



# Comparative Education Society of Hong Kong Annual Conference

February 7–8, 2026

Faculty of Education, The University of Hong Kong

THE SHAW BUILDINGS

**CONFLICT AND COMPARISON: HOW AND WHY DO WE DISAGREE?**

## PROGRAM AT A GLANCE

### Saturday, February 7

13:00-16:30	Registration	Foyer, Rayson Huang Theatre, 1/F
14:00-16:00	First parallel sessions	Rayson Huang & Runme Shaw
16:00-16:30	Posters and coffee	Foyer, Rayson Huang Theatre, 1/F
16:30-17:00	Conference Opening and AGM	Rayson Huang Theatre, 1/F
17:00-18:15	First Keynote	Rayson Huang Theatre, 1/F
18:30-20:00	Conference Reception	Café 1951, KK Leung Building, 15/F

### Sunday, February 8

8:15-13:00	Registration	Foyer, Rayson Huang Theatre, 1/F
9:15-10:45	Second parallel sessions	Rayson Huang & Runme Shaw
10:45-11:15	Posters and coffee	Foyer, Rayson Huang Theatre, 1/F
11:15-12:45	Third parallel sessions	Rayson Huang & Runme Shaw
13:00-14:30	Lunch	Ming Pavilion, KK Leung, 14/F
14:30-16:00	Fourth parallel sessions	Rayson Huang & Runme Shaw
16:00-16:30	Posters and coffee	Foyer, Rayson Huang Theatre, 1/F
16:30-17:45	Second Keynote	Rayson Huang Theatre, 1/F
17:45-18:00	Conference Ending	Rayson Huang Theatre, 1/F

### CESHK EXECUTIVE COMMITTEE

Liz Jackson (President), Nutsa Kobakhidze (Vice-President), David Sorrell (Treasurer), Gordon Tsui (Secretary), Jing Liu (Co-opted Member), and Jeremy Rappleye (Co-opted Member)

### CESHK CONFERENCE COMMITTEE

Euan Auld, Paul Campbell, Tina Gao, Yingda Guo, Hugo Horta, Jisun Jung, Chi Ming Lam, Ka Ya Lee, Yvette Leung, Emily Mang, Renxiang Tang, and Ewan Wright



# Comparative Education Society of Hong Kong (CESHK) ANNUAL CONFERENCE

香港比較教育學會 年度學術年會

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## MESSAGE FROM THE PRESIDENT

Professor Liz Jackson

Karen Lo Eugene Chuang Professor in Diversity and Equity  
University of Hong Kong

Dear conference delegates,

Welcome to the 2026 Annual Conference of the Comparative Education Society of Hong Kong (CESHK). Every CESHK Conference promises something special, and this year is no different. This year, after the unprecedented success and popularity of our last Annual Conference where we had nearly 300 participants join from around the world, we have decided to provide a more intimate Conference focused on a narrower theme. Our conference theme – ‘Conflict and Comparison: How and Why Do We Disagree’ – encourages us to delve into the serious challenges we face across societies and why we continue to disagree, as scholars and citizens, about the right ways forward. Our Keynote ‘duets’ have been particularly designed to help us think about the nature of disagreement, as they provide dialogues, rather than monologues, of dedicated scholars reflecting from different perspectives on areas of their expertise in their fields. In addition to the Keynotes, the Conference includes high-quality panels, parallel sessions, and posters on a variety of themes relevant to the field of comparative and international education.



This year’s Conference is co-organized with the University of Hong Kong Faculty of Education and its Comparative Education Research Centre, as well as the Education University of Hong Kong Department of Education Policy and Leadership and its Master of Arts Program in Global Studies in Education. We are pleased that CESHK serves and represents students and scholars in the field across Hong Kong’s higher education, which has always had a strong traditional focus on comparative and global studies in education.

With three coffee breaks, a sit-down lunch, and an evening reception organized in our program, this year’s Conference offers all participants a chance to deeply engage with others, including old friends and new potential collaborators. Please make the most of your time and enjoy the vibrant environment around CESHK, HKU, and Hong Kong. We wish you a wonderful conference experience this year!

Liz Jackson

President, Comparative Education Society of Hong Kong

# Comparative Education Society of Hong Kong (CESHK) ANNUAL CONFERENCE

香港比較教育學會 年度學術年會

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## MESSAGE FROM THE DEAN OF THE FACULTY OF EDUCATION

Chair Professor Yang Rui  
Dean of the Faculty of Education  
University of Hong Kong

Dear conference delegates,

Welcome to the 2026 CESHK Annual Conference. This year, we bring together over 120 scholars from diverse societies, exemplifying Hong Kong's role as a bridge between cultures and ideas.

