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Internationalisation in Higher Education: Global North and Global South Collaboration in Higher Education to Embed Development Education in the Curriculum

This paper examines the potential for international collaboration between Higher Education Institutions (HEIs) in the global north (HEIT Ireland and Canada) and HEIs in the global south, (Africa:: Sierra Leone and Congo) for the purpose of embedding development education in curriculum design.

This paper argues that in order for third level students in the global north (for example Canada and Ireland) to become effective 'global citizens' which is core to the vision of internationalisation in higher education (Department of Education and Skills, 2016 p. 22), they need to be educated about global development issues, human rights, hunger and poverty, sustainable development, trade justice, migration and refugee crises, climate justice, war and militarisation, food sovereignty, social determinants of health, globalisation, labour as well as exploitation, discrimination and racism and ideologically-driven populism.

"With regard to sustainable development goals in education Ireland has a long involvement in supporting and promoting education in developing countries...recently it is a cornerstone of Ireland's Overseas Development Assistance Programme, Irish Aid's policy for international development One World One Future." (*Irish Educated Globally Connected: International Education Strategy 2016-2020*, DES, 2016, p. 24). Similarly, Canada's Ministry of Foreign Affairs and specifically the international development section led by the Minister of International Development and La Francophonie prioritises "the 2030 agenda for sustainable development", the global goals. There is also a strong commitment to supporting gender equality in international development assistance with the publication of *Canada's Feminist International Assistance Policy* (Global Affairs Canada, 2017)

Allied to this example of outreach work in education through aid from north to south, there is also inreach work focused on higher education institutions in the global north (Ireland and Canada for example) to learn about the impact of global development issues on the global south. The Irish Aid Development Education Strategy 2017-2023 (Irish Aid, 2017) calls for this precise commitment requiring higher education institutions "to increase the number and spread of third level students engaging in quality development education" (p. 31).

Firstly, the paper will begin with an explanation of the meaning of development education and education for sustainable development. This will include some historical narrative. As the author is an educator in the Irish context, sources and experience in this context will be drawn upon.

Secondly, the rationale for embedding development education in curriculum design will be argued and will draw upon relevant policy documents underpinning development education and education for sustainable development in both jurisdictions, Ireland and Canada.

Thirdly the contexts for higher education collaboration at international level and strategic partnerships between HEIs in the global north and global south will be examined under the lenses of feasibility, equality and sustainability. Such partnerships will be assessed or proofed for their potential to advance the goal of creating a more equal, just and sustainable world.

Fourthly, a critique to the dominant discourse in internationalisation in higher education will be offered with a view to creating space for collaboration in the area of global development education and education for sustainable development.

The Meaning of Development Education

The Irish Aid Development Education Strategy 2017-2023 defines development education as ‘a lifelong learning process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live’ (Irish Aid, 2017, p. 6). It involves critical exploration of global justice issues and ‘empowers people to analyse, reflect on and challenge at a local and global level the root causes and consequences of global hunger, injustice, inequality and climate change’ (p. 6). Development education has its roots in the post-colonial era when vast disparities emerged between the economies of the global south traditionally referred to as the third world or developing countries and the global north, the first world or western industrialised nations. Global issues such as colonialism and imperialism, population, urbanisation, famine and poverty, third world debt, aid and development and gender inequality emerged as issues of this period from the 1960s onwards. The issue of climate change may have first entered public consciousness with the UN Conference on Environment and Development (the Earth Summit) of 1992 which led to the Kyoto Protocol, the first international agreement to reduce CO₂ emissions.

Geography and history, as school subjects in most countries traditionally covered these topics. However, the hallmarks of a distinct discipline began to emerge in non-formal and informal education sectors, among international development NGOs and advocacy groups. In Ireland these were led by Trocaire, the Catholic Relief and Development Agency, Concern, through its School Debates, and Comhlámh, development workers in global solidarity. Perhaps the most significant contribution was made by NODE, the Network of Grassroots Development Education Centres and Groups throughout Ireland (NODE, 2000, p. 2). Many of these providers have been supported over the years through a development education grant made available through the Development Education Unit of Irish Aid.

