

# Going Global 2023

Edinburgh International Conference Centre, Scotland  
20 - 22 November 2023



## CONFERENCE SESSION DETAILS

Session details will also be available on the conference app where you will be able to add them to your personal agenda.

### Monday 20 November

10.00–13.00

#### **MC01. Promoting equity and contextual understanding in international research partnerships**

Who should attend: Senior university academic and professional service administrators, government representatives tasked with funding research, representative of international research funders.

Institution running the session: The Association of Commonwealth Universities (ACU)

Institution's profile: The Association of Commonwealth Universities (ACU) is an international organisation dedicated to bringing universities together to find solutions to global challenges.

Masterclass details:

In this masterclass, delegates will be introduced to two key tools developed by the Association of Commonwealth Universities (ACU) to promote collaboration and build equity in international research partnerships amongst its membership of 500+ universities across 50+ countries. The session will first present the ACU's online benchmarking service – the ACU Measures Supporting Research Survey.

Using an interactive dashboard, delegates will interrogate:

- The value of benchmarking as a mechanism to share good practice between universities.
- The role of comparative data in increasing understanding of the constraints / needs and as a mechanism to inform governments and funders of barriers and gaps of research funding models.

The second part of this session will then focus on the cultivation of equitable higher education research partnerships. Delegates will explore selected tools from the ACU Equitable Research Partnerships Toolkit to assist analysis and action for addressing equity

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in north-south and south-south research partnerships. Insights identified in part one will be used alongside the toolkit to stimulate critical thinking about:

- What equity means and what it might 'look like' in a research partnership.
- How this helps to develop practical actions that can be implemented to strengthen equity throughout the research lifecycle.

## **MC02. Digital Transformation: tools, skills and frameworks for Higher Education and TVET**

Who should attend: Leaders and policy makers across higher education, further education & skills, TVET.

Institution running the session: Jisc

Institution's profile: Jisc is the UK digital, data and technology agency focused on tertiary education, research and innovation.

Masterclass details:

Attendees will hear how Jisc works to support the digital transformation aspirations of institutions across the UK HE and FE & Skills sectors. You will be introduced to the tools, frameworks and services Jisc has developed to meet the challenges and opportunities our members face on this journey.

The masterclass will explore:

- How do we develop the skills of tomorrow's digital leaders?
- How do we elevate the digital capabilities of our TVET sector?
- How do we prepare our TVET students for Industry 4.0?
- How do we empower the leadership of our institutions to deliver digital transformation?
- What digital strategies can we adopt to ensure the long-term success and sustainability of universities?
- How can we gain insight into student digital experience? What is the impact of digital on international students?

This will be an interactive session where delegates will work in small groups to address a series of questions, share experiences from their national systems and offer views and share feedback with the group.

## **MC03. A force for good? Exploring critical approaches to quality assurance in the Global South**

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Who should attend: Higher education leaders and policy makers

Institution running the session: Quality Assurance Agency for Higher Education (QAA)

Institution's profile: Established in 1997, QAA is a world-leading quality agency with unmatched experience of providing impartial regulatory and collaborative quality assurance and enhancement.

Masterclass details:

In the European Higher Education Area, the Standards and Guidelines for quality assurance (ESG) published by The European Association for Quality Assurance in Higher Education (ENQA) provide the framework for internal and external quality assurance. ESG are used by quality agencies across Europe, including QAA, to demonstrate high-quality provision. If institutions are deemed to meet the standards outlined in ESG they can be awarded international accreditation.

This masterclass will consider whether using ESG in contexts outside of Europe is appropriate and fit-for-purpose, or could be considered to be imposing Western-centric values and practices in Global South contexts.

This masterclass aims to:

- Encourage participants to consider quality in their own contexts
- Provide participants with an understanding of ESG and how this is used beyond the European Higher Education Area
- Explore the relationship between quality and neo-colonialism and develop a shared understanding of the ethical issues with international quality practices
- Develop an understanding of good practice in quality and international accreditation, including a focus on how we might make current approaches bidirectional, and how institutions and governments can positively engage with this

The masterclass will include a mix of facilitator presentation and group work.

## **MC04. Closing the gender gap in STEM: Lessons from the Athena Swan Charter**

Who should attend: Tertiary Education leaders, funders and policy makers

Institution running the session: Advance HE

Institution's profile: Advance HE is a member-led charity of and for the sector that works with partners across the globe to improve higher education for staff, students and society.

