ensure that UK TNE continues to grow and diversify in alignment with the strategic priorities of our UK and international partners. We will continue to work collaboratively to improve data and insight, to promote the UK's reputation for quality, to inform policy and broker connections and to showcase the transformative power of TNE.

I am proud of the work we have done together so far, and excited about what lies ahead. This strategy is not just a roadmap – it is a call to action. Together, we can build transformative TNE.

Maddalaine Ansell

Global Director Education, British Council



Executive summary

UK transnational education (TNE) is experiencing unprecedented growth, with over 650,000 students studying for UK degrees internationally in 2023–24 – an increase of 7.8 per cent over the previous year, and up almost ten per cent annually over the past five years. There are now more UK providers than ever before opening TNE courses, with innovative models and more strategic approaches to partnership-building.

The British Council's Transnational Education Strategy 2025–27 aims to support further growth and diversification in UK TNE globally. Building on the success of our 2023–25 strategy, and aligned with the UK's International Education Strategy, internationalisation initiatives in the four nations of the UK and the United Nations Sustainable Development Goals (SDGs), we will contribute to the delivery of transformative outcomes for countries, institutions and students.

The strategy is underpinned by a robust monitoring and evaluation framework and a commitment to stakeholder engagement. It also positions the British Council as a trusted partner for TNE.

The strategy focuses British Council activities on areas we can add most value and ensures we work with UK and international partners in a synergistic way, to avoid duplication. This strategy creates a framework for iterative work and will be shaped and modified in partnership with the UK government, governments in the devolved administrations, UK sector organisations and our international partners.



This strategy is based on four actions:

ACTION**1****Improve data and insight on UK TNE and its impact**

- Conduct further analysis of TNE contexts and market trends.
- Undertake targeted research into the TNE student experience and graduate outcomes.
- Develop an interactive Global Transnational Education Framework¹ that provides data dashboards to inform UK TNE investment.

ACTION**2****Promote UK TNE's reputation for quality**

- Convene global communities of practice among TNE providers to share good practice and promote success through marketing campaigns.
- Build a UK TNE alumni network to highlight their achievements, stay connected to the UK and advocate for UK tertiary education.

ACTION**3****Inform policy development and support the growth of UK TNE in partner countries**

- Facilitate system-level agreements in new markets.
- Provide on-the-ground support through initiatives such as the UK–India HE Collaboration Hub².
- Foster new TNE partnerships through grant schemes.

ACTION**4****Showcase the transformative power of UK TNE and its contribution to the Sustainable Development Goals**

- Track and promote UK TNE's contribution to the SDGs through inclusive and impactful partnerships.
- Support UK TNE alumni to lead on SDG-related initiatives throughout their careers as members of the global Alumni UK network.

¹ The Global Transnational Education Framework aims to support the Transnational Education Strategy. This framework is designed to facilitate TNE engagement globally, enhance the understanding of local contexts and educational priorities, and position a country's TNE within the broader global landscape. <https://www.britishcouncil.org/research-insight/global-transnational-education-framework>

² The UK–India Higher-Education Collaboration Hub, led by the British Council India, will cover core Going Global Partnerships programme activity structured and formalised into system-level support and bespoke institution-level support bringing together cross-Government education bodies engagement with universities into a single platform.

Introduction

UK transnational education (TNE) is experiencing a period of rapid global growth, with increasing numbers of students accessing a UK education through branch campuses, collaborative provision and distance learning. According to Universities UK International, in 2023–24, 173 UK higher education providers reported TNE activity, covering more than 230 countries and territories. The number of students studying for a UK degree based wholly outside of the UK reached 653,570 in 2023–24, a 7.8 per cent increase over the previous year.

Professional and technical universities and distance learning specialists still absorb most of the demand for UK TNE, but recent announcements of branch campus openings and strategic transnational teaching partnerships by research-intensive UK universities point to a broadening of the base of TNE provision. Many providers, often in partnership with private sector organisations, are innovating with models that are not fully captured in existing datasets, including elements of digital learning and periods of study in the UK or in third countries, such as Collaborative Online International Learning (COIL), articulation and progression arrangements.

Transnational education is a crucial component of the UK's International Education Strategy, first published in 2019, and reviewed in 2021, 2023 and 2025. As well as delivering economic benefits, the growth of TNE also aligns with a renewed foreign policy focus on soft power and strategic partnerships. The strategy names the British Council as a key partner in supporting TNE growth and diversification.

Our vision is to position the UK as a partner of choice for TNE globally, delivering mutual benefit, contributing to sustainable development and fostering intercultural understanding. We will do this by supporting further growth and diversification in UK TNE, enhancing the UK tertiary education sector's reputation for quality, enabling the development of strategic long-term partnerships, and responding to the needs, hopes and ambitions of TNE students and graduates.

This document covers:

- background and underlying principles
- progress under our TNE strategy 2023–25
- our vision for our UK TNE Strategy 2025–27
- the levels at which we deliver impact
- key actions and activities
- partner country prioritisation mechanisms
- governance.

Background and underlying principles

As tertiary education evolves in response to political, economic, social and technological drivers, TNE is increasingly playing a key role in supporting the strategic objectives of education systems, tertiary education providers and students around the world. TNE has also shown significant potential to support the SDGs, including providing access to inclusive quality education (SDG 4), supporting gender equality (SDG 5), contributing to decent work and economic growth (SDG 8), combatting climate change (SDG 13) and promoting peaceful and inclusive societies (SDG 16).

In developing this strategy, the British Council convened a series of events with our UK and international partners over several years to discuss approaches to TNE and share examples of good practice in TNE partnerships. At our Deep Dialogues³ event in Cardiff, in June 2025, 80 key stakeholders from 22 countries came together to explore innovative approaches to TNE strategies, noting the following emerging trends.

- The shift from a North-to-South export model to a multi-directional, reciprocal global exchange, supporting knowledge sharing and local development.
- A stronger emphasis on ‘internationalisation at home’ and intercultural learning, to ensure global access to further educational opportunities and international work opportunities, despite mobility limitations.

- A move towards, and a desire for, more holistic TNE partnerships that integrate teaching, research, employability and policy alignment.
- The essential role of student voice and inclusion in governance in building impactful, culturally relevant and resilient TNE ecosystems.
- Reaffirmation of TNE as a driver of human capital development, innovation and peacebuilding, with the potential to reshape global education systems.

³ Deep Dialogues are focused discussions organised by the British Council that bring together UK and international higher education stakeholders to explore the topics that are most relevant to their local needs and demands. <https://www.britishcouncil.org/education/he-science/our-work/global-learning/deep-dialogues>



Our consultation with UK and international TNE stakeholders and representative bodies has led to the development of five underlying principles that we believe will position UK TNE providers as partners of choice globally.

High quality

UK TNE should uphold the highest standards of academic quality, delivering an exceptional student experience and educational outcomes that are locally relevant and equivalent to those offered to international students in the UK.

Strategic

UK TNE should be designed for sustained growth and diversification, being responsive to and aligned with the long-term goals and ambitions of its diverse stakeholder groups.

Partnership-led

UK TNE initiatives should be co-developed with partners to ensure they are relevant to the local context, culturally sensitive and deliver mutual benefit. They should promote knowledge exchange and intercultural understanding.

Student-centric

Students must be at the heart of UK TNE. Their voices, experiences and outcomes should inform programme design, delivery and evaluation. UK TNE should support the development of UK TNE alumni communities, to strengthen their connection to the UK and gather information on graduate outcomes and perceptions.

Inclusive

UK TNE should aim to support the inclusion of under-represented and disadvantaged groups in the development of their international programmes, expanding access in alignment with SDG 4.

This strategy is aligned with wider UK policy documents and international strategies including:

- the UK International Education Strategy⁴ (2019, reviewed in 2021, 2023 and 2025)
- the internationalisation strategies of the four nations of the UK
- the Foreign, Commonwealth & Development Office (FCDO) monitoring and evaluation framework for the British Council (2021)
- the scale of UK higher education transnational education 2023–24⁵ analysis (UUKi 2025).

⁴ <https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth>

⁵ <https://www.universitiesuk.ac.uk/topics/international/scale-uk-higher-education-transnational-0>

2025: our progress so far

Since the launch of the British Council's Transnational Education Strategy 2023–25 in November 2023, 50 countries and territories have reported activity that directly contributes to progress against the realisation of the four key actions outlined in that strategy (see Table 1).

