

Going Global London 2025

Conference programme (version 21 October 2025)

Date: 28 – 30 October 2025

Location: QEII Centre, Broad Sanctuary, Westminster, London, SW1P 3EE

Evening reception: 1 Great George Street, Westminster, London, SW1P 3AA

Going Global Conference Overview

Day 1 Tuesday 28 October	08.45 Registration opens (all day) 09.15 and 09.30 Campus tours depart 10.00 Masterclasses 12.30 Welcome lunch 14.00 Opening address 14.15 Opening performance 14.30 Opening plenary 15.45 Break 16.15 Parallel sessions 17.30 Close 18.00 Welcome reception 20.00 Reception end
Day 2 Wednesday 29 October	08.00 Breakfast sessions 09.00 Break 09.15 Parallel sessions 10.30 Break 11.00 Day 2 plenary 12.15 Lunch 13.30 Parallel sessions 14.45 Break 15.15 Parallel sessions 16.30 Parallel sessions close
Day 3 Thursday 30 October	08.00 Breakfast sessions 09.00 Break 09.15 Parallel sessions 10.30 Break 11.00 Parallel sessions 12.15 Lunch 13.15 Day 3 plenary 15.00 Conference close

Tuesday 28 October	
Day 1 08:45	Registration opens (all day)
Day 1 09:15	Campus tours (pre-booked) 09:15 coaches depart and return to QEII by 12:00 Campus tour 01 University of Westminster Campus tour 02 Birkbeck, University of London Campus tour 03 London School of Economics (LSE) Campus tour 04 SOAS, University of London
Day 1 10.00 12.30 Location: St James	Masterclass 01 (pre-booked) QAA: Developing high-quality TNE arrangements for long-term mutual benefit Shannon Stowers , Head of International Policy and Engagement, QAA, UK Griff Ryan , Head of Transnational Education, Universities UK International (UUKi), UK
Day 1 10.00 12.30 Location: Westminster	Masterclass 02 (pre-booked) Advance HE: Higher education leadership in uncertain times – Building capacity for transformation Kathryn Harrison-Graves , Deputy CEO, Advance HE, UK David Townhill , Director International Development, Advance HE, UK
Day 1 10.00 12.30 Location: Abbey	Masterclass 03 (prebooked) Oxford International Education Group: the business of public-private partnerships in higher education Dr. David Pilsbury , Chief Development Officer, Oxford International Education Group (OIEG) and former Deputy Vice-Chancellor (International), Coventry University, UK

Day 1 12.30 13.30	Welcome lunch (Pickwick)
Day 1 14.00 14.15 Location: Churchill	Opening address Scott McDonald , Chief Executive, British Council, UK The Rt Hon Baroness Smith of Malvern , Minister of State for Skills, His Majesty's Government, UK Professor Malcolm Press CBE DL , President of Universities UK (UUK), UK
14:15 14:30	Opening performance: Raymond Antrobus
Day 1 14.30 15.45 Location: Churchill	Opening plenary Chair: Maddalaine Ansell , Director Education, British Council, UK Professor Michael Ignatieff , Professor, Central European University, Austria Professor Stella Christie , Vice Minister of Higher Education, Science and Technology of Indonesia, Indonesia Volatility and change: a new era for global higher education? In a world radically re-shaped by geopolitical tensions, conflict, political intervention and economic uncertainty, global higher education is facing a new and uncertain future. Institutions across the world are grappling with significant domestic pressures that challenge not only their core purposes but also question their relevance and threaten their academic freedom. Long-held assumptions about the essential role and intrinsic value of institutions 'going global' are also being critically examined and, in some cases, contested. Our two distinguished speakers offer insights drawn from their unique geographical backgrounds and rich experiences within both academic institutions and government settings. They explore how the tertiary education landscape is changing, the impact on institutions and, importantly, what value

	global higher education has in that context and what role it might play in the future.
Day 1 15:45 16:45	Refreshments (Pickwick)

Tuesday 28 October		
Day 1 16.15 17.30 Location: St James	Parallel session 1.01 Knowledge security in times of rising geopolitical tension: reconciling national and international interests, science diplomacy, and science for security As geopolitical tensions intensify, research and higher education institutions worldwide are navigating the intersection of openness and protection. This panel debate brings together perspectives from science policy, higher education institutions, and science diplomacy to explore how national interests, international cooperation, and security demands can be reconciled. Drawing on insights from Germany, the UK and Japan, the panel will discuss how universities and science organisations are responding to calls for greater ‘securitisation’ in academia - and the frictions this creates with academic freedom and international openness. Particular focus will be given to the role of due diligence and the importance of safeguarding academic cooperation in times of strategic realignments. The panel engages with the concept of resilience in international collaboration: what does it mean for academic engagement to remain open, secure, and cooperative – all at once? This panel offers both a critical analysis and concrete strategies	Chair: Dr Andreas Hoeschen , Director DAAD London, UK Benedikt Brisch , Head of Division Knowledge Exchange and Network - Centre for International Academic Collaborations (KIWi), DAAD, Germany Professor Kieron Flanagan , Professor of Science and Technology Policy, University of Manchester, UK Dr Takahiko Sasaki , Director, Institute for Materials Research, Tohoku University, Japan Anne Wiegmann , Team Lead International Relations, Helmholtz

