

FORUM

MEMBER
MAGAZINE

Discussing international education

INTERNATIONALISATION IN A CONFLICTED WORLD

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AS A CONFLICT ZONE

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European Association for International Education
PO Box 11189, 1001 GD Amsterdam, The Netherlands
TEL +31-20-344 51 00, FAX +31-20-344 51 19
E-MAIL info@eaie.org, www.eaie.org

Editor

Laura Rumbley
Publications Committee Laura Rumbley (Chair),
Jill Archer, Irina Ferencz, Marit Egner, Elise Kuurstra

Marketing & Communications Manager

Elise Kuurstra
Editorial Coordinator Laura Mesquita
Graphic Designer Nhu Nguyen

E-MAIL publications@eaie.org

Advertising

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06

“Students and graduates cannot make a real difference in the world if they are only capable of processing simplified explanations about complex issues”

TEACHING CRITICAL, ETHICAL THINKING

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“Higher education professionals must begin to recognise the social responsibility that comes with their job”

NOT JUST TEACHING, BUT ‘PEACE-ING’



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“Education is an engine for culture, justice, stability and prosperity”

IN CONVERSATION WITH ROB QUINN

35

“It is the responsibility of university academics to ensure that we are sufficiently reflecting upon our educational interventions in the era of internationalisation”

INTERNATIONALISED HIGHER EDUCATION
AS A CONFLICT ZONE



EDITORIAL

I have absolutely no empirical evidence on which to base the statement ‘we live in an increasingly complex and conflicted world’. But, for many of us with some years of experience under our belts, the sentiment certainly *feels* accurate. Sadly, anecdotal evidence supporting the theory abounds from the last decade and a half – the coordinated 11 September 2001 attacks in the United States and subsequent military actions in Iraq and Afghanistan; the hotel attacks in Mumbai (2008), Tunisia (2015), and Ivory Coast (2016); the mass shooting in Norway in 2011; the Sydney hostage crisis in 2014 and the shooting down of a commercial airliner over Ukraine in the same year; the November 2015 terrorist attacks in Paris; the March 2016 stabbing death of an American graduate student in Tel Aviv, who was part of a university-organised trip there; Syria’s ongoing implosion; and the European refugee crisis. Alas, the list goes on and on. Indeed, as I sit to write this editorial, news is emanating from Brussels about the deaths of at least two-dozen individuals, as a result of two separate bombings there this morning.

Ultimately, greater minds than mine will do a better job determining if there is actually a higher, a lower, or a steady-state level of danger in the world. More important for me, as an international education practitioner, is to move beyond the alarm produced by these events, and deal with the business at hand: how to best design programmes, educate students, and serve our various constituencies in a world in which conflict does exist, and where ‘critical incidents’ – big and small – may materialise at any time.

The selection of articles in this issue of *Forum* gives us some thoughtful perspectives on some of the most important aspects of this discussion today. Perhaps first and foremost is the very pragmatic need to accept that ‘bad things’ – from a relatively minor personal security incident to a full-blown disaster – sometimes do happen, and that we need to have workable plans in place in order to respond swiftly and sensibly at such times.

As conflict plays out over time, the international education community is then called upon to work within the constraints of such difficult situations, and to devise creative and constructive ways to leverage the opportunities they present, and lessen their most detrimental effects. Better understanding of, and adaption to, the realities of working with (or within)

countries or regions in conflict, provides important pathways for ongoing engagement – ideally, with mutually beneficial results for all involved.

Finally, several of our contributing authors indicate that the realities of conflict have a key place in the education we provide to students. Theirs is a compelling argument that – through thoughtful curricula, pedagogy, and self-awareness – we can help students cultivate a sophisticated understanding of the many dimensions of conflict in our midst, and an authentic commitment to its dismantling. Empirical evidence to support me or not, I would argue that these are objectives worth fighting for.

—*Laura Rumbley*, Editor
publications@caie.org



CONTRIBUTORS

Savo Heleta

Manager of Internationalisation at Home and Research at Nelson Mandela Metropolitan University, South Africa

When Savo isn't working on internationalisation at home, studying the rebuilding of higher education in post-conflict settings or the development of global competence, he practices long-distance runs.

Vesna Hart

Assistant Professor of Graduate Psychology at James Madison University, USA and Project Coordinator, International Network of Universities

Once an international student herself, Vesna was drawn to the field of internationalisation by the possibility of engaging with global challenges.

Ghada Aldasooqi

Senior Advisor, NOKUT, Norway

To Ghada, the benefits of international education last for a lifetime. Beyond the observable cultural and economic benefits, internationalisation forges connections.

Hana Addan El-Ghali

Senior Program Coordinator at Issam Fares Institute for Public Policy and International Affairs at American University of Beirut, Lebanon

Having pursued her PhD in the USA, Hana believes that study abroad not only teaches us about other cultures and practices, it allows us to reflect on our own.

Abigail Jones

Head of International Projects, UK NARIC, UK

Having studied and taught abroad, Abigail found that the differences between educational systems offer great opportunities for comparison.

Amit Marantz-Gal

Lecturer of English for Academic Purposes and Business English at Sapir College, Israel

Amit has quite the international student background, having studied in Kenya and her native Israel, only to obtain her PhD in Italy!

Claire Morel

Head of Unit at European Commission, Belgium

Claire has almost two decades of experience in the field of international cooperation in education and training.

Kari Anette Lindemann

Program Advisor at Students' and Academics' International Assistance Fund, Norway

When she is not working on human rights and development cooperation in internationalisation, Kari can be found climbing (biking and skiing) mountains.

Martha Johnson

Assistant Dean Learning Abroad, University of Minnesota, USA

Like many in the field, Martha was inspired to work in internationalisation after having studied abroad herself, in Ireland and England.

Eryn Espín-Kudzinski

Director of Health, Safety and Security Institute for Study Abroad, Butler University, USA

Through internationalisation, Eryn wants students to gain new perspectives on how people from different countries and cultures live.

Jonathan Kaplan

Vice Provost at Rothberg International School, Hebrew University of Jerusalem, Israel

Jonathan has a true passion for international education, but international experience is not all he accumulated in life: his hobbies include collecting books and stamps.