In Canada, development education is more popularly described as global education (Manion and Weber, 2018). This term incorporates global citizenship education and sustainable development education (p. 5). There is direct comparability between the basis for global education in Canada based on “target 4.7 of the U.N.’s Sustainable Development Goals” (Manion and Weber, 2018, p.5) and Irish Aid’s Development Education Strategy 2017-2023 which is also based on “target 4.7” (Irish Aid, 2017, p. 10). Target 4.7 aims “that all learners acquire the knowledge and skills needed to promote sustainable development” (Irish Aid, 2007, p. 10; Manion and Weber, 2018, p. 5).

The Global Education Network Europe (GENE) defines global education as follows:

Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

(Maastricht Declaration on Global Education in Europe (2002), GENE, 2018)

Rationale for Development Education in the Curriculum

The rationale for embedding development education in curriculum design in higher education specifically features as a recommendation in key policy documents in Ireland and Canada. Ireland’s policy for international development commits Ireland to three goals namely (i) reduced hunger,

stronger resilience, (ii) sustainable development inclusive economic growth, and (111) better governance, human rights and accountability. As well as these overarching goals, there are six priorities, one of which covers trade and economic growth within which Ireland pledges to work “to ensure that education systems are developed to meet the demands of emerging labour markets’ in partner countries in Africa and ‘where feasible, to support tertiary education programmes” (DFAT, 2013, p. 22). Through Ireland’s Aid Programme, a programme for strategic co-operation between Irish Aid and HEIs in Ireland and developing countries was established and ran from 2007 to 2011 with a spend of €12.5 million (Irish Aid, 2007). The overall purpose of the programme is to build the capacity of HEIs in Ireland’s partner countries of the global south. This is an example of outreach in higher education from the global north to the global south through the international development assistance or aid programme.

Allied to this outreach, there is the inreach role or function of HEIs through their teaching and learning and research functions to educate the public in general about global and sustainable development issues and higher education students in particular. The rationale for this aspect is clearly laid out in the Irish context in two documents; the aforementioned Development Education Strategy 2017- 2023, which states that

We will support higher education institutions, NGOs and development education practitioners to increase the number and spread of third level students engaging in quality development education in both the formal and non-formal spheres of higher education. Results: Our success in this activity will be measured by the level of integration of development education into third level institutions, excluding actions specifically targeting student teachers.

(Irish Aid, 2017)

The second document is the *National Strategy on Education for Sustainable Development (ESD) in Ireland, 2014-2020* (Department of Education and Skills, 2014). Sustainable development is defined as:

...development which meets the needs of the present without compromising the ability of future generations to meet their own needs...creating a sustainable and resource efficient economy founded on a fair and just society, which respects the ecological limits and carrying capacity of the natural environment.

(DECLG, 2012, p. 10, cited in DES, 2014, p. 6)

Higher education and research is the sixth of eight priority action areas in the ESD strategy for Ireland. This action area identified a key challenge to sustainable development education in the HEIs being “silo-isation of subject disciplines” (DES, 2014, p. 21) which prevents “holistic and cross disciplinary approaches” (p. 21) to sustainable development. The strategy also points to “lack of subject specific ESD content, concerns about the preparedness of lecturers to facilitate the type of participatory learning that is most frequently associated with effective ESD, and the need for a whole institution approach to ESD” (p. 21). There has been a tendency to “bolt on” sustainable development programmes in HEIs rather than “bolt in” programmes embedded in traditional disciplines. However there has been growth in Ireland in provision of sustainable development programmes in disciplines such as “engineering, and architecture, development studies, environmental science and geography” (p. 21). Recommendation 19 calls on HEIs “to introduce more undergraduate and post-graduate programmes that are relevant to sustainable development. They

should also explore the potential for introducing principles of sustainable development into existing disciplines” (p. 22).

The rationale for embedding development education and education for sustainable development in the curriculum of colleges and universities in the post-secondary higher education sector in Canada is similarly based on the Government of Canada’s adoption of the 2030 Agenda for Sustainable Development where it commits to “a secure world free of poverty and hunger, with full and productive employment, access to quality education and universal health coverage, the achievement of gender equality and the empowerment of all women and girls, and an end to environmental degradation” (Government of Canada, 2018). Furthermore the Council of Ministers of Education, Canada formed an Education for Sustainable Development Working Group which reported in May 2012. The report *Education for Sustainable Development in Canadian Faculties of Education* (Council of Ministers of Education, Canada, 2012) confirmed there was “modest but promising progress toward reorienting teacher education to address education for sustainable development” in Canada (p. 3). Whilst the report focuses on enquiring into the level of such education in teacher training programmes in Canada, there is a recommendation that further consideration be given to “review and build on work completed or underway at the national and international level’ on education for sustainable development” (p. 5) as well as the “development of a training programme on ESD” for faculty members and other staff (p. 6).

