

Going Global Partnerships

Deep Dialogues

Transnational education: exploring glocalisation strategies

25-27 June 2025 | Cardiff, Wales

In partnership with:



Cardiff
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Executive summary

Deep Dialogues is a flagship initiative of the British Council's *Going Global Partnerships* programme, launched in October 2023. The initiative serves as a global platform for higher and further education stakeholders to explore transnational education (TNE) through inclusive, international collaboration. Co-curated with UK and international experts, Deep Dialogues fosters knowledge exchange, innovation, and policy dialogue to advance equitable and sustainable models of international education.

The 2025 forum, held in **Cardiff** from **25–27 June**, convened senior leaders and stakeholders from 22 countries. Hosted by the British Council in partnership with Universities UK International, Cardiff Metropolitan University, and Universities Wales, the forum provided a unique opportunity for cross-regional dialogue on the evolving role of TNE in addressing global educational and societal challenges.

Introduction

[Deep Dialogues](#) is a flagship project of British Council's [Going Global Partnerships](#) programme that was launched in October 2023. Convened and managed by the British Council, these dialogues are co-curated with UK and international sector experts. They provide a platform for global higher and further education stakeholders to collaboratively approach local and global priorities and challenges in international education and foster mutual understanding and partnership to drive internationalised and inclusive systems and institutions. Since its inception in 2023, Deep Dialogues has convened more than 270 delegates including representatives from government, sector organisations, higher education (HE) institutions, and key HE stakeholders from over 46 countries including the four nations of the UK. It has been a launchpad of higher education advocacy, international collaboration and innovation defining the role of HE as force for good.

Deep Dialogues in Cardiff - Transnational education: exploring glocalisation strategies

The 2025 forum took place from 25–27 June in Cardiff, Wales. British Council co-organised the forum in partnership with Universities UK International (UUKi), Cardiff Metropolitan University, and Universities Wales, with a visit to the University of South Wales Cardiff campus. The discussions addressed the growing demand for higher education and examined how TNE can respond innovatively to this challenge. Discussions focused on TNE's role in widening access to quality education, particularly for underrepresented groups, and explored its strategic potential for national development, economic growth, and global citizenship.

Programme highlights

Over three days, the programme featured keynote speeches, panel discussions, and workshops on key themes, including:

- **Comparative internationalisation strategies** from Vietnam, Saudi Arabia, Nigeria, and the UK.
- **Sustainable, scalable, and equitable TNE models**, with case studies from Bulgaria, Egypt, Uzbekistan, and Tunisia.
- **The TNE Global Framework**, developed by the British Council, The Quality Assurance Agency for Higher Education (QAA), and Education Insight, as a tool to inform national and institutional strategies.
- **Student experience and inclusion**, with best practices for embedding student voice, ensuring belonging, and promoting cultural sensitivity across TNE programmes.

Site visits to Cardiff Metropolitan University, the EUREKA Robotics Centre, and the University of South Wales showcased real-world examples of innovation in curriculum design, student engagement, and industry collaboration.

Key insights and outcomes

- TNE is shifting from a North-to-South export model to a **multi-directional, reciprocal global exchange**, supporting knowledge equity and local development.
- Strong emphasis was placed on “**internationalisation at home**” and **intercultural learning** to ensure global access despite mobility limitations.
- Delegates advocated for **holistic partnerships** that integrate teaching, research, employability, and policy alignment.
- **Student voice and governance inclusion** were deemed essential to building impactful, culturally relevant and resilient TNE ecosystems.
- The forum reaffirmed TNE as a driver of **human capital development, innovation, and peacebuilding**, with the potential to reshape global education systems.

Deep Dialogues 2025 reinforced the view that, as one delegate put it, “**the future of education is transnational education.**” As higher education evolves in response to geopolitical, technological, and social pressures, TNE will continue to be a cornerstone of global educational cooperation. By championing equity, innovation, and mutual benefit, Deep Dialogues serves as a catalyst for building education systems without borders.

Objectives

This Deep Dialogues aimed to achieve the following objectives.

- To **facilitate** sharing of knowledge and increasing understanding of the different TNE strategies, policies and frameworks across the globe and their impact on the learner.
- To **identify** some of the key challenges and barriers to internationalisation of higher education through TNE and explore collaborative solutions to approaching those challenges.
- To **build** collaborative networks and an active community of practice for knowledge exchange.
- To **produce** a report summarising the discussions on TNE strategies that are locally relevant and support local communities to solve the challenges that are important to them.