Masterclass details:

Athena Swan (Advance HEs gender equality charter) and associated projects are

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operational in a number of countries and contexts across the globe. This masterclass will explore what's working in these global contexts and address the questions of 'why do we still have gender gaps in STEM?' and 'what new approaches are closing these gaps?'

Delegates will:

- Gain an appreciation of the successful practice that is closing gender gaps in STEM in a range of global contexts
- Identify opportunities to apply the lessons learned for successful practice in own context
- Have an awareness of the resources and networks available via Advance HE

The masterclass will be interactive via facilitated discussion between delegates in small groups, plenary feedback from groups and open question and answer at the end.

## 16.30–17.45

### 2.1 Do national innovation policies drive or deter equitable partnerships?

This session examines the extent to which national innovation, science and skills policies drive (or deter) the development of more balanced international partnerships. Does a nation-state focus work against international cooperation? What impacts do national innovation policies have on global talent flows?

The format is a chaired, curated conversation in which very short introduction statements will be followed by discussion.

### 2.2 Transnational education: What does its sustainability mean in practice?

As transnational education expands globally, this session considers what scalable and sustainable TNE means for different country and regional contexts. It engages panellists from around the world to hear about their views on current challenges and new opportunities that TNE offers and embraces. Discussion includes

- How can we design transnational education programmes that are scalable and can reach large numbers of learners in different parts of the world?
- What strategies can we use to ensure the sustainability of transnational education programmes over the long term, including financial sustainability, institutional sustainability, and programmatic sustainability?
- How can we leverage technology and digital resources to make transnational education more accessible and affordable to a wider range of learners?

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- How can universities and governments ensure that the benefits of transnational education are distributed equitably and sustainably?

## Tuesday 21 November

08.00–09.00

### 3.1 Pearson: navigating the challenges of ensuring equity in AI-enabled learning

The current wave of generative AI capabilities presents an opportunity to significantly advance progress towards Sustainable Development Goal #4: providing access to quality education. To maximise the benefits of this technology, however, we must address and balance its accompanying risks. For example, while AI can democratise access to information and creative expression, it may also inadvertently spread misinformation and perpetuate biases. Similarly, although AI holds the potential to enhance tutoring at reduced costs and expand availability, it also establishes barriers related to device access and Internet connectivity. To navigate this complexity, this talk will explore the strategic risk mitigation and barrier removal necessary for equitable use of AI, aiming to foster dialogue on its balanced implementation in global education.

### 3.2 China: engaging with China post-Covid

In September, the British Council, Universities UK International (UUKi) and UK Research and Innovation (UKRI) organised the UK Higher Education Mission to China 2023, aiming to strengthen connections and mutual understanding between the higher education sector of both countries and help UK universities to understand the fast-changing operating environment in mainland China.

This is the first formal higher education outbound delegation of UK universities to China following China's Covid-19 travel restrictions being lifted. From 2020 to early 2023, face-to-face engagement was limited or paused due to the pandemic. This higher education mission has been organised in response to the growing demand for more in-person engagement and people-to-people connections through education cooperation, exchange, and engagement via two-way student mobility, higher education partnerships, research and innovation collaborations. We will invite several UK delegates from the Mission to attend our panel for the China breakfast session at the Going Global Conference to share their first-hand experiences during the one-week visits in China and their reflections after re-engaging with Chinese students, alumni, academics, and policy makers. This session will provide an overview to China's education and research landscape. Panelists will also discuss the top opportunities and biggest challenges the UK sector would find in China, and explore how the UK sector could effectively and responsively collaborate with China.

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### **3.3 MENA/KHDA: the world in one city; transnational education in Dubai**

Students from over 200 countries are enrolled in universities and colleges in Dubai. Growing student enrolment, visionary growth plans and a future-focused global agenda – these are the attributes of the education landscape. Join British Council Board of Trustees member Paul Woodgates in conversation with Director General of Dubai’s Knowledge and Human Development Authority Dr Abdulla Al Karam where they will be discussing Dubai’s TNE journey over the past 20 years including growth, quality and how institutions are responding to market changes and focused on future readiness.

### **09.15–10.30**

#### **4.1 Shaping the future of higher education: ethical integration of generative AI in language proficiency testing.**

The world of higher education is always changing, and new technologies like Generative AI are set to play a big role in shaping its future. Language tests, a crucial component of international student admissions, have a unique role within this transformative ecosystem, serving as gateways to higher education. In this context, the big question is: How can we use Generative AI to make language tests better without sacrificing integrity, fairness and quality? And, can we do this while remembering that language is ultimately something very human?

