

Going Global London 2025

Conference programme (version 25 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 24 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 13:45 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) SOAS, University of London 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 'securitisation' in academia - and the frictions this creates with academic freedom and international openness.	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 Professor Kieron Flanagan , Professor of Science and Technology Policy,

	<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>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? (Parallel session)</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 - with perspectives from Gaza, Sudan and Ukraine.</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.</p> <p>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.</p> <p>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</p>	<p>Prof Mykola Trofymenko, Rector, Mariupol State University</p> <p>Dr. Serhii Babak, Chairman of the Committee on Education, Science and Innovations, Parliament of Ukraine</p> <p>Mr Bassem Abudagga, Business Lecturer and Researcher, York St John University and Al-Azhar University Gaza</p>

	<p>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	<p>How a volatile world re-shaped global mobility. (Parallel session)</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 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>Chair Dr. Janet Ilieva, Founder, Education Insight</p> <p>Mr Jo Johnson, Executive Chairman, Future Learn</p> <p>Prof Tim Jones, Vice Chancellor, University of Liverpool</p> <p>Dr Minh Quach Thi Ngoc, Deputy Head, Division of Partnerships and Investment, International Cooperation Department, Ministry of Education and Training</p> <p>Prof Andy Westwood, Professor of Public Policy, University of Manchester</p>
18:00 20:00	<p>Going Global - welcome reception at 1 Great George Street, Westminster, SW1P 3AA</p>	<p>Ministerial welcome</p>

Parallel Sessions for Day 2

Further content for sessions to be updated

<p>Day 2 08:00</p>	<p>Building resilient and transformative UK-China TNE: learning to navigate challenges and drive innovation. (Breakfast session)</p> <p>This is a breakfast session and report launch. China's recent renewal of its TNE policy and the approval of over 160 new partnerships this year – 20 of them with UK institutions, placing the UK in the top three partner countries – signals both growing demand for UK 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 the regulatory context, however, remains challenging. 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 the 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.</p>	<p>Chair, Leina Shi, Director Education China, British Council</p> <p>Caryn Nery, Director, Transnational Education Partnerships, Victoria University</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>
<p>Day 2 09:15</p>	<p>Balancing acts: free speech, inclusion, and the evolving role of universities. (Parallel session)</p> <p>In an era marked by increasingly complex socio-political dynamics, universities face the critical challenge of safeguarding freedom of expression while cultivating inclusive, and respectful campus environments. This panel convenes senior university leaders and student representatives from diverse global contexts to critically examine how higher education institutions can uphold the</p>	<p>Prof Rajani Naidoo, Vice-President and Deputy Vice-Chancellor, University of Exeter</p> <p>Prof Andre Keet, Deputy Vice Chancellor; Engagement and Transformation, Nelson Mandela University</p>

	<p>principles of free speech alongside their commitments to inclusion and good campus relations.</p> <p>The session will explore underlying values and the interplay between free speech and institutional responsibilities – examining the extent to which inclusive governance structures and collaborative policymaking can foster open dialogue while maintaining inclusion and good campus relations.</p> <p>Drawing on international case studies and innovative institutional practices, the panel will consider frameworks for policy development and value alignment in areas such as free speech, protection against harassment, protest guidelines, and external speaker and event protocols.</p> <p>A key theme will include building institutional competence in the challenging interplay between free speech, inclusion and a duty of care through mediation training, impartial chairing, and leadership development – as well as pedagogical innovations aimed at fostering constructive disagreement and deliberative dialogue.</p>	<p>Professor Atsufumi Yokoi, Vice President, UNESCO Chair in Research and Education for Sustainable Development, Okayama University</p>
<p>Day 2 09:15</p>	<p>Arts and Humanities under threat: international strategies for sustainability. (Parallel session)</p> <p>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.</p> <p>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 STEM fields, which are perceived as having a more direct impact on economic growth. As a result, there have been widespread job cuts,</p>	<p>Chair Prof Dame Sally Mapstone, Principal and Vice-Chancellor, The University of St Andrews</p> <p>Prof Malabika Sarkar, Former Vice Chancellor, Ashoka University India</p> <p>Prof Nilanthi De Silva, Vice Chancellor, University of Kelaniya</p> <p>Prof Kelvin Everest, Emeritus Professor, University of Liverpool</p>

	<p>course closures, and a reduction in the scope of offerings in these areas.</p> <p>Against this backdrop, transnational education partnerships could offer a potential lifeline to the Arts and Humanities. By leveraging cross-border collaborations, universities can create new models for 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.</p>	
Day 2 13:30	UK-EU higher education collaboration: what it reveals about the future of global UK partnerships. (Parallel session)	Chair Erika Boak Regional Education Director, EU British Council
Day 2 13:30	Global citizenship in action: international alumni as changemakers. (Parallel session) <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</p>	Chair Catriona McCarthy Global Head, Student Mobility and Internationalisation of UK Education <p>Atir Guliyeva, Azerbaijan</p> <p>Rawan Taha, Namibia</p> <p>Syed Saad Ali Pasha, Pakistan</p> <p>Urvashi Prasad, India</p> <p>Petrina Santos, Brazil</p>