	for how institutions can remain internationally engaged while mitigating security risks.	Research Centre Jülich, Germany
Day 1 16.15 17.30 Location: Westminster	Parallel session 1.02 Higher education during conflict: what role for universities during and after times of war? The session will explore how universities continue to deliver during conflict and the significance of the role they play during and after periods of war. It aims to provide a platform for the voice of academics and higher education leaders directly affected by conflict – with perspectives from Palestine, Sudan and Ukraine. With a focus on the situation in Gaza, where teaching has continued in spite of displacement and widespread destruction of educational infrastructure, the panel will examine the resilience strategies used by educators and students to continue engaging with education. Drawing particularly on experiences from Sudan, the panel will reflect on the contribution that universities can make to peacebuilding through their engagement in research, training and community dialogue. Through the Ukrainian experience, the session will explore how war can catalyse a reimagining of the role of universities and their contribution to (re)building the future, including through an exploration of the experience of a displaced university. Reflecting on these diverse perspectives, the session will conclude by posing the question of how the higher education sector globally can and should respond to support peers in conflict-affected settings.	Chair: Professor 'Funmi Olonisakin, Vice-President International, Engagement and Service (IES) King's College London, UK Bassem Abudagga, Business Lecturer and Researcher, York St John University <i>and</i> Al-Azhar University, Gaza, Palestine Dr Serhii Babak, Chairman of the Committee on Education, Science and Innovations, Parliament of Ukraine Matt Foster, CEO, Council for At-Risk Academics (Cara), UK Dr Ahmed Kamal Junina, Assistant Professor of Applied Linguistics and Head of the English Department, Al-Aqsa University, Gaza Palestine <i>and</i> Fellow at the Centre for Comparative and International Research in Education (CIRE),

		University of Bristol, UK Dr Amel Khalil, Professor in the Centre for Peace and Development Studies, University of Kordofan, Sudan Dr Mykola Trofymenko, Deputy Minister of Education and Science, Ukraine
Day 1 16.15 17.30 Location: Moore- Rutherford	Parallel session 1.03 How a volatile world re-shaped global mobility Growing uncertainty, economic volatility, frugal public spending, trade wars, geopolitics and regional conflicts are shaping the world and the higher education landscape. These have served as catalysts for accelerating multipolarity, which is profoundly transforming global mobility. The session explores the drivers of multipolarity in international higher education and key events that have impacted it over the past 25 years. The panel will discuss the shape of the new global mobility order and its implications for countries, institutions, and students. Delegates will be encouraged to contribute to the exploration of some future scenarios.	Chair: Dr Janet Ilieva, Founder, Education Insight, UK The Rt Hon Lord Johnson of Marylebone, Executive Chairman, Future Learn, UK Dr Minh Quach Thi Ngoc, Deputy Head, Division of Partnerships and Investment, International Cooperation Department, Ministry of Education and Training, Viet Nam Leina Shi, Director Education China, British Council, China Professor Andy Westwood, Professor of Public Policy,

		University of Manchester, UK
18.00 20.00	Going Global Welcome reception 1 Great George Street, Westminster, SW1P 3AA Short walk from QEII Centre (350m)	

Programme for Day 2

Day 2 08.00 09.00 Location: St James	Breakfast session 01 Transnational education in TVET: models, opportunities, and global trends Transnational education (TNE) has long been recognised as a driver of global engagement in higher education. However, its potential within the technical and vocational education and training (TVET) sector remains underexplored. In an era when skills development, employability, and economic resilience are critical global priorities, this session will mark the official launch of a new British Council research report <i>Global Skills Partnerships: Exploring Transnational Education in TVET</i>. The session will highlight key findings from the study, which investigates the landscape of TNE in TVET, focusing on low- and middle-income countries. It will explore operational models, market barriers, future opportunities and policy recommendations to make TNE in TVET more effective, inclusive, and aligned with the Sustainable Development Goals.	Chair: David Hughes CBE, Chief Executive, Association of Colleges Lt. Gen. (R) Moazzam, Rector National University of Technology, Pakistan Katherine Emms, Senior Education and Policy Researcher, Edge Foundation, UK Rick Long, Director of International Operations, Lincoln College, UK Mohammed Rherras, Former State Secretary for Vocational Education; Brain and Shoulders Founder, Morocco
Day 2 08.00 09.00 Location: Westminster	Breakfast session 02 Building resilient and transformative UK-China TNE: learning to navigate challenges and drive innovation This breakfast session will share highlights of a joint British Council – China Educational Association of International Exchange (CEAIE) research on the current state of UK-China transnational education (TNE), with the full report to be launched later in the year. China's recent renewal of its TNE policy and the approval of over 160 new partnerships this year, including 20 with UK institutions (placing the UK	Chair: Leina Shi, Director Education China, British Council, China Professor Andrew Atherton, Vice-President International and Engagement, University of Southampton, UK Caryn Nery, Director, Transnational Education Partnerships, Victoria University, Australia

	among the top three partner countries), signal both growing demand for UK education and a strategic drive for modernisation and internationalisation. Against a backdrop of global TNE growth and more volatile traditional mobility, UK TNE in China plays an increasingly important role in expanding access, strengthening regional skills ecosystems, and embedding UK quality assurance and pedagogy within locally relevant provision. Maintaining academic quality, cultural relevance, and student support while navigating regulatory requirements remains challenging; providers must balance local priorities with global perspectives to advance both UK interests and China's development goals. The session will also examine comparative lenses: the UK's diversified, quality-framework-led approach alongside Australia's historically rapid scale and industry alignment and China's mature, policy-shaped TNE market, characterised by large joint programmes and stringent approvals, contrasted with India's fast-opening landscape, where evolving regulations, dual/joint degree pathways, and early-stage partnerships create design flexibility and growth potential. Panellists will present findings, interpret policy developments, and outline how collaboration can thrive amid uncertainty.	Eduardo Ramos, Head of Higher Education Systems and Internationalisation, British Council, UK
Day 2 08.00 09.00 Location: Abbey	Breakfast session 03 Sponsored by IELTS Mind the gap: addressing inconsistencies in English proficiency standards for global mobility This session explores the misalignment between university admission requirements and professional registration standards in English proficiency, shedding light on implications for academic success, employability, and public safety.	Chair: Roshan Patroo, IELTS Partnership Marketing Manager, British Council Nancy Cooke, Director of International Development, University of Salford David Pepper, Strategic Lead for English