Table 1: countries and territories reporting progress against the four actions of the British Council's Transnational Education Strategy 2023–25

Albania	France	Kazakhstan	Pakistan	South Africa
Algeria	Georgia	Kosovo	Peru	Spain
Armenia	Germany	Kuwait	Philippines	Sri Lanka
Azerbaijan	Ghana	Malaysia	Poland	Thailand
Bangladesh	Greece	Mexico	Portugal	Tunisia
Brazil	Hong Kong	Morocco	Qatar	Türkiye
Bulgaria	India	Myanmar	Romania	UAE
China	Iraq	Nepal	Saudi Arabia	Uganda
Cyprus	Japan	Netherlands	Serbia	Uzbekistan
Egypt	Jordan	Nigeria	Singapore	Viet Nam

We have funded 19 TNE research reports and provided over £2 million in grants to 85 TNE partnerships, of which 88 per cent have contributed to SDG 4 (Quality Education), 46 per cent to SDG 5 (Gender Equality) and 73 per cent to SDG 17 (Partnerships for the Goals). Some of the strategy's main achievements are reflected in Table 2.

These achievements would not have been possible working alone. The British Council recognises that its UK and international partners have been critical to the development and implementation of our Transnational Education Strategy.

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19

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Table 2: main achievements against the actions in the British Council's Transnational Education Strategy 2023–25

Action	Achievements
Action 1 – Contribute to better data and insight on UK TNE	• We published country-specific insights⁶ on the operating environment for TNE in Algeria, Armenia, Azerbaijan, Bangladesh, Brazil, Egypt, France, Georgia, Ghana, Greece, Italy, Mexico, Myanmar, Nigeria, Sri Lanka, Pakistan, Poland, Portugal, Qatar, Spain, UAE, Uzbekistan and Viet Nam, resulting in better data and insight on UK TNE. • We consolidated all our TNE insight and research on a single website and published a series of 'TNE: what we know'⁷ briefs for key markets, including an analysis of the environment for TNE and success stories of UK TNE partnerships. • We published a Global Transnational Education Framework⁸, co-developed with QAA and Education Insight, providing tools to develop an improved collective understanding of TNE. • We conducted research on Managing risk and developing responsible transnational education partnerships⁹ jointly with UUKi, providing tools to support more responsible TNE. • We produced thought-leadership articles on TNE, which were featured in publications such as University World News¹⁰, PIE News and Boston College (International Higher Education)¹¹.
Action 2 – Create an enabling environment and promote the quality of UK TNE internationally	• We brokered TNE-focused institutional partnerships between UK and international partners in 19 countries and territories. • We contributed, with different levels of support, including research, brokering and guidance, to nine universities being granted a licence to open a campus in India: University of Southampton, University of Liverpool, University of York, University of Aberdeen, University of Bristol, Coventry University, Queen's University Belfast, University of Surrey and Lancaster University • Following a British Council-led mission to Egypt in 2023, the University of Exeter campus in Egypt was announced in 2025 in an act attended by the Prime Minister of Egypt, while the University of Essex and the University of East Anglia also signed agreements to open campuses in Egypt. • We conducted research on the TNE operating environment in Indonesia¹² and funded TNE projects for both Lancaster University and King's College London, contributing to the success of the first UK-Australia joint campus opening in Indonesia (between Lancaster University and Deakin University) and the Indonesian government issuing a licence for King's College London to establish a branch campus.

⁶ <https://www.britishcouncil.org/research-insight/research-topics/transnational-education>

⁷ <https://www.britishcouncil.org/research-insight/transnational-education-what-we-know>

⁸ <https://www.britishcouncil.org/research-insight/global-transnational-education-framework>

⁹ <https://www.britishcouncil.org/research-insight/managing-risk-developing-responsible-transnational-education-partnerships>

¹⁰ <https://www.universityworldnews.com/post.php?story=20240126230211149>

¹¹ <https://ihe.bc.edu/pub/13z3cowt/release/1>

¹² <https://opportunities-insight.britishcouncil.org/news/reports/indonesia-tne-report-launched>

