10th GLOBAL CHINA DIALOGUE
Governance for Global Education

第十届全球中国对话
全球教育治理

Programme 手册

Date: 5 December, 2025
Venue: Beatrice Webb Room, The British Academy, UK

日期：2025年12月5日
地址：英国国家学术院比阿特丽斯·韦伯厅会议大厅

GCD **Global China Dialogue**
全 球 中 国 对 话

GCD Global China Dialogue
全球中国对话

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CASS Corpus Approaches to Social Science

GCA Global China Academy 全球中国学术院

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10th Global China Dialogue

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Venues:

Beatrice Webb Room • Music Room • Gallery, The British Academy
Peacock London (County Hall, Westminster Bridge Rd, London SE1 7PB)

Contents

I Introduction

The Global China Dialogue series

World in turmoil

The road to peace and development is strewn with numerous risks and challenges. The international system and order are in constant flux, and as part of that flux we are seeing profound shifts in the balance of power.

All countries, whether developing or developed, are having to adapt to this ever-shifting international and social environment, while the process of modernization in some countries has been interrupted or has spilled out to create global turmoil as a result of the conflicts and contradictions brought about by cultural, religious and social transformation.

At the same time, rapid developments in technology and society have had a profound impact on patterns of thinking, behaviour and interaction as well as on the moral principles of different countries and groups.

They have also constantly challenged established ideas of good governance, including the functions of government in the era of globalization and the pros and cons of the participation of non-government organizations.

The changes and challenges are myriad: digital technology, mobile communications and the popularization of the internet, the coexistence of cultural homogenization and diversity, ethnic and religious conflicts, the collision between giant multinational corporations and national sovereignty, changes in social norms as a result of scientific innovations, the decisive influence of regional economies on national economic development, the constraints of climate change and the discovery and adoption of new energy sources. Cultural diversity and transculturalism have become part of people's daily life.

Confronted with such challenges, national leaders devise development strategies that reflect both the status quo and their long-term goals. Business leaders and entrepreneurs also invest substantial resources in studying the impact of the changing international economy and financial order on the development of enterprises. Experts and scholars focus on the efficiency of global governance and cultural factors that have quietly exerted great influence and explore how culture and ideology enhance global and social governance.

Such efforts and initiatives are moves in the same direction: towards reaching an in-depth understanding of the knowledge systems of the human community and the development of a 'global cultural sphere' beyond any single culture, state or nationality, under the condition of global governance. Thus, the theme of the development and governance of China, Europe and the world has gradually become one of the key research interests of scholars worldwide.

China in a changing world

China and the Chinese people are making an important contribution to the world order and are shaping global society. In this context we need to ask a series of questions. What are the important global issues that concern China? What are the Chinese ways of thinking and doing things with respect to global issues? We seek to engage Western audiences in dialogue on issues arising from these questions, including global governance in the areas of development, education, economics, migration, family, the environment, public health, and human security.

For nearly three decades, China has been implementing a 'going out' (走出去) policy to encourage its enterprises to invest overseas. The policy embraces not only the economy but also finance, language, culture, sciences, technology, social sciences, publishing and the media, and under its provisions an international investment bank (亚投行) has been established.

Through his visits to 55 countries, President Xi Jinping himself has promoted the Belt and Road (B&R 一带一路) regional development strategy and China's governance model (治国理政). In his recent visit to the UK, he said, 'As our capabilities grow, we shall shoulder more responsibilities to the best of our ability and contribute China's wisdom and strength to the world's economic growth and global governance.' In his keynote speech at the United Nations Office in Geneva in January 2017, Xi Jinping clarified the basic princi-

ples of China's participation in global governance. They are: to stay committed to building a world of lasting peace through dialogue and consultation; build a world of common security and common prosperity through win–win cooperation; create an open and inclusive world through exchanges and mutual learning; and make our world clean and beautiful by pursuing green and low-carbon development.

However, in 2020, the COVID-19 virus emerged in Wuhan, China, and rapidly spread worldwide, having multifaceted impacts on both China and the world. These included a global public health crisis, leading to worldwide infections and deaths, with nations implementing lockdowns and social distancing measures. The debates over the origin of the virus and response strategies heightened tensions between some countries. The global economy suffered greatly, particularly in sectors like tourism, aviation, and hospitality, resulting in increased unemployment rates and altering people's work and lifestyles. However, the pandemic fostered the development of remote work and online education, accelerated medical technology advancements, especially in vaccines and medical equipment, and hastened the digital transformation in healthcare, education, and retail sectors.

Reflecting on the effects, the COVID-19 pandemic has been a substantial challenge for both China and the world, forcing a reconsideration of aspects like globalization, geopolitical shifts, the public health system, economic development, and the way we engage in international cooperation

The Global China Dialogue series

The Global China Dialogues are a series of high-end forums centred on the concepts of 'transculturality' and social creativity, using China as a comparator or through interactions with the Chinese to explore and study global governance and advance the sustainable development of human society. In addition to universities, research institutions and professional think tanks, the GCDs also work closely with Chinese and other governments, international organizations, media and publishing units to track global hot topics over the long term.

The GCDs provide a high-end platform for the global public interests of China and Chinese participation in building a global society and the comprehensive governance of such a society. We embrace interdisciplinary, cross-professional, cross-industry, cross-border and international perspectives. Through open dialogues among academics, scholars, intellectuals, political and business leaders, industry elites, professionals and social activists, we address the challenges faced by today's world. Our goal is to identify solutions and reach a consensus or understanding.

The GCDs are an ongoing creative knowledge transfer activity, bringing Chinese and Western scholars and opinion leaders together to explore transculturality and cultural generativity, contributing to the development of a 'global cultural sphere' beyond any single culture, state or nationality. Not every contribution will be directly related to China or reflect intimate knowledge of China, but all will present a perspective on what could be China's role in global governance, comparing and contrasting China with theories, methods or measures that pertain in other countries and in the world.

The GCDs also develop the rules of 'civilized dialogue', encouraging both sides to listen to the other, understand cultural differences, respect local customs, accept different perspectives and acknowledge the common destiny of humanity. In particular, it explores new global governance, encompassing national governments, international organizations, multinational companies, NGOs and citizens, with a mission to build a harmonious, symbiosis-based shared human community.

The past and future programmes of the series have been developed working within the framework of the UN's Sustainable Development Goals (SDGs), which accord with UNESCO's mission of defending peace and the conditions for building sustainable development world through creative intelligence, as follows:

- 2014 GCD I: The Experience of China's Modernization from a Comparative Perspective
- 2015 GCD II: Transculturality and New Global Governance
- 2016 GCD III: Sustainability and Global Governance for Climate Change
- 2017 GCD IV: The Belt and Road (B&R) – Transcultural Cooperation for Shared Goals
- 2018 GCD V: Governance for Global Justice
- 2019 GCD VI: Governance for World Peace
- 2021 GCD VII: Reforming Global Governance
- 2023 GCD VIII: Governance for Global Health

- 2024 GCD IX: Global Governance for AI
- **2025 GCD X: Governance for Global Education**
- 2026 GCD XI: Global AI and Data Governance
- 2027 GCD XII: Global Migration Governance
- 2028 GCD XIII: Global Labour and Sustainable Development
- 2029 GCD XIV: Global Energy Governance and Disaster Management
- 2030 GCD XV: Global Sustainable Development and Security Governance

The 10th Global China Dialogue (GCD X)

Following the successful hosting of nine previous Global China Dialogue Forums, the 10th Global China Dialogue — Governance for Global Education — will take place on Friday, 5 December 2025, at the British Academy in London. This Dialogue will focus on how policy coordination, international cooperation, equity assurance, quality enhancement, and institutional innovation can together advance the sustainable development of global education..

As a cornerstone for achieving social justice, fostering global prosperity, and responding to future transformations, education increasingly relies on cross-border collaboration, multi-stakeholder engagement, and technological empowerment. In the context of emerging technologies such as artificial intelligence and big data reshaping educational models and learning ecosystems, global education governance is facing unprecedented challenges and opportunities.

This Dialogue will provide an inclusive platform for policymakers, scholars, educators, business leaders, and international organizations to engage in meaningful exchange on new visions, mechanisms, and pathways for global education governance. A key dimension throughout the discussions will be the comparative analysis of national education systems and governance cultures, aimed at promoting cross-cultural understanding and mutual learning, and enriching both the theoretical foundation and practical knowledge of global education governance.

GCD X includes the following four panels:

- **Panel 1 Governance Innovation and Technological Empowerment.** This panel explores collaborative governance, model innovation, and the use of AI, big data, and digital platforms in education. It will also address the global digital divide and how AI can either bridge or deepen disparities in education. Advances in technology have the potential to bring immense economic benefits, but an estimated 2.6 billion people remain offline, exacerbating inequality and poverty. The panel will encourage comparative reflections on how equity and quality are defined and operationalized across diverse educational systems and cultural settings. The discussion will include comparative analyses of how different governance cultures and institutional structures shape the adoption, regulation, and integration of emerging technologies in education.

- **Panel 2 Educational Equity, Inclusion, and Quality Assurance.** This panel focuses on protecting rights, promoting research integrity, and improving quality through assessments, certification, and teacher training. It will address persistent gaps in education due to poverty, gender, geography, and conflict, and explore how education can continue in crisis contexts. Scholarship has provided evidence that global education systems, using curricula rooted in Western norms, can erode local languages, traditions, and knowledge systems. Moreover, teaching global education without awareness of educational backgrounds—such as those shaped by enduring neo-Confucian conventions—creates barriers for international students adapting to unfamiliar pedagogical systems. Gender disparities also feature prominently, with unequal access to basic and tertiary education remaining a significant issue.

- **Panel 3: Global Education Policy and International Cooperation.** This panel will explore policy frameworks, the role of international organizations, and cross-border collaboration through university alliances and digital platforms. Discussions will address balancing the push for global competencies with the need to preserve cultural relevance and indigenous knowledge. For instance, the dominance of English in global education raises concerns when juxtaposed with the value of multilingualism and the nurturing of local languages. Multilingual education fosters inclusive societies

and is pivotal in preserving non-dominant, minority, and indigenous languages. This panel will also compare how different national education systems conceptualize international cooperation, language policy, and academic autonomy, highlighting the institutional and cultural variations in global engagement.

- **Panel 4: Education Financing and Sustainable Development.** This panel highlights financing mechanisms, international aid, and the integration of education with technology and industry to support innovation and inclusive growth. Critical questions arise regarding the financing of global education—specifically, who controls the agenda: governments, donors, or private actors? Inadequate financing for education threatens sustainable development, with a funding gap of US$97 billion annually looming for low- and lower-middle-income countries to achieve Sustainable Development Goal 4 (SDG4) by 2030. This panel will also examine cross-national differences in educational investment strategies, fiscal governance models, and public-private partnerships, offering a comparative perspective on sustainable financing cultures..

Through diverse perspectives and cross-sector dialogue, the 10th Global China Dialogue aims to contribute both Chinese insights and international experience to global education governance, working together to build a fairer, higher-quality, more inclusive, and sustainable global education ecosystem.

II Organizers and organizing committee

Organizers

- Global China Academy, UK
- ESRC Centre for Corpus Approaches to Social Science, Lancaster University, UK
- Faculty of Humanities, Arts and Social Sciences, University of Exeter, UK
- Institute for Communication Studies of Chinese Culture, Beijing Normal–Hong Kong Baptist University (BNBU), China

Organizing committee

Chairs

- Professor Tony McEnery FAcSS FRSA, FGCA and Chair of Global China Academy Council; Council Member of Academy of Social Sciences, UK Distinguished Professor of English Language and Linguistics at Lancaster University
- Professor Xiangqun Chang FRSA FGCA and President of Global China Academy; Honorary Professor of University College London (2015-20), UK; Distinguished Professor of Nankai University, China
- Professor Li Li, FGCA, Pro-Vice-Chancellor (designate), Newcastle University; Associate Pro-Vice-Chancellor for Global Engagement, University of Exeter; Founder and Director of Exeter–Tsinghua Joint Institute for Global Humanities, UK
- Professor Yu Huang, Associate Vice President, Executive Director of Institute for Communication Studies of Chinese Culture, Beijing Normal–Hong Kong Baptist University (BNBU), China

General Secretary

- Professor LI Boyi, Associate Fellow and Secretary of the Chinese Council, Global China Academy; Director of Digital Economy and Sustainable Development Institute (DESDiN), School of Business Administration, Nanjing University of Finance and Economics, China
- Mr Kai Liang, Event Officer, Global China Academy; Director of Business Development of MEL Science, UK

Members (in alphabetical order)

- Professor BING Zheng, FGCA and Chinese Chair of Global China Academy Council; Former Vice-President of Jilin University; Former Vice-President of Chinese Sociological Association
- Professor Qing Cao, FGCA and Vice-President of Global China Academy; Director of the Centre for Comparative Modernities of Durham University, UK
- Professor Madeline Carr, FGCA, Secretary of GCA Board of Trustees; Professor of Global Politics and Cybersecurity at University College London, UK
- Dr Yuan Cheng, Trustee of the Global China Academy Board of Trustees, UK; Greater China Chairman, Russell Reynolds Associates
- Professor Martin Jacques, FGCA, British academic, journalist, political commentator and writer, Senior Fellow at the Department of Politics and International Studies, University of Cambridge; Visiting Professor at Tsinghua University, China
- Professor Maria Jaschok, FGCA and Chair of Global China Academy Board of Trustees; Senior Research Associate of the Contemporary China Studies Programme in the Oxford School of Global and Area Studies, University of Oxford, UK

- Professor Li Wei, FBA FAcSS FRSA FGCA and Director and Non-Executive Chair of Global China Academy Council; Director and Dean of IOE, UCL's Faculty of Education and Society, UK

- Mr Barnaby Powell, Council Member, Society for Anglo–Chinese Understanding, UK

- Professor Laurence Roulleau-Berger, FGCA and Vice President for European engagement of Global China Academy; Emerita Research Director at the National Centre for Scientific Research; Professor at Triangle, École Normale Supérieure of Lyon, France

- Professor Peter Schröder, FGCA and Vice-President of Global China Academy; Department of History and European and International Social and Political Studies, University College London, UK

- Professor Elena Semino, FAcSS FRSA, Professor at Department: Linguistics and English Language, Director of ESRC Centre for Corpus Approaches to Social Science (CASS), Lancaster University

- Professor Shigeto Sonoda, FGCA and Vice-President of Global China Academy (Asian engagement), UK; Professor of comparative sociology and Asian studies at the Institute for Advanced Studies on Asia, University of Tokyo, Japan

- Professor XIE Lizhong, FGCA and Chinese President of Global China Academy, UK; Former Head of Institute of Sociology and Anthropology and Department of Sociology, Peking University; Former Vice-President of Association of Sociological Association, China

- Professor ZHANG Xiaodong, FGCA and Chinese Non-Executive Chair of Global China Academy Council, UK; Executive Director, Academic Committee of the Chinese Management Association; ECO of Agile Think Tank, China

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- Linguistics Institute at Sun Yat-sen University, China
- Reconnecting Research in China
- Research Centre for Social Theory, Peking University, China
- Research Centre for Studies of Sociological Theory and Methods, Renmin University of China, China
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- M.Y.Union Software Company, China UVIC Group, UK
- Xueshuwan (Academic Harbour), China
- Peacock London Group, UK

IV Speakers, Chairs and discussants

(by programme structure + alphabetical)

Chair at Opening Session of the GCD X

Professor Tony McEnery, FAcSS FRSA FGCA and Chair of Global China Academy Fellow; Council Member of Academy of Social Sciences; Distinguished Professor of English Language and Linguistics at Lancaster University

Opening greetings (5 minutes each)

- Minister Wang Qi, Embassy of the People's Republic of China in the United Kingdom
- Dr Alexis Brown, Head of Global Education Insights at the British Council, UK
- Professor Martin Jacques, FGCA, British scholar, journalist, political commentator and author; and Visiting Professor or Senior Research Fellow at several leading universities around the world
- Professor Kerry Brown, FGCA, Director of the Lau China Institute, King's College London, UK

Keynote speakers (15 minutes each)

- Professor Rupert Wegerif, Professor of Education, Faculty of Education, Governing Body Fellow of Hughes Hall, University of Cambridge, UK
- Professor Youmin Xi, Executive President of Xi'an Jiaotong–Liverpool University, China; Pro-Vice Chancellor of the University of Liverpool, UK

Chair and remarks at the Closing Session (10 minutes each)

- Professor Xiangqun Chang, FRSA FGCA and President of Global China Academy, Honorary Professor of University College London (2015–20), Distinguished Professor of Nankai University (Chair)
- Professor Martin Albrow, FAcSS FGCA and Founding and Past Honorary President of Global China Academy; Emeritus Professor of University Cardiff; Former President of the British Sociological Association (BSA), UK
- Dr Yukteshwar Kumar, a Senior Academic of the Chinese Stream at the University of Bath and a distinguished scholar of China–UK-India relations and intercultural communication; former Deputy Mayor of Bath, UK
- Professor Li Li, FGCA, Pro Vice-President (designate), Newcastle University and Associate Pro-Vice-Chancellor for Global Engagement at the University of Exeter, UK; Found and Director of the Exeter–Tsinghua Joint Centre for Global Humanities.

Plenary panel speakers, Chairs and discussants (in alphabetical order)

- Dr Alexis Brown, Head of Global Education Insights at the British Council, UK (Opening; Panel IV)
- Professor Madeline Carr, FGCA, Secretary of GCA Board of Trustees; Professor of Global Politics and Cybersecurity at University College London, UK (Chair)
- Professor CHEN Zhi, FHKAH, President of Beijing Normal–Hong Kong Baptist University (BNBU), China (video, Panel IV)
- Dr Niall Curry, FRSA FGCA SFHEA, Reader in Languages and Linguistics and UKRI Metascience AI Fellow, School of English, Manchester Metropolitan University, UK
- Professor Justin Dillon, Professor of Science and Environmental Education, IOE, University College London, UK

- Professor Nicola Galloway, School of Education, Faculty of Humanities, Arts and Social Sciences, University of Exeter, UK
- Mr Charles Grant, Director of Centre for European Reform; former Trustee of the British Council; Member of Global China Academy Board of Trustees (Chair)
- Professor Maria Jaschok, FGCA and Chair of Global China Academy Board of Trustees; Senior Research Associate of the Contemporary China Studies Programme in the Oxford School of Global and Area Studies, University of Oxford, UK (Chair)
- Professor Steven Jones, Professor of Higher Education, Manchester Institute of Education, University of Manchester, UK
- Dr Paraskevi (Voula) Kanistra, Associate Director/Senior Researcher at Trinity College London, UK
- Dr Tracy Liu, PhD graduate, King's College, University of Cambridge, UK
- Professor Martin Lockett, Professor in Strategic Management in the Department of International Business and Management, former Dean of the Faculty of Business at the University of Nottingham Ningbo China
- Ms Lucy Robin, Every Parent & Child, London; creator of The Equity Blueprint, a governance framework, UK
- Mr Richard Anthony Ridealgh, PhD candidate in Education at the University of Manchester; Curriculum Director and Senior Head Teacher at Barbara's Academy, Shenyang, China
- Professor Peter Schroeder, FGCA and Vice-President of Global China Academy; Professor of the History of Political Thought, Department of History, University College London, UK
- Dr SHEN Weiwei, Associate Professor and Director of the Centre for Big Data and Artificial Intelligence Law at the China University of Political Science and Law; currently a Visiting Scholar at the Faculty of Law, University of Oxford, UK
- Dr Yukun Shi, CFA, Associate Fellow of the Global China Academy; Director of Postgraduate Research (Associate Director of Research) at the Adam Smith Business School, University of Glasgow; Chair of the Chinese Economy Association (Europe)
- Professor TENG Xing, Professor at the School of Education, Minzu University of China; founder and inaugural Chair of the Education Anthropology Committee of the China Ethnology and Anthropology Association, China
- Ms Yi Yang, Chinese Lecturer at Regent's University London and a PhD student at School of Modern Languages and Cultures, Durham University, UK
- Dr Frances Yiying Zhang, Lecturer in Chinese Studies and Departmental Academic Convenor at Goldsmiths, University of London, UK

Dinner to celebrate the 10th anniversary of the Global China Dialogues

Chair: Mr Ian Stafford, FGCA, a multiple award-winning British sports writer, journalist, and broadcaster, and author of 23 books

Greetings in person

- Professor Tony McEnery, FAcSS FRSA FGCA and Chair of Global China Academy Fellow; Council Member of Academy of Social Sciences; Distinguished Professor of English Language and Linguistics at Lancaster University
- Professor Laurence Roulleau-Berger, FGCA and Vice President of GCA, UK; Emeritus Research Director at National Centre for Scientific Research (CNRS); Professor of Ecole Normale Supérieure de Lyon, Triangle, France

- Professor David Parkin, FBA FGCA, Emeritus Professor of Social Anthropology at the University of Oxford, Fellow of All Souls College, and former Head of the Institute of Social and Cultural Anthropology (ISCA) and the School of Anthropology and Museum Ethnography (1996–2008), UK
- Professor Fiona Moore, FGCA, Professor of Business Anthropology at Royal Holloway, University of London, UK

Screening of videos (during breaks at the Dialogue and again during the dinner)