	Grounded in recent research across six professions and countries, participants will learn how institutions can collaborate to close the gap and build trust in language testing standards with specific examples from the UK higher education perspective.	Language and International Integration, University of Sunderland Richard Spiby, Head of Assessment Research, English and Exams/Exams, British Council
Day 2 09.00 09.15 Location: Pickwick	Refreshments	
Day 2 09.15 10.30 Location: St James	Parallel session 2.01 Balancing acts: free speech, inclusion, and the evolving role of universities Across the world, universities face intensifying debates over how to protect freedom of speech and academic freedom while fostering respectful, inclusive campus communities. University leaders are grappling with this question as debates grow more complex and more urgent. This international panel brings together higher education leaders from diverse global contexts to explore the dilemmas, tensions, and emerging solutions in navigating these complex issues. Panellists will share how their institutions address protests, controversial speakers and academic inquiry under political and social pressures. Through presentations and open dialogue, the session will examine how universities can safeguard the core values of free speech and critical debate while striving to create a campus where students and colleagues feel a sense of belonging and safety.	Chair: The Rt Hon. Baroness Royall of Blaisdon, Chair of The Jo Cox Foundation, former Principal of Somerville College, Oxford, UK Professor Atsufumi Yokoi, Vice President for Global Engagement Strategy, UNESCO Chair in Research and Education for Sustainable Development, Okayama University, Japan Professor André Keet, Deputy Vice Chancellor for Engagement and Transformation, and Chair for Critical Studies in Higher Education Transformation, Nelson

		Mandela University, South Africa Professor Annick Castiaux, Rector and President, Professor in the Creativity and Innovation Research Centre University of Namur, Belgium Professor Rajani Naidoo, Vice-President and Deputy Vice-Chancellor (People and Culture), Professor of Higher Education and Social Change, UNESCO Chair, University of Exeter, UK
Day 2 09.15 10.30 Location: Westminster	Parallel session 2.02 Transatlantic perspectives on supporting education in emergencies By the end of 2024, an estimated 123 million people worldwide had been forcibly displaced by persecution, conflict, violence, and human rights violations – nearly double the number a decade ago. While access to higher education for refugees has risen from just one per cent in 2019 to nine per cent today, this fragile progress is under threat as humanitarian and development funding faces significant cuts. This session brings together perspectives from education agencies in the United States and Europe to examine how students, researchers, and academics affected by conflict are being supported. Speakers will share lessons from recent initiatives, reflect on challenges facing new projects, and explore opportunities for deeper transatlantic and intra-	Chair: Maddalaine Ansell, Director Education, British Council, UK Jason Czyz, President, Institute of International Education (IIE), USA Donatienne Hissard, Director General, Campus France, France Dr Andreas Hoeschen, Director DAAD London, UK Dr Piotr Kepski, Director of Institutional Programme Department, NAWA - Polish National

	European collaboration to safeguard and expand access to education in times of crisis.	Agency for Academic Exchange, Poland Dr Marco Schouten , Director General, Nuffic, Netherlands
Day 2 09.15 10.30 Location: Moore- Rutherford	Parallel session 2.03 Arts and Humanities under threat: international strategies for sustainability In the global context of higher education, the Arts and Humanities are facing significant challenges that threaten their continued existence and relevance. Despite their value in shaping critical thinking, cultural understanding, and social awareness, they are increasingly sidelined in favour of more economically driven fields of study. The financial pressures on universities worldwide have led to a funding crisis in these disciplines. Governments and educational institutions, grappling with austerity measures and shifting priorities, often view the Arts and Humanities as less essential in comparison to science, technology, engineering and mathematics (STEM) fields, which are perceived as having a more direct impact on economic growth. As a result, there have been widespread job cuts, course closures, and a reduction in the scope of offerings in these areas. Against this backdrop, international education partnerships could offer a potential lifeline to the Arts and Humanities. By leveraging cross-border collaborations, universities can create new models for	Chair: Professor Dame Sally Mapstone, Principal and Vice-Chancellor, The University of St Andrews, UK Professor Nilanthi De Silva, Vice Chancellor, University of Kelaniya, Sri Lanka Professor Kelvin Everest, Emeritus Professor, University of Liverpool, UK Professor Malabika Sarkar, Former Vice Chancellor, Ashoka University, India

	knowledge exchange, joint research initiatives, and shared curricula that transcend national borders. These partnerships offer opportunities to reimagine and reinvigorate the Arts and Humanities, enabling them to evolve in response to global challenges while maintaining their intellectual and cultural relevance.	
Day 2 09.15 10.30 Location: Abbey	Parallel session 2.04 Responsive TNE models for emerging markets in MENA Across the Middle East and North Africa (MENA) region, countries are investing in higher education reform and international partnerships as part of broader efforts to strengthen system quality, improve graduate outcomes, and position themselves as regional education hubs. Transnational education (TNE) is a key pillar of this strategy, with governments expanding infrastructure, streamlining regulation, and engaging globally to attract both domestic and international students. TNE across the region reflects diverse levels of maturity, ambition, and market focus. The UAE offers a well-established hub model; Egypt has a strong momentum in collaborative provision; Bahrain offers another example of wide range of collaborative provision, with strong industry links; Saudi Arabia is taking early steps toward building structured partnerships; and Morocco is positioning itself as a gateway to Francophone Africa, with increasing interest in English-medium delivery. At the same time, the question remains, how best to align TNE with national priorities, language contexts, and labour market needs.	Chair: Dr Narimane Hadj Hamou, CEO, Centre for Learning Innovations and Customized Knowledge Solutions, Egypt Dr Diana Aljahromi, Secretary General, Higher Education Council, Bahrain Professor Richard Follett, Vice-President and Deputy Vice-Chancellor (Global Engagement), University of Exeter, UK Professor Dr Mostafa Rifat, Secretary General of the Supreme Council of Universities, Ministry of Higher Education and Scientific Research, Egypt Dr Nitesh Sughnani,

