

TOWARD GLOBAL CITIZENSHIP: INTERNATIONALIZATION OF ADULT EDUCATION IN CANADA AND THE U.S.

Mary V. Alfred
Texas A&M University

Shibao Guo
University of Calgary

Abstract

Zha (2003) argues that internationalization will become increasingly important in the higher education sector because academic and professional requirements for graduates increasingly reflect the demands of the globalization of societies, economies, and labour markets, and as a result, higher education must provide adequate preparation to meet these requirements. Similarly, Ramdas (1997) suggests that adult education is uniquely positioned to make an empowering intervention on behalf of the underprivileged in every society, and to do that, adult educators must internationalize the curricula to prepare global citizens to contest the negative impact of globalization. To this end, the purpose of this study was to examine the extent to which adult education faculty and programs in Canada and the U.S. are preparing global citizens as evidenced by the internationalization of research, curricula, and pedagogy. Data were collected through analyses of Adult Education Research Conference (AERC) and Canadian Association for the Study of Adult Education (CASAE) conference proceedings (1995–2010) and program offerings from Internet sites of selected adult education programs. The findings suggest that adult educators of higher education must make more purposeful attempts at the internationalization of research, curricula, and pedagogy that highlights and contests the hegemonizing effects of globalization on individuals and societies, and work to prepare graduates for responsible global citizenship in a civil society.

Résumé

Zha (2003) mentionne que l'internationalisation sera de plus en plus importante dans le secteur de l'enseignement supérieur parce que les exigences universitaires et professionnelles des nouveaux diplômés doivent de plus en plus tenir compte des exigences de la mondialisation des sociétés, l'économie et les marchés du

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travail, et, par conséquent, l'enseignement supérieur doit fournir une préparation adéquate pour répondre à ces exigences. De même, Ramdas (1997) suggère que l'éducation des adultes est particulièrement bien placée pour faire une intervention au nom de l'autonomisation des personnes défavorisées, dans chaque société, et pour ce faire, les éducateurs d'adultes doivent rendre les programmes d'études accessibles afin de préparer les citoyens du monde à contester les impacts négatifs de la mondialisation. A cette fin, la présente étude examine dans quelle mesure dans une faculté d'éducation en éducation des adultes et des programmes au Canada et aux États-Unis on prépare les citoyens du monde comme en témoignent l'internationalisation de la recherche, des programmes, et la pédagogie. Les données ont été recueillies au moyen d'analyses du CREA et actes de conférence ACEEA (1995-2010) et les programmes offerts à partir de sites Internet de certains programmes d'éducation des adultes. Les résultats suggèrent que les éducateurs d'adultes de l'enseignement supérieur doivent faire des efforts plus déterminés à l'internationalisation de la recherche, les programmes et la pédagogie qui permettrait de valoriser et de contester les effets hégémoniques de la mondialisation sur les individus et les sociétés et de travail pour préparer les diplômés pour une citoyenneté mondiale responsable dans une société civile la société.

Introduction

During the last century, pursuit of education has become an ideal the world over (Suarez-Orozco, 2007). According to the American Academy of Arts and Sciences, higher proportions than ever before are completing post-secondary education (Cohen, Bloom, & Malin, 2007). The 2006 Canadian census reveals that 6 out of every 10 adults aged between 25 and 64 had completed some form of post-secondary education in 2006, ranking sixth among all OECD countries (Statistics Canada, 2008). Suarez-Orozco observes that schools across the world—whether in Africa, the Americas, Asia, Europe, or Oceania—tend to share some basic features: they are designed to prepare students to become engaged citizens, ethical human beings, and productive workers who will contribute to the societies in which they live. However, she laments that educational institutions are out of sync with the realities of a global world yet have an obligation to prepare graduates for global citizenship. This is particularly important at a time when we live and work in a world “where national borders are permeable; information and ideas flow at lightning speed; and communities and workplaces reflect the growing diversity of cultures, languages, attitudes, and values” (Green, 2002, p. 12). The role of adult education in preparing global citizens is unclear, however, because the voices of adult educators are often missing from such deliberations.

Since the early 1970s, globalization has changed the world we live and work in. According to Smith (2007), globalization is fueled by two contradictory phenomena—production and consumption. Smith describes globalization as the restructuring of capital, the integration of financial markets, and the movement of jobs to foreign countries. Similarly, Wagner (2004) notes that the term *globalization* has become shorthand for the

condition of our time. While some view this phenomenon with skepticism, others see it as an inescapable worldwide occurrence with tremendous magnitude for the way we organize our lives. If globalization is such a vibrant force that affects the current order, there is good reason to assume that adult education is not insulated from the impacts of globalization. Thus, it becomes imperative for adult educators to understand global issues and their local effects on individuals and communities. One suggestion for accomplishing this goal is through the process of internationalization.

More scholars in higher education than in adult education have, in fact, written about internationalization. According to Enders and Fulton (2002), internationalization is influenced by immigration and globalization and represents “deliberate, systematic, and integrated attempts by national governments, supranational agencies, and higher education institutions themselves to engage in a range of international activities” (p. 1). Knight (2004) specifically describes the internationalization of higher education as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education. Accordingly, Ninnes and Hellsten (2005) observe that the internationalization of education is happening at a rapid pace in response to a diverse set of conditions, while Bauman (2002) sees these conditions to be the result of a rapidly increasing globalizing world with crumbling state borders and a worldwide supranational network of capital, knowledge, and knowledge capital. Suarez-Orozco (2007) sees international migration as the human face of globalization. Therefore, to ignore the impact of globalization would be to ignore the realities of immigration and its impact on individuals, groups, and societies. Because of these changing conditions, education is becoming an increasingly contested domain that continues to empower some groups while it alienates the less powerful members of society. Adult education, through its research and teaching functions, can contest the marginalization of groups and individuals who do not mirror the profile of those from mainstream societies. After all, social justice and equity are the hallmarks of adult education.

Among the less powerful stakeholders are the immigrant and international students who are rapidly browning the population of adult education. These profound changes in the demographic composition of today’s adult education call for disciplinary programs to redefine curricula and practice to create space for the experiences and worldviews of the newcomers while enriching the experiences and expanding the worldviews of local citizens. Adult education as a disciplinary field of study must meet today’s expectations for educating students to live, work, and learn in a global and civil society. This is particularly important for Canada and the U.S., which are being vastly impacted by the inflow of newcomers to their shores—hence the significance of this comparative study. To be more specific, the study focused on formal adult education and examined the extent to which adult education faculty and programs in both countries are moving toward the process of internationalization in preparing graduates for responsible global citizenship in a civil society.

A Closer Look at Globalization, Global Citizenship, and Internationalization

A closer examination of globalization reveals that the neglect of the social dimension is "rather glaring" in the current literature, particularly with regard to questions of social inequality, power, and the global-local relationship (Robertson & White, 2007). It is evident that globalization from above favours open markets, free trade, deregulation, and privatization, all of which work for the benefit of wealthy nations and, moreover, the economic elite of these nations. Some scholars draw attention to the ways in which markets and deregulation produce greater wealth at the price of increased inequality (Appadurai, 2002). There is evidence suggesting that we are experiencing widening gaps between the haves and the have nots in global society, devastating environmental problems, declining civic participation and community, and increasing mistrust and alienation among citizenries (Welch, 2001). Global capitalism, it seems, has created a global society that is unequal and unjust (Hall, 2000; Jarvis, 2002).

Another aspect that deserves our attention is the implications of globalization for education. As Welch (2001) points out, globalization is having substantial effects on education, as manifested in the homogenization, commodification, and marketization of higher education. Furthermore, globalization creates "a fragmented and uneven distribution of just those resources for learning, teaching, and cultural criticism" (Appadurai, 2002, p. 273) that are most vital for the formation of democratic research communities. In her analysis of the impact of globalization on adult education, Sumner (2008) argues that globalization affects every aspect of adult education, including its role in society, funding, access, curricula, teaching, learning, technology, and outcomes, and has, in fact, turned it into a technocratic, market-driven, individualistic section of the service industry.

In light of the negative consequences of globalization, it is believed that education can play an active role in preparing for global citizenship. Like globalization, global citizenship is a contested term with a high level of abstraction. For some scholars, it is an ethical claim about universal values and transnational responsibility (Dower, 2008). For others, it is an ethos, or a set of moral principles and codes of conduct (Pike, 2008). Still for others, it is a philosophy of human rights (Abdi & Shultz, 2008). In recent years, educating for global citizenship is gaining prominence in post-secondary education. According to Shultz (2011), current research in global citizenship education mainly focuses on the following five areas: the problems of domination by the economic project of a neoliberal global market; global governance structures and processes that describe citizens' relationship to nation-states in a globalized context; the growth and emergence of social movements to address issues that extend beyond nation-states, such as environmental destruction, climate change, or health issues; the need for understanding global social justice that includes cognitive justice; and the inclusion of multiple epistemologies within education. More importantly, Shultz argues, educating global citizenship needs to be guided by three fundamental questions: Whose knowledge counts in a global citizenship education? Who does knowledge serve when educating global citizens? Can global citizenship education expand the possibilities of the public good by strengthening a global public sphere?

While much of the debate about global citizenship continues, some of the discussion has shifted to the exploration of the best ways of promoting it. According to Pike (2008), globalization does not nurture global citizenship. On the contrary, propelled by the

relentless pursuit of economic growth, competitiveness, and profitability, globalization, in fact, works against the higher ideals of global citizenship. Hence, some scholars are turning to international education as a possible alternative in educating for global citizenship (Gacel-Ávila, 2005; Mestenhauser, 1998).

While some (Knight, 2004; Nannes & Hellsten, 2005; Welch, 2001, 2002) see a dichotomy between globalization and internationalization as Pike (2008) does, others reject such dichotomist approaches, arguing that internationalization and globalization are interrelated with, rather than distinct from, each other. Currie, DeAngelis, de Boer, Huisman, and Lacotte (2003) disagree, noting a distinct difference between globalization and internationalization. They hold the position that the use of the term *globalization* represents neoliberal economic ideology and its material strategies that aim to increase profits and power for transnational corporations, and similar strategies enabling government agencies to gain economic advantages and a competitive edge. The authors further argue that the process of globalization promotes “homogenization of cultures and promotion of so called ‘world’s best practices’ where one idea is considered to be the best strategy to progress within the world economy” (p. 9). If we agree that globalization has such hegemonic effects on individuals, groups, and communities, then adult education has a responsibility to prepare graduates to contest the marginalizing effects while recognizing the potential reward for internationalizing curricula and research.

Unlike globalization, internationalization represents a positive exchange of ideas and people that recognizes and respects differences and traditions between nation-states (Currie et al., 2003; Gacel-Ávila, 2005). To that end, Zha (2003) argues that internationalization will become increasingly important in the higher education sector because academic and professional requirements for graduates increasingly reflect the demands of the globalization of societies, economies, and labour markets, and as a result, higher education must provide adequate preparation to meet these requirements. There is a general agreement, however, that the notion of international education primarily comprises international exchanges in order to learn about other countries. According to Harman (2005), for example, the international dimensions of education also embrace practices such as global movements of teachers and researchers, the diversification of the curriculum, educational programs offered across national borders using technologies, bilateral and multilateral agreements among universities, and the commercial export of education. Internationalization is often seen as a counter-hegemonic approach that prepares students for work and leadership in the context of global interdependence (Schoorman, 2000).

In summary, the process of globalization is a contested terrain. Global capitalism has created a global society that is unequal and unjust. As Currie et al. (2003) reported, anti-globalization protests have aimed at corporate globalization or neoliberal globalization, arguing that inequalities within the world are growing as a result of free trade across borders. Adult education had a long and proud tradition in international cooperation and understanding (Guo, Schugurensky, Hall, Rocco, & Fenwick, 2010; Hall 2000; Holst, 2006; Sumner, 2008). The question is whether adult education can reclaim its roots and play a more active role in educating for global citizenship and strengthening global civil society.

Research Methodology

To reiterate, the purpose of this study was to examine the extent to which adult education faculty and programs in Canada and the U.S. are moving toward the internationalization of research, curricula, and practice to prepare graduates adequately for responsible global citizenship in a civil society. Noting that academic transformation begins with the creation and dissemination of knowledge, two primary questions guided our investigation: (1) What is the level of faculty engagement in international research? (2) In what ways do adult education programs reflect an international perspective in curricula?

As mentioned earlier, the study focused on formal university adult education, particularly graduate programs and research, as internationalization is often institutionalized. One of the approaches in the investigation of the internationalization of education is the process approach identified by Zha (2003) in the context of higher education. This approach stresses the integration of an international and intercultural dimension into teaching, research, and service through a combination of activities, policies, and procedures. As with any organizational change effort, there is concern with long-term sustainability, and according to Zha, the process approach recognizes such a concern. To that end, this approach places much emphasis on programmatic and research activities as well as organizational policies and practices. This approach was particularly useful in our current research as we explored the internationalization of formal adult education primarily through research and curricula activities.

We employed a qualitative research design that used content analysis (Patton, 2002) to mine the data. Thus, we conducted the following activities in generating the data: (1) a review and analysis of the 1995–2010 conference papers from the Adult Education Research Conference (AERC) and the Canadian Association for the Study of Adult Education (CASAE) conference for evidence of faculty engagement in international/intercultural research, and (2) a review of the curricula and program offerings from selected universities for evidence of an international perspective.

In conducting the analysis of the conference proceedings, we reviewed each paper title and abstract for such key words as immigration, migration, international education, globalization, cross-cultural studies, comparative education, and cross-national study, among others. We also included studies with names of international countries and cultures in the title or abstract. The second set of data analyzed were program offerings and course descriptions of the top 10 institutions in the U.S. and the top 10 universities in Canada that offer adult education graduate programs. We used Internet sites for this procedure. For Canada, we searched one prime university in each of the 10 provinces. The top 10 U.S. rankings came from a benchmark survey conducted by the adult education faculty of Texas A&M University in 2003. The faculty surveyed educators from adult education programs and asked them to provide a list of the programs they considered to be the top in the nation. We visited the websites of these universities and reviewed program information and course descriptions that were current as of April 2011. One limitation of this selection process is that other university adult education programs engaged in internationalization activities may not have been identified in the benchmark survey. Also, we did not interview adult education scholars and program leaders to gather information on their engagement in international activities. However, we believe the results of the review of the AERC

and CASAE research conference proceedings provided strong evidence of the extent to which North American adult educators were engaged in research that involves issues of globalization and international concerns. Moreover, these two conferences are the prime venues for the dissemination of research for Canadian and U.S. adult education scholars.

Findings

Overall, the results show a lack of critical-mass engagement in research related to global issues. For Canada, we searched a total of 1,103 CASAE conference presentations over the 16-year period, and only 83 papers (7.52%) related to the broad themes of immigration, internationalization, or globalization. For AERC, we reviewed a total of 1,360 papers and found 104 presentations (7.64%) that focused on issues beyond local concerns (see Tables 1 and 2).

It is clear that not much attention has been devoted to the issues of globalization and internationalization among adult education scholars in the two countries. This finding reflects similar observations from other mapping projects about the under-representation of globalization in current research (Butterwick, Fenwick, & Mojab, 2003). Drawing from analyses of journal articles, conference proceedings, and graduate thesis abstracts, Butterwick et al. examined the extent to which liberatory themes, such as anti-racism, feminism, globalization, social movements and social justice, and equity issues, were evident in Canadian adult education research in the 1990s. The study revealed that globalization was often “named as an issue, but for the most part not analyzed in any substantive manner” (p. 16). We also found similar neglect, but the few studies we identified represented a rich diversity of topics, and scholars took both an individual and a collaborative approach to international research.

One positive development worth noting is the increasing number of presentations in recent years in both countries on topics related to one aspect of globalization, namely, immigration. From 2006 to 2010, a total of 32 presentations with an international perspective were given at CASAE conferences, and 26 of them focused on issues of immigration. A similar pattern was found in the U.S. During the same period, among 36 presentations we identified as related to our theme, 16 reported research associated with issues facing new immigrants. This reflects recent social changes in North America as a result of globalization. As Anderson (2002) notes, one of the new world disorders created by globalization is mass migration. Where migration is a requirement of and a response to globalization, globalization also accelerates migration. It is evident that globalization and migration are inextricably intertwined. It is important that adult educators in both countries turned their attention to such issues and examined the interconnected relationship and implications for adult education. Overall, we found a rich diversity of research on international issues and evidence of transnational collaborations.

Table 1: CASAE Proceedings Related to Immigration, Internationalization, or Globalization, 1995–2010

Year	Papers	Symposia	Round- tables	Total	Papers Related to IM, IN, GL	Percent of Total
1995*	54	1	0	55	1	1.82
1996	53	0	0	53	4	7.55
1997	34	0	0	34	3	8.82
1998	53	0	0	53	8	15.09
1999	39	3	9	51	2	3.92
2000*	99	5	32	136	5	3.68
2001	29	7	0	36	5	13.89
2002	58	7	10	75	5	6.67
2003	40	6	3	49	4	8.16
2004*	91	3	13	107	8	7.48
2005	43	2	5	50	6	7.65
2006	42	3	10	55	5	9.09
2007*	111	5	24	140	10	7.14
2008	60	2	10	72	8	11.11
2009	43	3	10	56	4	7.14
2010	65	3	13	81	5	6.17
Total	914	50	139	1,103	83	7.52

*Joint conference of AERC and CASAE; therefore, numbers are repeated in Table 2.

IM = Immigration, IN = Internationalization, GL = Globalization

Rich Diversity of Research Issues

The limited number of presentations dealing with immigration, internationalization, and globalization reflect a rich diversity of topics, including literacy, informal learning, citizenship education, health and nutrition education, transformative learning, community development, non-governmental organizations, social movements and adult learning, popular education, literacy in international contexts, migration and identity development, learning and development among immigrant students, globalization and its impact, and challenging Western views of learning, among others. They addressed many important questions, such as what is globalization? What is the driving force of globalization? What is the impact of economic globalization on university adult education? How should adult

Table 2: AERC Proceedings Related to Immigration, Internationalization, or Globalization, 1995–2010

Year	Papers	Symposia	Round- tables	Total	Papers Related to IM, IN, GL	Percent of Total
1995*	54	1	0	55	5	9.09
1996	53	0	4	57	4	7.02
1997	50	0	0	50	4	8.0
1998	51	3	0	54	4	7.41
1999	50	8	0	58	6	10.34
2000*	99	5	32	136	5	3.68
2001	80	0	0	80	7	8.75
2002	69	0	0	69	8	11.59
2003	77	2	0	79	6	7.59
2004*	91	3	13	107	8	7.48
2005	71	3	19	93	11	11.83
2006	83	1	17	101	7	6.93
2007*	111	5	24	140	10	7.14
2008	72	17	2	91	5	5.49
2009	69	2	16	87	4	4.6
2010	85	2	16	103	10	9.71
Total	1,165	52	129	1,360	104	7.65

*Joint conference of AERC and CASAE; therefore, numbers are repeated in Table 1.

education respond to the globalization agenda? Does global consciousness lead to social action and a more tolerant society? Does labour education accommodate the corporate structuring caused by globalization or does it provide resistance? Whose interest does literacy serve? What prevents adults from participating in literacy education? Why should adult educators be involved in community development and social movement? What are some of the institutional barriers to popular education and social movement learning? How do immigrant students navigate the foreign academic culture? What is the role of early schooling socialization on learning and epistemological development among transnational migrants in the host country? How do specific groups of foreign-born individuals negotiate the home and host cultures and the impact of such bicultural existence on one's sense of identity and perceptions of home in the diaspora? These presentations and the questions

they addressed are instrumental in helping us develop critical understanding of the process of globalization and our responsibility as global citizens to our interconnected global communities.

Most presentations were single-country studies (e.g., adult literacy in Swaziland, popular education in India, economic impact and structural adjustment in African countries, adult education and English-language education in Romania, aging and learning in Malaysia, intercultural adjustments of American expatriates living in Beijing, post-literacy development in the Republic of Niger), often applying North American concepts to a different social, political, and cultural context. A small number adopted a comparative approach involving two or more countries. Examples were citizenship education in Canada and Brazil; university adult education in Canada and the U.K.; civil society, cultural hegemony, and adult education in North America, Latin America, and the Middle East; and an exploration of non-formal education programs in Ghana, Senegal, and Burkina Faso. Regarding their geographic locations, Africa and Asia were overly represented in these studies; 14 of the Canadian papers and 22 of the U.S. papers had to do with research in these two continents. We also found that some studies (13 papers) mirrored the two countries' lingering colonial past, involving Commonwealth countries such as Australia, Bangladesh, British Caribbean, Ghana, India, Malawi, Malaysia, New Zealand, Sierra Leone, Swaziland, Tanzania, and the U.K.

Transnational Collaborations

Turning to the process of knowledge production and dissemination, we found that the majority of the papers in Canada were single-authored, while U.S. papers were more evenly distributed between those that were single-authored and those completed in collaboration, where one or more of the authors were from an international country. In the case of individual research, the author often travelled to a foreign country to collect data relative to that country. We found these single-authored papers to be those of university professors who had other affiliations—for example, a church or other missionary organization. Meanwhile, we found a significant level of participation among international graduate students who, in collaboration with a professor/advisor from the host country, produced the majority of the co-authored papers. It was obvious that international students were using opportunities within their graduate education programs in the U.S. and Canada to research important issues within their home countries.

Furthermore, the joint conferences of AERC and CASAE tend to attract a number of researchers from outside North America, including Australia, Germany, Malaysia, New Zealand, and the U.K. These joint conferences have become an international forum for adult educators to disseminate research, form partnerships, and learn from one another. In addition, a growing number of researchers in 2006 to 2010 were from visible minority communities who were not born in Canada or the U.S. They have contributed significantly to the emerging critical scholarship in studies related to globalization and, especially, immigration. As Preissle (2006) observes, "Just as what we are doing has diversified in the past four decades so too has who is doing it. We are no longer men, no longer white, no longer even disciplinary experts" (p. 689). It is no surprise that those engaged in

international research are as diverse as the issues they address. However, the diversity of issues is not as transparent in the curricula of adult education programs.

Evidence of Internationalization in the Curricula of Selected Adult Education Programs

We reviewed the programs, course offerings, and course descriptions of selected adult education program websites in both countries for evidence of an international perspective. Based on course titles and/or course descriptions, only six universities from the U.S. and five from Canada were found to have at least one course with an international focus (see Tables 3 and 4). The Ontario Institute for Studies in Education (OISE) and the University of British Columbia (UBC) in Canada, and Penn State and Cornell Universities in the U.S. appear to be well on their way to internationalizing their curricula. Our review also revealed three curricula focus areas related to internationalization and globalization: (1) comparative and international adult education, (2) the relationship of globalization with adult education, and (3) adult education in a broader global context.

Table 3: International Dimensions of Adult Education Programs at Selected U.S. Universities, April 2011

Adult Education Programs at Selected Universities	International Dimension	Courses
University of Georgia	Yes	International Adult Education Multicultural Issues in Adult Education
Penn State University	Yes	Globalization and Lifelong Learning Language, Literacy, Identity, and Culture in a Global Context Comparative and International Adult Education
Northern Illinois University	Yes	International Adult Education
Columbia University Teachers' College	No	
North Carolina State University	No	
Texas A&M University	Yes	Adult Education, Globalization, and Social Justice

Note: Since the 2003 Texas A&M survey of the top adult education programs in the U.S., the University of Wisconsin-Madison discontinued its exclusive adult education program and Cornell University announced the closing of its program.

Table 4: International Dimensions of Adult Education Programs in Selected Canadian Universities, April 2011

Adult Education Programs at Selected Universities	International Dimension	Courses
University of Alberta	Yes	International Adult Education Citizenship Education: Global Contexts Globalization, Global Education and Change
University of British Columbia	Yes	Comparative and International Adult & Higher Education Adult Literacy, Gender, and Development: Focus on Asia Pacific Locating Oneself in Global Learning Global-Local Learning Gender Education and Globalization Education and the Knowledge Based Society: Economic Foundations and Cross-National Perspectives
University of Manitoba	No	
University of New Brunswick (Fredericton Campus)	No	
University of Prince Edward Island	Yes	International Development Education for Global Citizenship
University of Saskatchewan	No	
McGill University	No	
Memorial University of Newfoundland	No	
Mount Saint Vincent	Yes	Lifelong Learning in International Contexts
Ontario Institute for Studies in Education	Yes	Comparative and International Perspectives in Adult Education Teaching about Global and Social Issues Political Economy of Adult Education in Global Perspectives Transformative Education and the Global Community: Creativity and Social Change Global Governance and Educational Change: The Politics of International Cooperation in Education Post-Colonial Relations and Transformative Education

As these tables suggest, of the 20 university adult education programs featured in this study, only two U.S. and three Canadian universities offered more than two courses that address international issues and concerns. From the course offerings identified, it was obvious that Penn State University in the U.S. has made a deliberate attempt to internationalize its curriculum with three courses addressing issues beyond the local. This is not surprising as it is a program that offers a PhD in globalization and lifelong learning. Courses at Cornell have a strong focus on education and the development in Africa and the diaspora. Canada, on the other hand, is advancing faster than the U.S. in internationalizing its programs and curricula. Both UBC and OISE, for example, registered six courses addressing some aspect of globalization, internationalization, or immigration.

UBC's Adult Learning and Global Change—an innovative online Master of Education program—is offered in collaboration with Linköping University (Sweden), the University of the Western Cape (South Africa), and Monash University (Australia). One of the program's objectives is to analyze dominant and alternative theories and discourses of globalization and develop a critical perspective on the relationship between adult learning and global change as these are experienced and understood in different parts of the world. Students in this program benefit from a truly international learning environment in which both students and instructors are drawn from four participating universities. Of the top universities in Canada and the U.S., the number that demonstrates evidence of global consciousness or an international engagement in research and curricula is very small, indeed. This finding supports Altbach's (2002) argument that in American colleges and universities, programs aimed at providing international perspectives and the development of cross-cultural skills are increasing, but the increase is minimal and does not compare with the rapid changes that result from the effects of globalization. Indeed, the authors noted that in the U.S. in particular, there is much more rhetoric than action concerning the internationalization of adult education. While U.S. adult educators profess the value of educating citizens for a global civil society, the data suggest there is no urgency in taking actions toward accomplishing that goal.

Discussions and Implications for Adult Education

In *Global Issues and Adult Education: Perspectives from Latin America, Southern Africa, and the United States*, Merriam, Courtenay, and Cervero (2006) note, "Globalization is an exceedingly complex issue" (p. 486). It has the potential to build societies while it destroys individuals, groups, and communities within nation-states. It is no wonder, then, that in the age of globalization, North American adult education faces an urgent and perplexing set of questions about how to educate students for this new world. As Green (2002) argues, we cannot make the common claim to have the best system of education in the world unless our graduates can free themselves of ethnocentrism bred of ignorance and navigate the difficult terrain of cultural complexity. Although some evidence is emerging from the margins of the data, our findings suggest that research and pedagogy in adult education do not overwhelmingly expose students to international issues and concerns and, hence, prepare them for global and multicultural living and working arrangements. This study found only a small number of conference papers that critically examined the negative

impact of economic globalization on adult education (Cruikshank, 1995; Sumner, 1999), work and workers' education (Cruikshank, 1995, 2001; Spencer & Frankel, 1996), human rights (Mulenga, 2001), and recent immigrants (Alfred, 2005; Guo, 2005, 2010; Mojab, Ng, & Mirchandani, 2000). With respect to its impact on adult education, Cruikshank (1995) argues that under globalization, adult education has undergone massive funding cuts and has been pressured to operate as a business, profit making has become the priority, and the needs of marginalized groups have been ignored. In another study, Cruikshank (1996) explored the negative impact of economic globalization on the future of work. She maintains that globalization serves the interests of corporations at the expense of ordinary citizens. She identified the negative consequences of economic globalization as "high unemployment, increased poverty, a widening of the gap between the rich and the poor, an increasing number of people who are homeless and forced to live on the streets of our cities, and a general feeling of helplessness" (p. 62). Furthermore, Mulenga (2001) suggests that globalization has adversely affected human rights for workers (particularly women workers), peasants and farmers, and indigenous communities, especially those in the South. As Nesbit (2005) notes in his review of the *Handbook of Adult and Continuing Education* (edited by Arthur L. Wilson and Elizabeth R. Hayes, 2000):

I was surprised to find few authors refer to or reflect upon the national and international political issues that marked the 1990s. The corporate scandals, the rapid increase in economic globalization, the growing gap between rich and poor, the drift toward various fundamentalisms, continued conflict in the Middle East, including those of Iraq and Afghanistan (and a few others not so apparent), the demise of the Soviet Union, genocide in Rwanda, ethnic cleansing in the former Yugoslavia ... are hardly mentioned at all. (p. 74)

Overall, this study highlights the near static nature of U.S. and Canadian adult education and the reluctance to move beyond the local to more global issues. The finding has important implications for adult educators in building a research agenda that helps us understand the interconnectedness of the global community and our shared responsibility in building a global civil society.

From Stagnation to Action: Toward Global Citizenship through Internationalization

Despite the negative impact of globalization portrayed in the literature, Merriam et al. (2006) see the potential for adult educators to transform adult education to respond more constructively to the impact of globalization on marginalized populations. They suggest we (1) create space and listen to voices, (2) adopt a critical stance, (3) attend to policy, (4) develop partnerships, and (5) foster collective learning and action. To these we will add and give priority to a deliberate attempt to include and make visible an international dimension to adult education programs. It is through the internalization of the curricula and through critical pedagogy that we can begin to attend to the roles and responsibilities that Merriam et al. have articulated. Adult education must focus its attention on internationalizing the curricula so that both foreign-born and native-born students can find a more inclusive environment in the Canadian and U.S. classroom, one that is not entirely focused on local issues and cultures. Internationalizing the curricula has promise for incorporating an

international dimension into the curricula to pave the way for inclusion of other ways of knowing, cultures, and learning systems. It has the potential for exposing students to global human conditions to include gender inequities, health disparities, poverty, the politics of war and its impact on groups and societies, and disparities in access to education, to name a few.

Introducing an international perspective may be unstructured or structured. Either way, it would necessitate the acknowledgment that learning about other cultures as well as one's own adds a new dimension to the classroom and a different way of thinking. The primary goal would not be to make student experts in another culture but to introduce them to other worldviews; expose them to cultural, political, economic, and education systems; challenge them to question what one takes for granted in one's own culture; and develop understanding of the behaviours and practices of groups who are different from them.

The advantages of using an international or pluralistic approach are varied. First, it promotes campus communities where students and faculty of every cultural and racial background feel welcomed and are encouraged to reach their fullest potential (Bennett, 2001). According to Bennett, research on K–12 desegregation shows that good race relations, high standards of academic achievement, and personal development among all students are most likely when school policies and academic curricula take a more pluralist or integrated rather than an assimilationist or a business-as-usual approach. While much of that research was carried out on public schools, the findings have implications for post-secondary education.

A second advantage to taking an international approach is that it creates opportunities for students to learn about various social behaviours and practices and the particular cultures that gave rise to them. Third, students learn to challenge their own assumptions about what constitutes a culture and to note that cultures are fluid, dynamic, and interactive, and are not defined in terms of hierarchical arrangement. In other words, one culture is not superior or inferior to another. Fourth, an international approach allows students to think about the patterns of cultural diffusion and its impact in an interdependent world. Fifth, through personal interactions among community members, immigrants in the classroom will learn about and question their assumptions regarding Canadian and U.S. cultures. Finally, all students will learn to examine inter-group stereotypes while promoting intercultural communication (Swaminathan & Alfred, 2003). Taking a more international approach will provide opportunities for both immigrants and citizens to learn about their own ideologies, even as they interact with and learn about different cultures and worldviews.

An international perspective in curricula and pedagogy opens space for the integration of a transnational dimension and holds promise for creating a more democratic environment where immigrant students can acculturate within the Canadian and U.S. culture while maintaining elements of their national culture. Such an approach can also present opportunities for members of the host country to learn about different cultures and ways of being, which will help us correct the problems of monoculturalized citizenship and achieve the goal of a de-monoculturalizing and multicentric understanding of citizenship meanings, citizenship rights, and possibilities that Abdi (2011) suggested.

Call to Adult Educators

It is well documented that “for a small segment of the population, globalization means the concentration of wealth and power; for the rest of the human population, it means the globalization of misery and poverty. The numbers of those who fall into the category of ‘suffering’ are increasing day by day ... we certainly need to examine how and why they inhibit human freedom” (Ramdas, 1997, p. 36). As a result, Ramdas calls for an international, integrated approach to adult education and suggests in order to make that happen, “we need to reinterpret—and reclaim—globalization” (p. 36). Adult education, however, has remained within a large instrumentalist, status quo framework as supported by the findings of this research and those of others in the field (Cruikshank, 1995, 1996, 2001; Hall, 1997; Nesbit, 2005). Alternatively, adult education, with its philosophy of social justice and equity, can take a more aggressive position in researching, teaching, and speaking out against the negative impacts of globalization, thus starting a revolutionary movement to address the fundamental issues of global citizenship. It is time for adult education to reclaim its radical tradition of international development and cooperation that supports shifts away from the global market version of growth-oriented, market-driven, and consumerist human societies and works toward the vision of building the responsible and democratic global civil society that Hall (2000) spoke of. In a plenary address to the United Nations Educational, Scientific, and Cultural Organization’s International Conference on Adult Education held in July 1997 in Hamburg, Germany, Ramdas noted:

In my view, adult education—in its broadest sense—is uniquely positioned to make an empowering intervention on behalf of the underprivileged in every society, and at the same time, influence macro policy. We need to take an imaginative leap, to move beyond the dialectics of the current discourse which continues to propagate a compartmentalized view of education and learning. I believe that our challenge is to re-interpret adult education as a powerful instrument, to build, in the words of Nelson Mandela, “a new political culture of human rights.” (p. 36)

To build this culture of human rights, we must begin to make more purposeful attempts at the internationalization of our research, our curricula, our pedagogy, and the development of global citizenship. Adult education, therefore, should answer the call put forth by Ramdas, then president of the International Council for Adult Education, to build an adult education that goes beyond instrumentalism. A new agenda for adult education, then, is to re/claim globalization and to engage in research and pedagogical activities that would highlight the benefits and pitfalls of the phenomenon. Engaging in the discourse allows space for the development of a critical pedagogy that would highlight and contest the hegemonizing effects of globalization on individuals, groups, and societies and work toward the goal of global citizenship.

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