PROMOTING CORE HIGHER EDUCATION VALUES

Perspectives from the field

e-Handbook in the framework of the Academic Refuge Project
Promoting core Higher Education Values

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Stefaan Smis
Brussels, 15 May 2019
ABOUT THE ACADEMIC REFUGE PROJECT

Marit Egner (Project coordinator)

The EU-funded 'Academic Refuge' project aims to improve the capacity of European universities to assist refugees and threatened academics on campus and to promote understanding and respect for Higher Education Values.

The project has two overlapping project objectives:

1. Improve the capacity of European universities to assist refugees and threatened academics
2. Promote greater respect for academic freedom and greater protection for Higher Education Values

During the refugee situation of 2015/16, the project partners came together to use their existing knowledge and experience from working with academics from conflict areas to help European Higher Education Institutions find good solutions for welcoming refugees and at-risk academics into the European higher education sector.

Alongside increasing the European universities' capacity to support those who were forced to flee, there was also an opportunity for European universities to work together with refugees and threatened academics to look to the longer-term. This combines efforts such as the Academic Dugnad for refugees with the long term work of Scholars at Risk.

This project aims to raise greater awareness of the importance of academic freedom to a healthy higher education sector, the consequences for society at large when such freedom is repressed, and the steps we can take as a sector to protect Higher Education Values.

During the project period, this issue has come more to the forefront, and the whole higher education sector has seen how vulnerable the core university values are when governments are changing the policies and rules in countries like Turkey, Hungary and the USA. It means that Higher Education Values cannot just be taken for granted, but we need to strengthen and protect them every day.

Academic Refuge outputs:

1. Development and implementation of a Staff training on Welcoming Refugees and Threatened Academics to European Campuses

The Pilot Staff training took place in Oslo in June 2017 (Report, PDF) with 55 participants and around 20 contributors for a 5 day staff training focusing on core values in higher education, welcoming refugee students and academics as well as at-risk academics.


The course gives knowledge and understanding around the importance to society of academic freedom and other core Higher Education Values. The MOOC has a mix of texts, online short lectures, video interviews, animations, quizzes and discussions with other participants. The course is run every semester and can be taken online for three hours per week. To date, the course has attracted more than 2,300 participants from more than 120 countries. At the course page on Futurelearn you can register interest for the MOOC.

3. Promoting core Higher Education Values: perspectives from the field

The project has engaged colleagues from around Europe and beyond, who are sharing stories and thoughts on how they are including core Higher Education Values in their own institutions. The handbook is launched at a final event of the Academic Refuge project and the GREET project 15-14 June 2019.
INTRODUCTION
Core Higher Education Values and Why They Matter
Lauren Crain (Scholars at Risk)

This publication grows out of Scholars at Risk’s Promoting Higher Education Values project, which offers resources and support for higher education leaders, administrators, faculty, staff, and students, as they work to protect and defend everyone’s right to be free to think, question, and share ideas.

The first publication in this series, Promoting Higher Education Values: A Guide for Discussion, presents the five core Higher Education Values—academic freedom, equitable access, social responsibility, accountability, and autonomy—which, when viewed in harmony with each other, offer an essential foundation for creating and sustaining healthy, vibrant higher education communities. The ideals these values represent are not specific to a certain country or context; they can be found in numerous international treaties, instruments, and civil society statements1.

Higher education communities rooted in these values foster an educational environment that not only produces students able to contribute necessary skills and services to society, but who are also capable of thinking for themselves and making informed, creative contributions to their own lives as well as to the lives of others. Promoting these core Higher Education Values has never been more important, as higher education communities around the world face increasing threats, ranging from violent and coercive attacks to more subtle pressures, including self-censorship and threats to cut funding, in addition to other structural and competitive pressures. In responding to these pressures, there is a risk that core values can be squeezed out, oversimplified, or limited to vague statements, not due to any hostility towards core values, but because the challenges they represent are complex.

As an example, when professors are exercising their academic freedom, they may also be unintentionally limiting access to the course and neglecting to fully consider their commitment to social responsibility. Should professors reconsider their approach to try and find harmony among these core Higher Education Values?

How should the administration, faculty, students, and the community respond, if at all?

Challenges to core Higher Education Values are also encountered when institutions embrace internationalisation strategies that, while offering many positive opportunities, can also pose challenges for institutions, scholars, and students working in or with institutions and people from places where Higher Education Values are not well understood or respected.

The best way to navigate these complex challenges—and the only way to avoid significant risk to your mission and its reputation—is to be prepared. One encouraged institutions to develop specific policies, procedures, events, and other activities to promote core Higher Education Values on their campuses, and also in their international partnerships, not only after an incident occurs but with a proactive, intentional approach. These policies should be developed with input from multiple stakeholders within the university community and be regularly revised and revisited to ensure they continue to serve their original intent.

GCPEA, Guide to Implementing the Principles of State Responsibility to Protect Higher Education from Attack (2016). Recent statements recognizing the importance of core values in cross-border higher education include ‘Guidelines for an Institutional Code of Ethics in Higher Education’, jointly issued by the International Association of Universities and the Magna Charta Observatory (2012), and the ‘HeiR Statement on the Ten Characteristics of Contemporary Research Universities’ (2013), jointly issued by the Association of American Universities, Group of Eight (Australia), League of European Research Universities and the Chinese B Universities, and later joined by the Russell Group, UII Canada, AEARI (Association of East Asian Research Universities), RUII Japan, and the Hong Kong 3 To date Scholars at Risk and partners have organized workshops in North America, Africa, and Europe for hundreds of participants from more than 50 countries.

An example of such an activity might include organizing a workshop exploring this topic using the Promoting Core Higher Education Values: Workshop Supplement, which was developed by Scholars at Risk and its Academic Refuge Project partners and includes exercises, case examples, and questions for discussion2.

Together the Guide and the Supplement suggest a framework for analyzing situations and for constructive dialogue about values and values-related incidents, rather than offer specific answers to values questions or responses to a particular incident. It is neither practical nor desirable to prescribe specific policies without taking into account all the various contexts and circumstances in which universities operate.

However there is local experience on these issues within the global SAR and UNICA networks, so the Academic Refuge project partners have produced Promoting Core Higher Education Values: Perspectives from the Field, which highlights the important work universities and higher education partners around the world are doing to promote wider understanding of and greater appreciation for these values, both on their own campuses, and also in their internationalisation activities.

We seek to spotlight this work, not only for the good practices they represent and because by increasing understanding and respect for academic freedom and related values, Higher Education Institutions do more than proactively promote these essential principles; they help make sure their communities are more vigilant in identifying when these values are at-risk. Increasing the visibility of the pressures and threats scholars and universities face will ultimately lead to greater protection for scholars, students, and higher education communities everywhere.

1 Relevant civil society statements include the 1982 Declaration on Rights and Duties Inherent in Academic Freedom, adopted by the International Association of University Professors and Lecturers (IAUPL) in Sienna, Italy; the 1988 Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education, adopted by the World University Service (WUS); the 1988 Magna Charta Universitatum, adopted by the Standing Conference of Rectors, Presidents and Vice Chancellors of the European Universities (CRE); the 1990 Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics, adopted by staff associations of higher education establishments in Tanzania in 1990; the 1990 Kampala Declaration on Intellectual Freedom and Social Responsibility, adopted at a symposium held for that purpose by members of the African intellectual community; and the 2004 Amman Declaration on Academic Freedom and the Independence of the Institutions of Higher Education and Scientific Research, adopted by the Conference of Academic Freedom in the Arab Universities. Building on these, the Global Coalition to Protect Education from Attack (GCPEA) has recently released guidance to states on the responsibility to protect core values, especially academic freedom and institutional autonomy, in the context of violent and coercive attacks on higher education.

2 America, Africa, and Europe for hundreds of participants from more than 50 countries.
HOW TO USE THE HANDBOOK?

The main goal of this e-handbook is to allow universities all over the world and their staff to be inspired by practices which contributing to Higher Education Values. By presenting these inspiring practices in an accessible and easy to use manner instead of providing a simple compilation of good practices, the project’s team wanted this e-handbook to be practical and capable of being carried out as a ready reference, which allows readers to navigate across topics in different manners according to their mood and institutions’ needs and interests.

In order to develop this practical handbook the project’s team started by launching an open call but also approached colleagues within their networks with the aim to receiving both longer or shorter contributions on relevant higher education practices. A good response resulted from the call and the project’s team made a selection with the aim to show a broad variety of ways Higher Education Institutions address the issue. For those who are interested in reading the selected contributions in extenso they are all brought together in the annex with the heading 'overview of contributions'.

To make reading easy and to enhance the practical aspect of the handbook, a number of symbols have been selected to quickly highlight certain aspects. This allows to better visualize certain messages that the handbook wants to convey. There are also clickable buttons to references, certain statements, background information and/or websites that have been provided with additional information. Interactive buttons to the author’s contact details have been included. This allows users of the handbook to easily contact the initiators of the practice. Moreover, next to each contribution a link to the corresponding academic value(s) has been added.

Thanks to those practical interventions, the project’s team hopes that the handbook becomes a useful tool for higher education stakeholders, refugee students and scholars, scholars at risk, NGOs, networks and Associations working in related fields seeking guidance and examples on how to put the Higher Education Values into practice.

The first chapter is on embedding Higher Education Values in the fabric of Higher Education Institutions. The focus lies on values, slogans and mission statements of Higher Education Institutions:

And answers the question of how Higher Education Values can be embedded in the institution’s values externalized in their slogans and mission statements.

The second chapter looks beyond higher education’s walls. It asks the question how Higher Education Institutions can engage students to respond to contemporary world challenges, to encourage social responsibility and social citizenship. Finally, it addresses also the question how to integrate refugees and at risk scholars into the life on campus and functioning of Higher Education Institutions. In other words, aims and objectives have been turned into concrete policies and the implementation thereof in the form of activities developed by all kinds of actors on campus.

The third chapter focuses on instruments through which core Higher Education Values can be integrated in policies, programs and mechanisms of Higher Education Institutions. It focuses on the means to achieve results.

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And finally, reflections on the practical impact of Higher Education Values close the handbook. To give additional information to those wanting to know more, a section with further readings has been added.
WHAT ARE CORE HIGHER EDUCATION VALUES?

ACADEMIC FREEDOM

The 'freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely opinions about the academic institution or system in which one works, freedom from institutional censorship and freedom to participate in professional or representative academic bodies'.

INSTITUTIONAL AUTONOMY

The degree of self-governance necessary for effective decision-making by Higher Education Institutions and leaders regarding their academic work, standards, management and related activities consistent with principles of equitable access, academic freedom, public accountability, and social responsibility.

SOCIAL RESPONSIBILITY

In higher education, this is the duty to use the freedoms and opportunities afforded by state and public respect for academic freedom and institutional autonomy in a manner consistent with the obligation to seek and impart truth, according to ethical and professional standards, and to respond to contemporary problems and needs of all members of society.

EQUITABLE ACCESS

Entry to and successful participation in higher education and the higher education profession is based on merit and without discrimination on grounds of race, gender, language or religion, or economic, cultural or social distinctions or physical disabilities, and includes active facilitation of access for members of traditionally underrepresented groups, including indigenous peoples, cultural and linguistic minorities, economically or otherwise disadvantaged groups, and those with disabilities, whose participation may offer unique experience and talent that can be of great value to the higher education sector and society generally.

ACCOUNTABILITY

The institutionalisation of clear and transparent systems, structures or mechanisms by which the state, higher education professionals, staff, students and the wider society may evaluate—with due respect for academic freedom and institutional autonomy—the quality and performance of higher education communities.

1 UNESCO 1997 Rec., para. 27 (cited UNESCO 1974 Rec.). The UN Committee on Economic, Social and Cultural Rights (ESCR) has commented that ‘members of the academic community, individually or collectively, are free to pursue, develop and transmit knowledge and ideas, through research, teaching, study, discussion, documentation, production, creation or writing. Academic freedom includes the liberty of individuals to express freely opinions about the institution or system in which they work, to fulfill their functions without discrimination or fear of repression by the State or any other actor, to participate in professional or representative academic bodies, and to enjoy all the internationally recognized human rights applicable to other individuals in the same jurisdiction’ (ESCR Committee, General Comment 13: The Right to Education, E/C.12/1998/10, 1999).
1 EMBEDDING VALUES IN THE FABRIC OF YOUR HIGHER EDUCATION INSTITUTION

‘Values as labels might look good on a corporate coffee mug but to be meaningful they had to be reflected in our everyday behaviours’

- Caroline Parker, Glasgow Caledonian University

Higher Education Institutions all over the world are conscious of their role not only to educate the future generations, to create knowledge via scientific research and to deliver services to society but also to serve as beacons in society when it comes to propagate social responsible reflection and action. There is no better way to address this question than to incorporate reference to some core values in the most important symbols of the Higher Education Institutions; their maxim, shield or coat of arms. In most Higher Education Institutions these symbols will defend a set of values, a mission statement or even a slogan that they, as institutions, associate themselves with. But what do these symbols actually mean? At a time when building knowledge societies has become a worldwide objective, Higher Education Institutions have taken up a crucial role in today’s agenda. At the same time and due to globalisation and technological innovation these institutions are being challenged by new forms of learning and sharing information. As a result, the contemporary Higher Education Institutions find themselves in a position where they must balance their primary role educating future generations and generating knowledge with the demand for being accountable, socially relevant and engaged with society and innovation. To this end many Higher Education Institutions are using academic values as a means to drive their accountable action but also to show to the external world that they are serious about their socially responsible inclination.

However, as important it is to have a set of academic values as a flagship (or a coffee-mug decoration), they must be embedded in the university’s fiber or DNA in order to be meaningful. Values are only as significant as the scope of the practices that put those values into existence. How have Higher Education Institutions over the world embedded academic values? How have they communicated about these academic values and what was the role of these values when they became threatened? In this chapter, colleagues share their experience.

1 How to embed Higher Education Values?

Glasgow Caledonian University (GCU) takes us on their ‘values journey’ to show us step by step how they transformed and put their values into practice.

Embedding values in the fabric of your higher education institution

The Values project of GCU was initiated in 2014 after the University recognized that they had a very strong sense of who they were and what they wanted to achieve: the values activity was designed to clarify the how.

1st Step : Realigning the values with the mission

The University asked staff and students what characterized GCU at its best and what values they personally expected from the University for the Common Good. The data generated was iteratively grouped into four clusters labelled Integrity, Creativity, Responsibility and Confidence, which became GCU’s new Values.

2nd Step: Turning values into a set of behaviours

The next stage was to create a set of organisational behaviour statements. These statements illustrate the collective understanding of what each value means. For example, ‘Integrity’ to GCU not only means that they are open, honest and accountable but that they ‘strive to make a difference in the world’.

3rd Step: Illustrate how to use the values and behaviors

Organisational behaviour statements don’t help students, staff and managers reflect on and monitor their behaviours. Therefore, a successful template was devised by Guys & St Thomas Health Trust, the Behaviours Framework. This describes ideal or aspirational value-based behaviours at individual (staff & student), line manager and strategic leadership levels and provides a simple but effective reflection and discussion tool.

4th Step: Embedding values and behaviors in the institution

Organisational behaviour is not just driven by a personal understanding of what is appropriate, it is directed and constrained by the processes and policies laid down by the organisation. Having successfully gained consensus on the organisational and individual behaviours, GCU needed to embed them within the fabric of the university.

The Magna Charta Observatory, working with senior experts and very different universities in nine countries, has developed and piloted guidelines and resources (Living Values Tool Box) to enable universities across the world to define, achieve engagement with and live effectively in accordance with their values.

The guidelines and resources (Living Values Tool Box) are freely available for universities to use.

Click here
Some examples

Curriculum changes: to ensure graduates have the opportunity to develop and articulate attributes aligned to the mission and values.

Review of Human Resources policies: amendment of staff recruitment, induction, review and promotion processes so that they can demonstrate positive contributions through behaviour.

In 2016 GCU initiated the Points of Pride activity annual opportunity to share and celebrate the great things that staff do. The stories showcase the many ways in which GCU live their values and deliver on their mission.

Common Good Award: In 2017/18 GCU created a student focused Common Good scheme where students evidence their common good activities: working towards bronze, silver or gold awards and a similar exhibition event.

What can we learn from this practice?

We are not perfect and we make mistakes like everyone else but our behaviours framework provides a concrete, aspirational framework for continual improvement. The key lesson to be learned from our project is that identifying, capturing and sharing values is just the start, truly embedding values is a long-term and evolutionary process.

Caroline Parker, Glasgow Caledonian University

2 How to communicate your Higher Education Values?

Peoples’ Friendship University of Russia (RUDN University) presents their communication strategy to promote their 'Living Values'.

The Living Values underpin the RUDN University institutional culture and serve as a basis for forming a corporate identity. Following the results of the preliminary stage of the implementation of the Living Values project at RUDN University, the goal to promote values was set. They include: social responsibility, research culture and professional development.

What was carried out to promote the values at RUDN University?

Steps

1. Concise and clear verbalisation of the values

2. Transmission of the values meaningfully

3. Identification with the values

Tools

- Analysis of University documents
- Carrying out surveys and having discussions with the academic community
- Conducting a focus group
- Conducting a joint International Seminar for Universities of Russia and other CIS countries
- Visualisation of the University Living Values:
  - Advertising Products (Posters, Merchandising)
  - Online promotion (website/social media)
  - Build the image of the university around these values through external communication strategies (media)
- Engage community (ex.: poster competition)
- Promoting RUDN University Living Values:
  - Lectures focused on the importance of the living values
- Storytelling of academic community experiences
- Connecting different groups of the academic community through the values:
  - Meetings with alumni and faculty members
- Formal approval of the values on different levels, including management
- Take the opportunity to promote values during events
- Implement a policy of monitoring
- Encouraging practices among the community to embed them in the fabric of the university.
Another way to communicate on core Higher Education Values:

Setting up special events that celebrate Human Rights is also a good way to promote Higher Education Values to the community. For example VUB, ULB and Erasmus Hogeschool (among others) organize yearly the 'Difference Day'. This initiative celebrates freedom of the press and freedom of expression, and honours people and organisations that make a difference in protecting and promoting these values.

Vrije Universiteit Brussel
► Read full contribution

At our universities, we educate young people who will be journalists in a near future. We do research on media and social media, and the relationship between media and society, in Belgium, in Europe and worldwide. We examine the state of press freedom and freedom of expression everywhere in the world, including Europe. Because freedom of speech is also at the heart of our daily work, as academics.

Caroline Pauwels, Rector, Vrije Universiteit Brussel

In communication, symbols play a primary role. Slogans, mission statements and their translation or visualisation in the shields or coat of arms of Higher Education Institutions are symbols that in a fraction of time position them in the field of competing institutions and explain what they stand for. Higher Education Values are often the basis from which the symbols of Higher Education Institutions develop.

Here are a few examples:

Vrije Universiteit Brussel

- 'Thinking must never submit itself'
  - University's motto: 'Scientia vincere tenebras', or 'Conquering darkness by science', and in its more recent slogan 'redelijk eigenzinnig' (Dutch), or 'reasonably opinionated'

Universite Libre de Bruxelles

- 'Conquering darkness with knowledge'

Universidade NOVA de Lisboa

- 'A global and civic university'
  - Motto: 'Every city divided against itself shall not stand'

Harvard University

- 'Truth' (Veritas)

Learning outcomes:

- Promotion of values is a process rather than single actions
- Efficient communication of values is crucial for embedding them in the fabric of the university
- The values of a university are an important part of its identity

3 Importance of embedded Higher Education Values when under threat

Slogans and mission statements are the symbols for what Higher Education Institutions stand for and when they are sailing through stormy waters can play the role of a compass when action is required. Difficult or even extreme decisions are more easily legitimized when taken in conformity with core values the higher education institution is defending.

Central European University (CEU) shares the positive impact that their mission statement had in their fight for academic freedom.