Lucie Koutkova

International Affairs Specialist at Technical University of Liberec, Czech Republic

Lucie is quite the polyglot, speaking Czech, German, English, French and even a little Chinese!

Ivana Pekařová

International Office Coordinator at Technical University of Liberec, Czech Republic

With 30 years of experience teaching and working with an international team of educators, Ivana is a true veteran of the field.

Nicole Lassahn

Project Manager Promotion and Internationalisation at Université Grenoble Alpes, France

Before working in internationalisation, Nicole used to teach literature and writing.

Sabine Sainte-Rose

Associate Director for Promotion and Internationalisation at Université Grenoble Alpes, France

Aside from France, Sabine has worked in Ireland, the USA, Canada and the Czech Republic.

Martin Hochreiter

IT Administrator and Crisis Management Trainer at St. Pölten University of Applied Sciences, Austria

When Martin is not managing crises or administering IT at his institution, he works as an officer and medic at the Austrian Red Cross.

Maija Airas

Head of Unit Higher Education Cooperation at CIMO, Finland

A university student in 1995 when Finland joined the EU, Maija remembers thinking of educational programmes like Erasmus as concrete landmarks of EU membership.

James King

Assistant Director, Scholar Rescue Fund of the Institute of International Education (IIE-SRF), USA


Having had a life-long interest in cultural studies, James realised that international education is the most effective means to promote better relationships between people and nations.

Leon Moosavi

Lecturer in Sociology and Director of the University of Liverpool in Singapore

In his free time from work, Leon likes to spend his days... working some more!

TEACHING CRITICAL ETHICAL THINKING



Tomorrow's graduates will live in a world where conflict, poverty, inequality, migration, climate change and other challenges are widespread. They will need a deep awareness of different cultures, perspectives and identities, and of how they respond to each other at a time when cooperation is a prerequisite for progress. They will need knowledge about the world and its various peoples, cultures, places and processes, and the critical thinking skills that help them make real sense of that knowledge.¹

With the power of the internet, technology and social media, “we now have the possibility for global activism in ways that have never been possible in the past”.² Yet some would say that most of the recent social justice activism targeting young people has tended to present simplistic accounts and analyses of complex global issues in order to harness support. Driven by powerful emotions and moral outrage, it is not uncommon for human beings to react without awareness of the meaning of their emotional reaction and without engagement in critical thinking. Campaigns that fit the above description are numerous: Save Darfur, Stop Kony, Bring Back Our Girls, and Cecil the Lion, *etc.*

SIMPLISTIC NARRATIVES

The Stop Kony campaign of 2013, by the NGO ‘Invisible Children’ – focusing on a notorious warlord operating in northern Uganda and neighbouring countries responsible for mayhem, enslavement and murder – attracted the attention of millions of people around the world, many of them university students. Invisible Children portrayed “complex problems – civil war, widespread injustice and structural imbalance in central Africa, as well as between Africa and the rest of the world – in simple terms as the product of one man’s misdeeds”.³

Sullivan, Landau and Kay warn that, while the content and messages that “inspire strong emotional reactions, such as feelings of moral outrage are often used to inspire engagement in social justice and peace-building campaigns”, when the “content attempts more nuanced or

complex approaches to political issues, it seems that the ability to inspire outrage and determination is significantly lessened”.⁴ This is what happened with the Stop Kony campaign. After criticism of the campaign and their first video, Invisible Children released another, more comprehensive video. This video led to a decline of the campaign – perhaps due to its complexity.

CRITICAL THINKING

Students and graduates cannot make a real difference in the world if they are only capable of processing simplified explanations about complex issues. They can only make difference if they engage in deep critical debates and exploration of a wide array of complex information and factors. And if they cannot engage with and handle comprehensive information about a faraway conflict from the safety of their homes or schools, how can we expect that they become activists, work in fragile countries, war zones or post-war settings?

Students and graduates cannot make a real difference in the world if they are only capable of processing simplified explanations about complex issues

Another major challenge that universities and academics need to tackle is the ‘us saving them’ social justice and peace-building activism. This is the widespread type of activism in the Western world, where compassionate

and well-meaning people campaign to ‘save’ the hopeless and helpless in developing and impoverished countries. This type of activism creates stereotypes, and is deeply flawed and patronising. Seay and de Waal recommend an alternative approach, ‘authentic activism’:

The principle of ‘do no harm’ applies to advocacy as it does to humanitarian action. This demands a level of reflectiveness and humility among advocates. It requires balance and attentiveness to evidence, including readiness to change one’s mind when the facts change. Any advocacy story that puts outsiders at the center of the script is wrong.⁵

We should expect our students and graduates to engage in nothing less than ‘authentic activism’. This kind of activism “requires making the affected people the protagonist: letting them define the issues, and welcoming their complicated manifold stories”.⁶ Educators have a responsibility to encourage students to

look through the critical lens and understand their own narratives. Otherwise it is difficult to understand the story of the other and engage in critical reasoning towards sustainable solutions. Critical thinking “requires grounding one’s

beliefs in evidence rather than in emotion or desire, and learning how to search for and evaluate evidence that might contradict one's initial hypothesis".⁷ Higher education institutions across the globe claim to be developing critical thinkers, but something appears to have gone

action, is best learned when far away from the epicentre of a conflict. Indeed, the more critical and ethical reasoning are practiced in contexts of low emotional engagement, the easier it is to employ critical and ethical reasoning in times of high emotional engagement.

thinking skills and knowledge about inequalities, and challenges and possibilities in today's world. This will help them understand current and future events and what they can do in an informed and non-paternalistic way.

