



CULTURAL DISSONANCE AND THE CHALLENGE OF INTERNATIONALIZING EDUCATION IN CHINA

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Internationalizing Schools – AIE (Amsterdam) -- 2017.10.06

Introduction

- Barry Drake
 - United World College in HK, Chinese International School in HK
 - Founding interim Head, UWC in China
 - Search Associates
- Xiaohang Sumner
 - UWC Nordic
 - Founding Director of 3 innovative schools in China in last 7 years, including the UWC in China
 - Overseas Chinese Academy Suzhou
 - The first school in the world for the children of overseas Chinese who return to China



Cultural Dissonance

- "...walking in the same place, people from different cultures see, experience and value different landscapes, and construct with those landscapes entirely different relationships. They do this according to their cultural beliefs, and knowledge, locating value in the things that their culture values."
(Strang 1997: 276)
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European



U.S.

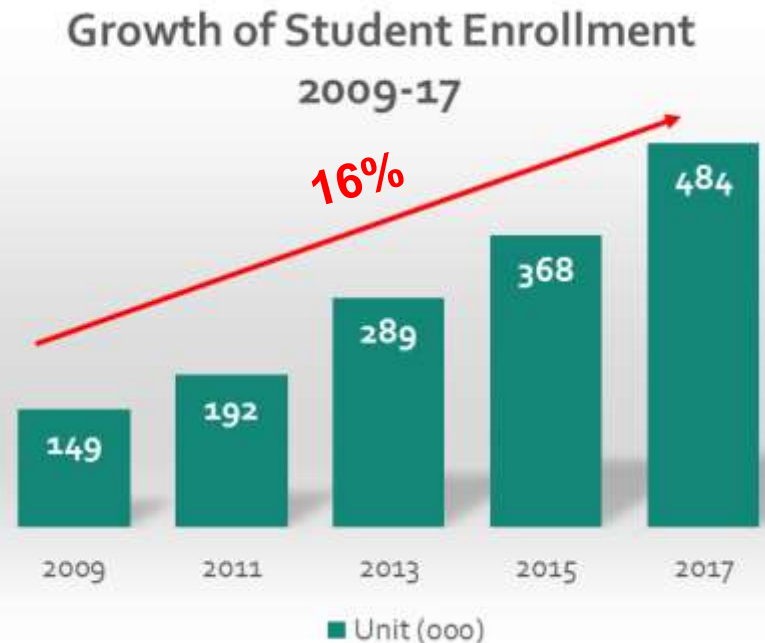
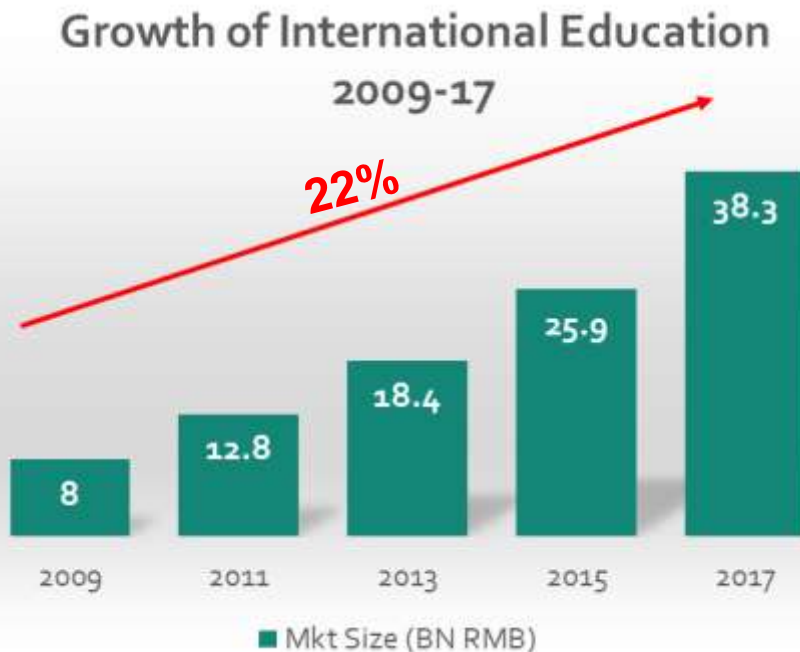


<http://www.phnx-international.com/Pictures/Photogallery%20-%20Job%20Locations/World%20Map%20with%20Job%20Locations%204x2%204-15-2005.jpg>