1. From some absent GCA Trustees, members of the GCA Council, and GCA Fellows (1 minute each)

- Dr Yuan Cheng, Trustee of the GCA Board of Trustees; Greater China Chair, Russell Reynolds Associates, UK
- Professor BING Zheng, FGCA and Chinese Chair of the GCA Council; Former Executive Vice-President of Jilin University
- Professor Li Wei, FBA FAcSS FGCA and Non-Executive Chair of the GCA Council; Dean and Director of the IOE, UCL's Faculty of Education and Society
- Professor ZHANG Xiaodong, FGCA and Chinese Non-Executive Chair of the GCA Council Executive Director of the Academic Committee of the Chinese Academy of Management Science; CEO of Agile Think TankProfessor XIE Lizhong, FGCA and Chinese President of GCA; Distinguished Chair Professor and former Head of the Department of Sociology, Peking University; Former Vice-President of the Chinese Sociological Association
- Professor CAO Qing, FGCA and Vice President of GCA; Director of Centre for Comparative Modernities, Durham University, UK
- Professor Shigeto Sonoda, FGCA, Vice-President of GCA (Asian engagement); Professor of Comparative Sociology and Asian Studies, Institute for Advanced Studies on Asia, University of Tokyo, Japan
- Professor LI Boyi, Associate Fellow and Secretary of the Chinese Council, Global China Academy; Director of Digital Economy and Sustainable Development Institute (DESDiN), School of Business Administration, Nanjing University of Finance and Economics, China
- Professor WU Yan FHEA FLSW, Secretary of GCA Council; Associate Professor in Media and Communication Studies, Swansea University, UK
- Professor Robin Cohen FGCA, Emeritus Professor and Former Director of the International Migration Institute, University of Oxford, UK (sociology)
- Professor Nora Ann Colton FGCA, the Director of the UCL Global Business School for Health; former Pro-Vice-Provost of University College London (health and development economist)
- Professor Prasenjit Duara FGCA, Distinguished Professor of East Asian Studies, Duke University, USA (history / Asian studies)
- Professor HAN Sang-Jin FGCA, Chairman of Joongmin Foundation, Seoul National University, Korea (sociology)
- Edward W Holroyd Pearce, Assoacate Fellow of Global China Academy; Co-founder and President of Virtual Internships in the UK
- Professor HOU Shiyuan FGCA, Academician and former Associate President and former Director of the Institute of Ethnology and Anthropology at Chinese Academy of Social Sciences, China (anthropology and ethnology)
- Professor Manoranjan Mohanty FGCA, Distinguished Professor at the Council for Social Development, New Delhi; Emeritus Fellow, Institute of Chinese Studies, Delhi; Professor of Social Development, Council for Social Development, New Delhi, India (political science / economics)
- Professor LI Yang FGCA, , former Vice-President of the Chinese Academy of Social Sciences (Economics/Finance)
- Professor Charles Sampford FGCA, Director of the Institute for Ethics, Governance and Law, Griffith University, Australia (law, ethics)

- Professor Chenggang Xu FGCA, Senior Research Scholar at the Stanford Center on China's Economic and Institutions and a Visiting Fellow at Hoover Institution of Stanford University, USA (economics)

2. From speakers who have either accepted the conference invitation or had their abstracts accepted but are unable to travel to the UK to attend in person

- Professor Geoffrey Pleyers, FNRS Research Director and Professor, Université Catholique de Louvain, Belgium; President of the International Sociological Association (Greeting)
- Professor CHEN Zhi, FHKAH, President of Beijing Normal–Hong Kong Baptist University (BNBU), China (Greeting)
- Professor LIN Tianqiang, CEO and Director of Beijing Eternal Love Film & Media Co., Ltd; Chair of Digital Culture Industry and Finance Committee, China Cultural Information Association (CCIA); Former Deputy Director of Institute for Internet Industry, Tsinghua University, China
- Joan Andrade, university student and teaching assistant in Systems Engineering, with strong training in programming, artificial intelligence, and web systems development, Universidad Yachay Tech, Ecuador
- Ms Beibei Gao, PhD candidate at the Lau China Institute, King's College London, UK
- Professor Fiona Moore, FGCA, Professor of Business Anthropology at Royal Holloway, University of London, UK
- Dr LI Xu, Associate Dean of the School of Design, Southern University of Science and Technology (SUSTech), China
- Ms LI Rongwei, PhD candidate of the Institute of High Education, Fudan University, UK

V Programme outline

Friday, 5 December 2025

08:30-17:00	**The Global China Dialogue**
08:30-09:00	**Registration**
09:00-10:00	Opening Session: greetings and keynote speeches
10:00-10:10	Presentation of Certificates to GCA Fellows and Appointment Letters to GCA Vice-Presidents and group photos for all
10:10-11:20	Panel I: Governance Innovation and Technological Empowerment
11:20-11:35	Coffee/tea break
11:35-12:45	Panel II: Educational Equity, Inclusion, and Quality Assurance
12:45-13:45	**Lunch**
13:00-15:00	GCA Board of Trustees meeting in the Music Room
13:45-14:55	Panel III: Global Education Policy and International Cooperation
14:55-15:10	Coffee/tea break
15:10-16:20	Panel IV: Health Governance in the Digital Space
16:20-16:55	Closing Session
17:00-18:30	**Break**
18:30-21:00	**Dinner to celebrate the 10th anniversary of the Global China Dialogues**
21:00	**Close**

VI Detailed programme[1]

08:30-09:00   Registration

Venue: The British Academy, 10-11 Carlton House Terrace, London, SW1Y 5AH

- Check-in (Lobby, Ground Floor)
- Networking (Gallery, 1st Floor)
- Display and video play (Music Room, 1st Floor)

09:00-10:00   Opening Session of GCD X

Room: Beatrice Webb Room, 1st Floor

Chair: Professor Tony McEnery, FAcSS FRSA FGCA and Chair of Global China Academy Council; Council Member of Academy of Social Sciences; Distinguished Professor of English Language and Linguistics at Lancaster University

09:00-09:10   Greetings (5 minutes each):

- Minister Wang Qi, Embassy of the People's Republic of China in the United Kingdom
- Dr Alexis Brown, Head of Global Education Insights at the British Council, UK
- Professor Martin Jacques, FGCA, British scholar, journalist, political commentator and author; Visiting Professor or Senior Research Fellow at several leading universities around the world
- Professor Kerry Brown, FGCA, Director of the Lau China Institute, King's College London, UK

09:20-10:00   Keynote speakers (15 minutes each):

- *How Should Education Respond to the Challenge of Generative AI?*, Professor Rupert Wegerif, Professor of Education, Faculty of Education, Governing Body Fellow of Hughes Hall, University of Cambridge, UK
- *Think Globally, Understand Locally, Act Internationally – Exploration for Future Education*, Professor Youmin Xi, Executive President of Xi'an Jiaotong–Liverpool University, China; Pro-Vice-Chancellor of the University of Liverpool, UK

10:00-10:10   Presentation of Certificates to GCA Fellows and Appointment Letters to GCA Vice-Presidents

Presenters:

- Professor Maria Jaschok, FGCA, Chair of the GCA Board of Trustees; Senior Research Associate, Contemporary China Studies Programme, University of Oxford
- Professor Xiangqun Chang, FRSA, FGCA, President of Global China Academy; Honorary Professor at UCL; Distinguished Professor at Nankai University

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[1] The English typesetting style of Global Century Press broadly follows the Publication Manual of the American Psychological Association (7th edition, APA 7th edition), while Chinese typesetting follows China's national standard Information and Documentation — Rules for Bibliographic References and Citations to Information Resources (GB/T 7714-2015). At the same time, GCP's house style has continued to evolve through our long-term experience in dual-language editing and typesetting. To ensure a cleaner and more streamlined layout, certain practical adjustments are applied in GCP publications. For example, in English typesetting, all quotation marks are set as single quotation marks, with double quotation marks used for quotations within quotations; in Chinese typesetting, the original English name of a person or institution is retained after the Chinese name, but parentheses are generally not used unless the information is explanatory or annotational in nature. For details, please visit: https://globalcenturypress.com/house-style-guide

Recipients:

- Fellows, Associate Fellows, and Institutional Fellows of the Global China Academy
- Vice-Presidents of the Global China Academy

Group photos:

- Chair, presenters, and newly admitted Fellows and appointed Vice-Presidents
- Group photo of all participants

10:10-11:20   Panel I: Governance Innovation and Technological Empowerment

Chair and discussant: Professor Madeline Carr FGCA, Secretary of GCA Board of Trustees; Professor of Global Politics and Cybersecurity at University College London, UK

Speakers (10 minutes each):

- *Developing Critical AI Literacies in Language Education*, Dr Niall Curry FRSA FGCA SF-HEA, Reader in Languages and Linguistics and UKRI Metascience AI Fellow, School of English, Manchester Metropolitan University, UK.
- *Artificial Intelligence for EFL Education: Pedagogical Benefits, Challenges, and Future Directions*, Frances Yiying Zhang, Lecturer in Chinese Studies and Departmental Academic Convenor at Goldsmiths, University of London, UK
- *Artificial Intelligence and the Future of Legal Education*, Dr SHEN Weiwei, Associate Professor and Director of the Centre for Big Data and Artificial Intelligence Law at China University of Political Science and Law, China; currently a Visiting Scholar at the Faculty of Law, University of Oxford, UK
- *Blessing-Centred Education: The Humanistic Supplement of Technological Empowerment in Collaborative Governance*, Dr Tracy Liu, PhD graduate, King's College, University of Cambridge, UK
- *Transforming Screen Time into Philosophy Time: Empowering Families through Inquiry-Based Learning*, Dr. Yukun Shi, Senior Lecturer in Accounting and Finance with Data Analytics, Director of postgraduate research at Adam Smith Business School, University of Glasgow, UK; President of the Chinese Economy Association (Europe)

Discussion, Q&A

11:20-11:35   Break

11:35-12:45   Panel II: Educational Equity, Inclusion, and Quality Assurance

Chair and discussant: Professor Maria Jaschok, FGCA, Chair of GCA Board of Trustees; Senior Research Associate of the Contemporary China Studies Programme, University of Oxford

Speakers (12 minutes each):

- *Process or Product? Rethinking Language Learning and Assessment in the Age of AI*, Professor Vaclav Brezina, Co-Director of ESRC Centre for Corpus Approaches to Social Science, School of Social Sciences, Lancaster University
- *Beyond Inclusion: The Equity Blueprint and the Transformation of Educational Systems*, Lucy Robin, ABC Parents Child Health Champions Lead, Every Parent & Child, London; creator of The Equity Blueprint, a governance framework
- *Can Education Bring a Better Life? – Lessons from Minority Girls' Schooling on the China-Myanmar Border*, Professor TENG Xing, Professor at the School of Education, Minzu University of China; founder and inaugural Chair of the Education Anthropology Committee of the China Ethnology and Anthropology Association
- *From Global Standards to Local Voices: Ensuring Equity and Integrity in Assessment in an AI-driven World*, Dr Paraskevi (Voula) Kanistra, Associate Director/Senior Researcher at Trinity College London, UK

Discussion, Q&A

12:45-13:45   Lunch

13:00-15:00   GCA Board of Trustees meeting in the Wolfson Room

13:45-14:55   Panel III: Global Education Policy and International Cooperation

Chair and discussant: Professor Peter Schroeder, FGCA and Vice-President of Global China Academy, Professor of the History of Political Thought, Department of History, University College London

Speakers (12 minutes each):

- *Global Englishes and Education Policy: Rethinking International Cooperation in Higher Education*, Professor Nicola Galloway, School of Education, Faculty of Humanities, Arts and Social Sciences, University of Exeter, UK
- *Teaching Between Systems: What Transcultural Classroom Experience Can Contribute to Global Education Policy*, Richard Anthony Ridealgh, PhD candidate in Education at the University of Manchester, UK; Curriculum Director and Senior Head Teacher at Barbara's Academy, Shenyang, China
- *A Comparative Study of Japanese and Chinese Language Promotion Policies in UK Higher Education*, Yi Yang, Chinese lecturer at Regent's University London and a PhD student at Durham University, UK
- *Reimagining Internationalization*, Professor Steven Jones, Professor of Higher Education, Manchester Institute of Education, University of Manchester, UK

Discussion, Q&A

14:55-15:10   Break

15:10-16:20   Panel IV Education Financing and Sustainable Development

Chair and discussant: Mr. Charles Grant, Trustee of the Global China Academy Broad of Trustees and Director of the Centre for European Reform

Speakers (12 minutes each):

- *An Educational Response to the Climate and Nature Emergency*, Professor Justin Dillon, Professor of Science and Environmental Education, IOE, University College London, UK
- *The Chinese research landscape: trends in UK–China collaboration*, Dr Alexis Brown, Head of Global Education Insights at the British Council, UK
- *Beyond Funding: How Digital Ecosystems Shape the Sustainability of UK–China Educational Exchange*, Professor Martin Lockett, Department of International Business and Management, former Dean of Faculty of Business at University of Nottingham Ningbo China
- *AI and Liberal Arts Education: The BNBU Paradigm in China and its Global Outreach*, Professor CHEN Zhi, FHKAH, President of Beijing Normal–Hong Kong Baptist University (BNBU), China (video)

Discussion, Q&A

16:20-16:45   Closing Session

Chair: Professor Xiangqun Chang, FRSA FGCA and President of Global China Academy, Honorary Professor of University College London (2015–20), Distinguished Professor of Nankai University

Closing remarks (10 minutes each):

- *Tribute to a Bridge of Knowledge: Reflections on the 10th Global China Dialogue*, Professor Martin Albrow, FAcSS FRSA FGCA, Founding and Past Honorary President of GCA (2013–2021); Emeritus Professor of University Cardiff; Former President of the British Sociological Association (BSA)
- *Bridging Worlds: Governance, Culture, and Collaboration in Global Education*, Dr Yukteshwar Kumar, Senior Academic of the Chinese Stream at the University of Bath and a distinguished scholar of China-UK-India; Former Deputy Mayor of Bath, UK
- *Global Education in Dialogue: Reflections and Ways Forward*, Professor Li Li, FGCA, Pro-Vice-Chancellor (designate), Newcastle University; Associate Pro-Vice-Chancellor for Global Engagement, University of Exeter; Founder and Director of Exeter–Tsinghua Joint Institute for Global Humanities, UK

16:50   **Announcements and group photo**

- Announcement of the theme of the 11th Global China Dialogue
- Group photo of all participants

17:00   **Close**

18:30-21:00   **Dinner for the 10th Anniversary Celebration of the Global China Dialogue** (by invitation only)

Venue: Peacock London, County Hall, Westminster Bridge Road, London SE1 7PB, UK

Chair: Ian Stafford, FGCA, founder of the Sporting Club and a multiple award-winning English sports journalist, author (of 23 books) and broadcaster, UK

18:30-18:50   **Greetings in person** (3 minutes each):

- Professor Tony McEnery, FAcSS FRSA FGCA and Chair of Global China Academy Council; Council Member of Academy of Social Sciences; Distinguished Professor of English Language and Linguistics at Lancaster University
- Professor Laurence Roulleau-Berger, FGCA and Vice President of GCA, UK; Emeritus Research Director at National Centre for Scientific Research (CNRS); Professor of Ecole Normale Supérieure de Lyon, Triangle, France
- Professor David Parkin, FBA FGCA, Emeritus Professor of Social Anthropology; Fellow of All Souls College, at the University of Oxford; Honorary Fellow at SOAS, UK
- Professor Fiona Moore, FGCA, School of Business and Management, Royal Holloway, University of London, UK

19:00   **Screening of videos or PPT slides** (during breaks at the Dialogue and again during the dinner)

1. From some absent GCA Trustees, members of the GCA Council, and GCA Fellows (1 minute each)

- Dr Yuan Cheng, Trustee of the GCA Board of Trustees; Greater China Chair, Russell Reynolds Associates, UK
- Professor BING Zheng, FGCA and Chinese Chair of the GCA Council; Former Executive Vice-President of Jilin University
- Professor Li Wei, FBA FAcSS FGCA and Non-Executive Chair of the GCA Council; Dean and Director of the IOE, UCL's Faculty of Education and Society
- Professor ZHANG Xiaodong, FGCA and Chinese Non-Executive Chair of the GCA Council; Executive Director of the Academic Committee of the Chinese Academy of Management Science; CEO of Agile Think Tank
- Professor XIE Lizhong, FGCA and Chinese President of GCA; Distinguished Chair Professor and former Head of the Department of Sociology, Peking University; Former Vice-President of the Chinese Sociological Association
- Professor CAO Qing, FGCA and Vice President of GCA; Director of Centre for Comparative Modernities, Durham University, UK
- Professor Shigeto Sonoda, FGCA, Vice-President of GCA (Asian Engagement); Professor of Comparative Sociology and Asian Studies, Institute for Advanced Studies on Asia, University of Tokyo, Japen
- Professor LI Boyi, Associate Fellow and Secretary of the Chinese Council, Global China Academy; Director of Digital Economy and Sustainable Development Institute (DESDiN), School of Business Administration, Nanjing University of Finance and Economics, China
- Professor WU Yan FHEA FLSW, Secretary of GCA Council; Associate Professor in Media and Communication Studies, Swansea University, UK
- Professor Robin Cohen FGCA, Emeritus Professor and Former Director of the International Migration Institute, University of Oxford, UK (sociology)

- Professor Nora Ann Colton FGCA, the Director of the UCL Global Business School for Health; former Pro-Vice-Provost of University College London (health and development economist)
- Professor Prasenjit Duara FGCA, Distinguished Professor of East Asian Studies, Duke University, USA (history / Asian studies)
- Professor HAN Sang-Jin FGCA, Chairman of Joongmin Foundation, Seoul National University, Korea (sociology)
- Professor HOU Shiyuan FGCA, Academician and former Associate President and former Director of the Institute of Ethnology and Anthropology at Chinese Academy of Social Sciences, China (anthropology and ethnology)
- Professor Manoranjan Mohanty FGCA, Distinguished Professor at the Council for Social Development, New Delhi; Emeritus Fellow, Institute of Chinese Studies, Delhi; Professor of Social Development, Council for Social Development, New Delhi, India (political science / economics)
- Professor LI Yang FGCA, former Vice-President of the Chinese Academy of Social Sciences (Economics/Finance)
- Professor Charles Sampford FGCA, Director of the Institute for Ethics, Governance and Law, Griffith University, Australia (law, ethics)
- Professor Chenggang Xu FGCA, Senior Research Scholar at the Stanford Center on China's Economic and Institutions and a Visiting Fellow at Hoover Institution of Stanford University, USA (economics)

2. From speakers who have either accepted the conference invitation or had their abstracts accepted, but are unable to travel to the UK to attend in person due to unforeseen circumstances.

- Professor Geoffrey Pleyers, FNRS Research Director & Professor, Université Catholique de Louvain, Belgium; President of the International Sociological Association.
- *Greeting at the Opening Session*, Professor CHEN Zhi FHKAH, President of Beijing Normal–Hong Kong Baptist University (BNBU), China
- *Educational Paradigm Shifts and the Power to Define the Future in the Age of AI*, Professor LIN Tianqiang, CEO and Director of Beijing Eternal Love Film & Media Co., Ltd; Chair of Digital Culture Industry and Finance Committee, China Cultural Information Association (CCIA); Former Deputy Director of Institute for Internet Industry, Tsinghua University, China
- *Bridging Educational Gaps for Muslim Hui Girls in Northwestern China's Dual Schooling Landscape*, Beibei Gao, PhD candidate at the Lau China Institute, King's College London, UK
- *Proactive Responses: The Interplay Between Academic Careers, Higher Education Financing, and Sustainable Development*, LI Rongwei, PhD candidate at the Institute of Higher Education, Fudan University, China

21:00   Close

VII Speakers and Chairs' biographies, abstracts and contributions

(in order of appearance)

Opening Session

Chair: Professor Tony McEnery, FAcSS, FRSA

Professor Tony McEnery, FAcSS, FRSA, FGCA and Chair of Global China Academy Council; Council Member of Academy of Social Sciences; Founding Director of the Corpus Approaches to Social Science (CASS) Research Centre and a Distinguished Professor of English Language and Linguistics at Lancaster University; Distinguished Chair Professor at Xi'an Jiaotong University. He was previously the Interim Chief Executive, the Chief Accounting Officer, the Deputy Chair of Council, the Director of Research (2016-2018), the Director of the Centre for CASS at the Economic and Social Research Council (ESRC). In addition, he served as the Director of Research at the Arts and Humanities Research Council (AHRC). He is Changjiang Chair Professor of Xi'an Jiaotong University. He was also the Dean of the Faculty of Arts and Social Sciences and the Head of Department of the Department of Linguistics and English Language at Lancaster University. A leading scholar in the field of corpus linguistics, he has published widely on the interrelation between language and social life, notably in the area of the online and print media. His books include *Corpora and Discourse Studies: Integrating Discourse and Corpora* (with Baker, 2015) and *Discourse Analysis and Media Attitudes* (with Baker and Gabrielatos, 2013).

Contributions

- Co-Chair of Global China Dialogue organizing committee
- Chairing the Opening Session
- Delivering greetings at the dinner
- Participating in full-day event

Greetings

Speakers: Minister Wang Qi, Dr Alexis Brown, Professor Martin Jacques, Professor Kerry Brown

Minister Wang Qi has served at the Embassy of the People's Republic of China in the United Kingdom since 2019. He previously held positions at the Department of North American and Oceanian Affairs of the Ministry of Foreign Affairs, the Embassy of the People's Republic of China in the United States, and the Office of the Foreign Affairs Leading Group of the CPC Central Committee. Over the course of his career, he has taken on a series of important diplomatic and policy roles. With extensive experience in major-power diplomacy and international policy coordination, he has contributed valuable insights to China–UK dialogue and discussions on global governance

Contributions

- Greetings in the Opening Session
- Group photo

Dr Alexis Brown is Head of Global Education Insights at the British Council. Previously, she served as Director of Policy at the Higher Education Policy Institute (HEPI), where she led work on higher education policy, research security and risk management, international research collaboration, and overseas R&D investment. Before that, she was a Policy Manager at the Russell Group, responsible for portfolios related to higher education strategy, research policy, and financial sustainability, and also held roles at University College London (UCL). Dr Brown holds a DPhil in English Literature from the University of Oxford. She has long been engaged in research on higher education policy, international collaboration, and global research strategies, with a particular focus on trends and policy developments in partnerships between the UK and global universities, including UK–China cooperation. Dr Brown will also speak at Panel IV: Education Financing and Sustainable Development.