— SAVO HELETA & VESNA HART

Higher education institutions across the globe claim to be developing critical thinkers, but something appears to have gone wrong

wrong somewhere. Polychroniou argues that the focus of universities has become development of professionals, rather than critical thinkers:

Universities have abandoned their traditional role of preparing students to be caring, active citizens, and, instead, aim almost exclusively towards preparing them for the global marketplace. Accordingly, most universities produce professionals these days rather than graduates as critically engaged citizens who will play a leading role in their communities and in the struggle for a better world.⁸

GLOBAL THINKING

Globalisation demands that universities prepare students to be competent, responsible and globally-minded individuals capable of living and working in the interconnected world.⁹ As educators, we can make a difference by engaging students in learning that develops critical thinking skills through consideration of complex problems facing the world.¹⁰ Development of critical thinking skills, which include analysing, synthesising, conceptualising, applying and evaluating information as a guide to belief and

ETHICAL REASONING

In addition to learning about social, political, economic, structural and other global challenges and engaging with people who live in difficult situations, educators need to assist in the development of ethical reasoning guided by the values of care, concern, empathy, compassion, humility and determination. Socio-emotional competencies, problem-solving, critical thinking, openness, reflexivity, and the appreciation of diverse perspectives and complex narratives will

Educators need to assist in the development of ethical reasoning

enable graduates to work for ethical and sustainable change. Development of these values, skills and qualities will build capacity for increased self-awareness necessary to work for change on the local, national and global levels.

Whether through internationalisation at home or abroad, students must be given opportunities to develop critical

1. Oxford Martin Commission for Future Generations. (2013). *Now for the Long Term*. Oxford Martin School. University of Oxford.

2. Luttrell-Rowland, M. Consumerism Trumps Education: The Kony 2012 Campaign. *Huffington Post*. March 11, 2012.

3. Sullivan, D., Landau, M. J., and Kay, A. C. (2014). When Enemies Go Viral (or Not) – A Real-Time Experiment During the "Stop Kony" Campaign. *Psychology of Popular Media Culture*. p. 2.

4. Ibid. p. 10.

5. Seay, L. and de Waal, A. Do-gooders, do no harm: What are the best-and worst-ways to help those mired in international conflicts? *Washington Post*. July 17, 2015.

6. Ibid.

7. Lukianoff, G. and Haidt, J. The Coddling of the American Mind. *The Atlantic*. September 2015.

8. Polychroniou, C. J. Whatever happened to critical intellectuals? *Al Jazeera*. September 4, 2015.

9. Hudzik, J. and McCarthy, J. (2012). *Leading Comprehensive Internationalization: Strategy and Tactics for Action*. Washington, DC: NAFSA.

10. Rittel H. W. J., and Webber, M. M. (1973). Dilemmas in a General Theory of Planning. *Policy Sciences*. Vol. 4. pp. 155-169.

SYRIA

A HIGHER EDUCATION SECTOR UNDER FIRE

The Syrian refugee crisis has become one of the most challenging contemporary global humanitarian dilemmas. As the conflict enters its fifth year, over 300,000 have been killed; and there are close to 4.5 million refugees and more than 9 million internally displaced people. According to UNESCO, around 5.6 million children and youth inside Syria and in neighbouring countries need to go to schools and the conflict has devastated Syria's once robust higher education sector. ►

The governments of countries hosting Syrian refugees such as Lebanon, Jordan and Turkey are making considerable progress in educating young refugees, with 200 Lebanese schools already offering a double-shift system and Jordan and Turkey set to roll out the same. Less is in place to support access to and continuation of higher education. The World Education Services notes that support from Turkey, Canada, the EU and international organisations like UNHRC, however, has helped to fund scholarships for Syrian refugees.

SYRIAN EDUCATION PRE-CONFLICT

Syria had a strong record in basic education and high enrolment rates across all levels of education. Government investment in education prior to the war was steadily increasing, from 15% in 2004 to 19% in 2009. Before hostilities began in 2011, Syria had a comprehensive and inclusive higher education system, free and guaranteed for students who'd completed the *Thanawiya* (upper secondary education certificate). Rapid population growth over several decades resulted in overcrowding of the country's post-secondary and higher education institutions.

Prior to the war, many international cooperation projects were undertaken or were in progress, funded by the UNDP



View of Damascus, the capital of Syria.

the needs of the labour market and the country's development. Graduate unemployment – one of the consequences of this mismatch between higher education output and the market's needs – is considered one of the core issues responsible for triggering the youth protests in the Middle East and North Africa (MENA) region in 2011.

THE SYSTEM TODAY

Syrian media, online government portals and higher education institutions' webpages give the impression that university

Many of the state universities are based in what are presently regime-controlled areas, such as Damascus University, Tishreen University in Latakia, and Hama University. The location of universities and campuses are crucial, as they determine an institution's survival. National education reports show that 80,000 students were enrolled for the 2015 spring semester at Al-Baath University, located in the parts of the Homs that were relatively spared the worst ground fighting. By contrast, Aleppo University's branch in Al-Raqqah has been closed since the city fell under ISIS' control.

Campuses located in cities and conflict areas such as Aleppo, Idlib, Deir el-Zour, Raqqah and parts of Homs have been seriously affected. As a result, the Ministry of Higher Education has lost over one billion Syrian pounds (approximately €4 million). And although many universities in Syria are still operating on the surface, the ongoing violence and instability that have led to the introduction of numerous checkpoints restricting campus access have made it difficult for

Prior to the war, many international cooperation projects were undertaken or were in progress, funded by the UNDP and the EU

and the EU, including 39 Tempus projects in the period 2004–2013. Such projects sought to develop and modernise the higher education sector in Syria with one of the major challenges being the lack of relevance of programmes to

life has not affected by the ongoing hostilities. Much effort is made to maintain the government institutions under the regime's control and the state media regularly publish articles about the creation of new faculties, conferences and the like.



Photo: Anton Ivanov (Shutterstock)

students, academics and staff to carry on with their duties.

The Ministry of Higher Education is enabling students from war-affected areas to attend lectures and take their exams at other universities. As a result, some universities, notably Damascus University and Tishreen University, now host thousands of students from other provinces. At times, the Ministry has resorted to transporting exams by military planes and students are also allowed to attempt exams on multiple occasions, contrary to the usual regulations. While these are seen as exceptional measures, they will likely affect both the performance and quality of Syrian higher education in the long run.

Compulsory conscription, reportedly forcible at times, has also had a severe impact on higher education. Many young men have either been recruited to join the military, have been detained or have died. Most remaining higher education students in Syria are young women. Education also remains one of the few means of postponing conscription so it's not uncommon for students to look to prolong

their studies or, in some cases, intentionally fail exams in order to register for another semester. After they graduate, many flee for fear of forced recruitment through roadblocks and door-to-door campaigns.

