The Globalisation of Higher Education: Key Meanings and Directions for Development Education

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Introduction

The globalisation of higher education represents a complex set of processes and transitions. Higher education is adapting to the context of a globally competitive knowledge economy. At the same time, a global knowledge society is also developing, characterised by rapid social and cultural change, diversity and contestation. Higher education institutions need to develop and promote common values and universal rights, but they must also foster respect for different traditions and protect cultural uniqueness. This poster presents a vision of development education within higher education that focuses on global health and human rights as key areas for interdisciplinary and critical debate. Development education encourages educators, researchers and students to engage with global development issues and contribute to positive global transformation.

Local and Cosmopolitan Perspectives: Moving the debates forward

In response to globalisation, universities need to enhance the democratisation of knowledge and create inclusive spaces of communication (Delany, 2000).

How can academic institutions promote spaces for intercultural dialogue and cooperation? Can indigenous, traditional and local knowledge be included in education and research partnerships and contribute to shared visions of learning?

Development education is education for social change, putting human development at its heart (Bourne, 2003: 5). Global Health and Human Rights are two interdisciplinary areas that connect local and global perspectives (Steiner, 2002; WHO 2005). They provide starting points for mobilising local and global knowledge and action to redress poverty, inequalities and injustice, focusing on human rights and health for all.

One of the most universal human values is health. Health transcends all our cultural geographic and political barriers to provide a fundamental base for human dignity.

Universities are uniquely positioned to enlist multiple disciplines to unravel the complex causes of health disparities, sustain international collaborations, and change students outlook on the world… (Lotz et al, 2008: 165).

Towards Development Education at NUI Galway (DERN)

DERN was established to promote development education and enhance networking and collaboration between researchers and academics. It aims to enable and enhance the sharing of knowledge and skills relevant to development issues and contribute to capacity building for development education at NUI Galway. The network promotes an interdisciplinary, problem and evidence based approach. It affirms the wider aims and values of knowledge-sharing and civic engagement at NUI Galway.

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Website: www.nuigalway.ie/dern

References:


DeEP (Development Education Exchange in Europe Project)

Amsterdam: pp 319-335


REFERENCES:

Photo S. Khoo, 2005

Indigenous herbal medicines being studied in Uttaranchal, India

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Development Education (DE) and its Relevance for Educational Transformation

“Every person will have access to educational opportunities to be aware of and understand their rights and responsibilities as global citizens and their potential to effect change for a more just and equal world” (Irish Aid 2003).

DE is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions” (DEEEP 2008).

DE provides a space for dialogue and communication without compulsion.

DE raises awareness of issues of global interdependencies and embeds a sense of global solidarity and justice based on human rights.

DE fosters attitudes and skills necessary for responsible global citizens of the future.

Directions for Development Education

In response to globalisation, universities need to enhance the democratisation of knowledge and create inclusive spaces of communication (Delany, 2000).

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