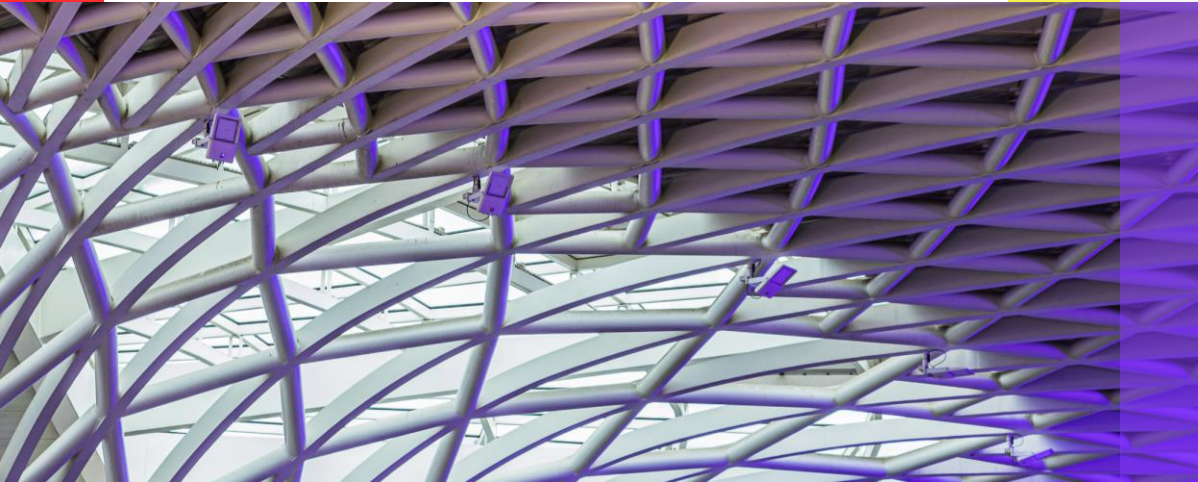




TNE Exploratory Grants 2026 | Q&A Webinar

16 June





**BRITISH
COUNCIL**

Agenda

01 Welcome and introductions

02 Housekeeping rules

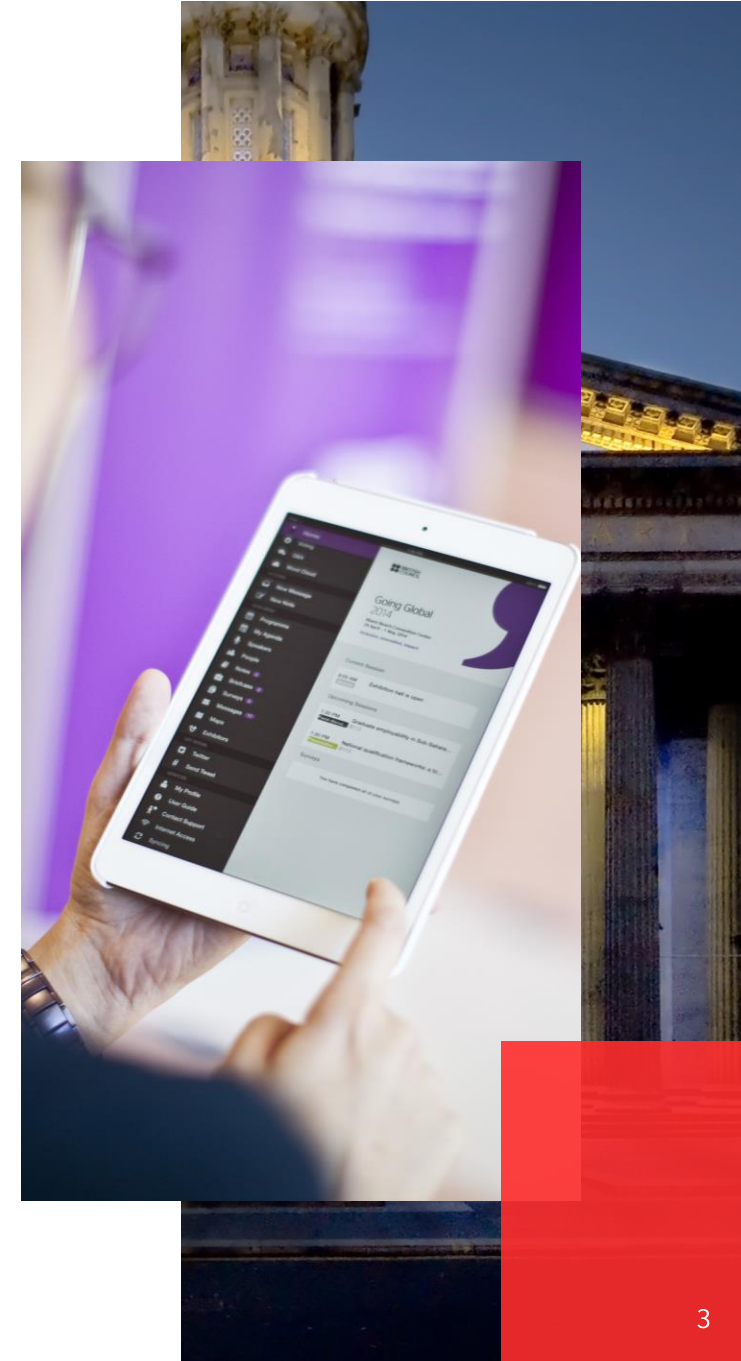
03 Insights on TNE and UK-Brazil collaborations

04 TNE Exploratory Grants 2026

05 Gender Statement

06 Q&A

07 Survey





Safeguarding

Safeguarding represents our commitment to creating a safe environment where no child or adult will experience harm, abuse or exploitation during their contact with us.

The British Council promotes a **zero-tolerance inaction approach** to safeguarding. In practice, this means that all necessary efforts must be made to comply with the Policy, irrespective of cost implications or operational inconvenience.

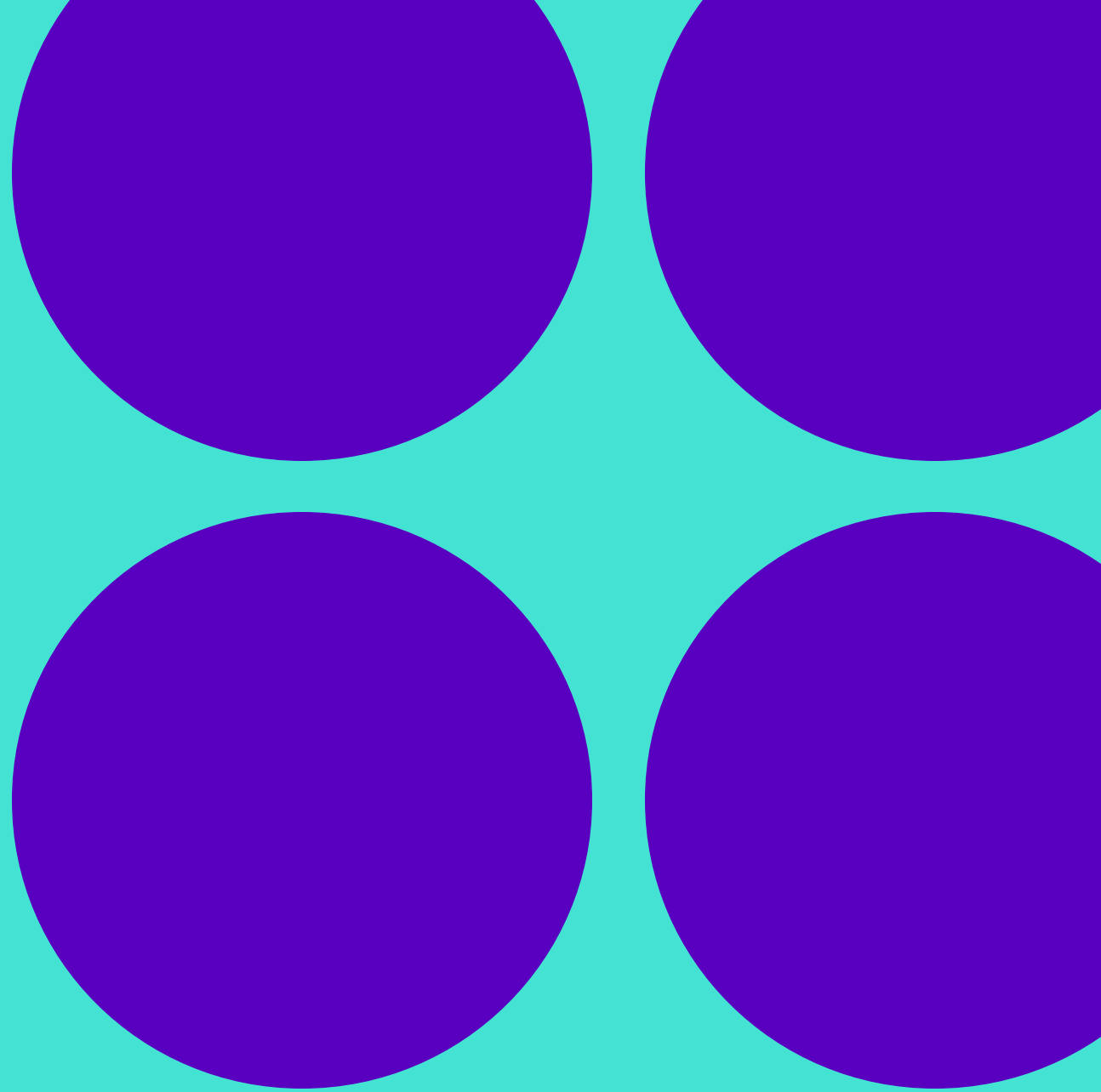


Reporting concerns

If you need to report any situation that puts your safety or the safety of others at risk, scan the code next to this text.



