

**Programme for the launch of the Centre for Research in Education in China and East Asia****Co-organised by the University of Bath and Lingnan University Hong Kong**

The afternoon will be organised along the lines of dialogues between Asia and Europe. Speakers are paired with colleagues from different countries, contexts and institutions under specific themes and each theme will have an introduction, a short paper and a discursive response from the pairs/group.

There will be opportunities for discussion and questions throughout the afternoon and the atmosphere will be dialogic and informal.

- 12.30 – 1pm    Lunch
- 1pm            Welcome and introduction from Prof Catherine Montgomery, Prof Andrea Abbas and Prof Xiao Lan Curdt Christansen
- 1.15pm        Words of introduction from Prof Leonard Cheng, President of Lingnan University
- 1.30pm        **Dialogue 1 Mobility and Immobility:** Prof Wenqin Shen (Peking University); Dr Liping Li (Capital Normal University) and Prof Catherine Montgomery (University of Bath).  
**Student mobility between Chinese elite Universities and Western Elite Universities**
- 2.00pm        **Dialogue 2 The role of the State:** Dr Jack Chan (Sun Yat Sen University, Guangzhou) and Prof Xiao Lan Curdt-Christiansen (University of Bath). **How China has Developed as a Major Destination for Overseas Students: A State-steering Model?**
- 2.30pm        **Discussion and questions**
- 2.45pm – 3pm **Coffee break**
- 3.00pm        **Dialogue 3 Knowledge Transfer:** Ms. Yuyang Kang, Dr. Jin Jiang (Lingnan University) and Prof Andrea Abbas, (University of Bath). **Changing University-Industry-Government Networks in Knowledge Transfer: A Comparative Analysis of Shenzhen and Hong Kong**
- 3.30pm        **Dialogue 4 Higher Education and Innovation:** Dr Robyn Klingler-Vidra (King's College London) and Prof Wenwen (Tsinghua University, Beijing). **Who's making 'Made in China 2025'? Self-replicating national patterns of educational backgrounds and innovation policy variation**
- 4pm            **Dialogue 5 Globalisation and the Future:** Prof Ka Ho Mok and Prof Hugh Lauder: **Contesting Globalisation and Implications for Higher Education in the Asia-Pacific Region: Challenges and Prospects**
- 4.30pm        **Panel discussion and closing remarks**
- 5pm            **Drinks reception and publications in focus: guest speaker Professor Nick Pearce from the Institute for Policy Research, introducing his new book 'Shadows of Empire: the Anglosphere in British Politics**

**Also Catherine Montgomery will introduce the new book ‘Education in China: Philosophy, Politics and China’ by Dr Janette Ryan**

**Abstracts**

**Contesting Globalisation and Implications for Higher Education in  
the Asia-Pacific Region: Challenges and Prospects**

Ka Ho Mok, Lingnan University

*Paper presented at the*

*Launch Conference of Centre for Research in Education in China and East Asia*

*University of Bath, UK*

*26 March 2019*

***Abstract***

In the last few years, anti-globalism and the resurgence of “nationalism” have trended across different parts of the globe. General elections showed spreading support for nationalism and populism across Europe and America. Public votes for Brexit in the UK, Trump’s victory in the Presidency of the USA and the most recent general elections in Germany and Italy clearly show the growth of populism and the rising tide of national movements. Such social and political movements have inevitably led people to question the value and benefits brought by globalisation (Lees, 2017). However, the rise of anti-globalism is not new, and anti-globalisation movements have actually emerged over the last two decades—a time when people have become critical of the negative consequences of economic globalisation. Various forms of anti-globalisation movements include global justice, alter-globalisation, anti-globalist expressions, as well as anti-corporate critiques, or broader critiques of neoliberal globalisation have emerged. With its many definitions, “globalisation” has undoubtedly affected national developments across the economic, social, political and cultural dimensions. Yet, against the

context of anti-globalism, people around the world have begun to question the values and benefits of internationalisation of higher education. Questions such as these have arisen:

- Is internationalisation dead in the 'post-truth' age?
- Has international education only favoured the elites and marginalised the socio-economically less advantaged?
- Have transnational higher education and overseas study perpetuated inequality?

Setting out against the context of the rise of anti-globalism and the resurgence of nationalism, the *first half* of the presentation reviews and discusses the debates of anti-globalism and the resurgence of nationalism as well as their effects on educational development. The *second half* of the presentation provides some key challenges for further internationalization of higher education in China and the Asian region. More specifically, it highlights the major responses and strategies adopted by different higher education systems in Asia to address the growing tensions / complexities between nationalism and globalism.