This talk is about using Generative AI in education in an ethical and human-focused way, especially in language tests. We will explore how the different aspects covered by the Principled AI approach (Fjeld et al., 2020) - including transparency and explainability, fairness and non-discrimination, and human control of technology - may be applied to high-stakes educational decision-making tools, such as language proficiency tests. These principles can help make important decisions, like who gets into university, as fair and reliable as possible.

By following these principles, we hope to create a strong framework for making better language tests using Generative AI. This way, universities can keep making good choices about who they admit, and that's a good thing for the future of higher education.

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## 4.2 Gender Equality, Diversity and Inclusiveness: Global partnerships for a sustainable future

There is global consensus that Gender EDI is an imperative for a sustainable future. It is a critical goal for sustainable development. The higher education sector has a crucial role in transforming itself and in leading wider social transformation towards greater Gender EDI.

As Gender EDI is socially and culturally constructed, the panel brings together the champions for Gender EDI in the higher education sector from six countries and three regions of Europe, Africa and Asia. As policy makers, university leaders and researchers, they will share the challenges in their respective contexts and the good practices and lesson learnt in driving Gender EDI transformation. In the spirit of collective learning and collaborative effort, the panel addresses how partnerships of the various actors can maximise the impact for Gender EDI in higher education. The panelists will share their perspectives on how global partnership can help leverage the impact of Gender EDI at different levels.

## 4.3 Disability inclusion in Higher Education

The last decade has seen significant growth in the disabled student population in post-secondary education in the UK. At the same time, there has been an increase in supportive legislation and associated funding for disabled students, enhanced provision for students with disabilities within mainstream schooling, and technological innovation to improve disabled students' access and participation in HE. Even so, disabled students remain under-represented at point of entry, are often less satisfied with their HE experience, are more likely to drop out, and have worse employment outcomes than their non-disabled peers.

There is a growing consensus that disability inclusion requires an institution-wide approach with measurable objectives that can be evaluated. The panel will explore key factors and challenges in supporting disability inclusion across different international and organisational perspectives, and in relation to specific disability concerns and contexts.

Questions for the panel to consider in a workshop format may include:

- How can we encourage integrated approaches to realising disability inclusion in higher education?
- How can we build a global coalition to drive enhanced access, satisfaction and outcomes for disabled students, teachers and researchers?
- How can we remove barriers to higher education leadership for persons with disabilities?
- How can we promote more quality research and data on disability inclusion?
- What can we learn from the experience of international disabled students in the UK?

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## 4.4 Engaging employers with students and the curriculum

- What is an employer engagement strategy?
- What constitutes a coherent approach to it?
- Why do it?
- To what extent is it for the institution, to what extent for students?
- What role should local or national businesses have in curriculum design?
- What role should local or national businesses have in student support?
- What lessons are evident from practices in the other countries represented?

## 13.45–15.00

### 5.1 Harmonising HE frameworks for equitable partnerships

The context of this structured conversation is that of regulatory barriers to international collaborations and partnerships. The challenges, including those of mutual recognition and credit transfer, will be laid out in short opening statements. The discussion will explore what is being done to harmonise regulatory frameworks, from South African, Indian, Indonesian and UK perspectives.

Beyond national perspectives, the conversation will explore responses to barriers at global (2019 Global Convention) and regional (ASEAN and EHEA) levels. A bilateral exercise leading to the 2022 UK-India Intergovernmental Agreement on Mutual Recognition of Qualifications will be examined. What was it designed to correct and what are the signs of success thus far? The panel will also discuss intra-regional collaborations.

### 5.3 Building Skills for Employability through Transnational Education

In our ever more interconnected world, the significance of transnational education (TNE) has never been more pronounced. With the increased focus globally on building skills for employability, a key challenge is how to broaden TNE, opening up greater opportunities in vocational sectors to address countries' specific needs and meet Sustainable Development Goals, including in the areas of diversity, inclusion and equity. In addressing this challenge, there are substantial issues to consider, including funding, capacity, sustainability, recognition of qualifications, quality assurance, and the transformative potential of digital delivery. This interactive session presents a platform for educational decision-makers to respond to the intricate international education landscape with adaptability and imagination, exploring TNE approaches that can help build the skills necessary for individuals and economies to thrive.