SECRET

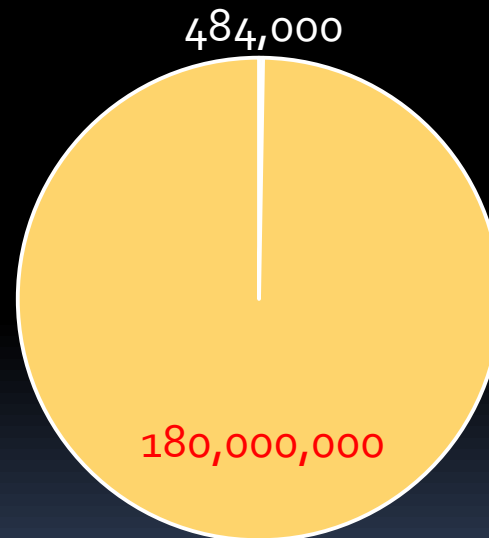


As China develops, the emerging middle-class demands rapid growth of international education in China



... but we see only the tip of the iceberg today

Int'l curriculum enrollment as % of
total G1-12 student body = **0.3%**

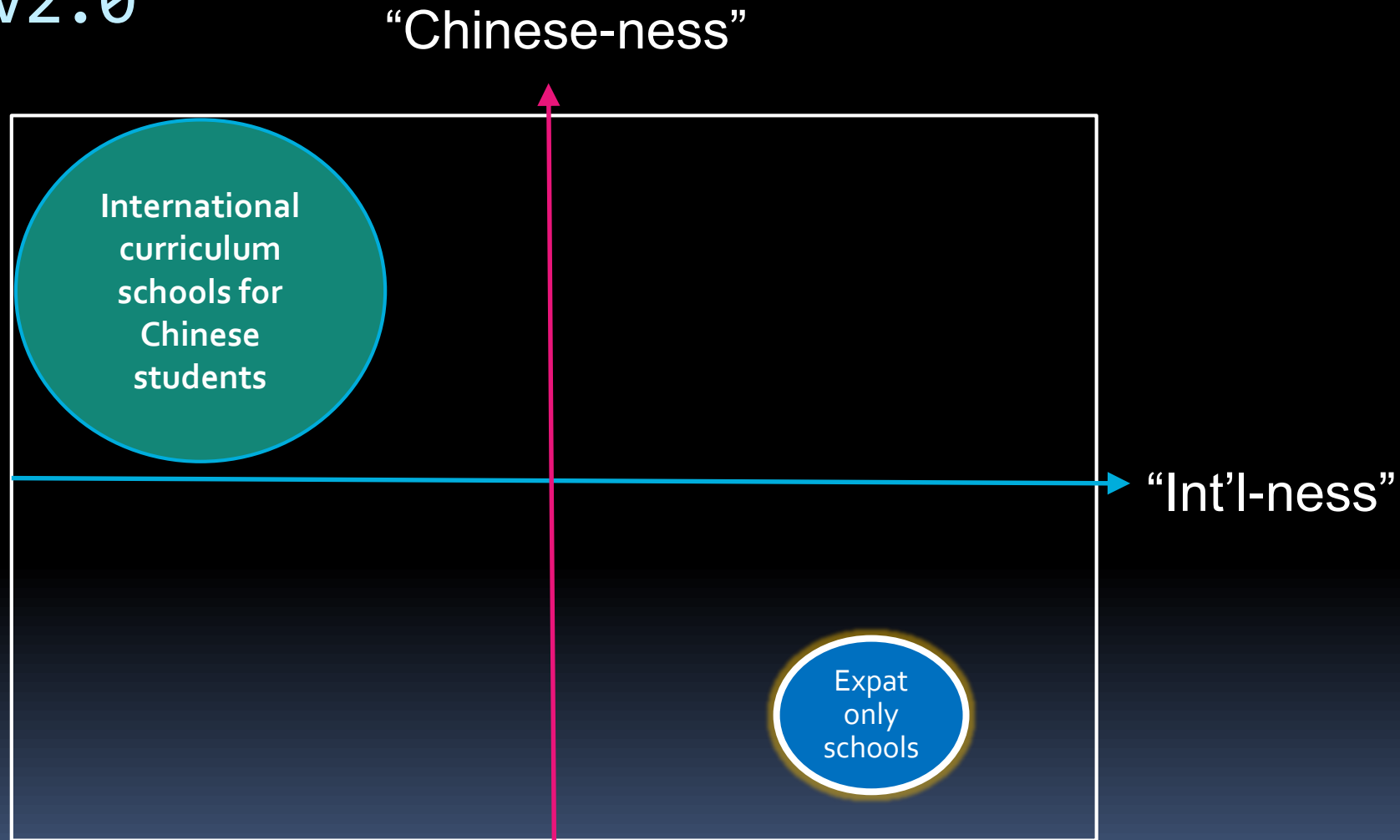


■ International Curriculum

■ National Curriculum

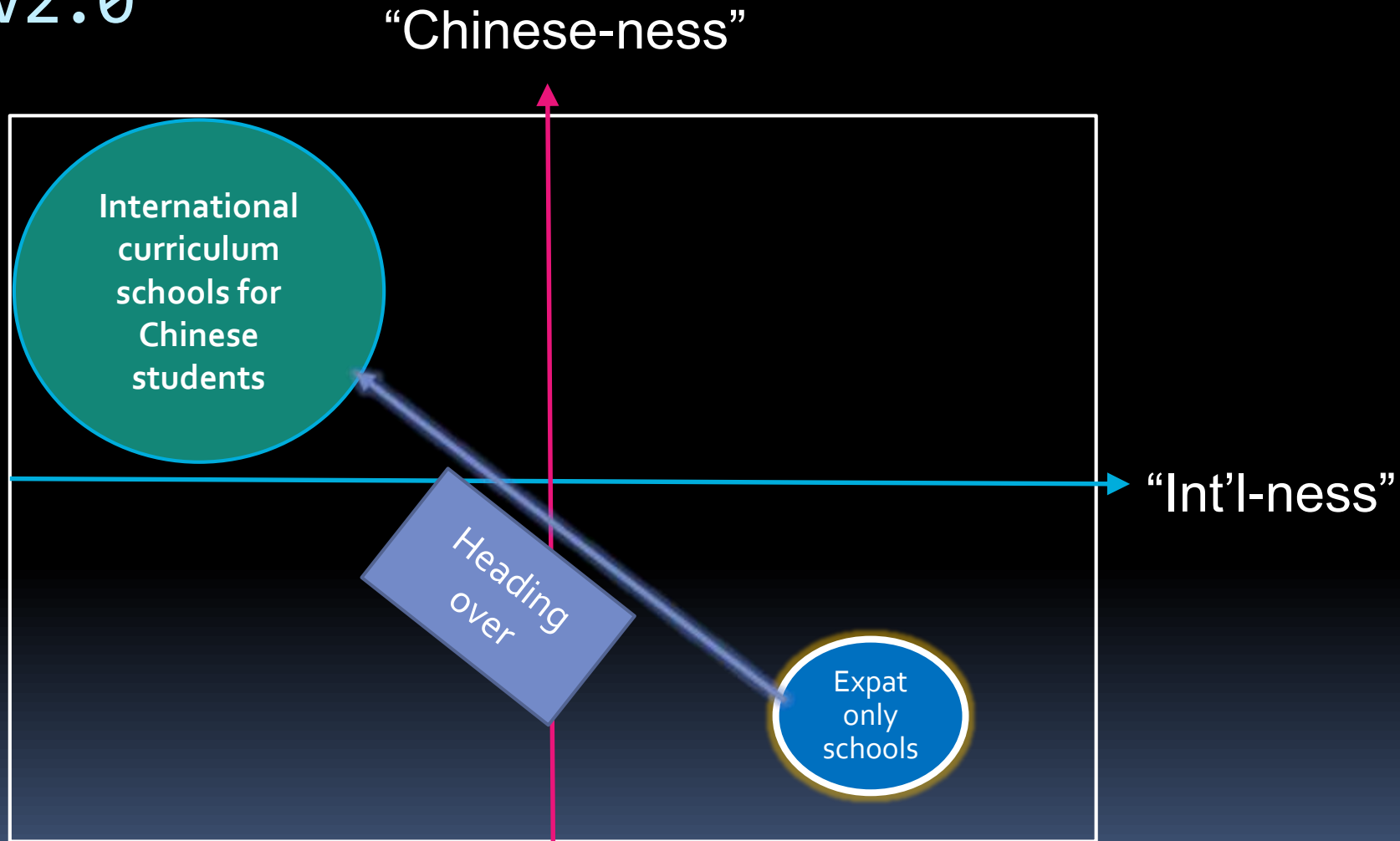
International education in China

V2.0



International education in China

