

10th GLOBAL CHINA DIALOGUE

Governance for Global Education

第十屆全球中國對話

全球教育治理

Programme 手冊

Date: 5 December, 2025

Venue: Beatrice Webb Room, The British Academy, UK

日期：2025年12月5日

地址：英國國家學術院比阿特麗斯·韋伯廳會議大廳

GCD Global China Dialogue 全球中国对话

Organizers and co-organizers 主办与协办单位



Sponsors 赞助单位



Supporters 支持单位



社会理论研究中心

Research Centre
for Social Theory



社会学理论与方法论研究中心

Research Centre for Studies of
Sociological Theory and Methods



南京财经大学数字经济与可持续发展研究院

Digital Economy and Sustainable
Development Institute (DESDiN)

10th Global China Dialogue

Governance for Global Education

第十屆全球中國對話 全球教育治理

Programme 手冊

Date: 5 December 2025

Venues:

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

Organizers and Co-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

Contents

I	Introduction: The Global China Dialogue series and 10th GCD	3
II	Organizers and organizing committee	7
III	Supporters and sponsors	9
IV	Speakers, Chairs and discussants (by programme structure)	10
V	Programme outline	14
VI	Detailed programme	15
VII	Speakers and Chairs' biographies, abstracts and contributions (in order of appearance)	20
VIII	Dinner to celebrate the 10th anniversary of Global China Dialogues & GCA Fellows' Gatherring	39
IX	Participants (in alphabetical order)	47
X	GCA fellowship: The core mechanism linking the Academy, Dialogues, and publishing	51
XI	Essential information, registration and contacts.	57
XII	Venue and map	59

This is a dual-language programme.
The Chinese version is in the second half of the programme.

本手册为英汉双语，中文版在后半部分

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 一帶一路) regional development strategy and China's governance model (治國理政). 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

III Supporters and sponsors

Supporters

- Centre for European Reform, UK
- China–Europa Forum, France
- Chopsticks Club and Engage with China, UK
- Digital Economy and Sustainable Development Institute (DESDiN), School of Business Administration, Nanjing University of Finance and Economics, China
- Linguistics Institute at Sun Yat-sen University, China
- Research Centre for Social Theory, Peking University, China
- Research Centre for Studies of Sociological Theory and Methods, Renmin University of China, China
- Society for Anglo–Chinese Understanding (SACU), UK
- The British Postgraduate Network for Chinese Studies (BPCS), UK
- Xi'an Jiaotong–Liverpool University, China

Sponsors

- Global Century Press, UK
- Agile Think Tank, China
- Cypress Books, UK
- UVIC Group, UK
- Wuxi Institute of New Culture (WINC), China
- 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 McEney, 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 Yuktेशwar 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 Yiyang 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 Global China Academy (European engagement); Emerita Research Director at National Center for Scientific Research (NCSR) and Professor at Triangle, École Normale Supérieure of Lyon, 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 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, 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 Carsten Herrmann-Pillath FGCA, Permanent Fellow at the Max Weber Centre for Advanced Cultural and Social Studies, Erfurt University, Germany (economics / transdisciplines)
- 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, 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 programme¹

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 McEnergy, 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

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 Yiyang 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 Board 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 BNU Paradigm in China and its Global Outreach*, Professor CHEN Zhi, FHKAH, President of Beijing Normal-Hong Kong Baptist University (BNU), 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 Yuktishwar 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, Vice President of Global China Academy, UK; Emeritus Research Director at National Centre for Scientific Research; French Director, Sino-European International Advanced Laboratory 'Post-Western Sociology in Europe and in China' (ENS Lyon / Chinese Academy of Social Sciences), 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 (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, 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 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 Carsten Herrmann-Pillath FGCA, Permanent Fellow at the Max Weber Centre for Advanced Cultural and Social Studies, Erfurt University, Germany (economics / transdisciplines)
- 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
- *Use of Artificial Intelligence for the Early Detection of School Dropout in Vulnerable Communities: A Comparative Approach between Ecuador and China*, Joan Andrade, a university student and teaching assistant in Systems Engineering, highly trained in programming, artificial intelligence, and web systems development, Universidad Yachay Tech, Ecuador
- *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
- *New Research Universities of Science and Technology in China: A Social Innovation Legitimized by Technology and Economic Innovation*, Dr LI Xu, Associate Dean of the School of Design, Southern University of Science and Technology (SUSTech), China (pre-recorded video)
- *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

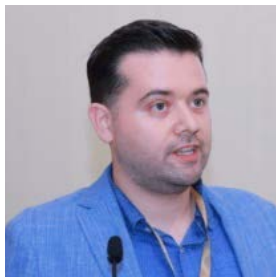


Professor Madeline Carr, FGCA, Secretary of GCA Board of Trustees; Professor of Global Politics and Cybersecurity at University College London, UK, as well as Co-Director of the Interdisciplinary Centre for Doctoral Training in Cybersecurity and Deputy Director of the REPHRAIN Protecting Citizens Online 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 Con-

fucius 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

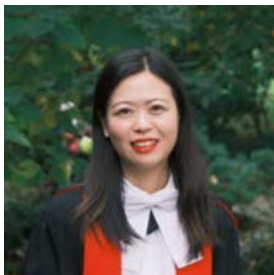
broad research interests in the digital transformation of legal frameworks and has also published on a number of critical themes in law and technology, including cyber sovereignty, constitutional rights in the digital age, AI regulation, online courts, and online cultural production.

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 learners.

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 professor-

ships 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

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



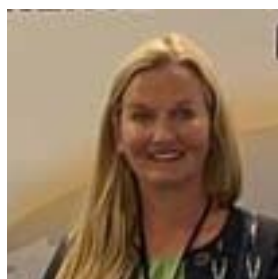
Professor Peter Schröder, FGCA and Vice-President of Global China Academy (Fellowship); Professor of History of Political Thought at University College London. He was awarded an MA (1995) and PhD (1999) from Philipps-University Marburg, Germany, before he joined UCL in 2001. He was visiting professor 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 socio-linguistics 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 Governance* (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 20)
- 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

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 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 – ‘recipropropriety’ (*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 Yuktेशwar 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 Diversity 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

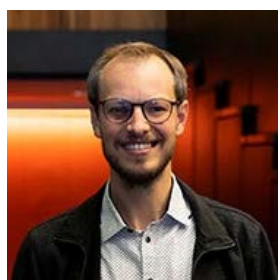
Screening of videos (during breaks at the Dialogue and again during the dinner)

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, 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 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 Carsten Herrmann-Pillath FGCA, Permanent Fellow at the Max Weber Centre for Advanced Cultural and Social Studies, Erfurt University, Germany (economics / transdisciplines)
- 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 Ac-*

tors 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 diverse 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.



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.



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 ap-

peared 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'.



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.

tion 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.



Rongwei Li 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 CHANG Xiangqun, 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 Partner 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]
- 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 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]
- 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, University of Oxford, UK [Presenter of certificates to GCA Fellows; Panel II: Chair]
- Ms Keying Jiang, Visiting Fellow of the Contemporary China Studies Programme, 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 Yuktेशwar 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, PhD candidate 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 LIANG Kai, 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 Academy; 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; French Director, Sino–European International Advanced Laboratory ‘Post-Western Sociology in Europe and in China’ (ENS Lyon / Chinese Academy of Social Sciences), France [Dinner: Speaker]
- 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 post-graduate 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

- 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 Yiyang Zhang, Lecturer in Chinese Studies and Departmental Academic Convenor at Goldsmiths, University of London, UK [Panel I: Plenary speaker]
- Ms ZHENG Xin, Loan Approver of Chung Sun Finance Ltd.
- 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 ZHU Yifan, volunteer for GCD X, GCA; 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.

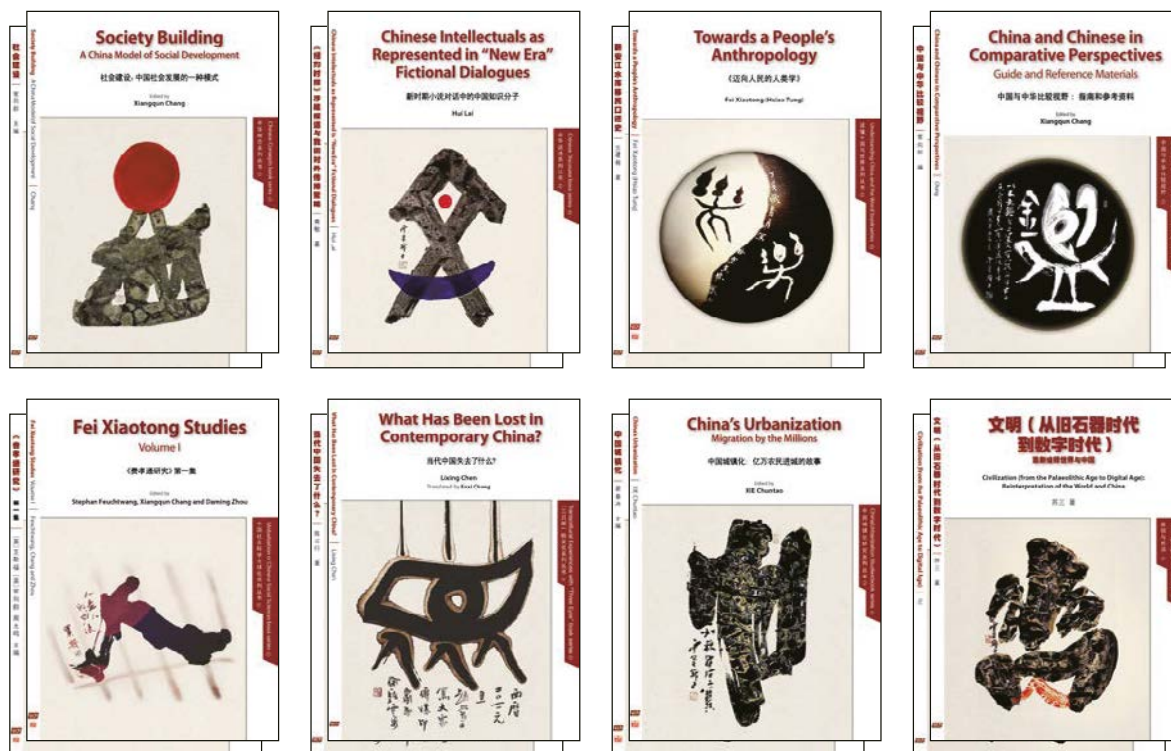


Since 2014, GCP has developed eight thematic book series—'Chinese Concepts', 'Chinese Discourse', 'Understanding China and the World', 'China and the Chinese in Comparative Perspectives', 'Globalization of Chinese Social Sciences', 'Transcultural Experiences with "Three Eyes"', 'China Urbanization Studies' 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.

Transcultural 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.

¹ See: <http://sxqx.alljournal.cn/uploadfile/sxqx/20171130/GBT28039-2011中国人名字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 張澤琳圻 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 張三, 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 琮·史密斯/吳, 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 Xuemo; 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 鄧小平 and Zhang Yimou 張藝謀. 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 馬丁·老五王, or abbreviate the Chinese given name to an initial, such as Martin L. Wang 馬丁·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 李巍. 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–Giles³ and modern pinyin in parallel: For example, Fei Hsiao-tung for 費孝通 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

³ See: <https://zh.wikipedia.org/wiki/威妥瑪拼音>.

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 金光化; 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 transcultural 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 Power-Point 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



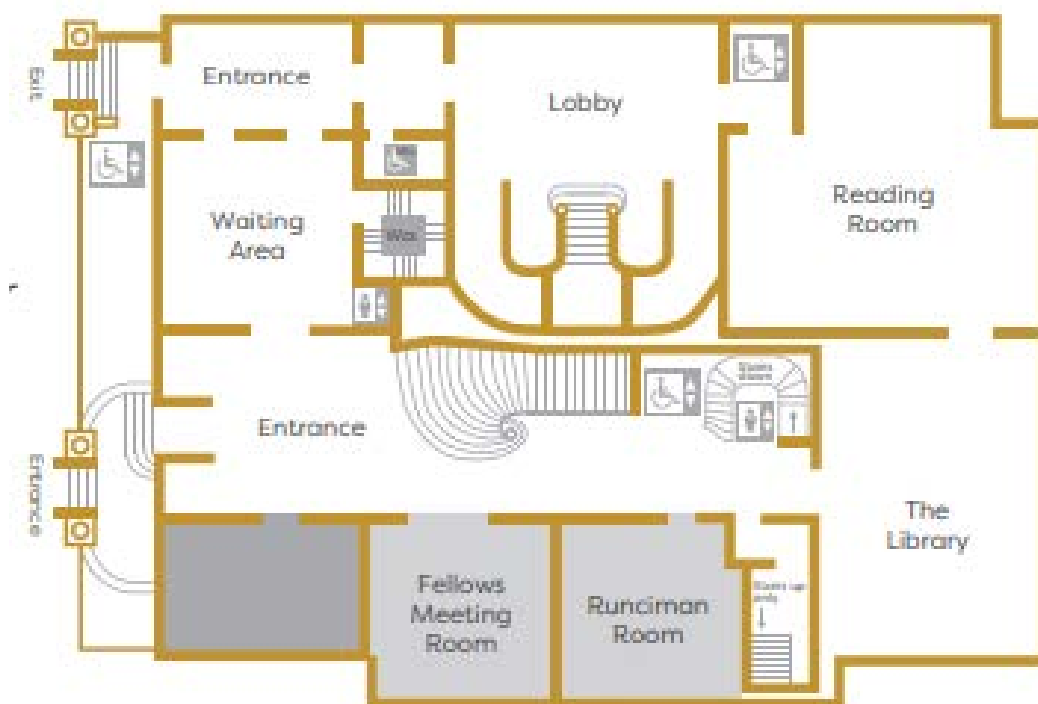
Time: 5 December 2025, 8:30–17:00

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

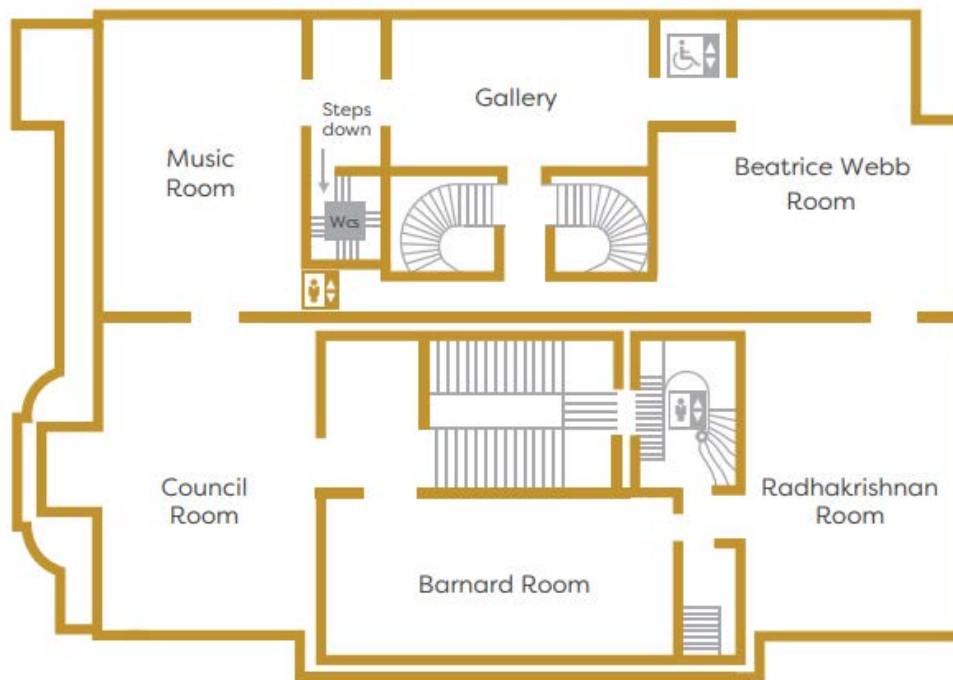
Tube: Charing Cross (Cockspur Street exit), Piccadilly Circus (Lower Regent Street exit)

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

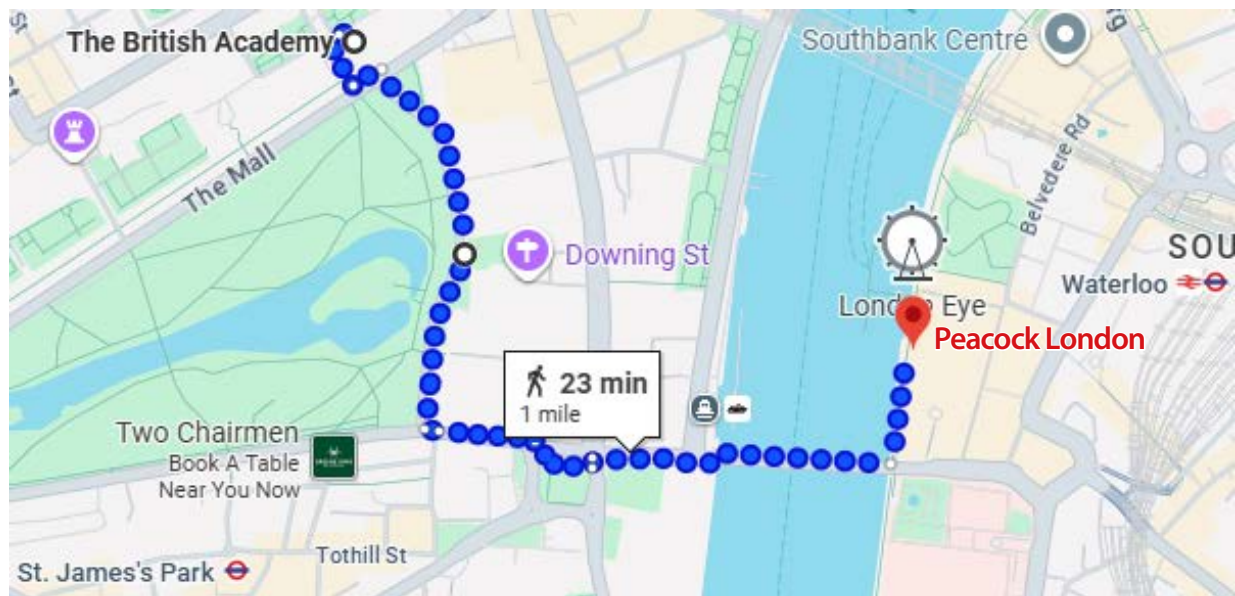
Plan of the ground floor, the British Academy <https://10-11cht.com/rooms>



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)

第十届全国中国对话

全球教育治理

10th Global China Dialogue

Governance for Global Education

手册 Programme

日期: 2025年12月5日

地址:

英国学术院 比阿特丽斯·韦伯会议厅 音乐厅 画廊
伦敦临江宴（老市政厅内）

主办单位

英国全球中国学术院
英国兰卡斯特大学ESRC语料库社科研究中心
英国埃塞斯特大学人文艺术社科学部
中国北师大香港浸会大学中华文化传播研究院

目录

一	全球中国对话系列及本次活动简介.....	3
二	主办单位和组委会.....	6
三	支持和赞助单位.....	8
四	演讲、主持与评议嘉宾(基于会议议程结构).....	9
五	议程概要.....	12
六	会议详细议程.....	13
七	主持及发言嘉宾简介、内容提要及其贡献(以出场顺序排序).....	18
八	晚宴:祝贺全球中国对话创办十周年及学术院院士聚会	35
九	与会者名单(以姓氏字母排序).....	41
十	院士制度:贯通学术院、对话与出版的核心机制.....	45
十一	温馨提示、注册与联系.....	50
十二	地址和地图.....	52

一、活动简介

全球中国对话系列

动荡的世界

当今世界在和平和发展的道路上正在面临许多风险和挑战。国际体系和国际秩序不断变化，原有的世界局势的均衡正在发生深刻变革。

全球所有的国家，无论是发展中国家还是发达国家，都必须适应不断改变的国际和社会环境。然而，由于文化、宗教以及社会转型等复杂因素的影响，某些国家现代化的进程被打断。由此所带来的冲突和矛盾，有的已经爆发，有的潜藏着危机，这些都导致了全球混乱。

同时，技术和社会的快速发展对不同国家和群体的思维模式、行为、互动以及道德原则产生了深远的影响。这些发展也不断地挑战善治的观念，包括在全球化时代中的政府作用以及非政府组织的参与。

世界已发生了无数的变化和挑战：数码技术、移动通信以及互联网的普及，文化同质化与多样化的共存、种族和宗教冲突、巨型跨国公司与国家主权之间的碰撞、科学创新所带来的社会规范的变化、地区经济对国家经济发展所产生的重大影响、剧烈的气候变化以及新能源的发现和应用，等等。文化多元性和转文化主义已成为人们日常生活的一部分。

面对如此挑战，国家决策者将会根据现状和长期目标制定发展战略。商界领导人和企业家也将大量资源投入到对企业发展有影响的国际经济和金融秩序方面。与此同时，以上挑战也极大影响了专家学者探究文化和意识形态如何提高全球社会治理的关注。

这样的努力和举措朝着一个方向前进：即在全球治理条件下达到对人类共同体的知识体系的深入了解，发展出一种超越任何单一文化、国家或民族的“全球文化空间”。因此，中国、欧洲和全世界的发展与治理这个主题，逐渐成为全世界学者的核心研究兴趣之一。

变化世界中的中国

中国和中国人民正在为世界秩序和型塑全球社会做出重要的贡献。中国在考虑哪些关于全球的重要问题？中国对全球问题的思考和行为的方式是怎样的？我们希望就这些问题所引发的相关议题，与西方受众开展对话，包括发展、教育、经济、移民、家庭、环境、公共卫生与人类安全等领域的全球治理问题。

在过去的将近40年，中国实行了“走出去”战略，鼓励中国企业在海外投资。该政策不仅仅涉及到经济，还涉及到金融、语言、文化、科学、技术、社科、出版业以及媒体，并按照其规则建立了亚投行。