CEU’s stated mission is to promote academic excellence, a commitment to the promotion of the 'values of open society and self-reflective critical thinking' and bringing 'support for building open and democratic societies that respect human rights and human dignity'. Perhaps due to the explicit commitment to these values there has been an astonishing sense of unity among the faculty, staff and students. For the last 2 years we had a common sense of purpose that was salient to our activities. This degree of unity fostered self-reflection and solidarity among the community in a way that we haven’t experienced before. It also provided an opportunity to improve some of the internal working of the institution—by for instance, demanding more and better communication between the leadership and CEU's community.

Cameran Ashraf and Andres Moles, Central European University
► Read full contribution
A university without buildings

It is considered that what makes a university a university is the core Higher Education Values. When it becomes impossible to own those values in official buildings, creating new places to protect those values might become a real option.

Some context

'Vestiblished a new human rights centre. As we don’t have physical institution to conduct trainings, the whole system was moved to digital space. Different aspects of human rights education will be included in the curriculum; from law to international relations, philosophy to communication. In February 2019, the first term started at the Human Rights School. The main idea is to defend the core Higher Education Values (institutional autonomy, academic freedom, social responsibility, equitable access and accountability) outside university.'

Kerem Altiparmak, University without buildings

II REACHING OUT

Higher Education Institutions are not islands protected by walls and living in autarchy with society. Universities are embedded in countries where ideas are being generated in interaction with society. Higher education walls are open or porous. Students and academic staff are citizens and members of society like anyone else. Higher Education Values therefore influence societal values and vice-versa. If you want an open society, you should have an open university. Equitable access and social responsibility go beyond the university walls.

1 How does your Higher Education Institution engage students to respond to 21st century problems and encourage social responsibility and citizenship?

'Reason and Engage: Critical Reflections on Humanity and Society’, an off campus optional course organized by Vrije Universiteit Brussel illustrates how they support students to become 21st century citizens:

Reason and Engage encourages students to explore research domains and disciplines beyond the familiar. It aims at a truly interdisciplinary approach where students from various fields learn to work together and get to know each other’s perspectives. It is an optional course offered in two variants (a 3 credit and 6 credit variant). Students must have earned 120 ECTS throughout their Bachelor if they want to register for the course. Edition 2018-2019 mobilized 48 students: Third Bachelor as well as Master students, both regular and working students, students in Philosophy, Geography, Urban Studies, Industrial Engineering, Medical Sciences, among other disciplines.

Taking the Sustainable Goals as a starting point, the team identifies a new theme for each edition. The course builds in a series of four lectures elaborating on the annual theme from different perspectives. Each lecture is followed by an extra activity such as a workshop, a panel discussion, an artistic performance... As the lectures take place off-campus and are open to the public, they attract a diverse audience (students, active citizens, professionals, academics...), most of them Brussels-based, numbers varying between 50 and 250.
Since 2017, *Reason and Engage* applies the pedagogy of **Community Service Learning (CSL)**.

**Have you tried the pedagogy of Community Service Learning (CSL)?**

Multidisciplinary teams of students work on a project proposal introduced by a Brussels-based non-profit organisation. At the start of the academic year, students are assigned to a project and team (4 to 6 students), based on their personal preferences and disciplinary backgrounds. During an intake session with the organisation, the scope and objectives are defined; the teams outline their learning goals; and design a research methodology and action plan. Throughout the year they gather information and data, share findings and insights and reflect upon their learning. At the end of the academic year, the teams present their conclusions via a public poster-session and presentation. Students benefit a lot from the teaching and learning strategies of CSL as it allows them to translate academic knowledge to ‘the real, ambiguous world’. They learn to deal with the complexity of understanding, problem analysis, problem-solving, critical thinking, and are challenged to reflect upon their academic and civic responsibilities.

*We want our students to be 21st century skilled professionals and socially responsible world citizens. After four years of striving and willing, piloting and learning, Reason and Engage has become a notable practice of our university’s educational vision and mission. As one of the participating students stated: ‘This course is completely different and – hence – 100% VUB.*

Joke Bauwens, Linde Moriau, Goedele Nuyttens and Karl Verstrynge, Vrije Universiteit Brussel

[Read full contribution](#)

**Toolbox for Community Service Learning**

- **Thoughtful team**
  - Meaningful mentoring to create safe learning spaces, prevent or overcome frustrations and uncertainties related to the non-linear learning process
  - Support navigating the ethical and methodological challenges that cross-disciplinary learning entails

- **Project and process design, as well as appropriate time, expectation and mentoring strategies.**

- **Common understanding and language amongst students from different (academic) backgrounds**

2. **What actions does your Higher Education Institution take to support equitable access?**

Higher Education Institutions are mirrors of society and must reflect it in all its diversity. It is a space where individuals should be accepted for who they really are and valued for their contributions, free from any biases. But how do Higher Education Institutions attain this goal? The following practices illustrate a few ways institutions are supporting this core Higher Education Value.

**Gender**

Introducing gender perspective at your Higher Education Institutions
In the curriculum

‘PRESAGE (Programme de Recherche et d’Enseignement des Savoirs sur le Genre, literally Research and Teaching Programme on Gender) is a new model that aims to institutionalise gender studies in higher education and research.

This model does not rely on gathering researchers and teaching in a specific unit but promotes this approach throughout every graduate school and research centre. It appears to be an efficient way to disseminate a gender perspective in all fields of research without losing the specificity of the topic.

Each major discipline taught at Sciences Po offers a course on gender: Gender Economics, Political Sciences and Gender, Sociology of Gender, History of Gender and Law and Gender.

A large set of optional courses completes this body of courses on gender, broadening the perspective (such as in literature...).

Hélène Perivier, Sciences Po Paris

In partnerships

When the University of Oslo prepared the Guidelines for North-South Cooperation, it took into account gender balance and diversity, both for the reason of equitable access and in order to get high quality projects, taking different perspectives into account.

Gender is taken into account in:
- recruitment
- choice of topics
- when thinking of special facilitation for students and staff
- in some projects to consider female students’ security or to get a reasonable work/family balance for parents

Hélène Perivier, Sciences Po Paris

What can we learn from these initiatives?

Go to the recommendations and measures of European Women Rectors Association (EWORA) and Sciences Po

EWORA: Recommendations for Academic Leaders, National Authorities and Supra-National Organisations

SCIENTES PO: 10 Measures to Advance Gender Equality at the University

What else can be done?

In policy documents

‘In 2018 the Faculty of Arts and Faculty of Social Sciences faculties (University of Ljubljana) confirmed Acts that enforce and legitimise the use of female pronouns in generic form in all of their official documents as it explicitly states that the use of female pronouns in a specific document refers to all persons regardless of their gender. For example, one of the recent documents confirmed in 2018 by Faculty of Arts uses female pronoun in generic form in the following way: ‘When absent, Chair of the department is substituted by her Deputy chair’ (Filozofska fakulteta Univerze v Ljubljani 2018, 12).

It should be mentioned that generic female pronouns use does not replace generic male pronouns entirely. Namely, ‘succession rule’ was put into practice, meaning that female and male pronouns will be used interchangeably throughout the succession of various official documents: while in one document, female pronouns are used in generic form, in the next document, generic male pronouns are used. To symbolically compensate for the past masculine domination in language, in the case of Faculty of Arts the rule was set to use solely female pronouns in generic form for the next three years after the Act’s confirmation. Moreover, the formulation of the Act, especially in its last part – regardless of their gender - is not explicitly framed within gender binary.’

Nina Perger, University of Ljubljana

Read full contribution

Source

Read full contribution
Balancing power relations

The inspiring practice of the Community College of Philadelphia, Diversity Certificate Program, illustrates how challenges due to different backgrounds are managed.

'The Diversity Certificate program is an important part of the College’s commitment to diversity and inclusion. This effort demonstrates the institution’s continued support of faculty and staff reflecting on and improving their cultural competencies, and understanding how culture influences our perceptions, behaviors, and beliefs.'

The following figures show the ratio of ethnic origins:

**Fig.1. Student body by race/ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2018</th>
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<tbody>
<tr>
<td>Black Non-Hispanic</td>
<td>44.7%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>22.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.0%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Amer Indian</td>
<td></td>
</tr>
</tbody>
</table>

**Fig.2. Faculty by race/ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
</tr>
<tr>
<td>Amer Indian</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
</tr>
</tbody>
</table>

‘Given this ratio of backgrounds, the Community College recognizes the challenges but also opportunities that diversity poses. There is a growing awareness at the institutional and faculty level of the body of research which links campus diversity with higher education student success, retention, and success in meeting the core values of higher education. That is why they started the Diversity Certificate program which offers training and guided roundtable dialogues across a range of diversity issues.’

How to create a positive incentive strategy in your practice?

1. Employees who attend at least four designated Diversity Training events will earn an official Diversity Certificate.

2. Employees who attend more than four sessions will receive a certificate that corresponds with one of the three-tiered competency levels below:
   - **Bronze Certificate**: Four training events
   - **Silver Certificate**: Eight training events
   - **Gold Certificate**: Twelve training events, plus a diversity project and a capstone interview

3. To publicly recognize the dedication to diversity, one will also receive a sticker to display in the workspace.

The program has empowered me. I am better prepared to deal with the diversity in my classroom. It has also helped me to understand diversity and see it as an opportunity rather than a challenge.

A participant from the Diversity Certificate Program

‘In the three years’ time since the Diversity Certificate was launched, there have been 55 Diversity Certificate sessions, which have been attended by more than 290 faculty, staff, and administration members. Seventy-seven employees have been awarded certificates at the bronze level, and twenty individuals have earned the silver status to date.’

Muhammed Ali Khan, Community College of Philadelphia

[Read full contribution]
Balancing power relations in partnerships

North South cooperation has often been accused, rightly or wrongly, of having unequal power relations. UiO sees the importance of mutuality between the academic partners, meaning that both partners are involved in both setting the agenda and taking the responsibility for reaching the goals. The partners can bring in different types of resources, but they will all contribute to making the project better. We want the relationship to be on equal terms, but sometimes the funding situation makes this difficult in practice. In the Norwegian NORHED programme from 2013, most of the projects have chosen to have the project coordinator in the Global South.

Marit Egner, University of Oslo

Learning outcomes:

Integration is not about ‘incorporating’ people into the institution’s culture. It’s an interactive process that involves getting feedback from the ones being integrated, monitoring their progress and adapting the system to their needs and demands.

Strong support programmes benefit both the international and local academic community.

Despite the challenges, mutuality between academic partners is important to assure equal power relations.

Why take these practices into account?

They:

- pay attention to minorities
- perceive integration as a mission of the institution
- link integration to knowledge creation
- recognize the added value of involving agents with different profiles
- recognize that diversity enriches the Higher Education agenda

‘Human relations certainly make a huge difference in transforming university spaces in their attempt to promote concrete solidarity in support of academic freedom.’

- Francesca Helm and Claudia Padovani, University of Padova
3 Practices to integrate refugees and at risk scholars

Higher Education Institutions have recently been confronted with an important influx of refugees and scholars, who in their country of origin, have been at risk for defending academic values. As responsible societal actors, these institutions have become laboratories on how to react to this phenomenon and better integrate refugees as students but also welcome refugees and scholars at risk as academic staff.

1 Identify potential students

Consider creating partnerships with public authorities and international organisations

‘An example of such a good practice is an initiative put forward by Anna Rita Calabrò to liaise with the SPRAR (Asylum Protection and Refugee Protection System of the Ministry of the Interior and the National Association of Italian Municipalities) asking them to provide a list of possible candidates: women and men who had already acquired refugee status or are entitled to subsidiary or international protection, who had completed their preparatory studies in university, those who wanted to stay in Italy, and those who were strongly motivated to continue their studies.’

Katarzyna Gromek-Broc, University of Pavia

2 Integration through institutionalisation

When handled thoughtfully, managing an influx of refugee students and scholars can help universities reaffirm their commitment to core values like social responsibility and equitable access, and can help them be better equipped to address other challenges. The administration of Higher Education Institutions can take the role at the vanguard of institutional reform in order to better integrate refugees and by doing so, they create a more service driven university at the long run.

The higher education sector draws a line between politics and its anti-immigration pledges on one hand and academic freedom, impartiality of judgment of academic achievements, performance and student's potential, on the other. In this respect, the Universities engaged in Migration projects demonstrate a considerable degree of self-governance coupled with unbiased decision making: clear evidence of Institutional autonomy.

Katarzyna Gromek-Broc, University of Pavia

Where to begin?

HTW Berlin started including the whole institution by organizing round table discussions:

© HTW Berlin/Dennis Meier-Schindler
A group of participants at one of the activities organized by HTW Berlin to integrate refugee students
In response to this, University of Edinburgh set up a Refugee Advisory Group in December 2018. The group has membership from across professional services, admissions and recruitment, student representatives and academic colleagues who have expertise or direct involvement in this agenda.

"It is also important to ensure appropriate refugee voices in the group, as well as reaching out to local community groups and partner organisations. For example, we include representation from CARA (Council for At Risk Academics) an NGO that facilitate cooperation between Higher Education Institutions in support of persecuted and at risk academics."

Sarah Hoey, University of Edinburgh

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Aim of the Refugee Advisory Group:
- To consult
- Share a community of practice
- Seek to develop institutional responses to barriers to entry including the admissions process, English language, financial support and relevant issues, scholarship provision, on programme support and opportunities for open and distance learning

Tasks:
- Improve information resources for refugees available at the University of Edinburgh such as relevant opportunities, support systems and advice on how to navigate these
- Make practical information accessible, such as financial assistance and scholarship information
- Publish stories that celebrate the University’s existing projects, upcoming plans and refugee voices
The InCampus programme welcomes 20-25 refugee students from diverse countries who were admitted by the University on the basis of an individual interview and motivation but who need additional requirements in order to start their university study:

- A B2-level certificate in Dutch or English (depending on the language of study)
- A preparatory programme

The InCampus Programme aims to facilitate access to higher education for refugees by providing them with the necessary guidance and support to be able to meet all the administrative and academic requirements, and to get fully prepared to enroll in one of the programmes at the VUB.

Setting up a program for integration

Vrije Universiteit Brussel (VUB) explains how they organize their preparatory programme for student refugees that want to continue or start their academic studies – InCampus.

The InCampus Programme aims to facilitate access to higher education for refugees by providing them with the necessary guidance and support to be able to meet all the administrative and academic requirements, and to get fully prepared to enroll in one of the programmes at the VUB.

The expected outcomes of the Refugee Advisory Group include:

- Improved internal coordination and communication relating to refugee support activity
- Creation of a community of practice across the University and promoted knowledge sharing
- The widening and sharing of opportunities to engage and encourage participation
- Promotion of the access agenda through agreed, formalized and documented processes for publication and distribution to relevant agencies

Sara Hoey, University of Edinburgh

Don’t forget to tailor the information to the target audience, e.g. applicants looking for advice, students, staff and members of the local community.

Think about including refugees from outside the campus community

Another inspiring practice comes from the University of Campinas, which not only has specific Portuguese language courses for its students but also for non-university refugees through a partnership with the City of Campinas.

Marcelo Knobel, University of Campinas

Individual follow-up lies at the core of the programme. We take into account the complexity of each student’s situation.

Khaola Al Rifai, Vrije Universiteit Brussel

Read full contribution
‘Learning another language is like becoming another person.’
- Haruki Murakami

The University of Poitiers is also taking action enhancing language skills of refugee students. In 2016 the University decided, with the support of the University foundation and the ongoing support of Agence Universitaire de la Francophonie, to set up a specific programme for refugees coming from Syria, Iraq, Eritrea and Afghanistan (now for a larger list of countries) to access French language courses in order for the students to be able to enroll in a university course corresponding to their initial training or their training wishes.

The University of Poitiers also created a point of contact and made some information in their website available in Arabic for students who need more information.

The admission procedure at the University of Pavia

a. Fifty names were selected subsequently reduced to twenty.

b. A Commission formed by University professors carried out an interview with each of them to make sure that the previous knowledge, language skills and motivations could be confirmed.

c. Based on this interview, a score was given to each of them and a ranking was compiled.

d. The 15 highest of ranking students were offered a place.

Intra-university collaboration: positive effect of welcoming refugees

‘The topic of welcoming the refugee students at the University of Poitiers allows different university services to work together: international relations, orientation and career guidance, health (for psychological support) and social service (for scholarships), centre for French as foreign language, academic affairs service, among others.’

Sabrina Delb, University of Poitiers

How to make your admission system accountable?

‘Our admission system, schemes for migrant students and their academic performance are closely monitored and the decision making on the applications is a ‘collective enterprise’. We also assist migrants with their day-to-day struggle: providing help and advice regarding their migrant status or the further options after the degree course. Accountability reflects transparent and fair process of selection of refugees who got a place at the University of Pavia.’

1 Seven at the triennial of Political Sciences and International Relations, one at Communication Sciences, five at the three-year Engineering, two at the specialist Engineering. The expenses related to hospitality were covered by EDISU (five seats), University of Pavia (three), Egyptian Museum of Turin (one), Editoriale Domus (one), Collegio Ghislieri (two), Collegio Borromeo (one), Collegio Santa Caterina (one), Collegio Nuovo (one, but the student in question has withdrawn and will be replaced for the 2016/17 academic year). Source: Anna Rita Calabrò, Emanuela Dal Zotto MODELLO PAVIA: LIBRI E PORTE APERTE PER I RIFUGIATI, internal document, 2018, University of Pavia
How to set up a mentoring programme?

The Freie Universität Berlin created Academics in Solidarity, a peer-to-peer mentoring programme that gives excellent researchers the opportunity to effectively support refugee and at-risk scholars through academic counselling, systematic network building, and administrative assistance.

The project seeks to create a transnational network of solidarity that not only allows for new perspectives between the mentoring program’s mentees but also strengthens the value of cross-cultural research cooperation.

'MENTORS in this programme are scholars from renowned German, European and Arab higher education and research institutions. They act on a voluntary basis and represent all academic disciplines. Besides functioning as dialogue partners and introducing their mentees to the academic landscape of their host countries, mentors provide academic counselling, administrative support (e.g., access to data bases, libraries, or archives), advice on academic career opportunities, identification of suitable funding options and network building.'

'MENTEES in this programme are refugees and at-risk scholars who had to flee their home countries because of ongoing military conflicts and/or profound limitations to their academic freedom. Eligible applicants are preferably researchers at the postdoc level that shall not have been residents of a country outside of their home country for more than three years. They are asked to document their refugee or at-risk status and their potential for successful re-integration into academia (e.g., publications, teaching experience, academic positions, etc.).'

The main goal is to support the mentees in (re-)integrating the academic job market of their host country and provide them with a long-term research or teaching perspective. Despite different funding opportunities for at-risk and refugee scholars, the reintegration into the academic environment remains a major obstacle for the scholars but also for the academic community in times of migration.

Florian Kohstall, Freie Universität Berlin

Since 2016

a network of 80 mentors
initiated 20 mentoring couples

The project is funded by the German Federal Ministry for Education and Scientific Research and has its office at Freie Universität Berlin.

Thought about offering courses to public authorities on including refugees?

The university extension programme at the University of Campinas has offered Population and Cities Capacity Building courses for municipal public managers since 2009, in partnership with the United Nations Population Fund (UNFPA), which is also responsible.
The facts

Although about 30% of all asylum applications in 2017 in Germany (age group 18 to 30) were women, only about 20% participating in language or subject-related preparatory courses at German universities were female. When looking in more detail at those who applied for the summer semester 2018, there was a further decline of female students to 19%.

The reasons

Different factors can be attributed to the above mentioned facts, including:

- Insufficient child care support
- Subordinate consideration of female education
- Lower self-confidence

Trial and error when setting up a new programme

This is the experience of HTW Berlin University of Applied Sciences:

‘Do not talk about but with refugees.’

- Maria Anne Schmidt, HTW Berlin University of Applied Sciences

When setting up new programs there is a trial and error phase. HTW always conducts self-assessments to ensure that their programs, ideas, and support offers are truly having their intended impact and will continue to serve a useful purpose. With this quality check in mind, we decided to form a Berlin Refugee Research Group (BRRG) to engage in this level of detailed analysis.