Action 3 – Contribute to a better understanding of the local context and facilitate a regulatory and operational environment to best support UK TNE partnerships	• We made a significant contribution to the development and implementation of the UK and India mutual recognition of academic qualifications¹³ memorandum of understanding, allowing recognition of third-country TNE and facilitating UK-India TNE partnerships. • We contributed to shaping new TNE laws, policies and guidelines in India¹⁴, Viet Nam¹⁵ and the Philippines¹⁶ through high-level meetings and events, targeted funding and brokering activities. • We supported the development of new TNE guidelines¹⁷ in Nigeria, which will enable thousands of students to access international qualifications. • We informed new TNE policy¹⁸ guidelines in Pakistan that will help to enhance the quality of TNE and create more opportunities for building capacity at the system institutional levels. • We created a joint publication with Ecctis¹⁹ around understanding the mutual recognition of qualifications that helped to improve the quality of support and advice we provide to our partners. • We held Deep Dialogues²⁰ in Edinburgh, Manchester, Cardiff and Colombo (Sri Lanka), bringing together over 300 stakeholders from 40 countries (plus the UK nations) 19 UK sector organisations and government departments, and 36 UK higher education institutions to share knowledge and discuss how to build sustainable models of TNE. • Our Think TNE East Asia Regional Forum²¹ in February 2024 was a significant step in engaging key stakeholders from the UK and East Asia in a leading region in TNE.
Action 4 – Support TNE to contribute to the transformation of local education systems and contribute to the SDGs	• We awarded over £2 million to 85 TNE partnerships between UK organisations and international partners. These grants contributed to the strengthening of local systems, institutions and talent, addressing access to inclusive quality education (SDG 4), supporting gender equality (SDG 5), and promoting peaceful and inclusive societies (SDG 16). • We co-established the Good Practice network in Uzbekistan with local partners, facilitating access and inclusion across TNE provision in the country. • We held a high-level higher education sector meeting at SOAS in June 2024 focused on understanding equitable and diverse approaches to UK TNE provision and sustainable TNE networks. • We produced 19 research reports²² on international TNE environments, providing strong evidence that TNE partnerships are an important driver in achieving the SDGs.

¹³ <https://www.gov.uk/government/publications/uk-and-india-mutual-recognition-of-academic-qualifications-memorandum-of-understanding>

¹⁴ <https://opportunities-insight.britishcouncil.org/short-articles/news/foreign-universities-can-now-set-india>

¹⁵ <https://opportunities-insight.britishcouncil.org/short-articles/news/new-regulations-tne-delivery-viet-nam>

¹⁶ <https://www.britishcouncil.ph/tne/act-ihe/tne-development>

¹⁷ https://www.britishcouncil.org/sites/default/files/bc_environment_for_tne_partnerships_in_nigeria.pdf

¹⁸ <https://opportunities-insight.britishcouncil.org/short-articles/news/pakistan-launches-revised-tne-policy>

¹⁹ https://www.britishcouncil.org/sites/default/files/understanding_mutual_recognition_of_qualifications_mrqs.pdf

²⁰ <https://www.britishcouncil.org/education/he-science/our-work/global-learning/deep-dialogues>

²¹ <https://www.britishcouncil.my/programmes/education/think-tne-2024>

²² <https://www.britishcouncil.org/research-insight/research-topics/transnational-education>

Strategy 2025–27

Our vision is to position the UK as a partner of choice for TNE globally, delivering mutual benefit, contributing to sustainable development and fostering intercultural understanding. We will do this by supporting further growth and diversification in UK TNE, enhancing the UK tertiary education sector's reputation for quality, enabling the development of strategic long-term partnerships and responding to the needs, hopes and ambitions of TNE students and graduates.

Working through four key actions across three levels (countries, institutions and students), we aim to position the British Council as a trusted and valued partner in delivering the TNE ambitions of the UK International Education Strategy, the four nations of the UK and the UK tertiary education sector. We are committed to shaping a future where UK TNE leads to positive transformation, contributing to sustainable development in the UK and globally.



Levels of impact

The strategy operates at three levels to ensure the deepest possible impact on growth and diversification of UK TNE partnerships, working with:

- **leaders** in partner country governments, to align systems and create enabling environments
- **institutions**, to match them with the right partner to achieve their respective growth targets and deliver mutual benefit
- **students and alumni**, both digitally and face-to-face, to support them to make the right choices and build the skills and connections to achieve their goals in partnership with the UK.

The addition of students and alumni as a core focus in this iteration of our Transnational Education Strategy reinforces their role in supporting the future growth of UK TNE globally.