自2012年十八大和2013年十二届人民代表大会习近平当选为中共中央总书记和中国国家主席以来，在中国国内及国际舞台做出了许多举措。他访问了50多个国家，提出并推动了“一带一路”发展倡议。他在2015年访英时说到，“随着中国实力上升，我们将逐步承担更多力所能及的责任，努力为促进世界经济增长和完善全球治理贡献中国的智慧和力量”。2017年1月，习近平主席在日内瓦出席“共商共筑人类命运共同体”高级别会议发表的主旨演讲，阐明了中国参与全球治理的基本原则，即坚持对话协商，建设一个持久和平的世界；坚持共建共享，建设一个普遍安全的世界；坚持合作共赢，建设一个共同繁荣的世界；坚持交流互鉴，建设一个开放包容的世界；坚持绿色低碳，建设一个清洁美丽的世界。

然而，新冠病毒COVID-19于2020年在中国武汉爆发后迅速蔓延至全球，对中国和世界产生了多方面的影响，如全球公共卫生危机，导致全球范围内大量感染和死亡，各国采取封锁和社交距离措施，疫情起源和应对措施的争议加剧了一些国家之间的紧张关系，全球经济受重创，特别是旅游、

航空和餐饮等行业，导致失业率上升，改变了人们的工作和生活方式。同时，也促进了远程工作和在线教育的发展，推动了医疗技术，特别是疫苗和医疗设备的快速发展，加速了数字化转型在医疗保健、教育和零售业等领域的发展。总之，新冠疫情对中国和世界各国都是一个巨大的挑战，迫使人们重新思考全球化、地缘政治变化，公共卫生体系、经济发展模式和国际合作的方式。

全球中国对话系列

全球中国对话系列是一个围绕“转/超文化transculturality”和社会创造为核心概念的高端论坛，以中国为参照系的比较视野，通过增进与中国同行的交流互动从而探索和研究全球治理、推进人类社会的可持续发展。除了大专院校、研究部门和专业智库之外，全球中国对话论坛也将与中国和其他国家政府、国际组织、媒体和出版单位等密切合作，长期跟踪全球热点话题，为中国和华人参与全球社会的社会建设和全球社会的综合治理、推进全球公共利益等提供一个高端平台。我们鼓励跨学科，跨越专业，跨行业，以及跨国的全球视野，通过在学者、知识分子、政商领袖、专业与社会活动家之间开展开放的对话，旨在面对那些当今世界的重大挑战，找到解决问题的方案，形成共识、增进对彼此的了解。

全球中国对话是一个持续的、富有创意的知识转化的活动。它将中国与西方的学者、意见领袖聚集到一起探索“转/超文化”与文化再生性，参与型塑造超越单一文化、国家、民族的“全球性的文化空间”。诚然，这里并不是所有的观点都应与中国直接相关，或者对中国的知识有深度的了解。但是，它们将有关中国在全球治理的角色的观点的呈现，并将中国置于与其他国家和地区研究的理论、方法、维度等方面做出比较。

全球中国对话还遵循“文明的对话”规则，鼓励双方彼此相互倾听、理解文化差异、尊重地方习俗、接受不同观点、承认人类的共同命运。这些规则尤其在探讨由各国政府、国际组织、跨国公司、非政府组织以及公民为主题的新型全球治理模式尤为重要，有助于共建一个以和谐共生为基础的人类命运共同体。

全球中国对话系列将在联合国可持续发展目标 SDGs 的框架下展开活动，这符合联合国教科文组织的创造性宗旨，即在人们的思想中建立起保卫和平的屏障和可持续发展的条件。过去和未来几年的主题如下：

- 2014年第一届全球中国对话：中国现代化进程的经验教训与其它发展中国家和地区之比较
- 2015年第二届全球中国对话：转文化与新型全球治理
- 2016年第三届全球中国对话：可持续性与全球气候治理
- 2017年第四届全球中国对话：一带一路——为了共同目标的转文化合作
- 2018年第五届全球中国对话：全球正义的治理
- 2019年第六届全球中国对话：世界和平的治理
- 2021年第七届全球中国对话：全球治理改革
- 2023年第八届全球中国对话：全球健康治理
- 2024年第九届全球中国对话：全球治理与人工智能
- 2025年第十届全球中国对话：全球教育治理
- 2026年第十一届全球中国对话：全球人工智能与数据治理
- 2027年第十二届全球中国对话：全球移民治理
- 2028年第十三届全球中国对话：全球劳动与可持续发展
- 2029年第十四届全球中国对话：全球能源治理与灾害管理
- 2030年第十五届全球中国对话：全球可持续发展与安全治理

第十届全球中国对话

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）在英国国家科学院 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：

- **版块一 治理模式创新与技术赋能：**本版块探讨协同治理、模式创新以及人工智能、大数据与数字平台在教育中的应用。同时也将关注全球数字鸿沟及人工智能在弥合或加深教育不平等方面的双重作用。此外，论坛将比较不同制度背景下对教育技术采纳与监管的模式差异，探讨技术在多元治理结构中是如何与本地文化逻辑互动，形成不同的教育创新路径。
- **版块二 教育公平、包容与质量保障：**本版块聚焦于权利保障、研究诚信的推动，以及通过评估、认证和教师培训提升教育质量。议题将涵盖因贫困、性别、地理和冲突等因素造成的教育鸿沟，并探讨在危机情境中如何保障教育的持续进行。研究显示，全球教育体系中大量使用源于西方规范的课程内容，可能削弱本地语言、传统与知识体系。此外，在缺乏对教育背景（如新儒家传统）理解的前提下进行全球教育教学，会加剧国际学生适应不同教学体系的困难。性别差距亦为核心问题之一，基础教育及高等教育中不平等的受教育机会仍然严重。本版块将鼓励对比研究不同教育制度下如何定义和衡量“公平”与“质量”，反思多样文化语境中全球教育标准的可移植性与适应性。
- **版块三 全球教育政策与国际合作：**本版块将探讨政策框架、国际组织的角色，以及通过大学联盟与数字平台实现的跨国合作。讨论将聚焦于如何在推动全球胜任力的同时，保持文化相关性和本土知识体系。例如，英语在全球教育中的主导地位引发了对多语教育价值及本地语言保护的担忧。多语种教育有助于构建包容性社会，并在保护非主流、少数族裔及原住民语言方面具有关键作用。此外，本版块将比较不同国家在高等教育治理中对学术自由、语言政策及国际合作机制的制度安排与文化理念，探索教育全球化中的差异性路径与治理逻辑。
- **版块四 教育融资与可持续发展：**本版块关注教育融资机制、国际援助，以及教育与科技、产业融合以支持创新与包容性增长。全球教育融资面临一系列关键问题，尤其是议程的主导权应由政府、捐亿美元的融资缺口。本版块亦将探讨不同国家或地区在教育投入模式、政府与市场角色、资源分配原则等方面的制度变迁与文化基础，为理解教育融资的全球多样性提供比较视角。

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

二、主办单位和组委会

主办单位

- 英国全球中国学术院
- 英国兰卡斯特大学 ESRC 语料库社科研究中心
- 英国埃克塞特大学人文、艺术和社会科学学部
- 中国北师大香港浸会大学中华文化传播研究院

组委会

主席

- 托尼·麦肯勒里 Tony McEnery 教授，全球中国学术院理事会主席及创院院士，英国社科院院士及理事会理事，英国皇家艺术院院士；兰卡斯特大学语言学和英语语言学系杰出教授
- 常向群教授，英国皇家艺术院院士；全球中国学术院院长及创院院士；伦敦大学学院荣誉教授 (2015-20年)，中国南开大学特聘教授
- 李利教授，全球中国学术院院士，英国纽卡斯尔大学候任副校长，埃克塞特大学协理副校长（全球事务），清华-埃克塞特全球人文中心创始人及联席主任
- 黄煜教授，北师大香港浸会大学 BNB 协理副校长，中华文化传播研究院常务副院长

秘书长

- 李伯一教授，全球中国学术院副院长及中方理事会秘书；南京财经大学工商管理学院教授，数字经济与可持续增长研究院院长
- 梁凯先生，全球中国学术院项目专员；英国 MEL Scholar 联合创始人；英国 MELScience 商务总监

成员（按姓氏拼音顺序）

- 邴正教授，全球中国学术院院士及理事会中方主席、吉林大学前常务副校长、中国社会学会前副会长
- 曹青教授，全球中国学术院院士及副院长；英国杜伦大学比较现代性研究中心主任
- 马德琳·卡尔 Madeline Carr 教授，全球中国学术院院士及信托董事会秘书；伦敦大学学院全球政治与网络安全教授
- 程原博士，全球中国学术院信托董事会信托人；罗盛咨询公司大中华区非执行主席
- 马丁·雅克 Martin Jacques 教授，全球中国学术院院士；英国学者、记者、政治评论员和作家；剑桥大学政治和国际研究系高级研究员；中国清华大学客座教授
- 叶玛丽 Maria Jaschok 教授，全球中国学术院院士及信托董事会主席；牛津大学全球与区域研究学院当代中国研究项目高级研究员
- 李崑教授，英国社科院院士，英国皇家艺术院院士，全球中国学术院院士及理事会非执行主席；伦敦大学学院教育学院院长暨教育与社会学部部长
- 巴纳比·鲍威尔 Barnaby Powell 先生，英国英中理解协会理事会成员
- 罗兰 Laurence Roulleau-Berger 教授，全球中国学术院院士和欧洲事务副院长；法国国家科学研究中心 CNRS 荣休研究主任；法国里昂高等师范学院社会科学研究中心主任教授。

- 彼得·施罗德 Peter Schröder 教授，全球中国学术院院士及副院长；伦敦大学学院历史系欧洲与国际社会和政治研究教授
- 埃琳娜·塞米诺 Elena Semino 教授，英国社科院院士，英国皇家艺术院院士，兰开斯特大学语言学 and 英语语言学系教授, ESRC 语料库社科研究中心前主任
- 园田茂人 Shigeto Sonoda 教授，全球中国学术院院士及副院长（亚洲事务负责人）；日本东京大学亚洲高级研究所比较社会学与亚洲研究教授
- 谢立中教授，全球中国学术院院士及中方院长；北京大学社会学人类学研究所前所长和社会学系前主任、中国社会学会前副会长
- 张晓东教授，全球中国学术院院士及中方非执行主席；中国管理科学学会学术委员会执行主任，中国敏捷智库总裁

三、支持单位和赞助单位

支持单位 (拼音顺序)

- 欧洲改革中心
- 中欧社会论坛
- 英国筷子俱乐部及其与中国互动
- 南京财经大学数字经济与可持续增长研究院
- 北京大学社会理论研究中心
- 中国人民大学社会学理论与方法研究中心
- 英中理解协会
- 英国汉学研究研究生协会
- 中国西交利物浦大学

赞助单位

- 环球世纪出版社（英国）
- 中国敏捷智库
- 常青图书有限公司（伦敦）
- 英国教育与签证中心
- 无锡新文化研究院
- 美亚联创科技有限公司（北京）
- 学术湾
- 英国临江宴集团

四、演講、主持及評議嘉賓

(基於會議議程結構及姓氏拼音順序)

開幕式

主持：托尼·麥肯勒里 Tony McEnery 教授，英國社會科學院院士、英國皇家藝術院院士；全球中國學術院創院院士及理事會主席；蘭卡斯特大學語言學和英語語言學系杰出教授

致辭

- 中國駐英使館王起公使
- 亞歷克西斯·布朗 Alexis Brown 博士，英國文化委員會全球教育洞察部主任
- 馬丁·雅克 Martin Jacques 教授，全球中國學術院院士；英國學者、記者、政治評論員和作家；多國著名大學的客座教授或高級研究員
- 凱利·布朗 Kerry Brown 教授，全球中國學術院院士；倫敦國王學院中國研究院院長

主旨演講

- 魯珀特·韋格里夫 Rupert Wegerif 教授，劍橋大學休斯學院院士、教育學院教授
- 席酉民教授，西交利物浦大學執行校長；英國利物浦大學副校長

閉幕式主持及致閉幕辭

- 常向群教授，英國皇家藝術院院士；全球中國學術院院士及院長；倫敦大學學院榮譽教授 (2015-20年)，中國南開大學特聘教授（主持）
- 馬丁·阿爾布勞 Martin Albrow 教授，英國社科院院士，全球中國學術院院士及創院和前榮譽院長；英國社會學學會前會長
- 余德焯 Yukteshwar Kumar 博士，著名漢學家和翻譯家、英國巴斯大學中文項目課程主任兼高級學者；巴斯市前副市長
- 李利教授，全球中國學術院院士，英國紐卡索爾大學候任副校長，埃克塞特大學協理副校長（全球事務），清華-埃克塞特全球人文中心創始人及聯席主任

大會版塊演講、主持及評議嘉賓（按姓氏拼音順序）

- 亞歷克西斯·布朗 Alexis Brown 博士，英國文化委員會全球教育洞察部主任
- 馬德琳·卡爾 Madeline Carr 教授，全球中國學術院院士及信託董事會秘書；倫敦大學學院全球政治與网络安全教授（主持）
- 陳志教授，香港人文科學院院士，北京師範大學-香港浸會大學校長 [視頻；第四版塊]
- 尼爾·庫里 Niall Curry 博士，英國皇家藝術院院士、全球中國學術院副院士；英國曼徹斯特城市大學英語學院副教授
- 尼古拉·加洛韋 Nicola Galloway 教授，英國埃克塞特大學人文、藝術與社會科學學部教育學院
- 賈斯廷·迪倫 Justin Dillon 教授，倫敦大學學院教育學院科學與環境教育教授
- 查爾斯·格蘭特 Charles Grant 先生，全球中國學術院信託董事會信託人；歐洲改革中心主任；曾任《經濟學人》高級編輯；英國文化委員會的董事和信託人（主持）

- 叶玛丽 Maria Jaschok 教授，全球中国学术院院士及信托董事会主席；牛津大学全球与区域研究学院当代中国研究项目高级研究员（主持）
- 史蒂文·琼斯 Steven Jones 教授，曼彻斯特大学大学教育学院高等教育教授
- 帕拉斯凯维·卡尼斯特拉 Paraskevi (Voula) Kanistra 博士，英国伦敦圣三一学院副主任，高级研究员
- 刘鑫莹博士，剑桥大学国王学院博士毕业生
- 露西·罗宾 Lucy Robin 女士，教育公平蓝图 The Equity Blueprint 的创作者；现任伦敦家长与儿童关爱机构 Every Parent & Child 儿童健康推广负责人
- 彼得·施罗德 Peter Schroeder 教授，全球中国学术院院士及副院长，伦敦大学学院历史系政治思想史教授（主持）
- 理查德·安东尼·里德尔 Richard Anthony Ridealgh 先生，英国曼彻斯特大学教育学博士候选人；中国沈阳芭芭拉学院课程总监兼高级教师
- 沈伟伟博士，中国政法大学大数据和人工智能法律研究中心主任、副教授；现为牛津大学法学院访问学者
- 石玉坤博士，全球中国学术院副院长；格拉斯哥大学亚当·斯密商学院高级讲师；中国经济学会会长（欧洲）
- 滕星教授，中国中央民族大学教育学院教授；中国民族学与人类学学会教育人类学专业委员会创始人及首任会长
- 杨怡，伦敦摄政大学讲师、杜伦大学博士生
- 张艺瀛博士，伦敦大学金史密斯学院中国学讲师

庆祝举办十届全球中国对话晚宴主持及致辞

- 伊恩·斯塔福德先生 Ian Stafford，全球中国学术院院士，屡获殊荣的英国体育记者、作家（23本著作）及广播主持人、英国体育俱乐部创始人（主持）
- 托尼·麦肯勒里 Tony McEnery 教授，全球中国学术院理事会主席及创院院士，英国社科院院士及理事会理事，英国皇家艺术院院士；兰开斯特大学语言学和英语语言学系杰出教授
- 罗兰 Laurence Roulleau-Berger 教授，全球中国学术院院士及副院长、法国国家科研中心荣休研究主任、法方中欧“后西方社会学”国际联合高级实验室主任
- 大卫·帕金 David Parkin 教授，英国学术院院士、全球中国学术院院士、牛津大学万灵学院人类学荣誉教授
- 菲奥娜·摩尔 Fiona Moore 教授，全球中国学术院院士、伦敦大学皇家霍洛威学院商学院教授

播放视频（在对话和晚宴间隙播放）：

1. 来自部分无法到场的信托理事会成员、学术院理事会成员及院士（每人1分钟）。

- 程原博士，全球中国学术院信托董事会信托人，英国罗盛咨询 Russell Reynolds Associates 大中国区主席
- 邴正教授，全球中国学术院院士及理事会中方主席；吉林大学前常务副校长
- 李崑教授，英国学术院院士、英国社科院院士、全球中国学术院院士及理事会英方非执行主席；英国伦敦大学学院教育与社会研究学部部长

- 張曉東教授，全球中國學術院院士及理事會中方非執行主席；中國管理科學學會學術委員會執行主任，敏捷智庫首席執行官；
- 謝立中教授，全球中國學術院院士及中方院長；北京大學社會學系前系主任；中國社會學學會前副會長
- 曹青教授，全球中國學術院院士及副院長；英國杜倫大學比較現代性研究中心主任
- 園田茂人教授 Shigeto Sonoda，全球中國學術院院士及副院長（亞洲事務）；日本東京大學亞洲研究所比較社會學與亞洲研究教授
- 李伯一教授，全球中國學術院副院士中方理事會秘書及副院士；南京財經大學工商管理學院教授，數字經濟與可持續增長研究院院長
- 吳燕教授，全球中國學術院理事會秘書；英國斯旺西大學人文與藝術學院媒體與傳播學教授
- 羅賓·科恩 Robin Cohen 教授，全球中國學術院院士，英國牛津大學國際移民研究所名譽教授、前所長（社會學）
- 諾拉·科爾頓 Nora Ann Colton 教授，全球中國學術院院士，倫敦大學學院全球健康商學院院長，前倫敦大學
- 杜贊奇 Prasenjit Duara 教授，全球中國學術院院士，美國杜克大學東亞研究特聘教授（歷史／亞洲研究）
- 何夢筆 Carsten Herrmann-Pillath 教授，全球中國學術院院士，德國埃爾福特大學馬克斯·韋伯高級文化與社會研究中心常任研究員（經濟學／跨學科研究）
- 韓相震 HAN Sang-Jin 教授，全球中國學術院院士，韓國首爾大學教授、重民財團主席（社會學）
- 郝時遠教授，全球中國學術院院士，中國社會科學院院士、原副院長兼原民族學與人類學研究所所長（人類學／民族學）
- 馬諾蘭詹·莫漢迪 Manoranjan Mohanty 教授，全球中國學術院院士，印度新德里社會發展委員會特聘教授；德里中國研究所資深研究員；新德里社會發展委員會社會發展學教授（政治學／經濟學）
- 李揚教授，全球中國學術院院士，曾任中國社會科學院副院長（經濟學／金融學）
- 查爾斯·桑普福德 Charles Sampford 教授，全球中國學術院院士，澳大利亞格里菲斯大學倫理、治理與法律研究所所長（法律／倫理學）
- 許成鋼教授，全球中國學術院院士，美國斯坦福大學中國經濟與制度研究中心高級研究學者、胡佛研究所訪問學者（經濟學）
- ……（更多嘉賓待公布）

2. 演講者已接受大會邀請或提要被大會接受，但因故無法來英參會

- 杰弗里·普莱尔斯 Geoffrey Pleyers 教授，比利时国家科学研究基金会 FNRS 研究主任，鲁汶天主教大学教授；国际社会学协会主席
- 陈志教授，香港人文科学院院士，北京师范大学-香港浸会大学校长
- 琼·安德拉德 Joan Andrade 厄瓜多尔雅查伊理工大学系统工程助教
- 林天强教授，北京大爱永生影视传媒有限公司董事长兼导演；中国文化信息协会数字文化产融工委会长；清华大学互联网产业研究院前副院长
- 高蓓蓓女士，伦敦国王学院中国研究院博士生
- 李旭博士，中国深圳南方科技大学设计学院副院长
- 李榕蔚女士，复旦大学高等教育研究院博士候选人

五、日程安排

2025年12月5日，星期五

- 08:30-17:00 对话论坛
- 08:30-09:00 注册
- 09:00-10:00 开幕式：致辞与主旨演讲
- 10:00-10:10 全球中国学术院院士荣誉证书与副院长聘书颁授仪式及全体合影
- 10:10-11:20 版块一：治理创新与技术赋能
- 11:20-11:35 茶歇
- 11:35-12:45 版块二：教育公平、包容与质量保障
- 12:45-13:45 午餐
- 13:00-15:00 全球中国学术院信托董事会会议（音乐厅）
- 13:45-14:55 版块三：全球教育政策与国际合作
- 14:55-15:10 茶歇
- 15:10-16:20 版块四：教育融资与可持续发展
- 16:20-16:55 闭幕式
- 17:00 休会
- 18:30-21:00 晚宴：庆祝举办十届全球中国对话
- 18.30-18:50 致辞
- 18:50-20:55 晚宴及贺词视频播放
- 21:00 闭会

六、会议详细议程¹

08:30-09:00 注册

地点：英国学术院 The British Academy, 10-11 Carlton House Terrace, London, SW1Y 5AH

- 签到（一楼大堂 Lobby）
- 交流（二楼画廊 Gallery）
- 展示（二楼音乐厅 Music room）

09:00-10:10 开幕式

地点：英国学术院（比阿特丽斯·韦伯会议厅 Beatrice Webb Room，二楼）

主持：托尼·麦肯内里 Tony McEnery 教授，英国社科院院士及理事会理事，英国皇家艺术院院士，全球中国学术院院士及理事会主席，兰开斯特大学语言学和英语语言学系杰出教授

09:00-09:10 致辞（5 分钟/位）：

- 中国驻英国大使馆王起公使
- 亚历克西斯·布朗 Alexis Brown 博士，英国文化委员会全球教育洞察部主任
- 马丁·雅克 Martin Jacques 教授，全球中国学术院院士，英国著名记者、编辑、学者、政治评论员和作家，多国大学访问教授或高级研究员
- 凯利·布朗 Kerry Brown 教授，全球中国学术院院士；伦敦国王学院中国研究院院长

09:20-10:00 主旨演讲（15分钟/位）：

- 教育应如何应对生成式人工智能所带来的挑战？ 鲁珀特·韦格里夫 Rupert Wegerif 教授，剑桥大学休斯学院院士、教育学院教授
- 全球视野，本土理解，国际行动——未来教育的探索，席酉民教授，西交利物浦大学执行校长；英国利物浦大学副校长