We now track in more detail those hurdles that were addressed by former researchers1 and identified as main obstacles by prospective students with refugee background and university administrators working in the field of refugee integration. Results and observations are shared with the international research community to see if main obstacles are also applicable in international settings or specific in Germany.

Including refugees as an active population within our programs not only helps them to become more aware of their needs and to feel included, but also helps our institution to build stronger support programming that will eventually more broadly benefit international and domestic students alike2.

Women refugees accessing Higher Education Institutions

HTW Berlin University of Applied Sciences identifies and reacts to specific hurdles encountered by female refugees when they want to access a study programme at Higher Education Institutions.

1 Benezer & Zetter 2014; Block et al. 2014; Loo 2016
2 Streitwieser et al. 2018, Streitwieser et al. 2019
3 Schmidt 2018

For more practices that support women at universities
Click here
Possible solutions

To meet the challenge of gender balance, HTW Berlin needed to come up with specific solutions for women wishing to access the higher education system:

1. **Low-threshold offers**
   - one-week 'taster studies' to get to know German study programmes
   - guest listener programme where it is free-of-charge to attend selected university courses
   - take examinations which can be subsequently accredited during a study programme

2. **Community building**
   - empowerment and mentoring programs for women during the study phase
   - peer group meetings for women only with child care support
   - role models to explain study programmes at German Higher Education Institutions

3. **Financial support for child care at the university**

RESULT

HTW Berlin exceeded the overall gender course structure and currently supports 28% women in language or subject-related preparatory courses.

Learning outcomes

- There are specific hurdles affecting women that have a negative impact accessing to university
- The hurdles are more significant in some groups and therefore special attention is required to identify and attract women among refugees and asylum seekers to ensure they have the same opportunities as their male counterparts

Why do these practices matter?

‘women’s rights are human rights’

- Hillary R. Clinton, on 5 September 1995, at the UN 4th World Conference on Women, Beijing

4 Rethinking the curriculum

The presence of a high number of refugees on campus and the willingness to address their needs will often oblige universities and their staff to rethink the framework of courses, create new courses and try different teaching methods and flexible teaching formats. While this is a short term challenge it is equally an excellent opportunity to adapt education to modern standards.

Promoting core Higher Education Values

Shannon Morreira, University of Cape Town, explains how they question their curriculum:

‘Many universities in the Global South have begun to have serious conversations about the ways in which higher education practices have been informed by, and continue to perpetuate, a series of assumptions based in colonial imperialism. One arm of this concerns curriculum: what is taught, and how it is taught. Decolonial theory’ suggests that interrelated forms of control such as patriarchy, racism, knowledge, authority, and the capitalist economy underlie Western civilisation. Most lecturers are specialists in their own disciplines; as such, they are not trained in curriculum theory or decolonial theory. In the Humanities Education Development Unit at the University of Cape Town we have therefore developed a series of questions to encourage academics across the Faculties, regardless of disciplinary background, to unearth...’

1 Mignolo, 2012; Grosfoguel, 2013

Reaching out

- Overcoming barriers to female participation requires creativity in program management and flexibility
- Encouraging women from certain groups to pursue a degree may require more than curriculum or programme policies, it requires community engagement and integration efforts
s some dimensions of the regulative discourses that may be entangled in their curricula, such that the ‘how’ as well as the ‘what’ can be thought through self-critically, as a first practical step towards ‘decolonizing’.

Teaching a Master course in World Politics allowed me to test the limits of our approach but also to engage more with the migrant students’ needs, culture and tradition, making them feel like valuable members of our academic community.

Katarzyna Gromek-Broc, University of Pavia

'You might consider organizing ad hoc courses such as a Knowledges At Risk Winter School – Organised by the Department of Political Sciences, Law and International Relations (UniPadova) - Next Generation Global Studies (NGGS), Department of Sociology and Social Research (UniTrento).’

Francesca Helm and Claudia Padovani, University of Padova

We have split the questions into three themes: Knowledge, curriculum and pedagogy

Takeways for adapting your teaching methods:

- Consider being flexible about the communication (teaching or assessment) language
- Take into account students’ background
- Use concrete case studies that meet student’s realities
- Create a friendly environment

5 Raising Awareness

Have you thought about raising awareness on campus by organizing seminars or special events?

Scholars who are at risk bring world politics to campus

'Believing that the University of Padova – whose motto is Universa Universis Patavina Libertas (Paduan Freedom is Universal for Everyone) - should put solidarity into practice, we organised a first public event, titled Parresia, academic freedom and power, to which we invited Turkish scholars to express their views on the situation of universities and scholars, after the signature of the petition elaborated by Academics for Peace in 2016 to denounce military interventions in Kurdish areas of the country.

The Padua Vice Rector for International Relations accepted our invitation to this event, and it was here that we began to make our case for the University of Padova to take a more active role in putting its motto into practice, starting by joining Scholars at Risk.

The Vice Rector supported us in the belief that something concrete had to be done: he gave the initiative a push at an institutional level but left us a considerable degree of freedom in taking forward activities of sensitisation, information sharing and national and international networking.

From here we continued to work within our department, organizing a series of international seminars on Breaking Boundaries, borders and walls: what role for universities? (spring 2017) ; as well as involving the Dean and other colleagues in exploring the possibility of actually hosting a scholar.'

- – Francesca Helm and Claudia Padovani, University of Padova

1 ‘Thanks to the research that Dr. Vatansever has carried out at SPGI, issues which are increasingly enmeshed in academia - such as academic integrity, the precarity of academic labor, power relations and intellectual subjectivities - have gained a more prominent position in academic activities (includingdevoting 2019 Winter School on Knowledges at Risk) of the University of Padova'
Universities across Europe have a long tradition of hosting refugee students and scholars. However, the refugee crisis of 2015 called for more innovative initiatives to maintain access to higher education for those who have had to abandon their studies to flee their country. The following is a summary of the results of the project of the University of Geneva, called Academic Horizon, almost 3 years after its implementation, and a look at the prospects of these kinds of services in universities.

Support existing practices

Université Libre de Bruxelles (ULB) supported a petition while underlining their Higher Education Values at the same time

"The ULB offers its support to the Turkish academics and researchers who signed the 10 January petition. Freedom of research and of expression is indissociable from academic activities. Over 1,100 academics and researchers from 89 Turkish universities signed a petition on 10 January 2016 calling on the Turkish state to stop the massacres in the Kurdish regions of south-east Turkey. Invoking the international treaties signed by Turkey, the signatories demand negotiations, an end to violence, respect of fundamental rights and the setting up of an independent investigation."

Every University worthy of the name must respect it!

"The Université Libre de Bruxelles reaffirms its unwavering commitment to researchers’ freedom of research and of expression, wherever they are, and expresses its solidarity with Turkish colleagues who face this repression. It calls on the Turkish authorities to withdraw this note and to respect the inalienable right of academics and researchers to express an opinion in a public space."

Organise a cultural activity

The University of Campinas (UNICAMP) organised a photo exhibition

"In the university community, we organized photo exhibitions on refugee migrations and held seminars with the aim of sensitizing the academic community to the refugee issue, raising awareness of current international migration processes and welcoming refugee students. The initiative was intended to broaden discussion in the community about Human Rights, as well as stimulating reflection and value practice.

Good practices for refugees at UNICAMP allow us to promote activities that are fundamental to guarantee the academic values in higher education for this target audience."

Marcelo Knobel, University of Campinas

Read full contribution

6 Monitoring results

While many Higher Education institutions have positively responded to the influx of refugees and have developed policies to be better equipped to address this challenge, very few of these institutions have analyzed the impact of their measures. The question might still be too recent to have attracted the attention of the research community or the administration of the Higher Education Institutions but measuring the impact is very valuable. How this could be done is explained by the University of Geneva.

"Universities across Europe have a long tradition of hosting refugee students and scholars. However, the refugee crisis of 2015 called for more innovative initiatives to maintain access to higher education for those who have had to abandon their studies to flee their country. The following is a summary of the results of the project of the University of Geneva, called Academic Horizon, almost 3 years after its implementation, and a look at the prospects of these kinds of services in universities."

This program was launched in 2016 in partnership with the Office for the Integration of Foreigners of Geneva.

Goal

Helping asylum seekers and refugees to access universities, to integrate in university communities and to give the best chances to succeed in their studies. The program incorporates a combination of academic support, language courses, social integration activities and administrative support for the admissions process. With a duration of one academic year, Academic Horizon works as a bridge university preparation program.

The program has three dimensions:

- Access to university courses
- French courses adapted to a university profile, with the participation of tutor-students
- Student mentoring to facilitate university integration and administrative tasks

Target group

The participants are refugees and asylum seekers with a university education.

Eligibility

The candidates must meet specific criteria such as sufficient French proficiency or to be admissible to the University on the short or medium term.
‘It is very clear that there is a strong social and human dimension at the heart of this program. Students are given the space to progress at their personal rhythm, to share their experiences and to build a whole new life project. Staff members also get to collaborate with each other often to a level they never did before. This kind of program is thus a truly transformative experience for all those involved. This engagement has created a community around the program allowing it to strengthen and continue to innovate. With the leadership inside the institution and the strong collaboration with local stakeholders, this is one of the most important keys to its success.’

- Mathieu Crettenand, University of Geneva

Factors for success

- Support at the highest level of university governance to secure the recognition of staff involvement
- Clear identification of coordinating staff members to ensure efficient communication
- Holistic approach to tackle the various obstacles, including psychological or health issues and practical matters such as housing
- Close collaboration with local stakeholders (including student associations as well as regional educational, professional and associative organisations)

Mathieu Crettenand, University of Geneva

Read full contribution
Students' initiatives and skills

What about students’ initiatives and their skills to defend Higher Education Values and human rights?

Students are not only customers who approach the Higher Education Institutions to be instructed, they also form part of these institutions and contribute to make these institutions what they are and what they represent. Higher Education Institutions must therefore involve students in the development and promotion of Higher Education Values. The following examples show how this can be done through setting up legal clinics and advocacy seminars. The University of Trento on the other hand illustrates how students’ initiatives that meet the Higher Education Institutions values can be embraced. Students are excellent ambassadors of Higher Education Institutions’ values and play an important role in shaping the future of your society.

Practice of legal clinics

Jerusalem

The Al-Quds Community Action Center (CAC) offers a model of social responsibility in Higher Education for consideration by other universities located in, or working remotely with, communities and populations under occupation or other pressure.

Munir Nuseibah, Al-Quds University

‘In 1967, Israel occupied the eastern part of Jerusalem, and later annexed 70 square kilometers that included territory in the eastern part of Jerusalem. Since then, Israel has been applying Israeli laws in Jerusalem, giving rise to many of the issues which the Al-Quds University decided to address with the establishment in 1999 of the Community Action Center (CAC). Located in the heart of the old city of Jerusalem, the center initially worked on social welfare issues. However, as time went by, it became clear that the occupation of Jerusalem was not ending soon, and that Palestinians needed help in a wider range of legal services.

In 2006, I proposed to the university the establishment of Al-Quds Human Rights Clinic, the first clinical legal education program in the Arab world, to train students on human rights defense mechanisms. The university adopted this proposal, added the clinic as an official academic course, and hired supervisors to run the program. Since its establishment, the Clinic has been training students to conduct one of two major tasks: to document human rights violations in the occupied Palestinian Territory and to provide pro-bono legal services to the public, including on issues like residency revocation, child registration, family unification and home demolition.’

Munir Nuseibah, Al-Quds University

Advocacy seminar

‘Scholars at Risk’s Student Advocacy Seminars provide university and college students with the opportunity to develop human rights research and advocacy skills through direct engagement on behalf of threatened members of the global higher education community in cooperation with SAR’s Academic Freedom Monitoring Project and Action Campaigns.

Students participating in SAR’s seminar have the unique opportunity to realize the significance of university values, both by assisting a scholar whose values have been infringed upon, and by exercising the same principled values to seek security for scholars facing this unjust persecution. In this way, the seminar works as a praxis; comprised of both reflection and action and the employment of respective theories that aid in the process of illuminating university values.

Student Advocacy Seminars act as tools by which students can conceptualize the significance and necessity of these values, and become positioned to emerge as long-term activists and protectors of the values themselves.’

Eva Brems, Ellen Desmet and Saïla Ouald-Chaib, Ghent University

Promoting core Higher Education Values

Ghent

‘In 2014, the Human Rights Law Clinic was founded at the Human Rights Centre of Ghent University (Belgium). In 2016, the Clinic expanded its field of work to migration law and is currently called Human Rights and Migration Law Clinic. The Clinic is a course that is incorporated in the curriculum of the Faculty of Law and Criminology of the University; it can be followed by Master students in Law and LLM students. The Clinic has a dual objective: it aims at providing students with intensive, hands-on, practical education in the form of clinical legal education in the field of human rights and migration law and it aims to fulfil a central social justice role by contributing to the effective protection of human rights, in particular those of disadvantaged persons and groups. To achieve this dual objective, the Clinic cooperates with a number of partners from civil society that work on human rights and migration law issues.’

Eva Brems, Ellen Desmet and Saïla Ouald-Chaib, Ghent University

Reaching out

Freire: 2000

Students are not only customers who approach the Higher Education Institutions to be instructed, they also form part of these institutions and contribute to make these institutions what they are and what they represent. Higher Education Institutions must therefore involve students in the development and promotion of Higher Education Values. The following examples show how this can be done through setting up legal clinics and advocacy seminars. The University of Trento on the other hand illustrates how students’ initiatives that meet the Higher Education Institutions values can be embraced. Students are excellent ambassadors of Higher Education Institutions’ values and play an important role in shaping the future of your society.

Students are not only customers who approach the Higher Education Institutions to be instructed, they also form part of these institutions and contribute to make these institutions what they are and what they represent. Higher Education Institutions must therefore involve students in the development and promotion of Higher Education Values. The following examples show how this can be done through setting up legal clinics and advocacy seminars. The University of Trento on the other hand illustrates how students’ initiatives that meet the Higher Education Institutions values can be embraced. Students are excellent ambassadors of Higher Education Institutions’ values and play an important role in shaping the future of your society.
As participants in Scholars at Risk Network Student Advocacy Seminars, we believe that practical incorporation of these [academic] values, by means of making them dialogically accessible, not only promotes a transparent academic institution, but simultaneously reifies their critical importance. Normalisation of these values also assists with protectionary projects against their occurrent violations.

Izzidine Al-Mufti, Carleton University and Lauren Grant, University of British Columbia

Universities could also embrace students’ initiatives and ideas that meet the institution’s values. Not only could this be of added-value to the existing activities. It is a way to promote and enhance the values among the students’ population. Take for example the ‘Adopt a Student’ initiative from the University of Trento:

‘Adopt a Student’ has been the University of Trento’s initiative to give asylum seekers in Trentino the opportunity to start or continue their studies under favorable conditions. The project, aims to collect donations, even of small amount, from the university community and, more generally, from citizenship: the University raises money for political refugees.

The ‘Adopt a Student’ campaign gives five students requiring international protection the opportunity to attend University of Trento courses for free. Having met the requirements foreseen for inclusion in the program will also have the opportunity to enjoy free food and accommodation made available by the University Opera in agreement with the University.

‘The initiative was developed at the request of the students themselves and of the University professors.’

Katarzyna Gromek-Broc, University of Pavia

Higher Education Institutions have a social responsibility to give relevant education, and could facilitate the transfer of knowledge and skills to bridge the gap between gap and between theory and the labour market. They have to transfer skills that are capable of bridging the gap between theory and the employment market.

‘The public-private approach at the University of Geneva took them to find other projects to face the low employability rate of refugees, like the ‘Refugees@work Initiative: together for solutions’, which aims to organize ‘Hackathons’ in order to encourage the emergence of innovative practices for the professional integration of refugees. This output shows the role of universities in dealing with social problems like the access of refugees to higher education.’

Mathieu Crettenand, University of Geneva
At the moment many refugees have very few possibilities in terms of work and education during their time in a refugee center, and often spend their time doing very little. As HackYourFuture we see a huge opportunity here to teach people a skill that is universally valuable and highly demanded on the job-market. Our aim is to teach refugees to program and lead them to their first job as developer.

Gijs Corstens, founder of HackYour Future

Guiding these students/researchers requires an attentive ear. It’s not always easy to dedicate the necessary time and support to manage the specific situation of the refugee students/researchers. The colleagues involved in welcoming the refugee students/researchers often ask for professional training programmes. The academic success and the incredible motivation of the refugee students/researchers are a strong endorsement to pursue this policy, which corresponds to the social responsibility of a higher education institution like a university and the current political will of the University President of Poitiers.

Sabrina Delb, University of Poitiers

The activities of the 'Daraja' project ('Bridge' in Swahili language), funded by the Asylum, Migration and Integration Fund of the European Union for the sum of € 222,165.90, have staff with socio-medical expertise capable of intercepting the possible psychological distress of refugees before such discomfort is expressed in pathological behavior, and to intervene with support activities.

Katarzyna Gromek-Broc, University of Pavia

9 Challenges for integration

Even though an institution can reorganize, adapt learning methods, create opportunities, there are some challenges which may be difficult to overcome. Universities should be aware that some challenges need special attention and require special skills from university administrative staff.

'The largest challenge is the orientation of refugees towards adapted higher education programs. Beyond the recognition of previous learning and professional experience (for which several tools are now available), there is a specific need to match the refugees’ profile correctly with existing programs in the host country. Prerequisites are not necessarily the same across countries and refugees are usually not aware of the range of alternative studies available to them. Moreover, there are noticeable differences between countries in academic and learning cultures that require special coaching for learning methods specific to the host country.'

Mathieu Crettenand, University of Geneva

Photo by kyler trautner on Unsplash
III INSTRUMENTS FOR IMPLEMENTING VALUES

1 Ombud persons

Ombuds add value to higher education life in a number of ways. First, they symbolise and can often deliver an institution’s commitment to being fair, to promoting a constructive and user-friendly approach to conflict resolution, and to helping identify policy weaknesses and gaps in the system. All this is done in a way which is free to users, informal, and relatively quick.

Rob Behrens, The European Network of Ombuds in higher education

The case at the University of Oslo

‘The Ombud for Students at the University of Oslo was established in 2013 as the first in Norway. Today 14 universities and university colleges have similar schemes. By the end of 2019 it will be mandatory by law.’

‘The main traits of our ombud concept are independence and confidentiality. Our job is to safeguard student rights and advocate for fairness, but not advantage. We also write recommendations on how the university can improve the rule of law.’

‘Sometimes we help the student use the university’s own system for accountability, such as student evaluation or formal complaint procedures. When a time-consuming complaint procedure could be avoided, or an issue is not suited for the system, the ombud can mediate in order to find a solution. Students can come to the ombud and discuss a problem with no strings attached. This provides a unique view of the university that enables us to address systemic errors or weaknesses that otherwise might be overlooked. In many ways our job as ombuds for students is to help the university improve accountability.’

Marianne Rustberggard, University of Oslo

Read full contribution on the history and types of ombud persons

2 Partnerships

Higher Education Institutions are not islands that stand on their own within society. They share common goals and aspirations with other societal actors and therefore need to work in partnership with other actors.

Partnership with civil society & within the university

The course and lectures Reason and Engage: Critical Reflections on Humanity and Society from Vrije Universiteit Brussel illustrate the value of creating partnerships with civil society and other university departments.

‘With the financial support of the university and two humanist non-profit organisations (deMens.nu and Humanistisch Verbond), and the logistical support of a Brussels-based organisation for life-long learning (Citizenne), VUB’s Science Outreach Office and VUB-Crosstalks, the course was launched in 2015. A team of two professors, one pedagogical adviser and one communication officer runs the course next to other duties.’

Joke Bauwens, Linde Moriau, Goedele Nuyttens and Karl Verstrynge, Vrije Universiteit Brussel

Find out more about the positive impact of SAR, but also about the personal experience of being a scholar at risk, by reading the full testimony of Nassim Obeid.