V2.0



International curriculum schools: Expatriate vs Chinese

Student body

- Non-PRC citizens ONLY
- All citizens residing in China

Language of instruction

- English, or another foreign language
- Bilingual

Curriculum

- International
- Chinese + international

School size

- Small
- Small to big

Graduates

- Third culture, some return to China
- Study overseas, many return to China

International curriculum schools: Expatriate vs Chinese

Ownership

- Embassies, NGO, Association
- Private person, company, or group

For profit

- Usually not-for-profit
- G1-9 not-for-profit; others vary

Governance

- Board of volunteers/parents
- Board appointed by owners

International curriculum schools: Expat vs Chinese

Board

- Transient, diverse
- Long term, united under single dominant force

Objectives

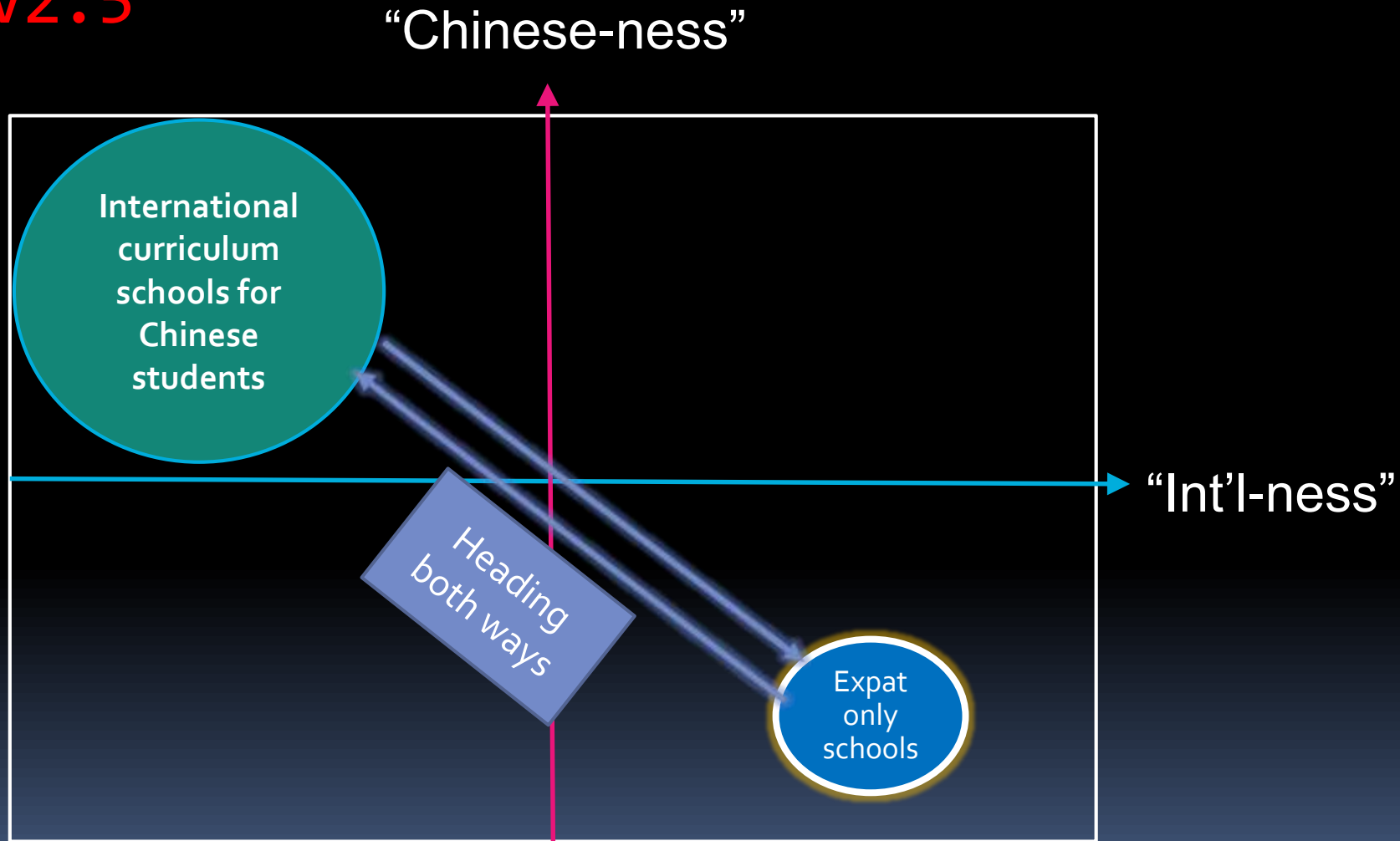
- “Good education”, community
- Want everything: Have the cake and eat it too