Looking ahead, 2026 is marked by a global focus on technological progress, environmental sustainability, and international cooperation-challenges that call for innovative, harmonious, and inclusive education. China continues to emphasize national achievement and cultural pride, while Hong Kong balances its unique identity, economic vitality, and integration within China.



Our theme, 'Conflict and Comparison: How and Why Do We Disagree,' invites us to explore the productive tensions of disagreement and dialogue. Keynote discussions will highlight critical perspectives in comparative international education and the importance of context, critique, and harmony-drawing from Confucian ideals and contemporary debates.

Organized with our university partners, this conference aims to foster meaningful exchanges, collaboration, and reflection on shared global and regional challenges.

Hong Kong remains proud to serve as a vibrant hub for cross-cultural dialogue. I encourage you to engage fully and leave inspired by the diversity and richness of this gathering.

Wishing you a productive and memorable conference

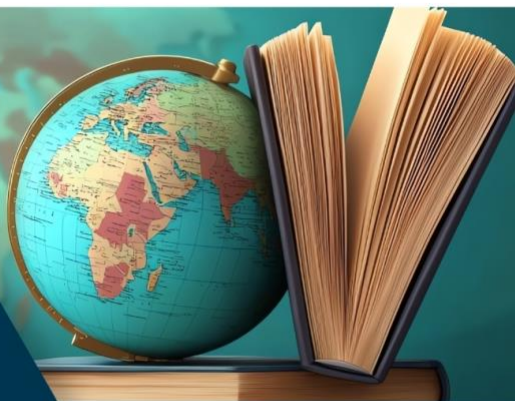
Yang Rui  
Chair Professor and Dean of the Faculty of Education, University of Hong Kong

# Master of Arts in Global Studies in Education

## MA (GSE)

Programme code:  
A1M107 (1 year Full-time)

Medium of Instruction:  
English



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## PROGRAMME FEATURES

- Introduces students to key topics, significant insights, and major debates and challenges related to globalization and education
- Explores the interplay between globalization, global processes, and critical educational responses
- Opportunities for students to consider global issues in education, as well as significant global challenges beyond schools
- Multi-disciplinary and inter-disciplinary in structure and content
- Focuses on global awareness as a key facet of educational development and reform in the region and around the world

## PROGRAMME STRUCTURE

**4  
Core  
courses**

+

**4  
Elective  
courses**

## TUITION FEE

- Local students: HK\$139,040
- Non-local students\*: HK\$173,800

*\*To learn more about the definition of local and non-local applicants, please scan the above QR code.*

## ENQUIRY



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The University is committed to uphold the educational quality and standard of the programmes it offers. The University, being funded by the University Grants Committee (UGC), is one of the nine self-accrediting institutions in Hong Kong. In addition, the quality of the educational experience in all programmes offered by the UGC-funded universities is subject to the quality assurance process administered by the Quality Assurance Council of the UGC.

Individuals who wish to apply for qualification certification in Mainland China after graduation should contact the CSCSE (website: <https://www.cscse.edu.cn/cscse/hfwzwwghd12020/bwvz32/index.html>) directly for updated details and confirmation. The certification in Mainland China is an independent process from the conferral of academic qualification in Hong Kong by the University. For the avoidance of doubt, no warranties are given in respect of individual graduate's qualification certification or recognition in Mainland China or any other professional qualification or license outside Hong Kong.

## KEYNOTE SPEAKERS

### Criticality and Context in Comparative International Education

Prof Karen Pashby, Manchester Metropolitan University, England

Dr Jack Lee, University of Glasgow, Scotland

Chair: Prof Jeremy Rappleye, University of Hong Kong

*Rayson Huang Theatre, February 7, 17:00-18:15*



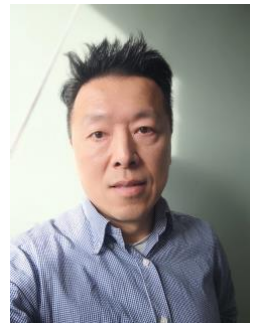
In this dialogue Prof Pashby and Dr Lee will share their personal experiences with engaging in contentious topics in CIE, will ask one other stimulating and tough questions, and come together around the importance of placing critique in context. They will speak both to the deep challenges facing CIE from their perspectives but also to areas of real possibilities in what they argue can be productive tensions.



