Global engagement of universities and their local missions

THE GLOBAL-LOCAL NEXUS: A UNESCO PROPOSAL FOR GLOBAL CITIZENSHIP

JOCELYNE GACEL AVILA

I.Introduction

The ***global engagement by universities and their local missions*** is at the core of the current debate on the internationalization process.

According Rumbley and Altbach, It is an issue with both **analytical** and **practical** sides:

Analytically, it refers to conceptual issues emerging from the relationship between globalization driving forces, HE systems, and local HEIs.

It means redefining a framework to explain the interaction existing between global trends and the national and local dimensions in the context of globalization and internationalization

- Impact of global trends into particular economic, social, political and cultural contexts
- Possible tensions and imbalances between global trends and local context

I. Introduction

From a **practical point of view**, it refers to issues of how to integrate these dimensions into the implementation strategies of specific internationalization programmes —student and staff mobility and IaH, etc— and into the specific context of (local) universities.

I. Introduction

This issue raises the following main questions:

- What is the role of internationalization in the interface between the global, national and local dimensions?

- How should the tensions between the global, national and local be approached by universities local missions?

II.Conceptual framework for the global-local nexus

The *glonacal* paradigm (Marginson, 2002, 2018):

- Globalization means the progressive development of increasingly integrated systems and relations beyond the nation.

- The glonacal paradigm is a multiple interaction model between the global-national and local dimensions

- Global phenomena are not **deterministic nor universal** because they are rooted in the national and local dimensions.

- Universities engage in the "glonacal interface" through **the process of internationalization**

- The *glonacal* concept for HE means that global forces and processes have a major and growing impact on HE systems, which were previously focused mainly in the national and local dimensions.

II. The Global North: tensions and imbalances

Growing competition between HEIs at global level through global rankings and the concept of world class universities and world class national systems:

- **Impact on the national and local dimensions of HEIs** /Global prestige vs local commitment (van der Wende)

- World class universities led to reshaping national systems by diverting resources to a few elite universities (Hazelkorn).

- Rankings promotes excellence only for few institutions within national systems

III. Definition of internationalization The global-national-local issue

This debate leads to question **the scope and definition of internationalization of HE**

Standard definition of internationalization:

- "Internationalization at the **national, sector, and institutional levels** is defined as the process of integrating an international, intercultural or global dimension into de purpose, function and delivery of postsecondary education" (Knight, 2004)

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III. Definition of internationalization
The global-national-local issue

This definition was framed for **a broad range of contexts and countries**.

- Is applicable to many different nations, cultures, and educational systems.

- excludes the mention of rationales, benefits, outcomes, agents, and stakeholders because **these elements vary across nations and institutions**.

- Does not make explicit the national and local dimensions **as active agents of internationalization**.

- Depicts **internationalization as one direction process: from the global into the national and local.**

- Possibly one of the reason for the stereotyped view that internationalization embodies only one model, that of the Global North.

Definition of internationalization and the global-local nexus

The global-local nexus has been recently discussed by De Wit, and Teferra (2019)

De Wit and Leask (2015) identified a gap in the standard definition of internationalization and claim that it should **be more inclusive and less elitist.**

"Internationalization is the **intentional** process of integrating an international, intercultural or global dimension into the purpose, function and delivery of postsecondary education"

The inclusion of the term "**intentional**" was proposed to highlight that the process **must** be **carefully planned and strategically focused**"(De Wit and Leask, 2015)

Teferra objects: that "... internationalization as regards to the Global South... is far from being an **intentional process**"

According Teferra…

 "Considering indicators, **African HE is the most internationalized system in the world,** and is an outcome of the colonial period". "Therefore, internationalizatrion in Africa was acheived **by omission** and not through an intentional local process".

 "Even if internationalization were the outcome of an intentional process, it would be coerced by Global North standards, criteria and comparative indicators".

"The term *intentional* expresses **an attitude towards the phenomenon (the intentional process of integrating…) but does not refer to the phenomenon itself".**

- **"Intentional" refers to what internationalization ought to be** instead of what internationalization is in reality.

- Teferra underlines a dilemma facing universities in developing nations:
  - Either to accept uncritically international standards or to look inwards and isolates itself from the world.
  - He points out the necessity to design a model of internationalization suitable for universities in the Global South.

A proposal to integrate global-national and local nexus into education

UNESCO Global Citizenship Education (CGE) Project could be used to integrate theses dimensions into educational models

✓ **Global Citizenship Education Project is part** of a framework developed by UNESCO for a humanistic approach to education

✓ It is a model for education at basic, middle and HE levels, and is part of the UNESCO vision **"Rethinking Education: Towards a global common good?"**

✓ Can be used as a concept for **the humanistic contents of internationalization,** to introduce the global-national-local dimensions into educational programs for both the Global North and the Global South.

GCED: a model for the global-local nexus

The concept of Global Citizenship has different components:

- Human Rights Education

- Education for Peace

- Education for Sustainable Development

One of the UNESCO programmes to carry out some of the Sustainable Development Goals (SDGs)

GCED: the global-local nexus

- GCED is an outcome of forums, consultations and workgroups with the participation of experts from all regions of the world including Asia, Africa, Latin America and the Caribbean.

- Refers to a **sense of belonging to a broader community and common humanity**.

- Promotes an understanding of **global interconnectedness** and a commitment to **the collective good**.

- Aims to empower learners to engage and assume active roles**, both locally and globally** to face and resolve **global challenges**.

- Aims for the reconciliation **of local and global interest and identities**.

- Aims to contribute to a more **peaceful, tolerant, inclusive, secure and sustainable world**.

GCED: a model for internationalization within the global-local nexus

- Aims to develop a **"global gaze"** that **links the local to the global and the national to the international.**

- Emphasizes the implementation of global dimensions explicitly defined by the local.

- Has key parameters, approaches, interpretations, and focus but there is no "one size fits all" model for implementation.

- For instance: can emphasizes **peace education** for conflict and post-conflict settings

- Or stress **civic education**, in case of transitions in government regimes.

GCED Key learning outcomes

Cognitive

- Learners acquire knowledge and understanding of **local, national and global issues** and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-emotional

- Learners experience a sense of belonging **to a common humanity**, sharing values and responsibilities, based on **human rights**
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural

- Learners act effectively and responsibly **at local, national and global levels** for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

Final considerations and questions

Questions for further discussion:

- To what extent these learning outcomes differ or are similar with those of the conventional strategies for internationalization programmes?

- How to integrate the goals of GCE into the internationalization strategies?

  - Into the curriculum ?
  - Into mobility programmes ?
  - how to assess them?