Partners and participants

The Deep Dialogues in Cardiff included delegates and speakers from 22 countries, including England and Wales within the United Kingdom, to engage in rich discussions and share learnings and challenges of delivering TNE in the evolving global higher education landscape. Delegates from the following countries attended:

Azerbaijan	Bangladesh	Brazil	Bulgaria	Cyprus	Egypt	England	Georgia
Ghana	Indonesia	Malaysia	Myanmar	Nigeria	Romania		
Saudi Arabia	Sri Lanka	Thailand	Tunisia	Uzbekistan	Wales	Vietnam	



They were joined by Professor Sir Steve Smith, the UK Government International Education Champion; Scott McDonald, Chief Executive of the British Council; and Vikki Howells MS, Minister for Further and Higher Education, Welsh Government.

Context

Over 235 million higher education students were enrolled globally in 2020, more than double the 100 million students enrolled in 2000 ([UNESCO UIS database](#)). With demand for higher education predicted to rise to 380 million higher education students by 2030 ([World Bank](#)), the gap between demand and supply is likely to feature highly in policy decisions as governments face trade-offs for investment in public services. Transnational education has experienced exponential growth in the last two decades, driven by its proven capacity to respond to increasing demand for high quality tertiary education, particularly for underrepresented groups including women and girls, learners with disabilities, refugees, migrants, and ethnic minorities.

Although transnational education continues growing at exponential rates across the globe, the focal points of inwards and outwards transnational mobility are changing. Against the backdrop of a volatile geostrategic context, policymakers and institutional leaders increasingly adopt 'glocalisation' strategies through which learners are offered a range of options to explore solutions to global problems that affect their local communities. From twinning partnerships in war-affected areas to hybrid learning for refugees, or new education hubs to provide a global education closer to home, tertiary education is responding to increasing pressures to widen access to high quality tertiary education through innovation.

The UK is considered a world leader in TNE, its university sector enrolling over half a million students offshore each year, at a total of 653,570 UK higher education TNE students in 2023-24 ([HESA AOR data](#); [UUKi report](#)). However, as the world transitions to a more complex multipolar context, traditional categorisations of countries as TNE 'exporters' and TNE 'importers' are increasingly being challenged. Learners have access to a high-quality international education closer to home through innovative forms of TNE such as education hubs, hybrid learning or transnational pathways, often offered through innovative partnerships of providers located in two, three or more countries.

The Deep Dialogues in Cardiff convened senior level decision makers and influencers from government, tertiary education institutions and other tertiary education bodies of strategic significance from across the globe. Wales has itself seen an expansion of transnational education, with a +21.4 per cent growth in UK HE TNE student numbers over five years, from 28,795 students in 2019–20, to 34,945 students in 2023–24. In those five years, four Welsh providers have increased their UK HE TNE student numbers by more than +25 per cent. Collectively, in 2023–24, Welsh providers delivered TNE to 156 countries and territories worldwide (HESA AOR data; see full [UUKi report](#) on the scale of UK HE TNE).

The forum facilitated peer-learning on new TNE strategies that seek to increase equity in partnerships and in the circulation of knowledge among nations, challenging the traditional role of institutions in the Global North and South as 'exporters' and 'importers' of education.

Programme

Day one

Deep Dialogues opened with welcome remarks from Scott McDonald, CEO, British Council, followed by keynote speeches by Professor Sir Steve Smith, HMG International Education Champion, UK and Vikki Howells MS, Minister for Further and Higher Education, Welsh Government.

Session 1.1 Opening plenary: International higher education in a changing world: comparative approaches to internationalisation strategies

A panel discussion on comparative approaches to international education, chaired by Scott McDonald, brought together senior speakers from the UK, Nigeria, Saudi Arabia and Vietnam to discuss how the internationalisation of higher education is rapidly becoming central to many countries' economic, social and educational development strategies. Speakers reflected on the rapidly changing geostrategic environment, with governments around the world shifting towards internationalisation strategies, analysing micro and macro economy contexts and working to strike a balance between investment and mitigating risk.

Delegates learned of Vietnam's ambitions to develop into a high-income nation by 2045, with acceleration in access to quality education and TNE forming a core tenet of government strategy. For Saudi Arabia, the government's emphasis continues to be placed on three core areas – building a knowledge-based economy, empowering human capital and strengthening global partnerships. Nigeria continues to drive and prioritise more sustainable, innovative and equitable partnerships, with ambition for a re-evaluation of epistemology in education.

In Nigeria, TNE is crucial for meeting educational demand; while over two million students are of university age in the country, only c. 500-700,000 students can be educated through domestic provision. The rapidity of change in the country can create difficulties for partnerships, but more innovative and adaptive models can help respond to that environment. New TNE policy in Nigeria seeks to ensure global and fair education to all, engendering mutuality and equity in partnerships. Collectively, gender equality, mutual benefits, and partner alignment in intent and purpose were described as crucial in international education partnerships for unilateral benefit.

In the discussion that followed, delegates concluded that “***the future of higher education is transnational education***,” summarising the global drive towards internationalisation and innovative models of education that can meet the needs and goals of future generations. As TNE has globally expanded, the importance of rigorous in-country quality assurance has also grown. As in one panellist's analogy, a chain is only as strong as its weakest link, and the weakest institution in a country can impact upon the reputation of an entire community. Issues of access are also inextricably bound up in issues of finance; as TNE is increasingly centralised in universities' international strategies, so too have motivations moved from TNE for profit to TNE for cost-covering, with different approaches to TNE as a short or long-term investment.

Session 1.2 Sharing strategies: roads to sustainable, scalable and equitable transnational education

Following this focus on the drivers for TNE, the second plenary of the day focused on sharing strategies towards sustainable, scalable and equitable transnational education. Speakers from Bulgaria, Uzbekistan, Tunisia and Egypt contributed perspectives on the key challenges and opportunities in the global TNE environment, and how collaborative approaches can ensure we build more equitable partnerships for mutual benefit.

In Bulgaria, tri-partite partnerships (e.g. with both the UK and Greece) are helping to support demand for higher education while contributing to the nation's economic development. In Uzbekistan, a growth in youth population and demand for education is reforming and redefining the government's strategy that aims for the nation to become an upper-middle income country by 2030. A revitalised international strategy for education is supporting Uzbekistan to become an emerging hotspot for TNE and research, with knowledge and talent hubs being developed.

In Tunisia, access to higher education since c. 2000s has increased dramatically to a c. 40 per cent population enrolment rate in higher education in 2025, with a drive towards increased internationalisation and transnational education partnerships in the form of joint and dual degrees. Tunisia now has c. 142 dual degrees with public universities in predominantly science, technology, engineering and mathematics (STEM) subjects.

In Egypt, the number of international students and both public and private higher education provision has increased and there is growing appetite for university collaboration with industry. The Egyptian government's "seven pillars" in the National Population and Development Strategy, launched in 2023, has steered the direction of higher education for Egypt, with its emphasis on (1) Integration; (2) Interdisciplinarity; (3) Communications; (4) Active participation; (5) Sustainability; (6) International reference; (7) Innovation and entrepreneurship.

In the discussion that followed, delegates shared their ambitions for diversification of partnerships, attracting international students and promoting internationalisation at home. Moreover, on how the higher education sector often focuses on *input* indicators rather than *output* indicators when setting up TNE partnerships, but that together providers and partners must consider TNE holistically from the start and engage with wider parts of the economy to support student employability. It was pointed out that this is of particular interest to parents who often pay for TNE courses on behalf of their children. Consumer drivers for TNE were described as including cultural exposure, quality education, and increased employability prospects; elements for TNE providers to take into consideration when developing provision. Speakers shared how a holistic TNE offering could be developed through direct input from industry into curriculum, involving industry professionals in pedagogy and teaching, which may also support associated costs for different TNE programmes, particularly the high costs of STEM courses.

Additionally, delegates considered challenges of monitoring and evaluation activities, with a core issue being outdated and misaligned systems globally that make it harder to track quality, student feedback, and outcomes at a national level. TNE data challenges persist as governments and providers need to adapt national registers and historical data gathering practices to meet current needs. Ensuring data comparability in terms of student feedback, for example, was described as difficult, because each university tends to collect this data in different ways. Further investment in data infrastructure and digital transformation is needed to support transnational collaborations in the future.

Session 1.3 The TNE Global Framework and its potential in informing TNE strategies

This workshop began with a presentation of [The TNE Global Framework](#) developed by British Council working with QAA and Education Insight. The framework is designed to inform TNE strategies and support and facilitate engagement in TNE, to build a greater understanding of local contexts and regional priorities, and to enable practitioners to analyse and describe national environments for TNE.

The presenters highlighted that for the first time in over 20 years, the rest of the world is growing its proportion of international students while mainly English-speaking destination countries (MESDCs) are slowing or declining, due to Covid, restrictive immigration environments, and labour market slowdowns. This has accelerated international study in the rest of the world. Through analysis of the data and consideration of the global economy, delegates considered the potential for a greater shift towards international students staying in their home regions, studying at local and national universities increasingly offering high-quality education, including in the English language, and thus not going abroad to study.

A core reflection was a shared understanding of how TNE can function as a more sustainable form of education, expanding networks and relationships, uniting citizens for common purposes and enhancing global understanding of academic cultures and socio-cultural differences. As a result, we may see the utilitarian value of TNE shift in years to come and the TNE Framework could be a reference model for HE providers as they seek to internationalise.



Session 1.4 TNE 3.0: How can UK TNE positively impact on the economic, social and sustainable development goals of host countries?

Using [Times Higher Education's TNE 3.0 framework](#) as a starting point, this session supported global systems-thinking about how to develop robust monitoring and evaluation systems and evidence the impact of TNE beyond its traditional purpose. A question was posed of whether a global quality impact monitoring framework for TNE can be developed despite the diverse development needs of different countries.

This workshop included reflections from speakers from Sri Lanka, Georgia, Ghana and Thailand. Sri Lanka was identified as an example of where TNE has scaled up national capacities in areas of emerging technologies to address global challenges. Thailand continues to develop new models of universities focused entirely on topics such as entrepreneurship, community development and professional curriculum development. Georgia is advancing ambitions for becoming a regional hub for international branch campuses (IBCs) and other models. Together, panellists shared how TNE can catalyse countries' human capital

development; attract industry funding; support innovation and entrepreneurship; highlight and unite university talent; and develop incubation hubs for future research, spinouts and initiatives.



Day two

Day two of the Deep Dialogues commenced at Cardiff Metropolitan University, with welcome remarks from Professor Rachael Langford, President and Vice Chancellor at Cardiff Metropolitan University and Anna Dukes, Director of Global Engagement at Cardiff Metropolitan University.

Session 2.1 Delivering high-quality, agile TNE partnerships in a changing world

Regarding global development of agile TNE models, delegates reflected on how student expectations are diversifying as technology advances, reshaping educational demand and delivery. Panel speakers from the UK, Wales, Sri Lanka, and Bangladesh explored how geopolitical shifts continue to influence regulations and student mobility. Moreover, on how TNE partnerships must continue to evolve to remain responsive, resilient, and relevant.

Real-life case studies from diverse regions and institutional contexts illustrated how TNE providers have had to develop innovative, high-quality and agile collaborations to effectively respond to shifting geopolitical, regulatory, technological and student needs. A recent economic crisis in Sri Lanka was communicated as an example of where infrastructure constraints and power cuts had posed challenges for resourcing course materials to students. Innovative

mechanisms to secure online provision had enabled students to continue their courses. Speakers discussed associated challenges with managing media responses to sudden crises impacting higher education, stressing the need for clear institutional governance structures for decision making, quick access to robust legal advice, and for partners to be clear on their responsibilities for prompt transparent responses to journalists.

Managing risk when operating hybrid models of TNE was noted as particularly challenging due to the potentially shared ownership of the virtual learning environment (VLE) being used and interrelated terms of policies attached. It was therefore suggested that partners prepare mitigation plans and define decisions in governance policies and protocols in advance, to take student-facing practical considerations and operational implications into account.

Session 2.2 TNE as a part of holistic university internationalisation strategies

This session focused on how TNE can interact with and complement other internationalisation activities, including research collaboration and student mobility. Delegates were invited to reflect on how TNE can provide a positive 'cross-pollination' effect as part of a holistic internationalisation strategy. Chaired by UUKi, with speakers from Uzbekistan and Indonesia, delegates considered how TNE functions as one of several tools that contributes towards a university's internationalisation efforts.