Insights on TNE and UK-Brazil collaboration networks



Our work in Higher Education in Brazil



Internationalisation
Co-creation and co-designing of programmes and projects, reflecting in arrangements

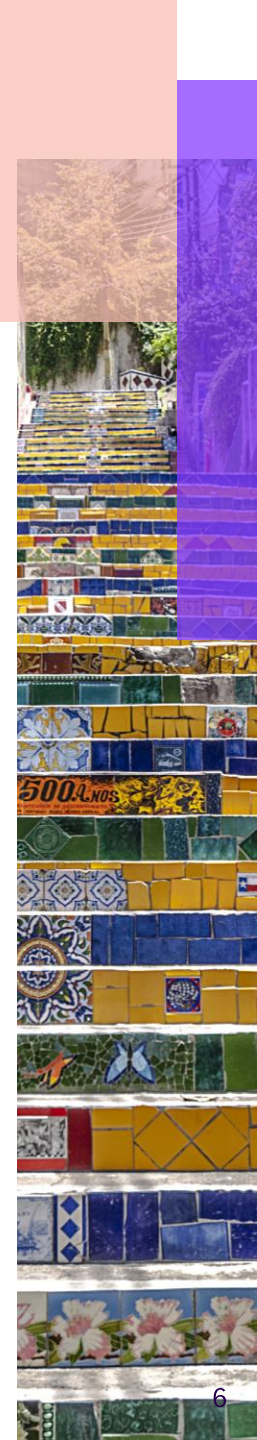


Research collaboration
Increasing joint research and research collaborations

EDI is a cross-cutting component embedded in all forms of collaboration



Women in Science
Capacity Building, fostered networks and systems for a more diverse and representative ecosystem of science, education and research



Our work in Brazil: Internationalisation of Higher Education

❖ Internationalisation as a priority theme since 2017

- Internationalisation plans. Enabling CAPES PRInt Partnerships
- Improving internationalisation capacities
- English language as a tool for internationalisation
- Effective implementation and quality assurance
- International cooperation beyond mobility



47

UK-Brazil projects funded since 2019



84

HEIs engaged



6

Internationalisation and TNE calls

4

Gender Equality calls

1

Research Environments call

Our work in Brazil: Internationalisation of Higher Education

❖ Going Global Partnerships supports universities, colleges and wider education stakeholders around the world to work together towards stronger, equitable, more inclusive and internationally connected higher education, science and TVET.

Five core areas

- ❖ Enabling research
- ❖ Internationalising HE and TVET
- ❖ Strengthening systems and institutions
- ❖ Enhancing learner outcomes
- ❖ Increasing equality, diversity and inclusion



Transnational Education Global Strategy

UK TNE at the forefront



228
countries and territories

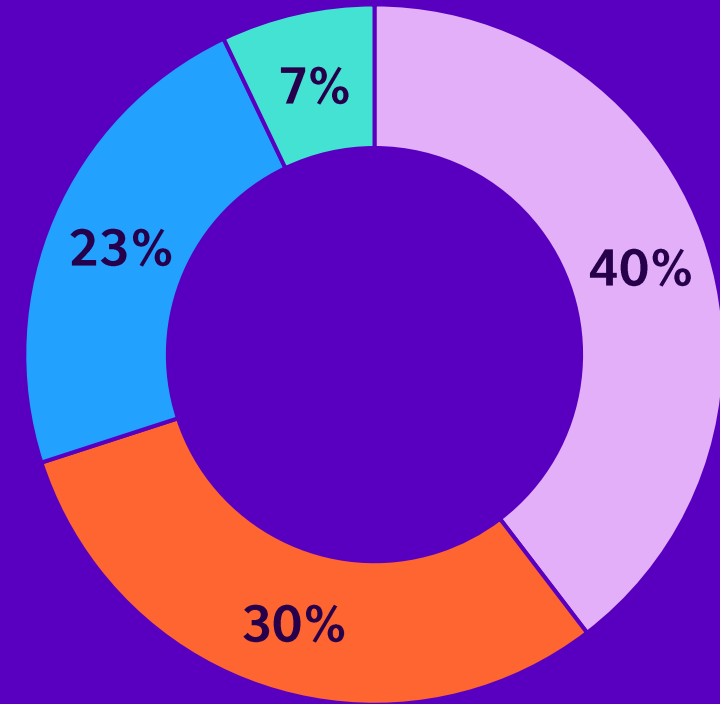


510,835
TNE students



12.7%
increase, record growth
in 2020-2021, compared
to 2019-2020

Study models



- Collaborative provision
- Distance, flexible or distributed learning
- Students registered at an overseas partner organisation
- Students learning at overseas campuses

Source: The scale of UK higher education transnational education 2020-21, Universities UK International (UUKi) and the British Council.

Engagement with the UK

Destination	BR students	Market share
Argentina	20,515	23%
USA	16,086	18%
UK	1,627	2%

Source: UNESCO

TNE provided by the UK
HEIs in 2021-22 reached
750 students



Peak of student mobility to the UK in
2014-15, boosted by the Science
Without Borders programme (2011-
2017)

2,805 students

TNE as an opportunity to improve English language

- Progress in English language skills
- Increased employability
- Upskilling faculty skills