THE STUDENT DIASPORA

Lebanon, Jordan and Turkey remain key destinations for Syrian refugees, whilst universities across Europe have also promoted opportunities for refugees to continue their studies. The Syrian government is keen to send students to continue their postgraduate education at Master's and PhD levels in countries that support the Syrian regime such as China, Iran and Russia or other countries in Eastern Europe or Latin America; with the government noticeably not supporting study in Western European countries such as France, Germany and the UK.

Nevertheless, in the UK for example, there's been sustained growth in the number of enquiries about Syrian qualifications. The number of individuals applying to the national recognition information

and Dentistry which further highlights the major challenge of brain-drain caused by the conflict.

MOVING FORWARD

Investing in the higher education of Syrian refugees presents a strategic perspective: educating young women and men that will be responsible for rebuilding the country post-war. Yet, the demand for scholarships still outstrips the funds available. Alternative solutions are proposed to provide better chances for young Syrian refugees to get a higher education, such as online or distance learning and MOOCs. Moreover, the problem of the recognition of degrees remains an obstacle.

For example, in Erbil, Iraq, universities may accept Syrian students but require them to prove completion of years of study at their home institutions in Syria – which in many cases is impossible. UNESCO has already started addressing this issue by revisiting the 'Convention on the Recognition of Studies and Qualifications in Higher Education' and working within the

Investing in the higher education of Syrian refugees presents a strategic perspective: educating young women and men that will be responsible for rebuilding the country post-war

centre (UK NARIC) is now more than double that recorded pre-conflict in 2010. This trend is even more apparent when looking at enquiries from universities and employers relating to Syrian qualifications – an increase of 156% between 2012 and 2015. Many of the Syrian qualifications are at Associate, Bachelor and Master's degree level, and typically in professionally-oriented subjects such as Medicine, Engineering, Pharmacy, Law

MENA to facilitate the access of the refugees to higher education. Members of the ENIC-NARIC Networks have also been working to support recognition for the vast number of refugees travelling without their educational certificates. The way forward, sadly, remains unclear. Certainly, the need to invest in and support refugees in continuing their education has never been greater.

— GHADA ALDASOOQI, HANA ADDAN
EL-GHALI & ABIGAIL JONES

NOT JUST TEACHING BUT 'PEACE-ING'



In the modern university, academics often shy away from taking on the role of educating students on sensitive issues. In complex societies like Israel, internationalisation of the curriculum – perceived as neutral ground – offers an unlikely path for generating classroom harmony.

Imagine teaching in a war zone, running to a shelter with your students when the siren goes off and then returning to class to continue the lesson 'as planned'. To complicate matters further, imagine your class is a rich blend of ethnicities, religions and very polarised views of the Israeli-Palestinian conflict. What do you do now? You're just an English teacher in a college and you were never trained to deal with a situation like this. How do you even begin to address your students' anxieties and fears? How do you make room for their different emotional reactions and intense opinions? What are the expectations of the institution from you? Wouldn't it just be easier to pick up where you left off and get back to the text you were reading with them?

EDUCATION AND SOCIAL CHANGE

Luckily this dramatic setting is not an everyday scenario, but even in its absence, heightened political and religious tensions – as well as national security issues – constitute Israeli reality.

Traditionally, higher education institutions refrain from addressing any of these themes in the classroom, relying instead on 'good old' academic materials to work their natural melting-pot magic. Students are expected to sort of 'come together', regardless of personal background, as they adhere to the same academic standards.

Academics normally see their primary role as communicators of knowledge and less as educators

Academics normally see their primary role as communicators of knowledge and less as educators. One cannot be overly critical in this case; after all, introducing and embracing these sensitivities in the classroom can indeed be risky, and involve a deviation from the sterile academic route. But what if there was a viable option to

include a celebration of religious differences for example, or any other national social tension for the matter, and make Israeli higher education an even more powerful agent of social change?

INTERNATIONALISATION

Several academic colleges in Israel that participated in the TEMPUS IRIS project have identified the vast potential of internationalisation of the curriculum in resolving existing tensions. Internationalisation of the curriculum was found to be a useful tool to introduce change on both the practical and content level.¹ Since the term 'internationalisation' carries a relatively neutral tone – free from any local-social sensitivities – colleges readily admitted that when the term was attached to their activities, they had a far greater potential of being embraced both by faculty and students. On the content level, internationalisation offered an option to "imagine new possibilities" rather than just "critically reflect" on existing curriculum, thus providing an opportunity to bring in new pedagogies and fresh content.²



internationalisation of the curriculum was a way to add a 'Peace Education' programme. In this case, the formal aim was to provide students with global perspectives of their discipline and give them a broader knowledge base for their future careers. This was addressed in a topical manner, through an academic course on political conflict resolution using case studies from around the world with Hebrew, not Arabic as the language of instruction. The informal aim of the programme however, was to develop Arab students' integration into Jewish Hebrew-speaking society and strengthen their identity with respect to the larger Israeli Arab population.

IMAGINE THE POSSIBILITIES

The examples above illustrate, on a small scale, the potential that internationalisation of the curriculum can have as an agent for change in a country with many social tensions. Internationalisation can prove highly effective because it provides neutral grounds on which deeply ingrained sensitivities can be challenged and eventually softened.

Now imagine again. Imagine thousands of Israeli graduates, Jewish and Arab, who have systematically exercised, throughout the course of their undergraduate studies, an authentic capacity for co-existence. How would that shape the face of Israeli society? Higher education professionals must begin to recognise the social responsibility that comes with their job. Academics can and should educate for intercultural competencies and sensitivities. Peace takes practice and it begins in the classroom.

—AMIT MARANTZ-GAL

1. Tempus IRIS was a three-year project uniting 19 Israeli and European partners. The project's objective is to promote international and intercultural policies, skills and culture in Israeli public academic colleges.

2. Leask, B. (2013). Internationalizing the curriculum in the disciplines: Imagining new possibilities. *Journal of Studies in International Education*, 17(2), pp. 103–118.

In one college, for example, the English for Academic Purposes curriculum was revised to include more practical language skills and move beyond reading comprehension. Internationalisation of the curriculum was interpreted by the teachers involved in the process as embedding language proficiency relevant to contemporary global needs. As a result, a project-based learning module was added, where students were required to present a comparative analysis of two selected academic papers in English to the rest of the class on a topic of their choice.

