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# What does higher education internationalisation have to do with refugee resettlement?

**Workshop, 10-1pm**  
**Facilitated by Dr Tiffany Cone, AUW**

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- ❖ **Institute of International Education (IIE)'S president Allan Goodman has argued that**
    - ❖ “the more than 20,000 higher education institutions worldwide should each offer to take in at least one displaced student and rescue one scholar. This would make a dent in preventing a global lost generation, while also saving, in some cases, entire national academies.”
    - ❖ *EDUCATION PLUS DEVELOPMENT - Three ways higher education can respond to the Syrian refugee crisis. Allan Goodman. Friday, May 13, 2016.*

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# Today

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- ❖ 10-10.30- Introduce AUW and Student HE Considerations - NZ/Global Responses in HE to needs of refugees
- ❖ 10.30-12:00: Three Discussions (30 mins each, 15/15)
  - ❖ 1. Who are the international students at the University of Otago? What countries are under-represented amongst our international community? Why would students such as those at AUW choose to come to NZ to study (or not?) (30 mins)
  - ❖ 2. *See Handout:* Have a read of what HE institutes are doing to respond to needs of refugees globally. What could HE institutes in NZ (such as Otago) do to better respond to the refugee 'community'? What barriers may exist in achieving these initiatives?
  - ❖ 3. How could/should the refugee 'crisis' impact our understandings of HE 'internationalisation'?
- ❖ 12:00-1:00: Questions / Ongoing Discussion / Lunch





Nepal

Bhutan

Brahmaputra

India

Ganges

India

**Bangladesh**

Dhaka

Chittagong

Bay of Bengal

Myanmar

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# AUW (Asian University for Women)

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- ❖ independent, international liberal arts university in Chittagong, Bangladesh
- ❖ has more than 750 students enrolled from 18 countries across Asia and the Middle East
- ❖ seeks to “educate a new generation of leaders in Asia”
- ❖ admits students on the basis of merit, regardless of their family's income level
- ❖ nearly all students are on full scholarship with many as the first in their family to attend university
- ❖ many are refugees from backgrounds of displacement, forced migration and trauma (Myanmar, Yemen, Syria, Bhutan, Afghanistan, Palestine, Pakistan)

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# Programs

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- ❖ **Pathways for Promise (1 year)** - Pre-Access Preparatory program to improve literacy and numeracy for:
  - ❖ Daughters of micro-finance borrowers; Historically neglected ethnic minorities; Ready-made garment factory workers; Tea estate workers; Refugees and internally displaced persons; and Women from poorer socio-economic strata.
- ❖ **Access Academy (1 year)** - Pre-collegiate courses focused on English communication skills, critical thinking, problem-solving, and strategies for lifelong learning.
  - ❖ Computer Literacy, Geography, Language & Composition, Pre-Calculus, Reading Across Disciplines, and World Civilizations; Leadership Seminar; Martial Arts training;

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# UG1 - General Education/Core

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- ❖ Undergraduate Degrees (3 year) - In UG1 - all students have to do a set of 'general education' or 'core' courses in the first year and a half no matter what major they choose. This intends to provide them with a broad based, liberal arts foundation. These include 12 courses in total comprising the following:
  - ❖ SOCA (Social Analysis)/ETHR (Ethical Reasoning) (3 in total, could be 2 SOCA, 1 ETHR)
  - ❖ LCSA (Literature, Civilization Studies, Society, Arts) (3 in total)
  - ❖ MATH/SCI (3 in total, could be 2 MATH 1 SCI or 2 SCI 1 MATH depending on intended major)
  - ❖ WSEM (Writing Seminars) (2)
  - ❖ CSCI (Computer Science course)

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# BA/BSc

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- ❖ They then choose from the following five majors:
  - ❖ Economics (B.Sc.);
  - ❖ Environmental Sciences (B. Sc.);
  - ❖ Philosophy, Politics & Economics (B.A.);
  - ❖ Public Health Studies (B.Sc.)
  - ❖ Bioinformatics (B.Sc.)
- ❖ The University also offers minors in about 10 subjects including Asian Studies, Gender Studies, Psychology and Development Studies.
- ❖ \*Used to offer Asian Studies but in process of proposing a new Global Studies BA degree as current humanities offerings in terms of majors are limited.