Contributions

- Greetings in the Opening Session
- Speaking at Panel IV: Education Financing and Sustainable Development (see page 33)
- Participating in full-day event

Professor Martin Jacques, FGCA, British journalist, editor, academic, political commentator and author. He is the author of the global best-seller *When China Rules the World: The End of the Western World and the Birth of a New Global Order*. It was first published in 2009 and has since been translated into fifteen languages and sold over 350,000 copies. The book has been shortlisted for two major literary awards. A second edition of the book, greatly expanded and fully updated, was published in 2012. His TED talk on how to understand China has had over 4 million views. Martin is a Visiting Professor at Tsinghua University, Beijing; Fudan University, Shanghai, and the Lee Kuan Yew School of Public Policy, Singapore. Until recently, he was a Senior Fellow at the Department of Politics and International Studies, Cambridge University. He was also a non-resident Fellow at the Transatlantic Academy, Washington DC. He has previously been a Visiting Professor at Renmin University, the International Centre for Chinese Studies, Aichi University, Nagoya, and Ritsumeikan University, Kyoto. He was a Senior Visiting Research Fellow at the Asia Research Institute, National University of Singapore. He has also been a Senior Visiting Research Fellow at IDEAS, a centre for diplomacy and grand strategy, and a fellow at the Asia Research Centre, both at the London School of Economics. He was formerly the editor of the renowned London-based monthly *Marxism Today* until its closure in 1991 and was co-founder of the think-tank Demos. He has been a columnist for many newspapers, made many television programmes and is a former deputy editor of *The Independent* newspaper. He took his doctorate while at King's College, Cambridge and is Life Fellow at Global China Academy.

Contributions

- Greetings in the Opening Session
- Group photo

Kerry Brown is Professor of Chinese Studies and Director of the Lau China Institute at King's College, London. He is an adjunct of the Australia New Zealand School of Government in Melbourne, and the co-editor of the *Journal of Current Chinese Affairs*, run from the German Institute for Global Affairs in Hamburg. He is President of the Kent Archaeological Society and an Affiliate of the Mongolia and Inner Asia Studies Unit at Cambridge University. From 2012 to 2015 he was Professor of Chinese Politics and Director of the China Studies Centre at the University of Sydney, Australia. Prior to this he worked at Chatham House from 2006 to 2012, as Senior Fellow and then Head of the Asia Programme. From 1998 to 2005 he worked at the British Foreign and Commonwealth Office, as First Secretary at the British Embassy in Beijing, and then as Head of the Indonesia, Philippine and East Timor Section. He lived in the Inner Mongolia region of China from 1994 to 1996. He has a Master of Arts from Cambridge University, a Post Gradu-

ate Diploma in Mandarin Chinese (Distinction) from Thames Valley University, London, and a Ph D in Chinese politics and language from Leeds University. Professor Brown directed the Europe China Research and Advice Network (ECRAN) giving policy advice to the European External Action Service between 2011 and 2014. He is the author of almost 20 books on modern Chinese politics, and has written for every major international news outlet and been interviewed by every major news channel on issues relating to contemporary China.

Contributions

- Greetings in the Opening Session
- Receiving a certificate as Fellow of Global China Academy
- Group photo

Keynote speeches

Speakers: Rupert Wegerif and Professor Youmin Xi

Rupert Wegerif is a professor in the Faculty of Education at the University of Cambridge and the founder and academic director of the Digital Education Futures Initiative at Hughes Hall, Cambridge (DEFICambridge.org). He is an Honorary Professor at Beijing University of Post and Telecommunications and recipient of the 2025 Global Award for Innovation in Education Research Methods presented in ECNU, Shanghai. In the thirty years since his PhD in educational technology at the UK Open University he has focussed on developing a new theory and practice of education for the digital age. His recent book with Louis Major, *The Theory of Educational Technology: A Dialogic Framework for Design* (Routledge, 2024), suggests ways to re-think education in the light of the AI-enhanced internet, and his latest book, *Rethinking Educational Theory: Education as expanding dialogue* (Edward Elgar, 2025) puts forward a coherent vision of education for the future.

Topic: How Should Education Respond to the Challenge of Generative AI?

Abstract: Generative AI presents a profound challenge to the existing structures and purposes of education. It forces us to reconsider not only how we teach and learn, but also, more fundamentally, what education is for. In this talk I argue that, in order to integrate AI into education in a way that can meet the major challenges facing humanity, ranging from ecological crisis to the future of democratic societies, we must reframe education. Drawing on the nature and potential of generative AI in conjunction with educational theory, I propose a double dialogic pedagogy that recognizes education as both teaching thinking through dialogue and inducting students into participation in the long-term powerful dialogues of culture. I relate this double dialogic pedagogy with AI to education for collective intelligence. This pedagogy positions AI not as a replacement for human thinking, but as a partner in expanding the space of dialogue and promoting human flourishing in an age of accelerating technological change.

Contributions

- Keynote speech
- Participating in full-day event

Professor Youmin Xi, Executive President of Xi'an Jiaotong–Liverpool University, Pro-Vice Chancellor of the University of Liverpool, and Distinguished Professor of Arts, Humanities and Social Sciences at Xi'an Jiaotong University. Through logical training in physics at the undergraduate level, a holistic perspective from systems engineering at the master's level, and a humanistic approach in management at the doctoral level, Professor Youmin Xi founded the Theory of HeXie Management (1985). He led the establishment and innovative development of Xi'an Jiaotong–Liverpool University (2006) and has a continued dedication to management and education. He has published over 30 books and more than 300 papers, received over 10 provincial and ministerial-level awards for research achievements, supervised over

200 graduate students, and earned numerous national honours, including the China Youth Scientist Award. He also serves as Rotating Chairman of the Chinese Academy of Management (CAM) and Chair of the Ministry of Education's Business Administration Education Steering Committee.

Topic: Think Globally, Understand Locally, Act Internationally - Exploration for Future Education

Abstract: The macro world is defined by Uncertainty, Ambiguity, Complexity, and Changeability (UACC). In this era of AI and digital advancements, these elements present significant challenges and imperatives for redefining and reshaping education, particularly in higher education. Understanding the skills and education required for the future, this presentation aims to illustrate educational reforms through the exploration of Xi'an Jiaotong-Liverpool University in various education models and innovation eco-system development. Based on future educational concepts and leveraging XJTLU's resources and network, three forward-looking talent cultivation models (Education Models 1.0, 2.0, and 3.0) have been implemented. As XJTLU pushes forward the transformation of higher education systems, it also explores innovative developments in basic education and new vocational education through collaborations in the era of digitalization and AI. With a future-oriented and boldly innovative spirit, XJTLU's comprehensive educational reforms help students transition from ordinary children to extraordinary global citizens, enabling them to navigate and thrive in an increasingly complex and exciting world!

Contributions

- Keynote speech
- Participating in full-day event

Panel I: Governance Innovation and Technological Empowerment

**Chair and discussant:** Professor Madeline Carr

Professor Madeline Carr, FGCA, Secretary of GCA Board of Trustees; Professor of Global Politics and Cybersecurity at University College London, UK, as well as Co-Director of the Interdisciplinary Centre for Doctoral Training in Cybersecurity and Deputy Director of the REPHRAIN Protecting Citizens Online research hub. She previously served as Director of the UK-wide Research Institute for Socio-technical Cyber Security, where she developed a research programme on cybersecurity in local government. She also holds board positions as a Non-Executive Director (NED) for Talion and as a member of the Advisory Board for the £70 million 'Digital Secure by Design' project. Her research focuses on the implications of emerging technologies for national and global security, international order, and corporate governance. She has published extensively on topics such as cyber norms, multi-stakeholder internet governance, the future of the insurance sector in the Internet of Things (IoT), cybersecurity and international law, public–private partnerships in national cybersecurity strategies, and how boards approach cyber risk. She is the co-Editor of the 'Digital Technologies and Global Politics' book series published by Rowman and Littlefield. Additionally, she is a member of the World Economic Forum Global Council on the Connected World, where she leads a cross-sectoral group dedicated to addressing the cybersecurity of the IoT.

Contributions

- Chairing Panel I: Governance Innovation and Technological Empowerment
- Participating in GCA Board of Trustees meeting
- Participating in full-day event

Speakers: Dr Niall Curry, Dr Yiying Zhang, Dr SHEN Weiwei, Dr Tracy Liu, and Dr Yukun Shi
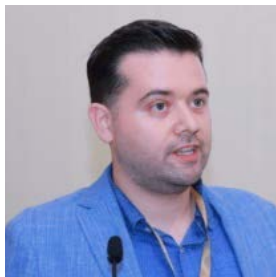
Dr Niall Curry, FRSA SFHEA, Associate Fellow of Global China Academy; Reader in TESOL and Applied Linguistics within the Department of Languages, Information, and Communications at Manchester Metropolitan University. His research spans various topics in applied linguistics, including contrastive linguistics, corpus linguistics, discourse analysis, English-medium instruction, second language acquisition, and systemic functional linguistics. He serves as Co-Editor of the Routledge Applied Corpus Linguistics series and contributes to the *Encyclopaedia of Language and Linguistics* as a Section Editor. He is also a Fellow of the Royal Society for Arts and a Senior Fellow of the Higher Education Academy. Dr Curry's research has received funding from organizations such as UKRI and the King Sejong Institute Foundation. After completing a PhD at the University of Limerick in 2020, he worked at Cambridge University Press as a Senior Research Manager before joining MMU as a lecturer. His current research focuses on language related to global crises, such as climate, health, and economics, exploring how knowledge is constructed across different contexts and cultures. Additionally, he conducts research on language pedagogy, TESOL materials development, and digital pedagogies. He supervises students in areas such as contrastive linguistics, corpus studies, academic discourse, and the language of global crises.

Topic: Developing Critical AI Literacies in Language Education

Abstract: AI and GenAI are heralded for their potential to shape and reshape education. Though many of the affordances of AI are noteworthy, there are complementary concerns governing their uptake and lack thereof. In this light, this talk reflects on advances in research on AI and GenAI in language education, focusing on the development of critical AI literacies. Through the talk, I will illustrate gaps in learners' knowledge surrounding GenAI use and point to the potential of disciplinary knowledge as a critical source of transfer.

Contributions

- Speaking at Panel I: Governance Innovation and Technological Empowerment
- Participating in full-day event

Dr Frances Yiying Zhang is Lecturer in Chinese Studies and Departmental Academic Convenor at Goldsmiths, University of London. She specializes in teacher education, intercultural communication, and Chinese language pedagogy, with a particular focus on the continuing professional development and identity negotiation of language teachers working across cultures. Educated in both China and the UK, Dr. Zhang brings a distinctive Sino–UK perspective to her research and teaching. She completed her PhD in Education at the University of Exeter, where she investigated Chinese language teachers' professional development in UK schools. Earlier in her career, she was closely associated with the work of Confucius Institutes and the intercultural dynamics of Chinese language education, experiences that continue to shape her research identity and academic practice. Her academic strengths lie in qualitative and mixed-methods research, curriculum development, and postgraduate supervision. She has published in various leading journals. Internationally active, Dr Zhang has presented her work at major conferences in the UK, Europe, the US, and Asia, and is a member of BERA, CERA, AAAL, and the Global China Academy

Topic: Artificial Intelligence for EFL Education: Pedagogical Benefits, Challenges, and Future Directions

Abstract: This study investigates the role of Artificial Intelligence (AI) in supporting English as a Foreign Language (EFL) teaching and learning, drawing on research published between 2014 and 2024. By systematically reviewing existing literature, the study identifies key domains where AI has been applied, including adaptive learning systems, automated assessment, intelligent tutoring, and conversational agents. The analysis highlights how AI tools enhance pedagogical effectiveness by providing personalized learning pathways, immediate feedback, and opportunities for authentic language interaction. At the same time, the findings reveal persistent challenges, such as data privacy concerns, unequal access to digital infrastructure, and varying levels of teacher preparedness for AI integration. These challenges underscore how governance structures, institutional readiness, and the global digital divide shape the adoption and impact of AI in language education. The study also considers future trajectories, such as the integration of generative AI for content creation, cross-linguistic transfer, and culturally responsive pedagogy. By situating AI-driven EFL education

within broader debates on governance innovation and equity in technology adoption, this research contributes to comparative reflections on how emerging technologies can both empower and marginalize learners. Ultimately, the study calls for inclusive strategies that ensure AI fosters equitable and high-quality EFL learning across diverse contexts.

Contributions

- Speaking at Panel I: Governance Innovation and Technological Empowerment
- Participating in full-day event

Dr SHEN Weiwei is an Associate Professor at the Law School of China University of Political Science and Law, where he directs the Centre for Legal Studies on Big Data and Artificial Intelligence and serves as Deputy Director within the Department of Constitutional Law. Dr Shen began his legal education at Tsinghua Law School, followed by practical experience in international arbitration at a U.S. law firm. His passion for the intersection of law and technology led him to pursue a Master's degree at the Oxford Internet Institute (Kellogg College). He then earned both an LLM and an SJD with Dean's Scholarship from Penn Law. He was also a visiting scholar at the National University of Singapore Law Faculty. He has broad research interests in the digital transformation of legal frameworks and has also published on a number of critical themes in law and technology, including cyber sovereignty, constitutional rights in the digital age, AI regulation, online courts, and online cultural production.

Topic: Artificial Intelligence and the Future of Legal Education

Abstract: Artificial intelligence presents an urgent, multifaceted challenge to legal education. I would like to examine AI's threat to traditional assessments and academic integrity, forcing a re-evaluation of how we measure competence. I will explore the critical ethical risks, from client confidentiality breaches to the dangers of 'hallucinated' legal citations. The discussion will focus on the necessary pivot in legal training, exploring what legal education must become in the AI age.

Contributions

- Speaking at Panel I: Governance Innovation and Technological Empowerment
- Participating in full-day event

Dr Tracy Digby/Liu has recently received a doctorate in social anthropology from the University of Cambridge (King's College). She is specialised in conducting qualitative research through ethnographic methods. Her research interests include the anthropology of ethics, religion, and contemporary Chinese society. Her doctoral project was co-founded by Cambridge Trust and King's College Cambridge. Before her study in Cambridge, Tracy received a MA in Buddhist Studies from the Chinese University of Hong Kong, a MSc in Social Anthropology from the London School of Economics and Political Science, and a BA in English Language and Literature from Minzu University of China. Anthropological training also shapes Tracy's inclusive mindset which paves the way for her involvement in interfaith harmony. Since 2020, she has been facilitating the United Nations World Interfaith Harmony Week as a regional conference planner, with an honour of 'Humanities Expert' for the 2025 event awarded by Humanities Texas. In addition, Tracy has been volunteering at Tianjin Family Education Counselling Centre and Beijing Guangzhong Culture and Education Centre, where she leads workshops that help children develop good habits and strengthen essential life skills such as mindfulness, resilience, and creativity. Drawing on her research and volunteer experience, she recently founded Trya Globe Culture and Education Ltd. in the UK, a start-up dedicated to developing humanities programmes for young leaners.

Topic: Blessing-Centred Education: The Humanistic Supplement of Technological Empowerment in Collaborative Governance

Abstract: Artificial Intelligence (AI) is changing the way of global education governance with its technological power. AI can offer technological empowerment, making the way for acquiring knowledge more rapid and

convenient. However, excessive reliance on AI could corrode individuals' ability to think independently and critically. The algorithmically restricted access to information would impoverish people's understanding of cultural diversity. The technocratic pursuit of speed could also reduce interpersonal interactions in educational processes, thereby undermining the humanistic spirit. In addition, due to the fundamental issue of global resource disparity, AI simultaneously exacerbates educational inequality, causing the paradox of technological empowerment and the digital divide. In global educational governance, how to achieve a balance between technological rationality and humanistic sensibility demands to be explored. From an interdisciplinary perspective between social anthropology and educational philosophy, this paper aims to introduce the concept of 'blessing-centred education'. The author argues that the notion of blessing has undergone a transformation from sacred rituals to secularised educational practices. It is expressed in diverse forms. For instance, it is manifested as prayers in religious settings, as festive wishes in folk traditions, as daily care between family members or friends, or as a part of welcoming and graduation routines in schools. Through long-term fieldwork with cross-cultural participant observation, she discovers that blessings in both ritualised and quotidian contexts convey benevolent aspirations. The expression of goodwill can have positive effects on interpersonal communication, emotional care, cultural transmission, and value cultivation. Therefore, blessing can be regarded as a form of 'global cultural practice' that transcends any single culture, nation, or ethnicity. She suggests incorporating 'blessing-centred education' into the framework of global collaborative governance through curriculum and activity design in schools, emotional infusion in families, and cultural ecosystem building in communities. The 'blessing-centred education' can offer an innovative paradigm for balancing technological rationality and humanistic cultivation in educational reform.

Contributions

- Speaking at Panel I: Governance Innovation and Technological Empowerment
- Participating in full-day event

Dr Yukun Shi, CFA, Associate Fellow of the Global China Academy, Director of Postgraduate Research (Associate Director of Research) at the Adam Smith Business School, University of Glasgow; Chair of the Chinese Economy Association (Europe). His research focuses on fintech, sustainable finance, quantitative investment, and corporate finance. Dr Shi currently serves as President and Board Member of the Chinese Economists Association (UK/Europe) and as the Asian Director of IFABS. He has advised a range of international institutions, including the Asian Development Bank Institute, the CFA Institute, the UK Office for National Statistics, Moody's Analytics, and the Bank of China. He also holds visiting professorships at several leading universities in China. Dr Shi has published over 40 academic papers, regularly delivers keynote speeches at international conferences, and serves on the editorial boards of several academic journals. He is current President of the Chinese Economy Association (Europe).

Topic: Transforming Screen Time into Philosophy Time: Empowering Families through Inquiry-Based Learning

Abstract: In an era of rapid technological transformation and growing equity challenges in education, Hope Seed emerges as an innovative global initiative offering AI-empowered, multilingual, and emotionally resonant educational content for children aged 2–12. Co-created by international educators, artists, philosophers, and technologists, the project integrates digital storytelling with localized content strategies to advance inclusive, equitable, and sustainable learning. This talk analyses Hope Seed's field implementation in Nigeria and Mexico through four governance lenses: (1) multilingual adaptation and cultural localization, (2) public–private partnership models for education delivery, (3) impact-driven financing mechanisms, and (4) standardization of educational content. Central to its pedagogy is the Hope Seed Method—a six-phase inquiry-based cycle (Watch > Reflect > Ask > Do > Reward > Unlock)—informed by Philosophy for Children (P4C). This framework empowers young learners to cultivate empathy, civic awareness, and ethical reasoning both at home and in the classroom. By aligning closely with SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities), the Hope Seed initiative exemplifies a scalable and replicable model for global education governance. The case study contributes to ongoing debates on how cross-sector innovation and child-centred methodologies can foster resilient and future-ready K–12 education systems.

Contributions

- Receiving certificate of Associate Fellow of Global China Academy
- Speaking at Panel I: Governance Innovation and Technological Empowerment
- Participating in full-day event

Joan Daniel Rivas Andrade is a university student and teaching assistant in systems engineering, highly trained in programming, artificial intelligence, and web systems development. He has practical experience in educational and technological projects that combine data analysis, interface design, and process automation. Currently, he is developing educational solutions with a social focus, particularly aimed at low-income communities in Ecuador, his home country. His recent work focuses on the application of machine learning algorithms to prevent school dropout among secondary and high school students, using open-source tools.

Joan has also collaborated in academic activities related to computer vision, natural language processing, and the optimization of models in real-world contexts. His commitment to educational equity has led him to propose inclusive, multilingual, and sustainable technologies that can be applied both locally and globally. His interdisciplinary approach and dedication to human development motivate him to participate in GCD X, to exchange ideas with international experts and contribute concrete technological solutions to the current challenges of global education.

Topic: Use of Artificial Intelligence for the Early Detection of School Dropout in Vulnerable Communities: A Comparative Approach between Ecuador and China

Abstract: School dropout remains one of the main challenges in the educational development of both developing countries and rural areas of large nations such as China. This project proposes an artificial intelligence (AI)-based early detection system designed to identify students at risk of leaving school, with a focus on vulnerable communities in Ecuador and rural regions of China.

By analysing data such as academic performance, attendance, socioeconomic background, geolocation, and family factors, the predictive model enables the anticipation of dropout patterns. The system employs machine learning algorithms trained with public or simulated data and can be adapted to multiple cultural and linguistic contexts. The proposal aims to strengthen educational governance through a digital tool that guides timely interventions, especially useful for institutions with limited resources. The system can be integrated with existing platforms, used offline in areas without connectivity, and scaled up regionally. This project aligns with the objectives of GCD X, by promoting equity, quality assurance, and institutional innovation in education, while exploring collaborative solutions among Global South countries through the responsible and contextualized use of AI.

Contribution: Abstract accepted, but speaker unable to participate

Panel II: Educational Equity, Inclusion, and Quality Assurance

Chair and discussant: Professor Maria Jaschok

Dr Professor Maria H.A. Jaschok, FGCA (PhD London/SOAS). Chair of Global China Academy. Former Director of the International Gender Studies Centre at Lady Margaret Hall (2000–2018). She is currently a Senior Research Associate of the Contemporary China Studies in OSGA, and Supervisor and Tutor for the MS in Women's, Gender, and Sexuality Studies, University of Oxford. She held most recently a Visiting Professorship with King's College, London, 2019–2021.