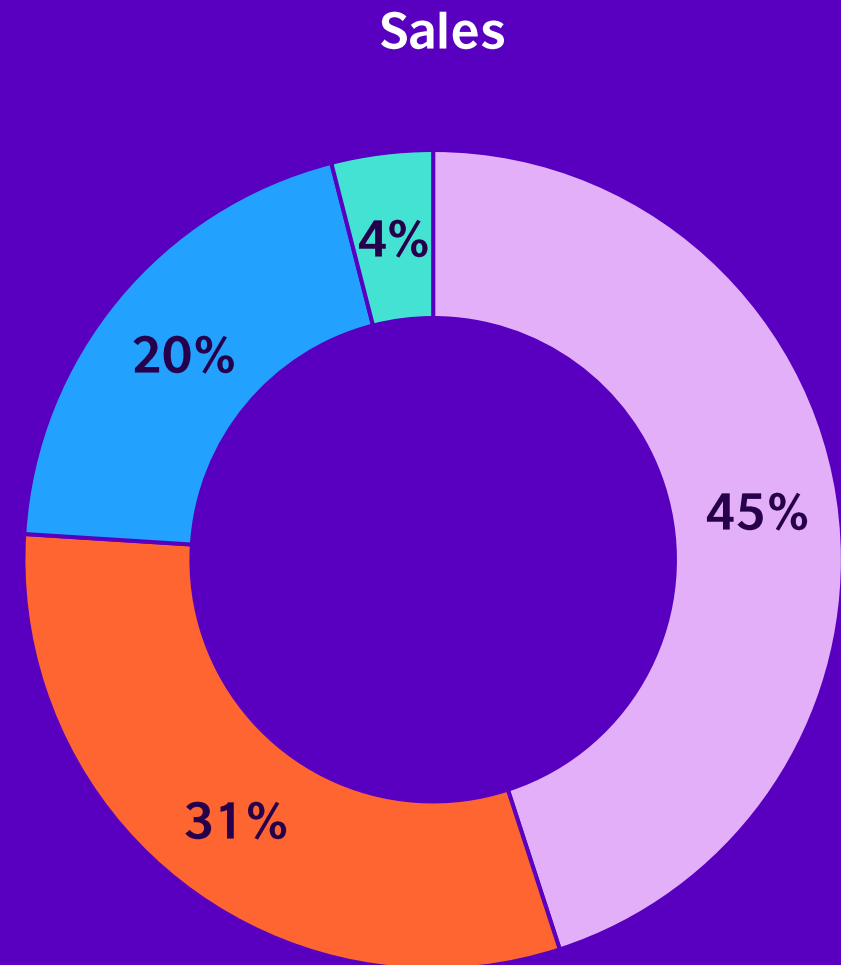


Courses delivered through **English as a medium of instruction (EMI)**

1,000+ courses

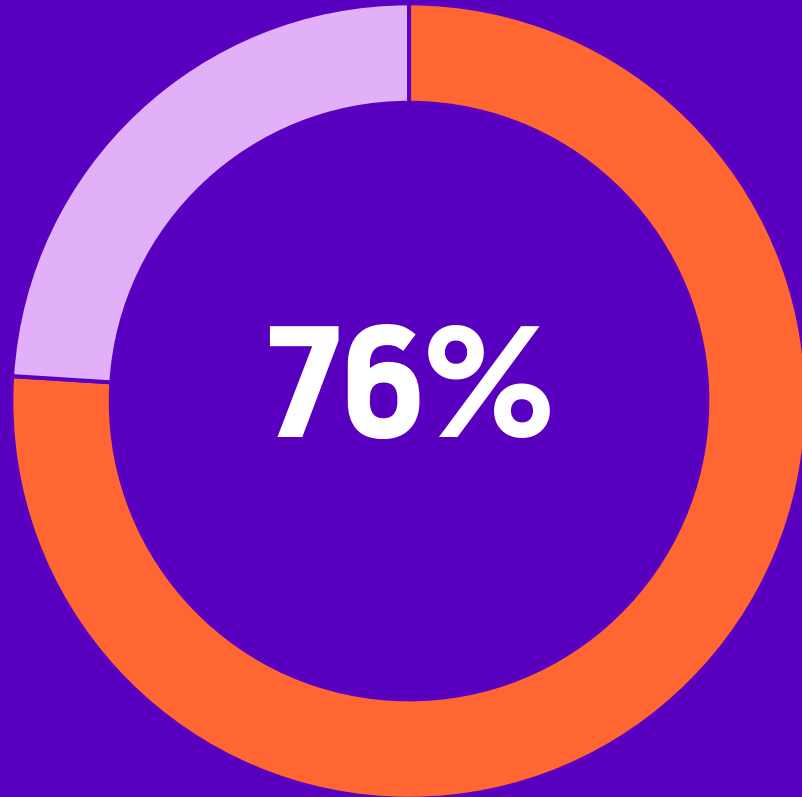
in 2018 (first semester)

■ A2 (basic) ■ B1 (intermediate) ■ B2 (intermediate) ■ C1 (advanced)



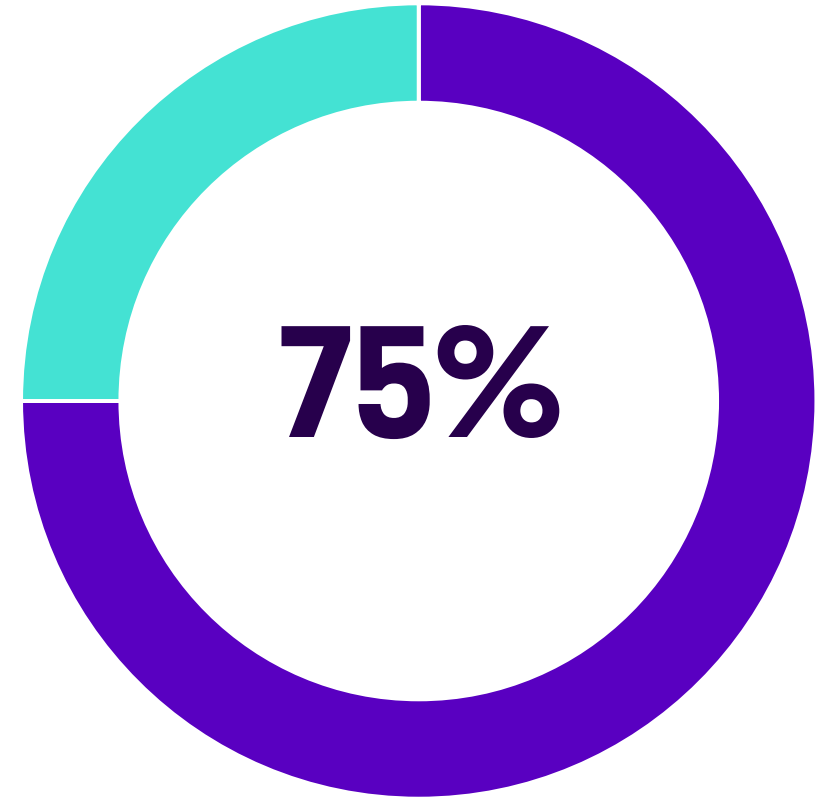
Priorities for HEIs in Brazil

Top priority



Study abroad and student exchange

Priority



International research collaborations

Engagement with the UK

International research collaborations

- Brazil's largest research partner, after the USA
- 6% of Brazil's collaborative research output

Brazil Publication volume (2021)	% of publications via international collaboration	Top co-author country (rank and % of total collaborative output)
102,325	35.5	<ol style="list-style-type: none">1. USA: 14%2. UK: 6%3. Spain: 4.7%4. Germany: 4.7%5. France: 4.4%

Source: Analysis of Scival/Scopus data, Elsevier, 2023



Brazil-UK Collaboration Framework



Collaboration type

- Collaborative research
- Collaborative scholarly work
- Collaborative skills training
- Governance
- Internationalisation of Higher Education