**Karen Pashby** is Professor of Global Citizenship Education and Lead for Research in the School of Education at Manchester Metropolitan University. She was President of the Comparative and International Education Society of Canada (2023-2025) and Lead of the Education and Global Futures Research Group. A former secondary school educator (in Canada and Brazil) and experienced teacher educator, her research combines theoretical and

empirical research with teachers, drawing on postcolonial and decolonial theoretical resources to identify productive pedagogical tensions in education for global citizenship. Recent work looks at bridging with environmental and sustainability education through connecting decolonial concepts with practice. Karen held postdoctoral research positions at University of Oulu (Finland) and the Centre for Global Citizenship Education and Research at University of Alberta. Professor Pashby is Docent at University of Helsinki and Adjunct Professor at University of Alberta.

**Jack Lee** is the Head of the Department of Higher Education, Work and Society at the School of Education, University of Glasgow. He leads this newly formed unit with 28 academics who specialize in higher education (HE), vocational education, and comparative and international education. His research focuses on the politics of HE, internationalization of HE, and decolonization. He has published on geopolitics, soft power, transnational education, China's Belt and Road Initiative, capacity building and international academic mobility. Previously, Jack worked for the University of Edinburgh (Scotland), Bath (England), Nazarbayev (Kazakhstan) and British Columbia (Canada). Jack is a member of the executive committee of the British Association for the International and Comparative Education, co-chair of its 2026 conference in Glasgow (Sep 3-5) and an editorial board member of *Compare*. He holds a PhD in Education from OISE at the University of Toronto.





## KEYNOTE SPEAKERS

### Harmony in Education

Chair Prof Daniel A. Bell, University of Hong Kong

Prof Duck-Joo Kwak, Seoul National University

Chair: Prof Liz Jackson, University of Hong Kong

Rayson Huang Theatre, February 8, 16:30-17:45



The Confucian ideal of 'diversity in harmony' (和) is valued for aesthetic, moral, and political reasons. It has been illustrated with reference to the realms of music, cooking, and politics. But what would it mean in an academic context that is supposed to value truth-seeking above all else? How can 'diversity in harmony' help with truth-seeking, and are there times when truth needs to take a back-seat to harmony?



**Daniel A. Bell** (貝淡寧) is Professor, Chair of Political Theory with the Faculty of Law at the University of Hong Kong. He served as Dean of the School of Political Science and Public Administration at Shandong University (Qingdao) from 2017 to 2022. His books include *The Dean of Shandong* (2023), *Just Hierarchy* (co-authored with Wang Pei, 2020), *The China Model* (2015), *The Spirit of Cities* (co-authored with Avner de-Shalit, 2012), *China's New Confucianism* (2008), *Beyond Liberal Democracy* (2007), and *East Meets West* (2000), all published by Princeton University Press. He also the author of *Communitarianism and Its Critics* (Oxford University Press, 1993). He is founding editor of the Princeton-China series

(Princeton University Press) which translates and publishes influential academic works from China. His works have been translated into 23 languages. In 2018, he was awarded the Huilin Prize and was honored as a 'Cultural Leader' by the World Economic Forum.

**Duck-Joo Kwak** is Professor of Philosophy of Education in the Department of Education at Seoul National University and serves as the Editor-in-Chief of *Asia Pacific Education Review*. She was educated in Korea up to her college years,

and then academically trained for her PhD at Teachers College, Columbia University in the United States. Duck-Joo's academic research started with a humanistic tradition of the West (hermeneutics and existentialism) but now attempts to cover comparative studies between the West and East on their humanistic traditions on education (hermeneutics and Confucianism). Being a long-term member of the Philosophy of Education Society of Australasia and serving as the President of Korean Philosophy of Education Society from 2020 to 2021, she is in a good position to see how a comparative look can be hugely beneficial in searching for a new direction for future education on this earth. Her publications focus on a new interpretation of Confucianism for liberal democratic citizenship.



**ROUTLEDGE IS PROUD TO BE WORKING WITH THE  
COMPARATIVE EDUCATION RESEARCH CENTRE TO  
PUBLISH THESE TWO SERIES!**

## **CERC Studies in Comparative Education Series**

The CERC Studies in Comparative Education series is co-published by the Comparative Education Research Centre (CERC) at the University of Hong Kong and by Routledge.

