

P R O M O T I N G C O R E H I G H E R E D U C A T I O N V A L U E S

Perspectives from the field

e-Handbook in the
framework of the
Academic Refugee Project



Univerza v Ljubljani



SCHOLARS AT RISK
NETWORK



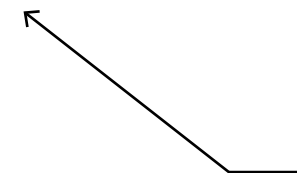
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Caption



Click on the header on the top of the page to go back to the beginning of the chapter

Hover over these icons with the mouse for additional informations

Click on the envelope to send an email to one of the partners

This pie is an indicator of which value(s) the article highlights

putting Higher
Education **Values**
into practice

The highlight text is a link, mostly toward external website.



This mouse icon indicates there is a clickable element

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As an electronic handbook 'Promoting Core Higher Education Values - Perspectives from the field' is a product of the EU-funded 'Academic Refugee' project implemented by its project partners the University of Oslo, Scholars at Risk, Network of Universities from the Capitals of Europe and the University of Ljubljana. I would therefore like to thank the European Commission for its generous funding, Marit Egner (Project coordinator, University of Oslo), Kris Dejonckheere (UNICA Secretary General) and Andreja Vezovnik (Associate Professor of the University of Ljubljana) for their support and continuous encouragements. Most of the work for the preparation of this handbook was done by Aurélie Duchateau (UNICA Project and Communication Officer), Marit Egner (Project coordinator, University of Oslo), Lauren Crain (Scholar at Risk), Andreja Vezovnik (Associate Professor at the University of Ljubljana), Nena Mocnik (Postdoctoral researcher at the University of Ljubljana), Alexandra Duarte (UNICA Trainee), Anissa Boujdaini (research student at the Vrije Universiteit Brussels) and Emmanuelle Cailac (graphic designer). I would like to thank them all for their hard work, excellent team spirit and inspiring discussions. Finally, I would also like to thank the numerous colleagues from all parts of the world who were willing to share their experience on higher educational values and accepted that their contributions would serve as inspiration for hopefully many others willing to embark on the fruitful and rewarding journey of trying to make Higher Education Values part of their daily university life.

**Professor Stefaan Smis, editor in chief, Vrije Universiteit Brussel
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.

To fulfill the aims of the Academic Refuge project, the partners have been working on **3 major outputs**; a staff training, a massive open online course and the e-publication you are currently reading. The Academic Refuge project has organised 3 multiplier events in Oslo, Ljubljana and Brussels directly connected to the outputs. In addition, project participants have contributed to a number of seminars, conferences and trainings initiated by others, presenting content from the project.

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.

2. **Development and implementation of a Massive Open Online Course (MOOC): [Dangerous Questions: Why Academic Freedom Matters](#)**

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 13-14 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, includes course materials that may offend members of the community, 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?

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.

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.

- 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 proscribe 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.

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 'Hefei 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 9 Universities, and later joined by the Russell Group, U15 Canada, AEARU (Association of East Asian Research Universities), RU11 Japan, and the Hong Kong 3. To date Scholars at Risk and partners have organized workshops in North

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](#)'.

With the idea to draw a logical story line and to be practical, the project's team edited the contributions including re-organising the contributions into various pieces, and classified them in three user friendly chapters.

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.

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** - - - ➤ **Click to recall the captions** 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.

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 bodies¹.’



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.



You want to know more on core Higher Education Values?

► [Click here](#)



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 (citing UNESCO 1974 Rec.). The UN Committee on Economic, Social and Cultural Rights (ESCR) has commented that ‘[m]embers 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.12/1999/10, 1999

I 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.

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.

► **Read full contribution**



- It focuses on communication as a process to make the academic community recognize and identify with the values
- It values both internal and external communication of the values
- It engages the whole institution

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, Merchadising)
 - 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'



► [See how communication tools can be used in the specific case of integration of refugees](#)

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

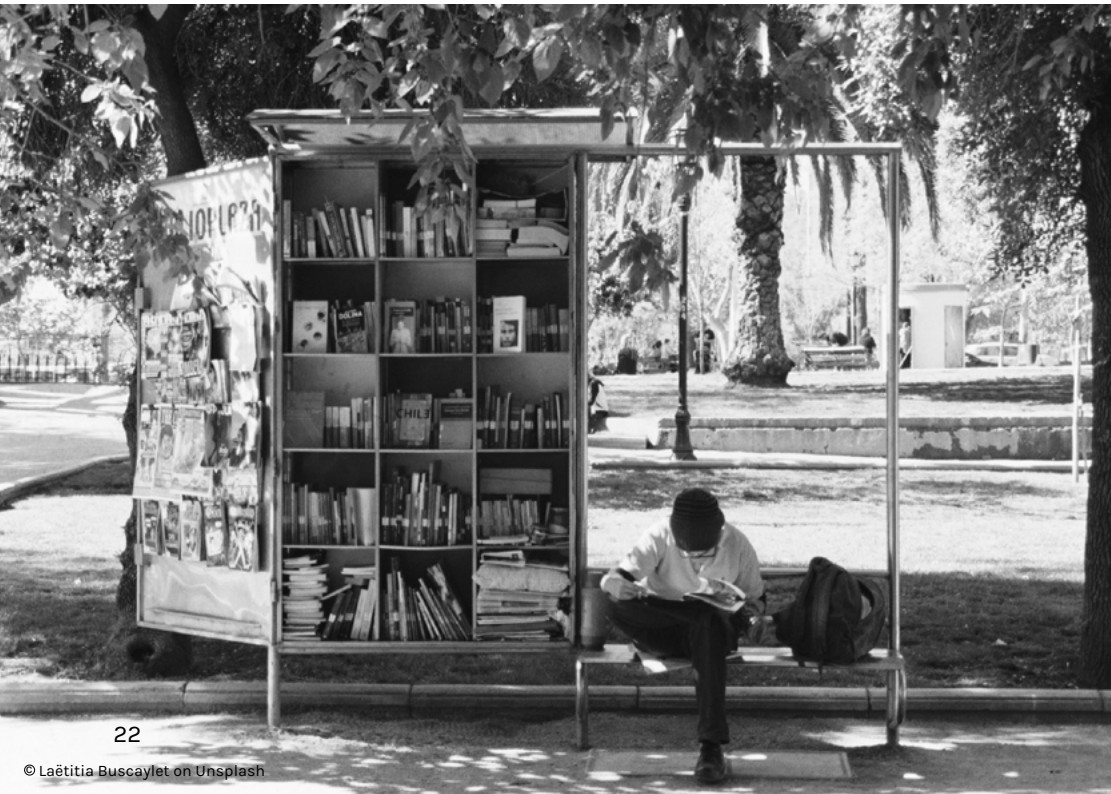
It is considered that what makes a university a university is the core Higher Education Values. When it becomes impossible to own those values in official buildings, creating new places to protect those values might become a real option.

Some context

‘We established 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

➤ [Read full contribution](#)



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 21th century citizens:

Some context

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

➤ Source

■ In policy documents

'In 2018 the Faculty of Arts and Faculty of Social Sciences faculties (University of Ljubljana) confirmed Acts that enforce and legitimize 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

■ 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

What else can be done?

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

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

What can we learn from these initiatives?

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 ration of ethnic origins :

Fig.1. Student body by race/ethnicity

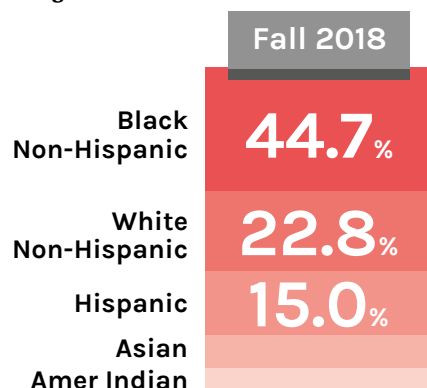
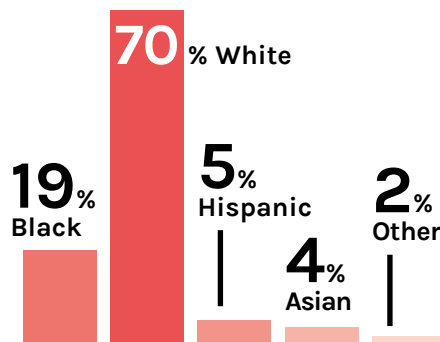


Fig.2. Faculty by race/ethnicity (source: Institutional research, CCP)

‘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

► [Read full contribution](#)

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

► [Read more](#)

The University of Campinas underlines the **importance of the use of data** to become aware of the socio-demographic profile of refugees, which ultimately leads them to identify and attract prospective students: the databases of the Ministry of Justice and the National Council of Refugees (CONARE) have become an important

source of information for advancing the knowledge of the refugee population in Brazil. With these databases, we have published the *Atlas of Refugee Migration* and an **interactive site** which shares knowledge and research results on the sociodemographic profile of refugees in each municipality of the country.

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

‘Integrating refugee students into higher education challenges the whole university system, including its organisational, curricular, and pedagogical facets. 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 incoming population

‘Success factors for the integration of refugees into higher education: a whole institution approach in consideration of individual needs’

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 residence status or the influence of recognition of academic achievements in the home country with regards to the federal student financial aid program (BAföG). Advanced trainings for these topics, direct-communication, more interdepartmental exchange, and a discussion about a ‘new welcoming culture’ at universities was helpful to support refugees that needed to navigate through a very complex university system in Germany.’