A representative for Uzbekistan shared how multifaceted TNE partnerships can be, enabling providers to secure new research contracts and improve employability prospects. A representative from Indonesia explained how growth in TNE had contributed to internationalisation being prioritised in national and university strategies.

A question was posed of how governments and policy makers might encourage multifaceted international partnerships, with delegates suggesting increased funding for simple student exchange agreements, and more strategic government taxation to reinvest into opportunities for young people. Existing regulations, legislation and visa policies were described as potential barriers to partnerships evolving to become multifaceted.

Moreover, internal expectation misalignment between academics and business professionals within universities was described as a potential hindrance to the development of TNE partnerships. For long-term flourishing, delegates noted the importance of TNE providers visiting local partners early on in a collaborative process, to facilitate knowledge exchange, identify opportunities for partnership, mutually appreciate constraints and demonstrate empathy for the environments in which both partners are operating – as one delegate expressed, *“You cannot rush this step; it is crucial to long-term success.”*

Session 2.3 Building better global awareness and engagement through partnership working in HE

A final session on day two, led by Advance HE with a speaker from Brazil, focused on the role of TNE in overcoming historical global inequalities in education, challenging the continuation of a model where Global North institutions dominate, exporting programmes to the Global South. Bi/multi-directional partnerships were described as essential to promote equity and shared knowledge, as well as universities embracing “global engagement” to promote reciprocity.

Due to barriers to students' mobility in many parts of the world, perhaps due to socio-economic, political or other factors, it was emphasised how important it is that higher education providers enable internationalisation at home (IaH) through intercultural activities or Collaborative Online International Learning (COIL). Delegates identified how TNE plays a key role in de-centring 'Western' norms, increasing South-South collaboration, shaping government policy and funding support, and harnessing digital innovations.

In summarising what is needed for TNE in one word, delegates noted several terms, including "reciprocity"; "shared purpose"; and "trust" and "commitment".

End of day two site visit

To conclude day two, delegates visited the EUREKA Robotics Centre, Llandaff Campus, at Cardiff Metropolitan University, to learn through live demonstrations about robotic technological innovations that are supporting therapeutic interventions for both children and the elderly.



Day three

The last day of Deep Dialogues brought focus on the TNE learners. Discussions centred around learner experience, creating a sense of belonging for TNE students across geographies, and the opportunities and challenges in fostering meaningful student engagement.

Session 3.1 The importance of belonging: learner experiences in TNE

This session involved a closer look at how the learner experience is currently factored into partnership agreements and TNE delivery, its strengths and weaknesses, and recommendations for future improvements. Chaired by Universities Wales, panellists included representatives from the European Institute of Management and Finance, a UK university, an institute in Cyprus, and a founder of an education group in Myanmar.

Regarding TNE in Myanmar, delegates learned how TNE provides vital access to education for many citizens, who have had more traditional forms of learning disrupted due to military activity, political and civil unrest. Scholarship opportunities from countries in Europe have been a welcome and necessary help to many students in Myanmar. Online and hybrid models of TNE were described as options that can support a different form of learning when operating in disrupted contexts. The English language barrier was described as an ongoing difficulty for students in Myanmar who do not have English as their first language, which signaled the need for TNE delivery in more languages and local dialects to meet communities' needs.

In Cyprus, TNE had been particularly successful when students were made to feel a part of both the Cyprus and foreign provider's campus. Panellists conveyed how TNE providers must operate with cultural sensitivity to the needs, anxieties and aims of students, so that students

can find a sense of belonging in a similar way to domestic students though physically in a different environment. Embedding cultural awareness into joint learning platforms and student engagement activities was described as crucial for safeguarding and enhancing student experiences. At the outset of a TNE partnership, partner alignment and agreed metrics of what partners will monitor and evaluate was expressed as particularly important in this regard.

Session 3.2 A best practice approach to enhancing TNE student voice, engagement and belonging

TNE presents unique opportunities and challenges in fostering meaningful student engagement and a sense of belonging across diverse geographical and cultural contexts. This workshop explored best practice strategies for amplifying the student voice within the TNE environment, ensuring that all students feel valued, heard and connected regardless of where in the world they study. Drawing on case studies from the Cardiff Metropolitan Student Union and Cardiff Metropolitan University, delegates learned of innovative approaches to capturing student feedback and building inclusive communities that transcend borders. TNE students and alumni shared their experiences of needing connectedness and placemaking to catalyse thinking on how to effectively integrate TNE student perspectives, promote cultural inclusivity and foster a shared sense of belonging within a TNE programme.