Testimony

‘I am Dr Nassim Obeid from Syria. I got my PhD degree in Linguistics from Mysore University, India in 2010, and became a senior lecturer in 2011 at Damascus University. In August 2015 I became head of the Department of Arabic Language and Literature at Damascus University in Swaida city, Syria. Due to the war in Syria, I was forced to resign. [...] I moved to Norway with the help of the Scholars at Risk program in 2017.’

Nassim Obeid, University of Oslo

Find out more about the positive impact of SAR, but also about the personal experience of being a scholar at risk, by reading the full testimony of Nassim Obeid.

Read full contribution on the history and types of ombud persons

Read full contribution

Promoting core Higher Education Values

Read full contribution

Instruments for implementing values
In this context, in 2017, UNICAMP established an agreement with the United Nations High Commissioner for Refugees (UNHCR) and founded the Sérgio Vieira de Mello Chair for Refugees (CSVM) at the University. The purpose of this position, of United Nations Chair, is to promote teaching, research and academic expansion, aimed at scientific knowledge and actions for the refugee population in Brazil and in Latin America. The University of Campinas, through the Chair Sérgio Vieira de Mello (CSVM) institutionalized and broadened the horizons and activities in related areas at the university. This program with UNHCR reinforces the role of UNICAMP and its social responsibility, provides equal opportunities in access to higher education through the implementation of public policies for the protection of refugees.

The head office of UNICAMP Refugee Chair is the Rector’s Office and engages an interdisciplinary working group of professors and researchers across the humanities, social and natural sciences. This working group also has a partnership between UNICAMP and the municipal public authority (Campinas City Hall and Campinas Metropolitan Agency), providing support to the refugee service in the city of Campinas and reinforcing the advocacy role of the university.

Institutional partnerships with international universities have made it possible to promote the exchange of knowledge and collaborative projects have been carried out.

Marcelo Knobel, University of Campinas

3 Funding

All initiatives have a cost. It is therefore important to look for funding outside the usual funding mechanisms and to be original in attracting additional financial means.

The University of Poitiers

The University of Poitiers has been selected two times by the French national programme “Pause” to host threatened foreign researchers for a period of 12 months on a co-funding basis (Pause programme and host university):

- 2017-18, a researcher in chemistry from Syria
- 2018-19, a researcher in energetic physics from Turkey

Read full contribution of Sabrina Delb, University of Poitiers
Guidelines for North-South Cooperation

'The University of Oslo developed guidelines for North South Cooperation to help newcomers in the field navigate their international relations. The guidelines are addressing all the core values. From the beginning, the North South Committee was involved in evaluation of cooperation projects and advice to the leadership concerning international strategy etc. In 2012 the committee made a review of experiences, values and relevant systems to make the UiO Guidelines for North South Cooperation.'

Marit Egner, University of Oslo

Read full contribution

The guidelines address topics such as:

- Ethical Guidelines
- Mutualy
- Geographic and Academic priorities
- Quality of research and education
- Gender Balance
- Benefits to Society

Reading material for working on North-South guidelines for cooperation:


Ghent University Human Rights Policy

’In 2017 Ghent University’s Board of Governors approved an institutional human rights policy in internationalisation following a call for boycott from the academic community in relation to a potential cooperation agreement with a third country. The policy includes a positive dimension, aimed at optimizing the positive impact that the University and its members can have, and a negative dimension, aimed at minimizing any negative human rights impact from its activities.

To this end, a human rights impact assessment is incorporated into the process preceding the entering into an international cooperation, and a human rights clause is to be included in international cooperation agreements.’
The main challenge for the Working Group consisted in seeking a balance between the requirements of an appropriate human rights assessment on the one hand, and the necessities of allowing dynamic and innovative forms of university cooperation in all parts of the world. For this purpose, it proposed a limited number of key guidelines, which – upon validation – should be seen as a form of voluntary self-regulation on behalf of the Flemish universities:

- A first proposed guideline consists of making the human rights assessment compulsory for every new contract of university cooperation or at the time of renewing an existing contract.

- A second proposed guideline relates to the various aspects that constitute the object of the human rights assessment.

- A third proposed guideline covers the methods used to conduct the human rights assessment.

- A fourth key proposed guideline covers the potential consequences for the envisaged university cooperation in all parts of the world. For this purpose, it proposed a limited number of key guidelines, which – upon validation – should be seen as a form of voluntary self-regulation on behalf of the Flemish universities.

The Working Group also considered the possibility that problems would not be detectable at the time of concluding or renewing the contract, but could emerge at a later stage.

By way of principle, no cooperation should exist with any partner institution that is implicated in gross or systematic violations of human rights.

- Andries Verspeeten, Ghent University

Drawing from Ghent’s example, in the Spring of 2018, the Flemish Interuniversity Council (FIUC – VLIR in Flemish) established under its auspices a special Working Group on Human Rights to develop a set of Guidelines For A Human Rights Assessment In University Cooperation on a regional level.

Some of the most pressing questions with which the Working Group started its activities were the following:

- What can and should be the reaction of universities when confronted with questionable project partners or activities?

- How can universities increase their knowledge base to distinguish problematic from non-problematic situations?

- What is the responsibility of individual researchers and teaching staff in such cases?

By way of principle, no cooperation should exist with any partner institution that is implicated in gross or systematic violations of human rights.

- Andries Verspeeten, Ghent University

Process to set up the Guidelines

The establishment of this policy was an involved process. It found its origin within an ad hoc discussion at the level of internationalisation policy board, upon which the University’s experts on Human Rights were consulted on a possible general approach. It struck the balance between the needs for a consistent Human Rights approach and the concerns of individual academics on the potential impact on their existing or planned cooperations. It also provided guidance on the practical implementation for academics and administrators. After the formal adoption a university-wide communication was made. Because universities in general are large and at times complex organisations to administer and there is a great variety of international cooperation types, it is clear that a thorough implementation is key in making the policy a reality.

Both academic and administrative expertise is required in order to make this work. Likewise, a clear and sustained communication on the policy is a pre-condition, as well as a dedicated support structure, guided by a Committee gathering expertise in Human Rights and university management.

As a working tool, a checklist for international cooperation has been created which is accessible to academic staff of the University.”

Stephan Parmentier, University of Leuven

Process to set up the Guidelines

The main challenge for the Working Group consisted in seeking a balance between the requirements of an appropriate human rights assessment on the one hand, and the necessities of allowing dynamic and innovative forms of university cooperation in all parts of the world. For this purpose, it proposed a limited number of key guidelines, which – upon validation – should be seen as a form of voluntary self-regulation on behalf of the Flemish universities:

- A first proposed guideline consists of making the human rights assessment compulsory for every new contract of university cooperation or at the time of renewing an existing contract.

- A second proposed guideline relates to the various aspects that constitute the object of the human rights assessment.

- A third proposed guideline covers the methods used to conduct the human rights assessment.

- A fourth key proposed guideline covers the potential consequences for the envisaged university cooperation in a human rights assessment that reveals substantive and substantial problems.

The Working Group also considered the possibility that problems would not be detectable at the time of concluding or renewing the contract, but could emerge at a later stage.

Read the complete contribution for all details on these guidelines.
FOOD FOR THOUGHT

Adinda Van Gaalen, Ghent University/Nuffic, shares a reflection on the influence of values in higher education and how these may clash or cause dilemmas for higher education internationalisation policy and practice.

Values and ethical aspects in internationalisation strategies

Values in higher education influence all aspects of its education, research and societal impact. Internationalisation of higher education, as an example, is currently being viewed through a critical, value driven, lens by researchers (de Wit, 2016; Knight, 2011; Wilkins, 2015), practitioners and politicians. The policy discourse used to centre around the (perceived) positive contributions of internationalisation to values such as diversity (e.g. foreign language and intercultural competence development) and prosperity (e.g. employability). In recent years, however, discourses in European Higher Education Institutions and beyond, increasingly include (perceived) undesired consequences of internationalisation such as mobility for the elite, brain drain and the carbon footprint. These outcomes may clash with values such as diversity, inclusion and accessibility, prosperity (economic equality) and sustainability and thereby cause dilemmas in higher education policy and practice. Examples of dilemmas on these four categories of values are discussed below.

Diversity

Internationalisation is often aimed at diversity of 1. the student population, 2. teaching languages, 3. teaching staff and 4. perspectives in the curriculum. Internationalisation activities may, however, also result in opposite effects. The Bologna process for instance has led to a homogenized higher education system in Europe, the internationalisation of research has led to fewer publications in the national language in favour of English, and curricula are more and more tailored towards the global market rather than the local one.

Inclusion and accessibility

Many national governments hold equality and access of higher education high. At the same time, they may support internationalisation activities, such as most outgoing student mobility programmes, which help an elite group of students to get a ‘head start’ on the job market. This may result in increased inequality between subgroups of students. Though students often get the same opportunity to go abroad, for many reasons they do or cannot take it. Policy measures tend to focus on equality of access rather than on achieving equality of outcome and thereby do not seem to reach those groups of students that may benefit most from an international experience.

Another example of exclusion is the focus on rankings and on the prestige of a higher education institution or a higher education system which inevitably requires downgrading of the quality of the educational systems or Higher Education Institutions of other countries. Often this results in excluding them from networks and partnerships.

Prosperity (economic equality)

Countries hosting large portions of degree mobile students receive financial injections in their higher education systems due to tuition fees. In addition, students contribute to the local economy by spending money on housing and other daily necessities. Looking at the mobility streams it is clear that generally speaking students from poorer countries study in richer countries rather than vice versa. This also means that the financial investments in higher education flow from poorer to richer countries. Prosperity due to revenue and human resources often leads to a loss of prosperity in other countries due to both brain-drain and disinvestments in the education system. So, while internationalisation activities may meet the prosperity value of the receiving country, they may also violate this same value in the sending country.
FOOD FOR THOUGHT

Sustainability
Internationalisation is strongly related to mobility. Many internationalisation activities require travelling of staff and/or students. Much travelling is done by unsustainable modes of transport such as air travelling. Higher Education Institutions (Ghent University, elsewhere in this publication) as well as national or international organisations (European Association of International Education, 2017) have developed policies to reduce the carbon footprint of their internationalisation activities. Another example of unsustainable internationalisation is when cultures and peoples are (at risk of being) exploited. For instance by sending students to do internships in vulnerable communities or with vulnerable groups of children abroad.

National policies
Implementing these and other values in the fabric of universities is often a complicated process influenced by institutional, national and international politics and developments and sometimes resulting in undesired effects. The examples given here beg the question how internationalisation policies address dilemmas in internationalisation. Our recent analysis of European, Asian and North American national and supranational policies found that national authorities tend to have a blind spot for most of the dilemmas presented above (Van Gaalen, Huisman, & Sidhu, Forthcoming). Inclusion is one of the few values of higher education which is explicitly being addressed in relation to its negative counterpart exclusion, in for instance the US, the UK as well as in EU policies. This may be related to the tendency of national policy to address effects on the home country society and economy. Effects of their policy measures experienced by societies and economies in other countries are mostly overlooked or ignored in national policies.

Future
Applying chosen values to all aspects of higher education seems a great challenge but worth the effort. However, we must try to predict and monitor the effects of our efforts in order to minimise any backlashes in terms of undesired effects of our good intentions. In addition, given the increasingly international orientation of the higher education sector, it seems pertinent to widen the scope of our policies and monitoring to effects that reach beyond (national) borders.

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CONTRIBUTIONS BY ORDER OF APPEARANCE

1. The GCU Values Journey, Caroline Parker, Glasgow Caledonian University, Scotland
   Redefining the values of the institution and how they are implemented
   Appears in chapter 1.1

2. Living Values Project: Good Practices for Promotion RUDN University Values, Vladimir Tsvyk, The Peoples’ Friendship University of Russia (RUDN University), Russia
   Building support on campus for university values
   Appears in chapter 1.2

3. World Press Freedom Day, Vrije Universiteit Brussel, Belgium
   Description of World Press Freedom Day events on Belgian campuses
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   Summary of recent events and reflections on how this has impacted the community
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5. A University Without Buildings, Kerem Altiparmak, Turkey
   Ankara HR chair resigns and starts a new online school
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7. Gender sensitive language: On overcoming masculine domination in language in Slovenian higher education, Nina Perger, University of Ljubljana, Slovenia
   Adoption of gender sensitive language
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8. Guidelines for North-South Cooperation, Marit Egner, UiO, Norway
   Development of UiO policy on North-South cooperation
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   Appears in chapter 2.2

10. Living up to a university motto: Universa Universis Patavina Libertas, Francesca Helm and Claudia Padovani, University of Padova, Italy
    Events and other activities in support of values
    Appears in chapters 2.2 / 2.3.4 / 2.3.5 / 3.3

11. Promoting Higher Education Values while assisting migrant students at the University of Pavia in Italy, Katarzyna Gromek-Broc, University of Pavia, Italy
    Describing how the university’s efforts to support refugees demonstrate commitment to all five values
    Appears in chapters 2.3.1 / 2.3.2 / 2.3.4 / 2.3.7 / 2.3.9

12. Refugee Students at the University of Campinas, Brazil, Marcelo Knobel, Rosana Baeniger, Neri de Barros Almeida, Ana Carolina Maciel, Luis Renato Vedovato, University of Campinas, Brazil, Brazil
    Activities to support refugees on campus
    Appears in chapters 2.3.1 / 2.3.2 / 2.3.5 / 3.3

13. Success factors for the integration of refugees into higher education: a whole-institution-approach in consideration of individual needs, Maria Anne Schmidt, HTW Berlin, University of applied sciences, Germany
    Good practices in supporting refugee students
    Appears in chapters 2.3.2 / 2.3.3 / 3.4

    Coordinate advice/assistance for students and staff with refugee background across the university and working with CARA
    Appears in chapter 2.3.2

15. InCampus Programme, Khaola Al Rifai, Vrije Universiteit Brussel, Belgium
    University preparatory programme for refugee students
    Appears in chapter 2.3.2

16. (Untitled), Sabrina Delb, University of Poitiers, France
    University preparatory programme for students with refugee backgrounds and hosting w/PAUSE
    Appears in chapters 2.3.2 / 2.3.9 / 3.4

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    Peer-to-peer mentoring programme
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    Decolonisation theory in pedagogy
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University preparatory programme for students with refugee backgrounds
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Appears in chapter 3.4

Values and ethical aspects in internationalisation strategies, Adinda van Gaalen, Ghent University/Nuffic, Belgium

Ethical consideration in internationalisation including access, sustainability and diversity
Appears in chapter 3.4

CONTRIBUTIONS BY ORDER OF APPEARANCE

Promoting core Higher Education Values

Go back to chapter 1.1

1. The GCU Values Journey, Caroline Parker, Glasgow Caledonian University, Scotland

Glasgow Caledonian University (GCU) is a modern university which prides itself on its social, community and widening participation activities. This drive to improve life for others locally, nationally and internationally is reflected in our founding motto ’For the Common Weal’ (’for the common good’). Our Values project was initiated in 2014. We recognised that we had a very strong sense of who we were and what we wanted to achieve: the values activity was designed to clarify the how. The project was initiated by the University Executive and built into the People Strategy led by the Director of People. It has been ground up, adopted principles of Appreciative Enquiry i.e. focused on the positive and on building on what we do well.

Our first aim was to realign our Values with our Mission. We asked staff and students what characterized GCU at its best and what values they personally expected from the University for the Common Good. The data generated was iteratively grouped into four clusters labelled Integrity, Creativity, Responsibility and Confidence and these became our new Values. We realised that this wasn’t enough: values as labels might look good on a corporate coffee mug but to be meaningful they had to be reflected in our everyday behaviours. The next stage was to create a set of organisational behaviour statements. These statements illustrate our collective understanding of what each value means. For example, ‘Integrity’ to GCU not only means that we are open, honest and accountable but that we ‘strive to make a difference in the world’.

Once again we realised we needed to go further as organisational behaviour statements don’t help students, staff and managers reflect on and monitor their behaviours. We adapted a successful template devised by Guys & St Thomas Health Trust, the Behaviours Framework. This describes ideal or aspirational values-based behaviours at individual (staff & student), line manager and strategic leadership levels and provides a simple but effective reflection and discussion tool. Organisational behaviour is not just driven by a personal understanding of what is appropriate, it is directed and constrained by the processes and policies laid down by the organisation. Having successfully gained consensus on our organisational and individual behaviours we needed to embed them within the fabric of the university. The next section describes some of our activities to date.

In the year after the work on behaviours started we began work on our curriculum, ensuring graduates had the opportunity to develop and articulate attributes aligned to our mission and values. At the same time we amended staff recruitment, induction, review and promotion processes so that they could demonstrate their positive contributions through behaviour.

Building on what we do well means showcasing and celebrating it. In 2016 we created the Points of Pride activity, eliciting examples of excellent values-based behaviour and showcasing them in an exhibition. In 2017/18 we created a student focused Common Good scheme where students evidence their common good activities: working towards bronze, silver or gold awards and a similar exhibition event. We are still working on ways to measure and record staff engagement and connection with the values however in our most recent staff surveys:

• 70% staff say that they believe GCU Values and value statements provide a good guide to behaviour
• Over 70% staff feel that the Points of Pride exhibition was a good way to share the great things that staff at GCU do
• New leavers survey indicated that >80% of staff were positive about their experience and would recommend GCU.

New arrivals are now citing GCU Values and Mission as key factors in their decision to join the University and Values are why I applied for this post.

Summary
Our values project has not changed the nature of the work we do. GCU has always had an excellent record of social responsibility and equitable access. We are a sector leader in widening access and our teaching and research is strongly aligned to our mission. In 2017 we refreshed our Research Strategy around the United Nations Sustainable Development Goals. Our staff and students engaged daily in social mission initiatives from working with local schools, raising awareness of refugee issues, or practical activities such as running free law clinics.

Our values project is important because it ensures that we continually reflect on how we work towards our mission. The project has provided tools that allow us to question ourselves at an individual and an organisational level. It has helped us to organise our thinking, share good practice, encourage our creativity and confidence in taking on new social and educational challenges. Our values encourage us to be proactive, innovative and confident in taking on new social and educational challenges. Our values encourage us to be alert to opportunities to make a difference, to question poor decisions, to be confident in tackling inequities. We are not perfect and we make mistakes like everyone else but the Behaviours Framework provides a concrete, aspirational framework for continued improvement. The key lesson to be learned from our project is that identifying, capturing and sharing values is just the start, truly embedding values is a long-term and evolutionary process.
Promoting core Higher Education Values

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2. Living Values Project: Good Practices for Promotion RUDN University Living Values, Vladimir Tsyvk, The Peoples' Friendship University of Russia (RUDN University), Russia

Professor Vladimir Filippov, Rector of RUDN University - Professor Vladimir Tsyvk, Project Manager 'Living Values RUDN University' - Assistant professor Olga Savina, Project Executive Secretary

The Peoples' Friendship University of Russia (RUDN University) is one of a dozen of the leading signatory universities of the Living Values project initiated by the Magna Charta Observatory, the world guarantor of the fundamental university values. The implementation of this project at RUDN University is aimed at:

• promoting the implementation of the RUDN University mission as an international classical university;
• drawing the academic staff, employees and students together to a greater extent;
• ensuring more efficient interaction with the international university community;
• increasing the RUDN University international awareness;
• increasing the RUDN University competitiveness in the Russian and international education space.

The RUDN University Living Values are one of the most important elements in the university strategic planning. The Living Values underpin the RUDN University corporate culture and serve as a basis for RUDN University identity. The RUDN University Living Values are reflected in the RUDN University Mission, Teacher, Student and Employee’s Codes of Honor, Charters of the Departments, RUDN University history, and in the university as an organisation. The survey is supposed to be developed on the basis of the Internet resource RUDN University Living Values project.

Tools

1. Analysis of the RUDN University documents dealing with the university values: RUDN University Mission, Teacher, Student and Employee’s Codes of Honor, Charters of the Departments, RUDN University history, etc.