Students were instructed to work in pairs and encouraged to select a topic they have a personal interest in. In one case, a group of Bedouin students chose to discuss feminism in Islam. They presented an analysis of the topic from a religious, theoretical and practical perspective, and managed to create a lively discussion among their Jewish classmates, effectively removing any automatic associations the latter may hold between terror, male dominance and Islam. This discussion was not only highly informative and academic,

but also opened up the option for a more personal Jewish–Arab interaction following the lesson.

UNDERSTANDING 'THE OTHER'

In a different college for teacher education, internationalisation of the curriculum directly targeted Jewish–Arab tensions. Their belief was that intercultural sensitivities would be best addressed through personal experience and intimate study/work exchange, driven by the notion that a personal connection is the best way to de-alienate the 'other'. An intercollegiate course was developed, in which students worked in mixed cultural groups on different projects – a practice which is expected to be replicated in their future classrooms when they themselves become teachers. This experience yielded not only close mixed-cultural friendships and professional collaborations, but also a group of future teachers who can now naturally communicate the acceptance of the 'other' to their future primary school students.

In yet another college – an Arab-speaking education college –

ERASMUS+

IN COUNTRIES IN CRISIS

Erasmus+ and its predecessor programmes that aim at fostering academic cooperation and mobility between the EU and other regions of the world, have often dealt with countries and regions in crisis or at war. When other types of international assistance are endangered, it is essential that universities in these countries, as well as their individual staff and students, can maintain links with the international academic community.

For the last several decades, different EU programmes have supported cooperation and mobility between Europe and the academic communities of countries in crisis. Experience has shown that higher education was one of the few policy areas where cooperation could still function – and ideas and information continue to circulate – more or less freely even under the most dramatic circumstances.

Under the international actions of Erasmus+ – in particular its mobility actions and the one supporting capacity building in the partner countries – as well as under previous programmes, dozens of cooperation and mobility projects have been funded with complex regions and countries such as the Middle East, North Africa and the eastern part of Ukraine.

FLEXIBLE ARRANGEMENTS

Working with or in these regions can be very complicated and projects may be required to adapt their strategies so as to keep the cooperation links alive while ensuring the necessary security for the individuals involved. Some actions can be taken to mitigate the risks for partnerships working under difficult conditions. These include exporting cooperation activities to safer environments in neighbouring countries or in Europe; participating in regional rather than national projects in which universities from countries in crisis may not have the leading role but will still benefit enormously from the regional cooperation; reviewing financial



Photo: alterfalter (shutterstock)

procedure for paying institutions and individuals in countries in crisis; relying on new communication technologies such as social media, Skype, conference-calls, or video conferencing; and even suspending activities temporarily until the intensity of the crisis diminishes.

The grant agreements signed with the European Commission provide sufficient flexibility for addressing these necessary adaptations. It offers the possibility to amend the projects' work programmes and timetables, to extend the project duration, to suspend the project activities or to evoke circumstances of *force majeure*. In addition, in the 27 partner countries targeted by the former TEMPUS programme, the Commission has a network of experienced National Erasmus+ Offices that advise project partners on how best to approach the local environment. This includes giving advice on local travel, equipment

purchases, updates on local political and security situations, *etc.* Finally, if project activities prove to be impossible to implement – which is rarely the case – a number of legal solutions exist in order to terminate the problematic parts of a project or, as a last resort, terminate the whole project.

UKRAINE, SYRIA AND LIBYA

Since the start of the conflict in Ukraine, 13 TEMPUS projects and six Erasmus Mundus Action 2 projects involving universities located in the Eastern part of the country have been affected. Despite the difficult conditions and the transfer of the universities located in the Donetsk and Lugansk Oblasts to other regions of Ukraine, flexible measures have been agreed upon to ensure the continuity of operations. Measures taken include additional support to staff, training activities, equipment purchase and provision of scholarships.

Cooperation with Syrian universities and staff has also been maintained through three TEMPUS projects and one recently selected Erasmus+ Capacity Building project. Libya joined the programme in 2010 – less than one year before the civil war broke out. Local universities have nonetheless been involved in five TEMPUS projects and one Erasmus+ Capacity Building project since then. These projects have continued thanks to the support of the National TEMPUS Offices in Tripoli and Damascus, as well as flexible implementation measures.

In Libya, an ongoing project supports the governance and institutional autonomy of universities, while another one is developing a Master's programme

in energy management. In Syria, one project aims to establish centres for international quality research and curriculum development in business and economics. Another develops interdisciplinary teaching modules and training courses on the socioeconomic impacts of renewable energy and energy efficiency. Additionally, Syrian and Libyan universities are involved in regional projects, for example on university management and student services.

Erasmus+ calls are usually published in early October. The deadline for the capacity building action is usually in February of the next year. In 2016, a new transversal priority was added to the call relating to the integration of refugees in higher education institutions, in conflict-affected areas.

EUROPEAN UNIVERSITIES

Finally, while the European Commission supports universities from regions in crisis, it should be noted that European universities are extremely active in facilitating the integration of refugees in Europe. The Commission has even published a long list of initiatives carried out throughout Europe by universities, student associations and other stakeholders, in order to facilitate the integration of refugees in European universities in the future. This list is regularly updated and serves as a great resource for those looking to become inspired by what has been done at other institutions: http://ec.europa.eu/education/policy/migration/higher-education-refugees_en.htm

— CLAIRE MOREL

WHEN SILENCE BECOMES THE ONLY OPTION

The recent killings of 21 university students in Pakistan in January 2016 and the 2015 killings of 148 university students in Kenya are known to most of us through the media. The media's constant focus on conflicts brings attention to violent attacks on the higher education sector. These are serious and horrific attacks by militant groups, which need our attention so that proper assistance and responses are developed and applied. But one should also think of the attacks that do not make it to international broadcasting. Did you hear about the 21 female students arrested in Zimbabwe just before Christmas? Probably not.

A peaceful group of female students was marching in the streets of Harare towards the parliament. Inspired by the #FeeMustFall campaign in the neighbouring country of South Africa, they demanded that the schools fees for higher education in Zimbabwe be reduced. They were met by armed police with tanks blocking the street and were violently attacked. Of the 21 arrested, some were hospitalised and many were provided counselling. These attacks are brutal and grave. Perhaps even more so as the students were targeted by the same government that is supposed to protect their freedom of expression and right to demonstrate.

