The Role of Academic Institutions in the promotion of International Development:

A case study of the Nova Scotia Agricultural College (NSAC)
Internationalization

The process of integrating an international and intercultural dimension to the teaching/learning, research and service functions of a university. *(AUCC, 2007– Internationalizing Canadian campuses)*
Why?

1. Prepare internationally knowledgeable graduates (94%)
2. Build strategic alliances with institutions abroad (62%)
3. Promote innovation in curriculum and diversity of programs (54%)
4. Ensure research and scholarship address international and national issues (35%)
5. Respond to Canada’s labour market needs (35%)

(AUCC, 2007 – *Internationalizing Canadian campuses*)
What does Internationalization mean?

- International students at Canadian institutions
- Canadians studying abroad (Canadian University International Exchange Agreement Database (CUE) - 6983 agreements)
- Internationalization of the curriculum
- Knowledge exports
- International development cooperation (Canadian University Projects in International Development Database (CUPID)- 97 Universities - 2829 projects (1978-2012) (AUCC website)

(AUCC, 2007 – Internationalizing Canadian campuses)
How does Internationalization intersect with International Development Cooperation?

Internationalization (teaching, research and service) - All countries

International Development (poverty reduction & social justice) – Developing countries
Canadian university engagement in international development cooperation

“World Bank points to the pivotal role that higher education plays in economic growth and poverty reduction.” (World Bank, 2000)

“International development cooperation cuts through and interacts with other facets of internationalization, including student and faculty mobility, the internationalization of the curriculum, the export of educational services abroad and international research collaboration.” (AUCC 2007)

“International development cooperation was identified as a medium or high priority by 73% of survey respondents in terms of their strategic plans for internationalization.” (AUCC 2007)

CIDA, under its Partners for Development Program, recognizes academic institutions as development agents and supports the efforts of Canadian universities and colleges to reduce poverty in developing countries. (CIDA website)

“CIDA has played an important role in making international development cooperation an essential feature of the Canadian higher education system. CIDA had a role in increasing the number of university actors in international development cooperation and in creating the conditions for even greater university engagement. (S. Bond and J.P. Lamasson (ed.), A New World of Knowledge, 1999, p. 240)
Internationalization at NSAC

- Campus and public engagement
- International research
- Mobility of faculty
- Courses/semesters abroad
- Student internships
- International students at NSAC
- International development cooperation
- Internationalization of the curriculum

Internationalization at NSAC

ACIC AGM and Symposium
SFX University, Antigonish
June 14-16, 2012

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## Accomplishments at NSAC

<table>
<thead>
<tr>
<th>Internationalization Component</th>
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<tbody>
<tr>
<td>Campus &amp; public engagement*</td>
<td>Open House, IDW, IEW, Campus seminar series</td>
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<td>International research for development*</td>
<td>IDRC, LACREG, CAREG, etc.</td>
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<td>Mobility of faculty</td>
<td>Research, projects, conferences</td>
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<td>Courses / semesters abroad</td>
<td>103 students (2010 -2012)</td>
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<td>Student Internships*</td>
<td>6 (2010-2012)</td>
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<td>International Students</td>
<td>20 – 200 students; 2- 20% (2005 – 2012)</td>
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<td>Curriculum</td>
<td>Students mobility and faculty mobility influences teaching and curriculum</td>
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<td>International Development Projects*</td>
<td>See next slide</td>
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ACIC AGM and Symposium  
SFX University, Antigonish  
June 14-16, 2012
NSAC has been involved in international projects for over 30 years

Current Projects

- Ethiopia - Post Harvest Management for Improved Livelihoods (2008-2014)
- Students for Development (2010 – 2015)