10:00-10:10 全球中国学术院院士荣誉证书与副院长聘书颁授仪式及合影

授予者：

- 叶玛丽 Maria Jaschok 教授，全球中国学术院院士及信托董事会主席；牛津大学当代中国研究项目高级研究员
- 常向群 教授，英国皇家艺术院院士，全球中国学术院院士及院长；伦敦大学学院荣誉教授、南开大学特聘教授

被授予者：

- 全球中国学术院院士、副院士和机构院士
- 全球中国学术院副院长

¹ 环球世纪出版社的英文排版体例大体遵循《美国心理学会出版手册》第七版（APA 7th edition），中文排版遵循中国国家标准《信息与文献 参考文献著录规则》（GB/T 7714-2015）。与此同时，本社的体例也在长期的双语编辑与排版实践中不断演进。为使版面更加简洁清爽，本社出版物在实际操作中作出适当调整，例如：在英文排版中，所有引号均使用单引号，而引号中的引号使用双引号；在中文排版中，中文人名或单位名称后的英文原名予以保留，但一般不加括号，只有在包含注释性信息时才使用括号。《环球世纪出版社指南》对本社双语体例和规则作了全面说明，详情请在以下网址查阅：<https://globalcenturypress.com/house-style-guide-cn>

合影：

- 主持人、頒發人 and 新院士
- 全體合影

10:10-11:20 第一版塊：治理創新與技術賦能

主持與點評：馬德琳·卡爾 Madeline Carr 教授，全球中國學術院院士及信託董事會秘書；倫敦大學學院全球政治與网络安全教授

發言人（每人10分鐘）：

- 語言教育中的關鍵人工智能素養發展，尼爾·庫里 Niall Curry 博士，英國皇家藝術院院士、全球中國學術院副院士；英國曼徹斯特城市大學英語學院副教授
- 人工智能在英語教育中的作用：教學收益、挑戰與未來方向，張藝瀛博士，倫敦大學金史密斯學院中國學講師
- 人工智能與法律教育的未來，沈偉偉博士，中國政法大學大數據和人工智能法律研究中心主任、副教授；現為牛津大學法學院訪問學者
- 祝福教育——協同治理中技術賦能的人文補償，劉鑫瑩博士，劍橋大學國王學院博士畢業生
- 將屏幕時間轉化為哲學時間：基於探究式學習賦能家庭，石玉坤博士，全球中國學術院副院士；格拉斯哥大學亞當·斯密商學院高級講師；中國經濟學會主席（歐洲）

評議，提問&回

11:20-11:35 茶歇

11:35-12:45 第二版塊：教育公平、包容與質量保障

主持與點評：葉瑪麗 Maria Jaschok 教授，全球中國學術院院士及信託董事會主席；牛津大學當代中國研究項目高級研究員

發言人（每人12分鐘）：

- 過程還是結果？人工智能時代語言學習與評估的再思考，瓦茨拉夫·布熱齊納 Vaclav Brezina 教授，蘭卡斯特大學社會科學學院語料庫社會科學研究中心主任
- 超越包容：教育公平藍圖與教育體系的變革，露西·羅賓 Lucy Robin 女士，教育公平藍圖 The Equity Blueprint 的創作者；現任倫敦家長與兒童關愛機構 Every Parent & Child 兒童健康推廣負責人
- 教育能否帶來更好的生活？——中國邊遠鄉村學校教育個案研究，滕星教授，中央民族大學教育學院教授；中國民族學與人類學學會教育人類學專業委員會創始人及首任會長
- 全球標準到本地聲音：在人工智能驅動的世界上確保評估的公平性與誠信性，帕拉斯凱維（沃拉）·卡尼斯特拉 Paraskevi (Voula) Kanistra 博士，英國倫敦聖三一學院副主任，高級研究

評議，提問&回應

12:45-13:45 午餐

13:00-15:00 全球中國學術院信託董事會會議（音樂廳 Music Room）

13:45-14:55 第三版塊：全球教育政策與國際合作

主持與評議：彼得·施羅德 Peter Schroeder 教授，全球中國學術院院士及副院長，倫敦大學學院歷史系政治思想史教授

发言（12分钟/位）：

- 全球英语与教育政策：重新思考高等教育的国际合作，尼古拉·加洛韦 Nicola Galloway 教授，埃克塞特大学教育学院，人文、艺术与社会科学学部
- 跨制度教学：转文化课堂经验对全球教育政策的启示，理查德·安东尼·里德尔 Richard Anthony Ridealgh 先生，英国曼彻斯特大学教育学博士候选人；中国沈阳芭芭拉学院课程总监兼高级教师
- 英国高等教育中日语与中文推广政策的比较研究，杨怡，伦敦摄政大学讲师、杜伦大学博士生
- 重新构想国际化，史蒂夫·琼斯 Steven Jones 教授，曼彻斯特大学大学教育学院高等教育教授

评议，提问&回应

14:55-15:10 茶歇

15:10-16:20 第四版块：教育融资与可持续发展

主持与评议：查尔斯·格兰特 Charles Grant 先生，全球中国学术院信托董事会信托人；英国欧洲改革中心主任

发言（12分钟/位）：

- 气候与自然紧急状况下的教育回应，贾斯廷·迪伦 Justin Dillon 教授，伦敦大学学院教育学院科学与环境教育教授
- 中国研究版图：英中合作的新趋势，亚历克西斯·布朗 Alexis Brown 博士，英国文化委员会全球教育洞察部主任
- 超越资金：数字生态如何影响中英教育交流的可持续发展，马丁·洛克特教授，宁波诺丁汉大学国际商务与管理系，前商学院院长
- 人工智能与博雅教育：BNBU 范式的中国实践与全球拓展，陈志教授，香港人文科学院院士，北京师范大学-香港浸会大学校长 [视频]

评议，提问&回应

16:20-16:55 闭幕式

主持：常向群教授，英国皇家艺术院院士，全球中国学术院院士及院长，伦敦大学学院荣誉教授（2015-20），南开大学特聘教授

闭幕演讲（10分钟/位）：

- 十届论坛，十年桥梁：全球中国对话的智识旅程，马丁·阿尔布劳 Martin Albrow 教授，英国社科院院士，全球中国学术院院士及创院和前荣誉院长；英国社会学学会前会长
- 跨越世界：全球教育中的治理、文化与合作，余德烁 Yuktेशwar Kumar 博士，著名汉学家、英国巴斯大学中文项目课程主任兼高级学者；巴斯市前副市长
- 全球教育的对话：反思与前行，李利教授，全球中国学术院院士，英国纽卡斯尔大学候任副校长，埃克塞特大学协理副校长（全球事务），清华-埃克塞特全球人文中心创始人及联席主任

16:50 通知及合影

- 宣布第十一届全球中国对话主题等
- 全体合影

17:00 对话结束

18:30-21:00 庆祝举办十届全球中国对话晚宴（仅限受邀人士）

地点：伦敦临江宴（Peacock London, County Hall, Westminster Bridge Rd, The Queen's Walk, London SE1 7PB）

18:30-18:50 致辞

主持人：伊恩·斯塔福德先生 Ian Stafford，全球中国学术院院士，屡获殊荣的英国体育记者、作家（23本著作）及广播主持人、英国体育俱乐部创始人

现场致辞（每人3分钟）：

- 托尼·麦肯勒里 Tony McEnery 教授，全球中国学术院理事会主席及创院院士，英国社科院院士及理事会理事，英国皇家艺术院院士；兰开斯特大学语言学和英语语言学系杰出教授
- 罗兰 Laurence Roulleau-Berger 教授，全球中国学术院副院长、法国国家科研中心研究主任、法方中欧“后西方社会学”国际联合高级实验室主任
- 大卫·帕金 David Parkin 教授，英国学术院院士、全球中国学术院院士、牛津大学万灵学院人类学荣誉教授
- 菲奥娜·摩尔 Fiona Moore 教授，全球中国学术院院士、伦敦大学皇家霍洛威学院商学院教授

19:00 播放视频（在对话和晚宴间隙播放）：

1. 来自部分无法到场的信托理事会成员、学术院理事会成员及院士（每人1分钟）。

- 程原博士，全球中国学术院信托董事会信托人，英国罗盛咨询 Russell Reynolds Associates 大中国区主席
- 邴正教授，全球中国学术院院士及理事会中方主席；吉林大学前常务副校长
- 李崑教授，英国学术院院士、英国社科院院士、全球中国学术院院士及理事会英方非执行主席；英国伦敦大学学院教育与社会研究学部部长
- 张晓东教授，全球中国学术院院士及理事会中方非执行主席；中国管理科学学会学术委员会执行主任，敏捷智库首席执行官；
- 谢立中教授，全球中国学术院院士及中方院长；北京大学社会学系前系主任；中国社会学会前副会长
- 曹青教授，全球中国学术院院士及副院长；英国杜伦大学比较现代性研究中心主任
- 园田茂人 Shigeto Sonoda教授，全球中国学术院院士及副院长（亚洲事务）；日本东京大学亚洲研究所比较社会学与亚洲研究教授
- 李伯一教授，全球中国学术院副院长及中方理事会秘书及副院长；南京财经大学工商管理学院教授，数字经济与可持续增长研究院院长
- 吴燕教授，全球中国学术院理事会秘书；英国斯旺西大学人文与艺术学院媒体与传播学教授
- 罗宾·科恩 Robin Cohen 教授，全球中国学术院院士，英国牛津大学国际移民研究所名誉教授、前所长（社会学）
- 诺拉·科尔顿 Nora Ann Colton 教授，全球中国学术院院士，伦敦大学学院全球健康商学院院长，前伦敦大学

- 杜贊奇 Prasenjit Duara 教授，全球中國學術院院士，美國杜克大學東亞研究特聘教授（歷史／亞洲研究）
- 何夢筆 Carsten Herrmann-Pillath 教授，全球中國學術院院士，德國埃爾福特大學馬克斯·韋伯高級文化與社會研究中心常任研究員（經濟學／跨學科研究）
- 韓相震 HAN Sang-Jin 教授，全球中國學術院院士，韓國首爾大學教授、重民財團主席（社會學）
- 郝時遠教授，全球中國學術院院士，中國社會科學院院士、原副院長兼原民族學與人類學研究所所長（人類學／民族學）
- 馬諾蘭詹·莫漢迪 Manoranjan Mohanty 教授，全球中國學術院院士，印度新德里社會發展委員會特聘教授；德里中國研究所資深研究員；新德里社會發展委員會社會發展學教授（政治學／經濟學）
- 李揚教授，全球中國學術院院士，曾任中國社會科學院副院長（經濟學／金融學）
- 查爾斯·桑普福德 Charles Sampford 教授，全球中國學術院院士，澳大利亞格里菲斯大學倫理、治理與法律研究所所長（法律／倫理學）
- 許成鋼教授，全球中國學術院院士，美國斯坦福大學中國經濟與制度研究中心高級研究學者、胡佛研究所訪問學者（經濟學）
- ……（更多嘉賓待公布）

2. 演講者已接受大會邀請或提要被大會接受，但因故無法來英參會

- 開幕式致辭杰弗里·普萊爾斯 Geoffrey Pleyers 教授，比利時國家科學研究基金會 FNRS 研究主任，魯汶天主教大學教授；國際社會學協會主席
- 合作主辦方開幕式致辭，陳致教授，香港人文科學院院士，中國北師—香港浸會大學 BNBU 校長
- 人工智能時代的教育范式革命與未來定義權，林天強教授，北京大愛永生影視傳媒有限公司董事長兼導演；中國文化信息協會數字文化產融工委會會長；清華大學互聯網產業研究院前副院長
- 人工智能用於脆弱群體中輟學的早期檢測：厄瓜多爾與中國的比較研究，琮·安德拉德 Joan Andrade，厄瓜多爾雅查伊理工大學系統工程助教
- 彌合西北回族女孩雙重教育體系下的教育鴻溝，高蓓蓓，倫敦國王學院中國研究院博士生 [視頻]
- 中國新興理工類研究型大學：由科技與經濟創新所正當化的社會創新，李旭博士，中國深圳南方科技大學設計學院副院長
- 積極應對：學術生涯、高等教育融資和可持續發展的互動關係，李榕蔚，中國復旦大學高等教育研究院博士候選人

21:00 結束

七、嘉賓簡介、內容提要及貢獻

(以出場先後順序)

開幕式

主持：托尼·麥肯內里 Tony McEnery 教授



托尼·麥肯內里 Tony McEnery 教授，英國社會科學院院士和理事會理事、英國皇家藝術學院院士，英國全球中國學術院院士及理事會主席，蘭卡斯特大學語料庫社會科學研究中心 CASS 的創始主任和英語語言和語言學的杰出教授，中國西安交通大學杰出講座教授。他曾在經濟和社會研究委員會 ESRC 擔任臨時行政總裁、首席審計官、理事會副主席和研究中心主任。除此之外，他還擔任藝術與人文研究委員會 AHRC 的研究主任。此前，他擔任蘭卡斯特大學藝術與社會科學學院院長並擔任語言學和英語語言系系主任。作為語料庫語言學領域的領先學者，他在語言與社會生活之間的相关方面發表了大量文章，尤其是在關於線上媒體和印刷媒體領域的研究成果更加突出。他的著作包括《語料庫和話語研究：整合話語和語料庫（與 Baker 合作，2015 年）》和《話語分析和媒體態度（與 Baker、Gabrielatos 合作，2013 年）》。

貢獻：

- 全球中國對話組委會聯席主席
- 主持上午的開幕式
- 晚宴致辭
- 參與全天活動

致辭

致辭者：王起公使、亞歷克西斯·布朗 Alexis Brown 博士、馬丁·雅克 Martin Jacques 教授、凱利·布朗 Kerry Brown 教授



自 2019 年起，王起公使一直在中華人民共和國駐英國大使館任職。他此前曾在外交部北美大洋洲司、中華人民共和國駐美國大使館以及中共中央外事工作領導小組辦公室等機構任職。他在職業生涯中擔任過一系列重要的外交與政策崗位，憑借在大國外交與國際政策協調方面的豐富經驗，他為推動英中對話與全球治理討論貢獻了寶貴的見解。

貢獻：開幕式致辭；合影



亞歷克西斯·布朗 Alexis Brown 博士，現任英國文化委員會 British Council 全球教育洞察主管。此前，她曾擔任英國高等教育政策研究所 HEPI 政策主任，負責研究高教政策、安全與風險管理、科研國際合作及海外研發投入等議題。在此之前，她在英國羅素集團 Russell Group 擔任政策經理，負責涵蓋高等教育戰略、科研政策及財務可持續性的政策事務，也曾在倫敦大學學院 UCL 任職。布朗博士擁有牛津大學英語文學博士學位，長期從事高等教育政策、國際合作及全球科研戰略研究，尤其關注英國與全球（包括中英）高校之間的合作趨勢與政策發展。

贡献：

- 在开幕式致辞
- 在第四版块 教育融资与可持续发展发言
- 参与全天活动



马丁·雅克 **Martin Jacques** 教授，全球中国学术院院士，英国著名记者、编辑、学者、政治评论员和作家。为剑桥大学国王学院博士。现为清华大学、复旦大学和新加坡李光耀公共政策学院访问教授。曾任英国剑桥大学、伦敦经济学院、中国清华大学、中国人民大学、日本爱知大学国际中国学研究中心、立命馆大学，以及新加坡国立大学亚洲研究院、美国华盛顿特区跨大西洋学院 Transatlantic Academy 访问教授或高级访问研究员等。他是全球畅销书《当中国统治世界：西方世界的终结与新全球秩序的诞生》的作者。该书自2009年出版以来已被翻译成15种语言，销量超过35万册，并入围两项国际重要文学奖。2012年出版的第二版经过大幅扩展和全面更新。他关于“如何理解中国”的 TED 演讲观看量已超过400万。此外，他曾任伦敦著名月刊《今日马克思主义》*Marxism Today* 主编直至1991年停刊，并共同创立智库 Demos；他曾为多家报纸撰写专栏，制作多部电视节目，并担任《独立报》副主编。

贡献：

- 开幕式致辞
- 合影



凯利·布朗 **Kerry Brown** 教授，全球中国学术院院士，伦敦国王学院中国研究院 Lau China Institute 院长。他同时担任墨尔本澳大利亚—新西兰政府学院 ANZSOG 的特聘学者，并与德国汉堡全球事务研究所合作担任《当代中国事务杂志》*Journal of Current Chinese Affairs* 的联合主编。他还是肯特郡考古学会会长，以及剑桥大学蒙古与内亚研究中心 MIASU 的合作研究员。2012 年至 2015 年间，他任职于澳大利亚悉尼大学，担任中国政治学教授兼中国研究中心主任。在此之前，他于 2006 至 2012 年在英国皇家国际事务研究院 Chatham House 工作，先后担任高级研究员及亚洲项目负责人。至 2005 年间，他在英国外交与联邦事务部任职，曾任英国驻北京大使馆一秘，后出任印尼、菲律宾与东帝汶事务处负责人。1994 至 1996 年，他旅居中国内蒙古地区。他于剑桥大学获得文学硕士学位，于伦敦泰晤士谷大学获得汉语研究生文凭（优秀），并在利兹大学取得中国政治与语言博士学位。布朗教授曾于 2011 至 2014 年领导“欧洲中国研究与咨询网络”ECRAN，向欧盟对外事务部提供政策咨询。他著有近 20 部关于当代中国政治的著作，并为全球主要国际媒体撰稿，亦多次受全球各大新闻频道就中国时事问题采访。

贡献：

- 开幕式致辞
- 接受全球中国学术院院士荣誉证书
- 合影

主旨演讲

演讲者：鲁珀特·韦格里夫 Rupert Wegerif 教授和席酉民教授



鲁珀特·韦格里夫 **Rupert Wegerif** 是英国剑桥大学教育学院教授，也是剑桥雨果学院 Hughes Hall 数字教育未来倡议 Digital Education Futures Initiative, DEFICambridge.org 的创始人兼学术主任。他同时担任北京邮电大学荣誉教授，并获得2025年华东师范大学（上海）颁发的“全球教育研究方法创新奖”。自从在英国开放大学获得教育技术博士学位以来的三十年间，他的研究始终聚焦于为数字时代发展新的教育理论与实践。他与 Louis Major 合著的新书《教育技术理论：一种对话式设计框架》（Routledge, 2024）提出在人工智能增强互联网背景下重新思考教育的方向；其最新著作《重思教育理论：作为扩展性对话的教育》（Edward Elgar, 2025）进一步提出了面向未来的教育整体愿景。

贡献：

- 开幕式主旨演讲
- 参与全天活动

议题：教育应该如何应对生成式人工智能的挑战？

提要：生成式人工智能对教育构成了深刻挑战，它迫使我们重新思考的不仅是教学方式与学习方法，更从根本上质询教育的目的何在。在本次演讲中，我主张：为了在教育体系中以积极方式整合人工智能，并应对人类所面临的重大挑战——从生态危机到民主社会的未来——我们必须对教育进行重新框架化。基于生成式人工智能的特性与潜力，并结合教育理论，我提出一套“双重对话式教学法” double dialogic pedagogy：一方面，将教育视为通过对话培养思维；另一方面，将教育理解为引导学生参与到文化长期发展的重要对话中。我进一步说明，这种与人工智能相关联的双重对话式教学法如何与“集体智慧教育” education for collective intelligence 相连接。在此框架中，人工智能并非人类思维的替代者，而是扩展对话空间、促进人类在快速技术变革时代中繁荣发展的合作伙伴。



席酉民教授，现任西交利物浦大学执行校长、利物浦大学副校长（Pro-Vice Chancellor），并任西安交通大学人文社会科学西安交通大学人文社科资深教授。席教授本科受训于物理学，培养了严密的逻辑思维；硕士阶段研习系统工程，形成整体性视角；博士阶段转向管理学，奠定了他的人文关怀与跨学科治理理念。在此基础上，他于 1985 年创建了“和谐管理理论”（HeXie Management Theory）。他于 2006 年领导创立西交利物浦大学并推动其持续创新发展，长期致力于管理与教育事业。

席教授已出版著作 30 余部、发表论文 300 余篇，科研成果获得省部级奖励 10 余项，指导研究生累计超过 200 名，并获得包括“中国青年科学家奖”在内的多项国家级荣誉。他还担任中国管理学会（CAM）轮值理事长、教育部工商管理类专业教学指导委员会主任委员等重要职务。

议题：全球视野、本土理解、国际行动——未来教育的探索

提要：在数字化与人工智能时代，面对宏观世界的不确定性，高等教育正面临前所未有的变革，大学需要重新思考其角色、学习模式与社会责任。本次演讲将通过西交利物浦大学在不同教育模式及创新生态系统建设方面的探索，展现其教育改革的实践路径。数字化、人工智能与生态化的结合正在推动学习生态的重构——从知识传授走向全人教育，从学科导向迈向融合共创，从学校教育延伸至个性化、兴趣驱动的终身学习。西交利物浦大学的实践展示了大学如何成为政府、产业、学界与社会协同创新的可持续平台。秉持“全球视野，本土理解，国际行动”的理念，本报告展望未来大

學作為一個開放、智能、互聯的教育生態系統，以培養創造力、批判性思維與人机協同能力，探索全球教育治理的未來。

貢獻：

- 開幕式主旨演講
- 參與全天活動

第一版塊 治理創新與技術賦能

主持與評議：馬德琳·卡爾 Madeline Carr 教授

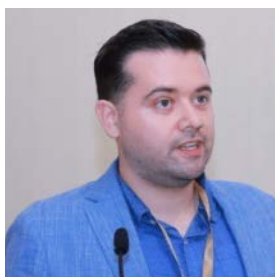


馬德琳·卡爾 **Madeline Carr** 教授，全球中國學術院院士及信託董事會秘書；英國倫敦大學學院 UCL 全球政治與网络安全教授。倫敦大學學院的全球政治與网络安全教授，兼任跨學科网络安全博士培訓中心 CDT 的聯合主任和英國國家“REPHRAIN 公民在線保護研究中心”的副主任。她曾擔任全英“社會技術网络安全研究院”RISCS 院長，主導英國地方政府网络安全研究項目。同時，卡爾教授在業界擔任重要職務，包括 Talion 公司的非執行董事 NED 以及英國政府 7,000 萬英鎊旗艦項目“設計即安全 Digital Secure by Design”的諮詢委員會成員。她的研究聚焦新興技術對國家與全球安全、國際秩序及公司治理的影響，並在網絡規範、多方利益攸關的互聯網治理、物聯網保險業未來、网络安全與國際法、國家网络安全戰略中的公私合作機制，以及董事會如何應對網絡風險等領域發表大量著作。她亦擔任羅曼與利特菲爾德出版社《數字技術與全球政治》系列圖書的共同主編，並是世界經濟論壇“互聯世界全球未來理事會”的成員，領導跨行業工作組應對物聯網 IoT 网络安全挑戰。

