Comparative Education & International Development (CEID) Dissertation Abstract Book

Students Studying in Comparative Education & International Development (CEID)

University of Edinburgh

Updated October 2022

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A Comparative Study of Internationalisation of Higher Education Policies in China: Peking University and Zhuhai College of Beijing Institute of Technology

Senqing Hu (Class of 2020)

- Abstract: Recently, there has been increasing interest in internationalisation. A growing body of evidence suggests that higher education internationalisation is becoming a common tread in educational research. How the concept of internationalisation is implemented in policy and practice has attracted considerable attention, both scholarly and popular. However, the China context has yet to be understood. The aim of this comparative study was to examine the role of internationalisation in Chinese educational polices and Chinese universities – Peking University and Zhuhai College of Beijing Institute of Technology. The method used in this study was an interpretive policy analysis. Evidence was presented which shows that internationalisation is happening in China. As a result of these investigations, suggestions were identified for future research.

A Comparative Study of Teacher Education in China and The United Kingdom from The Policy Borrowing Perspective

Xinyi Wang (Class of 2020)

- Abstract: This study stemmed from a global trend, which is the international assessment (like PISA) has risen national awareness of the importance of education quality. Raising education quality by reforming teacher education have therefore earned significant attention of policymakers in each country to ensure the education quality. The objective of this study is to compare the teacher education in China and the United Kingdom through the policy-borrowing lens. Based on the analysis of teacher qualification standard and teacher education related policies of China and the United Kingdom, a qualitative research with document analysis method were employed in this study. Through comparative analysis, the results revealed that, although there is no magical policy that can be used in each case, the differences offer scope for policy learning for each program. The findings showed that the main difference is that the PGCE has the stricter and more complicated selection process, while the selection of applicants in CTE is only through the university entrance exam. Additionally, at the pre-service stage, the theoretical knowledge and teaching skills for inclusive education are included in the teacher training curriculum in England, which is missed or superficially included in CTE. Moreover, both mentors in the two contexts need to be selected carefully and receive professional training to offer better support, CTE arranges less time for school-based training compared with that of PGCE. Furthermore, CTE offers scope for policy borrowing in moral pedagogy. Before concluding the possibility for cross-cultural and cross-national policy borrowing, specific contextual factors that decide the formulation and reform of teacher training program are summarized.

A Critical Analysis of Achieving Excellence and Equity: 2020 National Improvement Framework and Improvement Plan and 2020 National Improvement Framework Interactive Evidence Report– Applying Sen-Bourdieu Analytical Framework

Yingnan Qiu (Class of 2020)

- Abstract: The 'poverty related attainment gap' has long been an issue in Scotland. This notion refers to education achievement gap between children and young people from the most deprived and the least deprived areas. In 2016, Scottish government

published a national improvement framework on education, in which narrowing poverty related attainment gap is set as the priority of Scottish education. However, as 2018 PISA result showed, this attainment gap did exist and effort paid on education reform appears to make limited improvement. This research is conducted to explore why Scottish education reform fails to reach the expected effects. The research focuses on examining how poverty related attainment gap is presented in the policy. The policies examined in the research are 2020 National Improvement Framework and Improvement Plan (2020 NIF) and National Improvement Framework interactive evidence report (NIF interactive evidence report). Further attention of this research is paid on evaluating the measures and assessment taken in these two policies from an alternative aspect, i.e. Sen-Bourdieu analytical framework. Through these two steps, the research concludes that current education reform takes traditional resources-based approach to understand this attainment gap and enact interventions, which simplifies the real problems in the society. Therefore, measures taken in the policies could not fully solve the attainment gap.

A Critical Analysis of Cultivating Cross-Cultural Awareness in English Teaching in Mainland China Through English Textbooks for Junior High School

Jiangmei Shu (Class of 2022)

- Abstract: The development of globalisation has made the development of cross-cultural awareness a major priority. Education has a critical role to play in delivering cultural knowledge and promoting cross-cultural awareness. The Chinese government and education system both emphasise the development of students' cross-cultural awareness and cross-cultural communication skills. For example, the English curriculum standards issued by the Ministry of Education of People's Republic of China explicitly require the integration of cultural content into English teaching (Ministry of Education of People's Republic of China, 2022). In practice, the inclusion of cultural content in English textbooks is the primary means through which cross-cultural awareness is developed in school language instruction (Li, 2016). Therefore, this study seeks to critically examine the way in which cross-cultural awareness is cultivated via English textbooks, with a specific focus on textbooks commonly used by junior high school students in Mainland China. As my research object, I have chosen English textbooks "Go for It" published by the People's Education Press (PEP). To identify and categorise the cultural knowledge contained in the textbooks, I shall apply two theories. The first is Adaskou and Fahsi's (1990) taxonomy of culture, which distinguishes between the aesthetic, sociological, semantic, and pragmatic senses of 'culture'. The second is Harumi's (2002) trichotomy of culture, which distinguishes between three ways in which cultural and language education interact: (i) culture around language, which emphasises multicultural education and experiential studying, (ii) culture in language, which concerns manifestations of culture through the lexical and grammatical aspects of the target language, and (iii) culture through language, which concerns the manner in which language instruction presents the relationships between the target culture, the source culture, and global culture. My analysis uncovers a great deal of cultural knowledge and content in the selected PEP English textbooks. Moreover, this content appears to conform to the aforementioned trichotomy of culture model, suggesting an effort to cultivate cross-cultural awareness throughout the English teaching process. On the other hand, my analysis also finds several problems involving a lack of experiential learning, and the presence of stereotypes about Chinese culture and Anglophone

cultures, which indicates a failure to accurately reflect the cultural diversity both in China and in English-speaking countries.

Academisation and Teachers' Experience in UK Academy Trust Primary Schools: Practices of Standardisation and the Role of the Teachers

Bethan Bottomley (Class of 2022)

- Abstract: The recent publication of the UK White Paper declaring that all English schools will become academies by 2030 coincides with the commitment to achieving Sustainable Development Goal 4 of 'inclusive' and 'equitable' education. Academies in the UK are representative of the global trend towards establishing public, private partnerships in education, with a debate arising over whether the purposes behind this are in line with a human rights or a human capital approach to educational aims. This debate is followed with discussions on the semantic and discoursal assumptions behind the definition of 'quality', particularly in light of SDG4's commitment to achieving the goals through quality teaching. Alongside these academic discussions, the UK education landscape continues to struggle with a teacher retention crisis and the teaching profession has come under fire from governmental criticism. With this in mind, the relationship between policy makers and teaching practitioners has become a site for conflict and a better understanding of the (mis)alignment between policy aims and teacher's professionalism in academies needs to be examined in order to re-orientate policy and practice and achieve a shared understanding of quality education. The literature discussing academisation and its effect on teacher's autonomy has thus far predominantly focused on secondary and tertiary education, with the assumption that teachers are well informed on the SDGs. The following research assumes teachers as active policy agents within their contexts to decipher how academisation impacts their ability to deliver quality education, and indeed what quality in this context means to them. Using Sen and Naussbaums's capability approach and a case study of one academised primary school in a socio-economically deprived area the research discusses quality in relation to how teachers understand the purpose of their role, the importance of flexibility within standardised models and suggests areas for further research into school leadership and pedagogical training.