Challenges

- Planning and development
- Systemic challenges
- Challenges in values



Facilitators

- Funding
- Communication
- Equity
- Incentives



Impacts

- Individual impacts
- Institutional impacts
- Wider impacts



Recommendations to enhance UK-Brazil partnerships

1

Facilitate inclusive communication environments

2

Address language and cultural barriers

3

Review grant structures

4

Establish sustainable funding structures

5

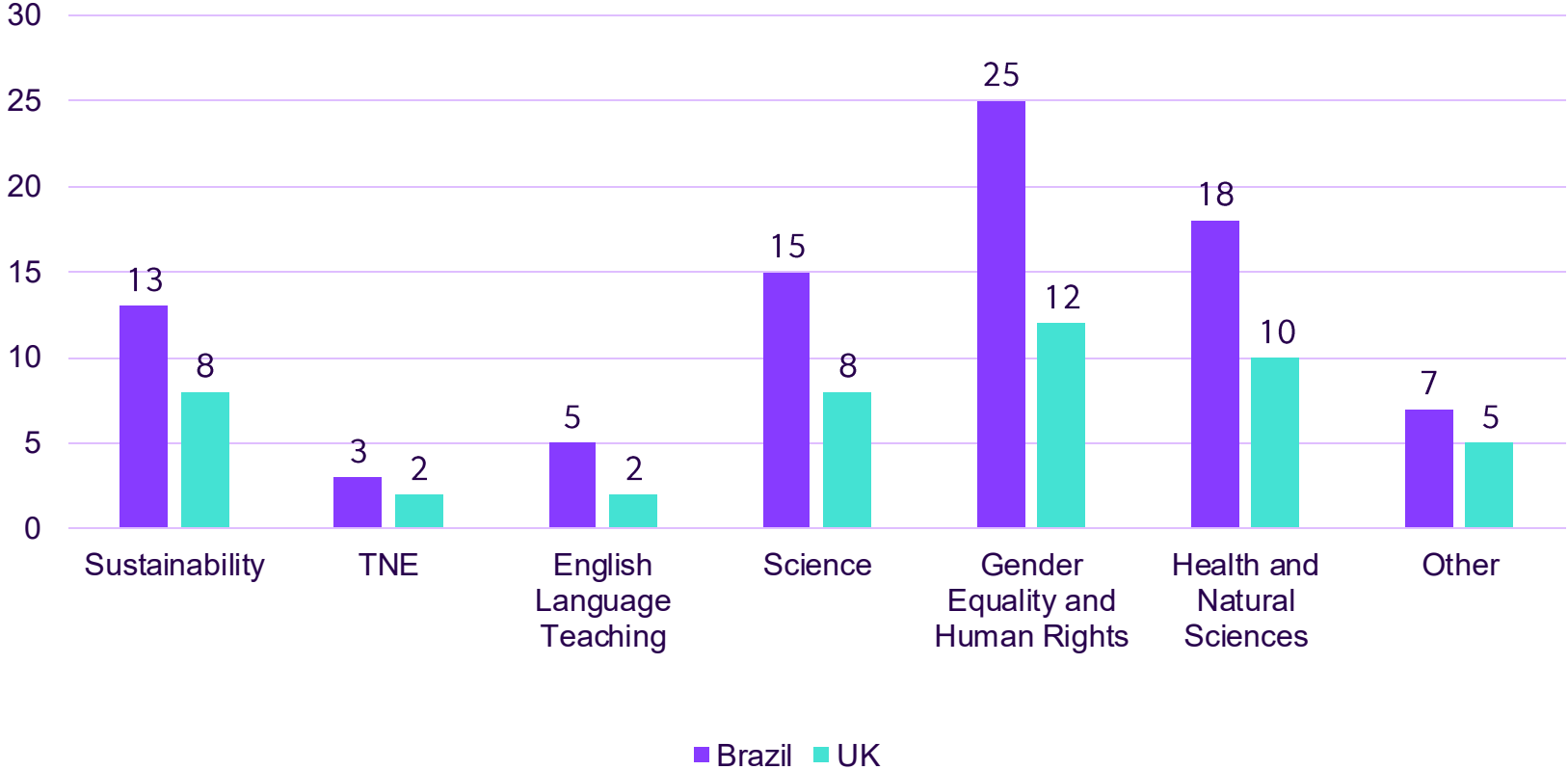
Promote equity and balance

6

Ensure collaboration sustainability

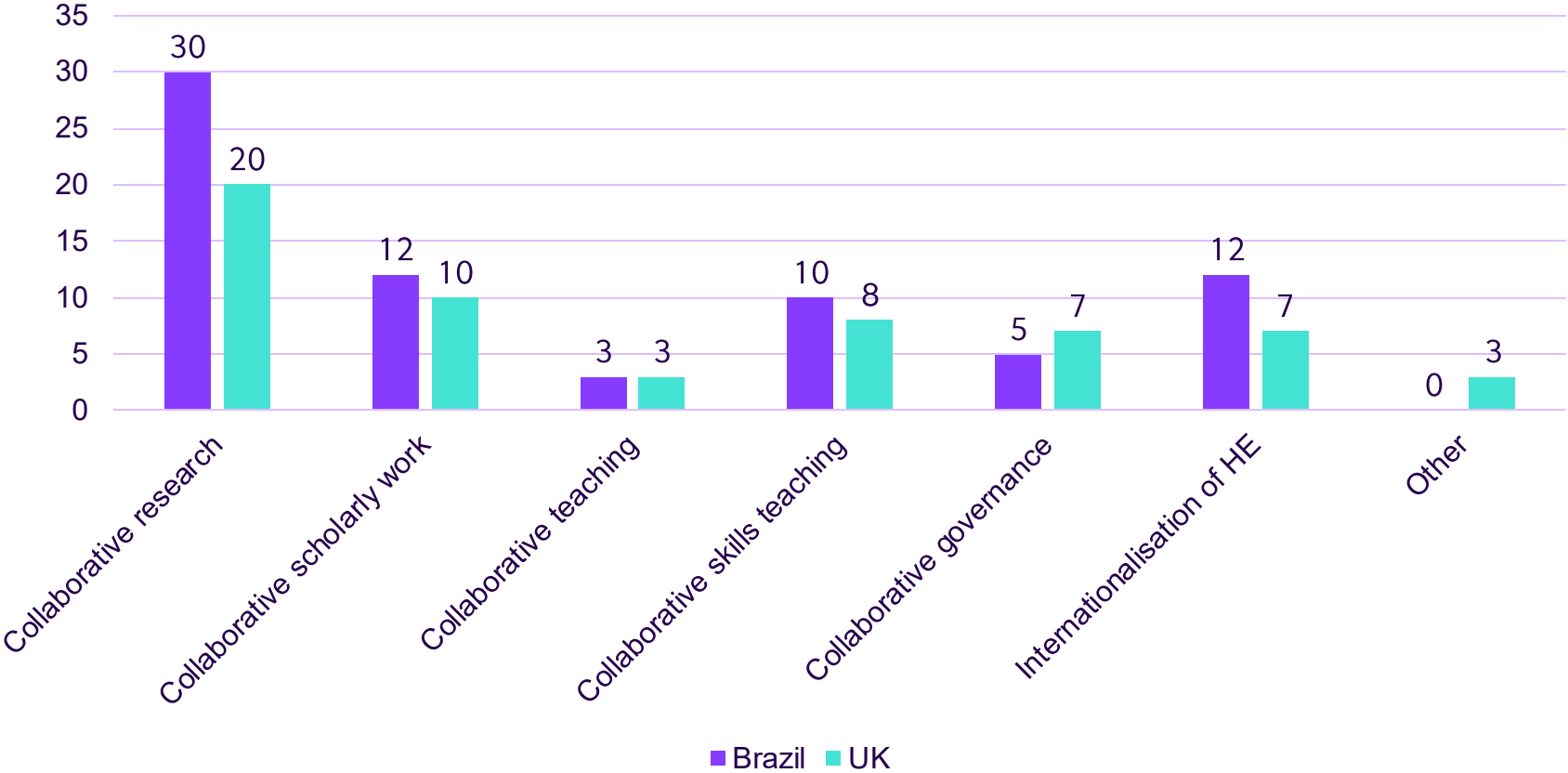
UK-Brazil research collaboration themes

Research collaboration themes by country (%)



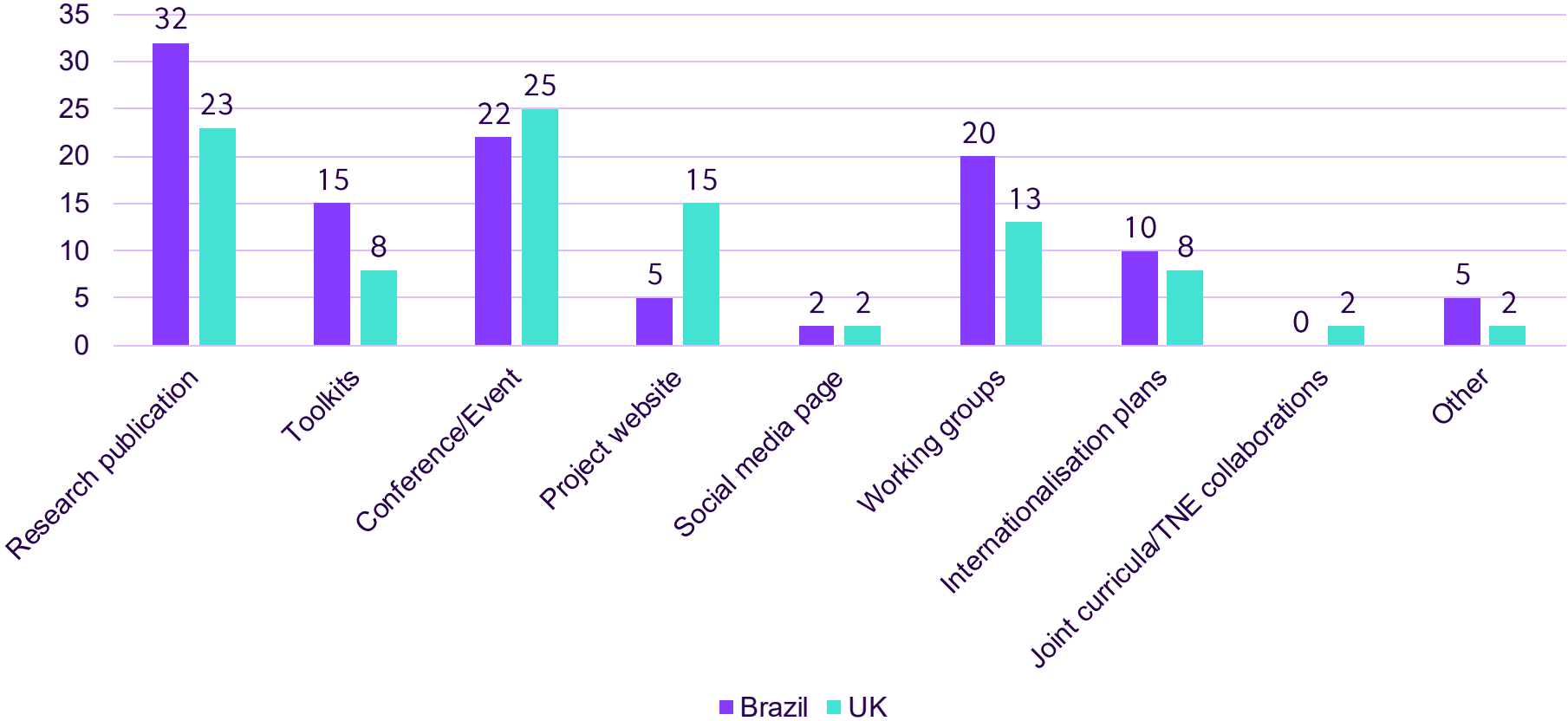
UK-Brazil collaboration types

Collaboration Types by Country (%)