貢獻：

- 主持第一版塊 治理創新與技術賦能
- 參與全天活動

演講者：尼爾·庫里 Niall Curry 博士、張藝瀛博士、沈偉偉博士、劉鑫瑩博士、石玉坤博士、琮·安德拉德 Joan Andrade



尼爾·庫里 **Niall Curry** 博士，皇家藝術院院士、高等教育協會高級會員，全球中國學術院副院士。現任英國曼徹斯特城市大學語言、信息與傳播系的 TESOL 與應用語言學副教授。其研究涵蓋對比語言學、語料庫語言學、話語分析、英語媒介教學、二語習得以及系統功能語言學等多個領域。他擔任勞特利奇《應用語料庫語言學》系列叢書的聯合主編，並作為分區編輯參與《語言與語言學百科全書》的編輯工作。周博士的研究曾獲英國科研創新署 UKRI 及韓國世宗學堂基金會等機構資助。2020 年於利默里克大學獲得博士學位後，他曾在劍橋大學出版社擔任高級研究經理，隨後加入曼徹斯特城市大學任教。目前，他的研究重點包括全球危機（如氣候、健康與經濟）相關話語，探討不同文化與語境中知識的建構方式；此外，他也從事語言教學、TESOL 教材開發與數字化教學法研究，並指導研究生從事對比語言學、語料庫研究、學術話語與全球危機語言等方向的課題。

議題：在語言教育中發展批判性的人工智能素養

提要：人工智能 AI 和生成式人工智能 GenAI 被廣泛視為能夠深刻塑造與重塑教育的重要力量。儘管 AI 的諸多優勢值得關注，但圍繞其應用與未被應用的現象也伴隨出現相應的擔憂。在此背景下，本次報告將回顧語言教育領域關於 AI 與生成式 AI 的最新研究進展，重點探討如何培養批判

性的 AI 素养。报告将展示学习者在使用生成式 AI 时存在的知识缺口，并指出学科知识作为一种关键的迁移资源，如何帮助学习者更有效、更审慎地理解与使用 AI 技术。

贡献：

- 在第一版块治理创新与技术赋能发言
- 参与全天活动



张怡莹博士，现任伦敦大学金史密斯学院中文研究讲师兼院系学术协调员，研究领域包括教师教育、跨文化交流与汉语教学法，特别关注跨文化背景下语言教师的职业发展与身份建构。张博士曾在中英两国接受教育，具有独特的中英双重学术视角。她在埃克塞特大学获得教育学博士学位，研究中国汉语教师在英国学校的职业发展。早年她与孔子学院的工作密切相关，并深入参与跨文化汉语教育的实践，这些经历持续影响着她的研究取向和学术实践。她的学术优势包括质性与混合方法研究、课程开发与研究生指导，并已在多本国际学术期刊发表论文。张博士经常在英国、欧洲、美国和亚洲的重要会议上展示研究成果，是 BERA、CERA、AAAL 成员。

议题：人工智能在英语作为外语教育中的应用：教学优势、挑战与未来方向

提要：本研究探讨了人工智能 AI 在支持英语作为外语 EFL 教学与学习中的作用，基于对 2014–2024 年间相关研究的系统性文献综述，总结了 AI 应用的主要领域，包括自适应学习系统、自动化评估、智能辅导和对话代理等。研究分析表明，AI 工具能够通过提供个性化学习路径、即时反馈以及真实的语言互动机会来提升教学效果。同时，研究也揭示了一些持续存在的挑战，如数据隐私问题、数字基础设施获取不平衡、教师在 AI 融入方面准备不足等。这些挑战凸显了治理结构、机构准备程度以及全球数字鸿沟如何塑造 AI 在语言教育中的应用与影响。本文还探讨了未来的发展方向，如生成式 AI 在内容创作中的应用、跨语言迁移以及文化响应性教学法。通过将基于 AI 的 EFL 教育置于治理创新与技术应用公平性的广泛讨论中，本研究为新兴技术如何既可能赋能又可能边缘化学习者提供了比较视角。研究最终呼吁采取包容性策略，确保 AI 在不同环境中推动公平与高质量的外语学习。

贡献：

- 在第一版块 治理创新与技术赋能发言
- 参与全天活动



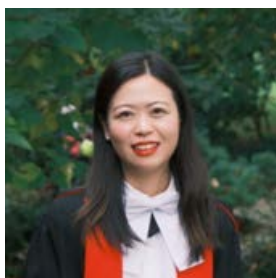
沈伟伟博士，中国政法大学法学院副教授，大数据与人工智能法律研究中心主任，宪法学研究所副所长。沈博士在清华大学法学院毕业后，在美国律师事务所从事国际仲裁实务。出于对法律与科技交叉领域的热情，他赴英国牛津大学互联网研究院攻读社会科学硕士学位。此后，他获得美国宾夕法尼亚大学法学院的法学硕士 LLM 和法学博士 SJD 学位，并荣获院长奖学金。他也曾是新加坡国立大学法学院的访问学者。沈博士的研究聚焦于法律框架的数字化转型，并就法律与科技领域的一系列主题发表了文章，包括网络主权、数字时代的宪法权利、人工智能监管、互联网法院以及网络文化生产。

议题：人工智能与法律教育的未来

提要：人工智能正以前所未有的速度重塑法律教育，带来紧迫而多维的挑战。AI 对传统评估方式与学术诚信构成直接威胁，迫使我们重新审视现有的能力判定模式。本报告将探讨其中关键的伦理风险，包括法律服务中的客户隐私泄露、AI “幻觉”生成虚假法律引用等问题。面对技术驱动的深刻变革，法律教育必须作出结构性转向。本报告旨在讨论在人工智能时代，法律教育应当演变为何种形式，以确保未来法律人才能够在技术加速发展的时代保持专业能力、伦理意识与判断力。

贡献：

- 在第一版块治理创新与技术赋能发言
- 参与全天活动



刘鑫莹博士，近期毕业于英国剑桥大学国王学院社会人类学专业，擅长运用民族志田野调查方法展开质性研究。她的研究涵盖社会人类学中的多个主题，包括伦理人类学、宗教人类学，以及对当代中国社会的研究。她的博士研究曾获得英国剑桥信托与国王学院的联合资助。就读剑桥大学前，她曾先后获得香港中文大学佛学研究文学硕士学位，伦敦政治经济学院社会人类学理学硕士学位，以及中央民族大学英语语言文学学士学位。人类学专业的训练亦塑造了她包容开放的世界观。自2020年起，她一直担任联合国世界跨宗教和谐周区域会议策划人，并于2025年荣获美国德克萨斯州人文授予的“人文专家”称号。此外，她在天津市家庭教育指导中心和北京光中文教馆担任志愿老师，擅长带领工作坊，帮助孩子们培养好习惯，提高专注力、抗挫力、创造力等成长必备的核心能力。基于其研究兴趣与实践经历，她在英国创办了泰然雅社国际文化教育有限公司，致力于研发针对儿童和青少年的人文启蒙教育项目。。

议题：祝福教育——协同治理中技术赋能的人文补偿

提要：随着AI时代的到来，人工智能正在重塑全球教育治理格局。人工智能为教育治理提供了技术革新，使人们获取知识的方式更加迅速便捷。然而，过度依赖人工智能，人们会逐渐失去独立思考、批判思维等能力。算法导致信息局限性会削弱对多元文化的认知。追求速度的技术崇拜也会减少教育过程中的人际互动，挤压人文精神的生存空间。此外，由于全球资源分配不平等的根源性问题，人工智能同时加剧教育中的不平等，形成技术赋能与数字鸿沟的悖论。在全球教育治理中，如何达到技术理性与人文感性的平衡？从社会人类学与教育哲学的跨学科视角，作者提出“祝福教育”这一全新的理念。作者认为，“祝福”本身经历了从神圣仪式到世俗化教育的演变，并且以多元化的形式展现。譬如，殿堂中的祈愿祝祷、民俗中的节日祈福、家庭内部及朋友间的祝愿、学校中的迎新毕业寄语等。透过长期的跨文化参与观察，作者认为“祝福”在仪式与日常伦理中传递着善美的心念，对教育中的人际互动、情感关怀、文化传承、价值塑造产生积极作用。因此，“祝福”可以视为一种超越任何单一文化、国家或民族的“全球文化实践”。作者倡议将“祝福教育”嵌入全球教育治理的框架，透过学校教育中课程与活动融合，家庭教育中情感渗透，社会教育中文化生态构建，为平衡教育变革中技术理性与人文素养提供创新型范式。

贡献：

- 在第一版块治理创新与技术赋能发言
- 参与全天活动



石煜坤博士，特许金融分析师 CFA，全球中国学术院副院长。现任格拉斯哥大学亚当·斯密商学院研究生研究主任（研究副主任）。其研究领域包括金融科技、可持续金融、量化投资和公司金融。史博士现任英国/欧洲中国经济学家协会主席及理事，并担任国际金融与银行学会 IFABS 亚洲区主任。他曾为多个国际机构提供咨询，包括亚洲开发银行研究所、CFA 协会、英国国家统计局、穆迪分析公司及中国银行。史博士同时受聘为中国多所著名大学的客座教授。迄今已发表学术论文40余篇，常在国际会议上发表主旨演讲，并担任多本学术期刊的编委。是现任中国经济学会 CEA 会长。

议题：将“屏幕时间”转化为“哲思时间”：通过探究式学习赋能家庭

提要：在快速技术变革和教育公平挑战不断加剧的时代，“希望之种”作为一项创新性的全球计划应运而生，为 2-12 岁儿童提供由人工智能驱动的、多语种的、具有情感共鸣的教育内容。该项目由国际教育学者、艺术家、哲学家和技术专家共同开发，通过数字化叙事与本地化内容战略的结合，推动包容、公平和可持续的学习。这次发言通过四个治理视角分析了“希望之种”在尼日利亚和墨西哥的实地实践：1. 多语种适配与文化本土化；2. 教育供给中的公私合作模式；3. 以影响为导向的融资机制；4. 教育内容的标准化。其教学核心是“希望之种方法论”——一个由六个阶段组成的探究式循环（“观看 > 反思 > 提问 > 实践 > 奖励 > 解锁”），借鉴了“儿童哲学”P4C 的理念。这一框架帮助儿童在家庭和课堂环境中培养同理心、公民意识和伦理思维。该项目与可持续发展目标 SDG 第4条“优质教育”、第5条“性别平等”和第10条“减少不平等”紧密契合，体现了可推广、可复制的全球教育治理模式。本案例研究为跨部门创新和以儿童为中心的教育方法如何促进韧性和面向未来的 K-12 教育体系提供了新的思考。

贡献：

- 在第一版块治理创新与技术赋能发言
- 参与全天活动

第二版块 教育公平、包容与质量保障

主持与评议：叶玛丽 Maria Jaschok 教授



叶玛丽 **Maria Jaschok** 教授，全球中国学术院院士及信托董事会主席，曾任牛津大学 Lady Margaret Hall 国际性别研究中心主任（2000-2018）。目前，她是牛津大学全球与区域研究学院 OSGA 当代中国研究项目的高级研究员，并担任牛津大学女性、性别与性研究 MS in Women's, Gender, and Sexuality Studies 硕士课程的导师与论文指导教师。2019 至 2021 年期间，她获聘为伦敦国王学院访问教授。她的研究涵盖：记忆的性别化建构；女性主义与声音民族志；在亚洲语境中运用口述历史书写女性史的创新研究方法；以及跨文化研究与合作写作的女性主义方法论。多年来，她

在中国及亚洲其他地区开展深入的田野工作和长期合作研究，这些经历促成了她对女性主义理论与民族志方法的持续探索，并形成了大量关于跨文化合作、协作式知识生产的著述。她同时活跃于多个国际学术与专业组织，担任学术指导委员会成员、期刊编辑委员及顾问等职务。

贡献：

- 授予全球中国学术院院士荣誉证书
- 主持第二版块 教育公平、包容与质量保障
- 参加全球中国信托会董事会会议
- 参加晚宴

演讲者：瓦茨拉夫·布热齐纳 Vaclav Brezina 教授、露西·罗宾 Lucy Robin、滕星教授、高蓓蓓、帕拉斯凯维（沃拉）·卡尼斯特拉 Paraskevi (Voula) Kanistra 博士



瓦茨拉夫·布热齐纳 **Vaclav Brezina** 教授，是英国 ESRC 语料库社科研究中心联席主任，兰卡斯特大学语料库语言学教授，是国际语料库语言学领域的重要学者。他的研究涵盖语料库语言学方法、应用统计、词汇与搭配研究、学习者语言分析、语料库设计与语言数据工具开发等方向。他目前主持和参与多项大型语料库项目，包括新版《英国书面语国家语料库》Written BNC 和“特立尼蒂-兰卡斯特二语口语语料库”Trinity Lancaster Corpus，推动语料库语言学在社会语言学、教育评估和语言政策中的创新应

用。布列津納教授的研究獲得英國經濟與社會研究委員會 ESRC 等機構資助，其中包括關於英國國家語料庫中個體與社會語言變異的重要項目。他著有《語料庫語言學基礎原理》《語料庫語言學統計方法指南》等權威著作，並合著《英國英語詞頻詞典》。其工作為全球語言學習、教育公平與評估改革提供了重要參考。

議題：過程還是結果？人工智能時代語言學習與評估的再思考

提要：本發言探討新興技術如何重塑語言學習與測評體系，這些技術往往強調速度與結果，而忽視學習過程本身。基於蘭卡斯特大學“語言學語料庫與社會科學研究中心”ESRC CASS 的相關研究，並結合語言測試機構及其他利益相關者的實踐，本報告討論語料庫語言學在促進語言教育的真實性、透明度與社會意義方面的作用。分析指出，在教育情境中，應在技術效率與公平、包容及質量保障之間尋求平衡。

貢獻：

- 在第二版塊 教育公平、包容與質量保障發言
- 參與全天活動



露西·羅賓 Lucy Robin 是“教育公平藍圖”The Equity Blueprint 的創作者，這一治理框架通過共創、心理安全與認知多樣性來實現真正的公平包容。她目前在倫敦的家長與兒童關愛機構 Every Parent & Child 工作，ABC Parents 兒童健康推廣負責人，支持並發展一支志願者網絡，幫助家長和家庭學習兒童健康知識、基本救生技能，並開展社區倡導。露西擁有 幼兒與兒童發展 學位，具有專業的安全保護 safeguarding 背景，曾任指定兒童保護負責人 Designated Safeguarding Lead。她的工作重點是設計能夠根據兒童發展需求進行調整的環境、體系和政策，而不是讓兒童去適應限制性制度。她的實踐以 真實經驗、權力共享和基於證據的共創 為核心。露西曾多次在英國國內和國際舞台上就教育公平、系統再設計以及社區主導的治理發表演講。她的核心理念非常簡單：我們不需要改變人，我們需要改變系統。

議題：超越包容：《教育公平藍圖》與教育系統的變革

提要：當前的教育包容性之所以失敗，是因為整個系統並非為公平而設計——它們本身就不具備容納多樣性與差異的結構。全球範圍內，有 2.4 億兒童存在殘疾或發展性差異，但他們從未入學的可能性幾乎是无殘疾同齡人的 兩倍。國際研究還顯示，神經多樣性學習者經常需要“掩飾”或隱藏真實的自我以避免污名化——這種現象跨文化普遍存在。國家數據也揭示了系統如何製造不公平。在英國，有特殊教育需求的学生被永久开除的概率是其他学生的四倍。在美国，残障学生仅占学生总数的一小部分，却占有停学处分的四分之一。而在中国，近年的教育改革推动了残障学生在义务教育主流学校中的入学数量大幅增加。虽然进步正在发生，但当前主流做法仍以“平等”为基础——即给所有人相同——然而这种方式并不能带来真正公平的结果。《教育公平藍圖》The Equity Blueprint 是一個由多方共同設計的框架，由八個相互關聯的支柱構成。它將核心問題從“我們如何讓年輕人去適應系統？”轉變為：“我們如何讓系統去適應年輕人？”。

貢獻：

- 在第二版塊 教育公平、包容與質量保障發言
- 參與全天活動



滕星教授是中國民族大學教育學院教授，中國民族學與人類學學會教育人類學專業委員會創始人及首任會長。自 1982 年加入中國民族大學以來，他曾擔任多個重要學術職務，包括民族教育研究所所長、《民族教育研究》主編、“985 工程”創新基地教育人類學研究中心主任等。作為將教育人類學引入並本土化於中國大陸的開創性學者，滕教授曾承擔世界銀行、亞洲開發銀行、英國國際發展部 DFID、福特基金會、日本文部省等機構委託的研究項目，並主持或參與十餘項國內外重大教育研究項目。他曾獲富布賴特高級訪問學者資格，並先後在美國加州大學伯克利分校、內華達大學、台灣“中研院”等機構擔任訪問學者或研究人員，並多次受邀在國際學界講學，是中國教育人類學研究的重要奠基人與推動者之一。滕星教授發表論文百餘篇，出版著作三十餘部，多項成果獲國家圖書獎、北京市哲社優秀成果獎等重要獎項，其中《文化變遷與雙語教育》《民族教育學通論》等已成為該領域的經典教材。他主持的拉祜女童研究拍攝的紀錄片《拉祜女童的期望》被哈佛、斯坦福等國際知名大學收藏。作為中國教育人類學的奠基人物之一，他推動理論在中國的本土化實踐，並培養出一批活躍於中國教育實踐前沿的重要學者。

議題：教育能否帶來更好的生活？——中國邊遠鄉村學校教育個案研究

提要：本發言以中國雲南邊遠山區拉祜族女童教育為案例，探討教育能否真正改善弱勢群體的生活境況。拉祜族是一個跨境少數民族，長期受貧困、交通閉塞、教育資源匱乏和文化隔離等因素制約。研究團隊在當地建立“拉祜族女童班”，通過改善教學環境、課程干預和文化適應教育，使女童在學業表現、漢語能力、跨文化交際及學習動機等方面取得顯著進步，與城市學生差距明顯縮小。研究進一步從多元文化教育、民族教育與本土知識體系的融合角度，分析教育如何打破貧困與文化隔離的惡性循環。儘管 20 年後回訪顯示多數學員仍處社會底層，但其生活觀念發生根本轉變，對教育價值有更深理解，並希望下一代獲得更好教育。該案例顯示，教育的力量是深遠而遞進的，需要代際努力方能推動邊緣群體走向更廣闊的未來。

貢獻：

- 在第二版塊 教育公平、包容與質量保障 發言
- 參與全天活動



帕拉斯克維·（沃拉）·卡尼斯特拉 Paraskevi (Voula) Kanistra 博士，現任英國三一學院 Trinity College London 副院長/高級研究員，擁有德國不來梅大學語言測試博士學位。她的研究重點包括：分數標準設定 standard setting、與歐洲語言共同參考框架 CEFR 的對接、測評效度驗證，以及測量學方法，並特別關注如何為多元學習者群體設計公平透明的評估體系。她的新書即將由 Peter Lang 出版社出版，內容聚焦“題目描述符匹配法” Item Descriptor Matching，探討面對面與同步在線環境中的標準設定方法。

議題：全球標準到本地聲音：在人工智能驅動的世界上確保評估的公平性與誠信性

提要：在人工智能迅速重塑教育的時代，要在全球評估框架內確保公平性變得愈發複雜。傳統上，“統一性”常被視為“公平”的象徵，但基於學習者能动性理論 learner-agency theory 的測評框架，卻能更好地識別文化差異與個體多樣性，從而在技術資源不均衡的教育環境中，更有效地保障公平與包容。本報告將以三一學院的“評估原則框架” Assessment Principles 為例，介紹其長期堅持的以真實世界語言運用為核心的考試設計傳統，並探討如何在 AI 時代維持評估的誠信、公平與文化敏感性。

貢獻：

- 在第二版塊 教育公平、包容與質量保障發言
- 參與全天活動

第三版块 改善全球健康的沟通



主持与评议：彼得·施罗德 Peter Schröder 教授

彼得·施罗德 **Peter Schröder** 教授，全球中国学术院院士及副院长（负责院士工作），现任伦敦大学学院 UCL 政治思想史教授。他于德国马尔堡菲利普斯大学获得硕士学位（1995）和博士学位（1999），并于2001年加入 UCL 任教。施罗德教授曾在首尔、罗马和巴黎多所大学担任访问教授，并多次获得高级研究资助，包括德国埃尔福特大学马克斯·韦伯文化与社会高等研究中心、中欧大学（布达佩斯）高等研究院，以及比利时皇家科学与艺术学院高级研究中心等。他活跃于多个国际学术组织，担任斯图加特 Steiner 出版社政治论述书系《Staatsdiskurse》编委会成员、欧洲政治思想史学会成员，以及国际研究项目“自然法 1625–1850”研究网络成员。施罗德教授在政治思想史领域著述丰富。其近期出版物包括：《早期现代国际政治思想中的信任（1598–1713）》（*Ideas in Context* 116，剑桥大学出版社，2017）；以及两部重要学术编著的德文翻译与校注版：《霍布斯〈巨兽或长议会〉》（2015）、《罗伯特·菲尔默〈家长制〉》（2019），均由梅纳出版社 *Meiner Verlag* 出版。

贡献：

- 主持第三版块 全球教育政策与国际合作
- 参加晚宴

演讲者：尼古拉·加洛韦 Nicola Galloway 教授、理查德·安东尼·里德尔 Richard Anthony Ridealgh 先生、杨轶女士，史蒂文·琼斯 Steven Jones 教授



