

Going Global 2018, Kuala Lumpur, Malaysia.

2018 Theme title:

Global connections, local impact: Creating 21st Century skills, knowledge and impact for society-wide good.

Tertiary institutions in the 21st Century are both globally connected and locally engaged. They play a key role in communities helping to develop globally-minded citizens, acting as conduits to international partnerships, creating the conditions for industry collaboration and social innovation. They also act as agents of social change, inclusion and mobility. Against the backdrop of financial, environmental and political challenges how can leaders and policy makers develop a well-understood role for institutions in terms of their social obligation and knowledge economy impact? What are the top priorities in ensuring national tertiary education is fit to shape societies of the future, meet the future needs of students, employers and communities? How can global tertiary networks contribute to their achievement?

In 2018 the British Council's Going Global conference will be held in Malaysia, one of the ten member states of ASEAN with a growing reputation as a higher education hub in the region. In 2015 Malaysia launched a ten year national *Blueprint for Higher Education* that aims to nurture talent, reinforce global standards and develop graduates for 21st Century life.

ASEAN has recently realised a five-decade dream of bringing together its ten member states to form an economic community, bringing social progress, stability and greater opportunity to the region. With 15 million students enrolled across the region, at the heart of this transformation is the role of tertiary education and the contribution to society and cultural understanding, economic growth and employability.

These opportunities and the subsequent challenges they raise are reflected across other regions of the globe, from the European Union and Wider Europe to the Middle East and

Africa, Asia and the Americas – join the global discussion in Kuala Lumpur to explore global solutions and opportunities.

To take forward the conversation this year Going Global 2018 welcomes proposals for sessions or individual papers. These should address, through a policy or practice lens, one or more of the **five challenges** for the future of international tertiary education set out below:

1. New skills, new graduates

- How do we ensure graduates have the right skills to contribute to societal growth and cultural understanding as well as economic growth?
- What is the role of language in teaching, research and career prospects?
- Can we develop global citizens alongside strong national identities and a commitment to local engagement?
- Can the skills gap between higher education and industry be bridged to deliver both economic and social good?

2. Social mobility and international mobility

- What national level initiatives work best to provide the conditions for social equity and inclusion?
- How can international mobility support social mobility – and is there evidence that it does?
- How do institutions' global connections support international mobility to drive social mobility?

3. Demonstrating impact

- How do universities drive national or regional economic and social impact? What evidence is there, and should they be asked to do more?
- How can we balance global connections, national interest and academic autonomy?
- HEIs are major knowledge producers. How do we ensure that this knowledge delivers impact for society?

4. Future-proofing HEI systems

- To meet future challenges, HE systems and institutions must have long-term sustainability – so how can HEI leaders and policy makers ensure this? Who pays?
- How can they ensure that systems and institutions deliver impact for societies of the future?
- What leadership skills and resources do institution and policy leaders need to build the HEIs of the future?

5. New models of delivery

- What are the new frontiers of tertiary education?
- Are there new delivery models that will disrupt and invigorate the global HE ecosystem - and what potential do these have to build and benefit societies of the future?
- Who will the future deliverers be?