### Projects

<table>
<thead>
<tr>
<th>Region</th>
<th>Country</th>
<th>Project Details</th>
<th>Dates</th>
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<tbody>
<tr>
<td>AFRICA</td>
<td>Ethiopia</td>
<td>Post Harvest Management</td>
<td>2008-2014</td>
</tr>
<tr>
<td>ASIA</td>
<td>Cambodia</td>
<td>Agri-Education for Extension Project</td>
<td>2006-2011</td>
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<td></td>
<td>Vietnam</td>
<td>Community Based Conservation Management</td>
<td>1998-2003</td>
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<td></td>
<td>Bangladesh</td>
<td>Farm to Market Enterprise Development (FMED)</td>
<td>1999</td>
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<td></td>
<td>Thailand</td>
<td>Agricultural Technical Institute</td>
<td>1986-1987</td>
</tr>
<tr>
<td>SOUTH AMERICA &amp; CARIBBEAN</td>
<td>Honduras</td>
<td>Zamarano University</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>Columbia</td>
<td>Universidad Francisco de Paula Santander (UFP), Universidad Francisco de Paula Santander (UFP)</td>
<td>1997-2002, 1988-1995</td>
</tr>
<tr>
<td></td>
<td>Brazil</td>
<td>Pontificia Universidade Catolica de Parana (PUCPR), Pontificia Universidade Catolica de Parana (PUCPR), Universidade Federal De Santa Catarina</td>
<td>2000, 1997, 1989</td>
</tr>
</tbody>
</table>
International Visioning Sessions at NSAC

Why?
• Why are international activities important to you?
• Why should NSAC be involved in international activities

How?
• How does NSAC engage internationally?
• How is our work characterized?

What?
• What are we doing well, not doing well, or not doing at all?
Does NSAC see itself as a development agent? Do other universities/colleges see themselves in this way?

- There was a need to reconcile potentially different views
  - Within our office
  - Amongst groups on campus

Who should we work with?

How do we view the issues?

Do we have a responsibility?

What is our role?

What do we have to contribute?

What do we mean by partnership?
NSAC International’s Perspective – Why?

As a result of NSAC International’s global networks we are in a unique position to engage the community and connect Bible Hill with global issues. We believe that through international engagement NSAC can learn from: the approaches and knowledge of our partners; exposure to global issues and realities; and exchanges between people and cultures. Through our international partnerships and mobility programs we can create critical thinkers with open minds who are able to recognize problems and contribute to local and global solutions. Recognizing our unequal access to resources and opportunities as a ‘developed’ country, we view our work as part of a responsibility to contribute, and see our efforts as a means to address systemic inequality and unequal access to education in the world. Our work is part of a commitment to invest in agricultural and education that favors social and economic equality and environmental sustainability; we believe that this approach is essential to the development and creation of healthy societies.
NSAC International’s Perspective – How?

NSAC International is committed to being practical and partnership-focused in our approach. Our work internationally is relationship-centric and built on principles of honesty, mutual trust and respect for others. We want to be authentic in our approach and strive to work collaboratively, and as a team, ensuring all voices are heard in decision-making. We use education and exposure as means to open and expand minds. Through our engagement with our work, and our relationships with our partners, we can promote and encourage initiatives that are dynamic, innovative, responsive and adaptable. Through determination and perseverance in a variety of conditions and contexts we are able to be inclusive, relevant and produce high quality contributions and outcomes. We strive for excellence in content, approach and process in all areas of our work.
NSAC International’s Perspective – What?

NSAC International, first and foremost, builds local and global relationships to link global and local learning. We do this by facilitating international mobility opportunities for our campus community, by promoting campus and community engagement, and undertaking international development and research projects related to agriculture and higher education. Through this work we create opportunities for learning and growth that build confidence and expertise among our campus community and partners. Our international project activities contribute to world food security through education training, curriculum development and transfer of appropriate agri-technology expertise and application. Through training, discussions and exposure we address issues of racism and gender inequality, foster environmental stewardship, and contribute to consciousness-raising on a variety of social issues in both our local and global communities.
Is international development, and the pursuit of global justice, recognized as an integral part of their mandate as institutions of higher learning?

- “Don’t we have a social responsibility” - student
- “We have a service mandate – community – province – country – international” - admin
- “How can we say no if our skills/knowledge can be of use?” - staff
- “The word university comes from universal experience; we have to offer a broad global experience” – staff
- “It is core to our mission, although that may be debatable by some” – admin
- “I have a personal belief that I need to give back in payment to society for the knowledge opportunities that I have had in my life” - faculty
Is international development, and the pursuit of global justice, recognized as an integral part of their mandate as institutions of higher learning?

• “Increasingly students are interested in ID so we have to be knowledgeable and engaged” – Administration

• Projects give instructors the opportunity to experience being disadvantaged culturally, linguistically; this will increase empathy and respect for international students who are undergoing cultural adaptation at NSAC – international student

• “We have an ethical obligation as agricultural scientists because access to food is a basic human need” – faculty
What makes academic institutions unique as potential development agents?

What value do they add to the development community and the partners they engage with overseas?

How can academic institutions engage with civil society?

How should we approach the Istanbul Principles?