

Supporting higher education in unstable states: Can foreign contributions ever deliver?

22 September 2021



00:30:26 Simon Marginson: Colleagues, as Rebecca told you at the start, if you want to ask a question or are a statement, do so in the Chat function. We will select the Q&A participants from the Chat. If you come forward early, towards the end of Tony's speaking time, you are very likely to be in the Q&A. Coming in late means you can miss out. Start thinking about questions now in response to Gretchen!

00:36:29 glen chatelier: Gretchen: Thanks for that very involved sharing-it was inspirational. Would psychological conditioning and intercultural ethics training be recommended for expatriate resource experts be appropriate to offset the types of dissonances/shocks/ imbalanced decision making which typically occur?

00:37:37 Norzaini Azman: Hi Simon... will try... listening causally as it has been a very long day for me today. It 9.30 at night. But was intrigued by the topic...

00:39:20 Gerardo Blanco: It appears that, as we make sense of the future of education in Afghanistan in particular, we have some ethical frameworks (which Gretchen discussed) in conflict with each other. For example, the consequentialist approach may be scathing about the current situation of women, yet, the ethics of justice would point to the right of women to education and work. How do we approach such conflicts of ethical perspectives?

00:43:45 Charles Muweesi: Glad to Join in ,though late due to time difference all the way from Uganda. Greetings from Faculty of Science and Education, Busitema University www.busitema.ac.ug Dr Charles Muweesi(PhD), Lecturer of Comparative Education cmuweesi@sci.busitema.ac.ug

00:51:52 Norzaini Azman: Is there such a thing of universal standards of ethics? Do you think there are also different ideals & understanding of ethical standards even within a system or context?

00:53:27 Javid Mussawy: Thank you for organizing this wonderful conversation. I have two questions. (1) I wonder if you could comment on coordination among donors (USAID, Wolrd Bank & British Council, e.g. in Afghanistan). Quality assurance was introduced by the three with a focus on the US and UK quality assurance models - with competing interests. Governments of course have limited leverage due to resource limitation. (2) Do you think that women's education and work engagement in Afghanistan would follow a similar model that is common in Saudi Arabia?

00:53:55 Jack Lee: I wonder about our assessment being too focused on immediate news events. 20 yrs of intervention in Afghanistan means some students have never seen a Taliban regime. Is this not a huge impact?

00:55:01 Mohamad: Greetings from Mohamed, as we all know education is a key to the development of any society. Since every context is aware of this fact, why do we still see corruption in Higher Education and what approaches can be followed to reduce corruption in education?

00:56:52 Saumen Chattopadhyay: How important is the issue of competence or capability in the determination of what constitute the standard and concept of ethical practices when we are working in international HE or otherwise? In India, unethical compliance with regulation has led to poor quality in both teaching and research.

01:00:55 Giorgio Marinoni: A lot of ethical concerns and questions about the rationale of foreign aid are common for any foreign aid in any country. However, I am somehow missing the point which should be the main topic of the webinar today: which are the "unique" considerations for foreign contributions in unstable countries?

01:01:26 Rebecca Schendel: It seems to me that one of the challenging parts of this ethical debate is what happens when you bring in the possibility of NOT getting involved or "contributing" in any way. We have not discussed this much, but there is an ethical argument for aid, given that many contexts simply do not have enough locally-generated funding available to support institutions like higher education. Not doing anything might also be ethically problematic, as we in the West benefit from the global power imbalances that exist. But the question is how those ethical questions intersect with the questions that Gretchen raised. How do we resolve these ethical quandaries? Is it about we form our project teams? Or about ensuring basic safety measures for our partners up front (if such a thing were ever to be possible)?

01:01:32 Ijaz Ahmad: Based on Welch's point I would say that instead of taking Northern notions of freedom, equality, and education to the South, encourage (if North wants to do a favour to South) development of developing models on the basis of Southern theories/thoughts. To do so, engaging with Ministries of Education will not be sufficient.

01:02:43 Jonah Otto: There seems to be a breakdown for the external actors working in these situations in achieving thorough, inclusive stakeholder engagement. What are the main factors preventing this, and how may they be overcome?

01:03:31 Renee Bowling: I agree. Agendas driven by western values and epistemologies run the risk of failure at best, recolonising state worst.

01:09:22 CGHE Webinars: Thank you for joining us today. A recording of this session will be available via the CGHE site tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/supporting-higher-education-in-unstable-states-can-foreign-contributions-ever-deliver/>

01:10:25 CGHE Webinars: The next CGHE webinar, 'Race, Nativity, and Identity: Engaging an Equity-Driven Approach to International Research', will be tomorrow. More details here: <https://www.researchcghe.org/events/cghe-seminar/race-nativity-and-identity-engaging-an-equity-driven-approach-to-international-research/>

01:12:19 Darla Deardorff: Thanks for such a rich discussion today!

01:20:35 Gerardo Blanco: Thank you, Gretchen and Tony!

01:20:58 Gwenaelle Guillerme: Many thanks for this very inspiring webinar!

01:21:03 Ria Pizarro: Thank you from the Philippines.

01:21:07 Jack Lee: Thanks everyone

01:21:14 Thanh Pham: Thank you Simon, Gretchen and Tony. It was very insightful. Thanks everyone!

01:21:23 Jonah Otto: Thank you all!

01:21:30 Eileen Kennedy: Thank you Gretchen and Tony for an important discussion

01:21:32 Rebecca Schendel: Please join us for future CIHE webinars as well! Our next session is October 19, where we will be focusing on universities and climate change. The link to our calendar is: <https://www.bc.edu/content/bc-web/schools/lynch-school/sites/cihe/OtherEvents/webinar---calendar.html>

01:21:36 Norzaini Azman: Thank you Gretchen and Tony. Thanks Simon

01:21:48 Hiroshi Ota: Thank you for the insightful seminar.