



對中國而言，非洲教育區域化發展戰略是一個值得推動的過程和趨勢。中非教育合作既是一個雙邊的過程，也應該是多邊的過程。中國應該獨立地或者與全球性國際組織一道，與非盟、非洲各個次區域組織、非洲一些重要的教育專業組織加強聯繫、瞭解與溝通，積極參與到這些組織區域化教育發展戰略的討論、制定、落實和評估中去，讓富有中國特色的一些教育觀念、方法和經驗，在非洲發揮應有的作用，為非洲教育發展模式提供更多的選擇。

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Where do They Head for University Studies? The University Destinations of Chinese IBDP Graduates: A Study of the International Baccalaureate Diploma Program in China

Over the last decade, the number of IB programs adopted by schools around the world has dramatically increased by almost 400% (IB, 2009; Lee et al., in-press). In recent years China has also evidenced an impressive gain in the number of schools adopting IB programs in general and the DP in particular. Specifically, as of 2011, there were 50 IB schools authorized for the implementation of the DP in China. Of these, 43 schools have been authorized since 2003 (IB, 2012), illustrating the fast growth of IBDP schools in China in recent years. Despite such fast growth (and by implication, popularity) of the IBDP schools in China, empirical studies exploring the impact of Chinese IBDP students' learning outcomes in terms of their university matriculation to foreign universities seems to be almost nonexistent. With this in mind, the primary goal of this proposal is to document the patterns of university destination of IBDP graduates in China over time. To this end, our analysis centers on the following overarching question: Where have Chinese students who previously graduated from the 50 IB schools been educated? Alongside the focus of the main question, we seek answers to more specific questions: Are there any trends in their university destinations in terms of geographical region or university prestige (by ranking)? Are there any significant differences in students' enrolment in foreign universities before or after the 50 IB schools' adoption of the DP (in the case that the 50 IB schools implemented different international programs other than the DP before they adopted the IB)? Does the adoption of the DP contribute to the growth (rate) of DP graduates enrolled in foreign universities? To investigate these questions, we adopt a theoretical framework from research of international student mobility. Specifically, we focus on internal and external forces (Altbach, Reisberg & Rumbley, 2009; Li & Bray, 2007) that influence IB graduates' international flow in terms of university destination. We employ a sequential explanatory design (Creswell, Plano, Gutmann, & Hanson, 2003). As part of the mixed-methods research project, we plan to collect longitudinal data on DP graduates' destinations for university study since the adoption of the DP. A series of quantitative analysis (e.g., descriptive trend analysis, pre/post comparison "before and after" the 50 IB schools' adoption of the DP, and longitudinal analysis using piecewise modeling) will be employed to determine trends and patterns in terms of university matriculation of the 50 schools over time. As first of its kind, this study will evidence the impact of the DP on student preparation for university studies abroad. In addition, the dataset may be employed for broader purposes (e.g., program development or evaluation) within the IB and the community of schools in China or East Asian countries.

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