A Critical Exploration of the Role of Parental Involvement in Student Academic Achievement within the Context of Secondary Schools in China.

Jialin Yu (Class of 2020)

- Abstract: **Background** Education is greatly valued by Chinese as a way to success for all the children. However, the huge socioeconomic status (SES) gap within the country has led to SES-related educational attainment gap which worsens educational inequalities in China. **Aim** The purpose of this research is to gain an in-depth understanding of why and how parental educational levels (PELs) influence Chinese children's academic outcomes in lower secondary schools. **Methodology** To achieve the goal, this research adopts a two-stage secondary analysis strategy. Firstly, based on Programme for International Students Assessment (PISA 2018), this research begins by exploring the relationship between parental educational levels (PELs) and students' academic achievements (PISA scores in the study). In the second stage, a systematised literature review of 12 studies has been carried out to gain a better understanding of how and why PELs can play such a role in children's learning. **Findings** Based on the PISA dataset

for Chinese lower secondary pupils, a significant positive but small correlation is identified between PELs and children's academic outcomes. This relationship is explored further in the systematised review and it became apparent that parental involvement plays a role in this relationship. Three roles of parental involvement are identified in contributing to student academic achievements: direct help, value conveyance and environment support. From the results, it can be seen that parents with higher education levels are more likely to effectively get involved in children's education. Meanwhile, effective parental involvement also can be a protective factor to children of disadvantaged backgrounds in academic achievements. The findings of this research are expected to give parents, schools and policy makers a possible new perspective to improve inequalities in Chinese education.

A Critical Policy Analysis on Changes in China's Higher Education Internationalisation Policy between 2000 and 2020 and Model of China's Higher Education Internationalization

Mengqi Sun (Class of 2021)

- Abstract: This dissertation selects six of China's higher education internationalization policies between 2000 and 2020 as the research objects through criterion sampling. It adopts a critical policy analysis, with outbound mobility, inbound mobility and transnational higher education as themes, to study socio-economic inequality in China's HE internationalisation policy, the change in approach and to what extent China's approach reflect the cultural-integration model proposed by Maringe, Foskett and Woodfield (2013). Findings are divided into three aspects. First, findings reveal that some of China's approaches to internationalization reflect socio-economic inequality. For example, educational resources are allocated preferentially to eastern China, which has a socio-economic advantage; the promotion of studying abroad and joint Chinese-foreign institutions reinforces the inequality of educational opportunities caused by socio-economic inequality. However, at the same time, the recruitment of international students and foreign teachers could make up for the inequality of educational opportunities and resources to some extent through promoting internationalisation at home. Second, the changes in approach to China's internationalization of HE reflect the incremental characteristic, which means the approach is developed based on the previous one. In terms of promoting outbound mobility, recruiting international students, and attracting top talents, the scale has expanded, and the approach has gradually become more targeted. Regarding joint Chinese-foreign institutions and recruiting foreign teachers, China's focus has shifted from the number of teachers and institutions to quality. Third, in addition to cultural exchanges, China attaches importance to improving the quality of education and establishing world-class universities through HE internationalization. Therefore, the cultural-integration model proposed by Maringe, Foskett and Woodfield (2013) cannot perfectly explain China's model of internationalization of HE. China's HE internationalisation model is more inclined to combine educational development and cultural exchanges to enhance the influence of China and its education.

A Discursive Analysis of SDG4.5's Implementation in Scotland – Supporting Widening Access for Disadvantaged Young People

Stephanie Berke (Class of 2020)

- Abstract: Through this paper, the author seeks to understand the integration of the Sustainable Development Goals into higher education policy in Scotland. This paper will, therefore, use critical discourse analysis to understand the implementation of SDG4.5 in Scotland, with a particular focus on how this target complies with widening access initiatives for disadvantaged students in Scottish Higher Education.

A Nietzschean and Educational Analysis of *Whiplash*: From the Perspective of Philosophy and Education

Yongqiang Liang (Class of 2021)

- Abstract: Whiplash creates tensions between morality and the pursuit of greatness, pain and education, raising many philosophically interesting questions. Nietzschean philosophy and Mintz's philosophy of education squarely confront these issues. Most of the research that has been done on Whiplash is from the perspective of philosophy itself, yet there has been relatively little analysis from the perspective of philosophy of education. Thus, this dissertation aims to analyse the embodiment of Nietzschean philosophy on the pursuit of greatness and morality and Mintz's philosophy of education on the role of pain in education in Whiplash from both perspectives of philosophy and philosophy of education. On the basis of this analysis, reflections and inspiration on moral responsibility in teaching are given in relation to David Hanson's philosophy of education. Whiplash as thought experiment is the approach for analysis. The analysis revealed that Whiplash is a partial embodiment of Nietzschean philosophy, but could not be justified by Mintz's philosophy of education, which brings us to rethink the moral responsibility in teaching. Also, film as thought experiment is an effective way to approach philosophy of education, allowing us to think about the philosophy of education in a new way.

A Phenomenological Analysis on the Wellbeing of Chinese International Students at the University of Edinburgh during COVID-19

Xinye Song (Class of 2021)

- Abstract: Wellbeing has been widely discussed, and the definition and measurement of wellbeing have been debated. Student wellbeing has become an essential part of higher education policy. In addition, initiatives have prioritised student well-being and mental health, and researching student well-being in higher education is necessary. In late 2019, a highly transmissible virus has emerged worldwide, known as COVID-19, which can cause a range of symptoms if infected. In order to curb the spread of COVID-19, every country has taken several measures, including means such as keeping social distance and travel restrictions. Universities worldwide have also closed their campuses because of COVID-19, and students and teachers have had to deal with this sudden change from offline to fully online teaching and learning, which has been extremely challenging for students and teachers alike. The change in learning lifestyle due to social restrictions has impacted the wellbeing of some international students. In order to gain a clearer understanding of the wellbeing of Chinese international students at the University of Edinburgh, this study collected data through interviews and Blog writing. It analysed the data through template analysis to gain an understanding of the

wellbeing of Chinese international students. The study explores Chinese international students' perceptions of their wellbeing and what factors influence their wellbeing, and perceptions of the support offered by the University.

A Virtual Ethnography Research: Learners' Perceptions of Massive Open Online Courses (MOOCs) Motivations and Development of Intercultural Communicative Competence (ICC)

Xuanyu Lu (Class of 2020)

- Abstract: Since Massive Online Open Courses (MOOCs) entered our education industry, its characteristic of being free from the constraints of time and space has had many consequences on formal education, especially higher education. MOOCs have been a controversial and attractive area for scholars to discuss its teaching methods, evaluation methods, negative issues and merits. However, in these discussions, few studies focus on the views of learners, and there is a dearth of research into leaners' comments in the MOOCs discussion forum. In addition, attracting learners from a variety of backgrounds, MOOCs are well positioned to encourage virtual, intercultural communicative competence (ICC), which is another area that needs to be further researched, since ICC is mostly studied in foreign language classrooms. This study addresses these gaps in the literature, and it focuses on studying learners' motivation to enrol in MOOCs, and how their ICC has developed through an English MOOC course and a MOOC on ICC, through a virtual ethnography and an analysis of learners' comments. The analysis results of this article have practical significance. For the MOOC platform builders and course designers, understanding the learners' motivations and their outcomes of intercultural competence will help educators design more attractive courses and enrich their cultural achievements. For other learners, the research in this article has reference value for their motivational exploration and intercultural competence requirements. Meanwhile, this study is expected to offer a reference and enlightenment for the research field of MOOC and intercultural competence, reflecting the research value of comments and the feasibility of joint research between intercultural competence and the MOOCs.

An Analysis on the Wellbeing of the Students in Primary School in Jinagsu Province from the Perspective of Their Parents Under the Alleviate Students' Burden Policy

Chuyi Liu (Class of 2021)

- Abstract: Chinese authorities have enacted policies to address the pressure on Chinese primary school students, parents and teachers to reduce the burden of education. Although it has been an enduring topic of discussion in China, much pressure is still being placed on teachers and students, as noted in previous literature. This paper examines the impact of the "Reduce the Academic burden" policy on parents, focusing on parents in Jiangsu Province in Eastern China. This study considers whether the shift in education puts pressure from schools to parents or if it contributes to the improvement of students' well-being from the parents' perspective. It also considers whether a reduced education can reduce inequality in education. A mixed research approach is used in the form of questionnaires and in-depth one-to-one interviews. The final results indicate that, from the parents' perspective, the Alleviating burdens on Students policy improves their children's well-being to some extent, but it has shifted

the pressure from the school and teachers to the parents. The policy has no significant impact on educational inequality. This study, therefore, analyses the issues with this policy from the parents' perspective and suggests ways in which it can be improved and enhanced.

China's International Branch Campuses in Southeast Asia: The Chinese Government's Support and the Roles of Regional Development

Qibo Feng (Class of 2020)

- Abstract: While the research on transnational higher education (TNHE) received tremendous attention among researchers and China's TNHE has developed rapidly in the world, the relevant researches are no particularly oriented towards China's international branch campus (IBCs) in Southeast Asia. The objective of this thesis is to elucidate the Chinese government's attitude toward the development of China's IBCs in Southeast Asia, and the roles of China's IBCs in Southeast Asia. This study applies a qualitative approach, engages documentary analysis, and combines thematic analysis. The thesis explores the Chinese government's support for the establishment of China's IBCs in Southeast Asia and the contributions of China's IBCs in Southeast Asia in regional cooperation and development. Moreover, the thesis focuses on the relationships between China's IBCs in Southeast Asia, and globalization, internationalization, and regionalization, and these connections provide a general thought for the future development of China's IBCs in global, international, and regional dimensions. The thesis argues that, to some extent, the Chinese government supports the development of China's IBCs in Southeast Asia, but the support needs to be strengthened. China's IBCs in Southeast Asia play roles that promote regional cooperation and development, yet the outcomes of the roles need the test of time.

Chinese Female International Students' Self-identity Formation in Transnational Settings

Yi Shi (Class of 2020)

- Abstract: Internationalisation of higher education has led to rising students' mobility. Chinese students made up the largest grouping of international students in the UK. This study set out to explore Chinese female international students' decision-making process of studying abroad and their perceptions of transnational experiences. Their self-development and gendered identity were also discussed in this study. This study adopted qualitative approach to explore participants' experiences in-depth. Findings indicate that participants were mainly driven by better job prospects, the desire for intercultural experiences, individual growth, and recommendations from significant others to study abroad. Fierce competition and low teaching quality in the home country could push students to study abroad. This study highlights the self-determination of Chinese female students while made their decision of studying abroad. Moreover, this study highlights Chinese international students' agency and reflexivity in coping with challenges and intercultural adaptation in transnational settings. It is observed that students themselves form their identities rather than having it passively formed by others. In addition, the present study reports the tension between females' desire for individualisation and constraints from traditional socio-economic norms in China. Moreover, the findings may inform the practice of higher

education institutions in constructing a diverse environment and providing resources and support for international students to help them adapt to intercultural settings.

Critical Discourse Analysis of China's Double Reduction Policy
Yiyao Cao (Class of 2022)

- Abstract: Policy analysis has become a focus in the international education space as the process of globalisation brings new policy content and a new production mechanism of policy. Policies in new times are framed by discourses with which they articulate the political authority and construct the knowledge of the world. In 2021, China initiates a new round of educational reform, publishing the Double Reduction policy. This research aims to investigate the policy text to gain deconstructed knowledge about the reform and explore the discursive construction around 'quality' and 'equity/equality'. The research adopts Critical Discourse Analysis (CDA) as methodology, and Fairclough's approach to CDA is employed to analyse the text. The study reveals the ideological construction behind and policy, and the framing of the policy through discursive work directs audience's attention away from what is not said. Also, constructions around discourse of 'quality' and 'equity/equality' are connected with suzhi and junheng discourses, and they both present or reshape particular social realities.

Durable Solutions for Refugees: A Systematic Review of Literature on Syrian Refugee Education in Lebanon
Ningyi Li (Class of 2020)

- Abstract: This study explores the challenges that Syrian refugees confronted when displaced in Lebanon, as well as their consequences on education. Using meta-ethnography, I conducted a systematic literature review to analyse and evaluate the latest empirical research on Syrian refugee education in Lebanon. Following the protocol of a systematic literature review, six studies were included in the final review. Overall, included studies show that Syrian refugees face multiple and overlapped legal and civil barriers, not just in education, but in nearly all aspects of their lives. The main thrust of this study highlights how Lebanese and Syrians have both suffered from this largest humanitarian crisis and the urgent need to rethink durable solutions for refugees.

Education for All: Analysis of Local Policies in Bhutan and China Regarding Inclusive Education in SDG4
Xihua Zhang (Class of 2020)

- Abstract: The Sustainable Development Goals (SDGs) provide a vivid and clear vision for global development. SDG4, the key driver for other goals, strives to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. A key feature of the SDG4 is the focus on the term inclusion. It provides a global educational framework for countries to improve the education situation of the most vulnerable and marginalised children. Influenced by SDG4, many countries, including Bhutan and China, have been moving towards inclusive education. This thesis mainly focuses on the policy analysis addressing the issue of how inclusive education in SDG4 is interpreted and incorporated in the local policy. It discusses the background, the process of policy formulation as well as the implementation of the inclusive education policy in Bhutan and China. Barriers and challenges of developing and implementing

SDG4 in these two countries are examined and corresponding suggestions are provided for countries that hope to achieve inclusive education.

Educational Quality, University Strategies and League Tables: A Case Study of the British North Preston University

Antonia Voigt (Class of 2020)

- Abstract: University ranking systems are a prominent feature of the late 20th and early 21st century Higher Education sector. Despite considerable research on the ranking systems themselves, very little is known about how they affect the everyday life of middle managers in universities. This dissertation explores how student- and funding-oriented ranking systems influence middle-managements' decision-making processes in a British case study university. This project used four data collection methods: (a) semi-structured interviews with middle management staff, whose responses are contextualised through (b) data collected through a documentary analysis of senior management meetings and (c) strategy records, and (d) a semi-structured interview with an ex-vice chancellor. The main findings are (1) commercial student-oriented ranking systems are seen as flawed yet important and have some relevance for the internal management (2) governmental student- and funding-oriented ranking systems, for example the National Student Survey (NSS) and Research Excellence Framework (REF) are viewed as much more reliable than commercial ranking systems and used consciously for decision-making. The strategic Key Performance Indicators (KPIs) demonstrate a close alignment with either ranking systems or ranking indicators, resulting in a circular feedback-loop. The dissertation concludes that the concepts of educational quality in ranking systems have to a considerable extent superseded the university's own understanding of quality.

Exploring Professional Learning Community Features in China and Singapore

Rona Luo (Class of 2022)

- Abstract: Faced with increasing demands for education from different stakeholders, educators and policy makers are always in search of strategies to improve education. Professional Learning Communities (PLCs) have been considered effective in improving education, especially in terms of student learning outcomes, thus PLC has been widely researched in academia. However, PLC is believed to be originated in western countries, and most current research is based on the western contexts, ignoring social and educational contexts in many other countries in the world. This study aims to explore how five PLC features proposed by Shirley M Hord are situated in China and Singapore. This study conducted a comparative systematic review of sixteen research papers on PLCs in China and Singapore from 2019 to 2022. Results from this study indicate that PLCs in China and Singapore demonstrate both similarities and differences in each of the five features, which may reflect the distinct national contexts of these two Asian countries.

Exploring Teachers' Democratic Assignments in Citizenship Education: A Critical Discourse Analysis of Citizenship Education Policies in Mainland China and Hong Kong

Wincky He (Class of 2021)

- Abstract: Teachers' democratic assignment (TDA) is an investigation into how democracy, as a curriculum content in education, is transformed into teacher practices. In today's globalized society, it is inextricably linked to teacher professional development. As UNESCO proposed SDG 4 in 2015, announcing the critical role of globalized citizenship, many researchers have studied citizenship education (CE) to discuss how to achieve citizenship cultivation while interest-holders from the national and global levels are implicitly competing for dominant rhetoric in CE. Teachers, as the ultimate CE providers, are positioned as agents to deliver the dominant rhetoric implicitly in the CE system. As a result, the focus of this dissertation is on TDA in CE policy. This study uses Mainland China and Hong Kong as a comparative context to better understand CE development in various sociopolitical contexts, as well as to investigate how CE policy legitimizes teachers' roles and powers. Fairclough's Critical Discourse Analysis is the research method used in this dissertation (CDA). The findings of this study show that dominant rhetorical discourses are embedded in CE policies in both regions. Second, the emphasis in both policies is on national citizen cultivation versus global citizen cultivation. Furthermore, the policies that legitimize teachers' roles and powers are differentiated accordingly, while the common emphasis placed on the student-oriented role in the teaching method indicates a critical thought towards citizenship cultivation. Furthermore, the CE policies in both regions reflect limitations in teachers' given power to deliver democratic content, which should be avoided. The study's main conclusions are that the sociopolitical contexts in Mainland China and Hong Kong create different CE systems embedded with specific values and goals, influencing TDA in CE policy. Further research aimed at the implementation of CE policies is strongly advised.

Foreign Language Education Policy Changes in China's Higher Education under the B&R Context

Yue Zhao (Class of 2020)

- Abstract: Foreign language education policy (FLEP), the policy about how foreign language education are managed and implemented in educational institutions, could be affected by political, social, economic, and international reasons. FLEP in China's higher education in this decade has significantly changed since the Belt and Road (B&R) launched in 2013. B&R, the new platform for international cooperation initiated by the Chinese Government, makes growing demands on language talents for China to facilitate the collaborations. In order to strengthen the cooperation and relationships with other participating countries, China strategically changes its FLEP based on the demand of B&R. Chinese universities also change their FLEP to respond both national changes and B&R. Although a growing number of researchers look at the impact of B&R on FLEP in China's higher education, most of related studies still focus on how FLEP could be modified in the national and institutional level to meet the need of B&R, which means the potential methods and possible suggestions. However, little research has been done on how FLEP in Chinese universities has been changed since B&R launched. Therefore, this study is to explore how Foreign language education policy in China's

higher education strategically changes under the B&R context. This study adopts comparative case study as the methodology to understand FLEP changes in Beijing Foreign Studies University (BFSU) and Beijing International Studies University (BISU) in three axes: the transversal, vertical and horizontal axes, through analyzing policy documents. Transversal tracing refers to the historical analysis of FLEP in China and in both universities before B&R. The vertical comparison analyzes the interactions on FLEP changing between actors across B&R, the national and provincial government, as well as BFSU and BISU. The horizontal comparison explores the similarities and differences of FLEP changes between two universities within Van Els' framework. The main findings of this study suggest that BFSU and BISU respectively change their FLEP in two ways in response to B&R and governmental policy changes at national and provincial levels. One is to expand and strengthen lesser-used language programs, inclining to those spoken in East Europe, Asia, Africa, the key regions cooperating with China in B&R. The other is to adopt creative education models in FLE, including interdisciplinary language major program, regional joint degree program and international joint or double degree program. These two main changes in FLEP are not made individually by the universities. Instead, FLEP changes are policy appropriation of both universities in response to the specific demand of B&R as well as the national and provincial FLEP changes. The internationalization, economic and political issues are the main rationales in FLEP changes in China's higher education under B&R context.

Gender Gaps in Global Competence of Graduate Students and Other Factors Influencing Global Competence: A Case Study in Context of China

Di Niu (Class of 2021)

- Abstract: The purpose of this quantitative study is to investigate the gender gaps in global competence (GC) among graduate students (i.e., Masters' and doctoral students) as well as the influence of geographical origin and educational level of graduate students on their GC at the Faculty of Electronic and Information Engineering in Xi'an Jiaotong University. Gender equality in education is more than simply men and women having equal access to all levels of education. Instead, it should consider more variables that influence the advantages and disadvantages of men and women in a globalised and competitive society and labour market. In globalisation, GC is a crucial competence for graduate students to succeed in the future. In this regard, this research identifies the balanced GC development of men and women as an integral part of gender equality evaluation systems. However, although GC as a whole has garnered considerable interest, few prior research had concentrated exclusively on gender equality in GC. In order to evaluate gender equality among graduate students in terms of GC, the research compared the GC level between male and female graduate students in the faculty. This study also takes into account the particularity of the Chinese context, thus exploring the influence of graduate students' geographical origin and educational level on their GC development. Such a study is essential to take a more comprehensive view of gender equality in graduate education in line with the inevitable globalisation and a specific context. The research approach adopted in this research includes a quantitative case study methodology and the online questionnaire survey method. A proposed 'Global Competence Scale for Graduate Students' (Liu et al., 2020) was utilised to measure graduate students' GC in this study. In the questionnaires survey, the sets of items using a 5-point Likert scale include the three dimensions of GC: 'Knowledge and Understanding', 'Skills', and 'Attitude and Values'. The findings from this research

suggested that there are no gender gaps among graduate students in GC. It also found that the urban sample showed higher ratings in GC knowledge and skill than rural ones, and PhD students outperformed master's students in terms of GC attitude. The main conclusions drawn from this study are there is a positive outcome for gender equality in the case, while urban-rural disparities deserve further attention and balance from higher education institutions and policymakers. It is interesting to note that earning a PhD prompts women to hone their GC skills, but not males. But obtaining an more advanced higher education degree benefits both male and female samples in developing their GC attitude.

Global Citizenship Attributes: A Case Study of a Summer Study Abroad Programme in China
Nan Li (Class of 2020)

- Abstract: This paper considers the study abroad programme and its relationship to global citizenship by describing and examining through a cosmopolitan lens the interactions of one particular summer study abroad programme. This small qualitative case study investigates participants' experience via semi-structured interviews and materials related to the programme such as brochures. Rather than provide a clear-cut answer to whether the study abroad programme has impacted on the cultivation of individuals' global citizenship attributes, the paper paints an intricate picture of various effects, illustrating the ways that the programme has entrenched individuals' notion of cosmopolitanism, which has contributed to their idea of reciprocal collaboration and the open stance towards diversity. More precisely, this paper explores different types of cosmopolitanism. Despite the generally positive influence, experiences of the study abroad programme have also been likely to undermine one's belief in cosmopolitanism. The paper therefore depicts a complex situation involving different phenomena across the cohort in terms of global citizenship attributes and the consequent impact on individuals' academic and professional trajectories. The paper concludes with recommendations for future research, and provides suggestions for government with a view to enabling the better regulation of the study abroad market to create an equal environment where disadvantaged individuals have opportunities to develop their global awareness.

How Does Racial Discrimination Shape Secondary Schools Teenagers' Perception of their Social and Racial Identities in the UK?
Ashley Liu (Class of 2022)

- Abstract: With the realization of international development and globalization developing rapidly, the concept of racial discrimination has also been brought up to a significant position to be discussed without hesitation, especially in highly multicultural and multi-ethnic countries. Aiming at providing a more effective and comprehensive understanding of the connection between racial discrimination and racial identity development among teenagers, this study proposed three relevant research questions to explore the connections. Based on the research context of the UK and the research type of basic qualitative research, secondary school teenagers' interview texts were chosen as secondary data to approach this issue of racial discrimination. Deployed document analysis to generate data, and thematic analysis to interpret data, also by assessing institutionalized racism and personal racism that was introduced in the

literature review chapter, three themes have been synthesized to examine and explain how secondary school teenagers build their racial and social identities under the effect of racial discrimination they perceived. These themes include external influences that are mostly affected by institutionalized racism in school and internal influences that concern more personal factors, such as senses of belonging, negative feelings, and engagements with identity developments. The third theme Ethical Difference mainly explored the featured cases of difference among students of different races, also some additional cases in other countries.

Job Satisfaction and Motivation among Lower Secondary School Teachers in Shanghai

Huan Jiang (Class of 2020)

- Abstract: The teaching profession is losing attraction in many countries, which motivates researchers to explore job satisfaction in education. Job satisfaction among teachers is not only associated with teachers' retention and turnover but also influence students' wellbeing and academic achievement (Monyatsi, 2012). The research aims to investigate how job satisfaction among shanghai teachers is and what factors contribute to job satisfaction in different years, based on a secondary data from the Teaching and Learning International Survey (TALIS) 2013 and 2018. Both teachers' and principals' questionnaires were used to selecting data as factors relating to job satisfaction at the teacher level and school level. The research adopted the Hierarchical Linear Modeling (HLM) to figure out the relationship between job satisfaction and the selected factors. The result found there's an increase in job satisfaction across the years. It is also confirmed that teacher' participation, teachers' social status, satisfaction with salary, workload stress, teacher-student relationship, teacher cooperation and teacher self-efficacy significantly relate to job satisfaction with both the profession and the work environment. At the school level, only school climate showed a significant job satisfaction with job satisfaction at both dimensions. Across the years, the paper suggested that there is nearly no significant change happen in the relationship between job satisfaction and predictors.

Look into Different Patterns of Global Citizenship Education in China, South Korea and Scotland through the Lens of Students as Change Agents

Yingjia Zhou (Class of 2020)

- Abstract: In this increasingly interconnected world, arising challenging global issues such as climate change, financial crisis, and current COVID-19 pandemic urge for effective solutions. Equipping young generations with international awareness and global competences has become one of the most urgent mission of education around the world. This study focuses on analyzing GCE pattern in the context of Shanghai (China), South Korea, and Scotland. Through thematic analysis methodology using secondary data under the framework of student as change agents, this study argues student agency in these three patterns are faced with both opportunities and challenges in different aspects.

Low-Fee Private Schools in Public-Private Partnerships in the Global South: The Solution to Socioeconomic Inequities in Provision?