2. Carrying out surveys and having discussions with the RUDN University academic staff, students and employees, which will provide an opportunity to leave the information on their vision of the values of the RUDN University as an organisation. The survey is supposed to be conducted at RUDN University Living Values project.

3. Conducting a focus group among the RUDN University academic staff, students and employees.

4. Conducting a joint International Seminar (RUDN University - Magna Charta Observatory) at RUDN University (for Universities of Russia and other CIS countries) concerning the implementation of the Living Values of Modern Universities.

Step 2. Transmission values (it is necessary to get the Living Values over to every member of the RUDN University academic staff, students and employees. It should be done both meaningfully (to be aware of them) and psychologically (to accept these values and stick to them in the behavioral models).

Aims

1) Direct transmission of the RUDN University Living Values — give maximum information to the RUDN University academic staff, students and employees about the implementation of the RUDN University Living Values project; make the RUDN University academic staff and employees aware of the RUDN University Living Values.

2) The presentation of the RUDN University Living Values — by making the declared values conform to the corporate practices. In other words, all RUDN University activities (models of work implementation, training, communication, etc.) are to conform to the values. For example, Professionalism should be transmitted by both high level of professional student training and real professionalism and broad opportunetly of professional development for the academic staff and employees of the RUDN University Living Values.

Step 3. Evaluation of the RUDN University Living Values — by making the declared values conform to the corporate practices. In other words, all RUDN University activities (models of work implementation, training, communication, etc.) are to conform to the values. For example, Professionalism should be transmitted by both high level of professional student training and real professionalism and broad opportunetly of professional development for the academic staff and employees of the RUDN University Living Values.

Tools

1. Acceptance of the List of the RUDN University Living Values by the RUDN University Academic Council.

2. Conducting the section 'The Living Values of Modern Universities' at the International Conference commemorating the 60th RUDN University Anniversary.

3. Pursuing policy of giving priority to the values of the RUDN University staff, students and employees (identified during the sociological surveys carried out at RUDN University in May and October 2018) — with RUDN University Living Values (identified on the basis of the Internet resource RUDN University Living Values) and their implementation in the professional activities.

Step 3. Identification of the values (Support the fundamental, the RUDN University Living Values activities are based on and extend them with the new values which will ensure the efficient work in the changing world).

Aims: Achieve the correlation of the personal values of the RUDN University academic staff, students and employees (identified during the sociological surveys carried out at RUDN University in May and October 2018) — with RUDN University Living Values (identified on the basis of the Internet resource RUDN University Living Values).

Tools

1. Acceptance of the List of the RUDN University Living Values by the RUDN University Academic Council.

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3. Pursuing policy of giving priority to the values of the RUDN University staff, students and employees (identified during the sociological surveys carried out at RUDN University in May and October 2018) — with RUDN University Living Values (identified on the basis of the Internet resource RUDN University Living Values) and their implementation in the professional activities.

Step 4. Present the communicable, explicit and concrete (4-5 values) and the values should be articulated in a bright and inspiring way (to make it easier to remember and listen to them, e.g. People’s Friendship, Professionalism, Academism, Honesty, Equality etc.).

Promoting core Higher Education Values

1. Presentation materials: University branding

2. Communication campaigns in social networks:

Make the World Better which embraced 12,000,000 users in 2017; RUDN University Playlist; 47 playlists; YouTube channel in English, 7 playlists, over 2,000,000 views.

5. Publications by the RUDN University employees in Russian and foreign scientific media. The Coordination Board has been established under the implementation of the RUDN University Living Values project. It is headed by RUDN University Rector, Member of Academy V.M. Filippov. The Coordination Board consists of representatives of all RUDN University faculties, institutes and academy, academic staff, students and employees, university administration, representatives of students and teacher committees. The Coordination Board of the Living Values has appointed a target group in order to determine the level of awareness, understanding, acceptance of the RUDN University Living Values and adherence to them. The research was carried out by a working group of employees of the Sociological Laboratory of the RUDN University Faculty of Humanities and Social Sciences through directed discussions and focus-groups. The target group included students, members of the Council of Young Scientists, representatives of Student Associations, academic staff, researchers, administrators.

Following these discussions the values which can be perceived as living ones were determined as the main personal values. They include Unity – Multinationality – People’s Friendship – Tolerance – Discipline – Punctuality – Truthfulness.

On 17 September 2018 RUDN University Rector V.M. Filippov made a report on the preliminary survey results and goals on the formation of the Living Values at the Forum of the annual meeting of the signatory universities of the Observatory Magna Charta Univer sitatum in Salamanca (Spain). The presentation by the RUDN University Rector noted the following results of the preliminary stage of the implementation of the Living Values project at RUDN University the goal to promote the following values was set: They include:

Social Responsibility, Research Culture, Professional Development, Visionary, Integrity.


From RUDN University Living Values – to Live the RUDN University Living Values.

The channels of promoting values have been formed and function steadily at RUDN University:

1) Presentation materials: University branding book; Presentation on RUDN University in 6 languages; Student’s Guide in 6 languages; Discover the World in One University brochure in 4 languages;

2) Communication campaigns in social networks:

Make the World Better which embraced 12,000,000 users in 2017; RUDN University Playlist; 47 playlists; YouTube channel in English, 7 playlists, over 2,000,000 views.

5. Publications by the RUDN University employees in Russian and foreign scientific media. The Coordination Board has been established under the implementation of the RUDN University Living Values project. It is headed by RUDN University Rector, Member of Academy V.M. Filippov. The Coordination Board consists of representatives of all RUDN University faculties, institutes and academy, academic staff, students and employees, university administration, representatives of students and teacher committees. The Coordination Board of the Living Values has appointed a target group in order to determine the level of awareness, understanding, acceptance of the RUDN University Living Values and adherence to them. The research was carried out by a working group of employees of the Sociological Laboratory of the RUDN University Faculty of Humanities and Social Sciences through directed discussions and focus-groups. The target group included students, members of the Council of Young Scientists, representatives of Student Associations, academic staff, researchers, administrators.

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3. World Press Freedom Day, Vrije Universiteit Brussel, Belgium

World Press Freedom Day (3 May) serves as a yearly occasion to inform citizens of violations of press freedom worldwide and raise awareness for the work journalists do. This year we were wondering how we could organise a public event in Brussels. The event we decided to work in terms of press freedom, journalism practice and reflection on freedom of speech, and represents the international and European dimension of journalism work and freedom of thinking. Brussels, as the multilingual capital of Europe, marked by the presence of a range of international institutions and media, is the perfect city for this event. The European Gala Night for Journalism in Democracy will eventually present journal work on a world level, a European level, and a Brussels level.

4. Surviving the Fight for Academic Freedom: The Case of CEU, Cameroon Asraf (CEU) and Andres Mole (CEU)

In March 2017 the Hungarian government introduced a bill that modified the license conditions for foreign universities operating in Hungary. The new bill’s two main requirements included that there must be a bilateral agreement between Hungary and the university’s country of origin, and also that these universities must conduct academic activities in their own countries. These conditions restricted CEU’s existence in Hungary virtually impossible. Since its origins in 1991, CEU has operated exclusively in Hungary as an American university (accredited in the state of New York). Despite the discriminatory nature of this bill (popularly known as the ‘CEU’), the university undertook efforts to comply by establishing publishing institutions in Annandale, NY. Regarding the bilateral agreement, there was no way to be sure that hope that the Orbán government would sign this agreement. As expected, they didn’t.

Although we keep doing “business as usual”, we teach, do research, support students, it is impossible to deny that the political attack has not had a dent in our lives. First, dealing with the crisis we are in, has lead to an increment in the administrative duties we usually have; there are committee meetings and working groups that have affected our working schedules and our ability to read the sheer uncertainty about our future and location has been a source of distraction and stress that has disrupted to some extent our academic activities. Finally, reading the news, keeping up with and disseminating information to a wider audience and attending demonstrations has become, for many of us, a part-time job.

Nevertheless, not all has been negative. Hopefully, in the future we will remember most the uplifting moments that we have. CEU’s stated mission is to promote academic excellence, a commitment to the promotion of the values of open society and self-reflective critical thinking’ and bringing ‘support for building open and democratic societies that respect human rights and human dignity’. Perhaps due to the explicit commitment to these values there has been an astonishing sense of unity among the faculty, staff and students. For the last 2 years we had a common sense of purpose that is salient to our activities. This degree of unity fostered self-reflection and solidarity among the community in a way that we hadn’t experienced before. It also provided an opportunity to improve some of the internal working of the university. As an instance, demanding more and better communication between the leadership and CEU’s community.

On 9th April 2017, when the Hungarian parliament approved the law on CEU, a group of around 80,000 people took to the streets in Budapest demanding that the president veto the law. Seeing all these people, mostly Hungarians came to CEU and rejected to support CEU and its community in Hungary. A special mention goes to officials in other Hungarian institutions who showed public support for CEU. This is a way to do what many believe to be the right thing and to stay true to our values.

5. A University Without Buildings, Kerem Altiparmak, Turkey, Turkey

Author of this contribution recently decided to resign from his post from the University. However, this decision was taken to defend academic values rather than leaving the academia. Indeed, following the declaration of the state of emergency in July 2016, the government dismissed more than 6000 academics from their posts. Then under the most active academics who signed a peace petition inviting the government to comply with international standards in its fight against the Kurdish insurgents. What makes the story even sadder was the fact that the lists submitted to the Prime Ministry were prepared by other academics.

When purges started, myself and a number of my colleagues from leading universities were purged along with some who had decided to leave the university. However, this decision was taken to defend academic values rather than leaving the academia. Indeed, following the declaration of the state of emergency in July 2016, the government dismissed more than 6000 academics from their posts. Then under the most active academics who signed a peace petition inviting the government to comply with international standards in its fight against the Kurdish insurgents. What makes the story even sadder was the fact that the lists submitted to the Prime Ministry were prepared by other academics.

Instead, these threats can also be seen within the broader global pushback against individuals and institutions who expose uncomfortable truths. Seen with a critical eye one can detect a decline in Internet freedom, an increase in physical violence against journalists, increase in disinformation, burgeoning online harassment, unfortunately CEU does not stand alone. The fight for academic freedom has its counterparts anywhere individuals are struggling to make their voices heard, to speak truth to power, and work for a more equitable and just society. CEU’s move to Vienna is the end of the struggle, but the beginning of a new one at this precarious global moment.


This fear has been confirmed by the recent moves by the Hungarian government against the Hungarian Academy of Sciences and Corvinus University.

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'Reason and Engage: Critical Reflections on Humanity and Society' is an interdisciplinary course and a series of public lectures organized by the Vrije Universiteit Brussel. Evidence-based education, free research, sustainability and civic engagement are amongst the VUB's core values. Based on these principles, Reason and Engage aims to stimulate critical reflection on the most urgent and challenging issues of our times. The idea for the course came from Joke Bauwens, professor in Media and Communication Studies, and Karl Verstrynge, professor in Philosophy. Together with a board of colleagues coming from all University Faculties they drew the blueprint for the course. With the financial support of the university and two humanist non-profit organisations (deMens, nu and Humanistisch Verbond), and the logistical support of a Brussels-based organisation for life-long learning (CitizenZen), VUB's Science Outreach Office and VUB-Crostalks, the course was launched in 2015. A team of two professors, one pedagogical adviser and one communication officer runs the course next to other duties.

Reason and Engage encourages students to explore research domains and disciplines beyond the familiar. It aims at a truly interdisciplinary approach where students are invited to work together and get to know each other's perspectives. It is an optional course offered in two variants (a 3 credit and 4 credit variant). Students must have 120 ECTS throughout their Bachelor if they want to register for the course. The course mobilized 48 students: Third Bachelor as well as Master students, both regular and working students, students in Philosophy, Linguistics, Law, Geography, Urban Engineering, Medical Sciences, among other disciplines.

Takings the Sustainable Goals as a starting point, the team identifies a new theme for each edition. The course builds up along a series of four lectures elaborating on the annual theme from different perspectives. Each lecture is followed by an extra activity (e.g. a workshop, a panel discussion, an artistic performance...). As the lectures take place off-campus and are open to the public, they attract a diverse audience (students, artists, run professionals, academics...), most of them Brussels-based, numbers varying between 50 and 250.

Since 2017 Reason and Engage applies the pedagogy of 'Critical Social Learning' (CSL). Multidisciplinary teams of students work on a project proposal introduced by a Brussels-based non-profit organisation. At the start of the academic year, students are assigned to a project and team (4 to 6 students), based on their personal preferences and disciplinary backgrounds. During an intake session with the organisation, the scope and objectives are defined; the teams outline their learning goals; and author their project psychology and action plan. Throughout the year they gather information and data, share findings and insights and reflect upon their learning. As the teams present their conclusions via a public poster-sessions and presentation.

Students benefit a lot from the teaching and learning strategies of CSL as it allows them to translate academic knowledge to 'the real, ambitious world'. They learn to deal with the complexity of understanding, problem analysis, problem-solving, critical thinking, and are challenged to reflect upon their academic and civic responsibilities. From a VUB point of view, the reduction of stereotypes, greater intercultural understanding, improved social responsibility and citizenship skills are all precious learning outcomes. For Brussels, the course contributes to achieving community goals, fostering new energy, enthusiasm and perspectives applied to community work, and to enhancing the community-university relations.

While there is much to celebrate about Reason and Engage, we still face some challenges in developing and delivering a truly meaningful and sustainable learning strategy collaborative and collective. Engaged learning asks for a thoughtful team, project and process design, as well as appropriate time, expectation and monitoring. As pointed out with 'traditional teaching' it is time- and resource-deman- ding. Meaningful mentoring is needed to create safe learning spaces on which freedom and findings and frustrations and uncertainties related to the non-linear learning process, faculty and students are involved.

The VUB strives for socially relevant curricula, spanning the gap between academia and society, theory and practice, formal, non-formal and informal types of learning, needed to make the shift towards res- ponsible and future-proof education ‘with society, for society and to whole people’. We want our students to be 21st century skilled professionals and socially responsible world citizens. After four years of striving and programming, since the course was launched in 2015, VUB has become a notable practice of our university’s educational vision and mission. As one of the parti- cipants of the course stated: ‘It is a 100% VUB.’

More info
1. Former Chair of Human Rights Centre, Ankara University
2. Faculty of Political Sciences, Currently Chair of Human Rights Centre, Ankara Bar Association

Promoting core Higher Education Values

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7. Gender sensitive language: On overcoming masculine domination in language in Slovenian higher education, Nina Perger, University of Ljubljana, Slovenia

Higher education with its foundational position in social life – as a social space, invested with authority, power and knowledge, even more, to produce truths about social life, if only temporarily – has legitimate grounding, as it mirrors and reproduces itself in language, – practical and institutional – is (too) rarely put into practice, at least in Slovenia, where Slovene language greatly mirrors and reproduces not only masculine domination through the predominant use of male pronouns (in its generic form, but also wonderful gender binary).

Important exceptions to the taken-for-granted, doxistic orientation toward the use of male pronouns in generic form are the recently developed and methodological changes that cross-disciplinary and methodological challenges that cross-disciplinary learning entails.

The VUB strives for socially relevant curricula, spanning the gap between academia and society, theory and practice, formal, non-formal and informal types of learning, needed to make the shift towards responsible and future-proof education ‘with society, for society and to whole people’. We want our students to be 21st century skilled professionals and socially responsible world citizens. After four years of striving and programming, since the course was launched in 2015, VUB has become a notable practice of our university’s educational vision and mission. As one of the participants of the course stated: ‘It is a 100% VUB.’

regardless of their gender - is not explicitly framed within gender binary.

As such, it opens up space in language for non-bi- nary transgender identities, although it does so silently. While it was rarely used (and successfully survived) great public backlash, was initiated and put forward by Faculties’ official bodies and was eventually and more or less consen- sually confirmed by Faculties’ Senate. Still, the rigidity of Faculties’ internal bodies should not be underestimated as the institutional confirmation of such an act is harder, as it needs to be signed by a constant feminist (and tiring) ‘shifting away’ of the taken- for-granted state of masculine domination and gender binary (Ahmed 2016). Rigidity and persist- ence of masculine domination were manifested in public arguments against such ‘cultural revolu- tion’, ‘language engineering’ and ‘authoritative’ intervention into ’basic conditions’ of otherwise intensively gendered character of Slovene language (Horvat 2018), which are built on so-perceived ‘neutrality’ of male pronouns and on ‘particu- larity’ of female pronouns. Thus, arguments against gender sensitive language use are based on assumptions of ‘gender emptiness’, of ‘ungendered’ nature of male pronouns and of gendered nature of female pronouns, yet such assumptions only reflect socially constituted universal nature of masculi- nity, capable of encompassing femininity, but not of ‘othering’ away from that which is gender sensitive language therefore focused on establi- shing language as social rather as orthodox and fixed, unlike gender sensitive language is subjected to continuous changes in parallel with social changes towards gender equality.

Gender sensitive language use has been officialised in various faculties abroad, promoting the use of gen- der-neutral ‘they’, alternating use of male and female pronouns, and the use of gender-neutral nouns (Mi- chipique, 2016). It is often defended as a strategy for change, and based on the aforementioned, ‘with no (succession rule) and no combination with the use of male pronouns as generic) was already consensually and without conflicts confirmed by Faculty of Social Work’s Senate before 2003 shows that officialising such strategies aimed to ‘normalise’ the notion as it mirrors and reproduces itself in language, is not a question of ‘the right time, but rather, of the “right people” or, even more, of the “right will”, that is, the will based on core values of higher education, including social responsibility. Therefore, for such changes to be initiated and implemented, acknowledging social responsibility in terms of promoting anti-discriminatory policies and practices (in this case gender sensitive language use), that is, institutionalising such practices that respond to exist- ing social problems (inequality) (Scholars at Risk Network 2017), rather than ‘scientific neutrality’ (Bourdieu 1988), is a legitimate strategy for ‘authoritative’ officialised use of gender sensitive language lacks broader support of University of Ljubljana, the lack of which can be explained by ambivalent arguments and perceived ‘asocial’ character of language and ‘gender neutrality’ of male pronouns in generic form, and is
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8. Guidelines for North-South Cooperation, Marit Egner, UiO, Norway

Partnerships between universities in the global north and south can have different rationales and effects. Because of historical and economic structures, one might unconsciously contribute to unequal relations between colleagues and institutions. At the University of Oslo, we have developed guidelines for North-South Cooperation in order to help newcomers in the field navigate their international relations. The guidelines are addressing all the core values, although indirectly.

The University of Oslo (UiO) has been involved in cooperation with partners in the South since the late 1970s, and the early initiatives were clearly focused on the creation of joint workshops, PhD training and various courses. For education it is the same. We offer courses and excellent teaching staff should be involved.

North South cooperation has often been accused, rightly or wrongly, of having unequal power relations. At UiO we see the importance of mutual benefit between the academic partners, meaning that both partners are involved in both setting the agenda and taking the responsibility for reaching the goals. The partners can bring in different types of resources, but they will all contribute to make the project better. We want the relationship to be on equal terms, but sometimes the funding bodies make this difficult in practice, based on the funding and reporting systems. In the Norwegian NORHED programme from 2013, most of the projects have chosen to have the project coordinator in the South. This has consequences for the funding body, but it makes the power relations more equal between the partners. Academic priorities might need very different cooperation frameworks. In this case the project should be relevant both at the forefront of research and for the people concerned. Results have to be communicated to andPromoting core Higher Education Values

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thus limited to the three mentioned Faculties of University of Ljubljana (Faculty of Social Work, Faculty of Arts and Faculty of Social Sciences). The use of gender sensitive language, overcoming masculine domina tion in language, is only one although important and significant step in the direction of Higher Education Institutions turning a critical gaze upon themselves; but a step which remains resonated, if left unaccompanied by other institutional and official mechanisms targeting and addressing gender and other forms of inequalities in their various forms.

