

China-UK strategic alliances in higher education: key factors for their successful development

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Date: June 19, 2009

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Structure



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Distribution of Partnership Links in China



Three forms of HE

(enrolment rate %)

Elite : up to 15 %

Mass : 15-40 %

Universal : 40 %

(Source: Martin Trow, 1973, 2006)

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Increase of Enrolment in China by % of Age Cohort (18-22 years)

(source: Sheena Choi, 2004)

| | | | | | | |
|---------|------|------|------|------|------|------|
| Year | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
| Percent | 6.0 | 7.2 | 8.3 | 9.1 | 9.8 | 10.5 |
| Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2008 |
| Percent | 11.5 | 13.3 | 15 | 17 | 19 | 23 |

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Academic comparison (2004)

Number of Top Institutions by Country

| Country | Top 20 | Top 100 | Top 200 | Top 300 | Top 400 | Top 500 |
|------------------|--------|---------|---------|---------|---------|---------|
| 1 United States | 17 | 51 | 90 | 119 | 139 | 130 |
| 2 United Kingdom | 2 | 11 | 18 | 29 | 35 | 42 |
| 3 Japan | 5 | 9 | 13 | 13 | 26 | 36 |
| 4 Germany | 7 | 17 | 27 | 27 | 37 | 43 |
| 5 Canada | 4 | 9 | 16 | 19 | 23 | 23 |
| 6 France | 4 | 8 | 13 | 20 | 22 | 22 |
| 7 Sweden | 4 | 6 | 9 | 9 | 10 | 10 |
| 8 Switzerland | 3 | 6 | 6 | 7 | 8 | 8 |
| 9 Netherlands | 2 | 7 | 10 | 11 | 12 | 12 |
| 10 Australia | 1 | 6 | 8 | 11 | 14 | 14 |
| 11 Italy | 1 | 5 | 10 | 16 | 23 | 23 |
| 12 Israel | 1 | 3 | 4 | 6 | 7 | 7 |
| 13 Denmark | 1 | 3 | 4 | 5 | 5 | 5 |
| 14 Austria | 1 | 1 | 3 | 4 | 5 | 5 |
| 15 Finland | 1 | 1 | 2 | 4 | 5 | 5 |
| 16 Norway | 1 | 1 | 1 | 3 | 4 | 4 |
| 17 Russia | 1 | 1 | 1 | 2 | 2 | 2 |
| 18 Belgium | 1 | 4 | 6 | 7 | 7 | 7 |
| 19 China | 1 | 1 | 6 | 13 | 16 | 16 |
| 20 South Korea | 1 | 2 | 2 | 4 | 9 | 9 |
| 21 Spain | 1 | 2 | 2 | 4 | 9 | 9 |
| 22 Brazil | 1 | 1 | 1 | 3 | 4 | 4 |
| 23 Singapore | 1 | 1 | 1 | 2 | 2 | 2 |
| 24 Mexico | 1 | 1 | 1 | 1 | 1 | 1 |
| 25 New Zealand | 1 | 2 | 2 | 2 | 3 | 3 |
| 26 South Africa | 1 | 1 | 2 | 2 | 4 | 4 |
| 27 Hungary | 1 | 1 | 1 | 1 | 3 | 3 |
| 28 Ireland | 1 | 1 | 1 | 1 | 1 | 1 |
| 29 India | 1 | 1 | 1 | 1 | 3 | 3 |
| 30 Argentina | 1 | 1 | 1 | 1 | 1 | 1 |
| 31 Greece | 1 | 1 | 1 | 1 | 2 | 2 |
| 32 Poland | 1 | 1 | 1 | 1 | 1 | 1 |
| 33 Czech | 1 | 1 | 1 | 1 | 1 | 1 |
| 34 Chile | 1 | 1 | 1 | 1 | 1 | 1 |
| 35 Portugal | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 20 | 100 | 201 | 301 | 403 | 502 |

Source: The authors and <<http://ed.jtu.edu.cn/ranking.htm>>.

