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## Editorial: Inaugural Issue of Transnational Education Review

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Welcome to this inaugural issue of Transnational Education Review (TER). In this introduction, I would like to take the opportunity to explain whom I am, set out the journal's main disciplinary focus, introduce readers to the contributions included in this issue and set out some future directions for the journal.

So, first things first. I am Dr Lan LO, the Editor of TER. I am supported greatly in this role by the Editor in Chief, Professor Ibrahim Sirkeci, and a great editorial team. I am currently working as an Associate Professor in Chinese Languages, Culture & Society in the School of Cultures, Languages and Area Studies (CLAS), University of Nottingham. I have over twenty years of teaching experience in Higher Education both in China and the UK, where my expertise has been recognised at Senior Fellow level by the Higher Education Academy. My PhD research looks at migrant workers in the UK with a focus on the Chinese community. I have research and scholarship in the fields of Education & Migration. In the former, for example, I have published on Chinese blended language learning. In the case of migration, my most recent published work has looked at Chinese women in transnational marriage migration and student migration in the context of study abroad programmes and mindful migration. Finally, I have leadership roles on national and international research projects and have captured grants from a range of sources to fund this work.

This journal is located in the broad field of education. Its emphasis is on transnational forms of education understood in the widest possible terms. For UNESCO and CoE, transnational education concerns all types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.

While this definition provides us with a useful introduction to the topic, this journal casts its net much wider welcoming contributions now and in the future that seek to explore transnational education at all levels of education including primary, secondary and Further Education and in all contexts both formal and informal. This broader definition is exemplified in all of this issue's contributions. In Irene Tuzi's insightful article, for example, she looks at a particularly neglected and vulnerable group of migrants, i.e., Syrian children in Lebanon, especially during the context of the civil war over the past ten years. Moreover, this study sets out the main barriers to education faced by the Syrian children in Lebanon, and the role of

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non-state actors and local communities in breaking those barriers and supporting Syrian children in attaining educational opportunities. As Tuzi herself explains: “this paper uses the lens of social reproduction theories to analyze alternative education programs in Lebanon and the potential of alternative schooling systems in deconstructing the structures that prevent refugee groups from participating in the education process.”

The article by Madhusmita Jena in *Education in Exile* also looks at refugee children protection in Indian context and offers a critical review. It shows, in a comparative perspective, how the Indian government and the UNHCR in India provided education to Tibetan and Burmese refugee children.

We also propose to consider questions of transnational training and continued professional development in which workers take courses and gain qualifications in countries other than those in which they have grown up and work. This is explored in the contribution to this issue by Manço, Siavash Bakhtiar. Their case study shows the special significance of intercultural skills as an effective framework for training frontline sociocultural workers.

The breadth of the journal’s geographical scope is also exemplified by the final two contributions to the first issue. Ana Clara Fossaluzza Vidal Mina, in her study of the Education of Immigrants in the Strengthening of Theri Citizenship in Brazil, explains how Brazilian migration policy provides equal opportunities for the nation’s migrants. The article explores how the three purposes: fostering the complete development of the individual, preparing them for active citizenship, and equipping them with skills for employment (the Federal Constitution, 1988) provide quality education for immigrants, thereby strengthening their citizenship in Brazil. Finally, Esther Mead, Maryam Maleki, Mohammad Arani, Nitin Agarwal, provide us with a machine learning model that helps us to predict how refugee situations might arise and explain the development of their model.

Looking to the future, we would very much welcome contributions from researchers, practitioners, policy makers and other interested parties. *Transnational Education Review* aims to host debates, discussions and reviews covering all areas and levels of education from around the world. We also welcome contributions with a national or regional focus, such as Western Europe, North America, Mexico, Central America, and Australia among others. We are very interested in contributions that explore gender dimensions of these issues as well as wider questions of unequal access to education. We are particularly interested in and encourage articles that explore the role of digital technologies and digital transformation in education. How digital transformation is addressed in different national jurisdictions is also something that very much interests us and that we would like to explore in the future.

Hope the works presented in this inaugural issue are going to be of help in fostering scholarly debates in education.