Her research interests are in the areas of gendered constructions of memory; feminist and aural ethnography; innovative research methodologies and uses of oral history in the writing of women's history in Asian contexts. Long years of close research partnerships and friendships in the field engendered interest in feminist theorizing and ethnographic methodology and led to writing on collaborative modes of cross-cultural research and authorship. She is a member of many international academic and professional organizations, serving on steering committees, editorial and advisory boards.

Contributions

- Presenting certificates to new Fellows of the Global China Academy
- Chairing Panel II: Educational Equity, Inclusion, and Quality Assurance
- Participating in GCA Board of Trustees meeting
- Participating in full-day event

Speakers: Professor Vaclav Brezina, Ms Lucy Robin, Professor TENG Xing and Dr Paraskevi (Voula) Kanistra

Professor Vaclav Brezina is Professor of Corpus Linguistics and Co-Director of the ESRC Centre for Corpus Approaches to Social Science (CASS) at Lancaster University. A leading scholar in corpus-based language research, his work spans corpus linguistics, applied statistics, phraseology, learner language, and the development of major linguistic datasets and analytical tools. He currently contributes to large-scale projects such as the Written British National Corpus and the Trinity Lancaster Corpus of spoken L2 English, advancing innovative methods in corpus design and sociolinguistic modelling. His research has been supported by major funders including the ESRC. He is the author of *Statistics in Corpus Linguistics and co-author of Fundamental Principles of Corpus Linguistics* and *A Frequency Dictionary of British English*, and co-author of *A Frequency Dictionary of British English*. His work significantly enhances understanding of language variation, learning, and the role of linguistic evidence in shaping educational practice.

Topic: Process or Product? Rethinking Language Learning and Assessment in the Age of AI

Abstract: This talk examines how emerging technologies are reshaping language learning and assessment, often privileging speed and outcomes over the learning process itself. Drawing on research from the ESRC Centre for Corpus Approaches to Social Science (CASS), Lancaster University, in collaboration with language testing organisations and other stakeholders, it considers how corpus linguistics can promote authenticity, transparency and social meaning. The analysis highlights the need to balance technological efficiency with fairness, inclusion and quality assurance in educational contexts.

Contributions:

- Speaking at Panel II: Educational Equity, Inclusion, and Quality Assurance
- Participating in full-day event

Lucy Robin is the creator of The Equity Blueprint, a governance framework that embeds equitable inclusion through co-production, psychological safety, and cognitive diversity. She works at Every Parent & Child in London as the ABC Parents Child Health Champions Lead, where she supports and develops a network of volunteers who empower parents and families to learn child health awareness, basic life-saving skills, and community advocacy. Lucy holds a degree in Early Years and Child Development and has a professional background in safeguarding, with experience as a Designated Safeguarding Lead. Her work includes designing environments, systems, and policies that adapt to the developmental needs of children, rather than expecting children to adapt to restrictive structures. Her practice centres on lived experience, shared power, and evidence-informed co-production. Lucy has spoken nationally and internationally on equity, system redesign, and community-led governance. Her core belief is simple: we do not need to change people — we need to change systems.

Topic: Beyond Inclusion: The Equity Blueprint and the Transformation of Educational Systems

Abstract: Educational inclusion is failing because systems are not designed for equity. They are not built to embrace diversity or difference. Globally, 240 million children have disabilities or developmental differences, yet they are nearly twice as likely to never attend school as their non-disabled peers. International research also shows that neurodivergent learners frequently mask or hide who they are to avoid stigma — a pattern seen across cultures. National data shows how systems create inequity. In England, pupils with special educational needs are four times more likely to be permanently excluded. In the United States, students with disabilities make up a small proportion of the student population yet account for a quarter of all suspensions. In China,

recent reforms have led to a dramatic increase in students with disabilities enrolled in mainstream compulsory education. Progress is happening, but the prevailing approach is based on equality — giving everyone the same — which does not create equitable outcomes. The Equity Blueprint is a co-designed framework built around eight interconnected pillars. It shifts the question from 'How do we make young people fit systems?' to 'How do we make systems fit young people?'

Contributions

- Speaking at Panel II: Educational Equity, Inclusion, and Quality Assurance
- Participating in full-day event

Professor TENG Xing, Professor at the School of Education, Minzu University of China, and the founder and inaugural Chair of the Education Anthropology Committee of the China Ethnology and Anthropology Association. Since joining Minzu University of China in 1982, he has held numerous key academic positions, including Director of the Institute of Ethnic Education, Editor-in-Chief of *Research on Ethnic Education*, and Director of the Education Anthropology Research Centre under the '985 Project' Innovation Base. A pioneering scholar in introducing and localizing educational anthropology in mainland China, Professor Teng has conducted research for the World Bank, the Asian Development Bank, the UK Department for International Development (DFID), the Ford Foundation, and Japan's Ministry of Education. He has led or participated in more than ten major international and domestic education projects. He has served as a Fulbright Senior Visiting Scholar and has been a visiting scholar or researcher at the University of California, Berkeley; the University of Nevada; Academia Sinica (Taiwan), among other institutions, and has frequently delivered lectures internationally.

Professor Teng has published over 100 academic papers and more than 30 monographs and textbooks. His representative works—*Cultural Change and Bilingual Education*, *An Introduction to Minority Bilingual Education in China*, and *General Theory of Ethnic Education*—have received major national awards and remain widely cited. His research on Lahu girls' education produced the acclaimed ethnographic film *Children of Blessing*, collected by Harvard, Stanford, and other leading institutions. His work continues to shape the development of educational anthropology, ethnic education, and policy research in China.

Topic: Can Education Bring a Better Life? — A Case Study of Schooling in Remote Rural China

Abstract: This presentation explores whether education can bring a better life through a long-term anthropological case study of Lahu girls in a remote mountainous region of Southwest China. The Lahu are an ancient cross-border ethnic group living in geographically isolated, economically impoverished, and culturally insular communities. Despite the establishment of basic schooling, the region continues to face severe challenges, including limited educational resources, weak academic foundations, and a disconnect between formal schooling and traditional community life.

To address intersecting inequalities of ethnicity, gender, poverty, and social class, a special 'Lahu Girls' Class' was created. Research shows that with supportive learning environments and culturally responsive interventions, Lahu girls achieved academic performance comparable to urban and multi-ethnic peers. They demonstrated stronger motivation, clearer aspirations, and improved Mandarin and intercultural communication skills.

The study draws on multicultural education theory and China's 'diversity-in-unity' framework, arguing that schools must enhance instructional quality, incorporate community knowledge, and create equitable learning opportunities. A 20-year follow-up reveals that, although most girls did not attain advanced degrees or high-status jobs, their worldviews and life trajectories significantly changed. Crucially, they now value education for the next generation, demonstrating how educational transformation in marginalized communities requires sustained, intergenerational effort.

Contributions

- Speaking at Panel II: Educational Equity, Inclusion, and Quality Assurance
- Participating in full-day event

Paraskevi (Voula) Kanistra is Associate Director/Senior Researcher at Trinity College London and holds a PhD in Language Testing from the University of Bremen. Her work focuses on standard setting, CEFR alignment, validation, and measurement, with a particular emphasis on developing fair and transparent assessments that serve diverse learner populations. She is the author of a forthcoming book on the *Item Descriptor Matching* method, which examines standard setting in both face-to-face and synchronous virtual environments, to be published by Peter Lang.

Topic: From Global Standards to Local Voices: Ensuring Equity and Integrity in Assessment in an AI-driven World.

Abstract: Ensuring equity within global assessment frameworks as AI reshapes education is increasingly complex. While uniformity has often been equated with fairness, assessment frameworks grounded in learner-agency theory can better recognize cultural and individual diversity, safeguarding fairness and inclusion across educational contexts with unequal access to technology. The presentation will draw on the Trinity College London framework of Assessment Principles and its long tradition of designing exams that foreground performance in authentic, real-world contexts.

Contributions

- Speaking at Panel II: Educational Equity, Inclusion, and Quality Assurance
- Participating in full-day event

Panel III: Global Education Policy and International Cooperation

Chair and discussant: Professor Peter Schroeder

Professor Peter Schröder, FGCA and Vice-President of Global China Academy (Fellowship); Professor of History of Political Thought at University College London. He was awarded an MA (1995) and PhD (1999) from Philipps-University Marburg, Germany, before he joined UCL in 2001. He was visiting professor at universities in Seoul, Rome and Paris and held numerous senior research fellowships, among others at the Max Weber Centre for Advanced Cultural and Social Studies at the University of Erfurt, the Institute for Advanced Studies at Central European University Budapest and the Centre for Advanced Studies of the Royal Flemish Academy of Belgium for Science and the Arts. He is an active member of the editorial board of the book series Staatsdiskurse at Steiner Verlag Stuttgart, of the European Society for the History of Political Thought and of the research network Natural Law 1625-1850, An International Research Project. He has published widely on the history of political thought. Recent publications include a monograph on *Trust in Early Modern International Political Thought, 1598–1713* (Ideas in Context 116), Cambridge University Press 2017, as well as two edited volumes: German translation and edition of T. Hobbes, *Behemoth or the Long Parliament* (Meiner Verlag), Hamburg 2015 and German translation and edition of R. Filmer, *Patriarcha* (Meiner Verlag), Hamburg 2019.

Contributions

- Speaking at Panel II: Educational Equity, Inclusion, and Quality Assurance
- Participating in the afternoon event
- Participating in the dinner

Speakers: Professor Nicola Galloway, Mr Richard Anthony Ridealgh, Ms Yi Yang, Professor Steven Jones

Nicola Galloway, Professor of Applied Linguistics, with a specialization in sociolinguistics and language teaching research. Nicola's interests are in the pedagogical implications of the use of English as a global lingua franca and the internationalization of higher education in non-Anglophone contexts. Her research has included exploring attitudes towards the English language and in relation to English language teaching, Global Englishes, teaching English as an international language, and English Medium Instruction. Her work straddles applied linguistics and higher education studies. Publications include a number of books on Global Englishes, including *Introducing Global Englishes* (Routledge), *Global Englishes for Language Teaching* (Cambridge), *The Routledge Handbook of Teaching English as an International Language* (Routledge), *Teaching English as an International Language* (Cambridge), *Global Englishes and English Language Teaching* (Routledge), and *English Medium Instruction (EMI) in Higher Education in Practice* (Bloomsbury). She has published widely in the fields of Applied Linguistics and Higher Education. Nicola is the coordinator of the ELIPro network (Education, Languages and Internationalisation network). It partners with a research-based network at The University of Oxford (http://www.emi.network/) and has 18 global branches.

Topic: Global Englishes and Education Policy: Rethinking International Cooperation in Higher Education

Abstract: English-medium instruction (EMI) is expanding rapidly across non-Anglophone higher education, particularly in China, as institutions pursue internationalization. Yet the policy promise of EMI often collides with persistent challenges: uneven language support for students, constrained content learning, limited professional development for lecturers, and monolingual 'English-only' ideologies that marginalize local languages and knowledge. Drawing on studies of EMI policy drivers and teacher collaboration in Chinese universities, this talk argues that a Global Englishes perspective can realign EMI with the Global China Dialogue agenda of sustainable and equitable education governance. Recognizing English as a diverse, multilingual resource enables more inclusive policies and pedagogies and supports professional development across disciplines.

As transnational education and cross-border university alliances expand, reframing EMI through Global Englishes can strengthen academic autonomy, preserve linguistic diversity, and foster more just international cooperation. While English serves as a lingua franca in global academia, it should be understood as a language of shared ownership rather than dominance. Emphasizing multilingualism as the norm, not the exception, this talk highlights the need to contextualize EMI and language policy within national, institutional, and cultural realities, promoting equitable and decolonized approaches to internationalization in higher education.

Contributions

- Speaking at Panel III: Global Education Policy and International Cooperation
- Participating in full-day event

Richard Anthony Ridealgh, PhD candidate in Education at the University of Manchester; Curriculum Director and Senior Head Teacher at Barbara's Academy, Shenyang, China. He is a dedicated educator with over 20 years of experience across diverse educational settings in China. He has served as a university lecturer, high school teacher, middle school instructor, and private academy educator, where he has led innovative STEM/STEAM and environmental awareness programmes. Most recently, he designed and delivered an AI-focused initiative in which students analysed and addressed organizational weaknesses in a seaside hotel resort, fostering critical thinking and technological competence. As an IELTS examiner for the past five years, he has further strengthened his expertise in language assessment, liberal arts education, and AI-enhanced academic coaching, guiding numerous students toward admission to top international universities. He holds a Master's degree in Education and a PGCE in Primary Education and is currently completing his PhD in Education. His research and practice focus on transcultural learning, ESL/ELL methodologies, and global education policy, with a strong commitment to bridging cultural divides through human-centred teaching.

Topic: Teaching Between Systems: What Transcultural Classroom Experience Can Contribute to Global Education Policy

Abstract: In an increasingly interconnected world, educators often bridge diverse cultural and systemic divides to foster equitable learning opportunities. Drawing from over 20 years of teaching and advising in Chinese institutions, this talk explores how transcultural classroom experiences—such as supporting students from both urban and rural schools to pursue international mobility—can inform global education policy. Key themes include cultivating student confidence and knowledge base through cross-cultural relationships, navigating local and global learning pathways, and promoting equity in educational cooperation. By examining real-world examples from China and beyond, the discussion highlights the educator's role as a 'transcultural bridge' in human-centred international partnerships. Ultimately, these insights advocate for policies that integrate grassroots transcultural practices to enhance global collaboration, ensuring that education systems adapt to diverse needs while fostering aspiration and inclusion.

Contributions

- Speaking at Panel III: Global Education Policy and International Cooperation
- Participating in full-day event

Yi Yang is a Chinese lecturer at Regent's University London and a PhD student at School of Modern Languages and Cultures, Durham University. Her current research interests include language policy and electronic writing in Chinese and Japanese. With over 10 years of Chinese teaching experience in higher education in China and the UK (including roles at Confucius Institutes), she brings expertise in cross-cultural Chinese language instruction.

Topic: A Comparative Study of Japanese and Chinese Language Promotion Policies in UK Higher Education

Abstract: According to the UCAS 2012-2021 report on the enrolment of undergraduate language programmes, there was a significant increase in the number of Japanese learners in contrast to a noticeable drop in other languages including Chinese. This is despite the fact that the number of Chinese-language promotion agencies, namely Confucius Institutes, is a lot greater than in Japan, which has only the Japan Foundation as the main agency. This research aims to explore possible factors impacting the above-mentioned change by focusing on the language-promotion policies of China and Japan in the context of UK higher education, and how the local universities have responded to their promotion activities. The research examines and compares documented language policies, in particular their adoption and adaptation to CEFR, and interviews Chinese and Japanese teachers and staff members working at local language promotion agencies. The research uses Spolsky's Language Management theory as the framework to analyse their relevant beliefs, management, and practices. The research finds that there are clear differences between the two countries' language promotion policies, especially the recent Japanese language policy's more positive embrace of CEFR, which in turn has affected the beliefs and practices of both teachers and staff.

Contributions

- Speaking at Panel III: Global Education Policy and International Cooperation
- Participating in full-day event

Professor Steven Jones is Professor of Higher Education at Manchester Institute of Education, which is part of the University of Manchester. Co-author of commissioned reports for the Sutton Trust, the Joseph Rowntree Foundation and HEFCE, Professor Jones is particularly interested in how the marketization of English higher education has impacted on staff and students. He is one of the most prominent commentators on the sector, having written op-ed pieces for *The Guardian* and other newspapers, and made regular contributions to *WonkHE*, *HEPI*, the *Times Higher* and *Conversation*. Research findings have been presented to Universities UK, HM Treasury, the Association of School and College Leaders, and the Sunday Times Festival of Education, and evidence given to the All-Party Parliamentary University Group in the House of Commons. Professor Jones is a former Director of the Manchester Institute of Education (2020–24) and an executive member of the Council for the Defence of British Universities (CDBU). His latest book, *Universities Under Fire*, was published in June 2022, and he has recently authored a Code of Ethical University Governance (2025) for the CDBU.

Topic: Reimagining Internationalization

Abstract: Internationalization has long been positioned within higher education policy as an unambiguously positive force – one that fosters global engagement, knowledge exchange, and cross-cultural understanding. Yet in practice, dominant models of internationalization often reproduce inequities rather than dismantle them, privileging market expansion and institutional prestige over genuine reciprocity and social benefit. In the UK and beyond, short-term, income-driven recruitment strategies have too often reduced internationalization to a commercial transaction. This talk reimagines internationalization through the lens of social justice, asking what the university might become if organized around collaboration rather than competition, and care rather than capital. Drawing on emerging critical scholarship, I examine how discourses of mobility, partnership, and global citizenship might be reconfigured to promote epistemic diversity and more equitable participation. While international mobility benefits many, shifting socio-political climates – as reflected by tightened visa regimes and rising nationalism - increasingly constrain the transformative potential of cross-border education. I argue for a shift from metricized and instrumental international strategies toward discourses that foreground inclusivity and sustainability – reimagining higher education not as an 'export industry' but as a vehicle for shared responsibility and global cohesion.

Contributions

- Speaking at Panel III: Global Education Policy and International Cooperation
- Participating in full-day event

Panel IV: Education Financing and Sustainable Development

Chair and discussant: Mr Charles Grant

Mr Charles Grant Trustee of the Global China Academy Broad of Trustees and Director of the Centre for European Reform. He founded the Centre for European Reform in 1996. In January 1998 he left *The Economist* to become the CER's first – and so far only – director. He is the author of numerous CER reports, including *Russia, China and Global Governanc*e (2012), *How to Build a Modern European Union* (2013) and *Relaunching the EU* (2017). He works on, among other subjects, Britain's relationship with the EU, the future of the European Union, EU foreign policy, Russia and China. He is also a member of the GCA Board of Trustees. After studying modern history at Cambridge University, Charles took a diploma in French politics at Grenoble University. Returning to London, Grant joined *Euromoney*, the financial magazine, in 1981. He moved to *The Economist* in 1986, where he wrote about the City. In 1987 he began a series of articles which exposed the County NatWest-Blue Arrow scandal, which led to two Department of Trade and Industry inquiries and a long criminal trial. Charles was a director and trustee of the British Council from 2002 to 2008. He was a member of the international advisory board of the Moscow School of Political Studies (which became the Moscow School of Civic Education) from 2002 to 2015. He is on the international advisory boards of the Turkish think-tank EDAM, the French think-tank Terra Nova and the Italian think-tank Aspen Italia. He is a member of the Council of the Ditchley Foundation, of the advisory board of the UCL European Institute, of the Scottish First Minister's Standing Council on Europe, and of the Brexit Advisory Panel of Make UK (formerly the Engineering Employers' Federation).

Contributions

- Participating in GCA Board of Trustees meeting
- Chairing Panel IV: Education Financing and Sustainable Development
- Participating in the dinner

Speakers: Professor Justin Dillon, Dr Alexis Brown, Professor Martin Lockett, Professor CHEN Zhi

Professor Justin Dillon is professor of science and environmental education at University College London and Guest Professor at Zhejiang University, China. His research interests are in learning in and outside the classroom, climate change and sustainability education. After studying for a degree in chemistry, Justin trained as a teacher and taught in London schools for 10 years. He joined King's College London in 1989, where he worked as a researcher and teacher educator, being appointed professor in 2009. In 2014, Justin was appointed Head of the Graduate School of Education at the University of Bristol. He then joined the University of Exeter in 2017, where he was Director of Research in the School of Education. He returned to London earlier this year to take a chair at UCL. Justin was President of the European Science Education Research Association (ESERA) from 2007 to 2011 and is President of the UK National Association for Environmental Education. Previously he was Chair of Trustees of the London Wildlife Trust and Bankside Open Spaces Trust. Justin edits the journal *Studies in Science Education* and is an editor of the *International Journal of Science Education*.

Topic: An educational response to the climate and nature emergency

Abstract: In this talk, I critique current educational responses to the climate and nature emergency and argue for a transformative, multidisciplinary, curriculum-wide, whole-school approach. Education for Sustainable Development has not delivered what it promised, and incremental adjustments are no longer sufficient. Drawing on research from UCL's Centre for Climate Change and Sustainability Education, alongside exemplary practices from schools in the UK, the US, and China, I illustrate what effective climate change education requires, what young people demand, and what educators can realistically implement. I argue that today's students will live through decades shaped by ecological instability, biodiversity loss, and global inequity, yet most education systems remain poorly equipped to prepare them for these 'wicked problems'. Evidence shows that students desire deeper, cross-subject climate education, while teachers feel underprepared to deliver it. Reviewing international cases, I highlight strategies that work—experiential and inquiry-based learning, fieldwork, expert engagement, misconception-addressing pedagogies, and community-grounded projects. These examples show that meaningful transformation is possible when whole-school cultures align around sustainability and when curricula centre on relevance, agency, and collective action. Ultimately, responding to the climate crisis requires rethinking not only what we teach, but how education cultivates responsibility, resilience, and informed participation in a rapidly changing world.

Contributions

- Speaking at Panel IV: Education Financing and Sustainable Development
- Participating in full-day event

Dr Alexis Brown is Head of Global Education Insights at the British Council. Previously, she served as Director of Policy at the Higher Education Policy Institute (HEPI), where she led work on higher education policy, research security and risk management, international research collaboration, and overseas R&D investment. Before that, she was a Policy Manager at the Russell Group, responsible for portfolios related to higher education strategy, research policy, and financial sustainability, and also held roles at University College London (UCL). Dr Brown holds a DPhil in English Literature from the University of Oxford. She has long been engaged in research on higher education policy, international collaboration, and global research strategies, with a particular focus on trends and policy developments in partnerships between the UK and global universities, including UK–China cooperation.