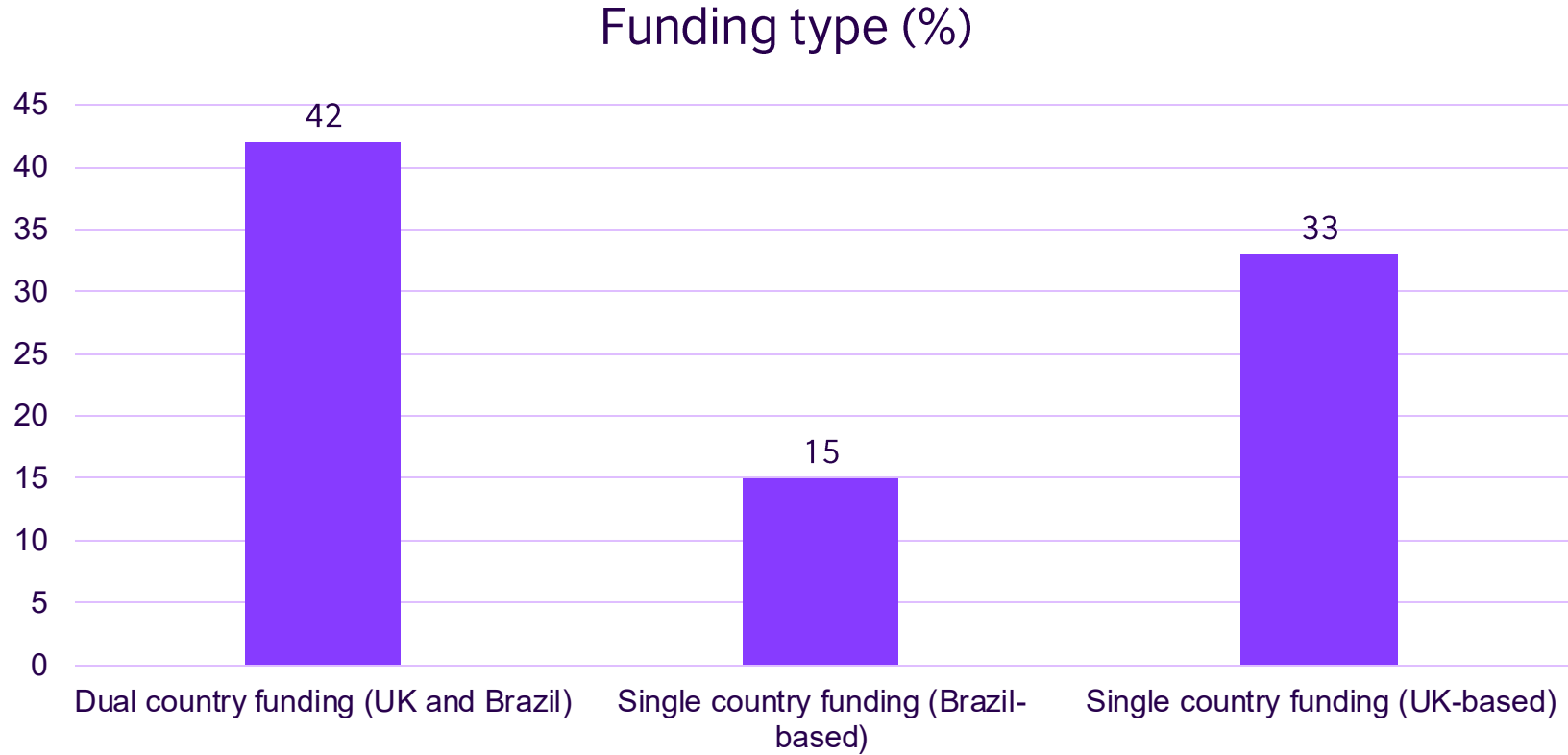


Key collaboration outputs

Key collaboration outputs (%)

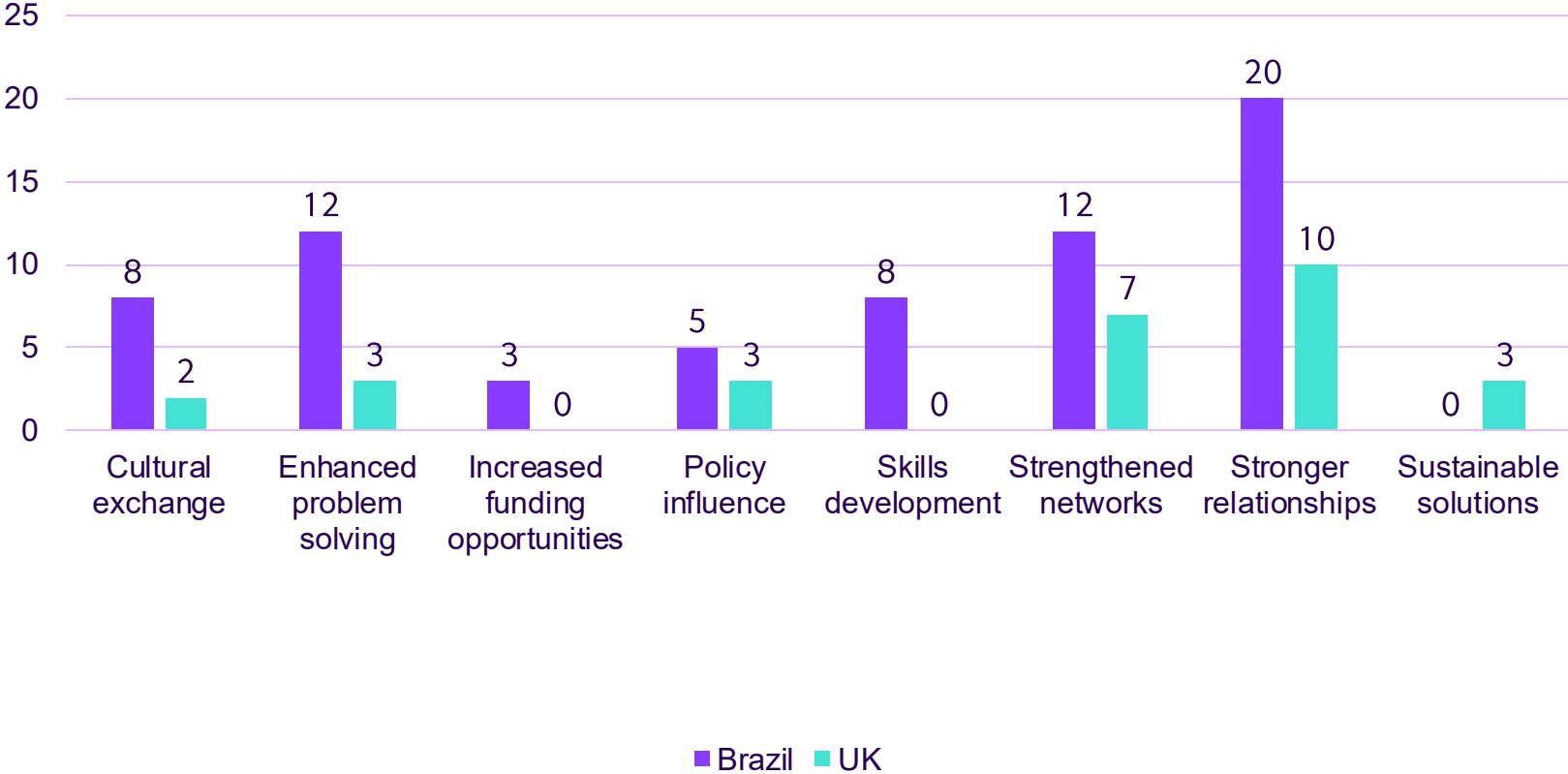


Funding type



Impact of collaboration

Impact of collaboration (%)



CAPES Global.edu



- Build networks of Brazilian HEIs aiming at the internationalisation of its members
- Objective: promoting the development of strategic research and graduate education activities
- Programme planned duration: 5 years
- 33 selected consortia
 - [List of approved networks](#)
 - Projects start in June 2026