Maria Anne Schmidt, HTW Berlin University of Applied Sciences

► [Read full contribution](#)

Setting up an advisory group

■ University of Edinburgh illustrates the process of institutionalisation of the university services to welcome refugees

- The University of Edinburgh launched (in 2015) a **refugee advisory service** to coordinate advice and assistance to prospective students and staff with refugee status (and protected status/asylum) across the University
- The Refugee Advisory Service was located in the 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 the University of Edinburgh to improve access and information for refugee students and scholars, **it was recognized 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, 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

► [Read full contribution](#)

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



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.

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

► **Read full contribution**

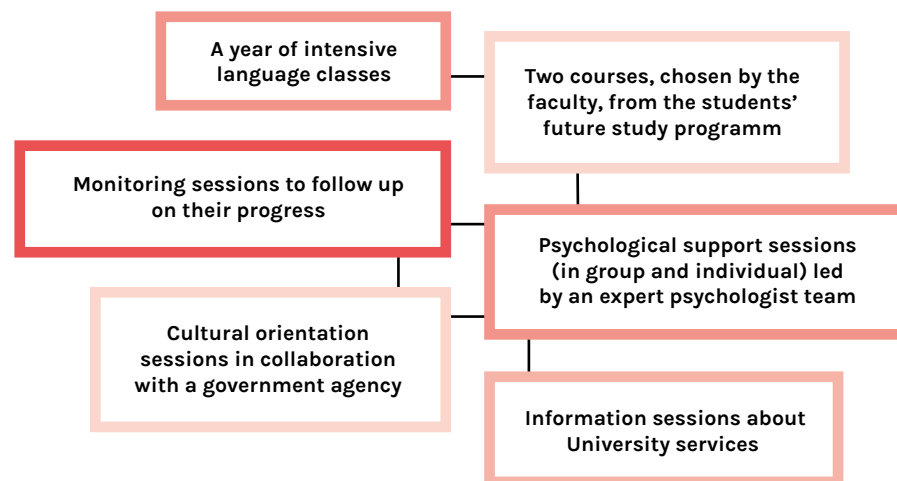
Setting up a program for integration

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 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



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



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

► **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.

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

► [Read full contribution](#)

How to make your admission system accountable?

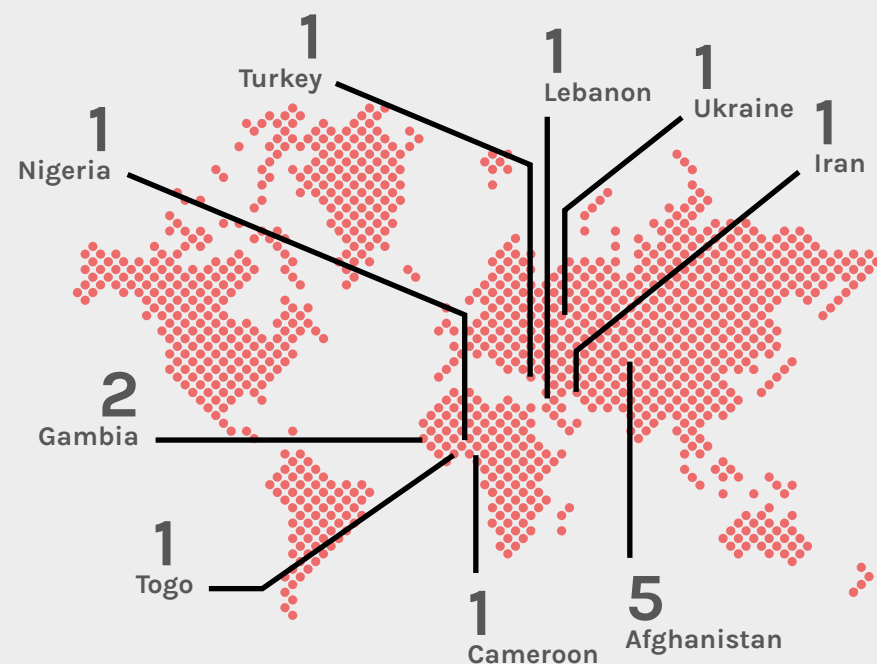
‘Our admission system, schemes for migrant students and their academic performance are closely monitored and the decision making on the applications is a ‘collective enterprise’. We also assist migrants with their day-to day struggle: providing help and advice regarding their migrant status or the further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

► [Read full contribution](#)

The admission procedure at the University of Pavia

- Fifty names were selected subsequently reduced to twenty.
- 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.
- Based on this interview, a score was given to each of them and a ranking was compiled.
- The 15 highest of ranking students were offered a place¹.

Countries of origin



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?

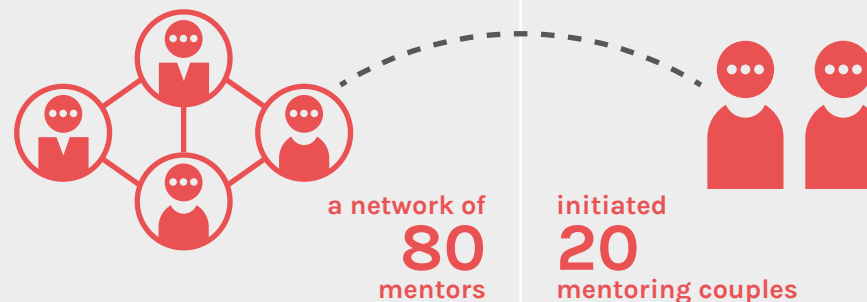
- — — — — **The Freie Universität Berlin created Academics in Solidarity, a peer-to-peer mentoring programme** that gives excellent researchers the opportunity to effectively support refugee and at-risk scholars through academic counselling, systematic network building, and administrative assistance.

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.)'

Since 2016



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

► **Read full contribution**

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 international conferences and workshops. The project will also be extended by partners in the main host 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.



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.

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 integration². 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 alike³.

3 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.

► **Read full contribution**

¹ Benezer & Zetter 2014; Block et al. 2014; Loo 2016

² Streitwieser et al. 2018, Streitwieser et al. 2019

³ Schmidt 2018

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



© HTW Berlin/Simon Brunel
A group of women attends a class at HTW as part of the activities developed by the university to react to specific female hurdles.



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

- 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

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.

Have you ever questioned the theoretical framework of your curriculum?



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**¹ 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

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'.

➤ [Read full contribution](#)



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

➤ [Click to read the questions](#)

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

➤ [Read full contribution](#)

'My course on *Migration & the Law* attracted considerable attention from migrant students interested in the legal framework offered to various categories of migrants such as: stateless people, internally displaced (IDP), refugees, victims of trafficking, children and economic migrants. Often, they recognised themselves in one of these categories and were bringing to the discussion their views, experience and fears. 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. Twice a year, I organized an Integration Party to which every student brought a traditional dish. Migrant students adapt better in multicultural environments. In my

courses, they can participate or take the final examination in English, French, Italian or Spanish.

We also tailor the content to be relevant to them. In *Migration & the Law*, we use their experience (if they want to) to address the importance of equality, for example, discussing the minority rights considering various types of discrimination based on religion, language, culture or political opinion. Thus, minority rights represent a case study in which they take an active part. This year for example, we consider 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'

*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).¹*

Francesca Helm and Claudia Padovani, University of Padova

Takeways for adapting your teaching methods:

- Consider being flexible about the communication (teaching or assessment) language
- Connect with students by promoting sharing of experiences
- 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

➤ [Read full contribution](#)

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 (including devoting 2019 Winter School on Knowledges at Risk) of the University of Padova'

Support existing practices

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

Every University worthy of the name must respect it !

‘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.’

► **Source**

‘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 on 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

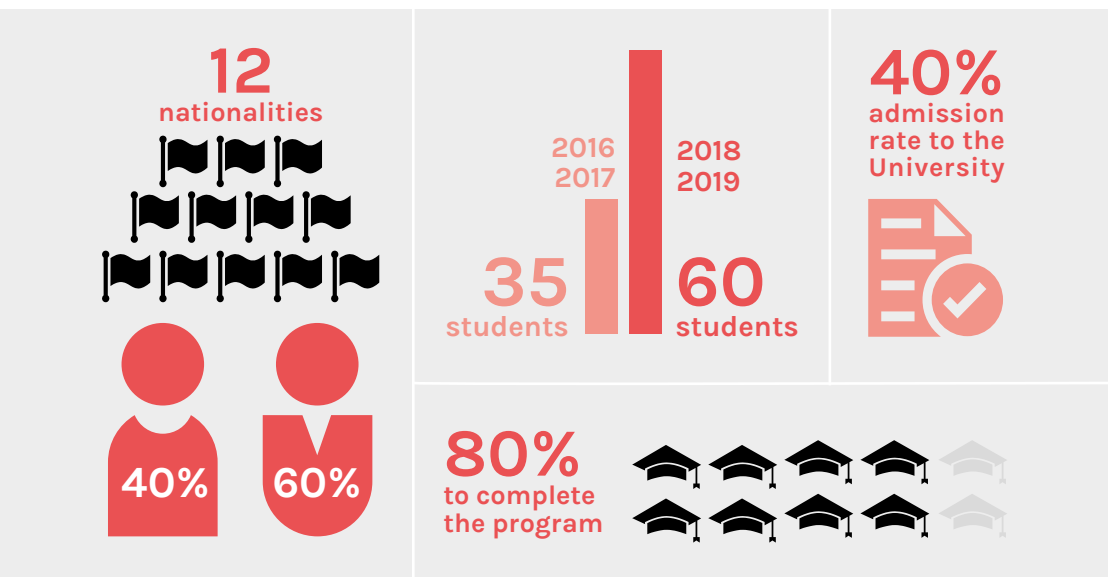
Target group

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.