尼古拉·加洛韦 **Nicola Galloway** 教授，应用语言学专家，主要研究方向包括社会语言学和语言教学。她的研究兴趣聚焦于英语作为全球通用语 *global lingua franca* 的教学影响，以及在非英语国家背景下高等教育国际化所引发的语言政策与教学实践问题。她的研究涵盖对英语语言及英语教学态度的调查、全球英语 *Global Englishes*、国际英语教学以及高校英语授课等主题。其工作跨越应用语言学与高等教育研究两个领域。她出版了多部关于全球英语的重要著作，包括 *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）以及 *English Medium Instruction (EMI) in Higher Education in Practice*（Bloomsbury）等，并在应用语言学和高等教育领域广泛发表论文。尼古拉教授同时担任 ELIPro（Education, Languages and Internationalisation）全球网络的协调人，该网络与牛津大学的研究网络合作（<http://www.emi.network>），目前在全球设有 18 个分支机构。

贡献：

- 在第三版块 全球健康与系统整合发言
- 参与全天活动



理查德·安东尼·里德尔 **Richard Anthony Ridealgh** 先生，曼彻斯特大学教育学博士候选人；中国沈阳芭芭拉学院课程总监兼高级校长。他是一位在华深耕二十余年的资深教育者，具有跨大学、高中、初中与私立学院的多层次教学经验，曾主导多项创新性的 STEM/STEAM 与环境教育项目。近年，他为学生设计并实施了一项以人工智能为核心的实践课程，引导学生以 AI 工具分析某海滨度假酒店的运营弱点，培养其批判性思维与技术应用能力。作为具有五年经验的雅思考官，他在语言测评、人文教育

及 AI 辅助学术辅导方面积累了深厚专业能力, 成功帮助众多学生进入国际一流大学。他拥有教育学硕士学位及小学教育 PGCE 证书, 目前正攻读教育学博士。他的研究与实践重点包括跨文化学习、ESL/ELL 教学法与全球教育政策, 致力于通过以人为本的教学理念搭建跨文化沟通的桥梁。

议题: 跨制度教学: 跨文化课堂经验能为全球教育政策提供什么启示

提要: 在全球日益互联的时代, 教育者常常置身于多元文化与制度之间, 以推动更加公平的学习机会。基于在中国超过20年的教学与学生发展经验, 本次演讲探讨跨文化课堂实践——例如支持来自城乡不同背景的学生实现国际流动——如何为全球教育政策提供参考。主要议题包括: 通过跨文化关系培养学生的自信与知识基础; 引导学生在本地与全球学习路径中作出明智选择; 以及推动教育合作中的公平性。通过中国及其他国家的真实案例, 演讲强调教育者作为“跨文化桥梁”的关键角色, 并主张将基层跨文化实践纳入全球教育政策框架, 以促进更具包容性的国际合作, 使教育体系更好地回应多样性需求, 激发学生的志向与参与度。

贡献:

- 在第三版块 全球教育政策与国际合作发言
- 参与全天活动



杨轶女士, 现任伦敦摄政大学中文讲师, 并在杜伦大学现代语言与文化学院攻读博士学位。其研究兴趣包括语言政策以及中日两种语言的电子写作。在中国和英国高等教育领域拥有十余年中文教学经验(包括在孔子学院的教学经历), 在跨文化汉语教学方面具有丰富的实践与研究经验。

议题: 日本与中国在英国高等教育中的语言推广政策比较研究

提要: 根据英国大学招生服务中心 UCAS (2012–2021 年) 的本科语言课程招生报告, 日语学习者人数显著上升, 而包括汉语在内的其他语言学习者则出现明显下降。这一趋势发生在中国设立的语言推广机构(主要是孔子学院)数量远远多于日本(主要依靠日本国际交流基金会)的背景下。本发言旨在探讨造成这一变化的可能因素, 重点分析中国与日本在英国高等教育背景下的语言推广政策, 以及英国高校对其推广活动的回应。研究通过对官方文件中政策的比较(尤其是对《欧洲语言共同参考框架》CEFR 的采用和本地化), 并结合对在英国的中日教师及推广机构工作人员的访谈, 进行了综合分析。研究发现, 两国的语言推广政策存在显著差异, 尤其是日本近期在政策上更积极地接纳和应用 CEFR, 而这一变化进一步影响了教师与管理者的理念与实践。

贡献:

- 在第三版块 全球教育政策与国际合作发言
- 参与全天活动



史蒂文·琼斯 Steven Jones 教授, 是曼彻斯特大学教育学院 的高等教育学教授。他为萨顿信托基金会 Sutton Trust、约瑟夫·朗特里基金会 Joseph Rowntree Foundation 和英国高教委员会 HEFCE 撰写多份委托报告。琼斯教授尤其关注英国高等教育市场化对教职员工与学生群体的影响。他是该领域最具影响力的公共评论者之一, 长期为《卫报》等媒体撰写评论文章, 并定期为 WonkHE、HEPI、《泰晤士高等教育》和《Conversation》贡献深度分析。他的研究成果曾在英国大学联盟 Universities UK、英国财政部、学校与学院领导者协会以及《星期日泰晤士报》教育节上发表, 并向英国议会下院跨党派大学小组提供研究证据。琼斯教授曾任曼彻斯特教育学院院长(2020–2024), 现为英国大学保护委员会 CDBU 执委会成员。他最新著作《大学之火》Universities Under Fire 于 2022 年出版, 并于 2025 年为 CDBU 撰写了《大学治理伦理准则》。

议题：重构国际化

提要：长期以来，“国际化”在高等教育政策中一直被视为不加疑义的积极力量，被寄予促进全球交流、知识共享与跨文化理解的厚望。然而，现实中的主导国际化模式往往再生产了不平等，而非消解不平等——其重点更多放在市场扩张与院校声望，而非真正的互惠与社会福祉。在英国及其他国家，短期化、收入驱动的招生策略使“国际化”常常沦为纯粹的商业交易。

本报告从社会正义的视角重新想象国际化：如果大学以合作而非竞争、以关怀而非资本为组织原则，它会成为怎样的机构？借助新兴的批判性研究，我将探讨“流动性”“合作伙伴关系”“全球公民”这些理念如何重新建构，以促进知识多样性和更公平的参与。尽管国际流动为许多人带来启发，但近年来因签证收紧、民族主义上升等政治环境的变化，跨境教育的转化潜力正受到限制。

我主张从以指标和工具性目标为中心的国际化策略，转向强调包容性与可持续性的叙述，把高等教育从“出口产业”重新定位为全球共同责任与凝聚力的推动者。

贡献：

- 在第三版块 全球教育政策与国际合作发言
- 参与全天活动

第四版块 教育融资与可持续发展

主持与评议：查尔斯·格兰特 Charles Grant



查尔斯·格兰特 Charles Grant 先生自1996年起担任欧洲改革中心 Centre for European Reform 的创始主任。1998年1月，他离开了《经济学人》，成为欧洲改革中心的首任也是迄今为止唯一的主任。他是欧洲改革中心很多报告的作者，包括《俄罗斯、中国和全球治理》*Russia, China and global governance* (2012)、《如何建构现代欧盟》*How to build a modern European Union* (2013) 和《重启欧盟》*Relaunching the EU* (2017)。他的研究领域包括英国与欧盟的关系、欧盟的未来、欧盟外交政策、俄罗斯和中国。查尔斯先在剑桥大学学习现代历史，后在格勒诺布尔大学获得了法国政治文

凭。回到伦敦后，格兰特于1981年加入了金融杂志《欧洲货币》*Euromoney*。1986年，他转投《经济学人》，在那里，他写一些关于这个城市的文章。1987年，他开始发表一系列文章，揭露纳特韦斯特县 NatWest-Blue Arrow 丑闻，导致贸易和工业部的两次调查，并对此进行了长期的刑事审判。查尔斯于2002年至2008年担任英国文化委员会的董事和信托人。他于2002年至2015年担任莫斯科政治学院（后成为莫斯科公民教育学院）国际顾问委员会成员。他是成员土耳其智库EDAM、法国智库 Terra Nova 和意大利智库 Aspen Italia 的国际顾问委员会成员。他是土耳其智库EDAM、法国智库 Terra Nova 和意大利智库 Aspen Italia 的顾问委员会成员。他是 Ditchley 基金会理事会成员、UCL欧洲研究所顾问委员会成员、苏格兰首席部长欧洲常设委员会成员以及英国制造业 Make UK（前身为工程雇主联合会）脱欧顾问小组成员。他是全球中国学术院信托人委员会成员。

贡献：

- 参加全球中国学术院信托会会议
- 主持第四版块教育融资与可持续发展
- 参加晚宴

演讲者：贾斯汀·迪伦 Justin Dillon 教授、林天强教授、亚历克西斯·布朗 Alexis Brown 博士、陈志教授



贾斯汀·迪伦 Justin Dillon 教授，英国伦敦大学学院 UCL 科学与环境教育教授，同时担任中国浙江大学客座教授。他的研究兴趣包括课堂内外的学习、气候变化教育与可持续发展教育。在获得化学学位后，他接受教师培训，并在伦敦中学任教10年。1989年，他加入伦敦国王学院，任研究员与教师教育者，并于2009年获聘为教授。2014年，贾斯汀出任布里斯托大学教育学院院长；2017年加入埃克塞特大学教育学院担任科研主管；今年初，他重返伦敦，出任 UCL 教授。贾斯汀曾担任欧洲科学教育研究协会 ESERA 主席（2007–2011），现任英国国家环境教育协会主席，并曾任伦敦野生动物信托基金会及 Bankside 开放空间信托基金会主席。他是《科学教育研究》*Studies in Science Education* 期刊主编，也是《国际科学教育期刊》*International Journal of Science Education* 的编辑之一。

议题：气候与自然紧急状况下的教育回应

提要：本报告批判性地审视当前教育界对气候与自然紧急状况的回应，并主张采用跨学科、贯穿课程、覆盖全校的整体教育模式。可持续发展教育并未实现其最初的承诺，我们迫切需要一种更具变革性的路径。基于伦敦大学学院 UCL 气候变化与可持续教育中心的最新研究，并结合世界各地的优秀实践案例，我将展示面对不断加剧的全球气候与生态危机，教育“需要什么”“缺少什么”以及“能够做什么”。当代学生将成长为在极端环境变化下生活与学习的一代，而当前教育体系尚不足以帮助年轻人应对贫困、气候变暖、食物与水资源安全、生物多样性丧失等“棘手问题”。教师与公众对科学知识的理解不足，加之对科学信任度下降，使得应对危机更加困难。研究显示，气候变化教育应植根于个人相关性、主动参与，以及跨学科整合，并通过讨论、与科学家互动、纠正误解及开展学校/社区项目来提升学习成效。借鉴全球典型学校案例，本报告将探讨推动教育体系实现系统性转型的可行路径。

贡献：

- 在第四版块 教育融资与可持续发展发言
- 参与全天活动



马丁·洛克特 Martin Lockett 教授 专长于国际商务与管理，曾任宁波诺丁汉大学商学院院长，现为该校国际商务与管理系教授。他的职业生涯横跨学界与商界：在进入企业界前，他曾在剑桥大学、牛津大学与帝国理工学院等顶尖学府从事研究与教学达13年。其后，他在多家跨国企业担任高级管理职务，参与 John Lewis、KPMG、Arthur D. Little 等公司的业务拓展、战略咨询与变革管理项目，积累了丰富的国际企业管理经验。

回到学术界后，他曾出任 Ashridge 商学院学术发展院长，领导其国际化拓展及与霍特国际商学院 Hult International Business School 的学术整合。洛克特教授在中国企业管理和国际高等教育管理方面进行了深入研究，其教学与科研重点聚焦跨文化管理和创新领域。

议题：超越资金：数字生态如何影响中英教育交流的可持续发展

提要：中英教育交流的可持续发展不仅依赖资金投入与政策支持，更取决于能否有效应对数字生态带来的新挑战。最新研究指出，中国高度移动化的数字环境已成为学者和学生跨境交流中影响公平性、包容性与长期稳定性的关键因素。许多基础应用需要本地身份证验证，仅提供中文界面，或存在复杂的技术流程，使来华的教师与学生面临“数字不适应”。在资金有限的情况下，加强数字启蒙培训——包括移动支付、核心应用操作、数字导航与技术辅助学习等——可显著降低适应成本，提升参与度，并改善学术表现与身心体验。将数字素养前置于交流项目的准备阶段，能够有效弥合技术差距，使中英教育合作更具韧性与持久性。数字生态已不再是背景条件，而是塑造未来教育合作的核心要素。

贡献：

- 在第四版块 教育融资与可持续发展发言
- 参与全天活动



亚历克西斯·布朗 Alexis Brown 博士，现任英国文化委员会 British Council 全球教育洞察主管。此前，她曾担任英国高等教育政策研究所 HEPI 政策主任，负责研究高教政策、安全与风险管理、科研国际合作及海外研发投入等议题。在此之前，她在英国罗素集团 Russell Group 担任政策经理，负责涵盖高等教育战略、科研政策及财务可持续性的政策事务，也曾在伦敦大学学院 UCL 任职。布朗博士拥有牛津大学英语文学博士学位，长期从事高等教育政策、国际合作及全球科研战略研究，尤其关注英国与全球（包括中英）高校之间的合作趋势与政策发展。

议题：中国研究版图：英中合作的新趋势

提要：本报告将探讨当前中英科研合作的最新趋势。截止2025年，中国的科研生态呈现出快速扩张、国家投入强劲、并在基础科学与前沿技术（如人工智能、工程生物学、先进通信技术等）领域日益具有全球影响力的特点。中国不断增长的科研能力对国际科研合作格局产生了重要影响，尤其是对仍然是其核心合作伙伴之一的英国。中英联合署名成果——特别是在人工智能、环境科学与清洁能源等领域——持续展现出极高的被引影响力，体现了英国科研卓越与中国技术规模和创新雄心之间的高效协同。然而，这种合作优势正处于更为复杂的地缘政治背景下，包括战略竞争的加剧、技术治理的趋严以及安全关切的提升等因素。报告将从研究趋势、合作潜力及政策环境等角度，分析中英科研合作在机遇与挑战并存的新格局中的发展方向。

贡献：

- 在开幕式致辞（第16页）
- 在第四版块 教育融资与可持续发展发言
- 参与全天活动



陈致教授，香港人文学院院士，北师大香港浸会大学校长、讲座教授，国际知名的文史及汉学研究学者。他从事多领域的学术研究，涵盖古典文学研究与中国早期文化与历史、中国古代诗歌、出土文献与古文字（金文与简帛文字），以及明清思想史。陈教授是多家国内外中英文学术期刊和丛书的创办主编。陈教授曾任香港教资会 2009-2014 年度研究评审 RAE 人文学科组的中文语言与文学专业召集人；另有中英文学术论文著作在英国、美国、欧洲、日本和大中华地区的顶级学术期刊发表，以及知名出版社出版。曾任南京大学文学院、复旦大学哲学系、湖南大学岳麓书院等校兼职教授。陈教授不仅学术成就卓著，还具备丰富的大学管理经验。2010年至2013年，陈教授任香港浸会大学中国语言文学系主任；2011年至2014年任孙少文伉俪人文中国研究所创所所长；2012年至2014年出任饶宗颐国学院创院署理院长，并于2014年至今任饶宗颐学院院长；2015年至2017年任文学院署理院长；2013至2017年任香港浸会大学校董会成员；2018年，任武汉学院校董会校董；2018年至2020年任北师大香港浸会大学副校长（学术），并于2020年至2022年任北师大香港浸会大学常务副校长；2022至2024年任香港珠海学院校长。现任北师大香港浸会大学校长

议题：人工智能与博雅教育：北师港浸大 BNB 范式的中国实践与全球拓展

提要：在人工智能深刻重塑高等教育的时代，北师港浸大 BNB 提出了“AI + 博雅教育”的创新范式，旨在培养既具科学素养、又具人文精神的创新型人才。报告指出，AI 正推动教学理念从“知识传授”向“能力塑造”转变，促使教师角色、学习模式、评价方式与学科布局全面革新。面对技术带来的异化、价值迷失与认知转型挑战，博雅教育以批判性思维、人文关怀、文化底蕴和社会责

任等核心能力，為學生在人機共存時代建立健全人格提供重要支撐。BNBU 通過跨學科課程、人工智能能力框架、國際合作與产学研聯動，探索智能教育與全人教育的深度融合，構建面向未來的“學術-產業-社會”協同創新生態，為中國高等教育的國際化與可持續創新提供可复制的實踐路徑。

貢獻：在第四版塊 教育融資與可持續發展發言[視頻]

閉幕式

主持：常向群教授



常向群教授，英國皇家藝術院院士，全球中國學術院院士及院長，該院是基於英國的在社會科學和人文領域獨立地對中國進行綜合研究的全球性院士制機構。現為南開大學特聘教授、曾為倫敦大學學院的名譽教授（2015-20），倫敦大學亞非學院的教授級研究員，威斯敏斯特大學的客座教授，倫敦經濟學院研究員，倫敦城市大學研究員，以及北大、人大、復旦、中山、吉大等多所大學的兼職教授或高級研究員。她發表的中英文著述約300餘萬字，代表作為《馬克思主義社會學論稿》（中文版58萬字2018，46萬字1992），《關係抑或禮尚往來：江村的互惠社會支持網和社會創造的研究》（中文簡體字版，54萬字，2009，英文和中文繁體字版兩個版本，2010）。主編《社會建設：中國社會的一種發展模式》（英文版2014；英文和中文兩個版本的增補版，2015-18）；合作主編《費孝通研究》（三卷本，2015-18）。

作為在英國工作的唯一的在中國和英國受過社會學訓練的社會學家，自1991年來到英國作為訪問學者以來，一直在大學從事跨學科的中國社會科學研究。基於對一個中國村莊長期比較的深入詳細的民族志研究，在研究中她發現了一個有中國特色的互惠、互動、社會關係和社會網絡的模型，借用並改造中國古典的和民間常用的“禮尚往來”用法，錘煉出了一個基於“禮儀資本”的具有普適價值的分析概念：“互適”reciprocity，影響了社會學和人類學的互惠、社會交換、社會互動、社會創造、社會網絡、社會資本等理論，被國際社會學協會 ISA 學術委員會選為全球的影響“適應動蕩的二十一世紀的社會學”的15位社會學家之一（見《實踐社會科學：社會學家及其工藝》*Practicing Social Science: Sociologists and their Craft*，作者德沃拉·卡萊金-費什曼，勞特里奇出版社（2017年）。近年來，常向群兼任環球世紀出版總編，負責四種學術期刊和八套書籍系列的英漢雙語的出版工作，主編《全球中國比較研究》期刊，“中華概念”“中國社會科學全球化”“中國與中華比較研究”叢書和“‘三眼’的跨文化”等系列叢書，以及“全球中國對話文集”。

貢獻：

- 全球中國對話組委會聯席主席
- 在開幕式授予院士單位榮譽證書及副院長聘書
- 參加全球中國學術院信託人董事會會議
- 主持閉幕式
- 參與全天活動

演講者：馬丁·阿爾布勞 Martin Albrow 教授、余德焯 Yukteshwar Kumar 博士、李莉教授



馬丁·阿爾布勞 Martin Albrow 教授，英國社會科學院院士，全球中國學術院院士及創院和前榮譽院長（2013-2021年），曾任威爾士大學卡迪夫分校社會理論講席教授，並於1989年退休後獲授名譽教授稱號。此後，他曾在多個學術機構擔任訪問職位，包括德國慕尼黑的埃里克·沃格林講席教授、倫敦政治經濟學院、紐約州立大學石溪分校、華盛頓哥倫比亞特區的伍德羅·威爾遜國際學者中心，以及北京外國語大學。目前，他是波恩大學“法律作為文化”高級研究卡特·漢堡中心 Käte Hamburger Center for

Advanced Studies “Law as Culture” 的非常驻高级研究员。他曾任英国社会学会会长、《社会学》*Sociology* 期刊主编、以及《国际社会学》*International Sociology* 期刊的创刊主编。他首次访问中国是在1987年，随国家计划生育委员会进行考察访问。近年来，他积极参与由中国社会科学院与中华人民共和国文化部联合主办的“中华学术外译国际高端论坛”*China Studies Symposium* 以及与国内诸多大学的学术交流。

阿尔布劳教授的研究专长包括社会理论、组织理论以及马克斯·韦伯思想，并因其在全球化研究方面的开创性工作而享有国际声誉。他于1996年出版的《全球时代：超越现代性的国家与社会》*The Global Age: State and Society beyond Modernity* 荣获1997年欧洲阿马尔菲社会科学奖。其他重要著作包括：《官僚制》*Bureaucracy* (1970) 《马克斯·韦伯的社会理论建构》*Max Weber's Construction of Social Theory* (1990) 《全球化、知识与社会》*Globalization, Knowledge and Society*, (1990)，与 E. King合编，系第一部以“全球化”命名的著作，罗兰·罗伯逊在《当代社会学》*Contemporary Sociology* (1992年第21卷第1期撰文评述) 《组织有感情吗？》*Do Organizations Have Feelings?* (1997) 《社会学基础》*Sociology: The Basics* (1999) 《全球公民社会》*Global Civil Society* (2006/07、2007/08与2011年合编) 《全球时代：社会与文化变迁论集》*Global Age: Essays on Social and Cultural Change* (2014) 《中国在共享人类未来中的角色：全球领导力理论探索》*China's Role in a Shared Human Future: Towards Theory for Global Leadership* (2018) 《中国与人类命运共同体：探寻共同的价值与目标》*China and the Shared Human Future: Exploring Common Values and Goals* (2021)，以及《诚信与整合：一种独特西方观念的演进及其命运》*Integrity: The Rise of a Distinctive Western Idea and Its Destiny* (2024)。

议题：十届论坛，十年桥梁：全球中国对话的智识旅程

提要：这篇闭幕致辞向“全球中国对话”表达敬意，它作为一座独特的知识之桥，在过去十年不断汇聚思想、对话与文化交流。该闭幕词回顾了十年来塑造对话的主题与洞见，重温全球中国对话系列如何促进相互理解、深化全球思考，并推动跨国合作。展望未来，致辞呼吁继续坚持共同的知识追求与集体责任，重申对话作为一个平台的重要意义——在这里，不同文化背景的声音共同参与全球治理的不断演进，并为理解中国在其角色作出贡献。

贡献：

- 在开幕式接受荣誉院士证书
- 致闭幕词



余德烁 **Yukteshwar Kumar** 博士，英国巴斯大学中国与中英翻译研究高级学者，长期致力于中英印关系与跨文化交流研究。他曾担任巴斯市副市长（首位亚裔副市长），在英国、中国和印度拥有三十五年以上的高校教学与科研经验。余博士的研究与实践跨越学术、政治与社会领域，重点关注治理、教育及国际合作。他精通中文，经常就中国在全球教育中的角色发表见解，并被评为巴斯最具影响力的公共人物之一。