Key Objectives



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- Analyse what countries need from TNE and explore different approaches to building skills for employability
- Identify shared challenges, opportunities and potential solutions
- Address five key questions about TNE internationally
- Build connections for future collaboration.

## 5.4 Pathways to gender equality in science research

Women's equality in science is an integral part of SDG 9.5 for scientific research. UNESCO notes that to "build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation" will require harnessing all talent and potential by addressing gender imbalances in the research workforce. Yet, significant challenges continue to face women who move into, and work in, science research across the world. In 2019 fewer than 30 percent of scientific researchers globally were women and only 30 percent of female students selected science-related fields in higher education. A recent article on science funding in the UK tracks women's career pathways and their levels of success, arguing that, despite academic gender equality initiatives, the sector has not succeeded in addressing the challenges that women face. Early career researchers face increasing system barriers as they journey along their career pathways.

The factors involved in gender disparities are complicated, deep rooted and often context specific. Paradoxically, many countries with higher levels of gender equality have not successfully managed to dismantle career barriers for women in science. However, while globally, there is widespread under-representation of women researchers, the UNESCO data highlights that there are some countries where the gender gap in science research is narrowing and where women's careers are thriving.

This session considers the challenges in different country contexts and the approaches taken by governments and universities, specifically to support early-career women scientists to progress and thrive in science disciplines.

**15.45–17.00**

## 6.1 Embracing integration: Advancing Higher and Further education systems

As education leaders continue to explore ways to enhance the learning landscape, the concept of integrating higher and further education systems has gained significant momentum. 'Embracing Integration - Advancing Higher and Further Education Systems' offers a dynamic discussion for higher and further education leaders to delve into the immense potential and implications of integration. How do we best build effective pathways between the two systems? How much do the needs of employers and their push for an integrated approach serve as a driver? To what degree does the culture of different

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institutions act as a block to integration? What role does competition between institutions play? To what extent should the focus on integration take into account lifelong learning in an environment when jobs and the labour market are changing quickly? What models of good practice can we learn from? Through a comparative analysis of various countries' approaches, we aim to discuss both the advantages and challenges of integration.

## 6.3 Transnational Education in the Americas: perspectives and potential benefits

The plan is to discuss the possibilities for TNE in the Americas – more specifically Brazil, Mexico and Peru. TNE is still incipient in these countries with a small number of partnerships; the session aims to understand what could be potential benefits considering quality of teaching, development of international networks, and accessibility to higher education.

The session will start by a quick contextualisation of the thematic with key findings of the Value of TNE research as well as data from a recent study on TNE in the region by the British Council, followed by guided questions to the panel

1. Their perspectives on TNE and its potential for their countries, reflecting on quality, networks and accessibility;
2. What would be the key barriers in terms of accessibility of international experience in HE for students in their countries
3. Key challenges for TNE from their perspective and perspectives for future cooperation

This session aims to inform the technical aspects that surround TNE in the region and bring in a view of key actions to take forward to disseminate the concept of TNE with HEIs in the countries

## 6.4 The climate crisis: a collaborative global endeavour?

Climate change is one of the most serious crises facing our planet in the 21st century. While some countries are immediately vulnerable, there are long-term implications for the sustainable development of all countries. Multinational agencies, national governments and funding agencies, specialist organisations and universities all have essential roles to play in addressing the challenges. So, how can they work more collaboratively across national boundaries to deliver significant impact for communities, countries and the planet?

This session brings together key players and asks:

- What do they perceive to be the critical challenges and how are they addressing these?

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- How can they work more collaboratively with each other to connect their different contributions and to create synergies?
- What types of partnerships and networks are needed to achieve this?

## Wednesday 22 November

08.00–09.00

### 7.1 Industry academia linkages –UK-India collaborations.

The session will explore the relevance of stronger Industry-Academia linkages between UK-India decoding what has worked and what could be done better, exploring role of academia and industry in addressing the needs of knowledge economies - research, developing courses that are relevant to industry requirements and promote employability of youth.

### 7.2 China: what now for international higher education?

Higher education has undergone seismic changes in the past few years, particularly as a result of the COVID-19 pandemic, and even more importantly perhaps, by way of institutional and governmental reaction to the pandemic. Changes took place overnight that would previously have taken decades. Adaptation happened and universities survived.