The strategy operates at

3

levels to ensure the deepest possible impact

Table 3: ways we will achieve our levels of impact

Level	Description
Countries	Activities and mechanisms that lead to system-to-system alignment and the creation of enabling environments for TNE. This happens in partnership with the UK government, ministries in partner countries responsible for tertiary education, and sector and regulatory bodies.
Institutions	Activities that support growth and diversification in TNE partnerships. The focus is on working with TNE providers (universities, colleges and other providers) to help them identify the right partners to achieve their strategic objectives for TNE, sharing relevant market knowledge and guiding them through the process of setting up new programmes. It also involves ongoing support to UK TNE providers and partners.
Students	Activities to promote UK TNE to new students in key markets, and research to help understand and improve the student experience and student outcomes of UK TNE. Opportunities to join the global Alumni UK network to stay connected to the UK and benefit from professional development opportunities, as well as to become advocates for UK TNE.

Key actions

To achieve our vision, the strategy will focus on four key actions for the next two years. While there is continuity with our 2023–25 strategy, there are some important new initiatives and a stronger focus on facilitating the monitoring and evaluation of activities, outputs and outcomes under each action. The strategy will also be complemented by an engagement plan, enabling us to collect feedback on our actions and communicate our impact.

ACTION 1: Improve data and insight on UK TNE and its impact

Approach and activities

- We will focus our research in areas where the British Council has recognised strengths, such as forward-looking country and regional market insights, data analysis and information on future opportunities for TNE.
- We will bring a renewed focus on the student experience and graduate outcomes of UK TNE in different contexts, delivering research and insight that will enable the sector to respond and tailor its offer to meet student needs, and that will contribute to promotional activities.
- We will further develop our Global Transnational Education Framework engagement, creating an accessible and up-to-date data dashboard that will support decision-making for TNE investment and partnership development.
- We will mainstream knowledge-sharing about UK TNE across our wider British Council education and English work, including English and Schools Systems, TVET, Alumni UK, Study UK and the Agent Quality Framework, creating opportunities for growth and cross-sectoral working.

ACTION 2: Promote UK TNE's reputation for quality

Approach and activities

- We will promote UK TNE's reputation for quality globally through our convening and brokering activity, acting as a first point of contact for international partners when they raise opportunities and challenges related to the quality of UK TNE in their jurisdictions.
- We will strengthen the representation of TNE alumni in our global Alumni UK initiatives, such as campaigns, awards and local networks, and draw upon them as an advocacy network.
- We will provide thought leadership on TNE, gathering insights from established and emerging leaders on key topics including regulation and quality assurance, leadership and governance, risk management and pedagogical, financial and operational models. We will publish this work and present it at international conferences.
- TNE will be a key theme in our Going Global conference, focusing on sharing best practice with a view to promoting UK TNE's reputation for quality.

ACTION 3: Inform policy development and support the growth of UK TNE in partner countries

Approach and activities

- We will work with the UK International Education Champion and the UK government to engage with governments in other countries, working to build favourable regulatory environments, and supporting system-level international agreements (MoUs and MRQs).
- We will support missions, delegations and visits from and to the UK to facilitate system-to-system engagement, particularly leading to acceptance of UK qualifications.
- We will support the development and setting up of UK TNE partnerships in key markets, such as the UK–India Higher Education Collaboration Hub, a pilot initiative for co-ordinating and supporting activities and engagement with cross-government education bodies and universities through one single platform.
- We will continue to run our highly competitive TNE Exploratory Grants scheme, with a focus on emerging markets.

ACTION 4: Showcase the transformative power of UK TNE and its contribution to the Sustainable Development Goals

Approach and activities

- We will build on existing analysis of the value of TNE to improve our understanding and advocacy of models of UK TNE that support positive system and institutional transformation and contribute to the SDGs (with a focus on Goals 4, 5, 8, 10 and 13)
- We will aim to have a voice in major initiatives at the bilateral and multilateral levels that lead to significant enhancement of the transformative power of TNE.
- We will work with UK alumni to explore how TNE Alumni Ambassadors and the UK Alumni Awards demonstrate how their activity has contributed to the SDGs.
- We will continue to provide seed funding for the development of TNE partnerships that contribute to the SDGs.
- We will embed equality, diversity and inclusion across all our partnership activities and consider the social impact of TNE for all partners involved.

Monitoring and evaluation of the impact achieved is a key component of our strategy.

- We will develop a clear monitoring and evaluation plan for our strategy, showing outcomes and impact at the country, institutional and student levels.
- We will work to improve our understanding of, and support for, interventions that lead to progress in the acceptance of UK qualifications globally.
- We will evidence our support for UK tertiary education providers in TNE, measured by grants, participation in capacity-building and knowledge-sharing events and thought leadership pieces.