Topic: The Chinese Research Landscape: Trends in UK–China Collaboration

Abstract: This presentation will explore the latest trends in UK–China research collaboration. China's research landscape as of 2025 is characterized by rapid expansion, substantial state investment and growing global influence across both foundational sciences and frontier technologies such as artificial intelligence, engineering biology and advanced telecommunications. This accelerating research capacity has major implications for international partnerships, particularly with the United Kingdom, which remains one of China's key scientific collaborators. UK–China co-authored work—especially in areas like AI, environmental science and clean energy—continues to deliver high citation impact, reflecting the productive synergy between the

UK's research excellence and China's scale and technological ambition. However, this collaborative strength exists within a more complex geopolitical environment marked by strategic competition, tightened technology governance and heightened security concerns.

Contributions

- Greetings in the Opening Session (see page 21)
- Speaking at Panel IV: Education Financing and Sustainable Development
- Participating in full-day event

Professor Martin Lockett, a seasoned scholar in the field of international business and management, is a former Dean of the Faculty of Business at the University of Nottingham Ningbo China and currently serves as a professor in the Department of International Business and Management. His career spans both academia and business, including over 13 years conducting research and teaching at top institutions such as Cambridge, Oxford, and Imperial College. Subsequently, he has held senior management roles in multinational corporations, gaining extensive experience in business development, strategy consulting, and change management projects with companies such as John Lewis, KPMG, and Arthur D. Little. Returning to academia, he served as the Dean of Academic Development at Ashridge Business School, leading international expansion and the academic integration with Hult International Business School. Professor Lockett has conducted in-depth research in Chinese business management and international higher education management, with a focus on teaching and research in cross-cultural management and innovation.

Topic: Beyond Funding: How Digital Ecosystems Shape the Sustainability of UK–China Educational Exchange

Abstract: Sustaining UK–China educational exchange requires more than financial investment or policy support. Recent studies on academic expatriates and student mobility show that digital ecosystems—especially China's mobile-first infrastructure—have become a decisive factor shaping the equity, inclusiveness and long-term stability of exchange programmes. Many essential apps in China require local IDs, operate only in Chinese, or involve unfamiliar authentication processes, creating barriers for visiting academics and students. In a context of limited funding, strengthening digital onboarding—such as training in mobile payments, key apps, digital navigation and tech-supported learning—can significantly reduce adjustment costs and enhance participation. Integrating digital literacy into exchange preparation helps bridge technological distance, supports well-being and academic performance, and ensures that educational cooperation remains resilient and sustainable. Ultimately, digital ecosystems are no longer peripheral tools but core elements of the contemporary educational environment, directly shaping the future of UK–China collaboration.

Contributions

- Speaking at Panel IV: Education Financing and Sustainable Development
- Participating in full-day event

Professor CHEN Zhi, FHKAH, President of Beijing Normal–Hong Kong Baptist University, Chair Professor. He is an internationally renowned scholar and researcher in Chinese Studies. His diversified interests in Chinese studies include classical studies and early Chinese culture and history, historical writings, traditional Chinese poetry, excavated documents such as bronze inscriptions and bamboo and silk writings, and intellectual history of the Ming and Qing dynasties. He is the founding Editor-in-Chief of several prestigious academic journals and book series, both Chinese and English, and was appointed as local convenor of Chinese Language and Literature in the Panel of Humanities of RAE 2009–14. Professor Chen has published extensively in the US, Europe, the UK, Japan, and Greater China regions in top-tier venues. In addition to his remarkable scholarship, Professor Chen is an experienced university administrator. Apart from being the Head of the Department of Chinese at HKBU between 2010 and 2013, Professor Chen was Acting Dean of the Faculty of Arts between 2015 and 2017. He was the founding Director of the Mr Simon Suen and Mrs Mary Suen Sino–Human Institute between 2011 and 2014. Between 2012 and 2014, Professor Chen was appointed Founding Acting Director of Jao Tsung-I Academy of Sinology and became the

Director from 2014 to present. From 2018, Professor Chen served as the Board Director of Wuhan College. Professor Chen joined Beijing Normal–Hong Kong Baptist University in 2018 as the Vice President (Academic) and was promoted to Provost in 2020. From 2022 to 2024, Professor Chen held the position of President at Hong Kong Chu Hai College. Currently, Professor Chen serves as President of Beijing Normal–Hong Kong Baptist University.

Topic: AI and Liberal Arts Education: The BNBU Paradigm in China and its Global Expansion

Abstract: In an era when artificial intelligence is rapidly transforming higher education, Beijing Normal–Hong Kong Baptist University (BNBU) proposes an innovative 'AI + Liberal Arts' paradigm designed to cultivate creative talents grounded in humanistic values and scientific competencies. The report highlights how AI is reshaping educational philosophy—shifting from knowledge transmission to capability development—and driving change in teaching roles, learning models, assessment practices, and disciplinary structures. While AI presents challenges such as human alienation, value disruption, and cognitive shifts, liberal arts education offers essential support through the development of critical thinking, cultural literacy, ethical judgment, teamwork, and social responsibility, enabling students to position themselves meaningfully in a human–machine ecosystem. Through transdisciplinary programmes, AI literacy frameworks, global partnerships, and industry–university collaboration, BNBU advances an integrated approach that aligns intelligent education with whole-person development. This emerging model builds an 'academic–industry–society' innovation ecosystem and provides a replicable pathway for the internationalization and sustainable transformation of Chinese higher education.

Contributions (video)
- Greetings in the Opening Session
- Speaking at Panel IV: Education Financing and Sustainable Development

Dr LI Xu, Associate Dean for Administration at the School of Design, Southern University of Science and Technology (SUSTech), Shenzhen, China. Xu joined SUSTech in 2010 and was fortunate to be involved in designing the governing and education structure of this new university. Before assuming her current role, she worked at several offices at SUSTech, including the Center for Education Research, Teaching Affairs Office, and Global Engagement Office, all starting from scratch. In October 2020, she joined the newly established School of Design as one of the two early members, the other being her dean. Xu received a PhD in higher education from the University of Michigan Ann Arbor, an MA in education administration from Teachers College, Columbia University and a BA in English Language and Literature from Peking University.

Topic: New Research Universities of Science and Technology in China: A Social Innovation Legitimized by Technology and Economic Innovation

Abstract: In the past fifteen years, South China has witnessed rapid development of new research universities of science and technology. Dedicated to national strategies of developing world-class universities, cultivating innovative top talents, or propelling the regional economy through knowledge transfer, these universities carry out reforms rarely found in more established ones. Their high international profile, freedom of choice for students, support of individual faculty members especially young scholars, close connection with industries and other new practices in China challenge and are also constrained by the status quo of the system. After the pandemic, drastic changes taking place domestically and internationally provide opportunities to these young universities given their stress on science, technology and transfer, but also pose financial and political difficulties because of economic stagnation and global decoupling of China. Their steady and sustainable development is jeopardized. This study will examine this significant phenomenon and the strategies that contribute to their success, hoping to shed light on what social innovations their development has managed to accomplish within the framework of national legitimacy of knowledge for technology and economic innovation. The authors will speculate on their strategies for steady and sustainable development and exchange views with the conference audience from the world.

Contributions: Abstract accepted. Speaker unable to participate but a presentation will be included in the GCD X Proceedings

Closing Session

Chair: Professor Xiangqun Chang

Professor Xiangqun Chang FRSA, FGCA and President of the Global China Academy (GCA), a UK-based independent worldwide fellowship that encourages comprehensive studies on China in the social sciences and humanities; she is Distinguished Professor at Nankai University and Honorary Professor at Jilin University. She was Honorary Professor at University College London (2015–20), a Professorial Research Associate at SOAS, University London, a Visiting Professor at University of Westminster, Senior Research Associate of LSE, and holder of several Professorships and Senior Fellowships at Peking, Renmin, Fudan and Sun Yat-sen Universities in China. Her academic publications amount to over three million words (in English and Chinese), including *Guanxi or Li shang wanglai?: Reciprocity, social support networks and social creativity in a Chinese village* (Chinese 2009, English 2010). As the only UK-based sociologist trained in both China and the UK, Xiangqun has been working at universities on social scientific studies of China interdisciplinarily since 1991, when she came to the UK as a Visiting Fellow. Based on the her thorough and detailed ethnography of a Chinese village with longitudinal comparisons, and borrowing and adapting Chinese classical and popular usage of *li shang wanglai* (礼尚往来), she developed a general analytical concept – 'reciprupriety' (*lishang-wanglai* 互适), the mechanism by which Chinese society and Chinese social relations operate, thereby contributing to existing theories of reciprocity, relatedness, social exchange, social creativity, social interaction, social networks, social capital and transculturality with characteristics of 'ritual capital' (礼仪资本), for the understanding and governance of global society. She was selected by the Academic Presidents of the International Sociological Association (ISA) as one of 15 sociologists in the world who were 'called upon to adapt the discipline to the upheavals of the twenty-first century' (see *Practicing Social Science: Sociologists and their Craft*, by Devorah Kalekin-Fishman, Routledge, 2017).

Xiangqun is also Editor-in-Chief of Global Century Press (GCP). Currently, she is in charge of the publication of four academic journals and eight book series (in English and Chinese dual languages). She is Editor of the *Journal of China in Global and Comparative Perspectives*, 'Chinese Concepts', 'Globalization of Chinese Social Sciences', 'China and Chinese in Comparative Perspectives', 'Transcultural Experiences with "Three Eyes"' book series and 'Global Chinese Dialogue Proceedings'.

Contributions

- Co-Chair of Global China Dialogue organizing committee
- Presenting certificates to the representatives of Institutional Fellows and VPs of GCA
- Participating in the GCA Board of Trustees meeting
- Chairing the Closing Session
- Participating in full-day event

Speakers: Professor Martin Albrow, Dr Yukteshwar Kumar and Professor Li Li

Professor Martin Albrow, FAcSS FGCA founding Honorary President of Global China Academy (2013-2021). He held the Chair in Sociological Theory at the University of Wales in Cardiff before becoming Professor Emeritus in 1989. Since then, he has held visiting positions in numerous institutions, including the Eric Voegelin chair in Munich, and chairs in the London School of Economics, State University of New York, Stonybrook, the Woodrow Wilson International Center for Scholars, Washington DC, and the Beijing Foreign Studies University. Currently, he is non-resident Senior Fellow at the Käte Hamburger Center for Advanced Studies 'Law as Culture', Bonn University. In the past he has been President and of the British Sociological Association (BSA), Editor of the journal *Sociology* and founding editor of *International Sociology*. His first visit to China was in 1987 on an observational tour with the State Family Planning Commission. In recent years he has contributed to the annual Symposium on China Studies with the Academy of Social Sciences and the Ministry of Culture of the PRC and academic engagements with many universities in China.

His specialties include social theory, organization theory and Max Weber's thought, and he is internationally known for his pioneering work on globalization. His *The Global Age: State and Society beyond Modernity* (1996) won the European Amalfi Prize in 1997. Other books include *Bureaucracy* (1970), *Max Weber's Construction of Social Theory* (1990), *Globalization, Knowledge and Society* (1990, ed. with E. King), the first book with the keyword 'globalization' in title (book reviewed by Roland Robertson, Contemporary Sociology, Vol. 21, No. 1, Jan. 1992), *Do Organizations Have Feelings?* (1997), *Sociology: The Basics* (1999), *Global Civil Society* (co-editor) in 2006/7, 2007/8 and 2011, *Global Age Essays on Social and Cultural Change* (2014), *China's Role in a Shared Human Future: Towards Theory for Global Leadership* (2018) and *China and the Shared Human Future: Exploring Common Values and Goals* (2021) , and *Integrity: The Rise of a Distinctive Western Idea and its Destiny* (2024) .

Topic: Tribute to a Bridge of Knowledge: Reflections on the 10th Global China Dialogue

Abstract: This closing reflection pays tribute to the Global China Dialogue as a unique bridge of knowledge, connecting ideas, cultures, and generations over the past decade. Drawing on the themes and insights that have shaped ten years of dialogue, the remarks revisit how the GCD has nurtured mutual understanding, advanced global thinking, and fostered collaboration across nations. Looking ahead, the address calls for renewed commitment to shared intellectual endeavour and collective responsibility, reaffirming the Dialogue's role as a platform where diverse voices contribute to the evolving landscape of global governance and China's place within it.

Contributions

- Receiving certificate of Honorary Fellowship of GCA in the Opening Session
- Closing remarks in the Closing Session
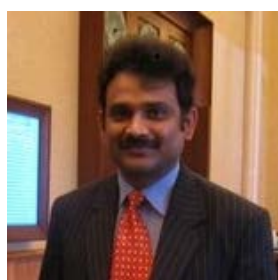
Dr Yukteshwar Kumar is a Senior Academic of Chinese stream at the University of Bath and a distinguished scholar of China–UK–India relations and intercultural communication. He served as Deputy Mayor of Bath—the first Asian to hold the position—and has more than 35 years of academic experience in the UK and India. Dr Kumar's work bridges academia, politics, and community engagement, focusing on governance, education, and international collaboration. A fluent Chinese speaker, he frequently contributes to discussions on China's role in global education and has been recognized among the most influential figures in Bath's public life.

Topic: Bridging Worlds: Governance, Culture, and Collaboration in Global Education

Abstract: As global education navigates an age shaped by digital transformation, cultural diversity, and shifting geopolitical realities, governance must transcend conventional institutional frameworks. In these closing reflections, I will examine how collaborative governance and intercultural understanding can serve as powerful forces for creating more inclusive, equitable, and sustainable systems of learning worldwide. Drawing on more than three decades of experience in higher education across the UK, China, and India, and seminars delivered in dozens of nations, I will discuss how leadership, cultural empathy, and digital innovation converge to redefine the future of education. The talk will also underscore the vital role of trust and mutual respect among nations as the cornerstone for authentic and enduring international collaboration in education.

Contributions

- Closing remarks in the Closing Session
- Participating in sessions in the afternoon and evening

Professor Li Li, FGCA**,** is the Pro Vice-President (designate), Newcastle University, and Associate Pro-Vice-Chancellor for Global Engagement at the University of Exeter, UK; Founder and Director of the Exeter–Tsinghua Joint Centre for Global Humanities. She previously served as Deputy Secretary-General of the UK–China Humanities Alliance, coordinating strategic collaboration among leading UK universities, and has held visiting professorships at prestigious institutions including Tsinghua University, Wuhan University, East China Normal University and the University of Hong Kong.

Professor Li has long been engaged in English language teaching, applied linguistics, and teacher education. Her research interests include intercultural education, teacher cognition, conversation analysis, thinking skills development, and technology-enhanced language learning. She has led major international projects, such as the ESRC–MOST (Taiwan) funded study on teachers' digital literacies across cultures and the British Council's 'Going Global' project on decolonizing the curriculum. She is the author of several influential monographs, including *Language Teacher Cognition: A Sociocultural Perspective*, *Social Interaction and Teacher Cognition*, *Thinking Skills and Creativity in Second Language Education*, *New Technologies and Language Learning*, and the co-edited *Routledge Handbook for Researching Teaching Thinking Skills*. Many of her publications are widely used internationally as key references in academic research and teacher education. She is recognized as one of the most influential scholars in applied linguistics and global education studies.

Topic: Global Education in Dialogue: Reflections and Ways Forward

Abstract: This closing reflection draws together the key insights emerging from the four panels of the 10th Global China Dialogue. Panel I highlighted that governance innovation and digital technologies—especially AI—are transforming education systems worldwide, raising both opportunities for empowerment and risks of deepening inequalities. Panel II underscored the urgency of advancing equity, inclusion, and quality assurance, reminding us that global education must recognize cultural and pedagogical diversity while addressing persistent gaps shaped by poverty, gender, geography, and conflict. Panel III examined how international cooperation, multilingualism, and transcultural knowledge exchange shape global education policy and the balance between global competencies and local relevance. Panel IV emphasized the centrality of sustainable financing and cross-sector partnerships for achieving SDG4, especially amid increasing geopolitical uncertainty. Together, these dialogues reaffirm that global education governance must be collaborative, culturally grounded, ethically guided, and financially sustainable. Moving forward requires renewed commitments to dialogue across nations, disciplines, and communities—and a shared vision for equitable, resilient, and future-ready education systems.

Contributions

- Co-Chair of Global China Dialogue organizing committee
- Closing remarks in the Closing Session
- Announcing the theme of the 11th Global China Dialogue
- Participating in full-day event

VIII Dinner to celebrate the 10th anniversary of the Global China Dialogues

(by invitation)

Chair: Ian Stafford

Mr Ian Stafford, FGCA, a multiple award-winning British sportswriter, journalist, and broadcaster, and author of 23 books, whose works are widely circulated not only in the UK but also in the United States, Canada, Australia, South Africa, and other countries. Over a career spanning more than 40 years, he has covered every major global sporting event. He is also a sought-after public speaker, event host, and celebrity interviewer, and serves as an adviser to several media organizations. In addition to hosting major international events, Ian is frequently invited to lead corporate programmes around the world, featuring star guests such as Sugar Ray Leonard, Dan Carter, Usain Bolt, and England football manager Gareth Southgate.

He founded the UK's first internet sports magazine, *Sportsvibe*, and later established the Sporting Club, a private business networking organization that leverages the power of sport for sport-minded corporations. The club currently operates 11 branches across seven UK cities and is preparing for global expansion into multiple international markets. To date, it has raised over £2 million for charitable causes.

Ian sees promoting world peace and human well-being through people-to-people exchange as part of his personal mission. His work has taken him across five continents and many countries. He has visited China three times: first for the inaugural Chinese F1 Grand Prix in Shanghai, then for the Laureus World Sports Awards, also in Shanghai, and finally for the Beijing Olympics, during which he spent three weeks in the capital and visited the Great Wall. Through his involvement with the Global China Academy and the Global China Dialogue series, Ian hopes to engage with a wide range of sectors in China and contribute to deepening mutual understanding between China and the world.

Contribution: Chairing the dinner

Speakers: Professor Martin Albrow, Professor Laurence Roulleau-Berger, Professor David Parkin, Professor Fiona Moore

Professor Tony McEnery, FAcSS, FRSA, FGCA and Chair of Global China Academy Council, Council Member of Academy of Social Sciences; Founding Director of the Corpus Approaches to Social Science (CASS) Research Centre and a Distinguished Professor of English Language and Linguistics at Lancaster University; Distinguished Chair Professor at Xi'an Jiaotong University. He was previously the Interim Chief Executive, the Chief Accounting Officer, the Deputy Chair of Council, the Director or Research (2016–2018), and the Director of the Centre for CASS at the Economic and Social Research Council (ESRC). In addition, he served as the Director of Research at the Arts and Humanities Research Council (AHRC). He is Council Member of Academy of Social Sciences; Chair of Global China Academy Council, and Changjiang Chair Professor of Xi'an Jiaotong University. Besides, he was also the Dean of the Faculty of Arts and Social Sciences and the Head of Department of the Department of Linguistics and English Language at Lancaster University. A leading scholar in the field of corpus linguistics, he has published widely on the interrelation between language and social life, notably in the area of the online and print media. His books include *Corpora and Discourse Studies: Integrating Discourse and Corpora* (with Baker, 2015) and *Discourse Analysis and Media Attitudes* (with Baker and Gabrielatos, 2013).

Contributions

- Co-Chair of Global China Dialogue Organization Committee
- Chairing the Opening Session in the morning
- Delivering greetings at the dinner
- Participating in full-day event

[Note: Professor McEney's biography is repeated here because some guests attending the dinner differ from those attending the Dialogue.]

Professor Laurence Roulleau-Berger, FGCA and Vice-President of Global China Academy (European engagement). She is Emerita Research Director at the National Center for Scientific Research (NCSR) and Professor at Triangle, École Normale Supérieure of Lyon. She received her PhD in sociology in 1982 and her PhD Supervisor in Sociology in 2001 from the University of Lyon. She was visiting scholar at the University of California, Berkeley (1997), at the Institute of Sociology, Chinese Academy of Social Sciences in Beijing (2006), and a visiting professor at the University of Lausanne (Switzerland) (2004), at the University of Beijing (2011), Shanghai University (2018), Seijo University (2018), and Tongji University (2019). Over the last 30 years, she has led numerous research programmes in Europe and in China in urban sociology, economic sociology and the sociology of migration. Since 2006, with Chinese sociologists and more recently with Japanese and Korean sociologists, she has been involved in epistemological aspects of the fabric of post-Western sociology paradigm. She is the French director of the International Advanced Laboratory CNRS-ENS Lyon/ CASS Post-Western Sociology in Europe and in China. She has published, edited and co-edited numerous books, a large number of referees' articles in French and international sociology journals and book chapters.

Among her recent books are *Dewesternization of Sociology: Europe in the Mirror of China* (2011; translated into Chinese in 2014); *Migration and Gender* (2010); *China's Internal and International Migration* (co-edited with LI Peilin, 2013); *Post-Western Revolution in Sociology: From China to Europe* (2016); *Work and Migration: Chinese Youth in Shanghai and Paris* (with YAN Jun, 2017); *The Fabric of Sociological Knowledge* (co-edited with XIE Lizhong, 2017, in Chinese); *Post-Western Sociology: From China to Europe* (co-edited with LI Peilin, 2018); *Young Chinese Migrants: Compressed Individual and Global Condition* (2021); *Sociology of Migration and Post-Western Theory* (co-edited with LIU Yuzhao, 2021). She is Editor-in-Chief of the series 'Post-Western Social Sciences and Global Knowledge' (Brill) and of the series 'From the East to the West' (ENS). She is on the editorial boards of several academic journals, including the *Journal of Chinese Sociology*. In 2018, she was awarded the Prix Maurice Courant for her scientific research by CNRS, ENS of Lyon and the University of Lyon. She was appointed Distinguished Professor of the 2018 Shanghai University High-End Foreign Expert Programme.