Maria-Rafaela Kaldi (Class of 2020)

- Abstract: The rapid upscaling of low-fee private schools (LFPS) in the Global South has been met with great controversy in education and development communities, as numerous studies have proven that, despite claims of affordability, these schools are rarely accessible to the poorest children. In response to these equity implications, LFPS have begun entering public-private partnerships (PPPs) with governments, with the goal to increase equitable education access to children of lower socioeconomic status (SES). Nevertheless, evidence of the impact of PPPs on equity is both scarce and inconclusive, while critics suggest that these partnerships may be reinforcing inequalities. This study aims to address these concerns by conducting a systematized review of all existing evidence of the equity impacts of PPPs with LFPS. Findings suggest that PPPs are in most cases more affordable than regular LFPS, while the intervention with the highest likelihood of reaching children of lower SES appears to be subsidies for the creation of new LFPS in rural, underserved areas. However, most children in the PPPs examined appear to be of more advantaged backgrounds, as non-fee expenditures and selective admissions practices remain significant barriers to equitable access for the poorest children. For PPPs to better align with their targets, it is suggested that policymakers adopt PPP models that allow for more mission-driven, targeted approaches, while attempting to dismantle existing barriers that continue to discriminate against children of lower SES.

On the Research of the Influencing Factors of English Pronunciations of English Learners from China

Tengteng Tian (Class of 2020)

- Abstract: English has no doubt become the global language of today's world and its history in China can be traced back a very long time. The spreading of English is a process of both globalisation and localisation and thus, English comes in many different shapes and the Chinese version of English (CVE) is one of them. Despite the debates on the proper name of the CVE, many scholars, including Deterding (2006), Qian (2011) and Li & Sewell (2014) have studied the phonological features of the CVE and they have noticed these features are related to the influences of the Chinese language. However, no researchers have tried to analyse how Chinese phonemes cause these mispronunciations by English learners in China. Besides, other researchers, Zhang & Yin (2009) and Bian (2013) for example, mentioned that other factors like the attitude, age of the learner and teachers could all be influencing factors of the English pronunciations of Chinese English learners. Thus, it is the goal of this research to find out how these factors impact the English pronunciations of Chinese English learners. Besides, special attention will be given to the English teaching and curriculum system in China, trying to find the root of Chinese-style English pronunciation problem.

PISA's Role in the Institutionalisation of NAEQ in China

Xiao Xu (Class of 2020)

- Abstract: This paper aims to contribute to the discussion on the global diffusion of international large-scale assessments into the national education system of a developing country. With the theoretical framework integrating Scott's three pillars of

institutionalization theory and critical policy analysis approach, this paper explores the impacts of PISA and global ideas in shaping the institutional environment of China's national assessment, NAEQ, as well as the state's agency in dealing with global pressures. This paper divides the institutionalization of NAEQ into two limelight, one is seeking for the legitimation of NAEQ from 2007 to 2014, the other is consolidating legitimation from 2015 to 2020, so as to identify the role of PISA and global ideas in the changing institutional environment. The findings of this paper suggest China's policymakers pay more attention to the cultural-cognitive institutional environment underpinning the legitimacy of NAEQ.

Should Education Make a Profit? Exploring the Profit-making Issue in Education Through Comparing For-profit and Not-for-profit School Providers and Other Stakeholders' Perspectives in Nepal

Lara Pérez (Class of 2021)

- Abstract: The prominent role of profit-oriented private actors in education in many low-income countries is highly contested as a growing body of evidence suggests that commercialisation in education poses a threat to the right to education. Their role is particularly a subject of debate in Nepal, with the release of the High-Level National Education Commission (HLNEC) Report (2019), which suggest converting all company schools (for-profit) to trust schools (not-for-profit). In light of this, and given the lack of evidence in street-level actors in this regard, this study explores whether anyone should profit from education by comparing the perspectives on the HLNEC's proposal of company and trust providers and other stakeholders involved in the education sector. This study employs a small-scale qualitative multiple case study design, collecting primary data through thirteen semi-structured interviews. Findings suggest that ideally, it would be best to nationalise all private schools; however, since the Government does not have the economic capacity to do so, efforts should be invested in enhancing public education provision, supporting trust schools, and regulating company schools. This study further concludes that in countries where the public provision is weak, and individuals have taken the responsibility to supply education with their resources due to the failure of the government, it should be acceptable for school owners to make a certain amount of profit in order to generate returns on their investment and support their families.

Socialised into segregation? Accounting for gendered differences in higher education and work in mainland China

Yifang Zhou (Class of 2022)

- Abstract: This dissertation adopts a desk-based approach to explore gender differences in Higher Education and employment in mainland China. The aim is to investigate what differences exist and how they emerge. With the continuous development of the labour force and transformations of Higher Education, gender differences have been highlighted across both sectors. Contrary to many feminist calls for gender disparities to be eradicated, the extent of occupational gender segregation is in fact increasing in mainland China, as is the segregation of disciplines in Higher Education. As a result, this dissertation examines gendered patterns in the transition between Higher Education and work in order to understand where such gender segregation comes from. By

reviewing the theories and analysing secondary data from international organisations and Chinese domestic reports, the dissertation not only focuses on female's educational rights, but also explores male's realistic dilemmas. A first key finding is that gender differences exist in the Chinese mainland, according to theoretical analysis of the latest data from Chinese governmental demographic census and international organisations. Secondly, women and men face different dilemmas in Higher Education, the former badly needs support in underrepresented leadership participation and subjects' choice as they encounter vocational gender segregation and gender stereotypes in particular subjects; the latter has lower education attainment rates and concerning academic performances. It is hoped that these findings inform future policy, practice and research concerned with gender and Chinese Higher Education.

Teachers' Perceptions, Identities and Practices of Citizenship Education in a Chinese Internationalised School

Chunhua Huang (Class of 2022)

- Abstract: Citizenship education is critical for shaping the minds of the next generation. Yet, citizenship is a fluid and context dependent concept, which is transmitted predominantly through schooling with teachers as the primary actors. This research explores how citizenship is perceived, conceptualised, and taught by teachers at CCIS, a Chinese internationalised school. Through semi-structured interviews, this study compares these components of citizenship education across nine local Chinese and American teachers. The data was coded thematically using inductive and deductive reasoning. The main finding of this research is that both groups of teachers inform their teaching practices for citizenship based on their perceptions and self-identify of belonging. These two components are constructed from two sources of information. Firstly, teachers' geographic origins and secondly, the feedback loops from their teaching practices i.e., their teaching experiences shift their perceptions and self-identity. The key difference observed in teachers' practices is grounded in their positionality towards global and national citizenship, which is shaped by their international experiences. This research is the first comparison of Chinese and American teachers at a Chinese internationalised school. This is a timely contribution to our understanding of citizenship education given the latest Chinese government policy on regulating the operations of internationalised schools. This research encourages CCIS to embrace the multiple ideas of citizenship held by its teachers to allow a conducive learning environment in line with its mission.