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# Internships, Summer Projects, Study Abroad

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- ❖ Internships and Summer Projects (4 academic credits each) are integrated into the curriculum.
- ❖ Semester-length study abroad:
  - ❖ Ehwa Womans' University - Korea
  - ❖ Sookmyung Women's University - Korea
  - ❖ Sciences Po, France
  - ❖ University of Sussex, United Kingdom
  - ❖ Central European University, Hungary

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# AUW students HE considerations

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- ❖ Finances - **Full-funding** the most pressing reality for most, but just as important for many was the chance to **support their family from afar or bring them along**
- ❖ **Safety and security** as women, and as **ethnic and religious minorities** in their host country
  - ❖ Tolerance and recognition of religious faith - for some knowing they were going to a country that was 'Muslim' majority was helpful (i.e Muslim student from Palestine shifting to Bangladesh or a Rohingya Muslim coming to Bangladesh); for others, it was problematic, (i.e Afghan student who belongs to Hazara Shi'a community in Pakistan in context of Sunni-majority Bangladesh)
- ❖ **Language** - For some, the chance to further practice their English was a major driver to come to AUW but for some learning another language in order to study there is part of attraction (graduate study in Swedish or French for example).

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- ❖ **'Cultural Diversity' and 'Empowering Women'**- the desire to experience cultural diversity and the idea of the empowerment of women pulled some to AUW and remain factors in shaping what kinds of institutions they choose next (**'global', 'feminist', 'open-minded'**)
  - ❖ **Service-oriented** - given their backgrounds, they are very much driven to make their degree 'work' for their communities back home, so they need to see the relevance of what's on offer, **very pragmatic** and **socially-minded** considerations
  - ❖ **Awareness of the Eurocentric knowledge systems they are being taught (at AUW and elsewhere)**, and not necessarily wanting to imbibe that fully (critical thinking, very self-reflexive and hyper-aware of their positioning in terms of gender, ethnicity, age, nationality, colonisation)
  - ❖ *Implications of these factors in terms of the education we provide....*

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# Importance of Equity and Access to Higher Education

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- ❖ Around 32% of people around the world have access to higher education, while for a refugee, this number goes down to less than 1 % (University World News, 2016)
- ❖ Various social theories and studies conducted by UNESCO, stress the fact that *blocking the opportunity to or any inequality or discrimination in education, fuels social tensions and conflicts and may even lead to a new conflict or war.*

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# Access to HE: What are other countries doing?

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- ❖ **Connected learning** - providing free access to online learning communities, online degree options, free language tuition
- ❖ **Funding (fellowships and scholarships)** and job placement for **at-risk academics**
- ❖ **Full scholarships** for refugee students
  - ❖ **World University of Canada's Student Refugee Program (SRP)** - Universities sometimes fund refugee education through student and faculty levies (nominal fees added to student tuition bills)
- ❖ **Mentoring programs, training programs** for job placements, language training through MOOCs and online forums

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# ChangeMakers Refugee Forum

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- ❖ **ChangeMakers Refugee Forum** launched a campaign in 2011 to have refugee-background students recognised as an equity group in government policy and at NZ universities and polytechnics.
- ❖ They worked with the New Zealand National Refugee Network, academics from Victoria University, and ESOL Access and Assessment Specialist Service (MCLaSS).
  - ❖ “Equity Funding provides for a range of support for identified equity groups. Support generally includes a mix of pastoral and academic support, tutoring and mentoring programmes, and the provision of cultural coordinators and support people.”