CORE VALUES

These situations require our attention. Especially as they slowly destroy the spirit

of students and academics. In Zimbabwe, academics practice self-censorship.¹ Local students and academics humorously say that “in Zimbabwe, we have freedom before speech, but not after”. In countries under authoritarian regimes, academics and students are often afraid to have a critical voice in the media and public debate.

At Students at Risk, we deem these circumstances to be disturbing and unacceptable. Academic freedom is a common value that students, academics and staff at universities across the world share. We should stand united to fight and support each other so that academic freedom is safeguarded. This is an appeal for you to join us in this fight.

The 2014 *Education under Attack* report documents attacks on the education sector in over 30 countries. The report affirms that attacks on the higher education community are frequent and occur in many more countries – including countries that are not in ‘conflict’.² In addition to arrests, students and academics are routinely unduly dismissed from academic positions or expelled from university.³ This is well documented in the Scholars at Risk report, *Free to think*. It is not only the magnitude of the problem, but also the long term and severe consequences that should trigger our attention and sympathy.

BEYOND SYMPATHY

Since the late 1990s, the Norwegian Students and Academics International

Assistance Fund (SAIH) has supported students' organisations in Zimbabwe. Since that time, there have been thousands of arrests and hundreds of threats.⁴ With support from SAIH, victimised students have been given legal assistance, counselling, psychosocial support and alternative education. Our support has also gone towards documenting the attack in a yearly report produced by a Zimbabwean student organisation, Student Solidarity Trust.

In 2011, students at SAIH developed a campaign for student rights. A poster depicting students fighting authoritarian rulers like Robert Mugabe, Kim Jong-il, Muammar Gadhafi and Ayatollah Khomeini was created. On the poster, these leaders all had fearful faces as they were ran away from ‘monster-sized’ students fighting their oppressive rulers by threatening to throw books at them.

The poster was contested by the Iranian Embassy in Norway and the campaign soon caught the interest of the media. The poster went ‘viral’ and was shared across the world. SAIH used media attention and a petition to lobby the Norwegian government to set up a programme for expelled and threatened students to go to Norway to continue their studies. In 2012, the Norwegian government included funds for a Student at Risk (StAR) programme in the national budget. In autumn of 2015, nine threatened students from nine different countries relocated to Norway under this programme.

Academic freedom and the implicit role of scholars and students as social observers and critics are universal values of higher education. When the freedom of expression and exploration are taken away by acts of violence and oppression, the international community often reacts appropriately appalled. Unfortunately, there are sufficient cases of oppression and violence to silence students and scholars that most of us never hear about.

StAR students come from countries like Gambia, Turkey and Swaziland. These are not defined as countries in conflict, but are all countries with authoritarian rulers who feel threatened by critical voices and therefore suppress student activism. Of the three countries, Turkey is the only country mentioned in the *Education under Attack* report. This means that attacks are undocumented and go unnoticed by both national and international media, and that we do not really know the full magnitude of the problem.

SUSTAINABLE DEVELOPMENT

This year, 48 candidates were nominated for the StAR programme. We are hopeful that the Norwegian government will make it a permanent programme and we – together with the Norwegian Student Organisation and all of our other counterparts who signed the petition in 2011 – keep advocating for the programme to continue. We have also teamed up with the European Peoples Party and European Youth Forum. Together, we are exploring the opportunity for a European Student at Risk programme.

We believe that there is momentum for a StAR programme now. The Sustainable Development Goals specifically mention a substantial increase in scholarships for students from developing countries as a means

for achieving quality education. The StAR programme fits particularly well under this category, as the programme targets student activists who are often hindered to continue or to finalise their studies.

FUTURE IMPACT

Joana, who took part in the demonstration in Harare before Christmas, has applied for the StAR programme. Her only crime was seeking affordable education for herself and her fellow students. It is commonly accepted that those who are active in student politics eventually go into national politics and this educational programme expects students to return to their countries upon completion of their studies. Giving these students a chance to study economics, law or political science is a real investment in democracy, justice and economic development in their home countries.

— KARI ANETTE LINDEMANN

1. According to a 2014 Norwegian Students and Academics International Assistance Fund baseline survey on academic freedom of students and academics in Zimbabwe.

2. Global Coalition to Protect Education from Attack. (2014). *Education under Attack*.

3. Scholars at Risk. (2014). *Free to think*.

4. Sindre Olav Edland-Gryt, S. O., Schreiner Evans, E., Lindemann, K. A., Nordvik, R. T. (2011). *The language of the Police Batons. Attacks on students and teachers in Zimbabwe*. Norwegian Students and Academics International Assistance Fund (SAIH).

How you can help

- Nominate candidates to make it possible for students like Joana to join the programme.
- You can sign the petition for a European Student at Risk programme at www.studentatrisk.eu.



IN CONVERSATION WITH

ROB QUINN

LAURA MESQUITA
EAIE

Robert Quinn is the founding Executive Director of Scholars at Risk (SAR) – a network of individuals, higher education institutions and professional groups working to protect threatened scholars. The bulk of SAR's efforts focuses on assisting individual scholars out of risk situations, but their relentless determination also helps to promote academic freedom and human rights the world over. Robert reminds us that, in a conflicted world, international educators are in a unique position to make a stand for the fundamental values of higher education.

What is the definition of a 'scholar at risk'?

RQ: We define a scholar at risk as a person who is targeted because of their identity, the specific content of the ideas or the work that they generate. It's someone who is targeted in order to prevent the asking of questions and the generating of discourse around knowledge.

Are threats to academics fairly timeless or are you seeing new and evolving challenges facing scholars in recent years?

RQ: I think the most accurate way to look at it is that there are really two problems. On the one hand there's a chronic tension between those who produce knowledge and questions, and those who retain

I think you always see the targeting of intellectuals as part of major crises, precisely because of the significant role that educators and researchers can play

power that is threatened by this pursuit. This tension is chronic and probably has always happened, but we can attempt to moderate its manifestation. On the other hand, you have acute crises and those take place at different moments in time and different places. I think you always see the targeting of intellectuals as part of major crises, precisely because of

the significant role that educators and researchers can play in shaping the outcomes of crises and the future of societies.