Literature


8. Guidelines for North-South Cooperation, Marit Egner, UiO, Norway

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Aaliya and Nawaz are two out of the sixty two thousand students the Community College of Philadelphia (CCP) has in the fall 2017. Both of them are part of the body of research students in the College. They represent the growing community of underrepresented students who are the face of diversity in CCP.

Nawaz, 22, originally from Kandahar, Afghanistan, grew up in refugee camps in Pakistan. He moved to the US where he was released by the US Department of Homeland Security from a detention center on the condition that he would wear an electronic ankle monitor at all times to ensure his appearance in immigration court.

Like Aaliya and Nawaz, the majority of the student body of the college carries limited and limiting cultural baggage. They come from ethnic neighbor hoods where their social networks often includes extended families and neighbors with similar cultural backgrounds. In school, they tend to move in cohorts of similar race limiting their exposure to diversity and contributing to communication problems. In term of the school’s population by race: Black non-Hispanics (44.7%), are by far the largest in the student body, followed by White Non-Hispanics (22.8%), Asian & Pacific Islanders, American Indians or Alaskans, and Multi-racial individuals (unknown).
gues and discussions on race, ethnicity, gender, and income equality have become more polarized than ever before. The political climate in the United States, just as in other countries, has made it more difficult to openly discuss these issues. The program offers secure spaces for facilitating difficult conversations on sensitive topics, which promote inclusion at all levels of our institution.

The program has well laid-out procedures and standards. The call for proposals along with guidelines for submission, is sent out college-wide. The submitted proposals are reviewed by a committee and the decision of the committee is shared with the candidates. Currency, importance, the relevance of each topic to the CCP community, range of impact and creativity are all considered for evaluating the proposal. Upon finalizing the list of programs, they are posted on the event calendar for the whole term, which is shared college-wide every term. In the three years’ time since the Diversity Certificate was launched, there have been 55 Diversity Certificate sessions, which have been attended by more than 290 faculty, staff, and administration. Several of the sessions have been awarded certificates at the bronze level, and twenty individuals have earned the silver status so far. It is interesting to measure the impact of the Diversity Program on the overall academic life of the college, as it certainly seems to have provided opportunities to faculty and staff for engaging in open dialogues and discussions on sensitive issues. It may have solved all the communication problems confronted by Aaliya and Nawaz but it certainly promises to do so. As one of the attendees noted, ‘The VP of Student Services has empowered me. I am better prepared to deal with the diversity in my classroom. It has also helped me to understand diversity and see it as an opportunity rather than a challenge.’

From here we continued to work within our department, organizing a series of international seminars on ‘Breaking Boundaries, borders and walls: what role for universities?’ (spring 2017) as well as involving the Dean of the School of Arts and Humanities in exploring the possibility of actually hosting a scholar. We soon managed to achieve this, also thanks to the support of the Scholars Rescue Fund (SRF), who had agreed to provide co-financing for a scholar we had already begun to engage with through SAR. This was a significant factor and led to the university finding the appropriate co-funding mechanism – forward from a bureaucratic perspective and required in the majority of different individuals and offices, both at a department and level of the International Office. In the academic year 2017-2018 we hosted a scholar from Turkey at our department, Dr. Asi Vatansever, who was a very rich and engaging experience for all of those involved. The most significant lesson learnt for us in terms of supporting a SAR scholar is the significance of human relations: they are crucial to anybody who find her/himself in the situation of being a ‘Guest’ or ‘Refugee’ abroad, in very precarious conditions; but human relations certainly make a huge difference in how university spaces in their attempt to promote concrete solidarity in support of academic freedom.

Whilst getting universities to support SAR’s and similar initiatives is about putting into practice academic values and freedoms, hosting scholars is about people. We cannot even begin to understand the emotional impact of the ‘purgatory’ (Vatansever 2018) that exiled academics must face, but we can seek to create a supportive environment. This is about activating all the resources that can be mobilized, and does go well beyond bureaucracy and funding. In our case, at the University of Padova, the largest amount of support came from individuals, both academics and administrative staff, who shared our desire to see the university take reductive role in providing them with the necessary support and were willing to invest personally in seeing this through. The experience has sparked a great deal of discussion and reflection for many of us at individual, research and institutional levels. Hosting a scholar enables us to relate to other values such as friendship and trust and the challenges of equal opportunities. Thanks to the research that Dr. Vatansever has carried out, we are increasingly engaged in academia – such as academic integrity, the precarity of academic careers, and intellectual scholarly activities – have gained a more prominent position in our own academic activities (including devotion of our 2019 WiSE School on Knowledges, values, and at Risk). The institutional support we received, and the momentum created by growing interest amongst other Italian

The University of Pavia has been particularly active in promoting Higher Education Values while assisting migrant students at the University of Pavia in Italy, Katarzyna Gromek-Broc, University of Pavia, Italy

Italy’s coastline of 7,600 km constituting external border of the EU, has become the main gateway to Europe for migrants arriving by sea. The cost of migration in Italy has been substantial and it impacted on the political discourse leading to the victory of the right wing. The creation of new populist government in Italy in 2018, led by the right-wing Lega party, which formed a coalition government with Five-Star Movement, that has adopted a hard-line approach towards immigration, so called ‘Politica della ruspa’. Minister Salvini, whose campaign was overshadowed by racist, anti-immigration rhetoric, promised to deport 500,000 illegal migrants in his political manifesto.

In contrast to this political climate, the Italian universities, multiplied efforts and projects aiming at welcoming migrant students within their curricula. For example, Italy was the first to join the ‘L4Refugees’ project put forward by Silvia Costa at the EU Parliament, calling for the reception of refugee students in European universities. Minister of Education, Stefania Giannini convincingly argued that the students are a resource for society and have the right to complete their education. She was determined to create the ‘Educational corridors’ to allow refugees and asylum seekers who are in Italy to continue their university studies. The initiative involves a cooperation between the Conference of Rectors (CRU), UNHCR and the Ministries of the Interior and Foreign Affairs. Individual universities will finance the project, though the creation of an ad hoc fund is also envisaged. Since October 2016, refugee students were able to enroll in the Universities participating in the program.

On an experimental basis, the University of Bologna, University of Venice and the Politecnico di Torino since December 2016 have welcomed refugee students who have been registered to attend the University. The programme reaffirms strict adherence to core Higher Education Values such as Institutional Autonomy, universities, are now leading to the constitution of an Italian Section of SAR, to foster collaboration and strengthen the values of freedom and dignity that all academic communities should promote. Something that started, just three years ago, as a bottom-up initiative involving few researchers in one department, is thus becoming a more structured and leading reality, national in scope and interested in exploring all possibilities to learn from, and contribute to the development of international practices to make academic freedom a priority in our respective contexts and educational activities.

Equitable Access or Academic Freedom respected and upheld in the hostile political context. The higher education sector draws a line between politics and its anti-immigration pledges on one hand and academic freedom on the other. In this respect, the Universities engaged in Migration projects demonstrate a considerable degree of self-governance coupled with unbiased decision making: clear evidence of Institutional autonomy.

"Adepte Student" campaign is giving 5 students requiring temporary protection the opportunity to attend the University of Trento courses for free. Once verified the merit requirements foreseen for inclusion in the program will also have the opportunity to enjoy free food and accommodation made available by the University Opera in agreement with the University. The initiative was developed at the request of the students themselves and of the University professors. Importantly, only a very small number of those applying for international protection actually get it (about 3% of the applications, in the case of the higher number) placing the vast majority of migrants in the state of limbo and eventually facing the risk of deportation. There is an obvious need for higher education to include in its initiatives all categories of migrants without discrimination making judgment on merits and not on the migrant status.

Equitable access
The University of Pavia has been particularly active in promoting migrant-friendly policies regarding access to higher education and facilitating their integration during the course of studies. The University was committed to providing Italian language classes and assisting foreign students in obtaining admission, helping to get relevant documents and ensuring swift translation and recognition of certificates and diplomas, and the Law attracted considerable attention from migrant students interested in the legal framework offered.
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The countries of origin were Afghanistan (5), Togo (2), Somalia (2), Pakistan (2), and Lebanon (1), Ukraine (1), Turkey (1), Nigeria (1). The project is also gathering consensus and significant contributions not only from teachers, but also from other students of the University, student associations and civil society in Pavia because these young refugees can really become part of the student and city community.

Undeniably, the University of Pavia is the only University in Italy and Europe to have realized a 360° welcoming project, providing an example of good practice for other universities in becoming a place for the intercultural dialogue.

In 2018 the ERASMUS + ‘Out-Side-In, Inclusive Adult Education for Refugee’ project (referent Anna Rita Calabro) ended with a publication of a manual for the staff in charge of reception. Another project proposal within the ERASMUS + programme continues the activities in the field of adult education for refugees so-called ‘MUSIC’. Making Universities ready for Social Inclusion and Cultural Diversity (referred Prof. Anna Rita Calabro). Another project proposal is on the table ‘SUDCINN - Networking for Migrant Young People’s Social Inclusion through Social and Civic Competences’ within the HORIZON 2020 programme.

Accountability

Our admission system, schemes for migrant students and their academic performance are closely monitored and the decision making on the applications is a ‘collective enterprise’. We also assist migrants with their day-to-day struggle: providing help and advice regarding their migrant status or the further options after the degree course. Accountability reflects transparent and fair process of selection of refugees who got a place at the University of Pavia.

An example of such a good practice is an initiative put forward by Anna Rita Calabro to liaise with the SPRAR (Asylum Protection and Refugee Protection System of the Ministry of the Interior) and the university to provide a list of possible candidates: boys and girls who had already discarded refuge as religious, language, culture or political opinion. Thus, the minority right represents a case study in which they take an active part. This year for example, we considered Iraq Yazidis advocated by the students from this region. The course makes students ‘active participants’, an important element of the syllabus, empowering them and building their confidence.

Social Responsibility & Academic Freedom

Pavia University, our department and a team teaching on Master in ‘Immigration, Gender, Family Models and Integration Strategies’ encourage students to express freely their opinions and welcome everybody’s views, without being judgmental, inspire discussion on sensitive political issues, listen to the migrants’ stories without any bias. We are particularly careful not to offend anybody’s feelings and to create friendly environment in the university classroom.

From the 15th of this ranking were offered a place (seven at the triennial of Political Sciences and International Relations, one at Communication Sciences, five at the three-year Engineering, two at the specialist Engineer- ing). The expenses related to hospitality were covered by EDISU (five searches/locations/units). The Egyptian Museum of Turin (one), Editore Domus (one), Collegio Ghislieri (two), Collegio Santa Caterina (one), Collegio Nuovo (one), but the student in question has withdrawn and will be replaced for the 2016/17 academic year. In the academic year 2015/16, University of Pavia accepted a number of refugees, offering them the opportunity to attend a first or second level degree course with a total exemption of all university contributions for the du- ration of the course. Among them, at the Collegio Edisu and the Collegio di Merita, assistance is available to the study, free access to all university canteens and sports facilities, paid training periods for the various Departments.

1. Students migranti negli atenei d’Italia, Corriere della Sera, 3rd May 2016


3. Adotta uno studente’ Università raccoglie fondi per i rifugiati politici http://www.santacaterina.it/it/2014/06/03/10.html

4. Adotta uno studente’ campaign here accessed 10 January 2018


7. Studenti migranti negli atenei d’Italia, Corriere della Sera, 3rd May 2016


10. ibid.

11. ibid., Claudia Voltattorni, ‘Corridoi educativi’ per rifugiati Studenti migranti negli atenei d’Italia, Corriere del- la Sera, 3rd May 2016, examples of access (una piattaforma telematica)

12. ibid., Claudia Voltattorni, ‘Corridoi educativi’ per rifugiati Studenti migranti negli atenei d’Italia, Corriere del- la Sera, 3rd May 2016, examples of access (una piattaforma telematica)

13. ibid., accessed 10th of January 2019

14. Claudia Voltattorni, ‘Corridoi educativi’ per rifugiati

15. The University of Campinas has provided access to higher education to refugees in the last 40 years. Since 1980, UNICAMP has maintained the entry of refugees, through the requests for students with refugee status to the university. Between 1980 and 2019, UNICAMP hosted 55 refugee students. Until the mid-2000s refugees came mostly from Latin American countries. They attended courses more in the humanities. After 2010, refugees from Syria, The Democratic Republic of Congo, Angola, Sierra Leone and from Cuba enrolled more on programmes in engineering, humanities and medical sciences. It should be emphasized that the profile of refugee migrants to Brazil has lower level of schooling and, therefore, a reduced proportion of refugees arrive in the undergraduate courses, they are able for able to fill the vacancy in Higher Education at UNICAMP. Now in 2019, at UNICAMP we have 15 refugee students.


18. Adotta uno studente’ Università raccoglie fondi per i rifugiati politici http://www.santacaterina.it/it/2014/06/03/10.html

19. Adotta uno studente’ campaign here accessed 10 January 2018

20. TGCD Programme on the 27th January 2018, on Emergenza Sea Watch, also Report on international Protection in Italy 2017, page 13 (only 94 in 2016 obtained refugee status)

21. ibid., Anna Rita Calabro, Emanuela Dal Zotto MODELLO PAVIA LIBRI E PORTE APERTI PER I RIFUGIATI, internal document, 2018, University of Pavia

22. ibid., Anna Rita Calabro, Emanuela Dal Zotto, Dionisi rifugio ai talenti, MODELLO PAVIA LIBRI E PORTE APERTI PER I RIFUGIATI, internal document, 2018, University of Pavia

23. ibid.


25. ibid.


28. Studenti migranti negli atenei d’Italia, Corriere della Sera, 3rd May 2016

29. ibid.

30. ibid.

31. Studenti migranti negli atenei d’Italia, Corriere della Sera, 3rd May 2016

32. ibid.

33. ibid.

34. Studenti migranti negli atenei d’Italia, Corriere della Sera, 3rd May 2016

35. ibid.

36. ibid.

37. ibid.


40. Go back to chapters 2.3.1 / 2.3.2 / 2.3.5 / 3.3

12. Refugee Students at the University of Campinas, Brazil, Marcelo Knobel, Rosana Baeninger, Neri de Barros Almeida, Ana Carolina Maciel, Luis Renato Vedovato, University of Campinas, Brazil, Brazil

The University of Campinas, Brazil guarantees the promotion and the strengthening of academic values through its access to Higher Education for Refugees. We believe that, in the face of the current situation of refugee worldwide, the university as an institution has a social role to fulfill. The total number of UNICAMP students was 40,987 in 2017 (undergra- duate, postgraduate and technical colleges).

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In recent years, refugee migration has intensified in Brazil - especially from Syria and from The Demo- cratic Republic of Congo, among others - reinforcing the role of the university as an institution responsible for production and reproduction of knowledge and values throughout society as a whole. In this context, in 2017, UNICAMP established an agreement with the United Nations High Commissioner for Refugees (UNHCR) and founded the Sérgio Vieira de Mello Chair for Refugees (CSV) at the University of Campinas.

The purpose of this position, of United Nations Chair, is to promote teaching, research and academic expan- sion, aimed at scientific knowledge and actions for the refugee population in Brazil and in Latin America, the University of Campinas, through the Chair Sérgio Vieira de Mello (CSV) institutionalized and broadened the horizons and activities in related areas at the university. This program with UNHCR reinforces the role of UNICAMP and its social responsibility, provides equal opportunities in access to higher education and through the implementation of public policies for the protection of refugees.

The head office of UNICAMP Refugee Chair is the Rector’s Office and engages an interdisciplinary wor- king group of professors and researchers across the humanities, social and natural sciences. This working group also has a partnership between UNICAMP and the municipal public authority (Campinas City Hall and Campinas Metropolitan Agency), providing sup- port to the refugee service in the city of Campinas and education in the university. Institutional partnerships with international univer- sities and ministries have made it possible to promote the exchange of knowledge and collaborative projects have been carried out.

The SVM Chair at UNICAMP also prioritizes the production and dissemination of data and information on the refugee population in Brazil. The databases of the Ministry of Justice and the National Council of Refugees provide an important source of information for advancing the knowledge of the refugee population in Brazil. With these databases, we have published the Refugee Migration report (https://www.nepo.unicamp.br/publicacoes/atlasmigracao.pdf) and an interactive site (https://www.nepo.unicamp.br/publicacoes/bancointerativo.html), which shares, knowledge and research results on the sociodemographic profile of refugees in each municipali- ty of the country.

The university extension program, UNICAMP has offered Population and Cities Capacity Building courses for municipal public managers since 2009, in partnership with the United Nations Population Fund (UNFPA), which is also responsible for refugee migration.

Regarding to the teaching of the Portuguese language, UNICAMP has specific Portuguese language courses for refugees both for UNICAMP refugee students and for non-university refugees through a partnership with the City of Campinas. In the university community, we organized photo exhibitions on refugee migrations and held seminars with the aim of sensi- tizing the academic community to the refugee issue, raising awareness of current international migration processes and welcoming refugee students.

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Good practices for refugees at UNICAMP allow us to promote activities that are fundamental to guarantee the academic values in Higher Education for this target audience.

These practices include the following:
• Broadening of scientific production and supporting of disciplines that address the issue of refugee immi- grant, or the influence and recognition of refugee status
• Implementing the Program of Scholarship for Uni- versity Professors with Refugee Status
• Developing and strengthening, in partnership with UNHCR Brazil, the Brazilian Government, the Mu- nicipality of Campinas, the University of Campinas, seminars and awareness-raising on refugee issues
• Strengthening the advocacy role of the university in the institutionalization of refugee programs, seminars and awareness-raising on refugee issues
• Supporting refugee students (language, housing, food)
• Revalidating diplomas of refugees both at under- graduate and postgraduate levels, according to article 44 of Law 9.474 / 97.

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13. Success factors for the integration of refugees into higher education: a whole-institution-approach in consideration of individual needs, Maria Anne Schmidt, HTW Berlin, University of applied sciences, Germany

Since 2015, more than 1.6 million asylum seekers have entered Germany (BAMF 2018). Many countries in Europe and around the globe ‘saw Ger- many’s government and its civil society as exempl- ury in their response and openness’ (Streitwieser et al. 2018, p. 137). However, when we look in more detail at the numbers as they relate to the higher education sector, we are still only working with estimates. According to the German Academic Exchange Service (DAAD), between 30,000 to 50,000 refugees may become eligible to enter the universities in Germany by 2020 (Rueland 2016, Stifterverband 2017). To support those refugee students, the Federal Ministry for Education and Research made available to universities no less than 100 million euros in competitive grants to set up support programs for those interested in studying in Germany (DAAD 2016).

At the HTW Berlin University of Applied Sciences, the focus is on receiving refugees and providing them with an education and labor market orientation. The Education and Research managed by the DAAD have enabled us to far beyond to support more than 200 persons with a student background to participate in language and subject-related preparatory courses. In addition to the those funded programs, we also offer various welcoming activities and employ student assistants to define and implement support ideas, e.g. counselling hours in various departments, in cooperation with the university, or social events to connect students of refugee background with Germans.

Some aspects we realized where success factors for us at HTW Berlin were:

1. Include your whole organisation in the process

Integrating refugee students into higher education challenges the whole university system, including its organisational, curricular, and pedagogical facets (Streitwieser et al. 2018). The HTW Berlin, as early as 2015 the vice-president for teaching initiated an ongoing series of round table discussions with various departments to discuss the actions that the institution would need to take in order to support the new inco- ming population of refugee students.

Most importantly, this was a way to react quickly since universities are chronically big ships that move slowly. Indeed, some hurdles were new to German Higher Education Institutions, e.g. questions about a specific student profile, the influence and recognition of academic achievements in the home country with respect to the federal student financial aid program (BAföG). Advanced trainings for the addressed topics, direct-communication, more interdisciplinary communication, and a discussion about a ‘new welcome culture’ at universities is helpful to support refugees.