议题：跨越世界：全球教育中的治理、文化与合作

提要：当全球教育步入由数字化转型、文化多样性与地缘政治变迁共同塑造的新时代，教育治理必须突破传统体制的边界。在本次闭幕致辞中，我将探讨协同治理与跨文化理解如何成为推动全球教育体系包容性、公平性与可持续发展的重要力量。结合我在英国、中国和印度三十余年的高等教育经验，我将阐述领导力、文化共情与数字创新如何交汇，共同重塑教育的未来。演讲还将强调国家间信任与相互尊重的重要性——它们是实现真正而持久的国际教育合作的基石。

贡献：

- 在闭幕式致闭幕词
- 参加全天活动



李莉教授，全球中国学术院院士，英国纽卡斯尔大学候任副校长、埃克塞特大学协理副校长（全球事务），清华—埃克塞特全球人文中心创始人及联席主任。曾担任中英人文联盟副秘书长，负责协调联盟内英国高校的战略合作，并在清华大学、武汉大学、华东师范大学、香港大学等知名高校担任访问教授。李教授长期从事英语教学、应用语言学与教师教育研究，主要研究兴趣为跨文化教育、教师认知、会话分析、思维技能培养及技术增强语言学习领域。她主持多项国际重大合作项目，包括英国 ESRC 与台湾科技部资助的跨文化教师数字素养研究，以及英国文化协会“全球前行”项目（去殖民化课程）。她著作丰硕，代表性出版物包括：《语言教师认知：社会文化视角》《社会互动与教师认知》《第二语言教育中的思维技能与创造力》《新技术与语言学习》以及《思维技能研究手册》等，多部著作被广泛用作国际学术研究和教学培训的重要参考文献，是国际应用语言学及全球教育研究领域极具影响力的学者之一。

议题：全球教育对话：反思与前行之路

提要：本届全球中国对话以“全球教育治理”为主题，围绕治理创新与技术赋能、教育公平与质量保障、全球教育政策与国际合作、教育融资与可持续发展四大议题展开深入交流。来自不同国家与文化背景的学者、政策制定者与实践者，在跨学科、跨制度、跨文化的视野中，探讨了人工智能时代的教育转型、弱势群体的包容性需求、语言与文化在全球教育中的定位、以及教育体系在财政与技术压力下的韧性建设。闭幕致辞将综合四个板块的关键洞见，强调全球教育治理必须在技术进步与人文关怀之间取得平衡，在全球标准与本土需求之间找到新的对话模式，并在多边合作中推动制度创新。展望未来，全球教育需要在共享知识、互学互鉴与共同责任的框架下持续深化合作，以应对快速变化的世界所带来的共同挑战。、公平性与可持续发展的重要力量。结合我在英国、中国和印度三十余年的高等教育经验，我将阐述领导力、文化共情与数字创新如何交汇，共同重塑教育的未来。演讲还将强调国家间信任与相互尊重的重要性——它们是实现真正而持久的国际教育合作的基石。

贡献：

- 全球中国对话组委会联席主席
- 在闭幕式致闭幕词
- 宣布第十一届全球中国对话主题等
- 参加全天活动

八、晚宴：祝贺全球中国对话创办 十周年及学术院院士聚会

晚宴：庆祝举办第十届全球中国对话

主持：伊恩·斯塔福德先生 Ian Stafford



伊恩·斯塔福德先生 Ian Stafford，全球中国学术院院士，屡获殊荣的英国体育记者、作家（23本著作）及广播主持人、英国体育俱乐部创始人。其作品不仅在英国广为流传，也在美国、加拿大、澳大利亚、南非等国家发行。他从事新闻工作期间，报道了过去40年间几乎所有重大国际体育赛事，同时也是深受公众欢迎的公众演讲者、活动主持人及明星访谈人，并为多家媒体机构担任顾问。除了主持许多重大活动之外，伊恩还经常受邀为全球大型企业主持高端活动，嘉宾包括拳王舒格·雷·伦纳德、橄榄球传奇丹·卡特、世界级短跑名将尤塞恩·博尔特以及英格兰足球队主教练加雷斯·索斯盖特等。他创办了英国第一本网络体育杂志 Sportsvibe，并成立了 The Sporting Club——一个融合体育影响力的商业社交俱乐部，为热爱体育的企业搭建精英交流平台。目前，该俱乐部在英国七个城市开设了 11 家分部，并正向全球多地扩展，已为慈善项目筹得逾 200 万英镑。伊恩认为，通过人与人之间的交流促进世界和平与人类福祉，是他毕生的使命。他的足迹遍布五大洲多个国家。他曾三次到访中国：第一次是在上海参加首届中国 F1 一级方程式大奖赛；第二次是赴上海参加劳伦斯世界体育奖；最后一次是为北京奥运会进行长达三周的报道，并参观了长城。通过与全球中国学术院及全球中国对话系列论坛的合作，伊恩希望与中国各界深化交流，促进中国与世界之间的相互理解与沟通。

致辞者：托尼·麦肯内里 Tony McEnery 教授、罗兰 Laurence Roulleau-Berger 教授、大卫帕金 David Parkin 教授、菲奥娜摩尔 Fiona Moore 教授



托尼·麦肯内里 Tony McEnery 教授，英国社会科学院院士和理事会理事、英国皇家艺术学院院士，英国全球中国学术院院士及理事会主席，兰卡斯特大学语料库社会科学研究中心 CASS 的创始主任和英语语言和语言学的杰出教授，中国西安交通大学杰出讲座教授。他曾在经济和社会研究委员会 ESRC 担任临时行政总裁、首席审计官、理事会副主席和研究中心主任。除此之外，他还担任艺术与人文研究委员会 AHRC 的研究主任。此前，他担任兰卡斯特大学艺术与社会科学学院院长并担任语言学和英语语言系系主任。作为语料库语言学领域的领先学者，他在语言与社会生活之间的相关方面发表了大量文章，尤其是在关于线上媒体和印刷媒体领域的研究成果更加突出。他的著作包括《语料库和话语研究：整合话语和语料库（与 Baker 合作，2015 年）》和《话语分析和媒体态度（与 Baker、Gabrielatos 合作，2013 年）》。

贡献：

- 全球中国对话组委会联席主席
- 主持上午的开幕式
- 晚宴致辞
- 参与全部活动

[注：麦肯内里教授简介在此重复列出，因为参加晚宴的嘉宾与参加对话的有些不同]



罗兰 Laurence Roulleau-Berger 教授，全球中国学术院院士及全球中国学术院副院长（欧洲事务），法国国家科学研究中心 CNRS 荣休研究主任，里昂高等师范学院 École Normale Supérieure de Lyon, Triangle 研究中心教授。她于1982年获里昂大学社会学博士学位，并于2001年获得社会学博士生导师资格。她曾先后在加州大学伯克利分校（1997）、中国社会科学院社会学研究所（2006）担任访问学者，并作为访问教授在洛桑大学（2004）、北京大学（2011）、上海大学（2018）、成城大学（日本，2018）及同济大学（2019）任教。在过去30年中，鲁洛-贝热教授主持了多个欧洲与中国合作的重大研究项目，研究领域包括城市社会学、经济社会学和移民社会学。自2006年以来，她与中国、日本和韩国的学者共同推进“后西方社会学”Post-Western Sociology 范式建设，在该领域具有奠基性贡献。她现任中法国际联合实验室“后西方社会学研究中心”欧洲区负责人（由 CNRS、ENS 里昂及中国社会科学院联合设立）。她出版、主编及合编了大量学术著作，并在法国及国际知名社会学期刊发表众多同行评议论文。近期代表作包括：《社会学去西方化：镜鉴中国的欧洲》（2011，2014年中译本）《迁移与性别》（2010）《中国的国内与国际迁移》（与李培林合编，2013）《社会学的后西方革命：从中国到欧洲》（2016）《劳动与迁移：上海与巴黎的中国青年》（与闫军合著，2017）《社会学知识的建构》（与谢立中合编，2017，中译）《后西方社会学：从中国到欧洲》（与李培林合编，2018）《青年中国移民：压缩的个体与全球处境》（2021）《移民社会学与后西方理论》（与刘玉照合编，2021）。她担任 Brill 出版社“后西方社会科学与全球知识”系列、《从东方到西方》系列 ENS 主编，并任多家学术期刊（包括《中国社会学期刊》）编委。2018年，她因科研贡献获 CNRS、里昂高师及里昂大学联合颁授的“莫里斯·库朗奖”。



大卫·帕金 David Parkin 教授，英国学术院院士、全球中国学术院院士，1996 年至 2008 年荣休前担任牛津大学社会人类学教授、万灵学院 All Souls College 院士，并于 1996–2006 年期间出任社会文化人类学研究所（ISCA）及人类学与博物馆民族志学院 School of Anthropology and Museum Ethnography 负责人。在加入牛津大学之前，他长期任职于伦敦大学亚非学院 SOAS：先是学生（1959-1964），随后自 1964 年起任教，并于 1982 年被任命为非洲人类学教授。他现为牛津大学荣休教授 Emeritus Professor 以及伦敦大学亚非学院名誉研究员（Honorary Fellow）。他曾任国际非洲学会与社会人类学家协会主席，在英国与法国的多个高教与社会科学机构任职，其中包括法国国家科研中心 CNRS 的访问职位。2009-2011 年间，他担任德国哥廷根马克斯·普朗克宗教与族群多样性研究所研究教授，研究医疗与社会语言学层面的多样化进程。2016 年，他获聘北京大学全球学者。

帕金教授早期的学术训练包括斯瓦希里语与班图语言学，并与人类学并行发展，这促成了他对语言在非洲及更广泛社会组织中作用的长期关注。他的研究主要聚焦东非，多年在不同族群与生态环境中进行田野调查，主题涵盖经济创业、宗教在牧业、农业与贸易社会中的作用。他也研究了乌干达坎帕拉与肯尼亚内罗毕族裔混合城市人口的增长，并重点关注印度洋沿岸地区斯瓦希里语群体中的伊斯兰教实践。近年来，他亦在中国从事一定的研究、讲学与发表。帕金教授近年的研究涉及物质性概念，特别是与人体相关的方面，以及语言演化与基于感官的符号过程。



菲奥娜摩尔 Fiona Moore 教授，全球中国学术院院士。伦敦大学皇家霍洛威学院商业人类学教授，以其对德国银行、英国零售连锁、宝马 MINI，以及台湾自发性海外网络的沉浸式田野研究而闻名。作为英国科幻协会BSFA奖获得者与世界奇幻奖 World Fantasy Award 入围者，她也是一位多产作家，创作领域涵盖科幻电视剧指南、戏剧、广播剧、小说与短篇故事，并由 John Jarrold 文学经纪公司代理。无论是学术还是创作，她的写作始终关注性别与族裔身份、全球化与民族主义、人际网络，以及人们如何应对不断变化的工作世界。2022 年，她出版了《权力的游戏中的管理课：维斯特洛的组织理论与战略》*Management Lessons from Game of Thrones*，这本被提名 BSFA 与世界奇幻奖的管理学教材以独特方式解析权力结构与组织行为，广受关注。相关内容包括她在 YouTube 上的迷你讲座“权力的游戏中的领导力”，以及博客 *A Doctor of Many Things* 上的系列文章。摩尔教授也为机构提供基于“权力的游戏”的领导力培训课程。她的网站汇集了其多年来的写作、访谈与出版概览，并提供联系方式。她的最新动态、随笔、故事、评论、食谱，以及获得 BSFA 奖的系列文章《侠盗一号中的项目管理课》*Project Management Lessons from Rogue One* 均可在其博客 *A Doctor of Many Things* 阅读。

播放视频致辞：

1) 来自部分无法到场的信托董事会和理事会成员、学术院院士（每人1分钟），将在对话和晚宴间隙播放（已经邀请）。

- 程原博士，全球中国学术院信托董事会信托人，英国罗盛咨询 Russell Reynolds Associates 大中国区主席
- 邴正教授，全球中国学术院院士及理事会中方主席；吉林大学前常务副校长
- 李崑教授，英国学术院院士、英国社科院院士、全球中国学术院院士及理事会非执行主席；英国伦敦大学学院教育与社会研究学院院长兼主任
- 张晓东教授，全球中国学术院院士及理事会中方非执行主席；敏捷智库首席执行官，中国管理科学学会学术委员会执行主任
- 谢立中教授，全球中国学术院院士及中方院长；北京大学社会学系前系主任、讲席教授
- 曹青教授，全球中国学术院院士及副院长；英国杜伦大学比较现代性研究中心主任
- 园田茂人 Shigeto Sonoda 教授，全球中国学术院院士及副院长（亚洲事务）；日本东京大学亚洲研究所比较社会学与亚洲研究教授
- 李伯一教授，全球中国学术院副院长中方理事会秘书及副院长；南京财经大学工商管理学院教授，数字经济与可持续增长研究院院长
- 吴燕教授，全球中国学术院理事会秘书；英国斯旺西大学人文与艺术学院媒体与传播学教授
- 罗宾·科恩 Robin Cohen 教授，全球中国学术院院士，英国牛津大学国际移民研究所名誉教授、前所长（社会学）
- 诺拉·科尔顿 Nora Ann Colton 教授，全球中国学术院院士，伦敦大学学院全球健康商学院院长，前伦敦大学
- 杜赞奇 Prasenjit Duara 教授，全球中国学术院院士，美国杜克大学东亚研究特聘教授（历史/亚洲研究）
- 何梦笔 Carsten Herrmann-Pillath 教授，全球中国学术院院士，德国埃尔福特大学马克斯·韦伯高级文化与社会研究中心常任研究员（经济学/跨学科研究）

- 韩相震 HAN Sang-Jin 教授, 全球中国学术院院士, 韩国首尔大学教授、重民财团主席 (社会学)
- 郝时远教授, 全球中国学术院院士, 中国社会科学院院士、原副院长兼原民族学与人类学研究所所长 (人类学 / 民族学)
- 马诺兰詹·莫汉迪 Manoranjan Mohanty 教授, 全球中国学术院院士, 印度新德里社会发展委员会特聘教授; 德里中国研究所资深研究员; 新德里社会发展委员会社会发展学教授 (政治学 / 经济学)
- 李扬教授, 全球中国学术院院士, 曾任中国社会科学院副院长 (经济学 / 金融学)
- 查尔斯·桑普福德 Charles Sampford 教授, 全球中国学术院院士, 澳大利亚格里菲斯大学伦理、治理与法律研究所所长 (法律 / 伦理学)
- 许成钢教授, 全球中国学术院院士, 美国斯坦福大学中国经济与制度研究中心高级研究学者、胡佛研究所访问学者 (经济学)
- …… (更多嘉宾待公布)

2) 演讲者已接受大会邀请或提要被大会接受, 但因故无法来英参会[视频]



杰弗里·普莱耶斯 **Geoffrey Pleyers** 教授, 比利时鲁汶天主教大学 UCLouvain 的 FNRS 社会学研究主任, 现任国际社会学协会 ISA 会长 (2023–2027)。他长期致力于全球化时代的社会运动研究, 其学术轨迹跨越欧洲、北美与拉丁美洲, 曾在伦敦政治经济学院、纽约大学、墨西哥国立自治大学、智利大学等机构担任访问学者, 并在多国核心社会学期刊的科学委员会任职。普莱耶斯教授是全球社会学领域的重要代表人物, 研究涵盖 社会运动、全球研究、青年、宗教与拉美社会, 著有《另一个全球化: 成为全球时代的行动者》等, 被视为理解当代全球行动者与跨国运动的

的经典著作。他与多国学者共同推动“Open Movements”项目, 倡导公共性强、跨文化对话性的全球社会学。在全球教育治理与知识体系多样化的背景下, 他尤其关注跨区域社会经验如何共同塑造全球社会科学知识体系。他提出, 可在本次对话中分享他对“后西方社会学” post-Western sociology 的研究, 并探讨中国社会学如何为全球社会学对话、全球教育治理与跨文化理解作出贡献。



陈致教授, 香港人文学院院士, 北师大香港浸会大学校长、讲座教授, 国际知名的文史及汉学研究学者。他从事多领域的学术研究, 涵盖古典文学研究与中国早期文化与历史、中国古代诗歌、出土文献与古文字 (金文与简帛文字), 以及明清思想史。陈教授是多家国内外中英文学术期刊和丛书的创办主编。陈教授曾任香港教资会 2009-2014 年度研究评审 RAE 人文学科组的中文语言与文学专业召集人; 另有中英文学术论文著作在英国、美国、欧洲、日本和大中华地区的顶级学术期刊发表, 以及知名出版社出版。曾任南京大学文学院、复旦大学哲学系、湖南大学岳麓书院等校兼职教授。陈教授不仅学术成就卓著, 还具备丰富的大学管理经验。2010年至2013年, 陈教授任香港浸会大学中国语言文学系主任; 2011年至2014年任孙少文伉俪人文中国研究所创所所长; 2012年至2014年出任饶宗颐国学院创院署理院长, 并于2014年至今任饶宗颐国学院院长; 2015年至2017年任文学院署理院长; 2013至2017年任香港浸会大学校董会成员; 2018年, 任武汉学院校董会校董; 2018年至2020年任北师大香港浸会大学副校长 (学术), 并于2020年至2022年任北师大香港浸会大学常务副校长; 2022至2024年任香港珠海学院校长。

陈教授不仅学术成就卓著, 还具备丰富的大学管理经验。2010年至2013年, 陈教授任香港浸会大学中国语言文学系主任; 2011年至2014年任孙少文伉俪人文中国研究所创所所长; 2012年至2014年出任饶宗颐国学院创院署理院长, 并于2014年至今任饶宗颐国学院院长; 2015年至2017年任文学院署理院长; 2013至2017年任香港浸会大学校董会成员; 2018年, 任武汉学院校董会校董; 2018年至2020年任北师大香港浸会大学副校长 (学术), 并于2020年至2022年任北师大香港浸会大学常务副校长; 2022至2024年任香港珠海学院校长。

[注: 陈致校长接受了大会邀请作为本届对话的中方主办方做大会致辞, 该视频将在活动期间播放。他还应邀在第四版块做大会发言, 照片和简介, 以及发言的题目和提要, 见第29-30页, 该视频将在大会播放。]



林天强教授，全球中国学术院院士，北京大爱永生影视传媒有限公司董事长兼导演，中国文化信息协会数字文化产业与金融委员会会长，曾任清华大学互联网产业研究院副院长。他是“首席生活方式设计师”“幸福数字经济第一人”，曾担任北京798艺术区总规划师、北京大学艺术资本协会会长、中国电子质量管理协会数字科技产业工作委员会专家主任委员、中国未来研究会理事、中国信息协会智能制造分会总顾问，并担任大同古城及多地城市发展顾问。林教授兼具企业管理者、创意策划人与文化学者的多重身份，曾任国企总经理、外企首席代表、导演及制片人，是东盟、工信部、科技部、人社部、清华三创、北大创业营等国家级创新创业赛事的评委。他曾深度参与包括北京798艺术区、山西大同古城修复、江西汤显祖国际文化庆典、贵州“村超”等在内的大型文化与文旅项目的规划与实施。著作包括《商战演兵》《未来定义权》《完全导演论》等，领域横跨数字文化、生活方式创新与文化产业战略。

议题：人工智能时代的教育范式革命与未来定义权

提要：人工智能正在引发全球教育范式的深刻变革，也重新定义未来知识与文化的竞争力。本报告指出，未来不是被动抵达的，而是通过教育主动“定义”的文明进程；文化数字化、跨文化理解与技术伦理将成为决定教育未来走向的关键力量。AI正在推动教学从知识传递走向思维启发、文化生成与人机协作，同时也带来算法偏见、文化窄化等风险，亟需以多元文化与价值对齐原则重塑教育框架。中英可在数字文化遗产、跨文化数字素养与产教融合方面形成协同创新生态，共同培养具创造力、文化理解力与全球胜任力的新一代学习者。教育的根本使命不在于追逐技术，而在于以文化滋养智慧、以对话塑造未来，使人类在AI时代拥有共同创造未来的能力。



琼·安德拉德 **Joan Daniel Rivas Andrade** 是系统工程专业的大学生兼课程助教，具备扎实的编程、人工智能及网页系统开发背景。他在教育与科技类项目中具有丰富的实践经验，涉及数据分析、界面设计与流程自动化。目前，他正在研发面向社会问题的教育解决方案，特别是针对厄瓜多尔低收入社区的教育支持。他近期的工作重点是利用开源工具，将机器学习算法应用于中学与高中学生的辍学预防。Joan 还曾参与学术活动，涉及计算机视觉、自然语言处理以及模型优化的实际应用。他对教育公平的关注意促使其提出了具有包容性、多语言化和可持续性的技术方案，可同时应用于本地与全球语境。其跨学科的方法和对人类发展的承诺激励他参与 GCD X，与国际专家交流思想，并贡献切实可行的技术解决方案，以应对当今全球教育的挑战。

议题：人工智能用于脆弱群体中辍学的早期检测：厄瓜多尔与中国的比较研究

提要：学业辍学仍然是发展中国家教育发展中的主要挑战之一，同时也是中国等大国农村地区面临的重要问题。本项目提出了一种基于人工智能 AI 的早期检测系统，旨在识别有辍学风险的学生，重点关注厄瓜多尔弱势社区及中国农村地区。通过分析学生的学业成绩、出勤率、社会经济背景、地理位置以及家庭因素，该预测模型能够提前发现潜在的辍学模式。该系统采用机器学习算法，利用公共或模拟数据进行训练，能够适应多种文化与语言背景。该提案旨在通过数字化工具加强教育治理，以便提供及时的干预措施，尤其适用于资源有限的教育机构。该系统可以与现有平台集成，可在无网络连接的地区离线使用，并可在区域范围内扩展。该项目与第十届全球中国对话 GCD X 的目标高度契合，致力于通过负责任且具备情境化的人工智能应用，促进教育公平、质量保障与制度创新，并探索全球南方国家之间的协作性解决方案。