	This session explores how UK institutions and MENA partners are adapting TNE models to deliver national priorities and local realities.	Director of Higher Education, Knowledge Human Development Authority (KHDA), United Arab Emirates
Day 2 10.30 11.00	Refreshments (Pickwick)	
Day 2 11.00 12.15 Location: Churchill	Day 2 plenary AI at a crossroads: how can we capitalise on AI while managing the risks? Artificial Intelligence is at a crossroads. Its benefits have the potential to be transformative in healthcare breakthroughs and drug discoveries, cost reductions, improved efficiency and productivity, smarter transport and automation across industries, and enhanced decision-making using vast datasets. But the risks of unregulated AI are stark: job displacement, malicious content and misinformation, mounting privacy concerns, copyright battles, cybersecurity threats, potential loss of human control over systems, socio-economic inequality, and the entrenchment of geopolitical power imbalances. This session asks: how do we capture AI's full value while managing its dangers? What role can global governance frameworks play?	Chair: Karin Fischer, Senior Writer, Chronicle of Higher Education, USA Ivana Bartoletti, Vice-President, Global Chief Privacy and AI Governance Officer, Wipro, Germany William Mutero, Director of the Centre for Inclusive Digital Transformation of Africa, Carnegie Mellon University Africa, Rwanda
Day 2 12.15 13.30	Lunch (Pickwick)	

Day 2 13.30 14.45 Location: St James	Parallel session 2.05 Opportunity-driven TVET: the future of skills development In the face of multiple global transitions – digitalisation, climate change, conflict, demographic shifts and economic disruptions – technical and vocational education and training (TVET) systems must evolve from being reactive to becoming proactively opportunity-driven. Rather than simply responding to labour market demand, or worse, taking a supply-driven approach, opportunity-driven TVET takes cognisance of investment activity, anticipating emerging industries and fostering innovation to pre-empt current and future skills needs. This approach emphasises partnerships between education, industry, government, and civil society as critical to unlocking local and global potential. Opportunity-driven TVET aims to ensure that TVET systems demonstrate the resilience necessary to remain relevant and flexible in an ever-changing world. Drawing on real-life examples, including the recently concluded EU funded VET Toolbox II project in Ghana, as well as insights from South Africa and Malawi, this session brings together a panel of international experts and TVET practitioners to explore how opportunity-driven TVET can strategically align with national development priorities and global megatrends to ensure current and future workforces are equipped with the skills and knowledge needed to drive sustainable economic growth.	Chair: Bart Horemans, Team Leader, EU OP VET Project, Enabel, Belgium Dr Mimmy Gondwe, Deputy Minister, Ministry of Higher Education and Training, South Africa David Hughes CBE, Chief Executive, Association of Colleges, UK Arnold Mbwana, Vice President, Malawi Confederation of Chambers of Commerce & Industry (MCCCI), Malawi Iddrisu Sintaro Mahama, CEO, Tibzaa Pty. Limited, Ghana
Day 2 13.30 14.45 Location: Westminster	Parallel session 2.06 Supporting progress in disability inclusion in tertiary education Globally, students and staff with disabilities face persistent equity challenges in tertiary education, rooted in both structural and cultural barriers. These	Chair: Professor Carol Evans, Pro Vice Chancellor Education and Student Experience, University of Salford, UK

	include under-representation due to limited access at earlier educational stages, admissions processes that fail to accommodate diverse abilities, inaccessible physical and digital infrastructure, and a lack of inclusive pedagogies or sufficient accommodations. Misconceptions, low awareness, underfunded support services, and inadequate policy implementation further contribute to exclusion, isolation, and limited career support. Data gaps also hinder the development of evidence-based inclusive practices. Yet these challenges also present powerful opportunities for transformation. By re-imagining admissions, investing in accessible infrastructure and digital tools, and embedding inclusive pedagogies, institutions can create environments that support diverse learners and educators. Strengthening policy frameworks, increasing funding for support services, and promoting disability awareness across campuses can foster belonging and participation. Importantly, inclusive practices benefit everyone – not just those with disabilities – by creating more flexible, responsive, and human-centred learning environments. Ensuring integrated approaches to disability inclusion across different aspects of provision that address the holistic and lived experiences of those with disabilities is essential. This session explores these systemic issues and highlights examples of good practice from across the sector. These stories of innovation and commitment demonstrate that change is possible – and that inclusive education is not only a matter of equity, but also of excellence. We ask what fundamental step change organisations can take to advance disability inclusion and create more inclusive futures for all.	Lt. Gen. (R) Moazzam Ejaz Rector National University of Technology Dr Wuri Handayani, Lecturer and Director of the Disability Service Unit, Universitas Gadjah Mada, Indonesia Dr Hamied Haroon, Chair and Director of the National Association of Disabled Staff Networks (NADSN) Research Fellow, The University of Manchester, UK Dr Abass Isiaka, Senior Research Associate, University of East Anglia, UK Professor Anica Zeyen, Vice Dean for Equality, Diversity and Inclusion and Professor in Entrepreneurship and Inclusion, Royal Holloway, University of London, UK
Day 2 13.30 14.45 Location:	Parallel session 2.07 Global citizenship in action: international alumni as changemakers	Chair: Helen Etheridge, Global Programme Lead, Alumni UK, British Council