MINISTÉRIO DA
EDUCAÇÃO



A snapshot of UK-Brazil registrants' interests

Themes of joint work

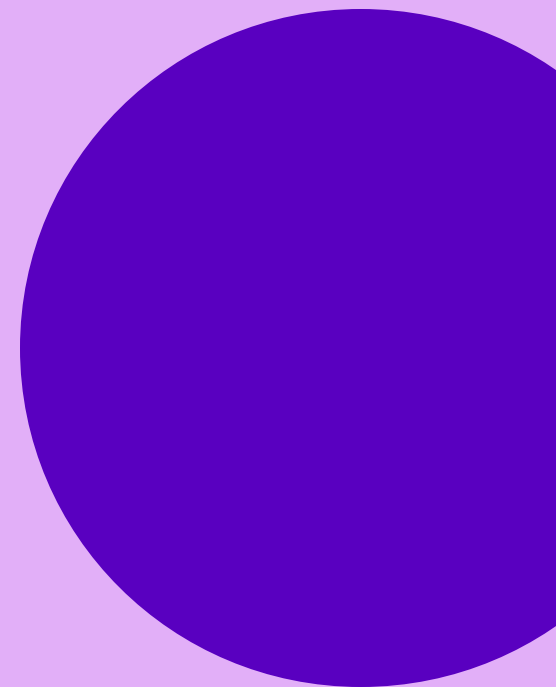
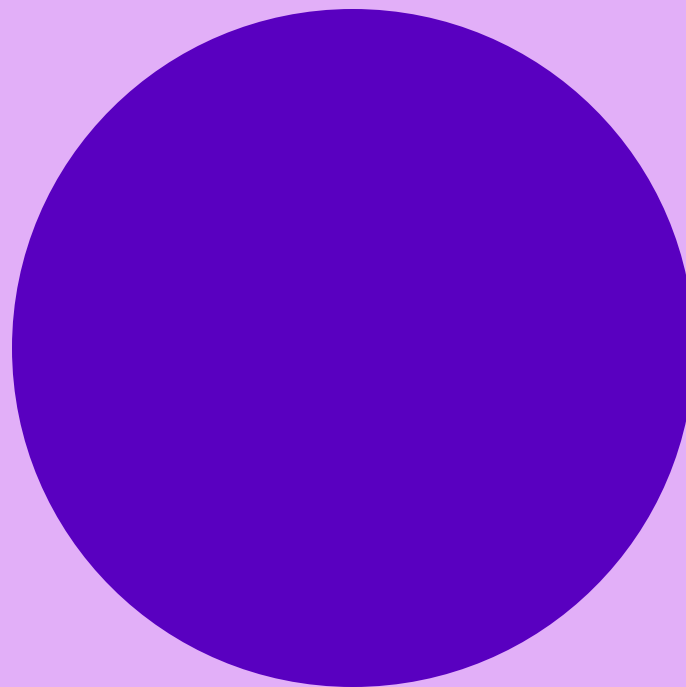
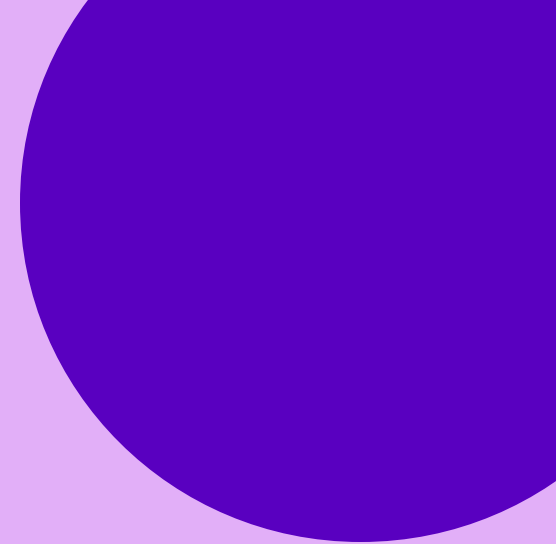
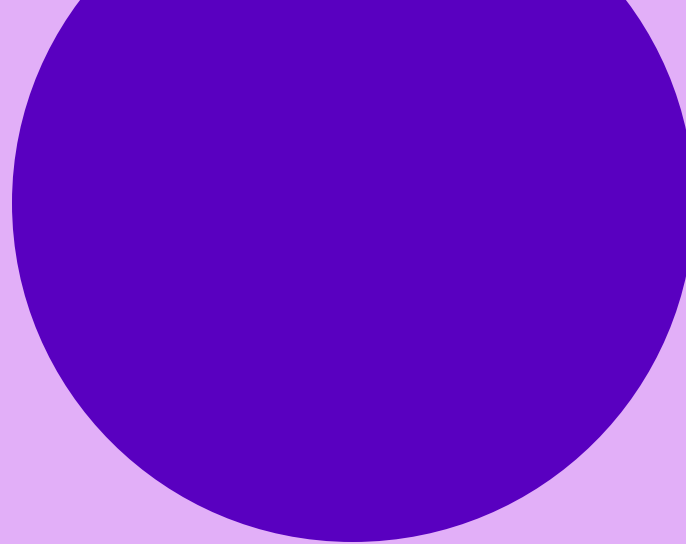
- ❖ Research networks and/or collaboration
- ❖ TNE and internationalisation
- ❖ International mobility
- ❖ Dual degrees

Areas of interest

- ❖ Science, health and technology
- ❖ Sustainability and environment
- ❖ Social sciences and education
- ❖ EDI
- ❖ TNE models



TNE
Exploratory
Grants 2026



TNE Exploratory Grants 2026

- ❖ This is an exploratory grant for institutional partnerships focused on TNE to work together to progress or accelerate the internationalisation of the HE sector.
- ❖ This funding opportunity will also support key actions from the TNE Strategy
- ❖ Support Higher Education Providers to become more international and raise their quality of education in a more inclusive way
- ❖ **Primary purpose of the call:** to support university-to-university initiatives which will advance the quality of and/or widen access to UK tertiary education/ qualifications being delivered outside the UK
- ❖ **These are not grants for research projects**

Objectives



Contribute to long-term and sustainable institutional change that promotes a more inclusive access to high quality education through TNE.



Contribute to a better understanding of the local context and facilitate a regulatory and operational environment to best support TNE partnership



Support TNE initiatives that promote positive changes in the local education systems, considering their context and needs, and creating a more inclusive and accessible international education environment that contributes to the SDGs

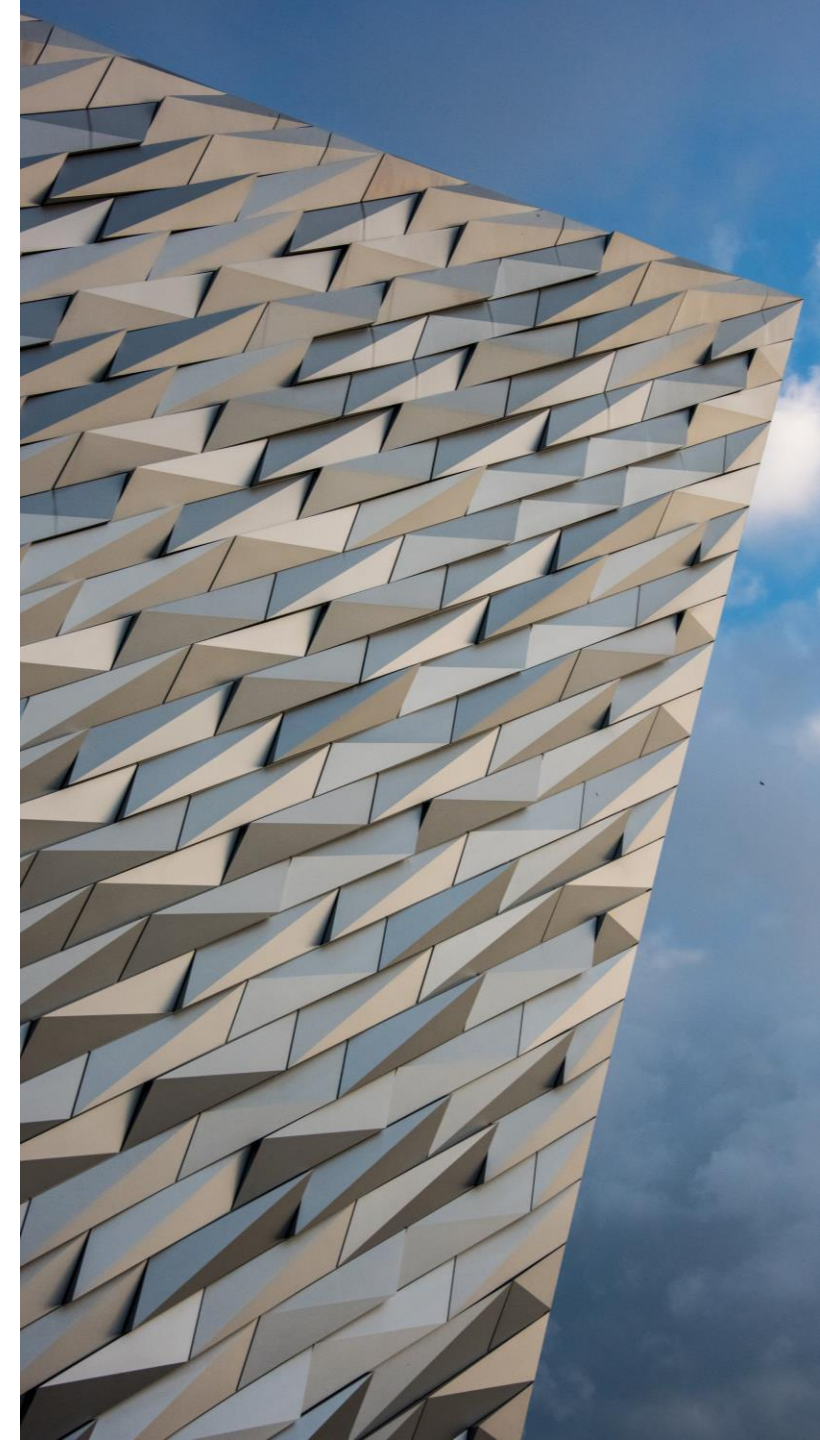
Expected outcomes



1. Strengthening higher education systems
2. Supporting institutional capacity



3. Contributing to learner-level benefits
4. Promoting equitable and mutually beneficial internationalisation



TNE Exploratory Grants 2025-26

❖ Grant funding:

- High quality projects wanted
- 2 UK-Brazil grants available
- Duration: 17 months, starting January 2017
- Grants: up to £25k each
- Equitable: distribution of resources and responsibilities in the project, and benefits
- Match funding is strongly encouraged
- EDI and Gender Statement

Eligibility and partnership structure:

- ❖ One lead institution from the UK
- ❖ One lead institution from Brazil
 - UK institutions must be HE providers with degree awarding powers
 - Brazilian institutions must be not-for-profit HE providers (public or private)

Not eligible:

- ❖ Brazilian TVET and FE institutions
- ❖ For-profit non-education organisations

Application process

The proposal must be:

- ❖ Started by the UK Lead institution on the Good Grants online platform:
 - <https://goingglobalpartnerships.grantplatform.com>
- ❖ Prepared, developed and completed jointly by UK-Brazil leads
- ❖ Submitted by the UK lead



The screenshot shows the British Council website interface for the 'Going Global Partnerships' application process. The header features the British Council logo (four white circles) and the text 'BRITISH COUNCIL' in white on a dark blue background. Below the logo, there is a white box for 'Log in or register' with an 'Email' label and a text input field, and a purple 'Continue' button. To the right, a green box contains the heading 'Going Global Partnerships' and the sub-heading 'Start here'. Below this, there is a numbered list of three steps: 1. Register an account, 2. Start your application (save it in-progress), and 3. Submit your application to be reviewed. At the bottom of the green box, there is a note: 'If you have any questions about the application process, please contact the organisers by email to: [Going Global Partnerships](#)'.