Contexts for Higher Education Collaboration between HEIs in Global North and Global South

The sustainable development goals set by the United Nations and agreed by 193 countries in 2015 provide an important framework for global education incorporating development education and sustainable development education up to 2030. The SDGs are the successor to the Millennium Development Goals 2000 to 2015. Target 4.7 in full states “that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (Irish Aid, 2017, p. 10).

Whilst the SDGs provide a global framework within which international co-operation between HEIs in the global north and global south can function, it is important that such collaborations are based on feasibility, equality and sustainability. The overall purpose should be to transfer benefit to enhance the capacity of the institution in the developing country to meet the enormous challenges faced by the economies and societies of peoples in the developing country. This researcher visited Sierra Leone, West Africa last year and observed the hunger for knowledge and learning among tertiary education students and the dedication and hard work of their educators. They work within a challenging environment, a country recovering from an ebola epidemic and prior to that a ten year civil war from 1992 to 2002. Sierra Leone like Africa has one of the youngest populations compared to other countries. 16% of World Population or 1.2 Billion people live in Africa. “More than half of global population growth between now and 2050 is expected to occur in Africa” (UN, 2018). There is a high young population and growing (60% of Africa’s population are under 25years old). “In sub-Saharan Africa, secondary education grew from 4.3m 1970 to 39m 2009” (British Council & UKAid).

It is important that strategic co-operation in the outreach sense, will benefit Africa or the global south in meeting the challenges of hunger, poverty, ill health, inequality and unfair trade and exploitation. Any collaboration must be based on the principles of solidarity and social justice. Whilst practical supports can be provided on an outreach basis, these must go beyond the short-term assistance. In the longer term, unjust systems and structures which perpetuate global inequality in

terms of wealth distribution do need to be challenged in any partnership. The Programme for Strategic Co-operation between Irish Aid and Higher Education and Research Institutes 2007-2011 (Irish Aid, 2007) set an overall aim for higher education cooperation between Ireland and Africa, 'to increase the capacity of southern institutions to make an effective contribution to poverty reduction' (p. 2). A good starting point for any future collaboration between HEIs in Canada and Ireland with HEIs in countries such as Sierra Leone and Congo in Africa or in the Carribean, would be to take a step back to evaluate past collaborations such as the Irish Aid programme cited above and to really think through the purpose, proposed activities and desired outcomes in advance. Such partnerships should be assessed or proofed for their potential to advance the goal of creating a more equal, just and sustainable world. Finally, this outreach collaboration should be matched with inreach collaboration to educate college and university students, in the global north, namely, Ireland and Canada about the global issues faced by their counterparts in the global south.

Critique of Internationalisation in Higher Educaiton

Much of the discourse in government plans for internationalisation in higher education is focused on maximising income for the HEIs through attracting foreign students. An alternative discourse grounded in a social purpose of solidarity and co-operation needs to be at least matched with the competitive mercantile economic purpose of internationalisation in higher education. *Irish Educated, Globally Connected, An International Education Strategy for Ireland 2016-2020* (DES, 2016) states that the international education sector is worth approximately "€1.5 Billion per annum to the Irish economy" and the target for growth to 2020 is to reach "€2.1 Billion" (p. 5, p. 20). The strategy aims to:

support the development of global citizens through Ireland's high quality international education system, by attracting talent from around the world to our education institutions, equipping Irish learners with the skills and experience they need to compete internationally, engaging in world-class research and international collaborations, and addressing global challenges (DES, 2016, p. 5)

Whilst the aim is laudible and ambitious, the term global citizen is not defined anywhere in Ireland's international education strategy. However, the global citizen is defined in the Irish Aid Development Education Strategy 2017-2023 in the context of becoming "active global citizens" (Irish Aid, 2017, p. 5). Development education empowers the global citizen to "act in their own lives to help bring about a fairer, more secure, more just and more sustainable world for all" (p. 5). The strategy furthermore refers to how "development education helps people to critically explore how global justice issues interlink with their everyday lives" (p. 6) and "informed and engaged citizens are best placed to address complex social, economic, and environmental issues linked to development" (p. 6). This elucidation draws out in more detail the idea of a global citizen, something lacking in the international education strategy.