Developments in Syria have had a particularly dramatic effect in Europe, with the recent refugee crisis. What can you tell us about the situation that has been facing Syrian scholars in recent years? In what ways has SAR been working with this population?

RQ: It's helpful to take a long lens and to remember that although we're all concerned with the current crisis, we were working with Syrian scholars who were experiencing the chronic kinds of pressures under the Assad regime long before the conflict broke out. We should also remember that the protests that preceded the armed conflict were non-violent, ideas-driven calls for a change in society. So while we have to deal with the urgent crisis of today, we should keep in the back of our minds that earlier attention with greater resources to those types of situations can make a difference to avoid major crises.

What kinds of resources?

RQ: Our work deals both with the chronic and the acute. If you look at the parallel right now in Turkey, where you have over 1000 academics under investigation and at risk of being fired and imprisoned, has the response been strong enough? Has there been enough engagement with Turkish leadership, Turkish society? I'm not suggesting the situations are the same, but if things continue to degrade against expression,

inquiry and debate in Turkey, then it's not far-fetched to see a worsening in that country as well. An early investment could help.

The EAIE recently signed a letter in support of Turkish scholars. Could you elaborate on what happens with these kinds of letters?

RQ: There are different benchmarks for success. The letter itself, and the fact that so many prominent groups signed it, achieve the first benchmark. It has the effect of delegitimising conduct that

If nothing else comes out of it, we have planted a flag to show where our own values are

shrinks the space for inquiry, but also of legitimising the claims of those that say that what is happening is wrong. If nothing else comes out of it, we have planted a flag to show where our own values are. That's important to the present and it is important historically, as we move forward. We are now talking to our partners about how to encourage states to express concern about what is going on.

In Syria you mentioned there was chronic tension. How was Scholars at Risk involved then and how is it involved now?

RQ: Even before the Arab Spring, there was a steady trickle of cases coming out of Syria. We helped them in the way that we do most of our work: we tried to help them find positions in our network to get them back on their feet and keep working, with the hope that things would change. What the crisis did was turn that

trickle into a flood. We are attempting to accelerate our review process so that we can absorb more cases. We put out a call to our network to ask institutions to pledge to host one or more Syrian scholars or students in the near term and a number of institutions responded with great interest. We ramped up our efforts, but it's still inadequate to the need. We try to be a part of these coordinating conversations. The challenge for higher education is to accelerate these systems as much as possible so they don't lag too far behind the crisis.

What kind of effort and costs are involved when an institution decides to respond to a call like this?

RQ: The first and most important step is to be willing to entertain the conversation. Once that happens, we talk to institutions about who would be an appropriate candidate and try to see if the university has the resources to pay for the visit. If not, we collectively try to identify other sources. It's difficult to put a number on the cost because we're talking about so many different countries with so many different systems.

Professional associations can be really important in constantly reminding people that education matters for more than just employability

The most accurate thing to say is that our job is to triangulate and coordinate matching the right institution, with the right resources, with the right scholar for that situation.

In the easiest cases, the university would have the resources internally; they would have a vacancy, a visiting scholar line, or a benefactor. But we also work

with a lot of smaller institutions that are tuition-driven and where there isn't extra money. We simply try to find out what the costs would be in that place and how can we put together a package that would work.

What kind of support can associations like the EAIE offer?

RQ: The EAIE has already been enormously supportive over the last couple of years and we really value that partnership. I can definitively say that the partnership has helped our network to grow and to broaden the participation in the conversation about the role of values – like autonomy and academic freedom – in the modern university. I think what can be done, and is already being done to a great extent, is to help to reach parts of the membership that are not yet very active. Associations like the EAIE are on the frontlines of a transformation of higher education in a new century, and to some degree, a new world. We should consider what the role of higher education will be. SAR's vision for that role is very different from just skills and workforce development. Professional associations can be

really important in constantly reminding people that education matters for more than just employability. That it really is an engine for culture, justice, stability and prosperity. Lastly, there are the Associations' own operations, in particular in its cross-border partnerships. Are associations making sure, in conversations with partners in places where these core values

may not be fully respected, that they are addressing these concerns? Or are they allowing these concerns to *not* be talked about because it's uncomfortable to do so?

SAR is best known for its work providing assistance to specific individuals. How do your efforts focus on the larger scale?

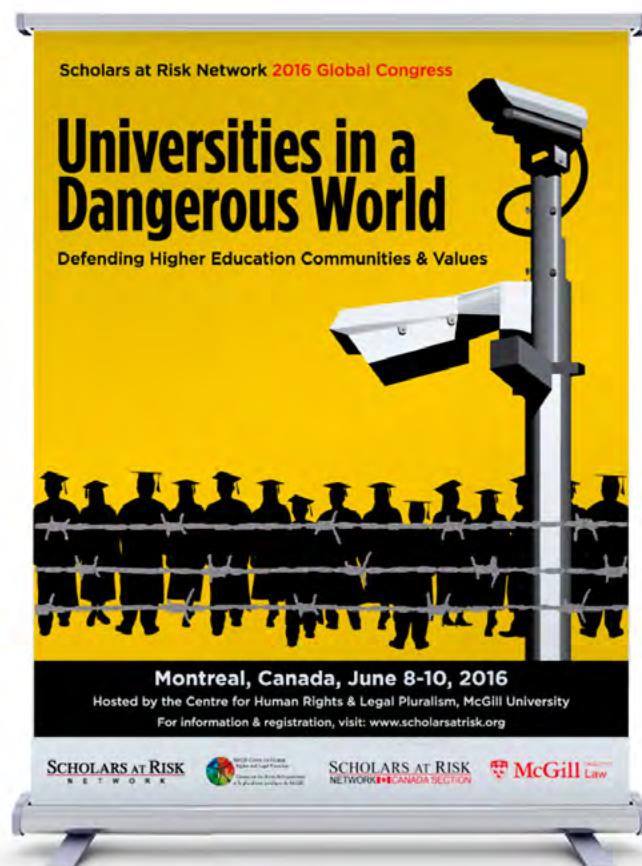
RQ: We break it down into three areas and the metaphor that we use is that we operate like a fire department. The core work and the vast majority of our resources and our time go to the protection

of individuals. I would liken it, in the fire department, with ambulance work. In such cases, the crisis is already in full blow and the most we can hope to do – as is the case with Syria – is get people to a place of safety, recovery and healing. But, even in Syria, there were early warnings before the full-blown crisis. And, like fire departments, if you can ring the alarm earlier, perhaps we can forestall the worst crises and help more people. That is our advocacy work, which includes our monitoring project, the *Free to Think* report, and our engagement with the United

Nations and other states to talk about their responsibilities to protect the values of education.