Moore-Rutherford	This interactive and conversational session will explore how international alumni are driving values-based change in response to urgent global challenges. To set the scene, the session will draw on highlights from the British Council's global Alumni UK programme and insights from the <i>Alumni Voices</i> report, which captures the perceptions of international alumni towards the UK and highlights the lasting influence of their education experience. The panel will showcase Alumni UK Climate Action and SDG Ambassador projects funded by the British Council, illustrating how UK-educated alumni are harnessing their expertise and global connections to drive progress in inclusive education, gender equality, climate resilience, and economic empowerment. Alumni Ambassadors from around the world will share their experiences, reflecting on how international education shaped their values and inspired civic engagement. Participants will gain fresh insights into how higher education institutions can collaborate more effectively with alumni networks to amplify civic engagement, strengthen social equity, and deliver lasting global impact.	Atir Guliyeva, Alumni UK SDG4 Ambassador; Institute of Education, Azerbaijan Syed Saad Ali Pasha, Alumni UK SDG8 Ambassador; PM Secretariat, Pakistan Dr Urvashi Prasad, Alumni UK SDG10 Ambassador; Public Health Advisor, India Petrina Santos, Alumni UK SDG13 Ambassador; VW Financial Services, Brazil Rawan Taha, Alumni UK SDG8 Ambassador; UN World Food Programme, Namibia
Day 2 13.30 14.45 Location: Abbey	Parallel session 2.08 UK-EU higher education collaboration: what it reveals about the future of global UK partnerships Major events such as the UK's exit from the EU, and its Erasmus+ and Horizon programmes, and the Covid-19 pandemic presented critical challenges to UK-EU academic collaboration – traditionally multi-level, spanning mobility and research. Some partnerships have not survived, but many institutions have developed new ways to engage through summer schools, transnational education (TNE), and research.	Chair: Erika Boak, EU Education Director, British Council, UK Professor Sebastián Bruque, Vice President Internationalisation, Universidad Alfonso X el Sabio (UAX), Spain Professor Judith Lamie, Pro Vice-Chancellor, Swansea University, UK

	With the UK's association to Horizon, there is new enthusiasm for UK-EU partnerships and those working in this area are further encouraged by the announcement that the UK will also seek to associate to Erasmus+. This session will shine a spotlight on representative partnerships between UK and EU universities: transnational education partnerships in Greece and Spain, research partnerships in France, and student and staff mobility arrangements in the region. The speakers will identify how policy, regulation, funding, and governance challenges are being overcome and what can be learned for collaboration with other regions.	Dr Ianis Matsoukas, Member of the Academic Council, University of Keele, Greece Kathleen O'Connor, Vice-President of International Relations University of Lille, France Dr Marco Schouten, Director General, Nuffic, Netherlands
Day 2 14.45 15.15	Refreshments (Pickwick)	
Day 2 15.15 16.30 Location: St James	Parallel session 2.09 Higher education and global engagement: collaboration, influence, and the future of nation building This session explores how investing in international education is not only an investment in learning, but also in national and global stability. It will examine how collaboration in education can pave the way for meaningful engagement in complex areas such as trade, diplomacy, and security – especially at a time when global politics risks becoming more fragmented and zero-sum. Participants will consider how countries use higher education as a platform to increase their international	Chair: The Baroness Alexander of Clevedon FRSE, Vice Chair British Council, UK Baya Kvitsiani, Deputy Minister of Education, Science and Youth, Government of Georgia Dr Patrick Nédellec, Counsellor for Science and Technology, Higher Education, Research and Innovation, Embassy of France, UK

	reputation and signal their values to the world. The session will raise questions: What is the role of universities in building global reputation and influence for countries? Who 'owns' this narrative – governments or institutions? How do universities balance autonomy with contributing to national goals? And how are countries supporting their education systems to represent them globally? Insights from the British Council's upcoming <i>Global Perceptions</i> study, which tracks how young people perceive higher education in different countries, will offer timely data to inform this discussion.	Professor Christopher Wigginton, Pro Vice Chancellor and Executive Dean of Global Partnerships, Ulster University, UK Christine Wilson, Director Research and Insight, British Council, UK
Day 2 15.15 16.30 Location: Westminster	Parallel session 2.10 Staying relevant: securing higher education's role in an AI world This session is focused on AI and the future of higher education – a segment of the larger debates around how AI reaches into all aspects of human endeavour. The panel debate sidesteps current deliberations at universities on how to accommodate the use of generative AI by students. It instead unwraps specific questions about what AI means for higher education itself. These questions are about 'relevance' across different dimensions of university activity, as follows: Research: How do universities maintain relevance in AI research when the major breakthroughs involve large models, mostly inaccessible to university researchers? Skills and employability: How do universities produce graduates who are ready for the AI world? How to address the allegation that the knowledge they create is increasingly out of date, as curriculum review cycles are 18 months? Thought leadership: How do universities credibly lead on AI if institutions are not nimble enough in	Chair: Dr David Lefevre, Professor of Practice, Imperial College Business School, UK Dr Kayhan Ghafoor, Dean of College of Technology, Erbil Polytechnic University, Iraq Dr Manal Jalloul, Founder and CEO of AI-Lab; Lecturer, Lebanese American University, Lebanon Professor Seun Kolade, Professor of Entrepreneurship and Digital Transformation, Sheffield Hallam University, UK Dr Quyet Thang Huynh, President, Hanoi University of Science

	adopting it in teaching, research practices, and administration? These questions will be debated by entrepreneurs and university leaders from Kurdistan, Lebanon, Viet Nam and the UK.	and Technology, Viet Nam
Day 2 15.15 16.30 Location: Moore- Rutherford	Parallel session 2.11 How tertiary education can work collaboratively to drive change around gender inequality: learning from practice In an era marked by growing geopolitical and economic instability, progress on gender equality is under increasing threat. Around the world, tertiary education systems are facing renewed challenges as longstanding inequalities are exacerbated by new pressures. For women and girls, this has meant reduced access to inclusive, safe, and equitable learning environments and limited opportunities for advancement in higher education. This interactive World Café-style session invites participants to reflect on the systemic and emerging barriers to gender equality in tertiary education, and critically examine how universities, colleges, policy makers, and industry partners can collaboratively respond. By highlighting and discussing a range of international examples of innovative and effective practice, this session aims to identify practical, partnership-driven approaches that can be adapted and applied across different contexts. Participants will explore themes including: • Promoting women's leadership and representation within institutions and academic disciplines. • Challenging subject segregation and addressing gender disparities in course and career pathways.	Chair: Gillian Cowell, Head of Gender Equality, British Council, UK Chifundo Lodzeni, Senior Deputy Director, Department of Technical and Vocational Training, Ministry of Labour, Malawi Professor Romeela Mohee, Commissioner, Higher Education Commission, Mauritius Professor Andrea Nolan, Professor Emerita, Edinburgh Napier University, UK Jane Rexworthy Whitehart OBE, Founder and Consultant, Skills for Inclusion, UK Professor Dr Heba Salem, President, The 6th of October Technological University, Egypt