Since the beginning of the programme, the number of participants has been increasing steadily.



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](#)

‘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

7 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

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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

► [Read full contribution](#)

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 action¹ 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.'

¹ Freire: 2000

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

► [Read full contribution](#)

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



Source

8 Employability: closing the gap

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

► [Read full contribution](#)

In order to close the digital gap other initiatives, like ‘HackYourFuture’, are taking place in Belgium, The Netherlands and Denmark. ‘HackYourFuture’ involves lecturers in teaching refugees computer programming.

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

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

► [Read full contribution](#)

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

► [Read full contribution](#)

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

► [Read full contribution](#)



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

► **Read full contribution** on the history and types of ombud persons

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**

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, Goedeke Nuyttens and Karl Verstrynge,
Vrije Universiteit Brussel

► **Read full contribution**

Partnership with Scholars at Risk

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.



What does it mean to host an at-risk scholar ?

‘Hosting a scholar entailed engaging with other values, such as friendship and trust and the challenges of equal opportunities.’

‘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 ‘at-risk’ and forced to live abroad in very precarious conditions; but human relations certainly make a huge difference in transforming 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.’

‘The institutional support we received, and the momentum created by growing interest amongst other Italian universities, are now leading to the constitution of an Italian Section of SAR, to foster collaboration and strengthen the voices of Italian universities in support of principles 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, forward looking 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.’

► **Read full contribution of Francesca Helm and Claudia Padovani, University of Padova**

Partnership with International Organisations

Some context

‘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.’

► **Read full contribution**

‘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**

HTW Berlin University of Applied Sciences

Some context

‘At the HTW Berlin University of Applied Sciences, external funds from the Federal Ministry for Education and Research managed by the DAAD have enabled us so far to support more than 250 persons with refugee background to participate in language and subject-related preparatory courses. In addition to those programs, we also offer various welcome activities and employ student assistants to define and implement support ideas, e.g. counselling hours

in Arabic and Farsi, lectures on how to apply to a university, or social events to connect students of refugee background with Germans. **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

➤ [Read full contribution](#)

‘To support Higher Education Institutions, 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).’

Université Libre de Bruxelles' solidarity fund for researchers at risk

This fund's purpose is to support researchers who cannot work freely in their home countries because they are threatened, because of the content of their research, or because of their opinions. The scholarships, which started in 2016, enable researchers to continue their work at ULB without being subjec-

ted to any pressure and with full academic freedom. In the first year three scholarships were offered by ULB's solidarity fund, while the fourth was made possible with support from the Lewin-Henriques de Castro fund. Since its creation the fund already offered 19 fellowships and in 2019 will offer a further five.

➤ [Source](#)

4 Policy documents

Policy documents are essential because they give guidance to organisations and are efficient triggers for change.

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
- Mutuality
- Geographic and Academic priorities
- Quality of research and education
- Gender Balance
- Benefits to Society

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

- [Swiss Commission for Research and Partnerships with Developing Countries \(KFPE\) \(2018\) A guide for Transboundary Research Partnerships](#)
- [European Association of Universities \(2010\) Africa-Europe Higher Education Cooperation for Development: Meeting Regional and Global Challenges](#)

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.’

‘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

► **Read full contribution**

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.’

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?

At its first meeting the members immediately decided that it was impossible to limit any human rights assessment to research cooperation 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 closely intertwined and therefore deserve to be covered by the same human rights assessment. In the same vein, it quickly became clear that the primary responsibility to conduct the human rights assessment should reside with the universities themselves.

Stephan Parmentier, University of Leuven

► **Read full contribution**

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 of 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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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 to us. 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 value-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 celebrate it. In 2016 we initiated 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:

□ 9/10 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 'the Mission 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 reframed 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 alert to opportunities to make a difference, to question poor decisions, to be confident in tackling inequalities. 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.

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2. Living Values Project: Good Practices for Promotion RUDN University 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 Savvina, 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 development. The Living Values underpin the RUDN University corporate culture and serve as a basis for forming a corporate identity. The **RUDN University Living Values are reflected in the RUDN University Mission, Teacher, Student and Employee's Codes of Honor and other documents. The Values unite, the mission directs. Common values unite the RUDN University space** pointing to the unity of interests. They explain why it is at RUDN University where we work and the **Mission directs, makes clear the strategic goals of our joint activities. RUDN University Mission:** Uniting people of different cultures by knowledge RUDN University creates leaders to make the World better. **Slogan:** Discover the World in one University! According to the RUDN University Mission the main RUDN University Living Values include:

- multinationality and international cooperation;
- contribution of the academic staff, researchers, students and graduates to the development of the international community;
- comprehensive character of educational scientific activities;
- equal opportunities;
- commitment to studies, research and social activities

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

- 1) Presentation materials: University branding book; Presentation of the 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 Planet YouTube channel in English, 7 playlists, over 2,000,000 views.
- 3) Publications by the RUDN University employees in Russian and foreign popular science 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 student committees, RUDN University alumni. During 2018 (May – October) RUDN University was doing research in the internal target group in order to determine the level of awareness, understanding, acceptance of the RUDN University 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, administration.

Following these discussions the values which can be perceived as living ones were determined as the main personal values. They include Unity – Multinationality – Peoples' Friendship – Tolerance – Discipline – Punctuality – Tactfulness – Responsibility. On 17 September 2018 RUDN University Rector V.M. Filippov made a report on the RUDN University experience 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 Universitatum in Salamanca (Spain). The presentation by the RUDN University Rector noted that following the 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** Following the results of the preliminary stage of the implementation of the Living Values project at RUDN University the Coordination Board of the Project has determined **further steps in implementing the RUDN University Living Values project.**

Step 1. Verbalisation of the values (in order to get the RUDN University Living Values over to every member of the academic staff, student and employee it is necessary, first of all, **to realize and verbalize them – to articulate them in a concise, clear and accessible way).**

Aims:

- 1) Highlight the values, which are real and present, traditional for RUDN University and enshrined in the RUDN University Mission and Codes of Honor.
- 2) Find out the attitude of the RUDN University academic staff, students and employees towards the traditional RUDN University Living Values and their opinion on how the list of the RUDN University values can be extended.
- 3) Define the list of the RUDN University Living Values which are suggested to be promoted. The list should be concise, clear and explicit (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. Peoples' Friendship, Professionalism, Academicism, Honesty, Equality, etc.

- 4) Present the commentaries to the List of the Living Values for further posting in electronic and printed media. They have to unveil the content of each value.

Tools:

- 1.1 **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.
- 1.2 **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 university as an organisation. The survey is supposed to be developed on the basis of the Internet resource devoted to the RUDN University Living Values project.
- 1.3 **Conducting a focus group** among the RUDN University academic staff, students and employees.
- 1.4 **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, student and employee. 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 on the implementation of the RUDN University Living Values project; make the RUDN University academic staff, students and employees aware of the List of the RUDN University Living Values.
- 2) Indirect transmission 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 opportunities of the professional development for the RUDN University academic staff and employees. The values also should be supported by the behavioral models of the RUDN University academic staff and management.

Tools:

- 2.1. **Visualisation of the RUDN University Living Values**
 - developing and making posters, slides, brochures (in the electronic and printed form) with the main documents – RUDN University Mission, Teacher, Student and Employee's Codes of Honor, List of the RUDN University Living Values, placing them on the information electronic panels, running data lines and traditional notice boards of the RUDN University institutes, faculties and academy, etc.;
 - placing the List of the RUDN University Living Values

on the advertising products with the RUDN University logo;

- development of a RUDN University Living Values project page in the online resources with the possibility of interactive communication;
 - reflection of the RUDN University Living Values in the RUDN University printed and electronic news media in context of the relevant news;
 - competition for the best visual image (picture) for each value resulting in deciding over the results and awarding the best proposals.
- 2.2. **Listening RUDN University Living Values**
 - conducting overview lectures for RUDN University students focusing on the history of the Living Values project and RUDN University participation in it;
 - storytelling – collecting and publishing student, graduates and young scientists' stories illustrating positive experience resulting from adhering to the values. Announcing a competition for the best story and following its results posting the stories on the project internet resource, RUDN University pages in the social media and youtube.com.
 - 2.3. **Personalisation of the RUDN University Living Values**
 - interactive communication – student meetings (unofficial, for example, in the format of tea parties) with distinguished professors, RUDN University leaders in order to discuss their living value-based experience;
 - meetings with the outstanding RUDN University graduates with a focus on the RUDN University Living Values and their implementation in the professional activities.

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

Aim: 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 analysis of the RUDN University corporate documents which reflect the Living Values and broad-scale discussion of the RUDN University Living Values).

Tools:

- 3.1. **Acceptance of the List of the RUDN University Living Values** by the RUDN University Academic Council .
- 3.2. **Conducting the section 'The Living Values of Modern Universities' at the International Conference** commemorating the 60th RUDN University Anniversary.
- 3.3. **Pursuing policy of giving priority to the values:** Monitoring continuously the functioning of the RUDN University Living Values promotion channels developed under the RUDN University Living Values project; Incentive for the RUDN University academic staff, students and employees, whose professional activities (studies, social activities) demonstrate their commitment to the RUDN University Living Values in the best possible way.
- 3.3. Implementation of the following strategy in the further RUDN University activities:
From RUDN University Living Values – to Live the RUDN University Values!

