

First Keynote Speech: 9:40-10:40am

Room: N-G/F-08



Professor Chi-Kin John LEE

The Education University of Hong Kong

Title: Internationalization of Higher Education and Hong Kong SAR's Role in the Greater Bay Area

Abstract

Internationalization has become a defining feature of contemporary higher education, and the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) offers one of the world's most ambitious initiatives in cross-border educational cooperation. This keynote examines and explores Hong Kong SAR China's role in the internationalization of higher education within this regional landscape. Drawing on the concept of internationalization at home and abroad (Knight, 2004), it first situates Hong Kong's universities within global trends in student mobility and regional integration. It then analyzes Hong Kong's strengths and considers how these assets position the city under “One Country, Two Systems” as a bridge between China and the wider world. The keynote explores the opportunities created by GBA integration, including cross-border campuses, joint research platforms and talent circulation, alongside the tensions that accompany deeper collaboration: regulatory complexity, divergent quality assurance frameworks, equity concerns and geopolitical pressures. It concludes with policy and institutional recommendations for building a more inclusive and sustainable regional higher education ecosystem. Throughout, it foregrounds the question of how internationalization can move beyond prestige metrics of ranking and performance toward genuinely transformative learning for all students and colleagues in universities.

Second Keynote Speech: 1:10-2:10pm

Room: N-G/F-08



Professor Moosung LEE

Yonsei University, South Korea

Title: Global Citizenship as Self-Authorship: Implications for Educational Internationalisation in the Greater Bay Area

Abstract

The Guangdong-Hong Kong-Macao Greater Bay Area is pursuing educational internationalisation at a scale and speed with few parallels. Yet the more successfully a region builds the structures of internationalisation, the more pressing a prior question becomes: what kind of person is internationalised education meant to form? This keynote argues that competitiveness alone cannot supply the value orientation of regional educational globalisation, and proposes global citizenship as self-authorship as a foundational principle.

Drawing on Ricœur's narrative identity, Levinas's ethics of the Other, and Appiah's rooted cosmopolitanism, I reconceive global citizenship not as an imposed moral obligation, nor as a portfolio of credentials, but as the ongoing rewriting of the self through encounter with the Other. The learner is a "belated author", who takes up their own story in response to others. Internationalisation is educative only when encounter changes the one who encounters.

This lens exposes a risk facing high-performing systems: "closed self-authorship", an elite cosmopolitanism in which mobility, languages, and international curricula are consumed for one's own advancement while the Other is reduced to a backdrop. Students may move toward the world yet remain unchanged by it.

Against this, I advance a rooted alternative. Global citizenship begins before a single face, in the family, school, and local community, and extends outward in concentric circles. By "bracketing" their belonging, learners remain committed to their own culture and nation while guarding against its absolutisation.

Three implications follow for educators. First, the measure of internationalisation should shift from what students acquire to who they become. Second, the educator's task is not to deliver global content but to design the conditions for encounter and give students the language to interpret it. Third, the GBA's cross-border diversity, often treated as a barrier, is its richest pedagogical resource: here the Other is in the neighbouring classroom, school, and city. An internationalised education worthy of the name forms persons who are rooted, yet open.

Third Keynote Speech: 3:25-4:25pm

Room: N-G/F-08



Professor Ly TRAN

Deakin University, Australia

Title: Geopolitics and Educational Internationalisation in East and Southeast Asia

Abstract

International education has long been shaped by global power relations, with Western countries and institutions playing a dominant role in defining its structures, norms and practices. However, new developments in educational internationalisation across East and Southeast Asia are contributing to a more multipolar global education landscape. The rise of education hubs, transnational education, offshore campuses, regional student mobility and cross-border partnerships is creating new centres of educational influence and new pathways for internationalisation. A growing number of affordable, high-quality destinations in East and Southeast Asia now offer internationally recognised qualifications, while universities across the region are rising in global rankings. Alongside established hubs, emerging and transitional destinations are also expanding their international education capacity.

This keynote examines how these developments are reshaping educational internationalisation in the region and challenging the traditional dominance of Western models and destinations. It considers how these changing regional dynamics in East and Southeast Asia are positioning international education as a vehicle for capability building, knowledge co-development, regional cooperation, research collaboration and intellectual diplomacy, with a role that goes beyond regional integration and harmonisation. The presentation also considers persistent tensions, including geopolitical competition, unequal partnerships, selective access, English and Western knowledge dominance, and the use of international education to advance national interests and soft power. It argues that multipolarisation does not automatically make international education more diverse or equitable. The challenge is to build more reciprocal, inclusive and locally grounded forms of internationalisation that foster equitable and mutual learning, regional cooperation and shared intellectual development.