Contributions

- Receiving certificate of Vice-President of Global China Academy in the Opening Session
- Delivering greetings at the dinner
- Participating in full-day event
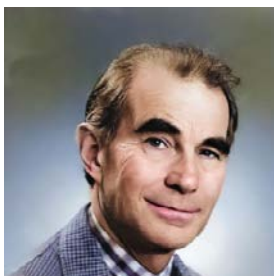
Professor David Parkin, FBA FGCA, Emeritus Professor of Social Anthropology at the University of Oxford, Fellow of All Souls College, and former Head of the Institute of Social and Cultural Anthropology (ISCA) and the School of Anthropology and Museum Ethnography (1996–2008). Before joining Oxford, he spent many years at SOAS, University of London—first as a student (1959–1964) and then as a faculty member from 1964, becoming Professor of African Anthropology in 1982, and Honorary Fellow of SOAS. He has chaired both the International African Institute and the Association of Social Anthropologists, and has served on various higher education and social science bodies in the UK and France, including holding visiting appointments at the French National Centre for Scientific Research (CNRS). From 2009 to 2011, he was Research Professor at the Max Planck Institute for the Study of Religious and Ethnic Diversi-

ty in Göttingen, Germany, focusing on medical and sociolinguistic processes of diversification. In 2016, he received the Peking University Global Fellowship.

Professor Parkin's early academic training included Swahili and Bantu linguistics alongside anthropology, which sparked his long-standing interest in the role of language in social organization in Africa and beyond. His research has centred on East Africa, where he conducted years of fieldwork among diverse populations and ecological settings, exploring themes such as economic entrepreneurship and the role of religion in pastoralist, agricultural, and trading societies. He has also examined the growth of ethnically mixed urban populations in Kampala (Uganda) and Nairobi (Kenya), and studied Islamic practice among Swahili-speaking communities along the Indian Ocean littoral. In more recent years, he has lectured, published, and undertaken limited research in China. His later work engages with concepts of materiality—particularly in relation to the human body—as well as the evolution of language and the orchestration of sensory-based semiosis.

Contribution

- Delivering greetings at the dinner
- Participating in full-day event

Professor Fiona Moore, FGCA, is Professor of Business Anthropology at Royal Holloway, University of London. She is widely known for her immersive ethnographic research on German banks, British retail corporations, the BMW MINI production network, and Taiwanese self-initiated expatriate communities. In addition to her academic work, Professor Moore is an award-winning science-fiction author: a BSFA Award winner and World Fantasy Award finalist, represented by the John Jarrold Literary Agency. She has written guidebooks and companion works on science-fiction television series, plays, audio dramas, novels, and short stories. Across both her academic and creative writing, she explores themes of gender and ethnic identity, globalization and nationalism, social networks, and how individuals navigate the rapidly changing world of work.

Her 2022 book, *Management Lessons from Game of Thrones: Organization Theory and Strategy in Westeros*, was shortlisted for both the BSFA and World Fantasy Awards — a management textbook uniquely blending organizational theory with a global cultural phenomenon. She also delivers popular talks and workshops such as 'Leadership Lessons from Game of Thrones', available on her YouTube channel, and writes the award-winning series 'Project Management Lessons from Rogue One' on her blog *A Doctor of Many Things*. Professor Moore's website provides a comprehensive overview of her scholarship, media appearances, public lectures, and creative works, with further essays, stories, reviews, and commentary regularly published on her blog.

Contributions

- Receiving certificate of Fellowship of Global China Academy in the Opening Session
- Delivering greetings at the dinner
- Participating in full-day event

Screening of videos or PPTs (during breaks at the Dialogue and again during the dinner)

1. From some absent GCA Trustees, members of the GCA Council, and GCA Fellows (1 minute each)

- Dr Yuan Cheng, Trustee of the GCA Board of Trustees; Greater China Chair, Russell Reynolds Associates, UK
- Professor BING Zheng, FGCA and Chinese Chair of the GCA Council; Former Executive Vice-President of Jilin University
- Professor Li Wei, FBA FAcSS FGCA and Non-Executive Chair of the GCA Council; Dean and Director of the IOE, UCL's Faculty of Education and Society
- Professor ZHANG Xiaodong, FGCA and Chinese Non-Executive Chair of the GCA Council; Executive Director of the Academic Committee of the Chinese Academy of Management Science; CEO of Agile Think Tank

- Professor XIE Lizhong, FGCA and Chinese President of GCA; Distinguished Chair Professor and former Head of the Department of Sociology, Peking University; Former Vice-President of the Chinese Sociological Association

- Professor CAO Qing, FGCA and Vice President of GCA; Director of Centre for Comparative Modernities, Durham University, UK

- Professor Shigeto Sonoda, FGCA, Vice-President of GCA (Asian Engagement); Professor of Comparative Sociology and Asian Studies, Institute for Advanced Studies on Asia, University of Tokyo, Japen

- Professor LI Boyi, Associate Fellow and Secretary of the Chinese Council, Global China Academy; Director of Digital Economy and Sustainable Development Institute (DESDiN), School of Business Administration, Nanjing University of Finance and Economics, China

- Professor WU Yan FHEA FLSW, Secretary of GCA Council; Associate Professor in Media and Communication Studies, Swansea University, UK

- Professor Robin Cohen FGCA, Emeritus Professor and Former Director of the International Migration Institute, University of Oxford, UK (sociology)

- Professor Nora Ann Colton FGCA, the Director of the UCL Global Business School for Health; former Pro-Vice-Provost of University College London (health and development economist)

- Professor Prasenjit Duara FGCA, Distinguished Professor of East Asian Studies, Duke University, USA (history / Asian studies)

- Professor HAN Sang-Jin FGCA, Chairman of Joongmin Foundation, Seoul National University, Korea (sociology)

- Professor HOU Shiyuan FGCA, Academician and former Associate President and former Director of the Institute of Ethnology and Anthropology at Chinese Academy of Social Sciences, China (anthropology and ethnology)

- Professor Manoranjan Mohanty FGCA, Distinguished Professor at the Council for Social Development, New Delhi; Emeritus Fellow, Institute of Chinese Studies, Delhi; Professor of Social Development, Council for Social Development, New Delhi, India (political science / economics)

- Professor LI Yang FGCA, , former Vice-President of the Chinese Academy of Social Sciences (Economics/Finance)

- Professor Charles Sampford FGCA, Director of the Institute for Ethics, Governance and Law, Griffith University, Australia (law, ethics)

- Professor Chenggang Xu FGCA, Senior Research Scholar at the Stanford Center on China's Economic and Institutions and a Visiting Fellow at Hoover Institution of Stanford University, USA (economics)

2. From speakers who have either accepted the conference invitation or had their abstracts accepted but are unable to travel to the UK to attend in person

Professor Geoffrey Pleyers is FNRS Research Director and Professor of Sociology at the Catholic University of Louvain (Belgium), and President of the International Sociological Association (2023–2027). A leading scholar of global and comparative sociology, he specializes in social movements, youth, and global transformations, with extensive fieldwork in Latin America, Europe, and Asia. Holding a doctorate from the École des Hautes Études en Sciences Sociales (EHESS, Paris), he has held visiting positions at the London School of Economics, New York University, UNAM in Mexico, the University of Chile, and other global universities. He is the author of the influential *Alter-Globalization: Becoming Actors in the Global Age* and co-founder of the 'Open Movements' initiative, which advocates for a global and public sociology. His recent work engages with 'post-Western sociology', examining how non-Western knowledge systems contribute to global sociological dialogue. In the context of global education governance, Pleyers' research offers key insights into how youth movements, civic participation, and transnational knowledge networks reshape educational policy and cultural inclusion. His comparative perspective highlights how di-

verse societies negotiate global norms while sustaining local epistemologies—an essential theme for rethinking governance in global education systems.

Professor CHEN Zhi, FHKAH, President of Beijing Normal–Hong Kong Baptist University, Chair Professor. He is an internationally renowned scholar and researcher in Chinese Studies. His diversified interests in Chinese studies include classical studies and early Chinese culture and history, historical writings, traditional Chinese poetry, excavated documents such as bronze inscriptions and bamboo and silk writings, and intellectual history of the Ming and Qing dynasties. He is the founding Editor-in-Chief of several prestigious academic journals and book series, both Chinese and English, and was appointed as local convenor of Chinese Language and Literature in the Panel of Humanities of RAE 2009–14. Professor Chen has published extensively in the US, Europe, the UK, Japan, and Greater China regions in top-tier venues. In addition to his remarkable scholarship, Professor Chen is an experienced university administrator. Apart from being the Head of the Department of Chinese at HKBU between 2010 and 2013, Professor Chen was Acting Dean of the Faculty of Arts between 2015 and 2017. He was the founding Director of the Mr Simon Suen and Mrs Mary Suen Sino–Human Institute between 2011 and 2014. Between 2012 and 2014, Professor Chen was appointed Founding Acting Director of Jao Tsung-I Academy of Sinology and became the Director from 2014 to present. From 2018, Professor Chen served as the Board Director of Wuhan College. Professor Chen joined Beijing Normal-Hong Kong Baptist University in 2018 as the Vice President (Academic) and was promoted to Provost in 2020. From 2022 to 2024, Professor Chen held the position of President at Hong Kong Chu Hai College. Currently, Professor Chen serves as President of Beijing Normal–Hong Kong Baptist University.

[*Professor Chen was invited by the organizing committee to deliver the opening remarks on behalf of the Chinese co-organizer of the 10th Global China Dialogue. His recorded speech will be played during the event. He was also invited to give a plenary presentation in Panel IV.*]

Professor LIN Tianqiang, FGCA, is Chairman and Director of Beijing Eternal Love Film & Media Co., Ltd., and Chair of the Digital Culture Industry and Finance Committee of the China Cultural Information Association. He previously served as Deputy Director of the Institute for Internet Industry at Tsinghua University. Widely recognized as a pioneering lifestyle designer and a leading figure in 'Happiness Digital Economics,' he has held a number of prominent positions, including: Chief Planner of Beijing's 798 Art District; President of the Peking University Association of Art Capital; Expert Director of the Digital Technology Industry Working Committee of the China Electronic Quality Management Association; Council Member of the China Society for Futures Studies; Chief Advisor to the Intelligent Manufacturing Division of the China Information Association; Chief Consultant for the Ancient City of Datong; and urban development advisor to multiple local governments. Professor Lin is also the author of *Business War Manoeuvres*, *The Power to Define the Future*, and *Theory of Complete Directing*, among other works. His professional background spans senior leadership roles in state-owned enterprises, chief representative positions in multinational companies, and extensive experience as a director and producer. He has served as a judge for major national innovation and entrepreneurship competitions organized by ASEAN, the Ministry of Industry and Information Technology, the Ministry of Science and Technology, the Ministry of Human Resources and Social Security, Tsinghua x-lab, and the Peking University Entrepreneurship Camp. His work in cultural and creative planning includes influential projects such as the Beijing 798 Art District, the restoration of the Ancient City of Datong, commemorations for Tang Xianzu in Jiangxi, and the 'Village Super League' (Cun Chao) in Guizhou.

Topic: Educational Paradigm Shifts and the Power to Define the Future in the Age of AI

Abstract: In the era of artificial intelligence, education is no longer just a system of knowledge transmission but the key arena in which humanity negotiates its power to define the future. As futurists from Toffler to Watson have observed, future competitiveness lies in the ability to renew knowledge and to create unique cultural assets. Today, AI accelerates this shift by transforming how cultural memory is preserved, interpreted, and reproduced—from digital Dunhuang murals to immersive Shakespeare and cross-lingual analysis of classical

texts. Cultural digitalization has become not only a technological project but also a strategic act of civilizational continuity. AI reshapes education from a teacher–student dyad to a four-dimensional ecology of teachers, learners, machines, and cultural resources. Learning moves from memorization to inquiry, creativity, and human–AI collaboration. Yet risks such as algorithmic bias and cultural narrowing demand international cooperation on AI ethics and diversity. A new Sino–UK ecosystem linking *culture–education–technology–industry* can cultivate future-ready talent through digital heritage research networks, cross-cultural digital literacy curricula, and innovation labs. Ultimately, while AI can process information, only culture nurtures wisdom, and only education shapes the imagination.

Beibei Gao is a PhD candidate at the Lau China Institute, King's College London, where she investigates how Muslim Hui girls negotiate gender, faith, and ethnicity within China's dual schooling system. Born in Guyuan, Ningxia, in 1997, she combines an academic perspective with rigorous training: a BA in Journalism and Communication from Tsinghua University (2020) and an MA in Applied Sociology from City University of Hong Kong (2022). Since 2024, she has been conducting over one-year multi-sited ethnography in Ningxia and Gansu, gathering life-history interviews, classroom observations, and participatory maps that trace girls' educational journeys. Beibei's earlier article on rural reading spaces appeared in *Publishing Reference*. A recipient of Tsinghua's Excellent Graduate Work Prize, she also holds a CATTI Level III translation certification. Proficient in NVivo, Stata, and mixed-methods design, she aims to translate ground-level insights into policy recommendations that advance Sustainable Development Goal 4 on inclusive, quality education. Beyond academia, she plays the erhu and practises Chinese calligraphy. She currently resides in London and speaks on minority education.

Topic: Bridging Educational Gaps for Muslim Hui Girls in Northwestern China's Dual Schooling Landscape

Abstract: China's northwestern Hui communities occupy a unique intersection of gender, ethnicity, and religion, yet research on their girls' schooling remains sparse. This paper draws on four months of multi-sited ethnography 2025 in rural and peri-urban Ningxia and Gansu—around 30 life-history interviews, classroom observation in public schools, and participatory mapping with pupils and mothers—to assess how the dual system of *nianjing* (study of Islamic instructions) and *nianshu* (mainstream and Han-dominated education) shapes educational equity and quality for Muslim Hui girls. Preliminary findings reveal three mutually reinforcing gaps. *(1) Structural:* consolidation of small village schools and the rapid spread of boarding campuses have reduced travel burdens but eliminated the only single-sex Hui girls' middle school and enlarged urban–rural attainment divides. *(2) Curricular:* restrictions on Islamic practices and 'hidden' Han-centered values erode cultural relevance, lowering engagement among girls already navigating early-marriage expectations. *(3) Familial:* while parents rarely oppose daughters' study outright, sons continue to receive additional economic and emotional investment, funnelling many rural girls into vocational tracks. By foregrounding these intersecting barriers, the paper speaks directly to Panel II's focus on equity, inclusion, and quality assurance. It recommends culturally responsive teacher training, halal-compliant boarding provision and disaggregated monitoring that captures gender–ethnicity–geography interactions, thereby advancing SDG4's pledge to 'leave no learner behind'.

Rongwei Li, Prospective PhD student at the Institute of Higher Education, Fudan University, China. She earned her Master's in Higher Education from the University of Oxford (2024) after completing her Bachelor's in Education Sciences at the University of California, San Diego (2023). She presented her research at two international conferences in 2022, with publications focusing on educational psychology and educational inequality. Grounded in her professional experience, her research now focuses on higher education policy analysis, educational inequality, and talent development. She is presently investigating the application of AI technologies to identify and cultivate innovative talents in Chinese higher education as a PhD applicant at Fudan University.

Topic: Proactive Responses: The Interplay Between Academic Careers, Higher Education Financing, and Sustainable Development

Abstract: Nowadays, the number of doctoral students and postdoctoral fellows in all fields of study has nearly doubled in many countries, and aligns with what the Secretary of State for Higher Education in Portugal says: 'We need to make doctoral education more meaningful, more sustainable and better aligned with the diverse societal and labour-market needs' (Kwon, 2025). To examine the rapidly growing academic labour market, this article first analyses the current academic labour market crisis and the drawbacks of working in this field. By incorporating Sustainable Development Goal 4 (SDG4) as a central theme, this article then discusses the causes of an unstable market and the role of education financing in addressing these issues. Furthermore, the article explores the role of institutions in sustainable development and offers sustainable models for future academic careers. Lastly, by discussing policies and various countries' current models for ideal financing in academia, it becomes possible for governments and policymakers to consider these suggested models when planning an ideal, sustainable model for the future.

IX Participants

(In alphabetical order)

- Professor Martin Albrow, FAcSS FRSA FGCA, Emeritus Professor of University Cardiff; former President of the British Sociological Association (BSA); Founding and Past Honorary President of GCA (2013–2021), UK [Closing Session: speaker]
- Mr Joan Andrade, student and teaching assistant at Universidad Yachay Tech, Ecuador [Dinner: video]
- Ms Theresa Booth, Co-Director & Founding Trustee of Engage with China and Joint CEO of Chopsticks Club, UK
- Professor Vaclav Brezina, Co-Director of ESRC Centre for Corpus Approaches to Social Science, School of Social Sciences, Lancaster University, UK [Panel II: Plenary speaker]
- Dr Alexis Brown, Head of Global Education Insights at the British Council, UK [Panel IV: Plenary speaker]
- Professor Kerry Brown, FGCA, Director of the Lau China Institute, King's College London, UK [Opening Session: speaker]
- Professor CAO Qing, FGCA and Vice President of GCA; Director of Centre for Comparative Modernities, Durham University, UK
- Professor Madeline Carr, FGCA, Secretary of GCA Board of Trustees; Professor of Global Politics and Cybersecurity at University College London, UK [Panel I: Chair]
- Mr Helly Ceary, Independent Researcher, Sound Designer, Curator
- Professor Xiangqun Chang, FRSA FGCA and President of GCA; Honorary Professor of University College London, UK (2015-20); Distinguished Professor of Nankai University, China [Presenter of Certificates to GCA Fellows; Closing Session: Chair]
- Mr Armstrong CHEN, Senior Parter of Beijing Dacheng Law Offices, China
- Ms CHEN Melody, Lancaster University, UK
- Mr CHEN Yongyi, PhD candidate at the University of Glasgow, UK
- Professor CHEN Zhi, FHKAH, President of Beijing Normal–Hong Kong Baptist University (BNBU), China [Dinner: video]
- Dr Thomas Clarke, Treasurer of GCA Board of Trustees; Principal Teaching Fellow of Technological Transformation at Imperial College London, UK [Board of Tustees meeting]
- Ms H-J Colston, Co-Director & Founding Trustee of Engage with China and Joint CEO of Chopsticks Club, UK
- Ms Ingrid Cranfield, President and Principal Editor of Global Century Press; former Deputy Mayor of the London Borough of Enfield (2013–14), UK
- Dr Niall Curry, FRSA FGCA SFHEA, Reader in Languages and Linguistics and UKRI Metascience AI Fellow, School of English, Manchester Metropolitan University, UK [Panel I: Plenary speaker]
- Dr Tracy Digby/Liu, PhD Graduate at University of Cambridge (King's College); Event Co-ordinator of GCD X, GCA, UK [Panel I: Plenary speaker]
- Professor Justin Dillon, Professor of Science and Environmental Education, Institute of Education, University College London, UK [Panel IV: Plenary speaker]
- Mr DU Junlin, University of Glasgow, UK
- Mr DU Yichao, PhD Researcher at the Institute of Advanced Studies and Department of Anthropology at University College London, UK; Director of the Wuxi Institute of New Culture, China
- Mr FANG Hong, Legal Adviser Global China Academy; Partner of Allbright Law Offices, Shenzhen, China;

- Professor Nicola Galloway, School of Education, Faculty of Humanities, Arts and Social Sciences, University of Exeter, UK [Panel III: Plenary speaker]

- Ms GAO Beibei, PhD candidate at the Lau China Institute, King's College London, UK [Dinner: video]

- Ms Stephanie Gou, Doctoral Researcher, Storytelling Academy, Loughborough University, UK

- Mr Charles Grant, Trustee of the GCA Board of Trustees; Director of the Centre for European Reform; former Senior Editor of *The Economist*; former Board Member and Trustee of British Council (2002–08) [Panel IV: Chair]

- Edward W Holroyd Pearce, Assoacate Fellow of Global China Academy; Co-founder and President of Virtual Internships in the UK

- Dr Ivan Hon, Translator for GCA; tutor in interpretation and translation, Mary Ward Centre, London, UK

- Teresa Irigoyen-Lopez, PhD candidate at the University of Oxford, UK

- Professor Martin Jacques, FGCA, British scholar, journalist, political commentator and author, UK; and Visiting Professor or Senior Research Fellow at multiple leading universities around the world [Opening Session: Greetings]

- Professor Maria Jaschok, FGCA, Chair of GCA Board of Trustees; Senior Research Associate of the Contemporary China Studies Programme, Oxford School of Global and Area Studies (OSGA), University of Oxford, UK [Presenter of certificates to GCA Fellows; Panel II: Chair]

- Professor JIANG Keyin, Dean of the School of International Education, Hainan Medical University, China; Visiting Fellow of Oxford School of Global and Area Studies (OSGA), University of Oxford, UK

- Professor Steven Jones, Professor of Higher Education, Manchester Institute of Education, University of Manchester, UK [Panel III: Plenary speaker]

- Dr Paraskevi (Voula) Kanistra, Associate Director and Senior Researcher at Trinity College London, UK [Panel II: Plenary speaker]