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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, editors and publishers are doing to preserve the democratic value of their profession. Nonetheless, this yearly celebration often cannot count on much attention of media and citizens in Brussels, Belgium. That is why the joined initiative of Vrije Universiteit Brussel (VUB), Université Libre de Bruxelles (ULB) and Erasmushogeschool Brussel (EHB) under the umbrella

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4. Surviving the Fight for Academic Freedom: The Case of CEU, Cameran Ashraf (CEU) and Andres Moles (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 country. These conditions made 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 'lex-CEU'), the university made efforts to comply by establishing programs in Annandale, NY. Regarding the bilateral agreement, there was nothing CEU could do except hope that the Orbán government would sign this agreement. As expected, they didn't¹.

Although we keep doing 'business as usual'; we teach, do research, and supervise 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 on the administrative duties we usually have; there are committee meetings and working groups that have affected our working schedules to varying degrees. Second, 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 wide 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-re-

of the Brussels University Alliance (BUA), Evens Foundation and BOZAR proposes to partner up with journalistic, media and academic organisations, European and global institutions and foundations to organise the Difference Day – World Press Freedom Day, to take place in Brussels. The event honours journalistic work in terms of press freedom, journalism practice and reflection on freedom of speech, and represents the international and European dimension of journalistic 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 awards: on a world level, a European level, and a Brussels level.

flective 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.

On 9 th April 2017, when the Hungarian parliament approved Lex-CEU but before the Hungarian president signed it, a crowd of around 80,000 people took the streets in Budapest demanding that the president vetoed Lex-CEU. Seeing all these people, mostly Hungarians young and old who were not connected to CEU taking the streets in support of our university was deeply inspiring. They understood that the deeper issue with Lex-CEU couldn't be reduced to the future of one university, but that it was an attempt to seize control of all independent institutions in Hungary². A special mention goes to officials in other Hungarian institutions who showed public support for us knowing that, by doing, were their putting at risk their own institutions.

Moreover, the immense signs of solidarity and letters of support that CEU received were also moving. It was humbling to realize that a rather small university in Central Europe could attract so much attention from the entire world. Before 2017, when attending conferences, it was normal to say 'I work at CEU, in Budapest'. This clarification has become unnecessary nowadays. Finally, we knew that our future depended on being able to recruit students for the cycles 18-19 and 19-20. Despite the uncertainty that surrounded CEU—both in its location, and legal status, we managed to attract a healthy number of applicants. Knowing that there were talented students around the global who were willing to come and study with us gave us the strength needed to keep going. This is

especially true of our Hungarian students. Indeed, the CEU student body has lead the charge in defending academic freedom. So many have left countries, relationships, and careers to come to a global university who advocates open society values and have found themselves on the front line of the global struggle for these ideas. CEU students have organized some of the largest protests in the city's history, joined major political parties and ran for parliament, created a 'free university' with public classes, lectures, and events for a week and began an occupation in front of the parliament while balancing their studies and social lives. To say that the faculty have been inspired is an understatement. If the future of open society values falls to these students, though the current environment has these values sailing into headwinds, once these inspiring individuals have found their professional identities we are in good hands.

The lesson we have learnt in these two years is that we can't take the existence of free institutions for granted. Although the case of Hungary is extreme given how the Orbán regime has taken control of most institutions, we must realise that these threats are not confined to some countries.

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5. A University Without Buildings, Kerem Altiparmak¹, 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 Turkey in July 2016, the government dismissed more than 6000 academics from universities. Amongst them were the group of 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 were working at the most active academic human rights centre in the country, at the Ankara University. However, majority of the members of the Human Rights Centre were also signatories to the Peace Petition. Following their dismissal, Human Rights MA in the Faculty of Political Sciences became inactive. The Human Rights Centre was also moved from the Faculty to the Rectorship.

No doubt, not all academics that defend universal academic values were dismissed. However, those who survived during the state of emergency have also been affected due to continuing pressure on academic institutions. Having all this in mind, those who had been

Instead, these threats can also be seen within the broader global pushback against individuals and institutions who expose uncomfortable truths. Seen within the context of a continuing 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 compatriots 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 not the end of the struggle, but the beginning of a new one at this precarious global moment.

¹ For a superb reconstruction of CEU's political crisis see Enyedi, Z., 'Democratic Backsliding and Academic Freedom in Hungary', *Perspectives on Politics*, 16, (2018), pp. 1067-1074. doi:10.1017/S1537592718002165

² here

³ This fear has been confirmed by the recent moves by the Hungarian government against the Hungarian Academy of Sciences and Corvinus University

purged along with some who had decided to leave the university took an action to create a new alternative academic place outside the university. We established a new human rights centre at the Alumni Association. We also established a new human rights school with the support of EU Commission. As we don't have physical institution to conduct training, the whole system was moved to digital space. Different aspects of human rights will take place in the curriculum; from law to international relations, philosophy to communication. In February 2019, the first term will start 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. All administrative decisions are taken by a panel composed of former university professors. The school is open to all university graduates and human rights defenders. Precise rules were developed to select participants. 100 participants out of 700 applicants will be selected for the first term. All members of the school enjoy full academic freedom. In addition to education, the school is conducting researches about human rights studies in Turkish universities as well as academic freedom. In the long run, connection with international networks and other national academic institutions is also planned.

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. Whether our project and dream to have university out of university might realise remains to be seen.

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6. Reason and Engage. Critical Reflections on Humanity and Society, Linde Moriau & Prof Karl Verstrygne et al, Vrije Universiteit Brussel, Belgium

'Reason and Engage: Critical Reflections on Humanity and Society' is an interdisciplinary course and a series of public lectures and activities 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 pillars, *Reason and Engage* wants 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 Verstrygne, 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 (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.

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 up along 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). 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. 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 community-engaged learning asks for a thoughtful team, project and process design, as well as appropriate time, expectation and mentoring strategies. Compared with 'traditional teaching' it is time- and resource-demanding. Meaningful mentoring is needed to create safe learning spaces, prevent or overcome frustrations and uncertainties related to the non-linear learning process, facilitate common understanding and language amongst students from different (academic) backgrounds and help them in navigating the ethical 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 persons'. 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.'

More info

¹ Formerly Chair of Human Rights Centre, Ankara University Faculty of Political Sciences. Currently Chair of Human Rights Centre, Ankara Bar Association

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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 and thus authorized to produce knowledge, even more, to produce truths about social life, if only temporary and unfixed ones (Bourdieu 1988) – has a social responsibility to 'practice what it preaches'. As a field, it is marked by various power relations and thorough analysis of them has been greatly – with rare exceptions – neglected. Parallel to this, practically addressing the existing inequalities within academia has been lagging behind. Thus, Bourdieu's call against 'scientific neutralism' (1988, 6) – neutralism, which is in its foundations always impossible and thus unsuccessful despite the images of success – has legitimate grounding, especially when considering higher education's tendencies to 'preach' while forgetting to put the same into its own practice. While the fact of intertwining of language and social life is established and accepted (Bourdieu 1991; Mills 2008), at least in social sciences and humanities, that knowledge – 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 the gender binary system.

Important exceptions to the taken-for-granted, doxic orientation toward the use of male pronouns in generic form are the recently developed and officialised statements, accepted and confirmed by Faculty of Arts and Faculty of Social Sciences (both University of Ljubljana). Namely, in 2018 both faculties confirmed Acts that enforce and legitimize 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.

As such, it opens up space in language for non-binary transgender identities, although it does so silently. In both cases, the Act which received (and successfully survived) great public backlashes, was initiated and put forward by Faculties' official bodies and was eventually and more or less consensually confirmed by Faculties' Senate. Still, the rigidity of Faculties' internal bodies should not be underestimated as the institutional confirmation of such an Act was a result of continuous and constant feminist (and tiring) 'chipping away' of the taken-for-granted state of masculine domination and gender binarism (Ahmed 2016). Rigidity and persistence of masculine domination were manifested in public arguments against such 'cultural revolution', 'language engineering' and 'authoritative' intervention into 'basic conditions' of otherwise intensely gendered character of Slovene language (Horvat 2018), which are built on so-perceived 'neutrality' of male pronouns and on 'particularity' 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 masculinity, capable of encompassing femininity, but not the other way around. Arguments for gender sensitive language therefore focused on establishing language as social rather than asocial and fixed, unchangeable phenomena: as such, 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 gender-neutral 'they', alternating use of male and female pronouns, and the use of gender-neutral nouns (Michigan Technological University; University of Basel). The fact that a similar act, which officialised total use of female pronouns as generic (that is, 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 aiming to address masculine domination 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 accurately, 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 antidiscrimination measures and practices (in this case gender sensitive language use), that is, institutionalising such practices that respond to existing social problems (gender inequality) (Scholars at Risk Network 2017), rather than 'scientific neutralism' (Bourdieu 1988), is necessary. Currently, officialised use of gender sensitive language lacks broader support of University of Ljubljana, the lack of which can be explained by above-mentioned arguments and perceived 'asocial' character of language and 'gender neutrality' of male pronouns in generic form, and is

thus limited to the three mentioned Faculties of University of Ljubljana (Faculty of Social Work, Faculty of Arts, Faculty of Social Sciences). The use of gender sensitive language, overcoming masculine domination 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 will remain un-resonated, if left unaccompanied by other institutional and official mechanisms targeting and addressing gender and other forms of inequalities in their various forms.

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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 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 founded on a sense of solidarity between Norwegian researchers and colleagues in African universities, particularly Zimbabwe, Ethiopia, Tanzania and South Africa. Already then, there was a strong emphasis on the mutuality of the cooperation. UiO established a Committee for North South Cooperation in 1979, and over the next decades the staff got involved in research and capacity building programmes funded by the Norwegian government.

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](#).

Quality of research and education is a basic requirement. International cooperation is often costly, and it is important to use the funding available on quality projects. The research must be according to academic standards and it should be innovative and relevant, but the

latter doesn't mean that it needs to be applied research. It could be basic research with a long time horizon, and it would normally include competence building through joint workshops, PhD training and various courses. For education it is the same, well prepared 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 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 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 sometimes been challenging for the funding body, but it makes the power relations more equal between the partners. Academic priorities will normally not be decided on an institutional level, but at the department or in the research group involved. Access to various funding sources has influence on both thematic and geographic priorities, and different research groups might need very different cooperation partners and project. Most externally funded projects have a financial contribution from the department/unit involved, therefore the department might set some legitimate restrictions on what projects the staff can be involved in based on academic and economic priorities. Gender balance and diversity is important, 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, in choice of topics and when thinking of special facilitation for students and staff. In some projects special measures have been taken to consider female students' security or how to get a reasonable work/family balance for

parents. There are many requirements concerning research ethics, but they might differ between countries and subjects and be adjusted over time. UiO staff should not leave ethics behind when working with partners in other countries, so our cooperation should always follow the UiO ethical guidelines as well as ethical standards in the partner country.

The main purposes of North South cooperation is to increase knowledge and competences that can contribute to understanding the world and solving societal challenges, in the short run and in the long run. This should be taken into account, both in the choice of research and education to be provided and in how it is disseminated. Ideally, the projects should be relevant both at the forefront of research and for the people concerned. Results have to be communicated to and

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9. Ritualizing Diversity: The Case of Community College of Philadelphia, Muhammad Khan, Community College of Philadelphia, US

Aaliya and Nawaz are two out of the twenty six thousand students the Community College of Philadelphia serves annually, the only public sector higher education institution in the city of Philadelphia.

Aaliya, 30, a woman of color is a local resident who, after years of working for retail stores in Philadelphia has finally made the decision to break the cruel vicious cycle of domestic violence, debt, poverty, and constant stress by going back to school.

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 neighborhoods where their social networks often includes extended families and neighbors with similar cultural backgrounds. In school, they tend to move in clusters of same the 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%), Hispanics (15%), Asian & Pacific Islanders, American Indians or Alaskans, and Multi-racial individuals (unknown).

Fig. 1. Student body by Race

Contrary to the heavily black student body (fig.1),

discussed with both the international research community and those who can get their lives improved by the cooperation project.

Other inspiration for working on North South guidelines for cooperation:

Swiss Commission for Research and Partnerships with Developing Countries (KFPE). 2018. A guide for Transboundary Research Partnerships, Swiss Commission for Research Partnerships with Developing Countries. 3rd edition : [here](#)

European Association of Universities. 2010. Africa-Europe Higher Education Cooperation for Development: Meeting Regional and Global Challenges. Report: [here](#)

70% of the faculty are non-Hispanic white and 19% of the faculty are people of color (fig.2)

Fig.2. Faculty by Race (source: Institutional research, CCP)

Given the racial background of the students and faculty, communication problems between the students and faculty seem to have aggravated. The college community fully is aware of the challenges that diversity poses and the opportunities it can offer on campus. There is a growing awareness at the institutional- and faculty level of the body of research which links campus diversity with higher student success, retention, and success in meeting the core values of higher education. The college implements the core Higher Education Values through the office of Diversity and Equity. Overseeing policy development, implementation, arranging diversity training for faculty and staff are some of the responsibilities of the office.

Despite the efforts put in by the office of Diversity and Equity, its programs were barely popular with the faculty. In the words of the director of this office, 'Getting faculty to attend was a huge challenge' (personal communication). The challenges of implementing core Higher Education Values proved to be an uphill task until two faculty members- a professor of Sociology and a Professor of English, both being members of the President's Diversity Council- took the ownership of running the diversity certificate program three years ago.

The goal of the Diversity Certificate Program is to promote the values of diversity and inclusion in all aspects of school life, ranging from recruitment of faculty, staff, and students to curriculum, instruction and day to day life of the institution. The faculty leaders added many features to the program, the most popular being the feature of certification: those who attend four sessions receive a Bronze Certificate, a Silver Certificate on attending any six sessions, and a Gold Certificate on attending twelve sessions. In order to earn Gold Certificate, candidates are also required to carry out a small project and appear in an interview. While US-centric dialo-

gues and discussions on race, ethnicity, gender, and income equality have become more polarized than ever in the current political climate in an institution like the Community College of Philadelphia in particular with an obvious disparity of race representation in faculty positions, the diversity certificate has made it possible to openly discuss these issues. The program offers secure spaces for facilitating difficult conversations and hands-on activities 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 candidate. 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

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10. Living up to a university motto: *Universa Universis Patavina Libertas*, Francesca Helm and Claudia Padovani, University of Padova, Italy

We are a small, interdisciplinary research group - Next Generation Global Studies - at the Department of Political Science, Law and International Studies (SPGI) of the University of Padova concerned with, amongst other things, how global studies can face the responsibility of educating critical, creative and responsible global citizens. In 2015-2016 we were hosting a young PhD scholar from Turkey, and it was through her sharing of the experience she was living as the situation in Turkey was becoming increasingly dramatic, that we became more actively involved in understanding the situation in her country, and the implications for academic freedoms worldwide. 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 adhering to the Scholars at Risk international network. 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.

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 members. Seventy-seven employees have been awarded certificates at the bronze level, and twenty individuals have earned the silver status to date. While it is probably difficult to measure the impact of the Diversity program on the overall academic life of the college, it certainly seem to have provided opportunities to faculty and staff for engaging in open dialogues and discussions on sensitive issues. It may not 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 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.'

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. We soon managed to achieve this, also thanks to the support of 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 great facilitating factor and led to the university finding the appropriate co-funding mechanism - which was not straightforward from a bureaucratic perspective and required the involvement of many different individuals and offices, both at Departmental level and at the level of the International Office. In the academic year 2017-2018 we hosted a scholar from Turkey at SPGI Department, Dr. Asli Vatansever, which 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 'at-risk' and forced to leave abroad in very precarious conditions; but human relations certainly make a huge difference in transforming 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 of the resources and competences that are needed and goes well beyond bureaucracy and funding. In our case, at the Department level, a huge amount of support came from individuals, both academics and administrative staff, who shared our desire to see the university take an active role in promoting such values 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 entailed engaging with other values, such as friendship and trust and the challenges of equal opportunities. 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 our own academic activities (including devoting our 2019 Winter School on *Knowledges at Risk*). The institutional support we received, and the momentum created by growing interest amongst other Italian

universities, are now leading to the constitution of an Italian Section of SAR, to foster collaboration and strengthen the voices of Italian universities in support of principles 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, forward looking 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.

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11. Promoting Higher Education Values while assisting migrant students at the University of Pavia in Italy, Katarzyna Gromek-Broc, University of Pavia, Italy

Italy with its 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 Italy's new populist government: the right-wing Lega party, which formed a coalition government with Five-Star Movement adopted a heavy handed 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 integration of migrant students within their curricula. For example, Italy was the first to join the 'U4Refugees' project put forward by Silvia Costa at the EU Parliament, calling for the reception of refugee students in European universities¹. Minister of Education, Stefania Giannini convincingly argued that the migrant-students escaping the war 'are a resource 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 studies². The initiative involves the MIUR together with the Conference of Rectors (CRUI), 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 project³.

On an experimental basis, the University of Bologna, University of Venice and the Politecnico di Torino since December 2016 have welcomed refugee students with courses designed especially for them⁴. The programme reaffirms strict adherence to core Higher Education Values such as Institutional Autonomy,

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, 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**.

'*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 at 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 refugees⁵.

'*Adopt a Student*'⁶ campaign is giving 5 students requiring international protection the opportunity to attend the University of Trento courses for free⁷. 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 5% of the applications, other sources indicate a slightly higher number) placing the vast majority of migrants in the state of limbo and eventually facing the risk of deportation⁸. Therefore, it seems essential 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 guarantee equitable access, facilitating admission, helping to get relevant documents and ensuring swift translation and recognition of certificates and diplomas. My course on Migration & the Law attracted considerable attention from migrant students interested in the legal framework offered

to various categories of migrants such as: stateless people, internally displaced (IDP), refugees, victims of trafficking, children and economic migrants. Often, they recognised themselves in one of these categories and were bringing to the discussion their views, experience and fears. Teaching on Master 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 valuable members of our academic community. Twice a year, I organized and Integration Party to which every student was bringing a traditional dish. I have also contributed to the Master in 'Immigration, Gender, Family Models and Integration Strategies', from 2014-2017. The Master is composed of the modules in five different disciplines, and since has been able to strengthen its multidisciplinary scope. Another course I teach on Master in World's Politics is Law of Regional Integration. World's Politics is a very popular programme with foreign students.