Comparison of Published papers

(2002-2004)

| Name of journals | World Top 3 universities | | | China's top 6 universities | | | | | |
|------------------|--------------------------|-----------|-------|----------------------------|---------|------|----------|---------|-------|
| | Harvard | Cambridge | Tokyo | Beijing | Nanjing | USTC | Zhejiang | Qinghua | Fudan |
| Nature | 197 | 88 | 75 | 6 | 1 | 1 | 3 | 2 | 5 |
| Science | 218 | 71 | 45 | 2 | 3 | 1 | 3 | 5 | 2 |
| Total | 415 | 159 | 120 | 8 | 4 | 2 | 6 | 7 | 7 |

USTC: University of Science and Technology of China
 Source: <http://learning.sohu.com/20060109/n241346667.shtml>

Comparison of HE System between China & the UK

| age | China | | | UK | | | | age |
|-----|-------------------------|-----------------------------|------------------------|-------------------------------|-----------------|--------------------------|--------------------------|-----------------|
| | HE system | | | England, Wales, North Ireland | | Scotland | | |
| | | | | ordinary | vocational | Ordinary | vocational | |
| 15 | Middle-level vocational | Ordinary High school | Vocational High school | GCSE | GNVA 1 | Scotland certificate 1 | GSVQ 1 | 15 |
| 16 | | | | | National GNVQ 2 | | GSVQ 2 | 16 |
| 17 | | | | A-level | GNVQ high | Scotland certificate 2 | GSVQ high | 17 |
| 18 | Professional HE 2-3ys | Undergraduate Degree 4-5 ys | Adult education | Undergraduate Degree 3 ys | | Undergraduate Degree 4ys | Undergraduate degree 4ys | 18 |
| 19 | | | | | | | | |
| 20 | | | | | | | | 20 |
| 21 | | | | | | | | 21 |
| 22 | | | | | | | Postgraduate 1 y | Postgraduate 1y |
| 23 | Postgraduate 3 ys | | | | | | Postg.1y | 23 |
| 24 | | | | | | | | 24 |
| 25 | | | | | | | | 25 |

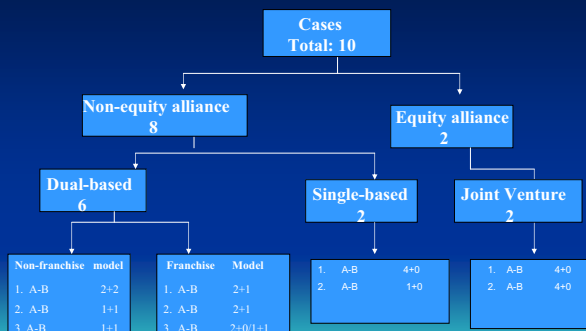
Source: translated from <http://www.anglo-chinese.com/C-E.htm>