高蓓蓓女士，伦敦国王学院中国研究所博士研究生，研究方向为回族穆斯林女孩在“双重教育体系”中如何协商性别、信仰与族群身份。1997年出生于宁夏固原，本科毕业于清华大学新闻与传播学院（2020），硕士毕业于香港城市大学应用社会学专业（2022）。自2024年以来，她在宁夏与甘肃开展一年多的多点民族志研究，收集生命史访谈、课堂观察和参与式地图资料，以追踪女孩的教育经历。她的早期论文曾发表于《出版参考》。曾获清华大学优秀毕业生作品奖，并持有 CATTI 三级笔译证书。熟练掌握 NVivo、Stata 等软件及混合研究方法，致力于将田野发现转化为促进可持续发展目标（SDG4：包容性与优质教育）的政策建议。业余爱好包括二胡与书法。目前居住于伦敦，关注少数民族教育。

议题：弥合西北地区回族穆斯林女孩在“双重教育体系”中的教育鸿沟

提要：中国西北地区的回族社区处于性别、族群与宗教的交汇点，但有关回族女孩教育的研究仍然十分有限。本文基于2025年在宁夏与甘肃农村及城乡结合部进行的为期四个月的多点民族志研究——包括约30个生命史访谈、公立学校课堂观察、以及与学生和母亲的参与式地图绘制——探讨了念经（伊斯兰宗教教育）与念书（主流、汉族主导教育）的双重体系如何影响回族女孩的教育公平与质量。初步发现揭示了三种相互交织的教育鸿沟：1. 结构性鸿沟：村小合并与寄宿学校的快速扩张虽然减轻了通学负担，但也取消了唯一的回族女子中学，并加剧了城乡差距。2. 课程性鸿沟：对宗教实践的限制及“隐性”的汉文化中心价值侵蚀了课程的文化相关性，降低了女孩的学习投入，尤其在她们面临早婚预期的情况下。3. 家庭性鸿沟：家长很少直接反对女儿上学，但仍在经济和情感上更多地投资于儿子，导致许多农村女孩被分流至职业教育轨道。通过凸显这些交织障碍，本文直接回应了第二分论坛关于教育公平、包容与质量保障的主题，提出了若干建议：包括文化响应性的教师培训、清真合规的寄宿条件，以及能反映性别—族群—地理交互作用的分层监测，从而推动实现可持续发展目标 SDG 第4条“一个都不能少”。



李旭博士，深圳南方科技大学设计学院行政副院长。2010 年加入南方科技大学，参与了学校治理体系与教育体系的设计。此后曾在教务处、教育研究中心、全球合作处等多个从零起步的部门任职。2020 年 10 月加入新成立的设计学院，成为最早的两名创院成员之一。李旭博士获得密歇根大学高等教育博士学位、哥伦比亚大学师范学院教育行政硕士学位以及北京大学英语语言文学学士学位。

提目：中国新兴理工类研究型大学：由科技与经济创新所正当化的社会创新

提要：在过去十五年中，中国南方地区迅速兴起了一批新的理工类研究型大学。它们肩负着建设世界一流大学、培养创新型拔尖人才、以及通过知识转化推动区域经济发展的国家战略任务，并在体制内开展了许多传统高校难以推进的改革。在学生自主选择、青年学者支持、国际化程度、产学研合作深度等方面的创新实践，使这些青年大学在教育治理与制度文化上既对现有体系形成挑战，也受到体制环境的限制。疫情之后，国内外环境的剧烈变化进一步影响这些新兴高校的发展：其强调科技、技术转移的定位为其带来机遇，但经济放缓和全球“脱钩”趋势又使财务与政策压力陡增，稳健可持续发展受到威胁。本研究将系统分析这一重要的教育现象，探讨推动其成功的关键策略，并揭示其在国家“科技与经济创新”合法性框架下实现的社会创新成效。作者也将就这些新兴大学实现长期稳健发展的可能路径进行思考，并与来自世界各地的参会者交流观点。



李榕蔚，复旦大学高等教育研究院博士候选人。她于2024年获牛津大学高等教育学硕士学位。在此之前，她于2023年获美国加利福尼亚大学圣地亚哥分校教育科学学士学位。她曾于2022年在国际会议上发表研究成果，其两篇论文主要关注于教育心理学与教育公平领域。基于先前的研究经历，她的研究聚焦于高等教育政策分析、教育不平等与拔尖创新人才发展领域。作为复旦大学高等教育研究院博士生项目候选人，她致力于探索人工智能技术在中国高等教育创新人才识别与培养中的具体应用。

议题：积极应对：学术生涯、高等教育融资和可持续发展的互动关系

提要：当前，全球博士生与博士后数量显著增长，学术就业市场面临严峻挑战。本文首先剖析该领域的内在危机与工作弊端，并以其不稳定的成因为切入点，将可持续发展目标四作为核心分析框架，探讨教育融资在应对这些问题中的关键作用。研究进一步审视了相关机构在推动可持续发展中应承担的责任，在此基础上构建面向未来的职业可持续模型。最后，通过评述现有政策与各国实践，为构建理想的学术生态提供可行的政策参考。

九、与会者名单

（以姓氏拼音为序）

- 马丁·阿尔布劳 Martin Albrow 教授，英国社会科学院院士；英国卡迪夫大学荣休教授；英国社会学学会前会长；全球中国学术院院士及创始与前名誉院长 [闭幕式：致辞]
- 琼·安德拉德 Joan Andrade 先生，厄瓜多尔雅查伊理工大学系统工程助理教授 [视频]
- 邓丽莎 Theresa Booth 女士，英国与中国互动 Engage with China 联合主任兼创始信托人、英国筷子俱乐部 Chopsticks Club 联合首席执行官
- 瓦茨拉夫·布热齐纳 Vaclav Brezina 教授，英国兰卡斯特大学社会科学学院语料库社会科学研究中心主任 [第二板块：大会演讲]
- 亚历克西斯·布朗 Alexis Brown 博士，英国文化委员会全球教育洞察部主任 [第四板块：大会演讲]
- 凯利·布朗 Kerry Brown 教授，伦敦国王学院中国研究院院长 [开幕式：致辞]
- 曹青教授，全球中国学术院院士及副院长；英国杜伦大学比较现代性研究中心主任
- 马德琳·卡尔 Madeline Carr 教授，全球中国学术院院士及信托董事会秘书；伦敦大学学院全球政治与网络安全教授 [第一板块：主持]
- 海利·塞里 Helly Ceary 先生，独立研究员、音效设计师、策展人
- 常向群教授，英国皇家艺术院院士；全球中国学术院院长和创院院士；伦敦大学学院荣誉教授（2015-20）；南开大学特聘教授 [为院士颁发证书；闭幕式：主持]
- 陈胜先生，中国北京大成律师事务所（上海）高级合伙人
- 陈永益 Yongyi 先生，英国格拉斯哥大学博士生
- 陈韵杼女士，英国兰卡斯特大学博士生；第十届中国对话志愿者
- 陈致教授，香港人文科学院院士；中国北京师范大学-香港浸会大学 BNBU 校长 [视频]
- 童海珍 HJ Colston 女士，英国与中国互动 Engage with China 联合主任兼创始信托人、英国筷子俱乐部 Chopsticks Club 联合首席执行官
- 英格丽·克兰菲尔德 Ingrid Cranfield 女士，环球世纪出版社社长兼编审；恩费尔市前副市长
- 尼尔·库里 Niall Curry 博士，英国皇家艺术院院士；全球中国学术院副院长；英国曼彻斯特城市大学英语学院副教授 [第一板块：大会演讲]
- 贾斯廷·迪伦 Justin Dillon 教授，英国伦敦大学学院教育学院科学与环境教育教授 [第四板块：大会演讲]
- 杜俊林 Junlin 先生，英国格拉斯哥大学
- 方宏先生，律师，中国深圳锦天城律师事务所合伙人；全球中国学术院法律顾问
- 尼古拉·加洛韦 Nicola Galloway 教授，英国埃克塞特大学教育学院，人文、艺术与社会科学学部 [第三板块：大会演讲]
- 高蓓蓓女士，英国伦敦国王学院中国研究院博士生 [视频]
- 勾尧女士，拉夫堡大学叙事学院博士候选人
- 查尔斯·格兰特 Charles Grant 先生，全球中国学术院信托董事会信托人；英国欧洲改革中心主任；曾任《经济学家》高级编辑、英国文化委员会的董事和信托人 [第四板块：主持]

- 韩志豪 Ivan Hon 博士，全球中国学术院翻译；英国伦敦成人教育学院玛丽·沃德中心口译与笔译专业语言导师
- 马丁·雅克 Martin Jacques 教授，全球中国学术院院士；英国著名记者、编辑、学者、政治评论员和作家；剑桥大学政治和国际研究系高级研究员；中国清华大学客座教授 [开幕式：致辞]
- 叶玛丽 Maria Jaschok 教授，全球中国学术院终身院士及信托董事会主席；牛津大学全球与区域研究学院当代中国研究项目高级研究员 [为院士颁发证书；第二板块：主持]
- 将科英 keyin jiang，牛津大学全球与区域研究学院访问学者
- 史蒂夫·琼斯 Steve Jones 教授，英国曼彻斯特大学大学教育学院高等教育教授 [第三板块：大会演讲]
- 帕拉斯凯维（沃拉）·卡尼斯特拉 Paraskevi (Voula) Kanistra 博士，英国伦敦圣三一学院副主任和高级研究员 [第二板块：大会演讲]
- 安德里亚·基斯 Andrea Kis 博士，英国苏塞克斯大学助理研究员
- 凯特琳·科瓦尔斯基 Catlin Kowalski 女士，英国爱丁堡大学博士生
- 余德烁 Yuktेशwar Kumar 博士，著名汉学家和翻译家；英国巴斯大学中文项目课程主任兼高级学者；巴斯市前副市长 [闭幕式：致辞]
- 李利教授，全球中国学术院院士；英国纽卡斯尔大学候任副校长；英国埃克塞特大学协理副校长（全球事务）；清华-埃克塞特全球人文中心创始人及联席主任 [闭幕式：致辞]
- 李镕蔚，复旦大学高等教育研究院博士生 [视频]
- 李涛先生，外文局英国长青图书公司经理
- 李旭博士，中国深圳南方科技大学设计学院副院长 [视频]
- 李吉莲 Gillian 女士，英国肯特大学
- 李知悉 Zhixi 女士，英国格拉斯哥大学
- 梁凯先生，全球中国学术院活动专员；英国 MEL Scholar 联合创始人；英国 MELScience 商务总监
- 林天强教授，中国北京大爱永生影视传媒有限公司董事长兼导演；中国文化信息协会数字文化产融工委会长；中国清华大学互联网产业研究院前副院长 [视频]
- 刘大全先生，全球中国学术院执行经理；布罗克特·霍尔俱乐部经理
- 刘丽英 Liying 女士，英国布里斯托大学商学院会计专业高级讲师
- 刘鑫莹 Tracy Digby/Liu 博士，英国剑桥大学国王学院博士毕业生；全球中国学术院第十届全球中国对话协调员 [第一板块：大会演讲]
- 马丁·洛克特 Martin Lockett 教授，中国宁波诺丁汉大学商学院战略管理学教授兼前院长 [第四版块：大会发言]
- 吕汇洋女士，英国格拉斯哥大学博士生
- 马俊毅研究员，中国社会科学院民族学与人类学研究所
- 马悦苗女士，爱丁堡大学博士候选人
- 托尼·麦肯尼 Tony McEnery 教授，英国社会科学院院士和英国社会科学院理事会成员；英国皇家艺术学院院士；全球中国学术院院士和全球中国学术院理事会主席；英国兰卡斯特大学语言学和英语语言学系杰出教授 [开幕式：主持；晚宴：致辞]
- 菲奥娜·摩尔 Fiona Moore 教授，全球中国学术院院士；英国伦敦大学皇家霍洛威学院商学院教授 [晚宴：致辞]

- 大衛·帕金 David Parkin 教授，英國學術院院士；全球中國學術院院士；牛津大學萬靈學院人類學榮休教授 [晚宴：致辭]
- 谷潤嵐 Aaron Pelcomb 先生，英國卡迪夫大學博士生
- 杰弗里·普萊爾斯 Geoffrey Pleyers 教授，比利時國家科學研究基金會研究主任；魯汶天主教大學教授；國際社會學協會主席 [開幕式：致辭]
- 巴納比·鮑威爾 Barnaby Powell 先生，英中理解協會理事會成員
- 孫如意 Zoe Reed 女士，英中理解協會前主席
- 理查德·安東尼·里德爾 Richard Anthony Ridealgh 先生，英國曼徹斯特大學教育學博士生；中國沈陽芭芭拉學院課程總監兼高級教師 [第三板塊：大會演講]
- 露西·羅賓 Lucy Robin 女士，教育公平藍圖 The Equity Blueprint 的創作者；現任倫敦家長與兒童關懷機構 Every Parent & Child 兒童健康推廣負責人 [第二板塊：大會演講]
- 羅蘭 Laurence Roulleau-Berger 教授，全球中國學術院院士和歐洲事務副院長；法國國家科學研究中心 CNRS 榮休研究主任；法國里昂高等師範學院社會科學研究中心教授；法方中歐後西方社會學國際聯合高級實驗室主任 [晚宴：致辭]
- 彼得·施羅德 Peter Schroeder 教授，全球中國學術院院士及副院長；倫敦大學學院歷史系政治思想史教授 [第三板塊：主持]
- 沈偉偉博士，中國政法大學大數據和人工智能法律研究中心主任和副教授；牛津大學法學院訪問學者 [第一板塊：大會演講]
- 施黎靜博士，英國倫敦經濟學院語言中心漢語助理語言協調員；《社科漢語研究期刊》主編
- 石玉坤博士，英國格拉斯哥大學亞當·斯密商學院高級講師；中國經濟學會主席（歐洲） [第一板塊：大會演講]
- 伊恩·斯塔福德 Ian Stafford 先生，全球中國學術院院士；屢獲殊榮的英國體育記者、作家（23本著作）及廣播主持人；英國體育俱樂部創始人 [晚宴：主持]
- 唐思雨 Tang Siyu 女士，英國牛津大學
- 滕星教授，中國中央民族大學教育學院榮休教授；中國民族學與人類學學會教育人類學專業委員會創始人兼首任會長 [第二板塊：大會演講]
- 王燕迪博士，雙語作家及視覺藝術家
- 魯珀特·韋格里夫 Rupert Wegerif 教授，英國劍橋大學休斯學院院士、教育學院教授 [主旨演講]
- 溫夢宇博士，英國倫敦大學亞非學院
- 吳芳思 Frances Wood 博士，全球中國學術院信託董事會前信託人；英中理解協會副會長；大英圖書館中文部前主任
- 吳美樺女士，全球中國學術院第十屆中國對話志願者
- 吳燕教授，全球中國學術院理事會秘書；英國斯旺西大學人文與藝術學院媒體與傳播學教授
- 夏楠先生，英國肯特大學博士生
- 肖爽女士，英國埃克塞特大學訪問博士生
- 謝浩 Hao 博士，英國華威大學
- 楊桂平 Guiping，英國格拉斯哥大學博士生
- 楊明 Ming 先生，獨立音樂人
- 楊若萱 Ruoxuan，英國埃克塞特大學博士生

- 楊怡女士，英國倫敦攝政大學講師；英國杜倫大學博士生 [第三板塊：大會演講]
- 特蕾莎·伊里戈延-洛佩茲 Teresa Irigoyen-Lopez，英國牛津大學博士生
- 姚成哲 Chengzhe 先生，英國格拉斯哥大學
- 殷心儀 Xinyi 女士，英國倫敦國王學院博士生
- 袁雅詩 Yashi 女士，英國倫敦大學學院
- 席酉民教授，西交利物浦大學執行校長；英國利物浦大學副校長 [主旨演講]
- 張皓宇先生，H&S 資本有限公司創始人；BBC 中文部前總編
- 張君女士，英國約克大學博士生；第十屆全球中國對話志願者
- 張藝瀛博士，英國倫敦大學金史密斯學院中國學講師 [第一板塊：大會演講]
- 鄭欣女士，中新財務有限公司貸款審批人
- 周靜雯女士，英國格拉斯哥大學博士生；第十屆全球中國對話志願者
- 祝菲菲女士，西交利物浦大學學術事務中心執行主任兼執行校長助理
- 朱一帆女士，第十屆全球中國對話志願者；廣告創意總監
- 待更新

十、院士制度：贯通学术院、对话与出版的核心机制

提要：从知识社会学与全球治理理论的视角，本节反思性梳理了全球中国学术院（GCA）以“院士制度—全球中国对话—转文化出版”为支点构建的三重知识架构。院士制度不仅是一种学术荣誉，更是一套制度化的知识治理体系，通过跨学科评议与转文化理解生成议题、组织知识资源，并在全球与比较框架中深化对中国的系统性研究。作为制度化公共领域，全球中国对话将院士共同体的专业判断转化为跨文明协商能力，使研究从单向叙述走向互动、互释与共构。与此同时，环球世纪出版社（GCP）的转文化出版体系通过语言、文化与知识系统的深度对接推进认知结构的跨文化可通约化，而其中文姓名体例的系统处理仅是这一出版理念在操作层面的一个例证。本节旨在揭示这一三元机制如何从制度层面推动知识生产方式的变革，并以理论化路径参与全球知识体系的构建与更新。

全球中国学术院（GCA，下称学术院）是一家在英国注册的独立国际院士制 Fellowship 机构，致力于以社会科学和人文学科推动对中国的综合性研究。学术院以“语言为基础”的全球与比较研究取向为核心，强调社会创造力、转文化视角和跨学科方法，旨在推动人类知识体系的发展。同时，学术院鼓励公众参与全球社会发展与治理，通过科研成果传播、知识转化、社会咨询和公共参与，履行其学术与社会双重使命。

自 2013 年成立以来，学术院已发展为具有国际影响力的院士制机构。其治理结构由信托董事会（依据英国慈善法监管）和理事会组成：董事会负责机构治理与战略监督；理事会负责院士推选、提升机构声誉、促进学术出版，以及为全球中国对话提出主题和演讲人建议。

学术院的出版机构环球世纪出版社（GCP，下称出版社）负责出版期刊与图书，以推动学术院的学术与社会使命，深化中国与世界之间基于证据的深度理解与全球知识共建。出版社是唯一专注出版未经审查的中国研究的独立平台。

学术院同时主办年度全球中国对话，推动公众参与全球社会发展与治理。作为一个转文化对话平台，全球中国对话致力于推动中国与世界各国之间的沟通与交流。

院士制度

院士制度是全球中国学术院的核心机制，汇聚全球具有影响力的思想者、杰出学者和受尊敬的专业人士，推动跨学科、转文化、跨区域与跨领域的交流合作，参与全球治理，并共同构建面向未来的人类知识体系。

全球中国学术院的最高荣誉是学术院院士——授予在全球与中国比较研究、人类社会发展、全球治理、世界和平和转文化 transcultural 理解方面作出突出贡献的学者、政策专家、公共知识分子和专业人士。他们在社会科学、人文学科、文化研究、国际关系、教育、媒体和公共政策等领域发挥着重要作用。

自学术院于 2021 年获得英国慈善法人组织 CIO 资格后，为与英国社会科学院等机构接轨并拓展国际网络，增设了副院士与单位院士，覆盖英国、法国、德国、美国、澳大利亚、印度、日本、韩国和中国多个地区。

院士参与学术院的学术发展与全球影响：出席全球中国对话、主持论坛、指导研究、领导跨国项目、支持出版工作、提出年度主题与议程结构，并推动跨文化与国际合作。

院士授予仪式通常在全球中国对话期间举行。有关院士权利、义务、院士名单、院士之家及提名程序的信息可在全球中国学术院网站查询。我们欢迎具有国际视野、转文化经验和学术或专业影响力的同仁加入，共同推进全球话语与人类知识的共创。

全球中國對話

全球中國對話不僅是全球中國學術院的旗艦年度活動，也是學術院院士社群的年度聚會——通過這一平台，學院得以履行其使命、推動合作並參與治理。作為一個轉文化論壇，對話匯集來自世界各地的院士、學者、政策制定者和實踐者，通過建設性且面向未來的交流共同探討全球性挑戰。

院士在塑造對話內容中發揮核心的思想性作用。許多院士通過提出年度主題和分會結構參與議程設定，並在整個議程中擔任主旨發言人、主持人、召集人或討論人。他們的跨學科專長和轉文化視角確保每屆對話都體現全球知識、比較洞見以及最高水平的學術與公共參與。

全球中國對話也是學院制度架構中的重要治理節點。學術院每年兩次理事會會議之一在對話期間舉行，使院士、理事和核心社區成員能夠共同審議戰略發展、治理重點和國際合作。對話還承辦新院士、副院士和機構院士的年度授予儀式，從而強化院士共同体，並表彰學術卓越、轉文化領導力和對全球治理的貢獻。

除正式議程外，全球中國對話的年度晚宴亦是院士的重要聚會，加深彼此聯繫，並為院士、受邀嘉賓和國際伙伴提供包容性的交流空間。院士通過與政府、商界、文化界及民間社會的領導者對話，推動跨部門合作，並以其專業知識為建設更加開放、互聯與互學的全球秩序作出貢獻。

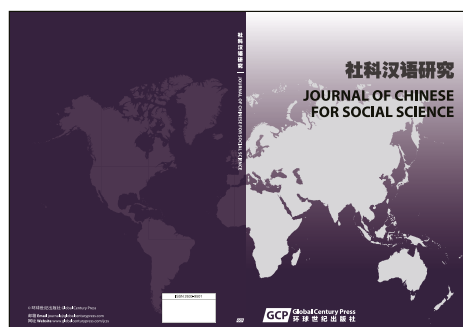
總之，全球中國對話不僅是一項國際學術峰會，也是院士體系的結構性支點——將對話、治理、出版和跨國合作聯結起來，塑造全球中國學術院不斷擴展的全球影響力。

環球世紀出版社

環球世紀出版社成立於2014年，是全球中國學術院的出版機構，是傳播院士與全球學者研究成果、推動全球與比較中國研究的重要平台。

作為首家專注於社會科學和人文學科英漢雙語並置 dual language 出版的國際出版社，本社提供高質量的轉文化 transcultural 出版平台。出版物包括同行評審期刊、專著、文集、會議論文、社科漢語教材和參考工具書，涵蓋紙質書、電子書、視頻、音頻、網絡及移動平台。院士擔任作者、編輯、審稿人和顧問委員，為學術質量與國際信譽提供保障。本社在 APA7 與中國國家標準基礎上發展了自身的體例指南，這是長期雙語編輯實踐的成果，也是雙語出版體系的核心。