- Dr Andrea Kis, Research Associate of the University of Sussex, UK

- Ms Catlin Kowalski, PhD candidate at the University of Edinburgh, UK

- Dr Yukteshwar Kumar, Senior Academic of Chinese Stream at the University of Bath and a distinguished scholar of China–UK-India; former Deputy Mayor of Bath, UK [Closing Session: speaker]

- Ms Gillian Li, University of Kent, UK

- Professor LI Li, FGCA, Pro-Vice-Chancellor (designate), Newcastle University; Associate Pro-Vice-Chancellor for Global Engagement, University of Exeter; Founder and Director of Exeter–Tsinghua Joint Institute for Global Humanities, UK [Closing Session: speaker]

- LI Rongwei, Prospective PhD student at the Institute of Higher Education, Fudan University, China [Dinner: video]

- Mr LI Tao, Manager of Cypress Book Ltd., UK

- Dr LI Xu, Associate Dean of the School of Design, Southern University of Science and Technology (SUSTech), China [Dinner: video]

- Ms LI Zhixi, University of Glasgow, UK

- Mr Kai Liang, Event Officer of GCA; Co-Director of MEL Scholar; Director of Business Development of MEL Science, UK

- Professor LIN Tianqiang, CEO and Director of Beijing Eternal Love Film & Media Co., Ltd; Chair of Digital Culture Industry and Finance Committee, China Cultural Information Association; former Deputy Director of Institute for Internet Industry, Tsinghua University, China [Dinner: video]

- Mr David Daquan Liu, Executive Manager, Global China Acadeny; Manager of Brocket Hall Club, UK

- Ms LIU Liying, Senior Lecturer in Accounting, University of Bristol Business School, UK

- Ms Lyu Huiyang, PhD candidate at the University of Glasgow, UK

- Professor Martin Lockett, Professor in Strategic Management and former Dean, Faculty of Business, University of Nottingham Ningbo China [Panel IV: speaker]
- Professor MA Junyi, Researcher of The Institute of Ethnology and Anthropology, Chinese Academy of Social Sciences, China
- Ms Yuemiao Ma, PhD candidate, University of Edinburgh, UK
- Professor Tony McEnery, FAcSS FRSA FGCA and Chair of GCA Council; Council Member of Academy of Social Sciences; Distinguished Professor of English Language and Linguistics at Lancaster University, UK [Opening Session: Chair; Dinner: speaker]
- Professor Fiona Moore, FGCA, School of Business and Management, Royal Holloway, University of London, UK [Dinner: speaker]
- Professor David Parkin, FBA FGCA, Emeritus Professor of Social Anthropology, Fellow of All Souls College, University of Oxford; Honorary Fellow at SOAS, UK [Dinner: speaker]
- Mr Aaron Pelcomb, PhD candidate at Cardiff University, UK
- Professor Geoffrey Pleyers, FNRS Research Director and Professor at UCLouvain, Belgium; President of the International Sociological Association [Opening Session: Greetings]
- Mr Barnaby Powell, Council Member of Society for Anglo–Chinese Understanding (SACU), UK
- Ms Zoe Reed, Former Chair of Society for Anglo–Chinese Understanding (SACU), UK
- Mr Richard Anthony Ridealgh, PhD candidate in Education at the University of Manchester, UK; Curriculum Director and Senior Head Teacher at Barbara's Academy, Shenyang, China [Panel III: Plenary speaker]
- Ms Lucy Robin, ABC Parents Child Health Champions Lead of Every Parent & Child, London, UK; Creator of The Equity Blueprint, a governance framework [Panel II: Plenary speaker]
- Professor Laurence Roulleau-Berger, FGCA and Vice President of GCA, UK; Emeritus Research Director at National Centre for Scientific Research (CNRS); Professor of Ecole Normale Supérieure de Lyon, Triangle, France [Dinner: Speaker]
- Mr James Runnicles, Independent (Commercialisation project with speaker), UK
- Ms Anna Sagrillo, volunteer for GCD X, Global China Academy, UK
- Professor Peter Schroeder FGCA and Vice-President of GCA, Professor of the History of Political Thought, Department of History, University College London, UK [Panel III: Chair]
- Dr SHEN Weiwei, Associate Professor and Director of the Centre for Big Data and Artificial Intelligence Law at China University of Political Science and Law, China; Visiting Scholar at the Faculty of Law, University of Oxford, UK [Panel I: Plenary Speaker]
- Dr SHI Lijing, Assistant Language Co-ordinator (Mandarin) at Language Centre, London School of Economics and Political Science, UK; Editor of *Journal of Chinese for Social Science*
- Dr Yukun Shi, Senior Lecturer in Accounting and Finance with Data Analytics, Director of postgraduate research at Adam Smith Business School, University of Glasgow, UK; President of the Chinese Economy Association (Europe) [Panel I: Plenary speaker]
- Mr Ian Stafford FGCA, founder of the Sporting Club and a multiple award-winning English sports journalist; author of 23 books; broadcaster, UK [Dinner: Chair]
- Ms TANG Siyu, University of Oxford, UK
- Ms Lik Suen, Principal Lector, School of Languages, Cultures and Linguistics Principal Lector, SOAS, University of London
- Professor TENG Xing, Emeritus Professor at the School of Education, Minzu University of China; Founder and inaugural Chair of the Education Anthropology Committee of the China Ethnology and Anthropology Association, China [Panel II: Plenary speaker]
- Minister Wang Qi, Embassy of the People's Republic of China in the United Kingdom, UK
- Dr WANG Yandi, Bilingual writer and visual artist
- Professor Rupert Wegerif, Professor of Education, Faculty of Education, Governing Body Fellow of Hughes Hall, University of Cambridge, UK [Keynote speaker]

- Dr WEN Mengyu, SOAS, UK

- Dr Frances Wood, former Curator of Chinese Collections at British Library, UK

- Professor WU Yan FHEA FLSW, Secretary of GCA Council; Associate Professor in Media and Communication Studies, Swansea University, UK

- Mr XIA Nan, PhD candidate at the University of Kent, UK

- Ms Jessica Xiao, visiting PhD student at the University of Exeter, UK

- Dr XIE Hao, University of Warwick, UK

- YANG Guiping, PhD candidate at the University of Glasgow, UK

- Mr YANG Ming, Independent musician/composer

- YANG Ruoxuan, PhD candidate at the University of Exeter, UK

- Ms YANG Yi, Chinese lecturer at Regent's University London; PhD candidate at Durham University, UK [Panel III: Plenary speaker]

- Mr YAO Chengzhe, University of Glasgow, UK

- Ms YIN Xinyi, PhD candidate at King's College London, UK

- Ms YUAN Yashi, University College London, UK

- Professor XI Youmin, Executive President of Xi'an Jiaotong–Liverpool University, China; Pro-Vice-Chancellor of the University of Liverpool, UK [Keynote speaker]

- Mr ZHANG Haoyu, Founder of H&S Capital; former Editor-in-Chief of BBC (Chinese), UK

- Ms ZHANG Jun, PhD candidate at the University of York

- Dr Frances Yiying Zhang, Lecturer in Chinese Studies and Departmental Academic Convenor at Goldsmiths, University of London, UK [Panel I: Plenary speaker]

- Dr Hongfen Zhou, Senior Lecturer in Chinese Language Education, King's College London, UK

- Ms ZHOU Jingwen, PhD candidate at the University of Glasgow, UK

- Ms ZHU Feifei, Senior Executive Assistant to Executive President of Xi'an Jiaotong–Liverpool University, China

- Ms Yifan Zhu, Creative Director of Advertising

X GCA fellowship: The core mechanism linking the Academy, Dialogues, and publishing

Abstract: From the perspectives of the sociology of knowledge and global governance, this section reflects on the triadic knowledge framework that the Global China Academy (GCA) has developed across its fellowship system, the Global China Dialogue, and transcultural publishing. The fellowship system operates not merely as an academic honour but as an institutionalised mode of knowledge governance: through cross-disciplinary evaluation and transcultural understanding, it generates agendas, organises knowledge resources, and deepens systematic research on China within global and comparative frameworks. The Global China Dialogue, as an institutionalised public sphere, transforms the professional judgements of the fellowship community into capacities for cross-civilisational deliberation, enabling scholarship to move from one-way narration toward interaction, mutual interpretation, and co-construction. Meanwhile, the transcultural publishing system of Global Century Press (GCP) advances cross-cultural commensurability in cognitive structures through the deep alignment of language, culture and knowledge systems, with its systematic treatment of Chinese name conventions serving as only one operational example of this broader publishing philosophy. Together, these mechanisms demonstrate how GCA's integrated framework fosters reflective, comparative and globally intelligible knowledge production, thereby contributing to the ongoing shaping and renewal of the global knowledge order.

The Global China Academy (GCA) is an independent global fellowship institution registered in the United Kingdom and dedicated to advancing comprehensive studies on China in the social sciences and humanities. The Academy adopts a language-based approach to global and comparative perspectives, highlighting social creativity, transcultural perspectives, and interdisciplinary methodologies, with the aim of contributing to the advancement of human knowledge. At the same time, the Academy encourages public engagement in global social development and governance. Through the dissemination of research outputs, knowledge transfer, social consultation, and public participation, GCA fulfils its dual mission—academic and social.

Since its establishment in 2013, the Global China Academy has gradually developed into a globally influential fellowship-based institution. Its governance structure consists of a Board of Trustees, operating under UK charity law, is responsible for institutional governance and strategic oversight; and the GCA Council recommends Fellows, enhances the Academy's reputation, promotes academic publishing, and proposes themes and speakers for the Global China Dialogue (GCD).

Our publishing subsidiary, Global Century Press (GCP), produces journals and books to advance our academic and social mission of fostering deep, evidence-based understanding and shared global knowledge between China and the world. GCP is the only independent platform dedicated to publishing uncensored research on China.

GCA also hosts the annual Global China Dialogue (GCD) to encourage public participation in global social development and governance. As a transcultural dialogue platform, GCD is dedicated to fostering communication and exchange between China and countries around the world.

Fellowship of the Global China Academy

Fellowship is the institutional core of the Global China Academy, bringing together influential thinkers, eminent scholars, and widely respected practitioners worldwide, advancing transdisciplinary, transcultural, cross-regional, cross-sector exchange and collaboration, participation in global governance and the building of a forward-looking human knowledge system.

The highest level of fellowship—Fellow of the Global China Academy (FGCA)—is awarded to distinguished scholars, policy experts, public intellectuals, and professionals from around the world. These individuals have made outstanding contributions to China studies with global and comparative perspectives, human social development, global governance, world peace, and transcultural understanding. They play significant roles in the social sciences, humanities, cultural studies, international relations, public policy, education, media, and related fields. Fellowship is both an honour and a recognition of academic influence, social contribution, and transcultural leadership.

After GCA obtained UK Charitable Incorporated Organisation (CIO) status in 2021, in order to align with the structures of bodies such as the UK Academy of Social Sciences and to expand international networks, GCA has also established Associate Fellowship and Institutional Fellowship, bringing higher education institutions, research institutes, government bodies, think tanks, and international organisations into the GCA network. Fellows, Associate Fellows, and Institutional Fellows are now based in the UK, France, Germany, the US, Australia, India, Japan, South Korea, and multiple regions of China.

Fellows engage directly in GCA's academic development and global impact through participating in the Global China Dialogue (GCD), chairing forums, guiding research, leading transnational projects, and supporting publications (such as those of Global Century Press). Further, they offer strategic advice, support editing and publishing, provide intellectual input for the Global China Dialogue, such as proposing annual themes and session structures, and advance cross-cultural and international cooperation.

Fellowship conferment ceremonies are typically held during the Global China Dialogue. Information on fellowship entitlements, responsibilities, a list of Fellows, the Fellows' Home, and nomination procedures can be found on GCA's website. We welcome colleagues with international vision, transcultural experience, and academic or professional influence to join us in advancing global discourse and the co-creation of human knowledge.

Global China Dialogue

The Global China Dialogue (GCD) is not only the flagship annual event of GCA but also the yearly gathering of the FGCA community—a key platform through which the Academy fulfils its mission, advances collaboration, and contributes to governance. As a transcultural forum, the Dialogue brings together Fellows, scholars, policymakers, and practitioners from around the world to address shared global challenges through constructive and forward-looking exchange.

Fellows play a central intellectual role in shaping the Dialogue. Many contribute to agenda-setting by proposing annual themes and session structures, and they participate as keynote speakers, chairs, moderators, and discussants across the programme. Their cross-disciplinary expertise and transcultural perspectives help ensure that each Dialogue reflects global knowledge, comparative insights, and the highest standards of academic and public engagement.

GCD also functions as an important governance node within the Academy's institutional architecture. One of GCA's two annual Board of Trustees meetings is held during the Dialogue, enabling Fellows, Trustees, and key community members to jointly review strategic development, governance priorities, and international partnerships. The Dialogue also hosts the annual conferment of new Fellows, Associate Fellows, and Institutional Fellows—strengthening the fellowship community and recognising academic excellence, transcultural leadership, and contributions to global governance.

Beyond the formal sessions, the GCD annual dinner serves as a major gathering of Fellows, deepening collegial ties and providing an inclusive space for exchange among Fellows, invited guests, and international partners. Through conversations with leaders from government, business, culture, and civil society, Fellows help build cross-sector cooperation and contribute expertise to a more open, interconnected, and mutually learning global order.

In this way, the Global China Dialogue is not only an international academic summit but also a structural anchor of the Fellows system—linking dialogue, governance, publishing, and transnational collaboration, and shaping the evolving global impact of the Global China Academy.

Global Century Press

Global Century Press (GCP), established in 2014 (Company No. 08892970), is the publishing arm of the Global China Academy (GCA). GCP is a key platform for disseminating Fellows' and others' research and advancing global and comparative studies on China.

As the first international publisher dedicated to English–Chinese dual-language academic publishing in the social sciences and humanities, GCP provides a high-quality, transcultural platform linking China and the world. Its publications include peer-reviewed journals, monographs, edited volumes, conference proceedings, Chinese-for-social-science textbooks, and reference works in multiple formats (print, e-books, video, audio, online and mobile platforms). Fellows play crucial roles as authors, editors, reviewers, and advisory board members, ensuring academic quality and international credibility.

GCP has developed its own House Style, drawing on APA 7 and Chinese national standards. This style guide has evolved through long-term dual-language editorial practice involving Fellows, authors, translators, and design teams. It forms the basis for a dual-language publishing system.

GCP adopts an open-access and subscription-based dual model, with 80% of its content freely accessible. This promotes academic exchange while ensuring sustainable publishing and ongoing support for Fellows' research and international dissemination.

GCP is a member of The Association of Learned & Professional Society Publishers (ALPSP), which demonstrates its commitment to high standards in academic and professional publishing. All printed books are submitted to the UK's legal deposit libraries, ensuring long-term preservation and academic recognition.

GCP is also a Crossref member with the authority to assign DOIs to all its published materials, including academic journals and articles, as well as books and individual chapters. This ensures that its publications are permanently identifiable, easily discoverable, and widely citable in the global academic community.

GCP publishes three distinctive academic journals—*Journal of China in Global and Comparative Perspectives* (English), *Journal of Chinese for Social Science* (Chinese) and *Journal of Corpus Approaches to Chinese Social Science* (Chinese and English)––and *Global China Dialogue Proceedings* (English and Chinese). These journals focus on global China studies, comparative research, Chinese social science methodologies, and transcultural dialogue, with Fellows forming the core editorial and author community.


Since 2014, GCP has developed eight thematic book series—'Chinese Concepts', 'Chinese Discourse', 'Understanding China and the World', 'China and the Chinese in Comparative Perspectives', 'Globalization of Chinese Social Sciences', 'Transcultural Experiences with "Three Eyes"', 'China Urbanization Studies' and 'Cutting Edge and Frontiers'. These series, guided or authored by Fellows and research teams, provide a structured, theory-rich, and globally relevant knowledge system.

Transcultual and dual language publishing

GCP's concept of transcultural publishing is a knowledge-building project that goes beyond ordinary bilingual publishing. Traditional bilingual publishing typically presents content in two languages—either through separate Chinese/English editions or by including both languages within the same volume—with limited structural correspondence or scholarly alignment. Dual-language publishing goes a step further by presenting Chinese and English in a structurally aligned way within the same publication—ensuring synchronized terminology, concept mapping, logical parallelism, and cross-language verification.

Transcultural publishing, in turn, builds upon dual-language methods. It emphasizes the integration of language, culture, and knowledge systems, enabling readers from different cultural backgrounds to interpret
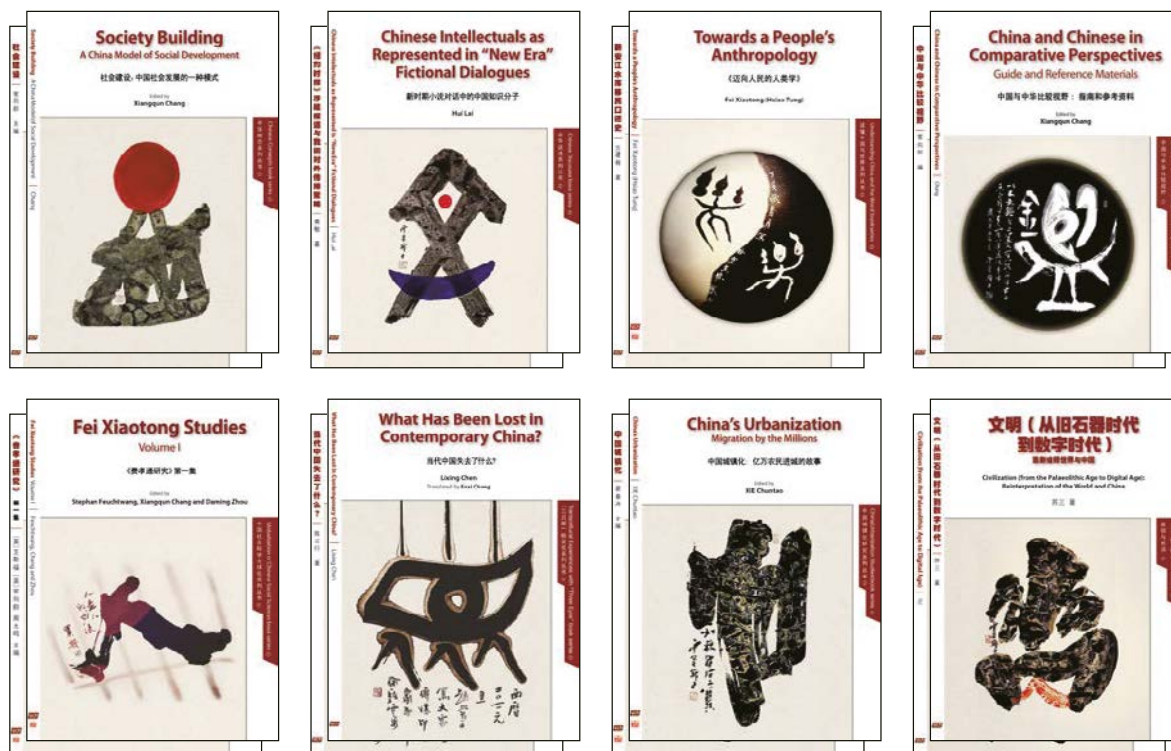
the same content through their own cognitive frameworks. Through dual placement, annotation systems, conceptual clarification, and contextual explanation, transcultural publishing enables genuine cross-cultural knowledge exchange.

In this hierarchy, bilingualism is a foundational capability, dual language is a technical method, and transcultural publishing is the highest academic pursuit—representing GCP's most original and strategically significant contribution to global knowledge production.

Example of GCP house style (the English display of Chinese personal and related names)

In 2011, The General Administration of Quality Supervision, Inspection and Quarantine of the People's Republic of China and the Standardization Administration of China jointly issued the *Rules for the Chinese Phonetic Alphabet Spelling of Chinese Names* (GB/T 38039–2011)[1]. Over the past decade, some of these rules have been challenged in actual usage. Based on our editorial experience in presenting Chinese personal names in English–Chinese dual language publications, GCP has made necessary adjustments while adhering to the above rules, and has formulated its own system for the English display of Chinese names.[2]

(1) Structure and cultural background of Chinese surnames. In general, Chinese surnames or family names consist of single-character surnames (e.g. Zhao 赵, Qian 钱, Sun 孙, Li 李) or compound surnames (e.g. Ouyang 欧阳, Sima 司马), and occasionally double surnames (e.g. Ouyangchen 欧阳陈). In addition, after the implementation of China's one-child policy in the 1980s, some children adopted a combination of both parents' surnames, forming new compound surnames. This practice is often linked to cultural notions of 'continuing the family line.' For example, combining the father's surname Zhang 张 and the mother's surname Yang 杨 produces 'Zhangyang 张杨,' giving rise to names such as ZHANGYANG Xing 张杨兴 with a 'long surname and short given name' structure, or ZHAOQIAN Duoduo 赵钱多多, a name that conveys cultural imagery through the use of a double surname.

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[1] See: http://sxqx.alljournal.cn/uploadfile/sxqx/20171130/GBT28039-2011中国人名汉语拼音字母拼写规则.pdf.

[2] All Chinese personal names are presented in pinyin rather than italics, and the same applies to place names, for example: 北京 or 上海 (Beijing, Shanghai).

(2) Structure and cultural significance of Chinese given names. Chinese personal names generally follow the 'surname first, given name after' structure. Surnames are usually short, and given names typically consist of two characters. Some names are linked with a hyphen, such as WANG Laowu 王老五 or WANG Lao-wu 王老五. The visual characteristic of 'short surname, long given name' helps international readers identify the structure of a Chinese name. With the revival of traditional culture, some parents incorporate elements based on the Five Phases (*wuxing* 五行) or other principles into the given name, for example, ZHANG Zelinli 张泽琳坻 contains elements symbolising water, wood and earth. It should be noted that with the increasing use of compound and double surnames, more variations in the visual structure of Chinese names have emerged, no longer limited to the traditional 'short surname, long given name' form.