The series was established in the Comparative Education Research Centre in 1997. The series aims to strengthen Asian voices in the field while also publishing some of the best manuscripts globally. The series was thus built around books written or edited by scholars who include Harold Noah & Max Eckstein, Neville Postlethwaite, Philip Altbach, Mark Bray, W.O. Lee, Gu Mingyuan, and Ruth Hayhoe. More recently it has included books by David Chapman, William Cummings & Gerard Postiglione, Ora Kwo, Carol Chan & Nirmala Rao, and Donald Holsinger & James Jacob. The quality of the books has ensured that the series is now widely recognized as a leader in the field not only in Asia but also globally.

## **CERC Monographs Series**

The CERC Monographs are concise books based on educational research that can inform educational policy and practice. The books in this series can cover a wide range of topics ranging in length from 23,000 to 40,000 words) including references. Being concise and systematic, the books offer instructive entry points with up-to-date information about educational phenomena and debates.

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**SCAN ME**



*Education and Society in China*

# PRIVATE TUTORING ENTREPRENEURS IN CHINA

NARRATIVES AND SENSEMAKING IN MULTIPLE SOCIAL  
COGNITIVE SPACES

Li Jun

In this book, **Dr. Li Jun** reveals how private tutoring entrepreneurs navigate shifting policies, cultural intricacies, and market pressures to construct meaning and survive within China's private tutoring industry—offering a rare blend of sharp theoretical insight and vivid human stories that illuminate the forces shaping contemporary education and entrepreneurship.

## Book Launch Panel

**Place: Rayson Huang Theatre at HKU**

**TIME: 11:00-12:30AM, FEB 8TH, 2026**





# CONFERENCE LOGISTICS

## Travel Planning

The conference is located at the Rayson Huang Theatre at the Main Campus of the University of Hong Kong, which is easily accessible by public transportation (HKU MTR), taxi, and Uber. A campus map is provided at the end of this booklet, or you can go to <http://www.maps.hku.hk/>.

For tourist information, see <https://www.discoverhongkong.com/eng/index.html>.

## Registration and Book Tables

Registration is at the Foyer of Rayson Huang Theatre.

## Campus WiFi

Members of 'eduroam' can use the 'eduroam' network on campus. Others can use the 'Wi-Fi.HK via HKU' network, which requires no login and has limited bandwidth.

## Catering

Coffee and tea will be available at the Rayson Huang Theatre foyer. In addition to the Saturday evening reception, there will also be a lunch on Sunday. Please bring your name badge to ensure entry. There are a variety of cafes and shops on campus as well.

# GUIDELINES FOR PRESENTATIONS

For session abstracts, go to <https://www.ceshk.net/2026conference/abstracts>.

## Presenters

1. Please arrive to the room early to upload your presentation and meet the Chair and other participants.
2. Bring a memory drive with presentation slides, as downloading from the cloud requires log in.
3. You may consider bringing printed handouts for the audience.
4. Please keep your presentation on time to ensure everyone gets their equal chance in the session. Normally, there is time for each presenter to speak for 15-20 minutes, followed by 5-10 minutes of Q&A. We suggest you discuss the time allocations with the Chair to ensure everyone receives equal time.

## Session Chairs (marked in the program with asterisks)

1. Please arrive to the room before your session starts to meet the participants.
2. Keep presenters on time using the timecards as necessary. Normally, there is time for each presenter to speak for 15-20 minutes, followed by 5 minutes of Q&A. It may help to confirm with presenters the time allocations and schedule beforehand.
3. Ensure the session finishes on time and thank the audience for participating.

## Posters

Posters can be attached to designated poster board in the foyer during the conference.



# CERC BOOK SALE

For details and enquiries, please contact:  
**Mr. Xing Shuyu <xingsy@hku.hk>**  
at CERC book table