2. Identify and react to specific female hurdles

Although about 50% of all asylum applications in 2017 in Germany (age group 18 to 30) were women (BAMF 2017, p. 20), only about 20% participating in language or subject-related preparatory courses at German uni- versities (Schmidt & Kinscher 2018): (2017). When we look in more detail at those who apply for the summer semester 2018, there is a further decline of female students to 19% (uni-assist e.V. 2018). Different factors can be attributed to this, including insuffi- cient child care support, subordinate consideration of female education, or lower self-confidence to name just a few impediments. To meet these challenges, we needed to come up with specific remedies for those women wishing to enter our higher education system (Schmidt & Kincher 2018):

• Low-threshold offers (i.e. one-week ‘taster studies’ or workshops) to get to know German study programs but initially just be invited for a few days, guest listener programs where there is fee-free of charge to visit, lectures on bachelor or master courses and take examinations which can be subse- quently credited during a study program)

• Community building (i.e. empowerment and men- toring programs during the study, workshops for woman to woman, peer group meetings for women only with health care support and role models explaining their way into the German Higher Education Institutions)

• Financial support for child care at the university.

With those ideas, HTW Berlin was able to exceed the overall gender disbalance and currently supports 28% females in language or subject-related preparatory courses.

3. Do not talk about but with refugees

When setting up new programs there is a trial and error phase. We were always conducting self-as- sessments to ensure that our programs, ideas, and support offers are truly having their intended impact and will continue to be serve a useful purpose. With this quality check in mind, we decided to form a Berlin Refugee Research Group (BRRG) to engage in this level of detailed analysis. We now track in more detail those hurdles that were addressed by former researchers (Benezer & Zetter 2014; Block et al. 2014; Loo 2016) and identified as main obstacles by prospective students with refugee background and university administrators in the field of refugee integration (Streitwieser et al. 2018, Streitwieser et al. 2019) and that need to navigate through a very complex uni- versity structure.

Most importantly, this was a way to react quickly since universities are chronically big ships that move slowly. Indeed, some hurdles were new to German Higher Education Institutions, e.g. questions about a specific student profile, the influence and recognition of academic achievements in the home country with respect to the federal student financial aid program (BAföG). Advanced trainings for the addressed topics, direct-communication, more interdisciplinary communication, and a discussion about a ‘new welcome culture’ at universities is helpful to support refugees.

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Referees


References


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14. Refugee Advisory Group University of Edinburgh, Sarah Hoey, University of Edinburgh, Scotland

In 2015, the University of Edinburgh launched a refugee advisory service to coordinate advice and assistance to prospective students and staff with refugee status (and protected status/ascylum) across the University.

The Refugee Advisory Service was located in our Edinburgh Global Office (International Office), as there was already local knowledge of the specific situations facing refugees and those with related status, including knowledge of the refugee legal framework. Although this first point of contact allowed for the collection and distribution of information for refugee students and scholars, it was recognised that levels of knowledge in this area – especially in relation to access to the University – were distributed throughout the University and the location of knowledge and ability to take action were often in different areas.

In response to this, we set up a Refugee Advisory Group in December 2018. The group has membership from across professional services, academic disciplines, student representatives and academic colleagues who have expertise or direct involvement in this agenda.

It is also important to ensure appropriate refugee voices in the group, as well as reaching out to local community groups and partner organisations – for example, representation from CARA (Council for At Risk Academics) a NGO who we support by offering placements to them. Skilled students and scholars are in immediate danger and/or forced into exile. The aim of a community of practice Group is to consult, share a community of practice and seek to develop institutional responses to barriers to entry including admissions process, English language, financial support and relevant issues, scholarship provision, on programme support and opportunities for open and distance learning.

The expected outcomes from this group include:

- Improved internal communication and coordination relating to refugee support activity
- Creation of a community of practice across the University and promoted knowledge sharing
- The widening and sharing of opportunities to engage and encourage participation
- Promotion of the access agenda through agreed, formalised and documented processes for publication and distribution to relevant agencies

Notably, the Group aims to inform the University approach on access to information, which is a key condition for higher education participation. It was agreed that the first task would be to improve information resources for refugees available at the University of Edinburgh such as relevant opportunities, support systems and advice on how to navigate these. Practical information, such as financial assistance and scholarship information will also be more easily accessible, and we also plan to publish stories that celebrate the University’s existing projects, upcoming plans and our refugee voices. The information will be tailored to the target audience, e.g. applicants looking for advice, students, staff and members of the local community and will be hosted on the Edinburgh Global website.

The group will then continue to meet around 4 times each year, to work on achieving our agreed outcomes. The meetings will be open to all, and we hope will establish an institution-wide approach to supporting the growing number of refugees who want to access higher education.

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15. InCampus Programme, Kholoa Al Rifai, Vrije Universiteit Brussel, Belgium

In response to the migratory influx in Belgium which reached a peak in 2015, Vrije Universiteit Brussel (VUB), as a Higher Education Institution, set up the Welcome Refugee Programme for students looking to continue or start their academic studies.

The InCampus Programme, is one of several additional initiatives set in place by theVVUB, aimed at facilitating access to higher education for refugees by providing them with the necessary guidance and support to meet all the administrative and academic requirements, and to get fully prepared to enrol in one of the programmes at the VUB.

The InCampus programme is a preparatory tractor designed to welcome 20-25 refugee students with very diverse backgrounds who were admitted by VUB’s faculties but who need additional requirements:

- A B1 level certificate in Dutch or English (depending on the course they will study in Dutch or English)
- Students' admission to a preparatory year before embarking on the full study programme, either because they are newly arrived in Belgium, or because they aren't aware of the educational system and ready to start their studies.

The training sessions included in the preparatory programme are:

- A year of intensive language classes to prepare students to take the ITNA/ITACE language tests (in collaboration with ACTO)
- Two courses, chosen by the faculty, from the students’ future study programme
- Monitoring sessions to follow up on their progress
- Psychological support sessions (group and individual) led by an expert psychologist team
- Cultural orientation sessions in collaboration with Agentschap voor Integratie en Inburgering

The uniqueness of our programme lies in the principles behind it: the individual follow-up of each student, taking into account the complexity of their situation, with diversity and openness at its core.

The first year of the InCampus programme was a building stone towards a sustainable project that is perfectly adapted to the refugee student’s needs. VUB strongly believes in offering students from war-torn countries equal chances that will permit them to write down their stories of success.

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16. (Untitled), Sabrina Delb, University of Poitiers, France

In 2014, the University of Poitiers (international relations office) responded to an initiative of the AUF (Agence Universitaire de la Francophonie/ Francophone university agency) and of the French Ministry of Foreign Affairs to host 10 young Syrian refugees who had completed high school (3 girls and 7 boys). These students took a year of French at the University of Poitiers and at AREEL in Romorantin, paid for by the AUF, in order to gain the necessary proficiency to begin their studies. Their preparatory year has been taken advantage of to discover a new language and culture. It has also helped guide them in their future choice of study program with the support of the career guidance service. Two have enrolled in medicine, and eight in science, with the goal of becoming an engineer. The Ministry of Foreign Affairs supported scholarships for a 5 years period (including a preparatory year). The main challenges for each of these students were during their first year of residence in France: to learn a new language, understand French cultural norms, become familiar with the university system, and make a choice of study for their professional futures. It is certain that, in one year, these students have faced very difficult choices related to their new environment and their academic path.

Since then, the troubling situation in Syria remains a concern for the students: their families still live in
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17. Academics in Solidarity, Dr. Florian Kohstall, Freie Universität Berlin, Germany

Academics in Solidarity is a peer-to-peer mentoring program that gives excellent researchers the opportunity to effectively support refugee and at-risk scholars through academic counselling, systems to networking, administrative assistance. The project seeks to create a transnational network of solidarity that not only allows for new perspectives to the mentoring program’s mentees but also strengthens the values of cross-cultural research cooperation.

Mentors are scholars from renowned German, European and Arab higher education and research institutions. They act on a voluntary basis and represent all academic disciplines. Besides functioning as dialogue partners, they also provide their mentees to the academic landscape of their host countries, mentoring activities, administrative support (e.g., access to data bases, libraries, or archives), advice on academic career opportunities, identification of suitable funding options and networking building.

Mentees are refugee and at-risk scholars who had to flee their home countries because of ongoing military conflicts and/or profound limitations to their academic freedom. Eligible applicants are preferably researchers at the postdoc level that shall not have been residents of a country outside of their home country for more than three years. They are asked to document their refugee or at-risk status and their potential for successful re-integration into academic institutions (e.g., publications, teaching experience, academic positions, etc.).

Since its inauguration in 2016, the project has built a network of currently 80 mentors and successfully initiated 20 mentoring couples. The main idea is to support the mentees in (re-) integrating the academic job market of their host country and provide them with a long-term research perspective. Despite different funding opportunities for at-risk and refugee scholars, the reintegration into the academic environment remains a major obstacle for the scholars but also for the academic community in times of migration.

Therefore, Academics in Solidarity organizes training workshops and provides the mentoring couples with seed funding to initiate joint research projects and present their work at national and international conferences and workshops. The project will also be extended by partners in the countries of Lebanon and Jordan to initiate transnational research cooperation.

The project is funded by the German Federal Ministry for Education and Scientific Research and has its office at Freie Universität Berlin.

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18. Practices Towards Getting Decolonial Ideas into the Higher Education Classroom, Shannon Moreira, University of Cape Town, South Africa

Many universities in the Global South have begun to dialogue with students and peers about the idea in which higher education practices have been informed by, and continue to perpetuate, a series of assumptions based in colonial imperialism. One aim of this concern curriculum: what is taught and how it is taught.

Decolonial theory (Mignolo, 2012; Grosfoguel, 2015) suggests that interrogated forms of control such as patriarchy, racism, knowledge, authority, and the capitalist economy undermine Western civilisations. If we bring together curriculum theory and decolonial theory, we see that a key location where decoloniality might reside in the curriculum is in what Bernstein (2000) calls the regulative discourse: our often tacit practices of teaching and learning. If we are to begin to ‘decolonise’ universities, we need to think carefully and reflexively through the ways to interrupt regulative practices that may be seen by our students as limiting and damaging.

Most lecturers are specialists in their own disciplines, and they are not trained in curriculum theory or decolonial theory. In the Humanities Education Development Unit at the University of Cape Town we have therefore developed a series of questions to encourage academics across the Faculties, regardless of disciplinary background, to explore the dimensions of the regulative discourse that may be entangled in their curricula, such as the ‘how’, as well as the ‘what’ can be thought through self-critically, as a practical step towards ‘decolonising’ (see Lukett et al., forthcoming). These questions are based on discussions that occurred during 2017 in a Working Group on ‘Decolonising Pedagogy in the Humanities’ comprising course convenors, teaching assistants, tutors and student representatives established by the Humanities Education Development Unit to think through how to respond to calls for decolonisation in their practice. We have split the questions into three themes: knowledge, curriculum, and pedagogy.

Knowledge

- How do you view knowledge? To what extent is it a product separate from society?
- How self-evident is your discipline about its historical development, its dominant paradigms and methodologies and what epistemological and ontological premises it is based on?
- What are the epistemic dialectics and debates that you and your colleagues engage in, who do you read and talk to, who comprises your community of practice? Who are the peers whom you look to who validate your research? What conferences do you attend and where do you publish it?
- To what extent does your discipline regard the global South and Africa as sites of theoretical production as opposed to application and sites for data gathering?
- What are the absences and silences in your research field, what issues exist but you do not and why? To what extent does your field undertake research that addresses the problems and complexities of social issues?
- Which researchers in your department engage with the lived experiences of subordinated groups?

Curriculum

- What principles, norms, values and worldviews inform your selection of knowledge for your curriculum? (think about absences as well as presences, centres as well as margins)
- Does your curriculum articulate clearly for students your own intellectual and social position and that of the authors you prescribe?
- For whom do you design your curriculum? Who is the ideal/imagined student that you hold in mind and what assumptions do you make about their backgrounds, culture, languages and schooling?
- How do these assumptions play out in the criteria that you use to assess students?
- How does the current SA socio-political context affect your curriculum design choices?
- Does your curriculum reflect its location in Africa and the global South? To what extent does it draw on the cultural/ historical foundations of the region?
- Does your curriculum promote epistemic and social justice?
- Does your curriculum level the playing fields by requiring traditional/white students to acquire the intellectual and cultural skills to function effectively in a plural society?

Pedagogy

- Do you articulate clearly for your students your own social and intellectual position – from where you speak when lecturing?
- To what extent do your pedagogies avoid complicit all students to become assimilated into dominant practices, discourses and Western cultural norms?
- What can you do to ensure that your classroom is inclusive without assuming assimilation?
- What proportion of your class comes from subordinated groups? How does your pedagogy recognise and affirm the agency of black and first-generation students?
- Do your pedagogies legitimize and respect their experiences and cultural references, for example, by including them in the classroom - and for what purposes?
- What delivery methods can you use to move from monological to dialogical teaching methods?
that might encourage students to learn actively from each other and to produce their own forms of knowledge. One way to do this is:
• What can you do to make your assessment practices more fair and valid for all students, including those who have had to abandon their studies?
• What proportion of academics in your department can speak indigenous languages and relate to the cultural and lived experiences of subordinated groups? How do you draw on this valuable resource in teaching?

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Bibliography and Further Reading:


Morreira, S and Luckett, K. 2018 'Questions Academics Can Ask to Decolonise their Classrooms.' Available here


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that the program has three dimensions:

1. Horizon works as a bridge university preparation of academic support, language courses, social interest, and a look at the prospects of these kinds of programs. The program incorporates a combination with the Office for the Integration of Foreigners services in universities.

2. Collaboration with local stakeholders (including student associations as well as regional educational, professional and associative organisations), that can speed up the orientation and support given to refugee students and can have transformative effects on the perception of refugees by local communities.

3. Close collaboration with local stakeholders, this is one of the most important keys to its success.

The program has three dimensions:

1. Horizon works as a bridge university preparation of academic support, language courses, social interest, and a look at the prospects of these kinds of programs. The program incorporates a combination with the Office for the Integration of Foreigners services in universities.

2. Collaboration with local stakeholders (including student associations as well as regional educational, professional and associative organisations), that can speed up the orientation and support given to refugee students and can have transformative effects on the perception of refugees by local communities.

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Other Israeli laws prevent Palestinians from Jerusalem who marry others from the West Bank or Gaza Strip from giving their status as permanent residents to their spouses, leaving many families living separate or living under complicated circumstances. Furthermore, Israel zoned the city of Jerusalem in a discriminatory manner, allowing mainly for Jewish construction but restricting, to a great extent, Palestinian construction, impeding the maintenance and building of homes for growing families. This led many Palestinians to build without a permit from the authorities, making them vulnerable to demolition orders and procedures. Our lawyers represent those who are accused of the criminal charge of building without a permit in court, and try to minimize the damage for them. We usually manage to postpone the demolition and decrease the monetary fines that our beneficiaries have to pay. Unfortunately, canceling a demolition order is a very scarce outcome of this type of cases.

In all of these activities, students work under the close supervision of the CAC lawyers, learning about the issues that the center specializes in. CAC lawyers realize that they are not only pro-hono advocates helping the public, but also teachers who pass their experience to the next generation. Hence, they invest time and energy in training these students on their work, preparing them to represent victims of the discriminatory legal system applied in Jerusalem. At the same time, these students serve their own community and help the lawyers while they are being trained.

As an institution of higher education, Al-Quds University sees in the CAC an opportunity to combine education and community service, and as a tool for assuming its social responsibility in the contested city of Jerusalem. And it is expected that the university will continue and develop these legal interventions on behalf of victims of human rights violations. Recognizing the need and the fact that the contested issues in the city are not likely to be resolved soon. As such, the Al-Quds CAC offers a model of social responsibility in higher education for consideration by other universities located in, or working remotely with, communities and populations under occupation or other pressure.

To achieve this dual objective, the Clinic cooperates with a number of partners from civil society organizations, human rights and migration law issues. On a yearly basis, organizations can submit potential projects, out of which the Clinic selects those that are in line with or consistent with its purposes, i.e., its objectives of education and social justice promotion. The selected projects are then distributed among the students, who, divided in small groups, work under supervision of legal clinic coaches on these life case files. The students’ responsibilities include contacting the partner, analysing the problem in human rights terms and doing intensive research in order to deliver the required product to the partner. This can be a court submission in a pending case, reports for international bodies, the production of advocacy reports for law practitioners, etc. The end products can then be used by the partners to fulfil their societal role in the promotion and protection of human rights, for instance through strategic litigation, lobby work, and information and advocacy campaigns.

The Human Rights and Migration Law Clinic offers in-depth knowledge to both its students and its partners, by forging successful synergies between civil society organizations, the Clinic’s students, and the Human Rights Centre’s academic staff. Students benefit from receiving intensive, practical education on their education then to prepare these students to engage and help the lawyers while they are being trained.

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come positioned to emerge as long-term activists and protectors of the values themselves.

Students participating in SAR’s seminar the unique opportunity to realize the significance of the university by instructing a scholar whose values have been infringed upon, and by exercising the same principles valued to seek security for scholars facing this unjust persecution. In this way, the seminar works as a praxis; comprised of a bottom-up model. Freire (2000), and the employment of respective theories that aid in the process of illuminating university values.

In terms of possible reasons as to why we have gravitated towards such seminars offered at our respective institutions, we believe the opportunity to gain practical experience working with university values in a time of urgent need for their protection to have been the determining factor. To our surprise, not only did the Student Advocacy Seminar include a practical dimension, it was able to amalgamate both theory and praxis in a way that allowed us to be aware of our own positionality, to develop a set of skills from which we were able to launch ourselves into the world of human rights advocacy, affording us the opportunity of (tapping into global networks of students who are working on similar projects) connecting with other students working on similar projects as well as the invaluable chance to connect and be mentored by world-class scholars on the topics at hand.

By way of this marriage of theory and praxis, combined with the guidance and mentorship that we have been afforded by our respective professors and the broader human rights community, we have become equipped with the tools and understanding needed to develop and build impactful campaigns in ways we never thought possible.

This not only made it possible for us to be able to create effective campaigns (campaigns which have since led challenges for ombuds in higher education) but we have been able to make us better aware of the true power that we, as students, wield.

References


23. The European Network of Ombuds in Higher Education, Rob Behrens, European Network of Ombuds in HE

How Enohe got started

The European Network of Ombuds in Higher Education (ENOHE) was launched in late 2002 by Kristol Holtrop, the ombuds of the University of Amsterdam. In February 2003, the first meeting of more than 30 Higher Education Institutions and governmental offices from several European countries met in Amsterdam to take part in the founding conference of ENOHE. The initiative for this network was supported by the Dutch Ministry for Education, Culture and Science. Leading members included Dr Josef Leidenfrost, Austrian student Ombuds and Enoch Browne, Ombuds at the University of Denver, Colorado.

Since then, Enohe has grown in size, scope and influence. It changed its name (from Ombudsmen to Ombuds) to remove suggestions of gender bias at its annual conference in 2018. Its membership is drawn from across the world, its annual conferences are popular, useful and reaffirming. It is a genuinely enabling network, devoid of hierarchy, attracting interesting, talented and challenged colleagues to reflect and speculate in a way which is useful in binding wounds from past practice and raising morale for the struggles to come. It is now poised to take on corporate status to improve its profile and influencing role.

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High education ombuds institutions began to appear in the mid-1960s in North America, in response to rising conflict and political divisions on campus. They spread to Australia in the 1970s and to Europe and South America in the 1980s. Students’ associations and students’ unions have had a key role in campaigning for and support of higher education Ombuds. This is the case with the creation of campus ombuds in Canada and the United States. The Spanish experience is also the case much more recently with the establishment of student Ombuds schemes in England and Wales, Norway, Sweden and Germany.

What do university Ombuds do?

Ombuds in higher education are a growing and distinct group. They perform a dual function of safeguarding students against unfairness, discrimination and poor service delivery during their years at university or college. Some additionally perform a parallel role for academic staff. The issues at stake are sometimes routine, and this is not surprising given the transactional and administrative nature of higher education life. But ombuds also have to address serious and potentially life-changing events, which are complex and sensitive. Despite the exclusion of narrow academic judgements from Ombuds remits, serious wounds from ombuds have to deal with academic-related issues, particularly disagreements and dysfunctional relationships between supervisors and their graduate students, and also plagiarism and other aspects of alleged academic misconduct. In addition, ombuds also have to deal with cases of discrimination, particularly concerning mental health, disability and sexual harassment. Sexual harassment is reported as being of particular concern in higher education in Germany, Poland, Sweden, England and Wales, Canada, Mexico and the USA.

