



ACCORD ON THE INTERNATIONALIZATION OF EDUCATION

The Global Context for an Accord: Principled Educational Practice

The Accord on the Internationalization of Education seeks to stimulate discussion of critical issues and institutional responsibilities in the internationalization of education, and to give careful consideration to representations of marginalized individuals, groups, and communities. The conceptualization of internationalization processes in education is explicitly framed along five inter-related areas of educational practice:

- Experiences of international mobility
- International teaching partnerships
- International research partnerships;
- The internationalization of Canadian curriculum; and
- The preparation of educators and leaders for schools, post-secondary educational systems and other locations of educational practice.

This conceptualization of internationalization leads to three broad areas of concern that frame the context for this Accord:

1. Increasing mobility has facilitated the rapid internationalization of higher education, straining the capacity of institutions to respond in ways that are socially accountable.
2. Local and global forces are challenging educational systems to respond to increasing levels of complexity, uncertainty, diversity, and inequality in Canada and internationally; these challenges necessitate a reconsideration of the curriculum in Canadian institutions.
3. Current economic imperatives of globalization have intensified the drive towards profit-seeking, standardizing, and potentially exploitative internationalization activities, often without full consideration of or particular attention paid to the vulnerability of marginalised communities.



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Association of Canadian Deans of Education

Principles

This Accord promotes:

- Economic and social justice and equity across contexts and sites of educational practice
- Reciprocity as the foundation for engaging in internationalization activities
- Global sustainability
- Intercultural awareness, ethical engagement, understanding, and respect
- Equity of access to education, regardless of socio-economic status or financial circumstance.

Implications for Practice

ACDE members are uniquely positioned to substantively influence the internationalization of education. Within that context, ACDE supports and encourages practices of internationalization that uphold principles of inclusion and access, as well as scholarly rigour and excellence. ACDE believes that internationalization allows us to construct and share knowledge across a broad range of communities and settings with a view to developing deeper and broader educational conceptions, models, and theories, thus improving educational practice. ACDE supports a call for principled action under four distinct headings:

1. Inclusive experiences of mobility based on sustainability;
2. Ethical teaching and research partnerships based on equity and reciprocity;
3. Curricular internationalization based on economic, social, and global justice; and
4. Long-term institutional commitment.

Commitments

ACDE members commit to:

- Advancing this Accord within their faculties and within their universities more broadly.
- Advancing this Accord with external partner groups such as funding agencies, community or business partners, governments and government agencies, national associations and other stakeholder or advocacy groups.
- Supporting equitable internationalization in education through transparency and accountability in the design, delivery, and communication of internationalization activities.