Oversight

- Little
- A LOT: Government, board, parents, community

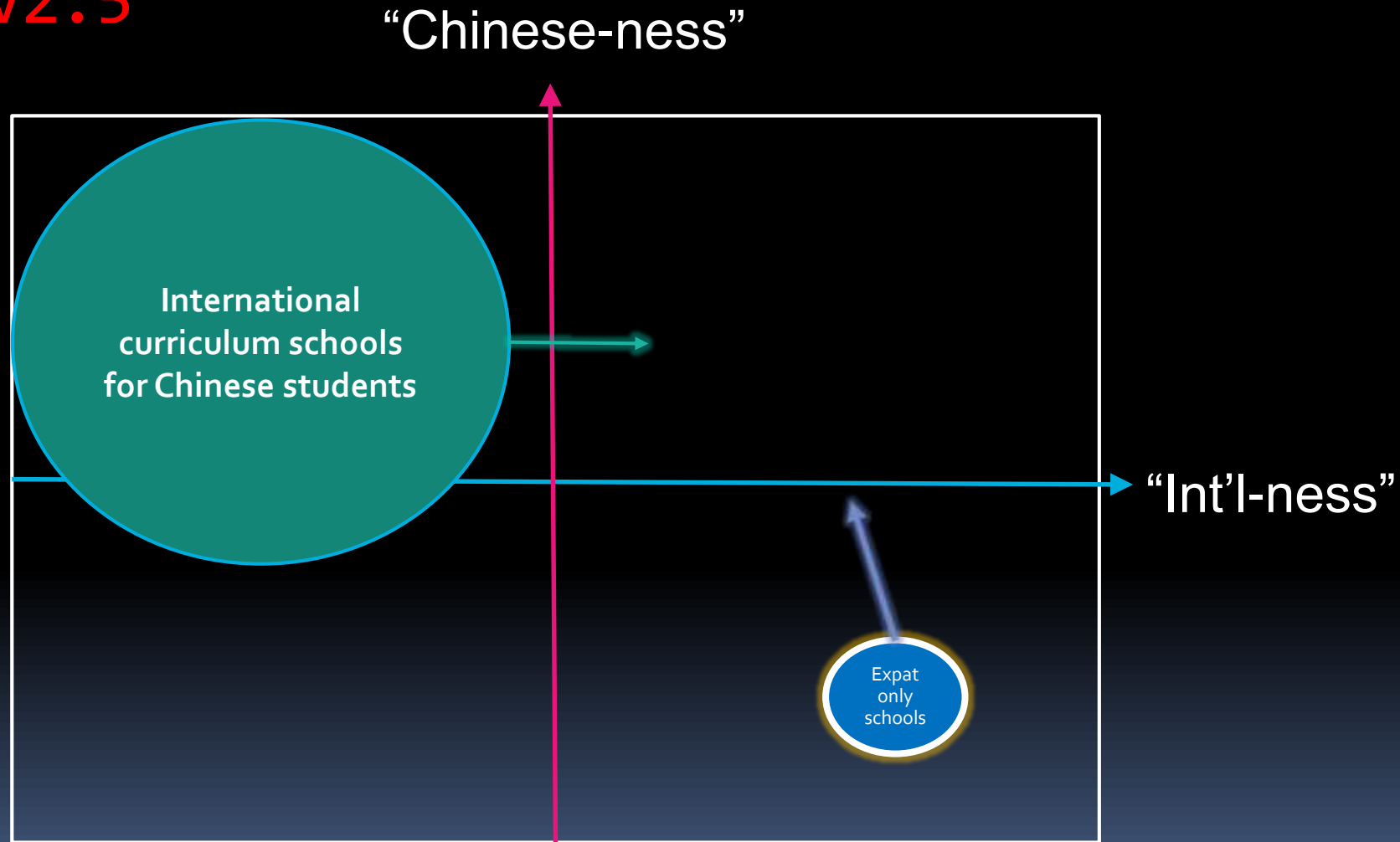
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V2.5



International education in China

V2.5



International education in China

V3.0