Priority partner countries

This strategy applies to all regions and countries where the British Council is active.

Table 4 shows an initial classification of countries by annual growth in UK TNE student numbers. This classification will evolve over time, informed by wider British Council work, including country scoring and insights from the Global Transnational Education Framework data dashboards.

Due to the complex nature of TNE – comprising multiple delivery models, affected by various environmental drivers and impacting a diversity of stakeholders – our country focus will be dynamic and guided by different considerations, including the British Council’s country scoring categories. We will work under the overarching principle that data should support decision-making rather than make the decisions.

We will use the Global Transnational Education Framework data dashboards²³ to inform the prioritisation of countries where potential for TNE is under development, or yet to be developed.

Table 4: classification of countries by annual growth in UK TNE student numbers

Classification	Example of UK TNE key countries*
Mature UK TNE partner countries (growth < 10%)	Malaysia, Singapore, Hong Kong, Egypt, Greece, Oman, Kuwait, Cyprus
Emerging UK TNE partner countries (growth > 20%)	Sri Lanka, Saudi Arabia, India, Pakistan, Viet Nam
Intermediate UK TNE partner countries (growth 10–20%)	China, UAE, Germany, Nepal, USA, Switzerland, Uzbekistan
Other high potential partner countries	Indonesia, Nigeria , Spain, Brazil, Mexico, Kazakhstan, Ghana

*priority countries under the UK’s International Education Strategy in bold.

23 <https://www.britishcouncil.org/research-insight/global-transnational-education-framework>

Governance

This strategy has been developed in partnership. It builds on wider British Council work, notably that undertaken under the Transnational Education Strategy 2023–25, and draws on contributions from many British Council colleagues around the world.

The strategy has also been informed by the UK government, governments in the devolved administrations and UK and international tertiary education sector partners through forums such as the Deep Dialogues. UK stakeholders have also provided input through the British Council Higher Education Sector Group, the Going Global Partners Group and ad-hoc workshops.

Due to the dynamic nature of TNE, it is expected the strategy will be shaped iteratively, with ongoing contributions from the above stakeholders throughout. We will aim to engage in relevant events such as Deep Dialogues and Going Global, but we will also gather periodic input from our sector advisory groups:

- Education Advisory Group
- Higher Education Sector Group
- Going Global Partners Group
- regular meetings with UK government departments engaged in the delivery of the International Education Strategy.

Reports of progress against the strategy's actions, vision and levels will be submitted to these groups regularly in order to capture, reflect and act on feedback.



Conclusion

The British Council's Transnational Education Strategy 2025–27 represents a significant evolution in our approach to transnational education, responding to domestic expansion and global demand for international education and the urgent need to address systemic challenges through education. It builds on the foundations laid by the 2023–25 strategy, incorporating lessons learned, stakeholder feedback and new insights from research and policy engagement.

This strategy reaffirms the British Council's commitment to positioning TNE as a central activity in the internationalisation of tertiary education. It recognises that TNE is a dynamic, reciprocal exchange of knowledge, values and innovation. By focusing on quality provision, strategic approaches and inclusive TNE, the strategy aims to ensure that UK TNE partnerships meet the needs of diverse stakeholder groups.

The inclusion of students at a core strategic level marks a pivotal shift, acknowledging their central role in shaping the future of TNE. The strategy also strengthens the British Council's role as a facilitator and convener – bringing together governments, institutions and communities to co-create solutions that respond to global challenges and local aspirations.

The strategy is designed to be dynamic and responsive. It will be continuously refined through monitoring, evaluation and stakeholder engagement, ensuring that it remains relevant in a rapidly changing global landscape. The British Council will continue to work closely with UK and international partners to deliver on this vision, leveraging our global networks, local education experts and strategic convening power.

Ultimately, the Transnational Education Strategy 2025–27 is not just a roadmap for expanding UK education internationally – it is a call to action for building higher quality, more strategic and more inclusive TNE. It seeks to ensure that transnational education contributes meaningfully to the lives of students, the development of institutions and the progress of countries.





Find out more about our work in tertiary education and science:

<https://www.britishcouncil.org/education/he-science>

Contact us: Eduardo Ramos, Head of HE Systems &
Internationalisation, British Council
goingglobalpartnerships-TNE@britishcouncil.org