Teachers' Prejudice Against Students and the Resulting Injustice in the Large Cities of China

Jingjing Zeng (Class of 2020)

- Abstract: The main aim of this research is to understand the current situation of teachers' prejudice against students and analyze the possible causes for a variety of prejudices in large cities of China. A desk-based study is adopted in this research, and literature retrieval is the main method of data collection. This study finds out that regional prejudice against migrant students, prejudice against underachieving students and gender prejudice are three types of teacher prejudices existing in large cities of China. All these prejudices have negative effects on educational justice and educational

inclusion. The causes may be related to Chinese policies (the household registration policy, the irrational teaching quality evaluation system and streaming students prematurely) and teachers' teaching concepts (elitism, Confucianism and stubborn gender-role perception).

The Academic Acculturation of Postgraduate International Students in the UK----- A Systematic Literature Review

Tianli Dang (Class of 2020)

- Abstract: There has been a rapid expansion of international postgraduate student body in the UK during the past decade. Yet there is a relative paucity of literature concerning this ever-increasing cohort of students, especially their academic acculturation process. The discrepancy between the perceived academic competency and their actual academic deficiency of this group of students further prompt research and study in this international education arena. Using the method of systematic literature review, this paper contributes to present a holistic picture of the challenges that this sojourning group of students have to confront with in their academic acculturation process and the corresponding coping strategies for a smoother academic transition. Stakeholders of postgraduate internationalisation including students themselves can draw some indications from this piece of work for a better academic sojourning experience. Most importantly, a newly-transformed self with a hybrid identity, enhanced self-agency and genuine personal growth of the postgraduate sojourner is expected to be formed after this grinding yet meaningful academic acculturation process.

The Comparison of Transnational Higher Education (TNHE) Policies Between Hong Kong and Singapore

Ziyi Pan (Class of 2020)

- Abstract: Transnational higher education (TNHE) is a new education pattern with great potential. Hong Kong and Singapore are city-states with a number of similarities, and both of them are active players in the domain of TNHE. However, the transnational higher education policies in these two regions differ to some degree. To this day, few researchers have analysed the reasons for these differences. The dissertation compares transnational education policies in Hong Kong and Singapore, attempting to understand why Hong Kong and Singapore act differently in transnational higher education. Mok's (2008b) varieties of regulatory regimes is followed as an analytical framework to identify the regimes of Hong Kong and Singapore and whether they have changed their educational regimes from 1990 to 2020. The primary method of this dissertation is document analysis, analysing published policies, interviews of policymakers by other researchers, speeches of policymakers and documents from relevant organisations. The overall finding of the dissertation is that the differences between the two city-states is caused, in the main, by their respective political traditions. In general, Hong Kong is a market facilitator state and Singapore is a market accelerationist state, but with the development of TNHE in these two territories, Hong Kong is not only a facilitator state and Singapore does not 'accelerate' the TNHE development particularly successfully.

The Current Situation and Influencing Factors of Family Sex Education for Secondary Students in China
Shuxian Zhong (Class of 2020)

- Abstract: Sex education has received constant attention in China recently, but there is little research done in family sex education, especially for secondary students in adolescence. This research collected qualitative data from semi-structured interviews of five participants. The sample consisted of three mothers and two fathers who had at least one child in secondary. Findings indicated that the situation of family sex education for secondary students in China was still at an unsatisfactory stage. Several factors had commonly reported by participants which would affect their provision of sex education for secondary students.

The Effects of Middle-class Family Advantages Through Family Socioeconomic Status and Neighbourhoods on Academic Performance in Primary School in China
Suwan Chen (Class of 2021)

- Abstract: This paper uses narrative literature review to figure out the effects of middle-class advantages through family socioeconomic status (SES) and neighbourhood on academic achievement in primary education in China. Giving that Chinese students are arranged to different schools in their community based on their hukou (household registration system), this dissertation tends to analyse the role of family SES and neighbourhood against the background of the hukou system. Since the Chinese middle class have quality economic, cultural, and social resources, Bourdieu's theories on capital would be adopted to explain middle-class advantages. However, this dissertation finds that the neighbourhood effects on academic achievement still needs more empirical evidence in China.

The Factors that Bring About the Educational Inequality and Inequity between Urban and Rural Areas in China: Resources Distribution, Qualified Teachers and Educational Policies
Xinru Liu (Class of 2020)

- Abstract: Promoting educational equality and equity is the essential goal of the international community as well as the Chinese government. Quality education for all has been one of the Sustainable Development Goals 2030 (SDG4). Narrowing the educational gap between urban and rural areas, leaving no one behind, has been one of the priorities in achieving SDG4 according to the Brussels Declaration. This study aims to examine whether current formal education in China has left behind rural students through secondary data analysis as well as investigation of the current relevant policies about educational resources. Furthermore, the research discusses whether the identified possible factors stand in the way of the Brussels Declaration's commitment by impeding or facilitating educational equality and equity and how do they affect rural students' educational experiences in China's context. This study argues that although measures are trying to reduce the educational gap, the factors resources distribution, qualified teachers and educational policies generally bring about the inequality and inequity in China's formal education between urban and rural areas, hindering the process of achieving the SDG4 – quality education for all and leaving no one behind.

The Impact of Study Abroad Programs on Language Attainment: A Meta-Analysis

Alex Baugh (Class of 2020)

- Abstract: This random-effects meta-analysis investigates the influence that study abroad programs have on second language improvement. It compares the impact of study abroad against a control group, the program duration, and the influence of target language on language improvement. Since Freed (1995a) pioneered systematic enquiry into study abroad, research has resulted in inconclusive findings. This study provides clarification to reduce this uncertainty and valuable recommendations for stakeholders. A search of multiple databases found 3682 studies. An inclusion criterion was applied, resulting in 24 studies being evaluated using hedges g to calculate summary effects. The analysis showed that study abroad significantly ($P ≤ 0.05$) improved language ability; however, no additional improvement was found between a study abroad and a control group. Further analysis showed that longer duration programs were more beneficial but more varied than shorter programs. No inter-language difference was found. These results have likely been coloured by publication bias. Future recommendations include a systematic review of both qualitative and quantitative studies and an investigation into the impact of publication bias.

The Impacts of Private Secondary Schools' Publication on Teachers' Teaching Motivation in China

Yushang (Shirley) LI (Class of 2022)

- Abstract: The Sports and Educational Bureau, China's education department, established a policy in March 2022 mandating the conversion of dozens of primary and secondary private schools into public schools. The policy's implementation brought some changes to schools, teachers, and students. Obvious changes include students' reduced tuition fees and teachers' decreased compensations, and beyond that, there are some changes that require further exploration to discover. As compensation is an important factor impacting employees' working motivation, it is meaningful to explore whether teachers' teaching motivation is impacted by the publicisation policy. Teachers' teaching motivation is impacted by monetary factors, such as compensation and employee benefits package, and non-monetary factors, like working stress, self-efficacy, and sense of commitment to work. Given this, it is necessary to investigate whether the policy's implantation caused changes in these factors. On this basis, the relationship between the publicisation policy and teachers' teaching motivation can be addressed. The mixed methods, namely the questionnaire survey and interview, are employed in the study to learn how teachers' compensation, employee's benefits package, working stress, self-efficacy, commitment, and career development change following the policy's implementation. Finally, the thematic analysis method is used to analyse the data collected.