**75% off**



# 1<sup>st</sup> Parallel Session / Day 1 / February 7, 14:00-16:00

Runme Shaw 403 Individual Presentations	Runme Shaw 205 Individual Presentations	Runme Shaw 402 Individual Presentations	Runme Shaw 204 Individual Presentations
<p>A Quantitative Survey Comparing Student Competencies between the IB Diploma Programme and Traditional High School Programmes in Japan SAITO Takahiro MATSUMOTO Yohei</p> <p>Educational Development and Minority Schooling: Spatial Differentiation of Chinese Primary Education in Malaysia, 1980–2022 WANG Weilin &amp; GAN Yongtao</p> <p>Understanding IB Education in Government-Approved Schools in Japan: Insights from the 2024 Basic Survey RUSTEMOVA Aktolkyn FUJII Akari MITARAI Sayaka</p> <p>The Phenomenon of Teachers' Side Jobs in Indonesia: Patterns, Motivations, and Perceived Impacts MAEDA Mitsuko*</p>	<p>Shadow Education in China: Cultural, Political, and Economic Conflicts Behind the Double Reduction Policy TIAN Renxiang* Nutsa KOBAKHIDZE</p> <p>Parental Perspectives on the Role of Private Tutoring in Shaping Social Inequalities in Hong Kong Shrutti Satish RAJGARHIA Nutsa KOBAKHIDZE</p> <p>An International Comparison of the Geographical Concentration of Higher Education Institutions: A Quantitative Analysis Using the Locational Gini Coefficient SAKAMOTO Moeka</p> <p>Theories and Methodologies in Comparative and International Education: An Arts-Based Hermeneutic Investigation TU Derrick</p>	<p>A productive disagreement? Secular and religious paradigms intersecting in education for sustainable development Mariya IURCHENKO</p> <p>Floods, Vulnerability, and Human Capital Formation: Causal Evidence on the Educational Impacts of Climate Shocks in Lao PDR KOIKE Takumi</p> <p>Mediating Debates in Comparative Education: What Can we Learn from Social Cartography and Interreligious Dialogue? Maria MANZON* Kotaro HIRAKITA JOHRDEN</p> <p>Freedom of Conscience and the Ethics of Coexistence: Hong Kong in East &amp; Southeast Asian Perspective Alexander FEDOROV</p>	<p>Navigating Red Lines: Political Risk Management and National Education in Hong Kong's Universities LIN Cong Jason*</p> <p>Shaping 'Good Citizen' in Tanzania: The Role of Diverse Values in Civic Education Textbooks Moyo Osiah MWAIHOLA YIN Xiaolin</p> <p>A critical review of what a good citizen is in the Hong Kong New Era: Can patriotic Chinese have Western values? SU Qi Bang ZHANG Cheng Yao</p> <p>Attracting Global Talent: How the Hong Kong PhD Fellowship Scheme Can Advance Hong Kong's Status as a Higher Education Hub Ewan WRIGHT</p>

## 2nd Parallel Session / Day 2 / February 8, 9:15-10:45

Runme Shaw 202 Individual Presentations	Runme Shaw 205 Individual Presentations	Runme Shaw 203 Individual Presentations	Rayson Huang Theatre Panel
<p>From Assimilation to Multiculturalism: Educational and Social Policy Contrasts in Bhutanese Migration to Australia SATO Minako*</p> <p>Measuring reform in global diffusion research – A focus on China Marcelo MARQUES</p> <p>“What (and when) does “College-Ready” mean”: Institutional Disagreement in High-Impact Practice Models Across Secondary and Postsecondary Contexts Sam LUBY</p>	<p>Transcending the ‘humanistic versus neoliberal’ narratives? Preservice students’ profiling of globally competent teachers and visions of ‘possible professional self’ YING Ji*</p> <p>Beginning Teachers’ Identity Conflicts and the Negotiation of Professional Dialogue in China PI Xuedi</p> <p>Developing Understanding in a Diverse Danish High School: Teacher Perspectives on ‘A Pedagogy of the Unknowable’ HARADA Akiko</p>	<p>Peer-reviewing for national and international journals: Chinese academics’ experiences in the humanities and social sciences WANG Pengjuan Hugo HORTA *</p> <p>Academics’ views on how peer reviewing in journals is valued in contemporary academia Pubali GHOSH Hugo HORTA</p> <p>Translating Justice: Negotiating Global and Local Discourses of Sustainability in Chinese Higher Education HUANG Xiaoyu</p>	<p>Rethinking Equality in Education: The Reverse Gender Gap and the Limits of Binary Analysis in Southeast Asia</p> <p>KAMOGAWA Akiko MORISHITA Minoru HAGAI Saori KUSHIMOTO Hiroko</p> <p>Chair: Ka Ya Lee*</p>