Migrant students adapt better in multicultural environment. As far as my courses are concerned, they can participate or take the final examination in English, French, Italian or Spanish. Both courses are of a great interest to them. The first one informs them about their rights. The second one gives them the possibility to share with the others experience from the region they originate. Both courses promote active learning and students participate in the design of these courses. According to their origin we build the content of a high relevance to them. In Migration & the Law, we use their experience (if they want to) to address the importance of a principle of equality, for example, discussing the minority rights considering various types of discrimination based on grounds such as religion, language, culture or political opinion. Thus, the minority rights represent a case study in which they take an active part. This year for example, we consider 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 World Politics, and Master on '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 class and during the social events. Apart from teaching, Pavia is nationally famous for its interdisciplinary Group/Programme on TSA MIGRAT.IN.G that in 2018 ended a 3 year Strategic Plan entitled : 'Towards governance of the migratory flows'⁹.

In 2018, the TSA MIGRAT.IN.G., has not seen new students who are holders of international protection enrolling in the Pavia University as part of the project 'Let's give refuge to talents', rather the efforts have been concentrated on the 'settlement' of the project and the students who have joined the initiative in academic year 15/16 and 16/17 (the latter with the support of the Bracco Foundation, which has also renewed its economic commitment

this year)¹⁰. There are 14 students in the program, of which 5 are about to graduate (Annex 1, of internal report Emanuela Dal Zotto 'Situation of Refugee Students May 28, 2018'). This project continued to be presented as a model of good governance and good practice at the conference 'The refugee crisis and the role of universities', carried out as part of the 'In Here project' - Higher Education Supporting Refugees 'at La Sapienza University' in 2018. During the last year, 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 effectively started. The 'Daraja' Project's goal is to train 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 activities¹¹.

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 Calabrò to liaise with the SPRAR (Asylum Protection and Refugee Protection System of the Ministry of the Interior and ANCI) asking them to provide a list of possible candidates: boys and girls 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.

Fifty names were selected subsequently reduced to twenty. A Commission formed by University professors carried on an interview with each of them to make sure that the previous knowledge, language skills and motivations could be confirmed. Based on this interview, a score was given to each of them and a ranking was compiled.¹²

The first 15 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 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)¹³. 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 duration of the course, stay free, for the same period, at the Collegio Edisu and the Collegi di Merita, assistance in the study, free access to all university canteens and sports facilities, paid training periods for the various Departments.

The countries of origin were Afghanistan (5), Togo (1), Iran (1), Gambia (2), Cameroon (1), Lebanon (1), Ukraine (1), Turkey (1), Nigeria (1).¹⁴ 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 Calabrò) ended with a publication of a manual for the staff in charge of reception.¹⁵ A new 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' (referent Prof. Anna Rita Calabrò). Another project proposal is on the table 'SUCCESS - Networking for Migrant Young People's Social Inclusion through Social and Civic Competences' within the HORIZON 2020 programme¹⁶.

¹ [here](#), also see Claudia Voltattorni, 'Corridoi educativi' per rifugiati Studenti migranti negli atenei d'Italia, Corriere della Sera, 3rd May 2016, examples of access (una piattaforma telematica)

² Ibid., Claudia Voltattorni, 'Corridoi educativi' per rifugiati Studenti migranti negli atenei d'Italia, Corriere della Sera, 3rd May 2016, examples (una piattaforma telematica)

³ Ibid., accessed 10th of January 2019 [here](#)

⁴ Claudia Voltattorni, 'Corridoi educativi' per rifugiati

Studenti migranti negli atenei d'Italia, Corriere della Sera, 3rd May 2016

⁵ 'Adotta uno studente' Idea dell' Università. Donazioni per gli studi di 5 richiedenti d'asilo, l'Adige, 19 June 2018, [here](#)

⁶ 'Adotta uno studente': l'Università raccoglie fondi per i rifugiati politici [here](#), 19 June 2018 accessed 18 January 2018

⁷ 'Adotta uno studente' campaign [here](#) accessed 10 January 2018

⁸ TG3 Programme on the 27th January 2019, on Emergenza Sea Watch, also Report on international Protection in Italy 2017, page 13 (only 9.6 in 2016 obtained refugee status) [here](#), accessed 12 January 2019

⁹ [here](#)

¹⁰ Anna Rita Calabrò, Emanuela Dal Zotto MODELLO PAVIA: LIBRI E PORTE APERTE PER I RIFUGIATI, internal document, 2018, University of Pavia

¹¹ Ibid., Anna Rita Calabrò, Emanuela Dal Zotto, Diamo rifugio ai talenti, MODELLO PAVIA: LIBRI E PORTE APERTE PER I RIFUGIATI, internal document, 2018, University of Pavia

¹² [here](#)

¹³ Ibid., Anna Rita Calabrò, Emanuela Dal Zotto MODELLO PAVIA: LIBRI E PORTE APERTE PER I RIFUGIATI, internal document, 2018, University of Pavia

¹⁴ Ibid.

¹⁵ A. Calabro, A. Torroni, O. Zuffardi Relazione III anno TSA Migrating, 2018, Internal Document

¹⁶ Ibid.

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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 leading social and political role. The total number of UNICAMP students was 40,987 in 2017 (undergraduate, postgraduate and technical colleges).

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 country and are able to apply for a vacancy in Higher Education at UNICAMP. Now in 2019, at UNICAMP we have 15 refugee students.

In recent years, refugee migration has intensified in Brazil - especially from Syria and from The Democratic Republic of Congo, among others - reinforcing the role of the university as an institution responsible for production and reproduction of knowledge and its interaction with the 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 (CSVM) at the University. [Here](#) 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 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 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.

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 (CONARE) have become an important source of information for advancing the knowledge of the refugee population in Brazil. With these databases, we have published the Atlas of Refugee Migration (https://www.nepo.unicamp.br/publicacoes/_atlasmi-

[grefugiada.html](https://www.nepo.unicamp.br/publicacoes/_atlasmi-)) 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 municipality 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 organisation 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 sensitizing the academic community to the refugee issue, raising awareness of current international migration processes and welcoming refugee students.

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 immigration at undergraduate and graduate levels.
- Implementing the Program of Scholarship for University Professors with refugee status
- Developing and strengthening, in partnership with UNHCR Brazil, the Brazilian Government, the Municipality of Campinas, the dissemination programs, seminars and awareness-raising on refugee issues
- Strengthening the advocacy role of the university in the protection and integration of refugees at local-, state- and federal levels.
- Supporting refugee students (language, housing, food)
- (Re)validating diplomas of refugees both at undergraduate and postgraduate levels, according to article 44 of Law 9.474 / 97.

many's government and its civil society as exemplary 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 Higher Education Institutions, 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, external funds from the Federal Ministry for Education and Research managed by the DAAD have enabled us so far to support more than 250 persons with refugee background to participate in language and subject-related preparatory courses. In addition to those programs, we also offer various welcome activities and employ student assistants to define and implement support ideas, e.g. counselling hours in Arabic & Farsi, lectures on how to apply to a university, or social events to connect students of refugee background with Germans.

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

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 incoming 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 residence status or the influence of recognition of academic achievements in the home country with regards to the federal student financial aid program (BAföG). Advanced trainings for the addressed topics, direct-communication, more interdepartmental exchange, and a discussion about a 'new welcoming culture' at universities is helpful to support refugees that need to navigate through a very complex university system in Germany (Streitwieser et al. 2019). Other topics, however, were soon recognized as being the kinds of challenges that international students as well as German students also face, e.g. (technical) language hurdles or getting along in an unknown system that requires individual initiative.

2. Identify and react to specific female hurdles

Although about 30% 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 universities are female (Fourier et al. 2018, p. 15). When we look in more detail at those who applying 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 insufficient 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 & Kinscher 2018):

- Low-threshold offers (i.e. one-week 'taster studies' to get to know German study programs but initially

just be involved for a few days, guest listener programs where it is free-of-charge to visit selected university courses and take examinations which can be subsequently accredited during a study program)

- Community building (i.e. empowerment and mentoring programs during the study phase from woman to woman, peer group meetings for women only with child 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 course structure 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-assessments 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 working in the field of refugee integration (Streitwieser et al. 2018, Streitwieser et al. 2019). 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 your programs not only helps them to become more aware of their needs and to feel included, but also helps your institution to build stronger support programming that will eventually more broadly benefit international and domestic students alike (Schmidt 2018).

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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-

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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/asylum) across the University: [here](#)

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 us to improve access and 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, 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, representation from CARA (Council for At Risk Academics) a NGO who we support by offering placements to their academics who are in immediate danger and/or forced into exile. The aim of the Refugee Advisory Group is to consult, share a community of practice and 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. The expected outcomes from this 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, 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

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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 outputs. The meetings are collaborative 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, Khaola 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 the VUB, aimed at facilitating 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 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 B2-level certificate in Dutch or English (depending on the whether they will study in Dutch or English)
- Students who need a preparatory year before embarking on the full study programme, either be-

cause 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-Bon Brussel
- Info sessions about VUB services: Study Guidance, Infopunt, Library etc..

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 CAREL in Royan, 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 course for their professional futures. It is certain that, in one year, these students have faced many 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

conflict zones... Even though they are highly motivated to succeed in their course of study, a constant worry plagues them as to what may become of their loved ones.

In 2016, the university of Poitiers decided, with the support of the University foundation and the ongoing support of AUF, to set up a specific programme for refugees coming from Syria, Irak, Eritrea and Afghanistan (now for a larger list of countries): access to courses of French as foreign language in order for the students to be able to enroll a university course corresponding to their initial training or to their training wishes. 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...