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# ChangeMakers Refugee Forum (Briefing Paper, 2011)

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- ❖ Identified barriers for refugee integration and recognition in Higher Education:
  - ❖ feeling alienated in the academic environment
  - ❖ family and community demands
  - ❖ lack of community support
  - ❖ peer pressures
  - ❖ little or no access to private study areas
  - ❖ English literacy difficulties

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- ❖ history of very broken education
  - ❖ concern about family members still at risk
  - ❖ lack of culturally familiar courses
  - ❖ financial hardship
  - ❖ lack of information about tertiary programmes and study options
  - ❖ lack of role models and mentors
  - ❖ lack of knowledge from university staff about the specific needs of refugee-background students.

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# See also

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- ❖ *An equitable education: Achieving equity status and measures to ensure equality for refugee-background tertiary students in Aotearoa New Zealand (2011) Sara Kindon*
- ❖ <https://www.victoria.ac.nz/cacr/research/migration/an-equitable-education>

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# HE - Support Networks/Equity Groups:

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- ❖ **Auckland University - AUSA** is establishing a University club for students from refugee backgrounds to share their experiences, create a supportive community and help advise the Equity Office on the needs of students from refugee backgrounds.
- ❖ **Victoria University - VUW** recognises refugees as an equity group, but the data on their experiences is only just starting to be looked at in terms of impacting services provided. Some universities also have online portals for refugee community to access information.
- ❖ **Otago University** - recognises refugees as an equity group but this hasn't manifested in any tangible outcomes as of yet (such as club support/targeted mentoring/targeted resources).

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# Scholarships

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- ❖ **University of Auckland Scholarships for Students from Refugee Backgrounds:** Up to three Scholarships will be awarded annually, each for a period of one year, and will be of the value of up to \$5,000 each.
- ❖ **VUW Equity Grants For Students From Refugee Backgrounds.** Up to \$2000. One year. Minimum of two grants per year.
- ❖ **Refugee Scholarships - Catholic Foundation of Archdiocese of Wellington:** The Catholic Foundation grants a further two scholarships each year to students who are sons or daughters of refugees to New Zealand (up to \$9000 over three years).
- ❖ **Sir Robert Jones Refugee Daughters' Scholarship:** Tuition fees are paid in full, with hostel accommodation paid for two years of study if the student attends a tertiary institution away from home. *(50/50 arrangement with the Auckland University of Technology, the University of Victoria, the University of Waikato and the University of Otago to share the fees for the Robert Jones Refugee Daughter Scholarships)*
- ❖ **Unitec: Language Studies - Refugee English Fund Grants.** Award value: Up to \$3,043 towards course fees
- ❖ **Graduate Women Manawatu Charitable Trust Refugee Study Award 2018 -** The Refugee Study Awards are for women who are studying for a New Zealand tertiary qualification, and who have not been through the New Zealand school system (\$3000)

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# Discussion One

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- ❖ Who are the international students at the University of Otago?
- ❖ What countries are under-represented amongst our international community?
- ❖ Why would students such as those at AUW choose to come to NZ to study (or not)? What might be challenging for these students about studying in this country / Otago?

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# University of Otago - I.S Profile

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| International Students | 2016         | 2015         | 2014         | 2013         | 2012         |
|------------------------|--------------|--------------|--------------|--------------|--------------|
| Undergraduate          | 1,810        | 1,768        | 1,868        | 1,879        | 1,924        |
| Postgraduate           | 913          | 824          | 825          | 769          | 766          |
| <b>Total</b>           | <b>2,723</b> | <b>2,592</b> | <b>2,693</b> | <b>2,648</b> | <b>2,690</b> |

