

Going Global London 2025

Conference programme (version 10 September 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

The Going Global conference will include three plenary sessions, approximately twenty-four parallel sessions, campus tours, masterclasses, breakfast sessions and wrap around events.

This draft programme is subject to change whilst speaker scheduling is being finalised. An event app will be launched in October for digital access.

Going Global Conference Overview (subject to finalisation)

Day 1 Tuesday 28 October	08:30 Registration opens 09:00 Campus Tours Depart (exact timings to be communicated) 10:00 Masterclasses start 12:30 Welcome lunch 13:30 Welcome address and opening plenary 16:15 Parallel sessions 17:30 Close 18:00 Welcome reception 20:00 Reception end
Day 2 Wednesday 29 October	08:00 Breakfast sessions 09:15 Parallel sessions 11:00 Day 2 Plenary 12:30 Lunch 13:30 Parallel sessions 15:15 Parallel sessions 16:30 Parallel sessions close
Day 3 Thursday 30 October	08:00 Breakfast sessions 09:15 Parallel sessions 11:00 Parallel sessions 12:15 Lunch 13:15 Day 3 Plenary 15:00 Conference close

Tuesday 28 October - Campus Tours and Master Classes

09:00 12:00 Approx. timings	Birkbeck, University of London London School of Economics (LSE) School of Oriental and African Studies (SOAS) University of Westminster
10:00 12:30	Advance HE Higher education leadership in uncertain times: building capacity for transformation Oxford International Education Group The business of public-private partnerships in higher education. QAA Developing high-quality TNE arrangements for long-term mutual benefit.

Tuesday 28 October

13:30	Opening address and first plenary Chief Executive, Ministerial address, UUK address	
16:15	Knowledge security in times of rising geopolitical tension: reconciling national and international interests, science diplomacy, and science for security. (parallel session) 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	Chair Dr Andreas Hoeschen , Director DAAD London Speakers Benedikt Brisch , Head of Division Knowledge Exchange and Network - Centre for International Academic Collaborations (KIWi), DAAD, Germany.

	<p>'securitisation' in academia – and the frictions this creates with academic freedom and international openness.</p> <p>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 for how institutions can remain internationally engaged while mitigating security risks.</p>	<p>Professor Kieron Flanagan, Professor of Science and Technology Policy, University of Manchester.</p> <p>Anne Wiegmann, International Relations Officer, Helmholtz Research Center Jülich, Germany.</p> <p>Dr Takahiko Sasaki, Director, Institute for Materials Research, Tohoku University, Japan</p>
16:15	<p>Higher education during conflict: what role for universities during and after times of war? (<i>parallel session</i>)</p> <p>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.</p> <p>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 and the demands that these place on them.</p> <p>Drawing particularly on experiences from Sudan, the panel will reflect on the contribution that universities can make to peacebuilding through their multiple potential roles in research, training and community engagement.</p>	<p>Chair Professor 'Funmi Olonisakin, Vice President (International, Engagement & Service), Professor of Security, Leadership and Development, King's College London</p>

	<p>And considering 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.</p> <p>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.</p>	
16:15	Universities and nation states: navigating adverse domestic politics and geopolitical headwinds. (parallel session)	Chair Mike Winter , Director of International Affairs, University of London
18:00 20:00	Going Global - welcome reception at 1 Great George Street, Westminster, SW1P 3AA	Ministerial Welcome

Parallel Sessions for day 2 and day 3
Timings and further content for individual parallel sessions
to be updated

	Higher education and global engagement: collaboration, influence, and the future of nation building.	
	<p>Universities in Africa as launch-pads for entrepreneurial ventures, to catalyse innovation and regional economic growth.</p> <p>70% 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.</p> <p>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.</p> <p>From embedding enterprise education into curricula, establishing innovation hubs and incubators, and fostering strategic partnerships with industry, government, and investors, some universities are already equipping graduates for alternative pathways through skills, mindsets, tools and support structures.</p>	<p>Chair Ceri Nursaw, CEO National Centre for Entrepreneurship in Education (NCEE) (UK)</p>
	Flexible-learning ecosystems of the future: skills, credentials and digital learning.	
	<p>The role of values-driven partnerships with Africa in a volatile world.</p> <p>As universities globally seek to deepen international collaborations, they are navigating an increasingly complex international landscape. Shifting geopolitical alliances,</p>	<p>Chair Dr Darla Deardoff UNESCO Chair on Intercultural competence,</p>

	<p>ideological divisions, and politicised development cooperation – compounded by declining aid budgets – are reshaping the landscape of international higher education and science partnerships.</p> <p>In this context, it is urgent to reflect on the principles and practices that can support sustainable, equitable collaboration.</p> <p>This session will focus on strengthening institutional resilience, safeguarding academic freedom and managing any clash of values.</p>	Stellenbosch University – South Africa
	UK-EU higher education collaboration: what it reveals about the future of global UK partnerships.	
	Knowledge security in times of rising geopolitical tensions: how will we reconcile national and international interests, science diplomacy, and science for security?	
	<p>Student-focused transnational education: understanding its impact and reimagining its purpose.</p> <p>This session is built around two British Council outputs: new research based on survey responses from, and interviews with, UK TNE alumni, and updates to the British Council 2023-25 TNE Strategy.</p> <p>TNE reaches many hundreds of thousands of students worldwide. But beyond enrolment figures and partnership growth, vital questions remain.</p> <ul style="list-style-type: none"> • What do we know about the impact of TNE on student outcomes and perceptions? • Is the student experience of TNE students equivalent to that of their internationally mobile counterparts? • Are students gaining the skills, confidence, and opportunities they need to thrive? 	<p>Chair Eduardo Ramos Head of Higher Education Systems and Internationalisation</p> <p>Dr Sladana Krstic, Senior Research Fellow, International Development, ACER UK (Australian Council for Educational Research)</p> <p>Mike Winter, Director of International Affairs,</p>

