

The internationalization of higher education (IHE), according to Jane Knight (2008) is a process that has been taking relevance for most education institutions around the world. It is part of the process of globalization, and increases the competitiveness level for all nations and affects today's mission and vision of higher education. This is also the cause of many other processes, such as the regionalization, that pushes nations to create a stronger national identity and join to other countries with characters of geographical neighborhood and cultural similarities to cooperate as an alliance and gain competitiveness. For Central America there is not a clear identification of the internationalization, whether or not this process occurs in the region as Jane Knight describes or it is part of others events. Is the region going with this trend in higher Education or being left behind? It is a process of regionalization or a regional integration process? The aim of this research is to analyses the Central American situation based on the documents released by the efforts of the Central American Integration System (Sistema de Integración Centroamericano, SICA).

### **Study on social education in Sichuan in the early years of the foundation of "New China"**

**ZHAN Kai (South West Jiatong University) CS2.5**

This paper examines the origin and contents of the social education in Sichuan Province in the early years of the PRC. This research shows that social education played active roles in improving national quality, social progress, social atmospheres, and publicity centers in Sichuan Province. At the same time, there were also some shortcomings, such as insufficient attention on social education and insufficient supply of teachers. Arguing that PRC has been developing into a learning society, this paper suggests improvement to be made about strict supervision, nation-wide universal education, and learner-oriented education.

### **Positioning and Roles of English Tutoring Centers in Hangzhou, China: Perspectives and strategies of Administrators in Six Enterprises**

**ZHANG Thea (CERC, University of Hong Kong) CS5.3**

Shadow education, or private supplementary tutoring, has gained popularity and recognition among researchers and policy makers. It is a significant part of students' life in Asia and is expanding in other parts of the world. Studies on shadow education cover both quantitative and qualitative aspects of the phenomenon, and have yielded findings concerning the scale, intensity, variation, driving forces and its possible positive and negative effects. This study approaches the topic from the angle of the commercial providers—tutoring companies in the market. It explores from the top managers' perspectives, the positioning of English tutoring companies, how they perceive their relationship with the mainstream, and what roles they play in students' learning process and their strategies to survive and prosper in the market. Semi-structured interviews were the major means of data collection; and questionnaires were also administered and relevant documents were analyzed for triangulation. Executives from six English tutoring centers in Hangzhou were invited to participate in the interviews, and 86 tutors in these centers filled out the tutor questionnaires. Feedback forms used to evaluate tutees and parents satisfaction were collected, together with lesson plans and course outlines for tutors when they were available. The data indicated that administrators situate their English tutoring companies in the overlaps of education and business, but they expressed different orientations in this framework. Larger firms appeared to be more engaged to the mainstream to establish their legitimacy, while smaller firms were less active in this aspect. It was also noted that the tutoring centers were assuming responsibilities beyond traditional remedial or preparatory roles of tutoring. To achieve the vision set for their centers, managers actively adopted strategies to adjust their business and operations. The study also revealed problems that cannot be addresses by tutoring companies alone. Matters like the lack of professional talents and gaps in legislation deserve the attention of the mainstream, as well as policy makers and the general public. It is arguable that more attention should be directed to the phenomenon to address existing issues, prevent potential harm, and harness the shadow for the good of the public.

### **Shadow Education in China: Blurred Boundaries and Teacher Power**

**ZHANG Wei (University of Hong Kong) CS3.1**

This presentation reconsiders teacher power in China in a setting where the boundaries of mainstream and shadow education are blurred. It is based on a mixed-methods study of tutoring received by Grade 9 students in Chongqing. Over 90% of the students receiving tutoring reported that they were most frequently tutored by mainstream teachers. While some dimensions of this extra work for teachers may be laudable, other aspects could be described as forms of corruption. The study investigates the role of teacher power in shaping the demand for shadow education. Drawing on the data obtained from interviews and case studies, it maps the power relations among various stakeholders in both mainstream and shadow education systems. Appropriate use of the power bases by teachers may lead the students to a suitable tutor so as to facilitate learning, while manipulation may create false demand by students who do not really need the tutoring and even breed corruption in the education system. The elements of corruption are discussed in comparison with the situation in Georgia, which is presented by Magda Nutsa KOBAKHIDZE in this panel.

### **What It Is Like and What Needs to Be Done: A Status Report on Higher Education in Macau and Its Research**

**ZHIDONG Hao (University of Macau) CS3.7**

This paper is an endeavor to examine what is happening in higher education in Macau, what has been done in its research, and what more needs to be done in the future. We find that higher education research in and about Macau is resembling its history: short, atomized, dispersed, and sketchy. There are few in-depth studies in the form of well-developed papers and books, and they tend to be in English; most are short introductory papers published in Chinese venues in mainland China. And most researchers are from outside Macau. Nonetheless, available research does point to some very important issues such as the