	of universities, tackle global challenges, and embody the values that higher education stands for.	
Day 2 13:30	<p>The role of values-driven partnerships with Africa in a volatile world. (Parallel session)</p> <p>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.</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>	<p>Chair Dr Samia Chasi, Head of Internationalisation and Strategic Partnerships Office- University of Witwatersrand, South Africa</p>
Day 2 13:30	<p>Supporting progress in disability inclusion in tertiary education. (Parallel session)</p> <p>Globally, students and staff with disabilities face persistent equity challenges in tertiary education, rooted in both structural and cultural barriers. These 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 and 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.</p> <p>Yet these challenges also present powerful opportunities for transformation. By reimagining admissions, investing in accessible infrastructure and digital tools, and embedding inclusive pedagogies, institutions can create environments that support diverse learners and educators. Strengthening</p>	<p>Prof Dr Carol Evans, Pro Vice Chancellor Education and Student Experience, University of Salford</p> <p>Dr Hamied Haroon, Research Fellow in Quantitative Biomedical MR Imaging in the Division of Psychology, Communication & Human Neuroscience at the University of Manchester, and Chair of the National Association of Disabled Staff Networks (NADSN)</p> <p>Professor Anica Zeyen, Vice Dean for Equality, Diversity and Inclusion</p>

	<p>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.</p> <p>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.</p>	<p>and Professor in Entrepreneurship and Inclusion at Royal Holloway, University of London</p> <p>Dr Wuri Handayani, Assistant Professor and Head of the Disability Service Unit at Universitas Gadjah Mada, Indonesia</p> <p>Dr Abass Isiaka, Senior Research Associate, Leverhulme Trust Early Career Fellow at the School of Education and Lifelong Learning at the University of East Anglia</p> <p>Lt. Gen. (R) Moazzam, Chairperson of the National Technology Council, Pakistan</p>
Day 2 15:15	<p>Higher education and global engagement: collaboration, influence, and the future of nation building. (Parallel session)</p> <p>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.</p> <p>Participants will consider how countries use higher education as a platform to increase their international reputation and signal their values to the world. The session will raise questions: What is the role of universities in</p>	<p>Chair Prof. Baroness Wendy Alexander</p> <p>Dr Patrick Nédellec, Science and Technology Counsellor, French Embassy London</p> <p>Baya Kvitsiani, Deputy Minister of Education, Science and Youth, Government of Georgia</p>

	<p>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?</p> <p>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.</p>	<p>Christine Wilson, Director Research and Insight, British Council</p>
Day 2 15:15	<p>Staying relevant: securing higher education's role in an AI world. (Parallel session)</p> <p>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.</p> <p>These questions are about 'relevance' across different dimensions of university activity, as follows:</p> <p>Research: How do universities maintain relevance in AI research when the major breakthroughs involve large models, mostly inaccessible to university researchers?</p> <p>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 (curriculum review cycles are 18 months)?</p> <p>Thought leadership: How do universities credibly lead on AI if institutions are not nimble enough in adopting it in teaching, research practices, and administration?</p> <p>These questions will be debated by entrepreneurs and university leaders from Kurdistan, Lebanon, Vietnam and the UK.</p>	<p>Chair Professor David Lefevre, Professor of Practice, Department of Management and Entrepreneurship Imperial College.</p> <p>Dr Kayhan Ghafoor, Dean of College of Technology, Erbil Polytechnic University.</p> <p>Dr Manal Jalloul, CEO of AI-Lab, Beirut; Lecturer, Lebanese American University</p> <p>Professor Seun Kolade, Professor of Entrepreneurship and Digital Transformation, Sheffield Business School, Sheffield Hallam University.</p> <p>Professor Huynh Quyet Thang, President, Hanoi University of Science and Technology.</p>

Day 2 15:15	<p>Flexible-learning ecosystems of the future: skills, credentials and digital learning. (Parallel session)</p> <p>In today's volatile global context, higher education systems in the Americas and 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.</p> <p>Drawing on new British Council research, including a Micro-credential Design Toolkit for Latin America, and on findings from the Egypt Digital 2025 Report, 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 implementing this and how international collaboration can strengthen impact through national policy alignment and recognition.</p> <p>Delegates will gain practical tools, comparative insights, and resources to advance digitally enabled and inclusive higher education systems.</p>	
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Parallel Sessions for Day 3

Further content for sessions to be updated

Day 3 09:15	<p>Universities in Africa as launch-pads for entrepreneurial ventures, to catalyse innovation and regional economic growth. (Parallel session)</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</p>	<p>Chair Ceri Nursaw, CEO National Centre for Entrepreneurship in Education (NCEE) (UK)</p>
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	<p>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 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.</p>	
Day 3 09:15	<p>Inclusive leadership and equitable tertiary education: a cross-regional view. (Parallel session)</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 inclusion in Higher Education Institutions 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-Rector of Academic and Student Affairs, Universitas Padjadjaran (UNPAD), Indonesia</p>

<p>Day 3 11:00</p>	<p>Student-focused transnational education: understanding its impact and reimagining its purpose. (Parallel session)</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, important 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 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 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>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, University of London</p> <p>Gamindu Hemachandra, Chief Academic Officer and Executive Director, APIIT Sri Lanka; Secretary General, SLANSHEI, Sri Lanka</p>
<p>Day 3 11:00</p>	<p>Ensuring the continuity of learning and teaching in challenging times. (Parallel session)</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</p>	<p>Chair Dr Ainhoa Uribe</p> <p>Vice-Rector for Internationalisation, Professor of Political</p>

	<p>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.</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. The aim is to surface cross-regional insights and generate transferable strategies for institutional resilience planning.</p>	<p>Science Universidad CEU San Pablo, Spain</p>
<p>Day 3 11:00</p>	<p>Science under challenge? Trusted research and questions of inclusivity in a challenging research environment. (Parallel session)</p>	