	<ul style="list-style-type: none"> How do we ensure TNE provision is contextually relevant? Can we harness the power of TNE to advance equity, inclusion, and the SDGs? <p>This world café session will begin with new British Council research based on survey data from over 500 UK TNE alumni (and interviews with a sample of these). 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.</p>	<p>University of London</p> <p>Gamindu Hemachandra, Chief Academic Officer and Executive Director, APIIT Sri Lanka; Secretary General, SLANSHEI, Sri Lanka</p>
	Universities and nation states: navigating adverse domestic politics and geopolitical headwinds.	
	<p>Inclusive leadership and equitable tertiary education: a cross-regional view.</p> <p>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.</p> <p>Preliminary findings of a mapping study, 'Landscape of Inclusive HEIs in Indonesia', will be shared. This study highlights models and practices that advance inclusive HEIs and discusses structural, cultural, and policy-level barriers to inclusion.</p> <p>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.</p>	<p>Chair Dr Romyen Kosaikanont Vice-President for International Affairs, Mae Fah Luang University</p> <p>Leighton Ernsberger, British Council Director Education, East Asia</p> <p>Dr Jonathan Vincent, Educational Research Department, Lancaster University</p> <p>Professor Zahrotur R ('Rosie') Hinduan, Vice-</p>

		Rector of Academic and Student Affairs, Universitas Padjadjaran (UNPAD), Indonesia
	<p>Ensuring the continuity of learning and teaching in challenging times.</p> <p>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. A matrix was developed from these to classify crisis types by origin, scope, and educational impact, which served as a foundation for identifying effective resilience strategies.</p> <p>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. This approach aims to surface cross-regional insights and generate transferable strategies for institutional resilience planning.</p>	<p>Chair Dr Ainhoa Uribe</p> <p>Vice-Rector for Internationalisation, Professor of Political Science Universidad CEU San Pablo, Spain</p>
	<p>Building resilient and transformative UK-China TNE: learning to navigate challenges and drive innovation.</p> <p>This is a breakfast session and report launch. China's recent TNE policy renewal, alongside the approval of over 110 new joint programmes and institutes this year, signals both growing demand for UK-quality education and a strategic drive for modernisation and internationalisation. UK-China TNE collaborations offer significant opportunities for cultural exchange and mutual economic benefit.</p> <p>Maintaining academic quality, cultural relevance, and student support while navigating regulatory challenges, however,</p>	<p>Chair Leina Shi Director Education China, British Council</p> <p>Caryn Nery, Director, Transnational Education Partnerships,</p>

	<p>remains essential. Providers must balance local priorities with global perspectives to ensure programmes serve both UK interests and China's development goals.</p> <p>This session will present findings from new joint research from British Council and China Education Association for International Exchange (CEAIE). It offers data on the current state of UK-China TNE. Panellists will share lessons learned, unpack policy developments, and explore how collaboration can thrive amid uncertainty. This session will help participants learn how TNE can foster resilience, support educational innovation, and promote shared growth in an unpredictable world.</p>	<p>Victoria University, Australia</p> <p>Eduardo Ramos, Head of Higher Education Systems and Internationalisation, British Council</p> <p>Professor Andrew Atherton, Vice-President International and Engagement, University of Southampton</p>
	Creating inclusive environments in tertiary education to support students and staff with disabilities and reduce inequities.	
	Academic futures in crisis: supporting scholars and strengthening student pathways.	
	Balancing acts: free speech, inclusion, and the evolving role of universities.	
	<p>How a volatile world re-shaped global mobility.</p> <p>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.</p> <p>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</p>	

	<p>mobility order and its implications for countries, institutions, and students.</p> <p>Delegates will be encouraged to contribute to the exploration of some future scenarios.</p>	
	<p>Global citizenship in action: international alumni as changemakers.</p> <p>This session explores how international higher education and alumni networks serve as platforms for SDG-aligned impacts and highlights how Alumni UK Ambassadors are driving change in their communities and globally.</p> <p>The session starts with key findings from the British Council's <i>Alumni Voices</i> series. It showcases projects supported by the Alumni UK Climate Action and SDG Ambassadors Grant Programme, covering areas such as climate resilience, social equity, gender equality, economic empowerment and more.</p> <p>Alumni UK Ambassadors from across the globe will share how their UK education empowered them to lead meaningful change in their communities. Outstanding projects were selected for their innovation, impact, and relevance. They illustrate how alumni are responding creatively to urgent global challenges. The session shows how alumni civic engagement can extend the social mission of universities, tackle global challenges, and embody the values that higher education stands for.</p>	<p>Chair Catriona McCarthy Global Head, Student Mobility and Internationalisation of UK Education</p> <p>Atir Guliyeva, Azerbaijan</p> <p>Rawan Taha, Egypt / Namibia</p> <p>Syed Saad Ali Pasha, Pakistan</p> <p>Urvashi Prasad, India</p> <p>Petrina Santos, Brazil</p>
	<p>Science under challenge? Trusted research and questions of inclusivity in a challenging research environment.</p>	