	• Creating safe and inclusive learning environments that support students and staff of all genders. Drawing from global experiences and case studies, this session will also offer a space for attendees to contribute their own insights and experiences. Through facilitated discussion and peer exchange, we will examine how tertiary education can serve as a powerful catalyst for social change – both within and beyond the sector.	Elizabeth Shepherd, Chief Data and Analytics Officer, Times Higher Education, UK Professor Judith Ndombi Waudu, Director Centre for Gender Equity and Empowerment, Kenyatta University, Kenya
Day 2 15.15 16.30 Location: Abbey	Parallel session 2.12 The role of values-driven partnerships with Africa in a volatile world As universities across the globe seek to deepen international collaborations, they are navigating an increasingly complex international landscape. Shifting geopolitical alliances, ideological divisions, and politicised development cooperation – compounded by declining aid budgets – are reshaping the landscape of international higher education and science partnerships. In this context, it is urgent to reflect on the principles and practices that can support sustainable, equitable collaboration. This session will focus on strengthening institutional resilience, safeguarding academic freedom and managing any clash of values.	Chair: Dr Samia Chasi, Head of Internationalisation and Strategic Partnerships Office, University of Witwatersrand, South Africa Professor Dr Isabella Aboderin, Chair, Perivoli Africa Research Centre (PARC), Bristol University, UK Dr Maruf Tunji Alausa Minister of Education, Federal Ministry of Education, Nigeria Dr Savo Heleta, Researcher, Nelson Mandela University, South Africa Professor Folasade Tolulope Ogunsola, Vice Chancellor,

		University of Lagos, Nigeria
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Programme for Day 3		
Day 3 08.00 09.00	Breakfast session 04 Showcasing Scotland to the world On behalf of British Council Scotland and Universities Scotland, this session will platform Scotland's international offering to the world through its world-class higher education system. With 19 universities from Abertay to Stirling, Gaming to Biotechnology, Scotland has a truly enriching distinct higher education ecosystem. Launched and co-commissioned by British Council Scotland and Universities Scotland, this event is open to all Going Global delegates to hear about a new publication that demonstrates Scotland's key distinct assets for developing international partnerships – <i>Scotland's Higher Education: Partnering for Global Impact</i>. The publication focuses on the Scottish sector approach, graduate outcomes, international alumni voices, research and innovation and the positive interplay of the international and local as well as impact of the sustainable development goals. This session will hear from Scotland's key players and international partners on what the higher education system in Scotland offers to develop sustainable international partnerships.	Chair: Harish Lokhun , Head of Education British Council Scotland, UK Dr David Donaldson , Senior Policy Officer (International), Universities Scotland, UK Professor James Miller FRSE , Principal and Vice- Chancellor, University of the West of Scotland; Convener, Universities Scotland, UK Professor Rachel Sandison OBE , Deputy Vice Chancellor External Engagement, University of Glasgow, Scottish Government International Trade and Investment Envoy and Chair of Universities Scotland International Committee, UK

Day 3 09.00 09.15	Refreshments (Pickwick)	
Day 3 09.15 10.30 Location: St James	Parallel session 3.01 Inclusive leadership and equitable higher education: a cross-regional view of vision into action This session aims to facilitate cross-regional knowledge-sharing on inclusive education strategies. It starts with the recommendations of a white paper arising from the Transformative Leadership with Gender, Equity, Diversity and Inclusivity in HEIs project in East Asia in 2023. Progress on the recommendations will be a framing device for the discussion. Preliminary findings of a mapping study, <i>Landscape of Inclusive HEIs in Indonesia</i>, will be shared. This study highlights models and practices that advance inclusion in higher education institutions and discusses structural, cultural, and policy-level barriers to inclusion. From Brazil, the establishment of an inter-institutional working group for gender equality and diversity and a gender equality framework for higher education and science will be examined. A key element of both the framework and the working group is a dedication to measurable actions to advance best practice and experience. The session will combine short presentations and breakout tables for discussion.	Chair: Dr Romyen Kosaikanont, Vice-President for International Affairs, Mae Fah Luang University, Thailand Professor Dr Diana Azevedo, Vice-President, University Federal do Ceara, Brazil Leighton Ernsberger, British Council Director Education, East Asia, Singapore Dr Jonathan Vincent, Assistant Professor, Educational Research Department, Lancaster University, UK Professor Zahrotur Rusyda Hinduan, Vice-Rector of Academic and Student Affairs, Universitas Padjadjaran (UNPAD), Indonesia Vera Oliveira, Education Lead, Americas, British Council, Brazil Dr Erli Sarilita, Deputy Project Lead UK-Indonesia Disability Inclusive Partnerships Grants,