The Policy Reaction Towards Covid-19 Pandemic in Chinese Public Higher Education System: Crisis Reaction Under Neoliberalism

Lili Huang (Class of 2021)

- Abstract: This dissertation adopts a case study as the methodology to explore the policy reaction towards the current covid-19 pandemic in public higher education institutions in China. With the spreading of the covid-19 virus globally, traditional face-to-face teaching in formal education faces a significant challenge. As the country first facing the

outbreak, China has to adapt to a series of shifts in the operation of the higher education system. With the hegemony of the theory of neoliberalism worldwide, China has adapted neoliberalism in the higher education sector in many ways. However, debates on China could be considered a neoliberal state, what are the roles of the market, universities, and the state have never stopped in academia. By reviewing some of the government education policy towards pandemic, and interviewing seven faculties in a different position in the sampled higher education institution, this dissertation is attempt to explore the roles of the institution and the individual in the policy reaction towards the pandemic, and then how do they feel about the whole transaction caused by the pandemic, by using neoliberalism as the theoretical framework.

The Role of Cultural Capital in Educational Achievement in China: A Systematic Literature Review

Chenlin Zhou (Class of 2020)

- Abstract: This dissertation offers a systematic review that locates, assesses and synthesise literature on the role that cultural capital plays in educational achievement in China. This study considers ten previous empirical studies (five qualitative studies and five quantitative studies) conducted in the Chinese context that consider the role of cultural capital in Chinese education. The results demonstrate that parental cultural capital correlates positively with students' cultural capital, but also that cultural capital influences student academic in different way, with parental cultural capital modulating the effects of social and economic capital on students' academic performance in various ways. The results also demonstrate students from different backgrounds have their own way of accumulating cultural capital; therefore, realising cultural reproduction in advantaged families and enabling cultural mobility and upward social mobility in the case of disadvantaged families.

To What Extent Does Higher Education Empower Women in Gender Equality Under Chinese Cultural and Social Context?

Wenwen Ma (Class of 2020)

- Abstract: Research articles were selected through different databases to explore the relationship between higher education, women's empowerment and gender equality. The theoretical frameworks of human capital and human capability were adopted to analyse this relationship. Selected articles were qualitative, quantitative and mixed methods articles and were screened according to selection criteria. 37 selected studies identified four main themes: 1) gender wage gap 2) occupational segregation 3) improved mindset and gender identity 4) domestic decision-making ability. Other related themes also emerged, such as the Chinese market economy transition, family-work conflict, the lack of liberal education. These themes reveal the extent to which higher education empowered women in gender equality, which contributes a deep understanding of women's empowerment in China and also draws attention from the research field on related topics about women's empowerment and gender equality.

Towards a Valuable Community Education in Mexico: A Critical Reflection on the Conditions that Allow Community Education to Enhance Human Capabilities

Maria Casares Garcia (Class of 2022)

- Abstract: This paper is born from the interest of analysing community education in Mexico. It deals mainly with The National Council for the Promotion of Education (CONAFE) which is the institution in charge of providing this service in communities of high and very high marginalisation. Historically rural settings in Mexico have faced many vulnerabilities and marginalization that have become a limitation when providing an education system that is useful and valuable. CONAFE has implemented flexible and adaptive pedagogies that aim to tackle equity challenges. However, it is pertinent to analyse the characteristics of CONAFE's educational model to contrast theory - philosophical inquiry - and practice - normative institutional documents - as an opportunity to reflect on its current condition. Understanding the specific reasons why CONAFE's community education program limits the possibility of developing the capabilities of its participants is a main goal. The relevance of the work is found in the possibility of understanding the constraints of the structure and the opportunities of human agency that are identified as necessary to develop valuable community education programmes in Mexico.

Using Voluntary National Reviews to Understand National Translation of SDG 4 in the UK and Israel with a Special Focus on SDG 4.7

Shuting Yang (Class of 2020)

- Abstract: This study investigates national translation of the SDG for education (Sustainable Development Goal 4) in the UK and Israel, using Voluntary National Reviews as primary sources. Voluntary National Review (VNR) as an important way for countries to report and update SDG progress, remains a relatively untapped resource, which can be useful for research projects to explore and understand a country's translation of SDG 4 for education. Through the lens of cultural anthropology in policy translation, a document-analysis is conducted on the VNRs and national education policies in the UK and Isreal, two countries with developed economies and VNRs submmited in 2019. Research questions consists of one main question and two sub-questions looking at the coverages of SDG 4 targets in two countries' documents, and national translation of SDG 4.7. The main findings include: the UK has a holistic and inclusive coverage of SDG 4 in the 2019 VNR and in its national education policies, while some of the national education policies are relatively more focused and flexible. Israel, compared to the UK, has a clear priority target (SDG 4.7) in the 2019 VNR whereas presents more holistic national education policies in the policy outlook published by the OECD. With a special focus on SDG 4.7, this study finds that the UK genrally adopted target 4.7 into national curriculum, while Israel adapted to this target according to national contexts. Based on findings, I suggest that countries and researchers around the world attach more importance to the national adaption of SDG 4.7 because it is crucial not only to current challenges but also to the future of sustainable development.

Why Are We Celebrating Fifty Years of the Peace Corps? A Returned Peace Corps Volunteer Reflects on Educational Aid and Dependency in the Kingdom of Tonga

Kelli Hanman (Class of 2020)

- Abstract: In this ethnographic work, the researcher uses personal interactions, observations and reflections of these interactions and observations of behaviour to reflect upon the Peace Corps and the relationship that it has with the Kingdom of Tonga. By providing context of the researcher and the cultural context of the Kingdom of Tonga prior to their service as a Peace Corps volunteer, this enables for reflexivity on personal interactions and observations. After establishing the context of the research, the researcher describes and reflects upon teacher interactions and observed behaviours from their ethnocentric perspective. Through these observations, themes of native-speakerism and linguistic imperialism began a line of questioning whether the Peace Corps or other educational aid organisations were creating an air of dependency for countries like that of Tonga. Through the use of Dos Santos's dependency theory, with support through the theories of native-speakerism and Phillipson's descriptions of linguistic imperialism, the researcher describes the ways in which Western cultures and educational aid organisations have created dependency within Tonga over the last fifty years. The researcher makes the recommendation that education aid organisations, like that of the Peace Corps, and the countries receiving such aid, like that of Tonga, should reflect upon their goals and objectives to meet the needs of the country that is being served, rather than that of the aid organisation.