Ombuds add value to higher education life in a number of ways. First, they symbolise and can often deliver an institution’s commitment to being fair, to promoting a constructive and user-friendly approach to handling complaints, and to helping identify policy weaknesses and gaps in the system. All this is done in a way which is free to users, informal, and relatively quick.

Secondly, they help provide redress for students. Individual student pursuit of redress within a hierarchically structured can be intimidating, particularly for those with little experience in mediation and negotiation. In this perceived (and real) absence of power which makes the availability of independent ombuds redress mechanisms to students so important.

Varieties of higher education Ombuds

In terms of operation, higher education ombuds schemes exhibit a variety of governance arrangements. This can be confusing to students and certainly confirms there is no meta-system to refer to. However, university Ombuds across the world are drawn together by strongly shared values about how they go about their tasks.

Some (England and Wales, Austria) are national in scope and they combine their character from the classic national parliamentary ombuds schemes. These are independent and non-partisan. Some (England and Wales, Canada, Mexico and the USA) are national parliamentary ombuds schemes. These are independent, externally on a national level, and as ‘a last resort’ when universities have failed to give redress. Some (Spain, Portugal, the United States) are institutional in origin, and are becoming increasingly independent, externally on a national level, and as ‘a last resort’ when universities have failed to give redress. Some (Spain, Portugal, the United States) are institutional in origin, and are becoming increasingly independent, externally on a national level, and as ‘a last resort’ when universities have failed to give redress. Some (Spain, Portugal, the United States) are institutional in origin, and are becoming increasingly independent, externally on a national level, and as ‘a last resort’ when universities have failed to give redress.

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Others take their character from the organisational Ombuds, an American variant, and have private sector in origin. The organisational or campus Ombuds also operates independently but inside universities whose structure and circumstances vary. In this variation, Ombuds often operate as singleton practitioners with all the associated challenges of isolation, access to resources and independence.

Higher education ombuds who follow the classic model unambiguously receive and review complaints as well as advise and mediate. Those in the organisational model, mostly campus ombuds – often reject an adjudicative role as being too adversarial and focus on reconciliation, mediation, advice and empowerment. This distinction was not clear cut in the formative years of higher education ombuds but has become increasingly marked in recent years. A number of factors bind the two, distinct, organisational forms –classic and organisational— to-gether. Both ome the creation and development of higher education ombuds (including violence and civil disorder) in numerous countries at times of national crisis. Both predominantly (but not exclusively) focus on student complaints or concerns, though some do review complaints from staff. Both are independent of universities to use, and neither make binding decisions on disputing parties. With respect to cherished principles of university autonomy and academic freedom, hardly any university Ombuds has a remit to narrate to academic judgements.

Principles and Practice

A survey of 60 higher education Ombuds in 18 countries published in 2017 found a high degree of consensus about the operational principles valued and used in practice. The key principles cited are independence, impartiality, confidentiality, and information. The survey revealed a wide range of activities covered by Ombuds in their working lives, making them more or less than is sometimes assumed. There was also consensus when it came to the most important aspect of an Ombuds role with ‘Giving advice’ Information dissemination’ and ‘Being an agent of change’ the three most important activities. The biggest challenges to practitioners in their role as ombuds were ‘The ‘lack of independence,’ and ‘access to resources’ were identified.

The one area where there was no consensus was on the question of whether ombuds should engage in adjudication to resolve complaints. This is more than an operational disagreement and for some practitioners more than an ideological divide. It goes to the heart of the identity of the Ombuds.

There is an extensive list of countries where higher education or campus ombuds mediate but do not adjudicate individual complaints. This list includes (but is not confined to) the USA, Canada, Norway, Belgium, Germany and Poland. Whether or not adjudication is an essential feature of ombuds work is contested issue depending on whether adjudication is perceived as ‘inquisitorial’ (as in classic national Ombuds schemes) or ‘facilitative’ or ‘appraisal’ (as in the alternative dispute resolution or, campus Ombuds would have it) adversarial and therefore hostile to it. This debate is conducted with vigour and rigour and is indicative of a vibrant energy in emerging profession.


Rob Behrens, Being an Ombudsman in Higher Education: A Comparative Study, ENOHE, Vienna, June, 2017
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24. The Ombud for Students and Accountability, Marianne H. Rustberggard, UiO, Norway

Today 14 universities and university colleges have similar schemes. By the end of 2019 it will be mandatory by law.

The main traits of our ombud concept are independence and confidentiality. Our job is to safeguard student rights without advancing unfairness, but not advantage. We also write recommendations on how the university can improve the rule of law.

Being a student is transitory. Another trait is that students are subject to formal evaluation and grading of their efforts. These traits combined can lead to students not always finding the time or the courage to speak up on censurable conditions or possible maladministration. A part of the concept of the ombud for students is to equal the imbalance. Sometimes we help the student use the university’s own system for accountability, such as student evaluation or formal complaint procedures. The majority of cases handled at the universities are in accordance with such regulations, due to the presence and use of routines. However, it is not possible to regulate every thinkable and unthinkable situation. Errors or maladministration is inevitable, especially in cases that derogate the normal. When a time-consuming complaint procedure could be avoided, an issue is not suited for the system, the ombud can mediate in order to find a solution. Students can come to the ombud and discuss a problem with no strings attached. This provides a unique view of the university that enables us to address systemic errors or weaknesses that otherwise might be overlooked. In many ways our job as ombuds for students is to help the university improve accountability.

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25. Testimony, Nassim Obeid, Oslo, Norway

I am Dr Nassim Obeid from Syria. I got my PhD degree in Linguistics from Mysore University, India in 2010, and became a senior lecturer in 2011 at Damascus University. In August 2012, I became head of the Department of Arabic Language and Literature at Damascus University at Swaida city, Syria. Due to the war in Syria, I was forced to resign from my permanent position: Security concerns, administrative and professional issues and a general situation of civil war forced me to leave the country, and move to Norway by the help of the Scholars at Risk (SAR) program in 2017. After a two-months visa, I started working at the Department of Linguistics and Scandinavian studies (ILN), UiO in a temporary position. My teaching and research interests lie in Arabic Studies, Arabic linguistics, the comparative and etymological study of Semitic languages (Arabic, Hebrew, and Syriac), and Arabic Studies for non-native speakers.

When I resumed my research at the University of Oslo, the atmosphere was new to me; the laws, traditions, climate and the community were different. I quickly adapted to Norwegian society, I loved Norwegian society, and this prompted me to learn their language. My first step was to learn the Norwegian language, but I found it difficult to learn as an adult. I started at the basic level, and now I am at the intermediate level. All the courses are paid by Norwegian language, but I found it difficult to learn.

I find hard to adjust to. The Norwegians, of course, do not like mixing too much with strangers, and even though the university tries to facilitate a good job, which requires foreign researcher to do a more personal effort in research and learning by himself.

The researcher, who cannot return to his native homeland, fearing for his life, needs to learn the Norwegian language, to learn about the new laws and regulations as well as cultural norms and customs, and the hardest is to find a permanent job. The most needed after escaping wars and losing the homeland, fearing for his life, needs to learn the Norwegian language, to learn about the new laws and regulations as well as cultural norms and customs, and the hardest is to find a permanent job. The most needed after escaping wars and losing the homeland, fearing for his life, needs to learn the Norwegian language, to learn about the new laws and regulations as well as cultural norms and customs, and the hardest is to find a permanent job.

I am very happy to be in Norway, in this safe country and going to my new home. I want to do is extend all my energy and experience to serve society through research and teaching in Norway, my new home.

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26. An institutional human rights policy in internationalisation, Andries Verspeekten, University of Ghent, Belgium

In 2017 Ghent University’s Board of Governors approved an institutional human rights policy in internationalisation. The policy includes a positive discrimination approach aimed at optimizing the positive impact that the University and its members can have, and at avoiding any negative human rights impact from its activities. To this end, a human rights impact assessment is incorporated into the process preceding the entering into an international cooperation, and a human rights clause is to be included in international cooperation agreements. By way of principle, no cooperation should exist with any partner institution that is implicated in gross or systematic violations of human rights.

The establishment of this policy was an involved process. It found its origin within an ad hoc discussion at the level of internationalisation policy board, upon which the University’s experts on Human Rights were consulted on a possible general approach. The first reading by the University Board of a proposal for a policy text, subscribing to the University’s mission statement, led to a refined second text. It struck the balance between the need for a consistent Human Rights approach and the concerns of individual and academic entities on the potential impact on their existing or planned cooperations. It also provided guidance on the practical implementation of the policy for academics and administrators.

Since the launching of the policy, the various administrative entities involved in the management of international agreements are working on the policy’s implementation. The policy’s rationale is growing steadily across the University community, while discussions with some candidate-partner, were, as anticipated, mixed. Because universities in general are large and confront complex organisations to administrate and there is a great variety of international cooperation types, it is clear that a thorough implementation is key in making the policy a reality. Both academic and administrative expertise is required in order to make this work. Likewise, a clear and sustained communication on the policy is a pre-condition, as well as a dedicated support structure, guided by a Committee to further support human rights and university management. Evidently, a strong commitment from academic and administrative leaders is key, both in the start-up and the implementation phase.

The Working Group, composed of human rights experts of each Flemish university, started working on developing guidelines for an appropriate human rights assessment in university cooperation. Experts in university management and representatives of the central Flemish student organisation served as observers and participated in the meetings. Some of the meetings were held in Brussels, some in the individual universities. In the Spring of 2018, the Flemish Interuniversity Council (FIC – VLIR in Flemish) established its own Working Group for an Institutional Human Rights Policy. This Council serves as the umbrella organisation of the five Flemish universities in Belgium, and is headed on a rotating basis by the rectors (comparable to presidents) of each university (here). The origins of this initiative lay in a hilaful of international research cooperation agreements involving a reliable human rights record or involved in questionable project activities. In one such case, where the police force of a third country served as one of the parties, the Working Group was accused of possibly using the research results of the international cooperation to support human rights violations. This situation led to serious concern both in the academic community and the wider public, and faced the university administration to reflect on clear criteria and rules for its involvement in international cooperation.

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27. Guidelines for a human rights assessment in university cooperation, Stephan Parmentier, University of Leuven, Faculty of Law, Belgium

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At its first meeting the members immediately decided that it was impossible to limit any human rights assessment operation only, but that it should also cover the other two pillars of any academic task, educational cooperation and service to society. All three aspects are intertwined and therefore merit to be covered by the same human rights assessment framework. The Working Group has consequently become clear that the primary responsibility to conduct the human rights assessment should reside with the universities themselves. All academic cooperation activities are carried out under their aegis, and they possess the resources (or can mobilise resources) to conduct an adequate human rights assessment. This also applies sensitising activities towards decentralised units for teaching, research and individual researchers, teaching staff and administrators.

**Key guidelines for a human rights assessment in university cooperation**

The main challenge for the Working Group consisted in seeking a balance between the requirements of an appropriate human rights assessment on the one hand, and the necessities of allowing dynamic and innovative forms of university cooperation in all parts of the world. For this purpose, it proposed a limited number of key guidelines, which — upon validation — should be seen as a form of voluntary self-regulation on behalf of the Flemish universities. A second proposed guideline relates to the various consequences of human rights violations, and their possible violations at all levels in the university cooperation and at which stage of the explorations, discussions and preparations to conclude a formal contract.

A fourth key proposed guideline of course covers the potential consequences for the envisaged university cooperation of a human rights assessment that reveals substantive and substantial problems. Here, the Working Group limited itself to listing a number of possible consequences and left it to the university authorities to decide which consequences should apply to which type of problem. The consequences were listed on a first trimester: very mild consequences (such as seeking more information from external sources, or entering into dialogue with the potential partner to clarify an issue); medium consequences (e.g., modify the provisions of the contract); and strong consequences, which may include the termination of the contract.

Finally, the Working Group also considered the possibility that problems would not be detectable at the time of concluding or renewing the contract, but could emerge at a later stage. To provide a safety valve for such type of situations, it has proposed a ‘human rights clause’ for each contract, which stipulates that partners and/or activities will be subject to screening and scoping whenever an occasion for legitimate doubt about human rights would occur. Such clause of course needs to be subject to the contract of university cooperation, and it is not certain that all potential partners would be equally cooperative in such respect.

To conclude, the human rights assessment proposed by the Working Group set up under the auspices of the Flemish Intern University Council — if validated — will constitute a true innovation in the administrative systems currently operating at Flemish universities, and in their relations with external partners. It will introduce a stronger level of human rights protection on the basis of past or current involvement of the partner in serious human rights violations (a combination of grave and systematic violations); examples include academic or non-academic partners involved in inflicting grave bodily and/or psychological harm to its workers, its own partners, the local population; etc. or the very general human rights violations on the basis of nationality, ethnicity, race, and religion; • The activities planned in the collaboration project: the assessment here focuses on the risk that certain activities may involve human rights violations.

Another key proposed guideline covers the methods used to conduct the human rights assessment.

Inspired by the concept of due diligence, the Working Group has proposed two key points about care: • A first screening of the envisaged cooperation (partners and activities), which implies a light check to assess potential problems, risks, or even violations; and • A further scoping of the planned cooperation (partners and activities), which involves the initial screening identifies potential problems, risks or violations and is intended to conduct a more profound investigation.

It is left to the universities to decide how exactly to organise these procedures, who should be involved and at which stage of the explorations, discussions and preparations to conclude a formal contract.

Internationalisation of higher education in many countries in Europe and beyond is increasingly being viewed through a more critical lens than a few years ago. The rationales or values behind internationalisation are being tested as undesired consequences of internationalisation are entering the international discourse. Accountability for internationalisation by measuring its effects in terms of economic revenue and other outcomes are high on the agenda, in its slip stream the attention for undesired effects such as increased inequality and carbon footprints are also gaining attention. Values that are often discussed in relation to internationalisation of higher education include diversity, inclusion and accessibility, prosperity and sustainability.

Value Diversity

Internationalisation is often aimed at diversity of 1. the student population, 2. teaching languages and 3. teaching staff and 4. perspectives in the curriculum. However, internationalisation activities may result in the loss of identity. The Bologna process for instance has led to a homogenised higher education system in Europe, the internationalisation of research, which is expected to lead to a unification in the national language in favour of English, and curricula are more and more tailored towards the global market rather than the local one.

Value inclusion and accessibility

Many national governments hold equality and access of higher education high. A same time they may support internationalisation activities, such as medium or long-term student mobility programmes. By helping an elite group of students to get a ‘head start’ on the job market. This may result in increased inequality between subgroups of students. Through students often get the same opportunity to go abroad, for many reasons they do or cannot take it. Policy measures tend to focus on equality of access rather than on achieving equality of outcome and thereby do not seem to reach those groups of students that may benefit most from an international experience. Another example of exclusion is the focus on rankings and on the prestige of a higher education institution or a higher education system which inevitably requires downgrading of the quality of the educational systems or Higher Education Institutions of other countries. Often this results in excluding them from research networks and partnerships.

Value Prosperity (economic equality)

Countries hosting large portions of degree mobile students (such as UK, US and Australia) benefit from the financial investments in higher education due to tuition fees. In addition, students contribute to the local economy by spending money on housing and other daily necessities. Looking at the mobility streams it is clear that generally speaking students from poorer countries rather than vice versa. This also means that the financial investments in higher education flow to poorer to richer countries. Prosperity due to revenue and human resources often leads to a loss of prosperity in the countries of origin due to brain drain and disinvestments in the education system. So, while internationalisation activities may meet the prosperity value of the receiving country, they may also violate this same value in the sending country.

Value Sustainability

Internationalisation is strongly related to mobility. Many internationalisation activities require travelling which other than travelling is done by unsustainable modes of transport such as air travelling. Higher Education Institutions (Ghent University, everywhere in this publication) as well as national or international organisations (EAI) have developed policies to reduce the carbon footprint of their internationalisation activities. Another example of unsustainable internationalisation is when cultures and peoples are (at risk of being) exploited. For instance by sending students to do internships in vulnerable communities or with vulnerable groups of children abroad.

**National policies**

These examples beg the question how internationalisation policies should be addressed in relation to its negative counterpart, in for instance the US, the UK as well as in EU policies. This may mean that the efficiency of national policy to address effects on the home country society and economy. Effects of their policy measures are not considered both a domestic and a foreign affair. And if so, shouldn’t institutional and national internationalisation policies be geared towards positive outcomes for the global public interest(s)?

**References**


28. Values and ethical aspects in internationalisation strategies, Adina van Gaalen, Ghent University/Nuffic, Belgium

Internationalisation of higher education in many countries in Europe and beyond is increasingly being viewed through a more critical lens than a few years ago. The rationales or values behind internationalisation are being tested as undesired consequences of internationalisation are entering the international discourse. Accountability for internationalisation by measuring its effects in terms of economic revenue and other outcomes are high on the agenda, in its slip stream the attention for undesired effects such as increased inequality and carbon footprints are also gaining attention. Values that are often discussed in relation to internationalisation of higher education include diversity, inclusion and accessibility, prosperity and sustainability.

Value Diversity

Internationalisation is often aimed at diversity of 1. the student population, 2. teaching languages and 3. teaching staff and 4. perspectives in the curriculum. However, internationalisation activities may result in the loss of identity. The Bologna process for instance has led to a homogenised higher education system in Europe, the internationalisation of research, which is expected to lead to a unification in the national language in favour of English, and curricula are more and more tailored towards the global market rather than the local one.

Value inclusion and accessibility

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**References**

### KNOWLEDGE

- How do you view knowledge? To what extent is it a product separate from society?
- How self-reflexive is your discipline about its historical development, its dominant paradigms and methodologies and what epistemological and ontological assumptions are these based on?
- What are the epistemic dialectics and debates that you and your colleagues engage in, who do you read and talk to, who comprises your communities of practice?
- Who are the peers whom you look to who validate your research?
- To what extent does your discipline regard the global South and Africa as sites of theoretical production as opposed to application and sites for data-gathering?
- What are the absences and silences in your research field, what issues could it address, but does not and why? To what extent does your field undertake research that addresses the problems and complexities of Southern issues?
- Which researchers in your department engage with the lived experiences of subordinated groups?

### CURRICULUM

- What principles, norms, values and worldviews inform your selection of knowledge for your curriculum? (think about absences as well as presences, centres as well as margins)
- Does your curriculum articulate clearly for students your own intellectual and social position and that of the authors you prescribe?
- For whom do you design your curriculum? Who is the ideal/ imagined student that you hold in mind and what assumptions do you make about their backgrounds, culture, languages and schooling?
- How do these assumptions play out in the criteria that you use to assess students?
- How does the current South African socio-political context affect your curriculum design choices?

### PEDAGOGY

- Do you articulate clearly for your students your own social and intellectual position – from where you speak when lecturing?
- To what extent does your pedagogy avoid compelling all students to become assimilated into dominant practices, dispositions and Western culture? What can you do in your classroom to facilitate inclusion without assuming assimilation?
- What proportion of your class comes from subordinated groups? How does your pedagogy recognise and affirm the agency of black and first-generation students? How does your pedagogy legitimate and respect them, their experiences and cultures and use their languages in the classroom - and for what purposes?
- What delivery methods can you use to move from monological to dialogical teaching methods that might encourage students to learn actively from each other and to produce their own forms of knowledge?
- What can you do to make your assessment practices more fair and valid for all students, without inducing high levels of anxiety and trauma? What assessment methods would play to students’ strengths, promoting their agency and creativity?
- What proportion of academics in your department can speak indigenous/regional languages and relate to the cultures and lived experiences of subordinated groups? How do you draw on this valuable resource in teaching?

Appendix of contribution of Shannon Morreira, University of Cape Town
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