### **Wenqin Shen (Peking University) & Liping Li (Capital Normal University)**

Despite the rapid development of Chinese higher education, the number of Chinese students travelling abroad for graduate study has been growing so fast that researchers describe it as “the study-abroad fever of Chinese students” (Zha, 2015). The most favored destinations in recent years are the United States, UK and other western countries, making China the most popular student exporting country since 2010 (Chee, 2016). Moreover, in fields of science and technology where China has made remarkable performance, the quantity and proportion of students choosing oversea graduate study are particularly high, especially for those from elite universities. Previous studies to this world’s largest group of international students mainly interpret this phenomenon as a response to the era of globalization, with the analysis of various pull-push factors and general motivations on their decision-making (Mazzarol, & Soutar, 2002). However, current research findings still cannot fully explain why graduates from Chinese elite university choose to study abroad continuously and increasingly, while the gap between Chinese top universities and world’s top universities has been significantly narrowed, especially in the fields of science (Kirby, 2018.). Therefore, in-depth analysis on “the study-abroad fever” of science graduates from Chinese elite universities may carry meaningful information regarding this question, on which little research has been focused. Combined with interviews and official statistics in one of the top universities in China (Peking University), this presentation will analyze student mobility between elite universities in China and elite universities in the West. Our analysis will show that the flow between national elite universities and global elite universities is the result of a combination of public

policy incentives and personal aspirations. In the field of science and engineering, the government's talent program mandates overseas experience, forcing students with academic ambitions to go abroad. On the other hand, a majority of students in our case university (one of the top 2 university in China) choose western elite universities with higher ranking than the case university to fulfil the aspiration of upward mobility in the Global higher education system.

Abstract submitted to the Launch Event of the Centre for Research in Education in China and East Asia: *Asian-European Dialogues*, 26 March 2019, University of Bath, UK.

## **Changing University-Industry-Government Network in Knowledge Transfer: Comparative Analysis of Shenzhen and Hong Kong of China**

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### **Abstract**

Over the past decades, the development of knowledge-based and innovation-led economy has driven the considerable attention of higher education institutions. The Triple Helix Model of relations between university–industry–government provides a general framework for the systematic examination of the complex dynamics of innovation in relation to the institutional networks amongst these agents. This study adopts a comparative analysis of two neighboring cities in southern China—Hong Kong and Shenzhen—to examine how and to what extent the triple helix of university–industry–government networks integrates to enhance the synergy in promoting knowledge transfer. The findings of this study corroborate that the networks are not uniform in the two neighboring cities of China and the changing dynamics of the networks depend on different developments and differentiated intuitional context. The changing differentiation and integration of university, industry and government could enhance the synergy of innovation, particularly knowledge transfer, to create competitive advantages in the knowledge economy.

**Keywords:** innovation; knowledge transfer; Triple Helix Model; university–industry–government network; knowledge economy

**Who's making 'Made in China 2025'?**

## **Self-replicating national patterns of educational backgrounds and innovation policy variation**

**Dr Robyn Klingler-Vidra**

Lecturer in Political Economy

Department of International Development (DID)

King's College London

**Abstract:** Scholarship reveals numerous drivers of national differences in innovation and entrepreneurship policy. Explanations often center on the institutional context or industrial structure. This paper offers a novel explanation by going beyond institutions, assessing how self-replicating patterns of university education amongst innovation policy leaders is a determinant of national policymaking. Differential patterns of educational backgrounds across nine East Asian countries are found in terms of subjects studied (engineering versus MBA) and to what level (e.g. bachelors, Masters, MBA, or PhD). This study's original finding informs its appreciative theory that countries with concentrated self-replicating patterns of policy leaders with locally-obtained, advanced technical degrees are more focused on indigenous innovation capability building – such as 'Made in China 2025' – versus those who studied business abroad – largely in the United States – as those countries are oriented towards supporting entrepreneurship ecosystems and commercialization, as typified by Singapore.

### **Jack Chan Sun Yat Sen University**

How China Developed as a Major Destination for Overseas Students: A State-steering Model?

As a country enrolling over half million overseas students annually, China becomes the top destination for overseas students in East Asia. China is not an English-speaking country and Beijing claims it is still a developing country, how it managed to achieve this miracle is something worth exploring with statistics and thorough review of the policy changes. This talk will show that the country has shifted from a state-dominated model in the last century to a state-steering marketization model in the first two decades of this century. Contrary to a perception that China has spent a lot in ISM, this talk will demonstrate that the country has also made enormous profits from this model. What is left for further exploration is what the country is going to do with such a success and how it will exercise influences over other developing countries, especially those in Africa.