Application process



Good Grants platform

Lead partners

EDI and Gender Statement

All questions mandatory

Assessment criteria



Budget information

Finance: caps



Key documents

Checklist

All required items



Assessment criteria

- ❖ Project quality and relevance – 35%
- ❖ Methodology and design – 30%
- ❖ Resources – 10%
- ❖ Sustainability – 25%

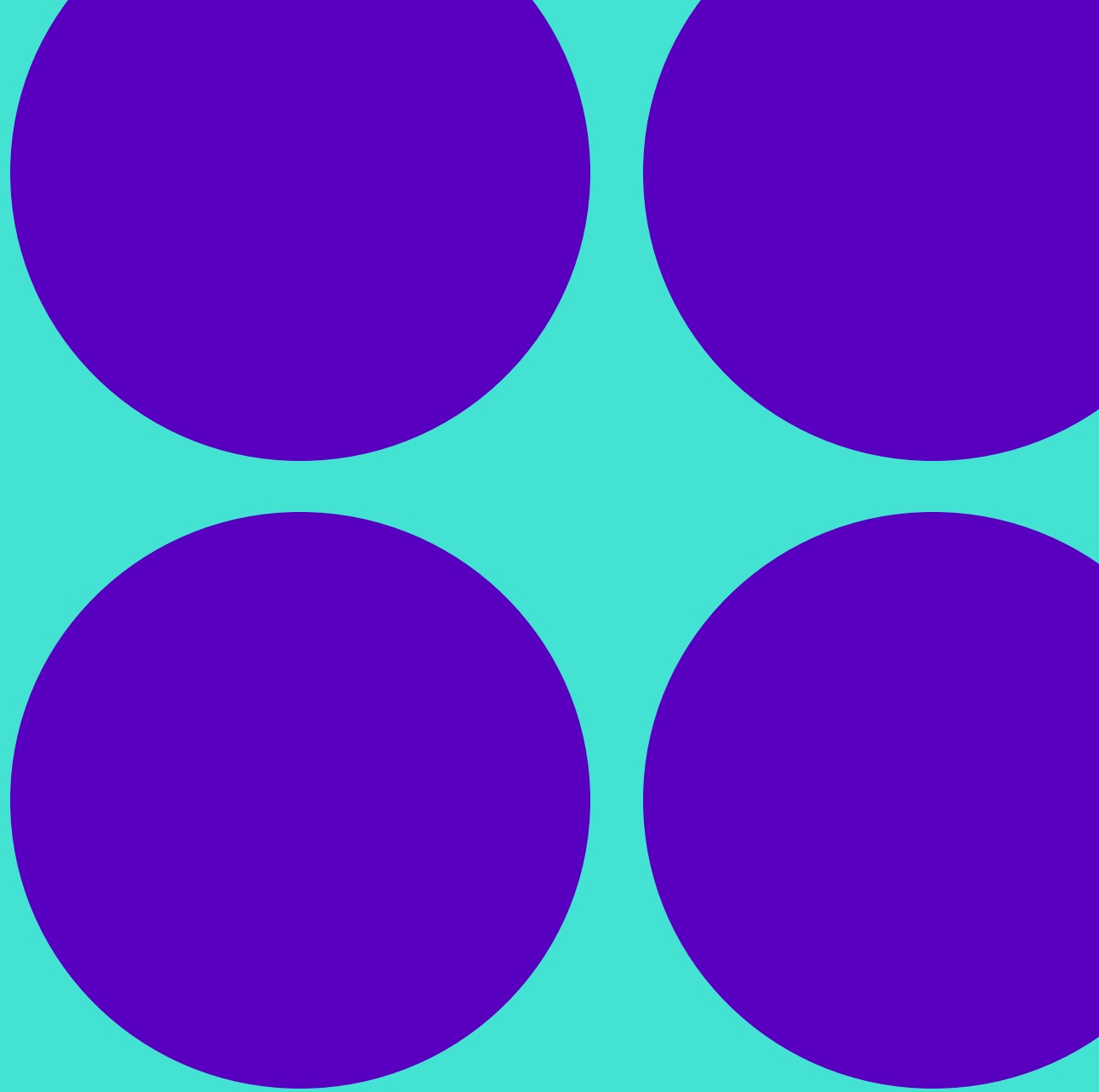
Other elements to consider

- ❖ Impact on the Environment
- ❖ Gender Equality Statement
- ❖ Equality Diversity and Inclusion Statement

Call timeline

Stage	Date
Call opens for applications	8 May 2026
Deadline for clarification questions sent by applicants	8 June 2026
Deadline for application submission	6 July 2026, 11.59 am (BST)
Results announcement	By end November 2026
Grant agreement signed	Two weeks after results announcement
Grant payments	Within 30 days of grant agreement signing
Project implementation and launch	1 January 2027
Progress report submission	31 August 2027
Project end date	31 May 2028
Final report submission	30 June 2028

Gender Statement



Key Definitions

- ❖ **Gender** refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for people of each gender.
- ❖ **Gender equality:** the state of being equal in status, rights and opportunities, and of being valued equally, regardless of gender.
- ❖ **Gender-specific:** relating to research specifically about a gender issue.
- ❖ **Gender-sensitive:** relating to gender being considered in the programme/project but where it is not a central aspect of the programme/project. Gender-sensitive programme/Project sets out to ensure, where possible, that **it does not perpetuate a damaging gender dynamic**, (or is at the very least **aware** of that damaging dynamic but cannot influence it and must work within it for the sake of the project) or ensure that **gender relationships in the context of a specific programme/project are not made any worse**.
- ❖ **Gender responsive:** gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which aim to encourage equal participation and equal and fair distribution of benefits.

Gender Equality Statement

- ❖ Remember: Gender Equality is the state of being equal in status, rights and opportunities, and of being valued equally, regardless of gender. (Consider the concept of Equity in the analysis)
- ❖ Gender Equality Statements are intended to capture how “meaningful yet proportionate” considerations on gender equality can be addressed through a programme or project being proposed.
- ❖ A sufficient Gender Equality Statement will provide sufficient answers to the outlined criteria the applicant is required to address. They will acknowledge where there is potential for direct or indirect impact on people of different genders as a result of their project, and how their project will contribute to reducing gender inequality during/throughout its design, implementation and impact, should it be funded.
- ❖ UK International Strategic Framework on Women and Girls 2026 - GOV.UK: Sets a target that at least 90% of bilateral Official Development Assistance (ODA) from the Foreign, Commonwealth & Development Office (FCDO) will focus on gender equality by 2030. This mean that programmes will need to meet the OECD Gender Equality Policy marker of significant or principal (GEM1 or GEM2). Key elements of the framework include: **Tackling Gender-Based Violence, Economic & Social Empowerment and Funding & Accountability.**

What a GOOD Gender Statement includes



- ❖ Gender equality analysis at design; review of the gender dimensions of sector interventions; consideration and understanding of the details required in the Action Plan to support integration.
- ❖ Commitment to risk identification, management and mitigation on gender issues
- ❖ Gender integrated into programme approach with disaggregated results; strong focus on increase access to employment, assets, labour force participation of persons of different gender; some limited focus on addressing systemic barriers to economic empowerment of persons of different gender;
- ❖ References to MEL that demonstrate understanding of the need for sex disaggregated data, KPIs which measure gender outcomes; commitment to monitor contribution to reducing gender inequality and to supporting economic empowerment of persons of different gender.
- ❖ Good use of participatory approaches in planning and design with stakeholder engagement plan & voice & accountability mechanisms including of gender specific organisations and businesses.
- ❖ Sound gender expertise on the team; some demonstration that gender is integral to team design with consideration of accompanying budget
- ❖ Sound methodology on how they will deliver not just what.
- ❖ There are no obvious negative impacts on gender equality. Where there are potential negative impacts appropriate mitigations have been identified

Gender Equality Statements – Questions

- ❖ **Analysis** - what are the key gender equality issues that are relevant to your project and how it will contribute to addressing these?
- ❖ **Measures** – what measure will be put in place to ensure equal and meaningful opportunities for women, girls, and minority genders, including project design and team composition as well as activities and outcomes
- ❖ **Expected impact** – what is the expected impact of the project (benefits and losses) on people of different genders, both throughout the project and beyond
- ❖ **Risks** - How will any risks or unintended negative consequences on gender equality will be avoided
- ❖ **Outcomes and Outputs** - How will relevant outcomes and outputs will be measured in order to demonstrate impact on gender equality including with disaggregated data

Gender Equality Statements – Context analysis

What to look for:

Data and evidence – that supports the analysis of the relevant gender equality issues, relevant to the theme of the project.