		Universitas Padjajaran, Indonesia
Day 3 09.15 10.30 Location: Westminster	Parallel session 3.02 Universities in Africa as launch-pads for entrepreneurial ventures to catalyse innovation and regional economic growth 70 per cent of Sub-Saharan Africa is under the age of 30. Each year, millions of young people seek to enter the labour market, yet formal job creation remains drastically insufficient to absorb them. Traditional graduate employment pathways are limited and ineffective. Without urgent intervention, the growing youth demographic may become a source of economic and social instability rather than prosperity. This session will explore how universities can evolve to becoming true architects of innovative and entrepreneurial ecosystems. Across the continent, a new breed of institutions is reimagining their role, not only as knowledge producers but as launch pads for job creators. From embedding enterprise education into curricula, establishing innovation hubs and incubators to fostering strategic partnerships with industry, government, and investors, some universities are already equipping graduates for alternative pathways through skills, mindsets, tools and support structures.	Chair: Ceri Nursaw , CEO National Centre for Entrepreneurship in Education (NCEE), UK Professor Dr Jouhaina Gherib , IAU Vice President, UNESCO Chair Holder, University of Manouba, Tunisia Dr Edwell Gumbo , Director, Entrepreneurship, Universities South Africa, South Africa William Mutero , Director of the Centre for Inclusive Digital Transformation of Africa, Carnegie Mellon University Africa, Rwanda George Opare Addo Esq , Minister of State, Ministry for Youth Development and Empowerment, Ghana
Day 3 09.15 10.30 Location: Moore- Rutherford	Parallel session 3.03 Flexible learning ecosystems of the future: skills, credentials and digital learning In today's volatile global context, higher education systems in the Americas and Middle East and	Chair: Jane Rexworthy Whitehart OBE , Founder and Consultant, Skills for Inclusion, UK Dr Axel Dessenin , International Education

	North Africa (MENA) are using lifelong learning, digital pathways and micro-credentials to bridge skills gaps, expand access to education, and democratise learning opportunities for diverse populations. Drawing on new British Council research, including <i>A Micro-credential Design Toolkit for Latin America</i>, and on findings from the <i>Egypt Digital 2025 Report</i>, the session highlights and compares emerging practices and persistent barriers as well as pinpointing opportunities for collaboration. World Café table discussions explore how digital pathways and lifelong learning can be embedded in higher education systems, how industry can support governments and institutions in implementation, and how international collaboration can strengthen impact through national policy alignment and recognition. Delegates will gain practical tools, comparative insights, and resources to advance digitally enabled and inclusive higher education systems.	Analyst, Ecctis Ltd, (UK ENIC) UK Professor Dr Gina Elfeky, President of The Academy of Scientific Research & Technology, Egypt Professor César Gutiérrez, Director Ejecutivo de Fortalecimiento Institucional, Asociación Nacional de Universidades e Instituciones de Educación Superior, Mexico Pedro Moura, Strategic Partnerships Director, Coursera, UK Dr Jacqueline Priego, Associate Dean (Global Engagement), University of Portsmouth, UK Claudia Zubieta, Director at Centre for Evaluation and Alternative Credentials, Tecnológico de Monterrey, Mexico
Day 3 09.15 10.30 Location: Abbey	Parallel session 3.04 How to provide an equitable digital experience to students in all global learning environments Elizabeth Newall will introduce the session by presenting key findings and recommendations from Jisc's recently launched publication Global education and technology: insights into	Chair: Elizabeth Newall, Senior sector specialist (digital transformation), Jisc, UK Husna Ahmed, Senior Learning Technologist, Royal Agricultural University, UK

	<i>transnational and staff student experiences</i> and then inviting table discussions whereby participants are encouraged to respond to Jisc's recently published sector recommendations, alongside student and staff voice, within their own global transnational education (TNE) contexts. On each table there will be a lead contact from one of Jisc's partner institutions who will introduce the digital challenges and opportunities for their institutional global TNE provision, what the Jisc recommendations mean for them, before inviting delegates on their tables to consider the relevance of the recommendations and the extent to which they are providing an equitable digital experience to students in all learning environments. The discussion will be further supported by TNE student and staff voice from across the globe as captured in the research.	Scott Isaacs, Head of Academic Partnerships, University of Hertfordshire, UK Aimee Jones, Head Librarian (Academic Services), Cardiff Metropolitan University, UK Huw Morgan Jones, Head of Surveys and Student Voice, University of London, UK Professor Daniela Standen, Academic Director (Teaching and Learning), NUIST-Reading Academy, UK and China
Day 3 10.30 11.00	Refreshments (Pickwick)	
Day 3 11.00 12.15 Location: St James	Parallel session 3.05 Student-focused transnational education: understanding its impact and reimagining its purpose This session is built around two British Council outputs: new research based on survey responses from and interviews with UK transnational education (TNE) alumni, and updates to the British Council 2023-25 TNE Strategy. TNE reaches many hundreds of thousands of students worldwide. But beyond enrolment figures and partnership growth, important questions remain.	Chair: Eduardo Ramos, Head of Higher Education Systems and Internationalisation, British Council, UK Gamindu Hemachandra, Chief Academic Officer, Asia Pacific Institute of Information Technology, Sri Lanka Dr Komiljon Karimov, Rector, Westminster International University in Tashkent, Uzbekistan