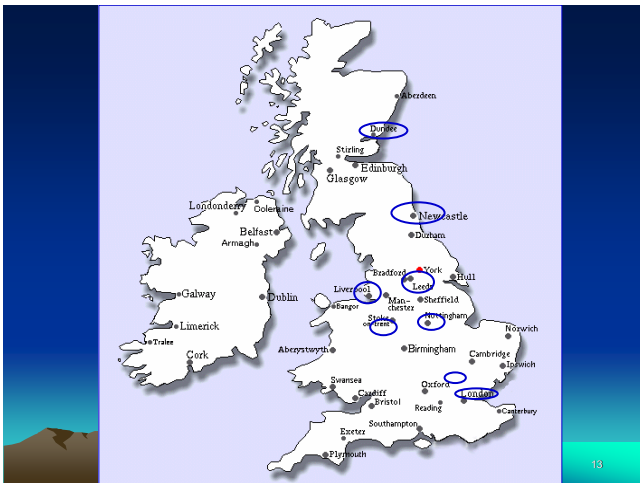
Methodology

Scope of the research

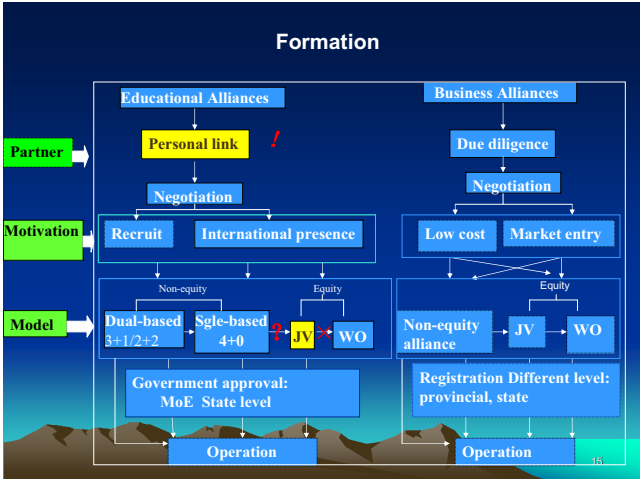
- Pilot study
- Data collection
 - 10 cases (20 organizations)
 - 45 interviews (China & UK)
- Interviewees:
 - Vice-chancellor, dean of department, program director, staff, students and graduates

Summary of Field work





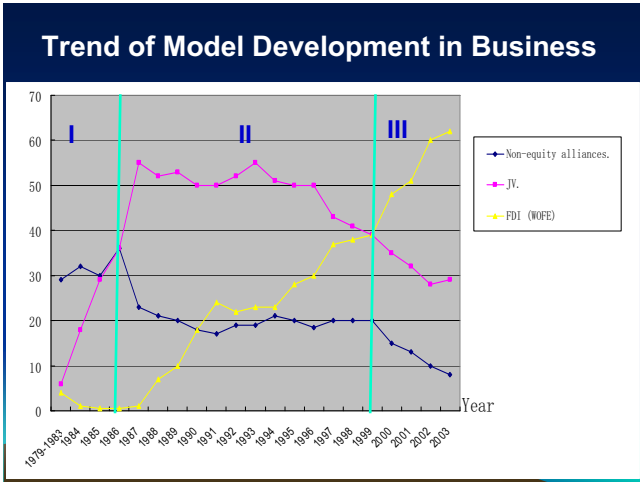
Findings



Partner selection (Nottingham Uni. Ningbo China)

“We have a **Chinese Chancellor**-Fujia Yang, former president of Fudan University of China. Ningbo of China is his hometown, and he was able to act as a **go-between**, so that the relationship built up steadily and eventually moved into formal joint negotiations.”

“totally invaluable, really crucial, it’s very very important because it got a lot of **trust**.”



Business and Educational Alliances

| Model | | Business | | Education (estimated) |
|------------|-----------|----------|---------------|-----------------------|
| | | 1985 | 2003 | 2007 |
| Non-equity | alliances | 29.9% | 7.15% | 98% |
| | JVs | 29.7% | 28.77% | 2% |
| Equity | FDI | 7% | 62.39% | 0 |

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Model Education and Business alliances

| | | Educational Alliances | Business Alliances |
|------------|----------------------|--|-----------------------|
| Non-equity | Dual-based | Taught in both UK and China 2+2, 3+1, 1+1 | Not comparable |
| | Single-based | Taught only in China (not a separate legal entity) 4+0 | Normal for JV |
| Equity | Joint-venture | Joint venture | Normal |

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Model 1 Non-equity Dual-based

- **Established resources** in China
- **No** academic staff from UK
- **Short-term** arrangement
- **Uncertainty**
- **Affordable**
- **Visa**

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Model 2 non-equity single-based

- **quick**
- no **organizational change**
- core **staff**
- developing the most **excellent young people**
- **ability** rather affordability

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Model 3 equity alliances - JV

- a **Chinese legal condition**
- **brand**
- an **asset** is:
 - available and specific
 - for non-profit
- **Location**
- **Seconded staff**
- **Unique**

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