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):

- during the academic year 2017-18, a researcher in

chemistry from Syria

- during the academic year 2018-19, a researcher in energetic physics from Turkey

In 2018, the University of Poitiers signed up to the Charter for Migrants students in Higher Education, a network of French Universities involved in the support of refugees.

We could notice also the involvement of French students organizing various events or implementing initiatives for refugee students and the support of Syrian students' associations to facilitate integration.

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.

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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, systematic network building, and 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 value 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 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 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 academia (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 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.

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 international conferences and workshops. The project will also be extended by partners in the main host 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 Morreira, University of Cape Town, South Africa

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 (Mignolo, 2012; Grosfoguel, 2013) suggests that interrelated forms of control such as patriarchy, racism, knowledge, authority, and the capitalist economy underlie Western civilisation. If we bring together curriculum theory and decolonial theory, we see that a key location where coloniality 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 ways to interrupt regulative practices that may be seen by our students as limiting and damaging.

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 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' (See Luckett et al, forthcoming). These questions are based on discussions that occurred during 2017 in a Working Group called '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 decolonial practice in the university. 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-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 commu-

nities of practice? Who are the peers whom you look to who validate your research? What conferences do you attend and where do you publish?

- 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 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 subjugated histories/ voices/ cultures/ languages and/or address the meaning of their absences?
- Does your curriculum draw on the critical Humanities to historicize, relativize and deconstruct inherited curricula and dominant world-views?
- 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 resources 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 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?

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19. Welcoming refugees into universities: a three-year perspective, Mathieu Crettenand, University of Geneva, Switzerland

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 Horizon¹, 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. The goals of the program are to help asylum seekers and refugees to access universities, to help them integrate university communities and to give them 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. This means a boost for the participants.

The program has three dimensions:

- Access to university courses, as an auditor with the possibility of passing exams and, if necessary, obtaining virtual ECTS credits, which take the form of a certificate that mentions the grade

obtained as well as the value in ECTS;

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

The participants are refugees and asylum seekers with a university level. To be eligible, the candidates must respect specific criteria such as a sufficient French proficiency or to be admissible to the University on the short or medium term.

Regarding the partnership, the program is based on a 'public-private' approach with funding from the Canton of Geneva, the University of Geneva and private foundations. This public-private approach also takes us to other projects to face the low employability rate of refugees, like the 'Refugees@work Initiative: together for solutions²', 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.

Results and reflections

Since the beginning of the program, the number of participants has been increasing constantly. From 35 students in 2016-17, this program hosts around 60 students for 2018-19. 12 nationalities are represented with a gender rate of 40% female. In terms of results, a majority of students (80%) completed the program and there is a regular admission rate to the University of 40%.

After three years of experience, we reflected on the facilitating factors that led to the success of these programs³. Undoubtedly, these included:

- Support at the highest level of university governance to secure the recognition of staff involve-

ment (in all three cases, the programs fall directly under the leadership of the rector);

- Clear identification of coordinating staff members to ensure efficient communication; a holistic approach that tackles the various obstacles faced by refugee students, 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), 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.

However, we also faced common challenges, the largest being 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.

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20. An academic institution's social responsibility under occupation: A case study of Al-Quds University's legal aid program, Munir Nuseibah, Al Quds University

In November 2017, Al-Quds University won a regional competition held at the American University in Cairo (AUC) on civic engagement. Among a number of impressive regional civic engagement initiatives that were presented, Al-Quds University's pro-bono legal services in occupied Jerusalem was chosen by the jury as the winning initiative. This article will present a case study of these services as part of the university's social responsibility, while examining the unique atmosphere in which the university works.

Al-Quds University was established in 1984 after the merger of four Palestinian colleges in Jerusalem into one university and became the major Palestinian higher education institution in Jerusalem. It educates more than 13,000 students in its campuses in Jerusalem and its suburbs. The location of the university as well as the political, social and human rights situation has steered the university to institutionalize legal aid as a major contribution to the society surrounding it. The university is named after the city in which it was established: Al-Quds, the Arabic name for Jerusalem.

Jerusalem is one of the world's special cities. It is a religious center for the three monotheistic religions, Judaism, Christianity and Islam. It is also the contested center and symbol of the Israeli

Moreover, there are noticeable differences between countries in academic and learning cultures that require special coaching for learning methods specific to the host country.

It is also 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.

¹ [here](#)

² [here](#)

³ These reflections were reached with the Universities of Louvain and Bologna at the European Association for International Education (EAIE) 2018 conference

colonisation regime and the Palestinian struggle and aspiration for freedom. This regime is a result of the historical developments that led to the establishment of the state of Israel as a Jewish state, and a resulting displacement of Palestinians who lived in the areas where it was established. 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, the current author 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.

For example, under the occupation, Israel has applied discriminatory laws, policies and measures that aim

at displacing the Palestinian population from their homes. Israel considers Palestinians in Jerusalem as permanent residents, a status that is revocable according to Israeli law. Since 1948, Israel has revoked more than 14,000 residencies from Palestinians in Jerusalem, effectively denying them their right to live in their city. Professional lawyers as well as students in the Al-Quds clinic provide hundreds of counseling sessions annually to help protect Palestinians from potential revocation of residency through helping them to prove that they live in Jerusalem. Furthermore, the center has succeeded in restoring more than 10 residency statuses of individuals who had had their residencies revoked. Restoration of residency was almost impossible until recently.

Israeli law also restricts the methods of passing the residency status to the children of a Palestinian Jerusalemite. This has resulted in having thousands of children in Jerusalem who have no status at all, which prevents them from travel, state-sponsored education, health services and many other benefits. Furthermore, if a child grows to become an adult without a status, this adult will not carry an ID card and will not be able to work, open a bank account, cash checks, be part of the social welfare and medical insurance system, etc. Our students and professional lawyers help families through the complicated bureaucratic system to be able to register their children. The main thing we need to help the clients is to prove their place of residence and to advise the parents on the criteria that they need to fulfill in order to be able to register their children as residents. Some cases are more complicated and need court intervention. For example, a father from Jerusalem once stated that his son is staying in another city in the West Bank, which was used by the ministry of interior to deny the child the residency status based on the argument that the child was not living with his father in Jerusalem. We took this case to court and argued that the procedure was not done correctly which led to the misunderstanding. Later, the court decided that a proper hearing should be conducted which helped the father to explain that his son was actually living with him but visited his grandparents in the West Bank for a couple of weeks.

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21. Human Rights and Migration Law Clinic, Eva Brems, Ellen Desmet, Saïla Ouald-Chaib, Ghent University, Belgium

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 Hu-

man 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 LL.M. 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.

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-bono 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 to prepare them to work representing 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 even upscale 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.

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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. On a yearly basis, organisations can submit potential projects, out of which the Clinic selects the most suitable ones, in light of 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 real 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 end-product to the partner. This can be a court submission in a pending case, reports for international bodies, third-party interventions, advisory 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 invaluable benefits to both its students and its partners, by forging successful synergies between civil society organisations, the Clinic's students, and the Human Rights Centre's academic staff. Students benefit from receiving intensive, practical and hands-on education aimed at preparing them for their future professional careers, potentially in the field of human rights or migration law:

'the course gives a taste of what it's like to be a professional lawyer and of the responsibilities that come with it'
(Former Legal Clinic student)

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22. Student Advocacy Seminar, Izzidine Al-Mufti and Lauren Grant, University of British Columbia and Carleton University, Canada

Perhaps a useful place to begin in efforts to incorporate an effective and dialogical model for practically implementing university values, is to consider the occurrences in which we already see this happening. As participants in Scholars at Risk Network Student Advocacy Seminars, we believe that practical incorporation of these 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 recurrent violations.

Students participating in the seminars conduct human rights research and develop advocacy skills as they work on behalf of scholars who have been unjustly detained, aiding SAR's efforts to protect

The students' work for the Clinic also instils a sense of social justice in them. The Clinic's partners, conversely, gain access to high quality products, drafted by students under the intense supervision of academic staff. These analyses assist the Clinic's partners in furthering their societal objectives of human rights protection and promotion:

'This report is a testament to the value of this partnership. Indeed, it's proof of concept for our clinical project generally. I hope the students got as much out of it as they added.'
(Scholars at Risk contact person – partner of the Legal Clinic)

The concept of clinical legal education is rather new in Belgium. It was only introduced 5 years ago, while it has been existing for many decades in other parts of the world. One of the consequences is that the clinic is sometimes confronted with reactions that reflect some unfamiliarity with the concept of clinical legal education. Therefore, the Human Rights and Migration Law Clinic increasingly invests time in informing crucial institutions and partners about its role and its work. In fact, the Clinic considers itself as a learning organisation. It learns and improves itself permanently on the basis of self- and external evaluation and by being a member of the international network of clinical legal education ENCLE.

scholars suffering grave threats to their lives, liberty, and well-being (Scholars at Risk Network). By working in this context, students have the opportunity to understand the urgency that attacks on university values provoke, and the politically implicated and complex structures that defenders of these values must navigate in order to ensure their protection once values have been violated. In the process of observing university values in time of their need for defence, students are in a position of bearing witness to the ways in which 'neglecting to develop pro-values practices in advance of any incidents or crises' may put the intended benefit of those values at risk (SAR: Promoting Higher Education Values Workshop Supplement: 2018, 10).

