

This research will explain how institutions in countries of different culture and traditions become increasingly similar to each other. The phenomenon of institutional imitation across states had been well described in scholarship in last decades. However, existing research does not systematically show processes, which allow to overcome an initial sense of normative threat of the existing social order, leading to situation when foreign model of organization becomes attractive and worth of implementation.

I want to study this phenomenon using examples of educational systems because, firstly, education is crucial for the processes of state-building, secondly, education is where group values are transmitted (crucial for the identity of the group), and thirdly, education is where states meet their citizens and have impact on their socialization.

The analysis will be conducted on the example of the evolution of the Chinese educational system between 1840s and 1990s. China is an interesting case, because Western institutional model encountered there a strong, local schooling tradition, grounded there since 13-14th centuries. Therefore resistance towards foreign model should be strong in this country. In the period under study the evolution of Chinese education system (imperial examination system) was influenced by a variety of factors: missionary schools run by Europeans, Japanese model of education (itself developed under influence from Germany and the US), proximity of British model in Hong Kong, and implementation of the Soviet model under Mao. In 1980s and 1990s during Deng Xiaoping's reforms a lot of changes were implemented which adjusted Chinese education to international (Western) standards.