(3) Two approaches to the pinyin or English display of Chinese names. One approach uses all capital letters for the surname and initial capitals for each syllable of the given name, with subsequent letters in lower case, e.g. ZHANG San 张三, WANG Laowu 王老五. GCP adopts this approach for the names of all Chinese people from mainland China. Overseas, in order to maintain continuity of identity across different cultural environments, some Chinese retain their original Chinese name as their first name, or add an English first name, and choose whether to keep their maiden surname or adopt a married surname as needed, e.g. Jone Smith/Wu 琼·史密斯/吴, Anne Li/Brown 安妮·李/布朗. This approach preserves the cultural markers of the Chinese name while facilitating recognition in Western contexts.

(4) Treatment of ancient figures, literary authors and pen names. GCP retains the traditional English renderings of ancient philosophers and literary figures, such as Confucius for 孔子, Mencius for 孟子, and Li Po for 李白. For ancient literary authors, however, modern pinyin is generally preferred, such as LI Bai 李白 for Li Po 李白 and LI Qingzhao for 李清照. Pen names are presented according to the form consistently used by the author, such as XUE MO 雪漠, Xue Mo or Xuemo/xuemo for the writer Xuemuo; GCP adopts the appropriate form based on the context.

(5) Another convention based on international usage. For widely recognised political leaders, public figures or names long familiar to international readers, GCP adopts the conventional established spellings, such as Deng Xiaoping 邓小平 and Zhang Yimou 张艺谋. These spellings have become widely accepted international standards and are increasingly common in Western literature, and GCP follows this practice.

(6) Standard display of overseas Chinese names in English. For practical reasons, overseas Chinese typically adopt the Western name order, placing the surname last, e.g. Laowu Wang 老五王. Some add an English first name before the Chinese given name, such as Martin Laowu Wang 马丁·老五王, or abbreviate the Chinese given name to an initial, such as Martin L. Wang 马丁·L. 王. Although these forms may look or sound unfamiliar when translated back into Chinese, they are easier to recognise in English-language contexts while still preserving cultural origin.

(7) Special cases in the English display of overseas Chinese names. In the international academic community, there is another special case in which some Chinese scholars' English names appear in the Western order 'given name first, surname last', such as Li Wei 李岿. It should be noted that such spellings typically arise not from the individual's intentional adoption of a Western-style name (such as Wei Li), but from the long-term citation, indexing and dissemination of their names in this format within international academic settings, eventually becoming a stable signature form. Because Western systems generally assume the final element to be the surname, such scholars are often addressed as 'Professor Wei'. This usage differs from the GCP approach for authors who actively adopt Western name order (e.g. Wei Li) and is instead closer to a conventional or 'academic pen-name–like' form. Out of respect for the established academic identity of such authors, GCP will adopt this format when necessary and will provide clarification on its first occurrence to avoid misunderstanding.

(8) Parallel presentation of other naming systems.1) Wade–Giles[3] and modern pinyin in parallel: For example, Fei Hsiao-tung for 费孝通 is displayed on first occurrence as Fei Xiaotong / Fei Hsiao-tung; 2) Coexistence of dialect names and English names: Overseas Chinese not originally from mainland

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[3] See: https://zh.wikipedia.org/wiki/威妥玛拼音。

China often have names influenced by dialect pronunciations and may also have English names. For example, Ambrose King or Ambrose Yeo-Chi King is commonly used for 金耀基, though Jin Yaoji or Yaoji Jin may also appear. GCP aims to list these forms in parallel on first occurrence; 3) Korean and Japanese names: Korean and Japanese names are presented according to international conventions, for example: KOO Hagen or Hagen Koo 具海根, KIM Kwangok or Kwangok Kim 金光亿; FUKUTAKE Tadashi or Tadashi Fukutake 福武 直, YAMA Yoshiyuki or Yoshiyuki Yama 山泰幸.

In summary, personal names are not merely linguistic structures; they also embody culture, history, family traditions and cultural or transcultual identity. GCP seeks to present names clearly and openly so that readers from different cultural backgrounds can understand these variations and their underlying meanings. In GCP's English-language publications, names presented with the surname first and in full capitals generally indicate that the person is from mainland China, while surnames placed last usually indicate overseas Chinese or international convention. However, name choice is fundamentally a cultural practice and allows flexibility. GCP, while maintaining consistency of style, aims to respect to the greatest extent possible the author's cultural identity, transcultural life experience and long-standing academic signature practices.

The above content is excerpted from the *GCP House Style Guide*. The Guide provides a full explanation of GCP's bilingual style and rules. For details, please visit: https://globalcenturypress.com/house-style-guide

Future vision

The triadic framework of 'fellowship system—transcultural dialogue—dual-language publishing', jointly developed by the Global China Academy (GCA) and Global Century Press (GCP), represents our long-term commitment to global knowledge governance. Over the past decade, the continually evolving knowledge community, dialogue mechanisms, and publishing norms have likewise accumulated institutional strength, becoming an essential foundation for sustained transcultural scholarly collaboration. As an embedded mechanism of knowledge production and governance, the fellowship system not only institutionalises cross-disciplinary and transcultural judgement, but also nurtures collective identity and intellectual cohesion through long-term practice. It enables Fellows to gain a sense of honour, recognition, belonging and pride through transcultural peer review, agenda-setting, and collaborative research, while continuously deepening scholarship on China within global and comparative perspectives and generating theoretical insights with international explanatory power.

As the fellowship network expands, transdisciplinary capacities grow, and the transcultural publishing system continues to deepen, this triadic structure will further develop, strengthened by international collaboration and cross-sector engagement. Looking ahead, the Global China Academy will continue to uphold academic independence, transcultural connectivity and a strong public mission, working together with scholars, institutions, and partners around the world to foster deeper mutual understanding, more transformative forms of cooperation, and collective participation in shaping a more inclusive, open, and forward-looking global knowledge future.

XI Essential information, registration and contacts

I. Essential information

1. To ensure the smooth running of the conference, all delegates are required to abide by the conference schedule and regulations.

2. During the event, press conferences are not allowed to take place at the venue of the conference without permission from the Conference programme committee. Neither can books and leaflets or any other products be sold or distributed without seeking prior permission from the organizers.

3. The conference is taking place in central London. Please travel with care. Keep yourself and your belongings safe.

4. Throughout the conference, please switch off your mobile phone or set it to vibrate only to avoid causing any disturbance.

5. The programme is very full. We will have to maintain very strict time discipline to allow everyone their allotted time, including Q&A slots.

6. Languages are English and Chinese. Although we do not provide simultaneous or consecutive interpretations, we do provide interpreters for consecutive interpretations at Q&A sessions, and PowerPoint presentations with texts and captions of images in both English and Chinese.

7. Disclaimer: the speakers, topics and times are correct at the time of publishing. However, in the event of unforeseen circumstances, the organizers reserve the right to alter or delete items from the conference programme.

8. All the hospitality, registration, book stands, etc., will take place in the Entrance Hall, the Gallery and Music Room.

9. All the journals and books on our stalls are for DISPLAY only. Please do not remove any copies. We are not selling journals or books at the event, but order forms will be available, and you are welcome to take as many as you need.

10. Before and after you arrive in London, if you need any help, please contact either Mr Kai Liang 07767 711908 or Dr Tracy Digby/Liu: 07759682226.

II. Event registration

Dialogue (see details below):
- £0 (full day – conditions apply)
- £60 (half day – morning or afternoon)
- £120 (full day without conditions)

Dinner: £0 or £120 (see details below)

1. 8:30–17:00 the 10th Global China Dialogue (GCD X) at the British Academy Participation fees range from £0 to £120, including lunch and refreshments. Due to limited seating and the need to coordinate catering arrangements, registration is essential.

2. 19:00–21:00 10th Anniversary Celebration Dinner, Peacock London

   - All invited speakers, chairs, Global China Academy Fellows, trustees, Council members, professionals, administrators, volunteers, and friends of GCA are welcome to attend.
   - Each organizer, supporter, or sponsor is entitled to 3 complimentary tickets (please specify which organization you represent).
   - Each volunteer who provides substantial assistance in organizing or running GCD X (e.g. Eng-

lish–Chinese translation or interpretation, videography, photography, audio recording, transcription, paperwork, assisting speakers, registration, etc.) is entitled to 1 complimentary ticket (please specify your contribution).

- £120 Dinner fee: applies to participants of GCD X who do not play any of the above roles but wish to attend the celebration dinner.

Notes

- All complimentary dinner guests must participate in the full-day dialogue.
- If you are unable to attend, please notify us as soon as possible so your seat can be offered to another interested participant.
- Seats for both events will be allocated on a first-come, first-served basis.

III. Contact details and useful links

Contacts

- Mr Kai Liang: 07767 711908, Event Officer, Global China Academy
- Dr Tracy Digby/Liu: 07759682226, Co-ordinator, 10th Global China Dialogue
- Email: dialogue@gca-uk.org; info@globalchinaacademy.org

Related links

- https://globalchinaacademy.org/global-china-dialogue-10
- https://globalchinaacademy.org/event-registration-gcd-10
- https://globalchinaacademy.org/global-china-dialogue-series-forum
- https://globalchinaacademy.org/global-china-dialogue-gcd-10-participants
- https://globalchinaacademy.org/global-china-dialogue-10-governance-global-education-papers

XII Venue and map

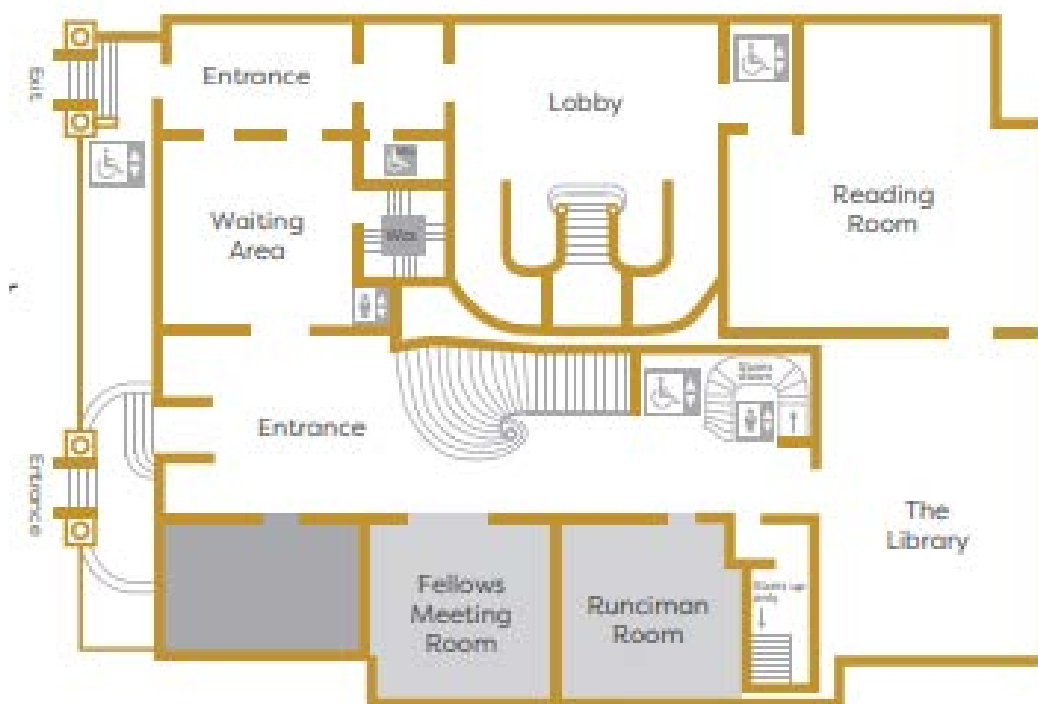**Global China Dialogue X**

Time: 5 December 2025, 8:30–17:00

Venue: Beatrice Webb Room, The British Academy, 10-11 Carlton House Terrace London SW1Y 5AH
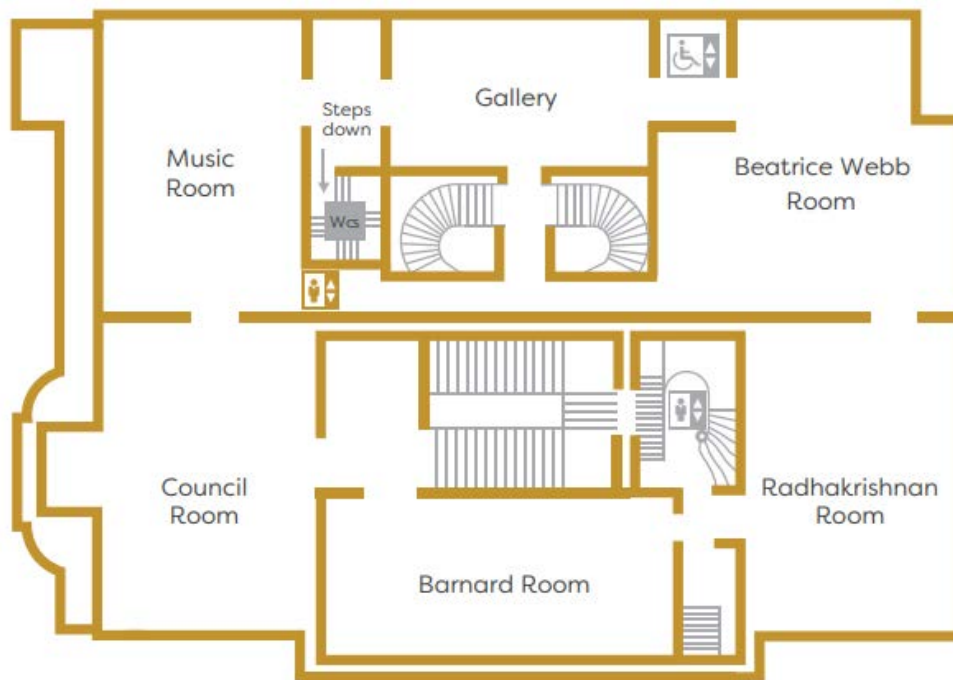
Tube: Charing Cross (Cockspur Street exit), Piccadilly Circus (Lower Regent Street exit)

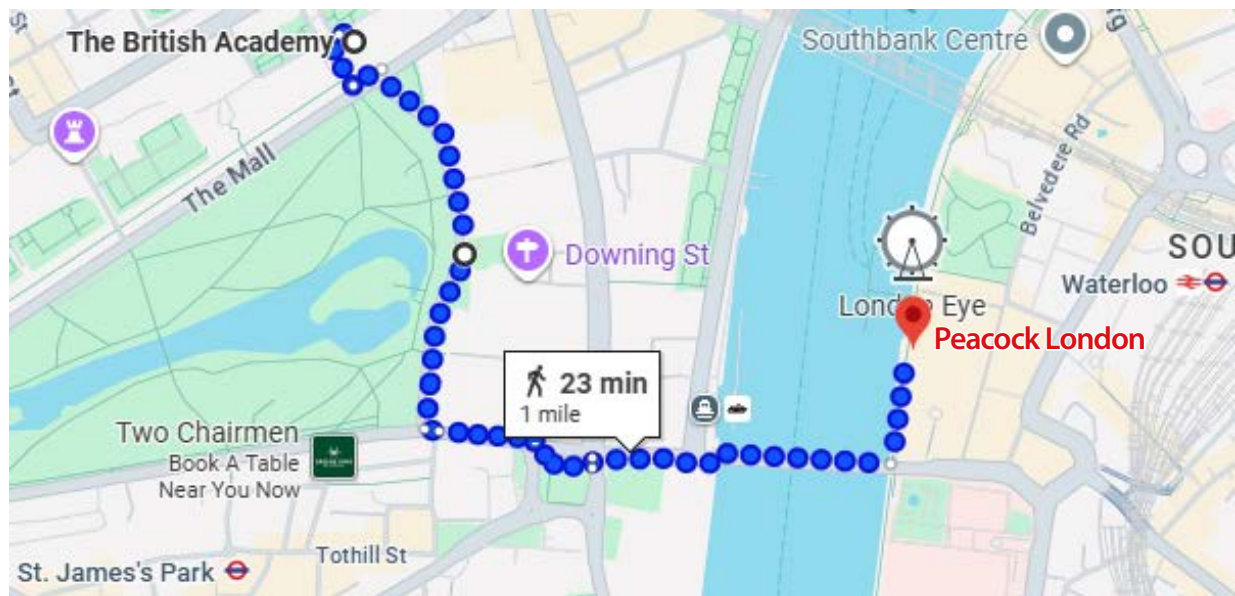**Buses:** Piccadilly Circus; Lower Regent Street, Haymarket, Trafalgar Square

Plan of the ground floor, the British Academy https://10-11cht.com/rooms

Plan of the first floor, the British Academy https://10-11cht.com/rooms

Dinner to celebrate the 10th anniversary of the Global China Dialogues (invitation only)
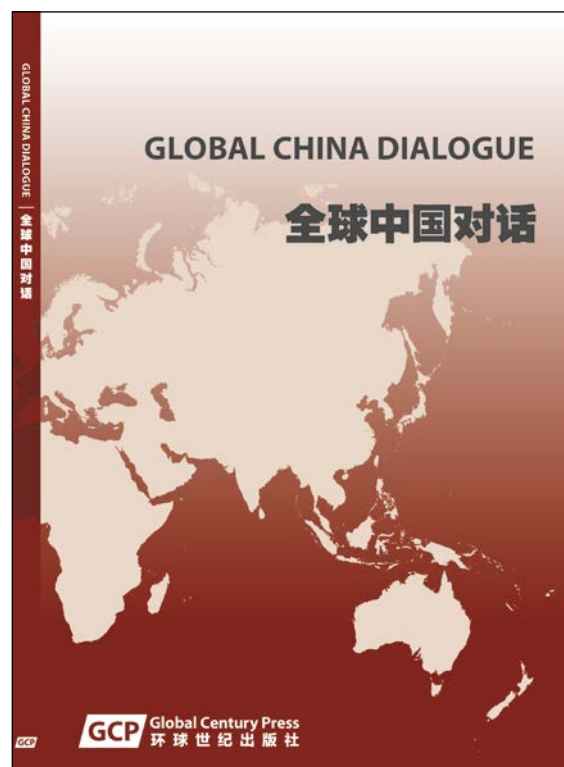

Time: 5 December 2025, 18:30–21:00

Venue: Peacock London, County Hall, Westminster Bridge Rd, London SE1 7PB

Tube: Northern line, Waterloo station

On foot: Recommended route from the British Academy to Peacock London (23 minutes)

Following the successful hosting of nine previous Global China Dialogue Forums, the 10th Global China Dialogue — Governance for Global Education — will take place on Friday, 5 December 2025, at the British Academy in London. This Dialogue will focus on how policy coordination, international cooperation, equity assurance, quality enhancement, and institutional innovation can together advance the sustainable develop ment of global education.

As a cornerstone for achieving social justice, fostering global prosperity, and responding to future trans formations, education increasingly relies on cross-border collaboration, multi-stakeholder engagement, and technological empowerment. In the context of emerging technologies such as artificial intelligence and big data reshaping educational models and learning ecosystems, global education governance is facing unprece dented challenges and opportunities.

This Dialogue will provide an inclusive platform for policymakers, scholars, educators, business leaders and international organizations to engage in meaningful exchange on new visions, mechanisms, and pathways for global education governance. A key dimension throughout the discussions will be the comparative analysis of national education systems and governance cultures, aimed at promoting cross-cultural understanding and mutual learning, and enriching both the theoretical foundation and practical knowledge of global education governance.

GCD X includes the following four panels:

- Panel 1 Governance Innovation and Technological Empowerment
- Panel 2 Educational Equity, Inclusion, and Quality Assurance
- Panel 3: Global Education Policy and International Cooperation
- Panel 4: Education Financing and Sustainable Development

Through diverse perspectives and cross-sector dialogue, the 10th Global China Dialogue aims to contribute both Chinese insights and international experience to global education governance, working together to build a fairer, higher-quality, inclusive, and sustainable global education ecosystem.

继成功举办九届全球中国对话论坛 Global China Dialogue Forums 之后，第十届全球中国对话——"全球教育治理"将于2025年12月5日（星期五）在英国国家学术院 The British Academy 举行。本届对话将聚焦如何通过政策协同、国际合作、公平保障、质量提升与制度创新，推动全球教育的可持续发展。

教育作为实现社会公正、促进全球共同繁荣、应对未来变革的重要基石，日益依赖跨国合作、多方参与与科技赋能。尤其在人工智能、大数据等新兴技术深刻重塑教育模式与学习生态的背景下，全球教育治理面临前所未有的机遇与挑战。

在此背景下，本届对话将搭建一个多元交流的平台，汇聚政策制定者、学者、教育工作者、企业代表与国际组织，共同探讨教育治理的新理念、新机制与新路径。同时，论坛将贯穿对不同国家教育制度特征与治理文化的比较分析，推动跨文化理解与经验互鉴，从而丰富全球教育治理的理论基础与实践智慧。

本届对话包括以下四个版块：

- 第一版块：治理模式创新与技术赋能
- 第二版块：教育公平、包容与质量保障
- 第三版块：全球教育政策与国际合作
- 第四版块：教育融资与可持续发展

通过多元视角和跨界对话，第十届全球中国对话旨在为全球教育治理贡献中国智慧与国际经验，携手构建一个更加公平、优质、包容和可持续的全球教育生态。