



CONFERENCE

18TH – 19TH JUNE 2019
BERLIN



CONCEPT NOTE INTERNATIONALISATION

June 19, 2019, 14h00 to 15h15

Format

A moderator will facilitate the session and a rapporteur will summarize the results. The moderator will give a brief introduction to the topic of the workshop, then turning the floor to the speakers to introduce themselves and give starting statements to kick off the discussion. The session will then open up for questions and inputs from participants.

In Brief

This workshop provides an opportunity to reflect on the relationship between the influx of refugee students in high numbers and the strategic aim of internationalizing universities worldwide. Understanding internationalisation of higher education as “the process of integrating an international/ intercultural dimension into the teaching, research and service of the institution” (Jane Knight, 1997), challenges AND opportunities of high refugee student numbers in higher education institutions worldwide will be discussed.

Background

Internationalisation of higher education is driven by global competition between higher education institutions and systems of higher education, by a global hunt for talent, by the need to prepare students for the global labour market – and, last but not least, by global challenges such as climate change, the energy crisis and migration. Being a strategic aim of universities for some time already, the large refugee movements of the recent past have doubled the pressure on faculties, university leadership and politicians to come up with working concepts of internationalisation in higher education. Internationalisation in this context can be seen as a pre-requisite for the successful inclusion of refugee students in higher education. At the same time, refugee students can be understood as a driving force for internationalisation, offering – at least in some cases – additional funding opportunities and a testing ground for internationalisation instruments. In Germany, politics and HEIs tend to see incoming refugee students not only under humanitarian aspects but as well as a strategic opportunity. The German government has invested around 100 Million EURO in a support scheme for German HEIs in order to help with the integration of refugee students. This is viewed as a long-term investment, helping HEIs to sharpen their tools for a competitive position on the global education market. In many other countries with high numbers of refugee students, this optimistic view is not generally shared: To the contrary, here the inclusion of refugee students is often primarily seen as a burden one has to carry for humanitarian reasons, but a burden nevertheless.

Discussing the situation in Germany, Berg (2018) concludes:

“Diversity and internationalisation should be framed as positive factors within a globalised world, and refugees should be seen as prospective highly capable students instead of exclusively focussing on their special needs.”

In our workshop, we will discuss in how far this positive experience from Germany can be transferred to other countries with different framework conditions in higher education. Furthermore, we will try to reflect



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upon the importance of specific challenges and support structures for the integration of refugees in HEIs in the context of an institution's internationalisation strategy.

Topics to be discussed:

- In how far has your institution's internationalisation strategy been affected by incoming refugee students? Would you consider the intake of these students as a push for internationalisation of HEIs?
- Where do international students' needs in general differ from the needs of refugee students? Where do their needs meet?
 - o Recognition of qualifications
 - o Language learning
 - o Financing higher education
 - o Study culture / Campus life
 - o Trauma and psychological stress
- From your experience with internationalisation in HE, what are the instruments you found most useful in dealing with refugee students (best practise)?
- "International classroom": How would you describe the effect refugee students had on academic and social life on campus? How did the general student population react?
- Lessons learned: With the experience of incoming refugee students – how did it help you to further develop your institution's internationalisation strategy? What is needed in terms of framework conditions to turn a humanitarian approach to the refugee crisis into a win-win scenario regarding internationalisation?

Moderator

Dr. Christian Hülshörster, DAAD, Head of Division Scholarship Programmes South

Speakers

Prof. Dr. Karin Amos, Prorector, Professor at the Institute of Education of the Eberhard Karls University Tübingen, Germany

Prof. Dr. Manar Fayyad, President of the German Jordanian University in Amman, Jordan

Abdullah Eren, President of the Presidency of Turks Abroad and Related Communities (YTB), Turkey (tbc)



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Dr. Fouzia Warsame, Dean Faculty of Education & Social Sciences at Somali National University, Somalia

Rapporteur

Dr. Barbara Sheldon, Head of Section Strategic Planning, Alexander von Humboldt Foundation, Germany

Background Reading

https://link.springer.com/chapter/10.1007/978-3-319-77407-7_15

https://www.svr-migration.de/wp-content/uploads/2019/03/SVR_FB_Schrumpfende_Hochschulstandorte.pdf (p.32ff in German only)

https://www.daad.de/medien/der-daad/pdf_paths_to_the_future_.pdf

https://www.daad.de/medien/downloads/studie_hochschulzugang_fluechtlinge_engl.pdf

https://www.daad.de/medien/der-daad/p15_geflu%CC%88chtete_en_rz_web.pdf

<https://www.wissenschaftsrat.de/download/archiv/7118-18.pdf>
(in German only)

<https://www.peterlang.com/view/title/65873> (Higher Education Challenges for Migrant and Refugee Students in a Global World Edited by Khalid Arar, Kussai Haj-Yehia, David B Ross and Yasar Kondakci)