| International Students by Home Country | 2016         | 2015         | 2014         | 2013         | 2012         |
|--|--------------|--------------|--------------|--------------|--------------|
| United States of America               | 721          | 656          | 581          | 578          | 530          |
| China                                  | 488          | 458          | 452          | 428          | 397          |
| Malaysia                               | 241          | 254          | 287          | 405          | 506          |
| India                                  | 118          | 103          | 99           | 101          | 104          |
| United Kingdom                         | 86           | 100          | 100          | 104          | 98           |
| Germany                                | 72           | 62           | 79           | 72           | 85           |
| Canada                                 | 54           | 54           | 66           | 90           | 97           |
| Iran                                   | 53           | 61           | 59           | 50           | 36           |
| Brunei Darussalam                      | 52           | 56           | 61           | 60           | 70           |
| France                                 | 52           | 40           | 38           | 35           | 42           |
| Singapore                              | 51           | 45           | 45           | 42           | 31           |
| Japan                                  | 44           | 51           | 55           | 49           | 40           |
| Saudi Arabia                           | 42           | 52           | 63           | 75           | 73           |
| Norway                                 | 34           | 25           | 31           | 18           | 17           |
| Indonesia                              | 32           | 20           | 19           | 12           | 10           |
| South Korea                            | 31           | 32           | 38           | 47           | 50           |
| Oman                                   | 30           | 30           | 30           | 24           | 23           |
| Thailand                               | 30           | 32           | 32           | 33           | 36           |
| Viet Nam                               | 25           | 26           | 27           | 27           | 23           |
| Denmark                                | 24           | 14           | 11           | 16           | 18           |
| Pakistan                               | 21           | 21           | 11           | 16           | 18           |
| Other                                  | 422          | 329          | 324          | 328          | 352          |
| <b>Total</b>                           | <b>2,723</b> | <b>2,592</b> | <b>2,577</b> | <b>2,648</b> | <b>2,690</b> |

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# Discussion Two

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- ❖ *See Handout: Have a read of what HE institutes are doing to respond to needs of refugees globally.*
- ❖ What could HE institutes in NZ (such as Otago) do to better respond to the refugee 'community'?
- ❖ What barriers may exist in achieving these initiatives?  
(30 mins)

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# Discussion Three

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- ❖ How might current conceptualisations of internationalisation limit our understanding of the role of the university, and how might internationalisation be re-conceptualised?
- ❖ How could / should the refugee 'crisis' impact our understandings of internationalisation?

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# ‘Internationalisation’

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- ❖ Internationalisation of higher education *in theory* is
  - ❖ "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education." (Knight, Jane: 2003)
- ❖ Internationalisation of higher education *in practice* is
  - ❖ "the process of commercialising research and postsecondary education, and international competition for the recruitment of foreign students from wealthy and privileged countries in order to generate revenue, secure national profile, and build international reputation." (Khorsandi Taskoh, Ali: 2014).

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# Rasha Faek\*

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- ❖ “A discussion of internationalisation of education cannot be comprehensive, realistic, or effective if it excludes millions of refugees and displaced persons. We all believe in education as a human right, and believe in the internationalisation of education as a powerful and practical way to bridge the gap between industrialised nations and developing countries, so we can’t ignore millions of people who are harmed by political conflicts beyond their control.
- ❖ Recruiting students from all over the world should not be confined to rich students who can pay expensive fees; universities should not consider students as cash cows but as an added value to the education of all their students. Therefore, true internationalisation should include students for whom a good education is a lifeline, and who believe in education as a road to a better life. Promoting higher education for refugees is critical to the success of the internationalisation of education.”

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- ❖ “It is essential for academic institutions to take a real and active interest in supporting refugee education, especially given that higher education is not usually included in the services provided by humanitarian agencies during conflicts.
  - ❖ Academic institutions can help by providing **more scholarships for refugee students**, and offering **online courses, psychological support and cultural activities** that help refugees and host communities integrate. They can provide the **technical expertise of their faculty members and the enthusiasm of volunteering students** to help out at schools and universities in countries flooded with refugees. And, finally, universities can – and have the responsibility to – **work to change stereotypes about refugees that portray them as a burden and a problem**, rather than what they really are: human beings trying to survive, to work and to bring something of value to their host communities.”
    - ❖ Rasha Faek (Managing Editor at Al-Fanar Media, an independent publication dedicated to covering higher education in the Arab region).