Partnerships and collaboration models changed, climate change and sustainability became pivotal issues, quality assurance and accreditation rapidly reformed, and the very notion of what a university is transformed into something new.

As universities continue to emerge from the pandemic, this session gives participants the opportunity to critically reflect on the role of higher education, both locally and internationally, and poses a number of questions designed to spark discussion and debate including:

- What extent are universities shaped by their environment? What does identity mean for a universities and those that study and work in them?
- Can students who study on transnational programmes overseas really feel part of the university community? Do they even have to? Does it matter?
- Have student mobility pathways changed as a result of the global pandemic?
- Is online education here to stay?
- How can a university support the sustainability agenda and what role can students play in shaping a sustainable future for universities?

To support the discussion case studies, and reflections from current and past students, will be provided as prompts for each of the questions during the session.

### 7.3 ASEAN: The future of UK-ASEAN higher education partnerships.

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This session will focus on fostering collaboration in higher education between the UK and ASEAN nations, in alignment with the FCDO's UK ASEAN Plan of Action Priorities with the ambition to submit a proposal for a UK-ASEAN collaborative activity in higher education by 2025. The plan aims to enhance bilateral relations, form institutional partnerships, and boost student mobility. By utilising UK expertise, it aims to facilitate policy exchange and capacity building.

The session will gather UK and ASEAN stakeholders to envision a future of intercultural exchanges, research collaboration, and student access, fostering deeper ties between the regions and advancing education on a global scale.

Session Objectives:

- To explore the current state of UK-ASEAN higher education partnerships
- To identify opportunities for further collaboration based on a forward look, trends and priorities
- To develop recommendations for a UK-ASEAN collaborative activity in higher education by 2025

## 09.15–10.30

### 8.1 QAHE - Closing the gender gap in STEM

The World Economic Forum's 2023 Global Gender Gap Report predicts that it will take a whopping 131 years at the current rate of progress to achieve full gender parity. The STEM labour market continues to be an area of particular challenge, where women remain significantly underrepresented in the STEM workforce, especially at leadership levels. How can the global higher education sector accelerate closing the gap?

In this interactive session, speakers will share key learnings from QA Higher Education's experience growing female representation on its STEM international pathways. Hear insights from QA's Women in STEM campaign and exchange perspectives on delivering educational experiences that empower women across the globe.

### 8.2 Universities, AI and the Global Good

Higher Education as a site for formative education, internationalisation and interdisciplinary research collaboration has a key role to play in shaping the future of AI. In turn, AI is already impacting on, and has the potential to transform higher education. This session explores how higher education institutions worldwide can embrace and leverage AI for the global good. It brings together panellists with leadership, research and educational expertise offering multiregional and multidisciplinary perspectives. The focus is on how institutions can tap into the potential of AI to enhance research and education, while at the same time

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educating the university community and society at large on dangers including algorithmic bias, the reinforcement of north-south divides and the erosion of democracy. Real life cases of the potential of AI to make research from the global south more visible, the use of AI in research on enhancing diagnosis in neuroscience, the analysis and enhancement of layers of graduate skills and the fears of students in relation to their lecturers using AI to grade their work or provide feedback will be presented. In order to elevate participation, the session will consist of short provocations by the panellists followed by world café -style dialogues with all participants to propose ways to ameliorate social harms and to co-construct solutions to accelerate the benefits of AI.

## 8.3 Practical policies for transnational education: lessons from East Asia

Countries in East Asia lead the way in developing and implementing national policies and regulations for transnational education. This session brings together policy makers and practitioners to share their experience of attracting and managing a range of transnational initiatives, from campuses and joint programmes to franchise and validation arrangements. The British Council's 'Value of Transnational Education Partnerships' Report (2022) found that most stakeholders perceive 'an improved quality of higher education as an essential or very important factor associated with TNE'. This is especially true in East Asia where governments are seeking to boost their higher education capability in-country through transnational education partnerships that strengthen teaching capacity in institutions, enhance student experience/graduate employability, widen access to quality local and global education and enable universities to attract international talent and elevate their place in the global rankings.

The session begins with an overview based on country specific examples of what works and what doesn't in the TNE landscape, and then engages panel speakers to explore on-the-ground challenges, how these are being addressed and the way forward for TNE. Key considerations will include

- What are the priorities, policies and the regulatory environment for TNE?
- What are the current operational challenges in establishing and implementing TNE?
- What are the advantages and risks of investing in TNE expansion?
- How can the success and impact of TNE be effectively evaluated?
- What is the future of TNE – what needs to be done to progress beyond teaching collaborations and ensure that TNE delivers mutual benefit?