Speakers evidenced how involving the student voice enhanced quality assurance and the overall student experience of TNE. Students articulated how navigating cultural differences when studying via TNE was often a core challenge. For example, a student studying via a hybrid model found that cultural gender-related expectations were very different between their home and foreign TNE study contexts. Moreover, their experience of seeking opportunities to access part-time work were completely different between environments – in the UK they had been told that they were overqualified when applying for certain jobs, whereas at home they felt they could more easily find a part-time job. A potential solution proposed to support TNE students was to welcome a Student Union President or student representative into TNE governance and operations, to encourage international students to apply, support with welcoming TNE students, and facilitate mutual cultural exchange and awareness raising before and during a TNE programme.

A university shared on the effectiveness of sending staff officers out to overseas TNE contexts to see foreign student study spaces, identifying any potential issues, and listening to any student or partner concerns. Monthly meetings for students to discuss and clarify their experiences with management had supported feedback leading to appropriate action. The TNE provider's proactive approach to cultural engagement had enabled them to tailor their TNE offering to ensure cultural relevance and increase a genuine sense of belongingness for students. Renaming and reorganising their faculty into a "Global Faculty" had united their TNE communities around the world, proving transformative in developing commitment to a shared vision and purpose. Following this, multifaceted site visits and trips increased cultural exchange, enhanced understanding of students' career ambitions, and expanded global networks to connect graduates with industry.

In summary, student participation in governance structures was held as necessary for generating meaningful and impactful TNE partnerships. TNE providers were encouraged to journey *with* students accessing TNE, rather than acting above or away from TNE students, to ensure successful outcomes for both students and higher education providers.

Visit to University of South Wales, Cardiff Campus

On the afternoon of day three, the group did a second university visit, this time to the University of South Wales (USW) Cardiff Campus. The institution is the second largest university in Wales, offering over 300 undergraduate and postgraduate courses. The Cardiff Campus is based at the heart of the creative quarter and offers programmes in the fields of Animation and Games, Design, Drama and Performance, Fashion, Film and VFX, Journalism and Media, Media and Sound, and Photography. USW academics and management presented their approach to challenge-based learning curricula, a case study of the [Immersed Festival](#) that students co-organise each Spring in Wales, and provided participants with a campus tour that showcased some of the great facilities and work done by students. The tour included the Zen Room and Mixing Studios, Fashion “Street” and Production Area, Design, VFX (Green Screen Room), Motion Capture and Computer Animation, Photography Area & Infinity Scoop, Construction, 3D Print Laser Cutter and Stop Motion Workshops, TV & Film Set Design Work and Studios, and Theatre and TV Studio. The visit concluded with a live music performance by a group of students.

Delegates were impressed by both the pedagogical approaches and the support mechanisms (including the technology-enhanced facilities). It was noted that developing TNE in vocational and performative disciplines requires intentional approaches and careful planning, to provide TNE students with an equivalent student experience than that offered to Cardiff-based students. The demand and potential for this type of partnerships were highlighted and attested by the growth of partnerships in China and Sri Lanka, among other nations. The support provided by organisations such as the British Council, Universities Wales and the Global Wales initiative were noted as crucial to provide intelligence, broker connections and build trust among partners.

Conclusion

TNE continues to rapidly develop and radically shape the outlook of governments and learners globally, towards a future of participation, knowledge exchange, and cooperation in tackling global challenges. Delegates' conclusive reflections included:

- TNE fosters internationalisation at a local and national level, and provides outward looking experiences for entire communities, generating new skills amongst populations and enhancing cultural exchange, mutual awareness and peacebuilding.
- TNE provides a platform for students to train generations of students in the context of a global community, supporting global citizenship. Co-created TNE curriculum can expand students' horizons towards a global outlook on a global context.
- As TNE continues to evolve and develop, it will bring solutions to solve global problems and challenges.
- TNE will continue to withstand many global shocks and challenges, adapting to changing circumstances through innovative models of delivery.
- TNE will shape international policy and cooperation, possibly enhancing solidarity and complementarity between systems. There will be a chance to see different models and directions of relations: e.g. South-South, not just Global North-Global South.
- Through TNE, education systems globally will work together in multifaceted ways. Education will be truly without borders.

