



### *REPORT ON MASTER THESIS*

**Name of the student:** Gabriela Alexandra Galarza Moreano

**Study program:** Public and Social Policy

**Title of the master thesis:** Internationalization of higher education in Ecuador

**Supervisor:** Mgr. Jan Kohoutek, Ph.D.

**Name of the referee:** Prof. PhDr. Arnošt Veselý, Ph.D.

I have had an opportunity to review previous version of the thesis that was submitted a year ago, and I can say that this version is certainly improved. Yet, it still has many serious flaws that are described below. Nevertheless, I appreciate the student's courage to write her theses on a largely unexplored topic, and in my view the minimum standard of thesis quality has been achieved.

First problematic aspect concerns the added value. The thesis is mostly descriptive, and it does not provide new substantial knowledge and innovative insights on the topic. The most innovative part is chapter 3.2. based on findings from eight interviews. Especially the distinction of four dimensions of internalization can be considered as a new contribution. In general, however, the "analysis" of interview is rather shallow. It does not interpret the statements of the interviewed persons and does not place them into a broader context.

Previous problematic aspect is related to methodology which is described only very briefly in the thesis. It is not clear how the respondents were selected, how the interviews were realized, and, most importantly, how they were analysed. Thus we do not know whether the interviews were transcribed and coded, and if so, how.

Theoretical background is sketched in chapter 1.3. but remains quite underdeveloped. Although the core cited authors were rightly chosen, it is not clear how the theoretical background relates to situation in Ecuador and how it helps to organize or understand the internationalization in Ecuador.

The formal aspect of the thesis is also rather problematic. There are many grammar mistakes and misspellings. Sometimes, it even impedes understanding of what



the student wanted to say (e.g. on page 30 “reforms started from hierarchy level actors until students”). Especially the use of tenses is quite confusing. Often it is not clear whether the phenomenon (e.g. particular institution) described is still there, or has been replaced or eliminated (e.g. in chapter 2.4).

The thesis is based upon enough number of relevant sources. Nevertheless, the formal citation style is inconsistent. Some references in bibliography does not entail full bibliographical information.

As for the substance, as noted earlier, in my view the added value of the thesis is rather small. Most statements are descriptive without critical reflections. For instance, it would be interesting to know how the development of Ecuadorian higher education system differs from development of HE in other Latin America countries, and how the Ecuadorian experience contributes to understanding of internationalization trends worldwide.

#### **Conclusion:**

**I recommend the master thesis for defence and I suggest grading it as “E”.**

#### **Questions for defence:**

1. What is the main contribution of the thesis to our general knowledge on higher education policy?
2. How does Ecuadorian development of higher education differ from development in other countries? Why?

Date of evaluation: August 19, 2019

Referee Signature: