



# International development space in higher education studies

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CGHE seminar series – Breaking boundaries, making worlds: Making sense of the ‘international’ and ‘global’ in research on higher education

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# Different spaces of knowledge creation within the field of higher education studies

- National
- International development
- Comparative
- Global

# How is international space understood within the field of higher education studies?

International HE is normally understood as focusing on either of the three phenomena

- international development HE, HE for/and international development
- internationalization of HE
- globalisation of HE

In a sister field of CIE, international (development) education is defined as a subfield that uses comparative knowledge for the explicit purpose of educational improvement in a resource poor context.

Phillips & Schweisfurth (2014) suggest that international education often uses applied approach.

Wilson (1994) writes about meliorism as central to international education.

Epstein (1968) suggests that international education is concerned more with practice and implementing (in contrast to the study of) policy.

# Who works in the international development space in HE?

Consulting/research firms

Development agencies of individual countries (DFID, JICA, USAID, CIDA, GIZ)

Global multi-stakeholder partnerships (the Global Partnership for Education or the SDG-Education 2030 Steering Committee)

Multilateral development banks (World Bank, African Development Bank, Asian Development Bank, Inter-American Development Bank Group, Islamic Development Bank)

National governments

OECD

Regional blocks (European Union/European Commission, Belt and Road Initiative, Eurasian Economic Union, Organization for Security and Co-operation in Europe)

Philanthropic foundations (Ford, MacArthur, Open Society Foundations, Aga Khan Foundation, Carnegie Corporation, Eurasia Foundation, MasterCard Foundation, Starr Foundation, National Endowment for Democracy)

Think tanks

Transnational and multinational corporations (Pearson, Laureate, British Petroleum)

UN institutions (UNESCO)

# Which disciplinary lenses are applied?

Anthropology

Business/management

Ecology

Economics

Education

Geography

History

International development

International relations

Linguistics

Pedagogy

Philosophy

Political science

Psychology

Sociology

# Which methodological approaches are used?

Auto-ethnography

Bibliometric analysis

Case Study

Content Analysis

Cost-benefit Analysis

Critical Theory

Discourse Analysis

Econometrics

Ethnography

Historical Methods

Interpretative Methods

Mixed Methods

Narrative Inquiry

Participatory Methods

Phenomenology

Policy Analysis

Practitioner Research

Program Evaluation

Qualitative Analysis

Quantitative Methods

Systematic Review

Levels of analysis: macro, meso, micro

Units of analysis: nation-states, institutions, individuals

# What are the main publications covering this space?

## Comparative and international education

*International Journal of Educational Development*  
*Compare: A Journal of Comparative and International Education*  
*Comparative Education Review*  
*Comparative Education*  
*Journal of Studies in International Education*  
*International Review of Education*  
*Policy Practice: A Development Education Review*  
*Journal of International Cooperation in Education*

## International development

*The Journal of Development Studies*  
*International Journal of Sustainable Development and World Ecology*  
*Forum for Development Studies*  
*World Development*  
*Journal of Human Development and Capabilities*  
*African Development Review*

## Higher education

*Higher Education*  
*International Journal of Sustainability in Higher Education*  
*Minerva*  
*International Higher Education*  
*The Review of Higher Education*  
*Studies in Higher Education*  
*Higher Education Policy*  
*Journal of Higher Education in Africa*  
*Higher Education Review*

## Other education

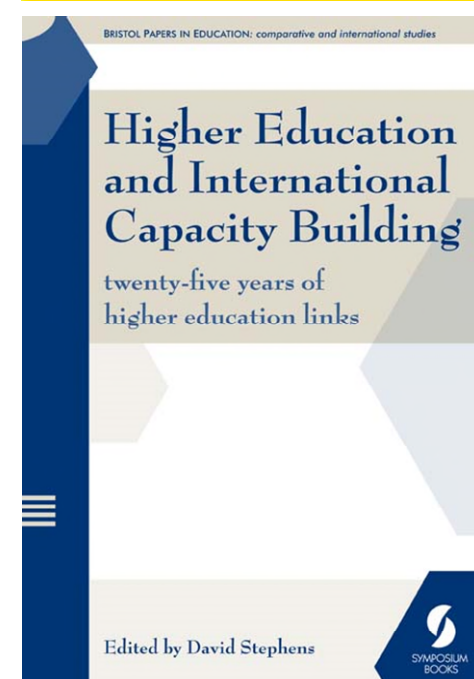
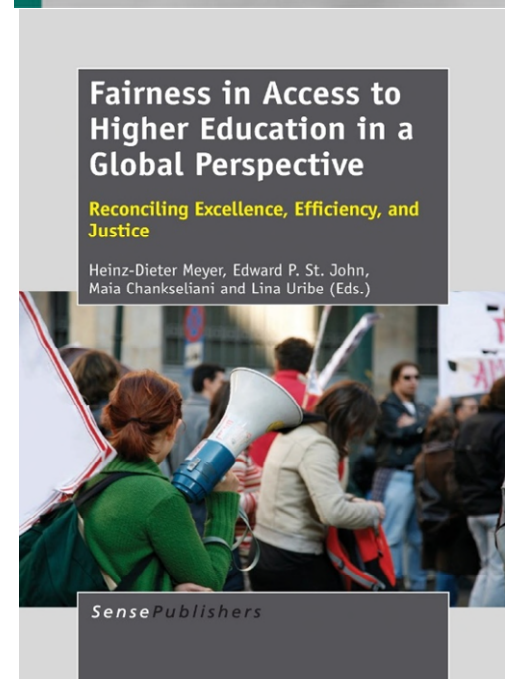
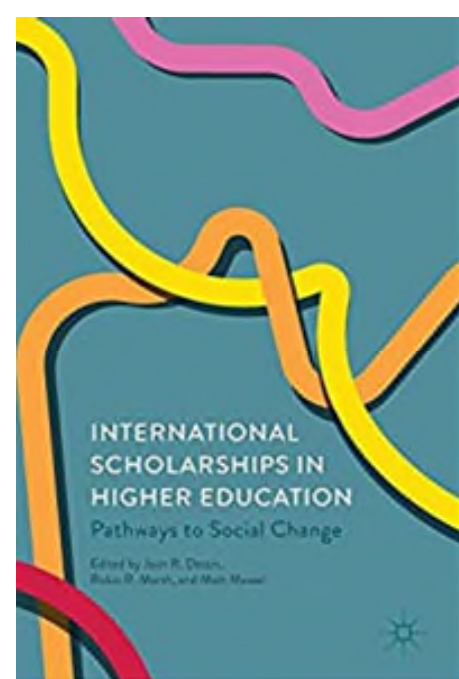
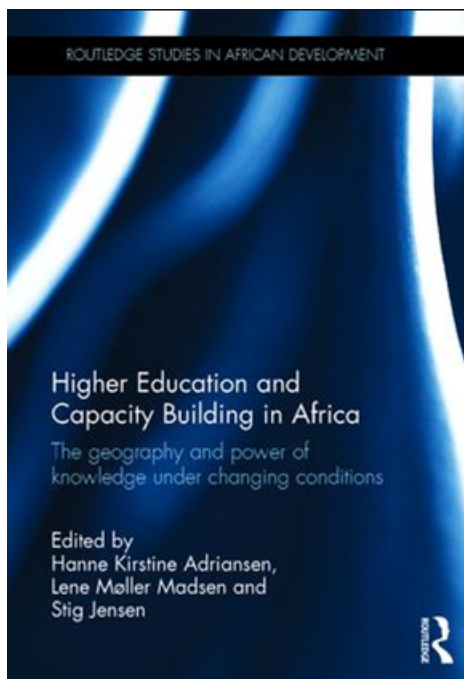
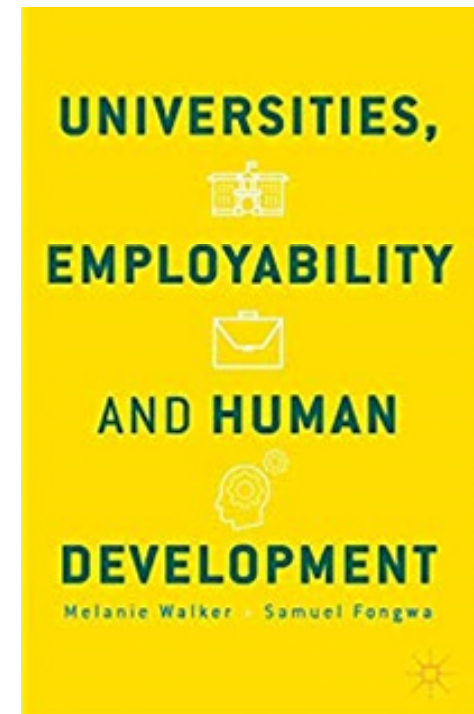
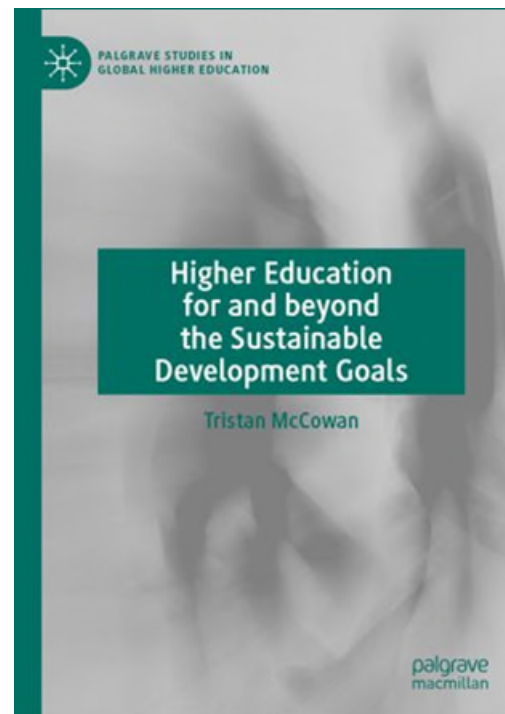
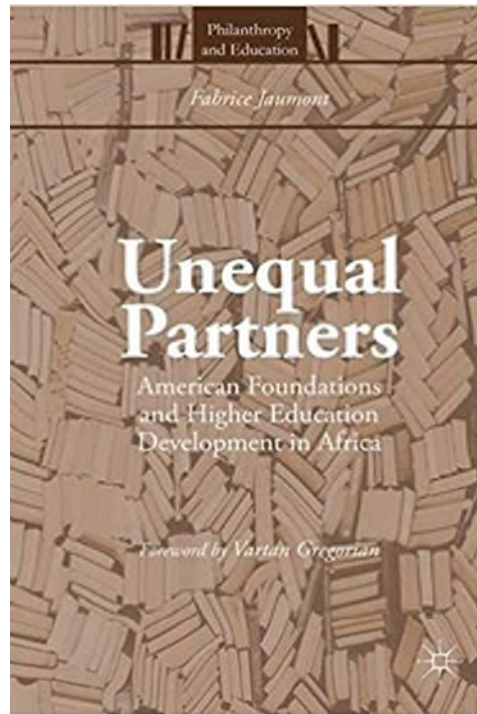
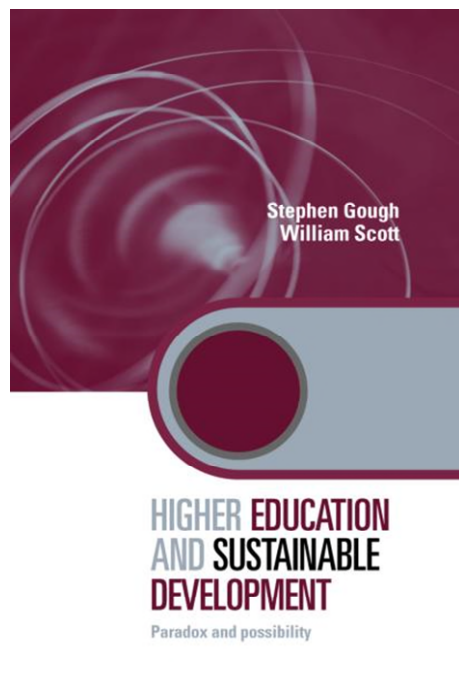
*Journal of Education Policy*  
*European Journal of Education*  
*Gender and Education*  
*Environmental Education Research*  
*The International Journal of Management Education*

## Human geography / environmental science

*Sustainability*  
*Geoforum*  
*Journal of Environmental Policy & Planning*  
*Journal of Cleaner Production*

## Economics

*Economics of Education Review*  
*Oxford Review of Economic Policy*  
*Education Economics*  
*Journal of Comparative Economics*





What are the main areas and cross cutting themes in the scholarship in international development HE?

## Main areas

HE and economic development

HE and poverty alleviation

HE and innovation/R&D

HE and work/graduate employability

HE and good health/well-being

HE and gender equality

HE and ecology/natural environment

HE and political  
culture/democratisation, peaceful and  
just societies/good governance

## Cross-cutting themes

HE funding

HE capacity development

Access to HE

Quality of HE

HE and knowledge  
production/knowledge  
legitimation/decolonisation/politics  
of knowledge

HE and decolonising/humanising  
pedagogies

## HE and economic development

**Economic growth.** Bloom et al (2004, 2014); Gyimah-Brempong (2011); Teixeira & Queirós (2016)/  
*No link:* Hanushek (2013, 2016), Holmes & Mayhew (2016).

**Growth through externalities** Heaton (1999); Obowna & Ssewanyana (2007)

**Endogenous growth** Lucas (1988); Romer (1990); Oketch et al (2014)

**Increased productivity** Bodman & Le (2013); Oketch et al (2014)

**Quality vs quantity / 'Skills, not diplomas'** Sondergaard & Murthi (2012)

## HE and poverty alleviation

**Poverty alleviation** Becker (1995); Bloom et al (2006); Colclough and Arif (2005); Tilak (2010)

**HE and rural development** Collins (2012); Maguire & Atchoarena (2003)

## HE and work/graduate employability

**Skills mismatch/employability** Kupets (2016); Pitan & Adedeji (2012); Walker & Fongwa (2017)

**Graduate earnings** Al-Samarrai & Reilly (2008); Patrinos et al (2018)

## HE and innovation/R&D

**Innovation/R&D** Oketch et al (2014)

**Knowledge economy & research universities** Altbach (2013)

“The degree of public subsidization of higher education is such that there is considerable margin for reducing subsidy levels. . . . The savings from the reduction of university subsidies could be used to expand primary education.

Reducing public subsidies to higher education and reallocating them to primary education would have additional benefits that can be viewed as equitable. To a great extent, universities are attended by those who can afford to pay, whereas the less well-off portion of the population would now find educational opportunities more open and accessible.”

## HE and good health/well-being

Lower rates of HIV/AIDS prevalence Gyimah-Brempong (2011)

Lower rate of Infant mortality Oketch et al (2014), Tilak (2010)

Lower fertility rates Ahmed (2019)

Increased life expectancy Oketch et al (2014), Tilak (2010)

Less likely to have psych-social problems Akinyemi (2012)

Improved capabilities Oketch et al (2014)

Higher rates of subjective well-being Agrawal et al (2011)

## HE and gender equality

Improved gender equality Oketch et al (2014)

Women's economic independence Malik & Courtney (2011), Müller (2004)

Women's participation in family and community affairs Malik & Courtney (2011)

Women's increased awareness of legal rights Malik & Courtney (2011)

Higher level of political participation of women Gyimah-Brempong (2011)

Avoidance of restrictive marriage Müller (2004)

Enhanced choice of future life trajectory in relation to career, travel and further study Müller (2004)

## HE and ecology/natural environment

**Sustainability in HE** Brandli et al. (2015), Gough & Scott (2008); Leal Filho (2009, 2010); Moura et al. (2019); Ortegon & Acosta (2019)

**Teaching about SGDs/ Education for Sustainable development (ESD)** Annan-Diab & Molinari (2017); Leal Filho et al. (2019)

**Sustainability science** Clark & Dickson (2003); Waas, Verbruggen, & Wright (2010)

## HE and political culture/democratisation, peaceful and just societies/good governance

**Improved institutions** Oketch et al (2014)

**Peaceful and just societies/peacebuilding/good governance** Brannelly et al (2011), Milton & Barakat (2016)

**Political culture/democratisation** Chankseliani (2018), Luescher-Mamashela (2011), Walker & Loots (2016)

# Cross-cutting themes

## HE funding

*Rates of return* Colclough et al (2010); Psacharopoulos (1985)

*International aid flows into low & middle income countries* Banya & Elu (2001); Bloom et al (2004, 2014); (Castells (1994); Cloete et al (2011); Jaumont (2016); Malinovskiy & Chankseliani (2018); Niño-Zarazúa (2016); Varghese (2010); Wu (2019)

*HE scholarships contributing to development* Campbell & Mawer (2019); Cosentino et al (2019); Dassin et al (2018); Perna et al (2015)

*Public funding and partnerships* Owens (2017)

## HE capacity development

Adriansen et al (2015); Hansen & Lehmann (2006); Sawyerr (2004); Stephens (2009)

## Access to HE

*Inequalities/expansion without equity* Chankseliani (2013a, 2013b); Marginson (2016); McCowan (2019); Meyer et al (2013)

*HE online/MOOCs* Kizilcec et al. (2017); Rye (2014); Wildavsky (2015)

## Quality of HE

*Quality vs quantity / 'Skills, not diplomas'* Sondergaard & Murthi (2012)

*Quality as labour market relevance* Boccanfuso et al. (2015)

*Quality assurance systems* Ryan (2015); Sari et al (2016)

## HE and knowledge production / knowledge legitimation / decolonisation / politics of knowledge

Ndofirepi & Cross (2014); Shahjahan (2016); Stein & de Andreotti (2016); Weiler (2011)

## HE and decolonising / humanising pedagogies

Heleta (2016); Lotz-Sisitka et al. (2015); Zembylas (2018)

What are the key theoretical approaches within international development higher education?

Essentialist:

- Human capital
- Modernisation

Non-Essentialist:

- Human capabilities
- Human rights
- Liberation

Post-development

Has the international development  
lens become obsolete?



# Post-foundationalist perspectives



Drawing inspiration from Buen Vivir, this mural is by the famous Brigada Ramona Parra, a political street art collective in Chile



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