**11.00–12.15**

## 9.1 Widening access, pursuing equity: a shared global challenge?

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SDG goal 4.3 aims to ensure inclusive and equitable access to education for all. For most countries across the world, this is also a major priority on their national agendas. In its recent research, the National Education Opportunities Network (NEON) found that the pandemic had disproportionately impacted on those groups already facing inequity resulting in lower participation, more drop out, poorer degree results and a reduced likelihood of getting a job after graduation. The research concludes that these trends will continue into the 2020s with equitable access and success in higher education forecast to go into reverse up to 2025. Without further action, it is highly unlikely that SDG 4.3 will be achieved by 2030. The session includes a brief presentation of the report followed by a discussion addressing the following questions;

- How can access be ensured for economically or socially disadvantaged and other vulnerable groups in society?
- What can we learn from how different countries address this?
- What are their strategies and how are these operationalised through systems and structures designed to drive and support wider access and participation?

## **9.2 Entrepreneurship for jobs: The role and relevance of tertiary education in sub-Saharan Africa**

This session covers four countries in sub-Saharan Africa – Ghana, Nigeria, Kenya and South Africa. It acknowledges the crucial link between higher education and employability in sub-Saharan Africa. The contexts of the session are, first, SDG Goal 8 for ‘Decent work and economic growth’ and, secondly, a growing youth population and soaring youth unemployment in much of Africa. Participants will argue for the need to enable a ‘practical entrepreneurship’ in universities through the curriculum and other innovative means to produce graduate-employers.

A core issue is how tertiary education can break from traditional and bureaucratic norms to become more responsive and relevant to the needs of sub-Saharan societies. Who can champion or drive institutional reform in universities so that they become relevant to the youth of Africa? Other practical issues to discuss are support for student enterprises as a core mandate of institutions alongside teaching and learning, research, and community engagement; collaboration between academia and industry; existing successful models of change; and adapting the curriculum for entrepreneurship.

## **9.3 Can we build new models of collaborative research partnerships to achieve the SDGs?**

International research partnerships play a huge role in addressing the Global Challenges and in achieving the UN’s sustainability development goals. Traditional models of research have often focussed on the generation of new knowledge without necessarily considering

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specific real-world applications. While “blue-skies” research pushing the frontiers of knowledge is essential for the future of the planet, it has been argued that this is unlikely to deliver the SDGs by 2030. Instead, very different models of research partnerships will be required. The International Science Council’s recent report, for example, argues that current research models must be fundamentally re-shaped if they are to tackle the SDGs by 2030. There is a need for cross-disciplinary teams and for collaboration, not just between researchers, but also with other stakeholders, especially civil society. The aim should be to build collaborative research communities able to deliver impact on the ground.

This session explores how that might be done, not just in science, but across other discipline areas and asks:

- How can local communities and local knowledge be included in collaborative research teams?
- How is impact included as a factor in research design and delivery, and how is it measured?
- Do new models require a different research culture and how is that being developed?
- Are there sufficient incentives for research partnerships to be re-shaped?

## 9.4 International student mobility: A critical look at motivations and impacts

International student mobility (ISM) is a major aspect of higher education globally and can also be seen as an exercise in cultural relations. A recent study from the British Council ([www.britishcouncil.org/sites/default/files/how\\_ism\\_builds\\_trust\\_with\\_doi\\_0.pdf](http://www.britishcouncil.org/sites/default/files/how_ism_builds_trust_with_doi_0.pdf)) provides evidence of how ISM builds trust and long-term relations between the engaged countries.

But is this an adequate reflection of the motivations for mobility? There are surely different perspectives; from students, institutions, countries that are major recipients of international students, and countries that send many. This session will explore the following and other questions;

- Why do universities actively recruit international students?
- What about the other perspectives? What is ISM for and who benefits?
- If ISM is an exercise in cultural relations, why has the international student pathway become such fertile ground for commercial profit-making business?
- Are ‘sending countries’ actively engaged in supporting ISM?
- What impacts does mobility have on the Global South?

This session aims to scratch beneath the surface to question the motivations, benefits and impacts of international student mobility and to spark a discussion that sets an agenda for responsible and sustainable mobility.