As it is known that infringements on university values are often the result of a lack of transparency and clear intentionality to uphold such values, the need for university values to be made transparent and available for dialogue in academic institutions long before their violation becomes self-evident. It is in this way that Student Advocacy Seminars act as tools by which students can conceptualize the significance and necessity of these values, and be-

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

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 (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 solid base 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 to the release of multiple persecuted scholars), it perhaps most importantly made us better aware of the true power that we, as students, wield.

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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, representatives of more than 30 Higher Education Institutions and governmental offices from several European countries met in Amsterdam to participate 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 Jenna Browne, Ombuds at the University of Denver, Colorado.

Since then, ENOHE has grown in size, scope and influence. It changed its name (from Ombudsman 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.

A brief history of higher education ombuds

Higher 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 the creation, development and support of higher education Ombuds. This is the case with the creation of campus ombuds in Canada and the United States, and with Defensores in Spain. It is also the case much more recently with the establishment of student Ombuds schemes in England and Wales, Norway, Croatia and Germany.

What do university Ombuds do ?

Ombuds in higher education are a growing and distinct group. They perform a vital function of safeguarding students against unfairness, discrimination and poor service delivery during their days at university or college. Some additionally perform a parallel function 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, higher education 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 there are also claims of discrimination, particularly concerning mental health, disability and sexual harassment. Sexual harassment is reported as being challenging for ombuds 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 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.

Secondly, they help provide redress for students. Individual student pursuit of redress within a hierarchical institution can be intimidating, despite the tradition of Higher Education Institutions encouraging the challenge of individual views. Many of those who approach an ombuds feel vulnerable particularly when making serious allegations. It is this perceived (and real) absence of power which makes the availability of independent ombuds redress mechanisms to students so important¹.

Varieties of higher education Ombuds.

In terms of operation, higher education ombudsmen schemes enjoy 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 take their character from the classic national parliamentary ombuds schemes. These are Scandinavian in origin, and handle complaints independently, externally on a national level, and as 'a last resort' when universities have failed to give redress to the satisfaction of the complainant. Typically these kind of schemes are medium size, employing dozens of case-handling, sometimes more.

Others take their character from the organisational Ombuds, an American variant, and private sector in origin. The organisational or campus Ombuds also operates independently but inside universities whose students use the Ombuds service. 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 ombuds tradition – 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 – together. Both owe their creation and development to student campaigning (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 free to complainants 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 relating to narrow academic judgements.

Principles and Practice.

A survey of 60 higher education Ombuds in 18 countries published in 2017² found a high degree of consensus about the operational principles valued and used in practice. The key principles cited are independence, impartiality, confidentiality, and informality. The survey revealed a wide range of activities covered by Ombuds in their working lives, making them more generalist 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 'challenges to personal growth', '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 like 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 a legitimate role is an essentially contested issue depending on whether adjudication is perceived as 'inquisitorial' (as in classic, national Ombuds schemes) and therefore complementary to 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 an emerging profession.

¹ Howard Gadlin, 'Reflections on the role of the Ombudsman', California Caucus of College & University Ombudsmen, 1988, [here](#)

² 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 and advocate for fairness, 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 the 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, 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.

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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 2015; 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 corruption, fear of assassination, forced me to leave the country, and move to Norway by the help of the Scholars at Risk (SAR) program in 2017. I am currently a researcher based 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 the University of Oslo.

In addition, I have made a new research proposal with the title 'Multilingual acquisition, learning and decline of the languages of Syrian refugees in Norway after the Arabic spring'. With this proposal I have applied for a postdoc. at UiO, and I have

applied for an Arabic teacher position. I am waiting for the results, as I know I need to look for new opportunities after the SAR position. Currently I am writing a new article in cooperation with one professor in ILN. I participate in most of the activities of the Department and all the conferences and meetings held by the Department, and I attended a full course in linguistics research methods. I have a plan to submit a new project proposal to the Research Council of Norway (RCN) in coming April.

The researcher at risk coming to Norway, suffers from poor network communication with others, and it is very difficult to start new research. It is rare for the Norwegians to accept your invitation and to visit you at home. This is a cultural difference from Syria, which 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 the situation, this requires the 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 property and friends, is to get psychological and moral stability and to find a permanent job, which will give him a suitable environment for scientific research and for the pursuit of life.

I am very happy to be in Norway, in this safe country and good, peaceful people. All I want to do is to 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 Verspeeten, 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 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. 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 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.

Since the launching of the policy, the various administrative entities involved in the management of international agreements are working on the policy's implementation, and awareness of the policy and its rationale is growing steadily across the University community, while discussions with some candidate-partners occur, as was anticipated. 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. Evidently, a strong commitment from academic and administrative leaders is key, both in the start-up and the implementation phase.

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

Background

In the Spring of 2018, the Flemish Interuniversity Council (FIUC – VLIR in Flemish) established under its auspices a special Working Group on Human Rights. 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 handful of international research cooperation agreements that some Flemish universities were involved in with foreign partner institutions possessing a disputable 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 partner institutions, it was accused of possibly using the research results of the international cooperation project for the suppression of certain territories under its control. This situation led to serious outcry both in the academic community and the wider public, and forced the university administration to reflect on clear criteria and rules for its involvement in international cooperation.

The Working Group, composed of human rights experts of each Flemish university, was tasked with developing guidelines for an appropriate human rights assessment in university cooperation. Experts in university management and a representative of the central Flemish student organisation served as observers and participated in the meetings that were held every two months in 2018 and the first half of 2019. 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? And what is the responsibility of individual researchers and teaching staff in such cases? Considered a challenging and innovative approach in university cooperation, the Working Group searched extensively for good practices in Belgium and abroad, but could hardly find anything directly useful. One exception consisted of the policy framework developed at Ghent University (Belgium) for the promotion and assessment of human rights in university activities. After a six-month period of discussing the many aspects of this challenging assignment, the Working Group started formulating some key principles and guidelines. As these guidelines still need validation by the Board of the Flemish Interuniversity Council by the summer of 2019, only the most salient elements can be reported at this stage.

At its first meeting the members immediately decided that it was impossible to limit any human rights assessment to research cooperation 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 closely intertwined and therefore merit to be covered by the same human rights assessment. In the same vein, it quickly became 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 make the available) for an adequate human rights assessment. This also implies sensitising activities towards decentralised units for teaching, research and administration, as well as 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 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. In this way, the current activities of universities are not seriously interrupted while over time human rights assessments will become the standard procedure for university cooperation. Some examples of such contracts include: discussing a bilateral agreement with another university institution for the exchange of students, researchers and staff members; being invited to a multilateral consortium consisting of academic and non-academic partners in view of applying for national or international funds to carry out research activities in several countries; engaging with business partners or non-governmental organisations to conduct research and put the results at the disposal of the partnership. The compulsory nature of the human rights assessment also implies that ongoing cooperation contracts are not subject to this assessment, but of course universities can decide for themselves to go further and conduct the assessment across the board for all contracts and activities.

A second proposed guideline relates to the various aspects that constitute the object of the human rights assessment. The Working Group has proposed two crucial aspects:

- The partners with whom collaboration is envisaged or ongoing: the assessment aims at detecting potential human rights problems on the basis of the 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 systematic discrimination 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 requirement of 'due diligence' in the sector of business and human rights, the Working Group distinguished two types of assessment:

- A first screening of the envisaged cooperation (partners and activities), which implies a light check to assess potential problems, risks, or even violations;
- A further scoping of the planned cooperation (partners and activities), which is only warranted if 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.

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 continuum: very mild consequences (such as seeking more information from external sources, or entering into dialogue with the potential partner to clarify the situation); stricter consequences (e.g. modify the provisions of the contract); and strong consequences (such as barring a partner from joining an envisaged consortium, or withdrawing from a future cooperation).

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 negotiated in each and every 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 Interuniversity 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 strong level of awareness about human rights and their possible violations at all levels in the universities, and it may lead these universities to be more selective in the kind of partnerships and activities they wish to engage in in future university cooperation. It is too early to gauge the reactions and impact on the ground from the various university sectors, only time will tell. And of course, the proposed guidelines first need validation from the competent academic authorities at the Flemish Interuniversity Council.

28. Values and ethical aspects in internationalisation strategies, Adinda 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 internationalisation discourse. Accountability for internationalisation by measuring its effects in terms of intercultural competence development, 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 exact opposite. 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.

Value 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.

Value 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.

Value 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 (EAIE) 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 address these dilemmas in internationalisation. From a recent analysis of European, Asian and North American national and supranational policies we have discovered that national authorities tend to have a blind spot for most of the dilemmas presented above (van Gaalen et al., 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

When Higher education institution and systems aim to serve the public interest, it seems pertinent to pose the question: what is the public in an increasingly internationally oriented higher education sector? Education as a public good could well be 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)?

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Questions to encourage academics to unearth dimensions of discourses entangled in curricula.

Appendix of contribution of Shannon Morreira, University of Cape Town

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?
- What conferences do you attend and where do you publish?
- 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

- Does your curriculum reflect its location in Africa and the global South? To what extent does it draw on subjugated histories/ voices/ cultures/ languages and/or address the meaning of their absences?
- Does your curriculum draw on the critical Humanities to historicize, relativize and deconstruct inherited curricula and dominant world-views?
- 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 resources to function effectively in a plural society?
- Which researchers in your department engage with the lived experiences of subordinated groups?
- 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?

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3.4. Rethinking the Curriculum

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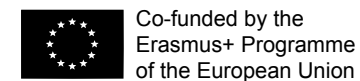
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