	• What do we know about the impact of TNE on student outcomes and perceptions? • Is the experience of TNE students equivalent to that of their internationally mobile counterparts? • Are students gaining the skills, confidence, and opportunities they need to thrive? • How do we ensure TNE provision is contextually relevant? • Can we harness the power of TNE to advance equity, inclusion, and the Sustainable Development Goals? This World Café session will begin with new British Council research based on survey data and sample interviews from over 500 UK TNE alumni. Breakout table leads will then unpack the implications of these findings and will examine the role of the British Council's revised TNE Strategy in shaping equitable, sustainable and scalable models of provision.	Dr Sladana Krstic, Head of Research, Australian Council for Educational Research (ACER), UK Michael Peak, Head of Education Research and Insight, British Council, UK Professor Rachel Sandison OBE, Deputy Vice Chancellor, External Engagement, University of Glasgow, UK Dr Fabrizio Trifiró, Programme Director, Education World Forum, UK Mike Winter OBE, Director of International Affairs, University of London, UK
Day 3 11.00 12.15 Location: Westminster	Parallel session 3.06 International branch campuses in a changing world: innovation, diplomacy, and mobility Branch campuses represent a small but growing share of TNE globally. A significant number of campuses, for example, will be launched in India in the next year. While branch campuses demand significant investment and face logistical complexities, they also offer long-term opportunities for knowledge diplomacy, research collaboration, and intercultural engagement. This panel explores how institutions can align international campus development with	Chair: Professor Simon Guy, Pro-Vice Chancellor Global, Lancaster University, UK Professor Wendy Larner, President and Vice-Chancellor of Cardiff University, UK Rittika Chanda Parruck, Director Education, British Council, India

	institutional values, support strategic education diplomacy, and ensure equity and mutual benefit in new models, drawing on insights from universities and in-country staff with experience in developing and operating overseas campuses.	Professor Abhimanyu Veerakumarasivam , Provost and Deputy Vice-Chancellor, Sunway University, Malaysia
Day 3 11.00 12.15 Location: Moore- Rutherford	Parallel session 3.07 Ensuring the continuity of learning and teaching in challenging times How can higher education institutions maintain continuity and quality in teaching and learning during crises such as pandemics, conflicts, natural disasters, and funding shocks? This question has been explored by a thematic peer group (TPG) supported by the European University Alliance. In 2024, the group conducted cross-national analysis and a survey of institutional leaders to identify institutional practices and preparedness strategies. From these the group developed a matrix to classify crisis types by origin, scope, and educational impact. The matrix served as a foundation for the group to identify effective resilience strategies. This session will share the TPG's findings and facilitate an interactive discussion using a workshop format. Participants will engage with the crisis matrix in sticker-based group exercises using A3 templates. The aim is to surface cross-regional insights and generate transferable strategies for institutional resilience planning.	Chair: Dr Ainhua Uribe Otalora , Vice-Rector for Internationalisation, CEU San Pablo University, Spain Beatriz Jimenez Luengo , Director of the International Strategic Projects Office, Universidad CEU San Pablo, Spain Dr Jonas Tosteby , Deputy Vice-Chancellor, Dalarna University, Sweden Professor Berrin Yanikkaya , Director of the Learning and Teaching Implementation and Research Centre, YU-LEARNT, and Dean of the Faculty of Arts and Sciences, Yeditepe University, Türkiye
Day 3 11.00 12.15 Location: Abbey	Parallel session 3.08 Centres of excellence in TVET: catalysts for innovation, collaboration and internationalisation Centres of Excellence (CoEs) in technical and vocational education and training (TVET) are	Chair: Dawn Anderson Pro Vice Chancellor International at Glasgow Caledonian University, UK Dr Dick Maganga ,

	emerging globally as catalysts for quality, innovation, and systemic transformation. They align curricula with labour market needs, strengthen industry partnerships, and advance green and digital skills, creating dynamic, future-ready ecosystems. Chaired by City of Glasgow College, this session examines the concept and evolving models of CoEs through two British Council programmes: Zantchito – Skills for Jobs (Malawi), which supports the creation of model institutions to drive demand-led skills development and workforce readiness, and EU TVET Sector Reform IV (Pakistan), which promotes women’s participation in digital and high-tech sectors while fostering employability and entrepreneurship. The session will explore how CoEs can drive innovation, inclusivity, and systemic reform across TVET systems, and how international collaboration can help design and scale models that deliver long-term benefits for learners, employers, and communities. The discussion will include insights from Morocco’s Cities of Skills and Professions initiative and the EU-funded Skills for All project, highlighting advances in TVET strategy and governance. It will also examine how independent training providers, as seen through UK practice, enhance CoE networks by driving innovation, employer engagement, and systemic excellence.	Deputy Team Leader, Zantchito TA Project, Malawi Sarah Parvez, Team Lead EU TVET IV, British Council, Pakistan Mohammed Rherras, Former State Secretary for Vocational Education; Brain and Shoulders Founder, Morocco Ben Rowland, CEO, AELP (Association of Employment and Learning Providers), UK
Day 3 12.15 13.15	Lunch (Pickwick)	
Day 3 13.15 14.30	Day 3 plenary Building resilience for a volatile future	Chair: Professor 'Funmi Olonisakin , Vice-President International, Engagement

Location: Churchill	In an era of geopolitical uncertainty, fiscal pressures, technological disruption and shifting student mobility patterns, tertiary education systems are under unprecedented strain. The ability to remain resilient — to anticipate, absorb, and adapt to shocks while sustaining progress towards national and institutional goals — has become a defining characteristic of successful education systems. We consider what resilience means from two critical perspectives: policymakers shaping the tertiary education environment, and university leaders navigating institutional realities. Panellists from South Africa, Türkiye, India and the UK discuss how resilience is built, sustained, and measured in different contexts. They: • explore how national higher education policies are designed to enhance system resilience in the face of economic, demographic, and technological challenges • examine institutional strategies for maintaining academic excellence, reputation, and financial sustainability under changing conditions • identify shared enablers of resilience, such as quality assurance, research capacity, talent development, digital readiness, and global partnerships • discuss how future international collaboration might strengthen higher education resilience globally.	and Service (IES) King's College London, UK Dr Suman Chakraborty, Director, Indian Institute of Kharagpur, India Professor Tuncay Döğeroğlu, Member of Türkiye's Presidential Policy Board; Former VP of Turkish Higher Education Quality Council, Türkiye Dr Mimmy Gondwe, Deputy Minister, Ministry of Higher Education and Training, South Africa Professor David Maguire, Vice-Chancellor and President, University of East Anglia, UK
Day 3 14.30 15.00 Location: Churchill	Conference summary Conference close	