The term global citizen is defined in the report *Global Education for Ontario Learners: Practical Strategies, A Summary of Research* (Manion and Weber, 2018, p. 9):

...a global citizen as someone who is aware of themselves as a world citizen, respects and values diversity, understands how the world works, is committed to social justice, participates at the local to global level, works collaboratively for equity and sustainability, and takes responsibility for their actions.

(Oxfam, 2015a, 2015b, cited in Manion and Weber, 2018, p. 9).

Manion and Weber argue that the formation of global citizens according to this conceptualisation of the term, is not adequately reflected in internationalisation in higher education. However, the internationalisation discourse as evidenced in the Irish International Education Strategy 2016-2020, is not solely market driven or forged in Ireland's own economic interests only. The strategy does prioritise "greater internationalisation of the curriculum, underpinned by the principles of equality and diversity in the delivery of individual HEI strategies" (p. 8). The strategy also asserts the need for an "ethical approach to internationalisation" (p. 24). The European Commission sets an ambitious target that "at least 20% of those who graduate in 2020 undertake a study or training period abroad" (p. 32). To the credit of the High Level Group who prepared Ireland's International Education Strategy, they put aside the market driven language to be replaced by more socially inclusive language in recognising the need to "widen participation in higher education" and to "support outbound mobility for disadvantaged students" (p. 32).

International Collaboration between HEIs in the global north and global south to embed development education in the curriculum are not necessarily a tool for the purpose of the state's economic self interest, but rather for the broader social and economic global interest of creating a just, equal and sustainable world society and economy now and in the future.

Conclusion

This paper has set out the definition of development education in the broad sense of global education incorporating development issues as well as the particular issue of sustainable development in a world where climate change threatens our own and future generations' welfare. The paper presented a rationale for including such education in the curriculum of higher education institutions in the global north and global south and envisages this as achievable through an inreach approach of expanding development education and education for sustainable development in the programme offerings of HEIs. This inreach work would complement outreach work through collaborations between HEIs in the global north and global south. The Higher Education in Transition international collaboration between HEIs in Canada and Ireland could be a vehicle to promote development education in our respective institutions and to establish more durable outreach collaborations in a meaningful way with partner HEIs in the global South (Africa and Carribean). The ultimate goal of international collaboration in higher education it is argued, should be the promotion of the sustainable development education values of a just, equal and sustainable world society and economy now and in the future.

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Glossary

This paper is aimed at an international audience, predominantly drawn from higher education in Canada and Ireland. This glossary clarifies the meanings of a number of key terms used throughout the paper in both contexts.

Canada	Ireland
<p>Higher Education or Tertiary education</p> <p><u>Quebec</u></p> <p>College refers to 2 year pre-university programme or a 3 year professional programme</p> <p>Undergraduate 3 years leads to Bachelor's degree</p> <p>Graduate programme 1-2 years leads to Masters and 3 or more further years leads to PhD.</p> <p><u>Canada (rest of)</u></p> <p>College refers to community college or a technical school for cert, diploma or associate's degree</p> <p>University refers to undergraduate or postgraduate studies (postgrad requires an honours undergraduate degree)</p>	<p>Higher education or third level education or college refers to</p> <p>Studies leading to undergraduate degrees at level 7 (3 years ordinary degree) or level 8 (4 years honours degree).</p> <p>Studies leading to Masters (usually 2 years) and a further 3 to 4 years to PhD /Doctorate level.</p>
<p>Post-secondary education refers to</p> <p>Quebec</p>	<p>Further education (post-second level but pre-third level undergraduate education)</p>
<p>3 Semesters</p> <p>Fall (end Aug/start Sept to Dec/Jan)</p> <p>Winter (Jan to April)</p> <p>Summer (April to July)</p>	<p>2 Semesters</p> <p>(Semester One, Sept to Dec)</p> <p>(Semester Two, Jan to May)</p>