Reference to national policies, relevant research

Proportion of women and men accessing Higher Education in the target country

Consideration to intersectionality

Gender balance in the target areas of study addressed by the project

Discriminatory cultural and social norms

Gender balance of staff (male/female/other gender identities) in the target institutions and representation at senior levels

Gender Equality Statements - Measures

What to look for:

Project plan and activities are designed to address the barriers to participation and engagement identified through the context analysis. Some examples:

System reforms to remove barriers to women's participation, advancement in HE

Initiatives that enhance opportunities for women's leadership

Initiatives that enhance opportunities for women's leadership

Creation of curricula that embeds gender equality

Initiatives supporting women's voice, participation and influence

Gender Equality Statements – Expected impact

What to look for:

the project will impact women, men and people with diverse gender identities and reduce the gender inequalities that have been set out in the context analysis (both during the project and beyond).

Examples:

Increase in women in leadership positions in tertiary education

Enhanced awareness of good practice to address gender inequalities

Increase in quality research outcomes that address local and global challenges through a gendered lens

Female students are upskilled with relevant skills, including for employability or entrepreneurship, community outcomes, or soft skills

Gender Equality Statements – Risks

What to look for:

Understanding of risks and unintended negative consequences on gender equality and how these will be avoided or mitigated against, and monitored

Restrictive gender norms that limit access to opportunities and meaningful participation

Safeguarding risks including sexual and gender-based violence

Unpaid care responsibilities limiting ability to access opportunities

Gender Equality Statements – Outcomes and Outputs

What to look for:

Check for details about relevant outcomes and outputs that are being measured and how specifically this will be done.

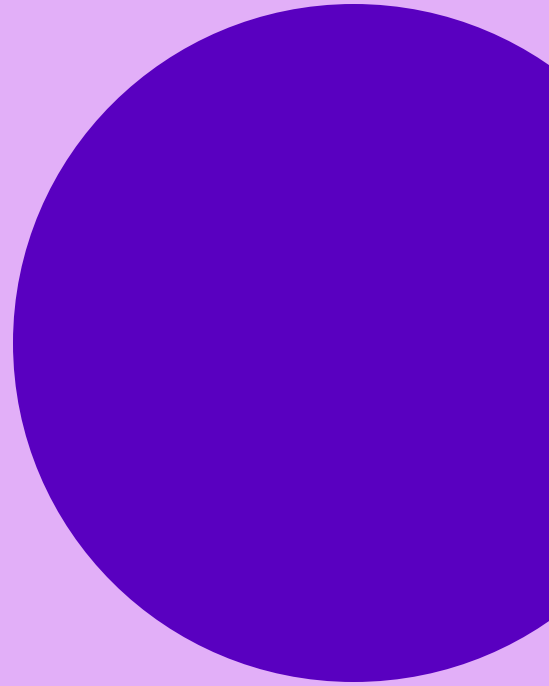
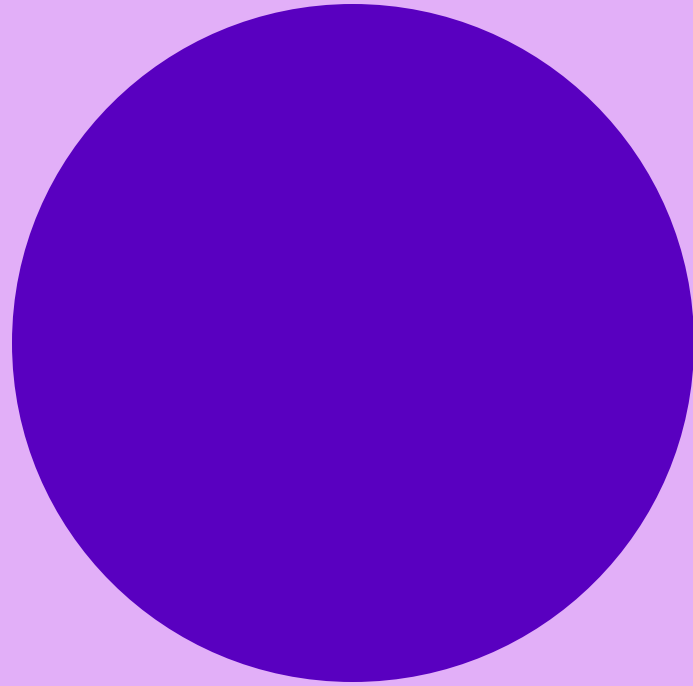
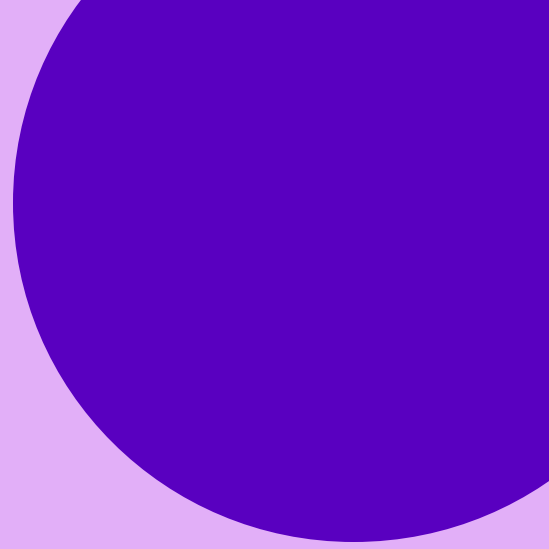
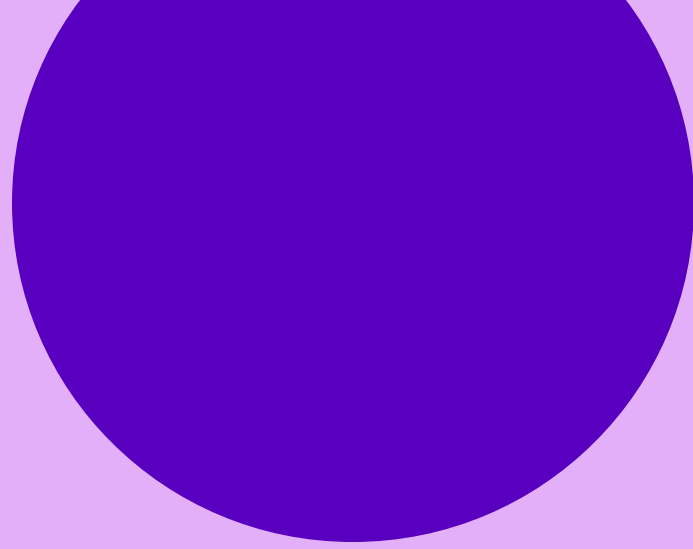
Changes such as improved knowledge, skills, awareness, attitudes etc.

Outcome data disaggregated by sex/gender.

Participatory approach, includes those impacted by gender inequalities

Cross reference with Section 2 (Outcomes) of the application

Q&A



Q&A

- ❖ Is there any specific requirement for applicants from institutions outside the UK?
 - Brazilian institutions must be not-for-profit HE providers or research institutions – either public or private.
 - Both the UK and Brazilian institutions have to provide the required documents as mentioned in the call guidelines.

- ❖ Where can I see a list of partner UK universities? And CAPES Global.edu networks?
 - Please see the Eligibility Criteria for Institutions and Projects in the guidelines documents for the links for each UK nation.
 - https://www.gov.br/capes/pt-br/centrais-de-conteudo/resultados-dos-editais/20032026_Edital_2787906_SEI_2787736_Edital_13_2025_Resultado_Final.pdf

Q&A

- ❖ How does the restriction on scholarships/stipends applies to international doctoral mobility? Can the grant funds be used to support a PhD candidate's mid-term research stay focused on data analysis or training at the UK institution, or are these funds strictly restricted to short-term visits for permanent faculty?
 - TNE grants cannot be used for research purposes, so a "mid-term research stay" would be ineligible. Short-term visits would also be ineligible if they were being used for research purposes.
 - The purpose of these grants is to make UK Higher Education and qualifications available to many Brazilian students in Brazil, and cannot be used to fund an individual pursuing a PhD

Q&A

- ❖ How many collaborators could we have in the proposal?
 - Each proposal must have, at least, one UK HEI and one Brazilian institution represented by their respective lead persons/PIs. Wider UK-Brazil consortia are encouraged.

- ❖ Are institutions allowed to develop projects that integrate education, research, and innovation activities within the same TNE proposal?
 - Yes, as long as the project demonstrates its purpose to make changes at institutional or systemic levels.

- ❖ Can exploratory grants support the development of joint courses, micro-credentials, or collaborative postgraduate programmes?
 - Yes, again, focussing on institutional and/or systemic level changes.

Thank you



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<https://opportunities-insight.britishcouncil.org/short-articles/opportunities/tne-exploratory-grants-2026>