### 3rd Parallel Session / Day 2 / February 8, 11:15-12:45

Runme Shaw 202 Individual Presentations (Mandarin/Putonghua)	Runme Shaw 205 Individual Presentations	Runme Shaw 203 Individual Presentations	Rayson Huang Theatre Panel
<p>范式冲突与价值重构： 全球南方视角下跨境教 育的“双轨”模式进阶 CHEN Juntian Adela</p> <p>高等教育高质量发展背 景下的学生满意度反思 ——基于中美比较的视 角 ZHANG Chen Yao SU Qi Bang*</p>	<p>Navigating Global Citizenship Education: contextual influences and orientations HUI Emily Sein Yue Elim YANG Min</p> <p>From Conflict to Confluence: Negotiating Global and Local Agendas in Taiwan's Higher Education Reform for Glocal Sustainability LIU Jing</p> <p>Integrating or Clashing Knowledge? A Teacher's Sharing and Reflection of Interdisciplinary Undergraduate Teaching and Learning TSUI Gordon*</p>	<p>Mother Tongue Education for South Asian Languages in Singapore: Policies, Implementation, and Challenges YAMATO Yoko*</p> <p>Debates on Indigeneity in Asian Educational Contexts: Exploring Identity, Language Rights, and Conceptual Tensions DOU Lajia</p> <p>Translanguaging as Conflict Transformation: Evidence from Culturally Diverse Education Research Group Meetings Bonjovi HAJAN</p>	<p>Private Tutoring Entrepreneurs in China: Narratives and Sensemaking in Multiple Social Cognitive Spaces LI Jun HU Xiao GAO Ruotong Gong Liling</p>

## 4th Parallel Session / Day 2 / February 8, 14:30-16:00

Runme Shaw 301 Individual Presentations	Runme Shaw 202 Individual Presentations	Runme Shaw 205 Individual Presentations	Runme Shaw 203 Individual Presentations
<p>Navigating epistemic injustice with resilience and agency: an ethnography from early career researchers in comparative education studies ZHANG Guo Gloria*</p> <p>Applying an ‘interdependent mode of engagement’ on debates about education and environmental sustainability: a reflexive exercise of junior scholars HIRAKITA-JOHRDEN Kotaro TEH Huijia</p> <p>No Longer at the Margins: Disagreement, Discernment, and the Ethics of Relational Leadership in Comparative Education Sreehari RAVINDRANATH Joseph Thomas RIJO Amit Kumar VISHWANATH</p>	<p>Internationalization of Local Private Universities for Sustainable Regional Development in Japan: Glocal Human Resources and Multicultural Coexistence Society WATABE Yuki</p> <p>An Analysis of the Influence of Women's Intrahousehold Decision-Making on Household Expenditure for Primary Education in Malawi YUDAI Ishii</p> <p>Facilitating Pre-service Primary Teachers’ Change in Views of Student Diversity through Transformative Learning DENG Yan*</p>	<p>Redefining “fitting in”: Campus-based social capital among non-local, non-mainland undergraduate students in Hong Kong GAO Fang* TANG Hei Hang Hayes</p> <p>Trapped by Structure, Beset by Conflicts: An Empirical Study of Identity, Practice, and Agency of Children’s Reading Promoters in China SONG Yurui DU Xiaoxin</p> <p>Empathy as Method: Reimagining Dialogue and Disagreement in Transnational Higher Education Bhawana SHRESTHA</p>	<p>Rethinking Rang and Burang: A Confucian Perspective on Education and Disagreement TAO Junbo Max</p> <p>Navigating Chinese and Euro-American Academia: A Case Study of Scholar Li Zehou SHEN Yuting</p> <p>Mainland doctoral students’ avoidance of conflict with parents: Filial piety, gendered expectations, and cross-generational ideological differences GUO Yingda*</p>

**Poster Presentations**  
**Rayson Huang Theatre Foyer**

1	Comparative Study of Multilingual Education Developments and Their Effects on Southeast Asian Education Systems: Case Studies in Indonesia and Vietnam	PHAM Khanh Nhi
2	An Analysis of the Influence of Sociolinguistic Factors on Primary School Students' Academic Achievements in Lao PDR	YAO Jiling
3	Beyond Policy-Driven ESD -Teachers' Identities and Practices supporting ESD Without "ESD" in Japan	TAKIGUCHI Ayane
4	Negotiating Teacher Professional Identity in the Context of Integrating the Chinese National Curriculum and IB Programmes: Insights from Practice	XU Yingqian
5	Navigating Inclusive Religious Education Approach to Sexuality for Select Gen Z	Richard NECESITO
6	The Production of Cosmopolitan Strategies Amongst the New Globally-Oriented Elite: Two Contrasting Cases of Legitimacy	Jen KIRKWOOD