本社採用開放獲取與訂閱並行的模式，80% 內容開放訪問，既促進全球學術交流，又保障出版的可持續性。



本社是国际学术与专业出版协会 ALPSP 的成员，这表明其在学术与专业出版领域遵循高标准并致力于专业规范。所有印刷出版物均提交至英国法定送存图书馆，确保长期保存并获得学术界的正式认可。

本社是 会员，具备为其所有出版物（包括学术期刊及论文、图书及章节）分配 DOI 的资格。这确保其出版物在全球学术界能够实现永久标识、便捷检索，并获得广泛引用。



本社出版的学术期刊

本社出版三种独具特色的学术期刊：《全球中国比较研究》（英文版）《社科汉语研究》（中文版）《语料库与中国社科研究》（中文版和英文版）以及《全球中国对话文集》（英文版和中文版），以及英中双语的《全球中国对话文集》，聚焦全球中国研究、比较研究、社科汉语方法论与转文化对话，以院士为核心作者与编辑群体。

本社出版的系列丛书

自2014年以来，通过其环球世纪出版社，研发了八个专题系列图书：中华概念、中华话语、读懂中国与世界、中国与中华比较视野、中国社会科学全球化、“三眼”转文化、中国城镇化研究和新锐与前沿。以下是每套系列图书的示例封面和标题。这些主题系列均由院士与团队主导，为全球研究者提供结构化、理论深厚且具有国际价值的知识体系。

转文化 Transcultural 及双语并置 dual language 出版

转文化出版是环球世纪出版社在知识体系建构上的原创性贡献，其内涵超越了传统意义上的双语出版。

传统双语出版 bilingual 通常只是以两种语言呈现内容，但语言之间缺乏严格的结构对应。双语并置 dual language 出版则进一步实现中英文在同一本出版物中的结构同步、术语一致与概念对等。而转文化出版 transcultural publishing 在双语并置的基础上更进一步，通过整合语言、文化与知

識體系，使來自不同文化背景的讀者能夠以自身的認知框架理解同一內容，從而實現深度的跨文化知識互動。

在這一三級體系中，雙語 bilingual 屬於基礎能力，雙語並置 dual language 是技術方法，而轉文化 transcultural 則代表最高層次的追求，是本社對全球知識生產最具原創性和戰略意義的貢獻。

本社體例示例：中文姓名的英文顯示

2011 年，中華人民共和國國家質量監督檢驗檢疫總局和中國國家標準化管理委員會聯合發布了《中國人名漢語拼音字母拼寫規則》（GB/T 38039-2011）¹。在過去的十多年中，其中部分規則在實際使用中受到挑戰。本社在英漢雙語呈現中文姓名的編輯實踐中，在遵循上述規則的基礎上作出必要調整，並制定了相應的中文名字英文顯示體例²。

- （1）中文姓氏結構及其文化背景。一般而言，中文姓氏或家族姓氏由單姓（如：趙、錢、孫、李）或複姓（如：歐陽、司馬）組成，偶爾也有雙姓（如：歐陽陳）。此外，1980 年代中國“獨生子女”政策實施後，一些孩子在父母婚後採用雙方姓氏組合，從而形成新的複姓，其目的多與“傳宗接代”的文化觀念相關。如父姓張與母姓楊合成“張楊”，出現如張楊興 ZHANGYANG Xing 這類“姓長名短”的結構，或趙錢多多 ZHAOQIAN Duoduo 這類以雙姓呈現文化意象的名字。在中國大陸以外，一些跨文化家庭的子女亦會採用連字符連接的複姓結構，如 Jiang-Smith、Chen-Williams，以同時體現父母雙方姓氏。這類複姓在國際社會中較為普遍，是跨文化家庭在身份傳承與文化連接中的自然選擇。
- （2）中文名字結構與文化寓意。中文姓名多為“姓在前、名在後”，姓氏通常較短，名字多由兩個字組成，也有通過短橫線（-）連接的寫法，如：王老五 WANG Laowu 或 WANG Lao-wu。隨著傳統文化復興，一些父母在命名時依照命理原則在名字中加入更多元素，如五行寓意，例如張澤琳琳 ZHANG Zelinli 包含水、木、土等成分。中文姓名“姓短名長”的視覺特點，也為國際讀者判斷姓名結構提供了線索。需要注意的是，隨著複姓與雙姓的增多，姓名的視覺結構也出現更多變體，不再局限於傳統的“姓短名長”形式。
- （3）中文人名拼音或英文寫法的兩種方式。一種寫法為姓氏全部大寫、名字首字母大寫且後續字母小寫，如：ZHANG San, WANG Laowu。本社將此方式用於所有中國大陸華人的中文姓名。在海外，為在不同文化環境中保持身份連續性，一些華人在英文署名中會保留中文名，或在前面加一個英文名，並視需要選擇保留婚前姓氏或使用婚後姓氏，如：- Jones Smith/Wu、Anne Li/Brown。此類署名既保留中文姓名的文化標識，又便於西方社會識別。
- （4）古代人物、文學家與筆名的處理。本社沿用古代哲學家 and 文學家已有的傳統英文譯名，如孔子 Confucius、孟子 Mencius、李白 Li Po。但對古代文學家通常以現代漢語拼音為主，如李白 LI Bai / Li Po、李清照 LI Qingzhao。筆名則按作者長期使用的形式呈現，如作家雪漠常以 XUE MO、Xue Mo 或 Xuemo / xuemo 出現，本社依情況採用。
- （5）根據國際習慣使用的另一體例。對政治家、社會名流或國際讀者廣泛熟知的人物，本社採用約定俗成的拼寫方式，如：Deng Xiaoping 鄧小平、Zhang Yimou 張藝謀。此類寫法已成為國際文獻的共識性標準，在西方越來越普遍，本社亦予以採用。
- （6）海外華人英文署名的常規顯示。出於務實考慮，海外華人通常採用英文姓名順序，將姓氏放在最後，如：Laowu Wang 老五王。部分人會在中文名字前加英文名，如 Martin Laowu Wang 馬丁·老五王，或將中文名縮寫為英文首字母形式，如 Martin L. Wang 馬丁·L 王。此類寫法翻譯成中文時看上去和說起來都不習慣，但在英文語境中更便於識別，同時仍保留其文化來源。

¹ 見：<http://sxqx.alljournal.cn/uploadfile/sxqx/20171130/GBT28039-2011中國人名漢語拼音字母拼寫規則.pdf>。

² 所有中文人名均以拼音形式呈現，而非使用斜體，地名亦然，例如：北京或上海（Beijing, Shanghai）。

- (7) 海外华人英文署名的特例。在国际学术界, 还存在另一类特殊情况: 部分华人学者的英文署名采用“名在前、姓在后”的西式排列方式, 如 Li Wei 李崑。需要指出的是, 这类写法多为其姓名在国际学术场域中长期以此格式被引用、记录和传播后形成的稳定署名方式, 并非其主动选择的西式姓名(如 Wei Li)。由于西方系统默认“最后一个词为姓氏”, 这些学者往往被称为“Professor Wei”。这种署名方式与本社对主动采用西式顺序署名的海外华人所使用的体例(如 Wei Li)不同, 更接近一种约定俗成或类似“学术笔名”的署名方式。本社在尊重作者既有学术身份标识的前提下, 将在必要时采用此写法, 并在首次出现时进行说明, 以避免误解。
- (8) 其他姓名体系的并列表述: 1) 韦氏拼音³与现代拼音并列: 如费孝通 Fei Hsiao-tung, 首次出现时并列表述为: Fei Xiaotong / Fei Hsiao-tung。2) 方言姓名与英文名共存: 非大陆原籍的海外华人姓名常受方言影响, 且可能同时具有英文名, 如金耀基的英文名 Ambrose King 或 Ambrose Yeo-Chi King, 有时亦出现 Jin Yaoji 或 Yaoji Jin。本社将在首次出现时尽量并列表述。3) 韩、日姓名的呈现: 韩文和日文姓名依国际惯例书写, 如: 具海根 KOO Hagen 或 Hagen Koo, 金光亿 KIM Kwangok 或 Kwangok Kim, 福武直 FUKUTAKE Tadashi 或 Tadashi Fukutake, 山泰幸 YAMA Yoshiyuki 或 Yoshiyuki Yama。

总之, 姓名不仅是语言结构, 更是文化、历史、家庭与跨文化身份的交汇点。本社希望通过清晰、开放的呈现方式, 使不同文化背景的读者理解这些差异及其背后的意义。在本社英文出版物中, 若姓名以“姓在前且全大写”呈现, 一般可推断该人来自中国大陆; 若姓在后, 则多为海外华人或国际惯例。但姓名选择本质上是一种文化实践, 具有灵活性。本社将在保持体例统一的前提下, 最大限度尊重作者的文化身份、跨文化生活经验及其长期形成的学术署名习惯。

以上内容选自《环球世纪出版社体例指南》。该指南对本社双语体例和规则作了全面说明, 详情请在以下网址查阅: <https://globalcenturypress.com/house-style-guide-cn>

未来愿景

由全球中国学术院与环球世纪出版社共同构建的“院士制度—转文化对话—双语出版”三位一体框架, 是我们面向全球知识治理的长期承诺。与此同时, 十年来逐步积累形成的知识共同体、对话机制与出版规范, 也不断汇聚能量, 成为跨文化学术协作的重要基石。作为一套嵌入式的知识生产与治理机制, 院士制度不仅使跨学科与跨文化的判断得以制度化运作, 也在长期实践中培育共同体意识与知识凝聚力, 使院士在跨文化评议、议题生成与共同研究中获得荣誉感、认同感、归属感与自豪感, 并在全球与比较视野下持续深化对中国的研究, 生成具有国际解释力的理论洞见。

随着院士网络的扩展、跨学科能力的增强以及转文化出版体系的不断深化, 这一三元结构将继续发展, 并依托国际协作与跨领域参与获得更强的制度生命力。展望未来, 全球中国学术院将继续坚持学术独立、转文化连通与公共使命, 与世界各地的学者、机构与合作伙伴携手, 推动更深层次的相互理解、更具变革性的合作, 并共同参与构建一个更加包容、开放、前瞻的全球知识未来。

³ 见: <https://zh.wikipedia.org/wiki/威妥玛拼音>。

十一、溫馨提示、註冊與聯繫

1. 溫馨提示

- 1) 為保障論壇順利進行，請與會代表遵守會議作息時間及各項規定。
- 2) 會議期間，未經會務組批准，不得在會場召開新聞發布會，不得散發圖書資料、推銷商品。
- 3) 會議地點在倫敦市區，與會代表請遵守相關法律及相關規定，注意人身及財物安全。
- 4) 會議期間，敬請將手機設為振動或關閉，以便會議順利進行。
- 5) 會議日程排得很滿。務必嚴格遵守時間，以確保每位發言者若干分鐘時間以及規定的問答環節時間。
- 6) 語言為英漢雙語。雖然我們不提供同傳，但我們在問答環節提供交傳，為全部發言提供英漢雙語的文字和標題的PPT演示。
- 7) 免責聲明：演講者姓名，主題和時間在印刷時是正確的。然而，在發生意外情況時，主辦單位有權更改或刪除相關內容的權利。
- 8) 全球中國對話所有的接待、登記、書刊展位、茶歇和午餐均在 Entrance Hall, the Gallery and Music Room。
- 9) 展台上的期刊和書籍均為陳列品，請勿拿走。我們在會議期間不賣書刊，但是會提供訂單，歡迎需要多少拿多少。
- 10) 抵達倫敦前後若需幫助請與會務組聯繫：梁凱：07767711908 全球中國學術院活動專員；劉鑫瑩博士：07759682226 第十屆全球中國對話協調員。

2. 註冊

對話：

- £0（全天，需符合條件）
- £60（半天，上午或下午）
- £120（全天，無附加條件）

晚宴：£0 或 £120（詳見下文說明）

08:30-17:00 – 第十屆全球中國對話（GCD X），英國學術院（The British Academy）

參會費用從 £0 至 £120 不等，包含午餐與茶歇。由於座位有限且需提前安排餐飲，請務必註冊。

19:00-21:00 – 全球中國對話十周年慶祝晚宴，倫敦孔雀餐廳（Peacock London）

歡迎所有受邀演講者、主持人、全球中國學術院院士、理事、信託人、專業與行政人員、志願者及學術院友人參加。

- 每個主辦、支持或贊助單位可獲 **3 張免費晚宴券**（請註明您代表的單位）。
- 每位為本屆對話提供實質性支持的志願者（如英漢翻譯與口譯、攝影、攝像、音頻錄制、文字整理、文書工作、陪同嘉賓、註冊等）可獲 **1 張免費晚宴券**（請說明您提供的支持類型）。
- **£120 晚宴費用**：適用於未承擔上述角色但希望參加晚宴的其他與會者。

注意：

- 获赠免费晚宴的嘉宾须参加全天对话活动。
- 如因故无法出席，请尽早告知，以便将席位让给其他感兴趣者。
- 两项活动均实行 先到先得 的注册制度。

3. 联系方式与相关链接：

联系方式

- 梁凯：07767 711908 全球中国学术院活动专员
- 刘鑫莹博士：07759682226 第十屆全球中國對話協調員
- 邮箱：dialogue@gca-uk.org；info@globalchinaacademy.org

相关链接

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

十二、地址与地图

第十届中国全球对话



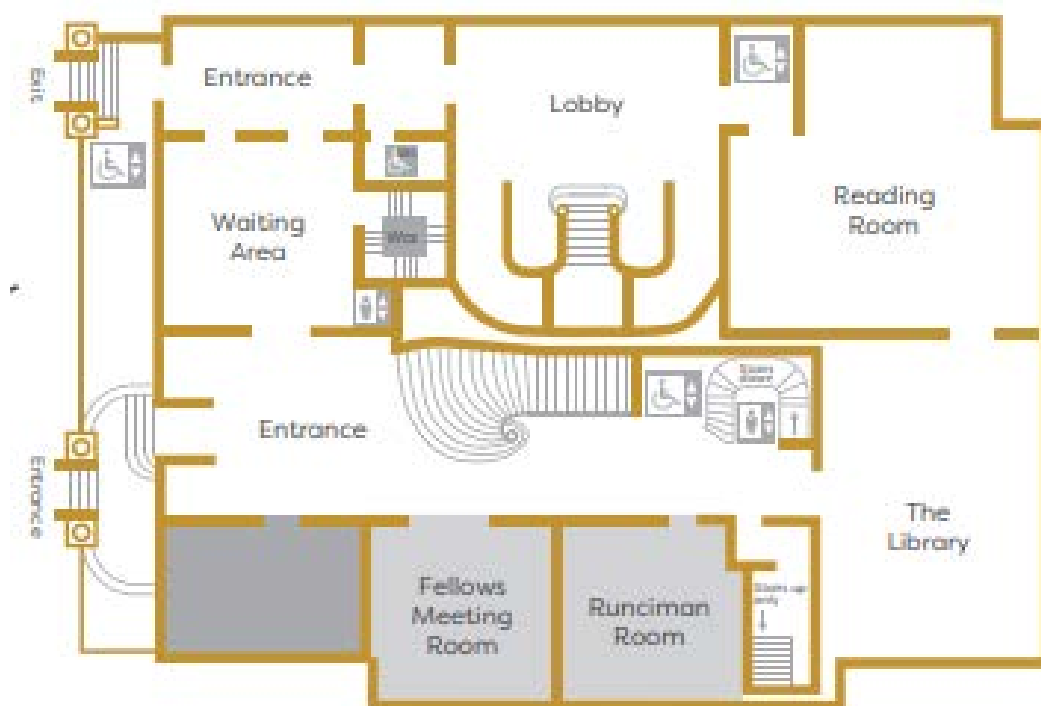
时间：2025年12月5日，8:30-17:00

地址：Beatrice Webb Room, The British Academy, 10-11 Carlton House Terrace London SW1Y 5AH

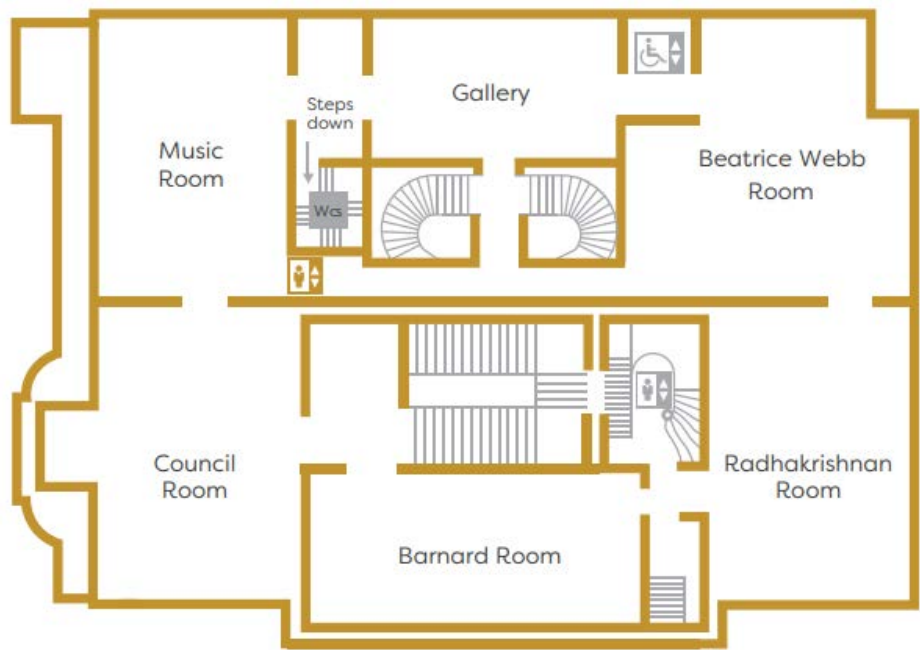
地铁：Charing Cross (Cockspur Street exit), Piccadilly Circus, (Lower Regent Street exit)

公交：Piccadilly Circus, Lower Regent Street, Haymarket, Trafalgar Square

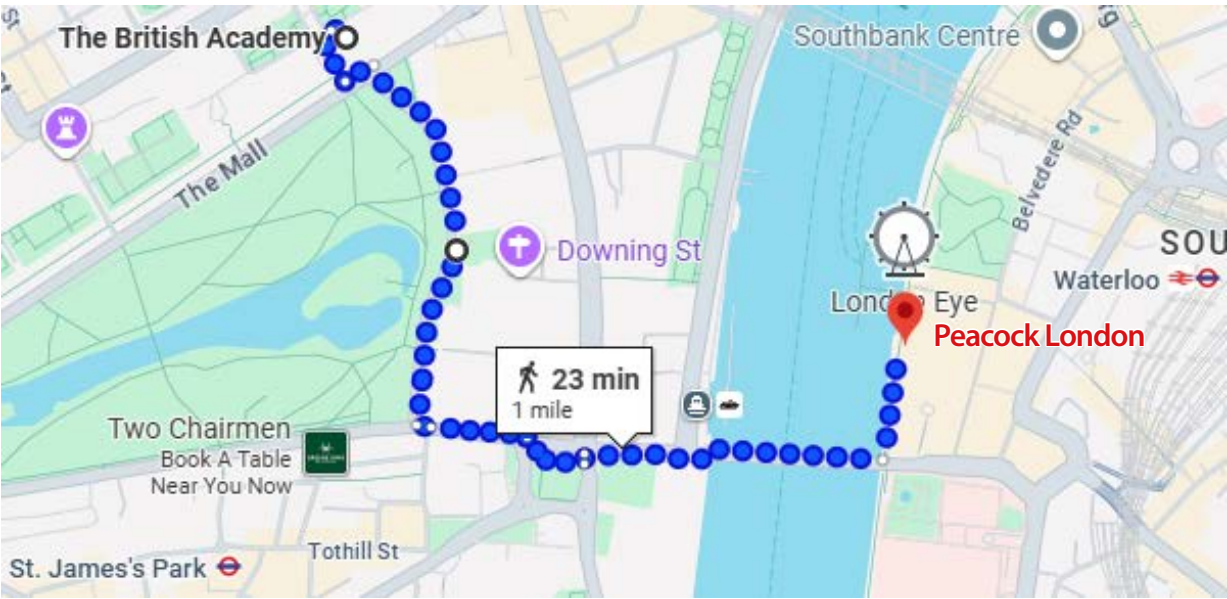
英国学术院一楼平面图 <https://10-11cht.com/rooms>



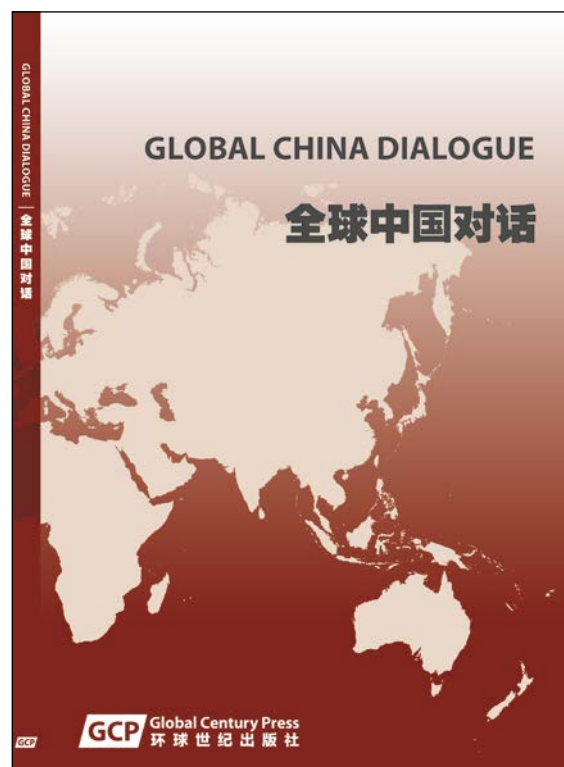
英国学术院二楼平面图 <https://10-11cht.com/rooms>



第十届中国全球对话晚宴 (仅限邀请者)



时间：2025年12月5日，18:30-21:00
地址：Peacock London (临江宴), County Hall, Westminster Bridge Rd, London SE1 7PB
地铁：北线Northern lines 到滑铁卢站 Waterloo station
徒步：从英国学术院 British Academy 到临江宴Peacock London (23 分钟)



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
- 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。