Yet all major fire departments around the world invest a tiny portion of their budget in going to schools and teaching children about how to prevent fire, 'stop-drop-and-roll' and smoke detectors. That's really where the broad change comes from. That's what we call our 'learning area', which encompasses research, workshops at conferences, network-building within the higher education space, and making sure that values are a central part of our discussions. It is about communicating the importance of these values to societies and states, so that they respect the space of universities. Ultimately, it's about establishing a norm that recognises – however uncomfortable it may be to have academics challenge, ask questions and probe – that this space a good thing for everyone. This is where organisations like the EAIE and the stances it has taken are so important. This is where the big, big change will come from.

Scholars at Risk was born out of a human rights programme at the University of Chicago in 1999. Today, the network includes over 400 institutions in 39 countries. Every year, the organisation hosts a 'Global Congress' where network members, aspiring members and other stakeholders come together to discuss how they can do more to protect scholars and promote academic freedom internationally.



RISKS WORTH TAKING

Study in societies in conflict can be considered dangerous, but for certain subject areas it is often a risk worth taking. With enough preparation, flexibility and support from both the sending and hosting institution, students have a lot to gain from engaging with complex situations.

Photo: Poprotskiy Alexey (shutterstock)



The world has never been a particularly safe place. Conflicts and epidemics are not new or modern phenomena. What has, perhaps, changed is the way students engage with the world and the speed and immediacy with which crises – or perceived crises – are shared and sensationalised in the age of global and social media. Simultaneously, the numbers and demographics for global mobility are changing drastically and rapidly. And while safety can never be guaranteed at home or abroad, the responsibility to mitigate risk for students studying abroad has become an imperative.

There is great value in engaging with cultures undergoing change, conflict or turmoil. For the student of social justice, political science or public health,

destinations widely considered to be risky often present the most compelling and appropriate opportunities for study. Moreover, what constitutes risk – from viruses and natural disasters to political unrest – as well as which locations are considered risky are constantly in flux and contestable.

As international educators are increasingly asked to respond to and manage crises, the dilemma of approving and supporting exchanges and programmes in destinations perceived as ‘dangerous’ can become a question of both policy and practice. How should institutions approach these challenges?

SENDING STUDENTS

Policies around the development or approval of study in risk-associated

destinations are often driven by a practical need to establish processes and protocols. But it is critical that a general philosophical stance be considered at the institutional level before policies are established. Is the institution risk tolerant, risk adverse, or somewhere in the middle? What are the ‘guiding principles’ the institution will apply to destination-specific decisions? Such a basic determination will help guide policies and practice before crises happen. And for institutions and programmes in risk-associated locations, a potential partner’s tolerance for risk might influence the desire to establish a partnership.

Once general tolerance guidelines are established, it is critical that institutions consider various programme models and

factors that may require modifications of policy. Some useful questions include:

- Will undergraduate and graduate student study be treated the same?
- Are exchange partners appropriately vetted for emergency plans? If so, is this a factor in programme approval?
- Do insurance or emergency funds exist to coordinate and fund evacuations?
- What is the policy for faculty travelling with student groups?
- What about students doing independent research or internships?

Many institutions from the USA have established central, university-wide committees to make travel determinations in response to political, natural disaster or health crises, in consultation with government agencies and partners abroad. Clearly articulated processes for decision-making, as well as criteria for any exceptions, are key components.

In the USA, universities are increasingly creating central professional staff positions and offices for the management of international risk that liaise with general counsel, risk managers, education abroad professionals and campus safety experts. Compliance with federal reporting regulations in regard to incidents abroad is increasingly required. Additionally, institutions may retain the services of supplemental support staff or programme providers to ensure 24/7 emergency or additional support that may not be available or reasonable for local institutions.

HOSTING STUDENTS

Host institutions can respond to this changing landscape by proactively developing and communicating crisis management plans and protocols. Local partners are uniquely suited to assess risk, and to prepare alternatives. Host communiqués on risk-related issues with concise information on current preventative measures enable home institutions to monitor the situation and inform key stakeholders.

Effective communication and high quality student support are often the basis upon which decisions in regard to continuation of partnerships in conflict zones are determined. The decision to allow students to study with a particular programme or partner – as well as the decision for parents to allow their children to embark on a programme – relies on the trust and confidence the home institution, students and parents have in the local partner.

In turn, sending institutions should be sensitive to issues of ethics and reciprocity. Clear communication in advance of potential responses to various crisis scenarios or thresholds for cancellation allow on-site partners to prepare for possible eventualities. Strong partnerships rely on mutual respect and trust.

communication should be set before departure, and orientations or programme materials should clearly indicate the student's responsibilities. Some locations may require students to attend special pre-departure meetings for training before stepping onto the airplane. Programmes also need to consider parents when communicating with students, especially after an event that may cause considerable media attention back home.

Students often express anxiety on site because of fears expressed by family and friends at home. The media at home may project a very different image than what the students see on site, and they are sometimes at a loss as to how to calm anxious parents. Local institutions should be prepared to offer up-to-date information

It is critical that a general philosophical stance be considered at the institutional level before policies are established

PRE-TRAVEL PREPARATION

Travel to risk-associated destinations and programmes often require an additional layer of diligence in regard to student conduct. Behaviours that might be tolerated in other locations may be determined to be unacceptable. And for better or for worse, risk-associated sites often appeal to students with a propensity for adventure and who may express a high personal tolerance for risk. Programmes often institute additional behaviour guidelines, and might impose restrictions in terms of local or regional travel. Additionally, cultural and safety training at the beginning of any programme in a risky location is essential for student success. Understanding the local culture provides valuable lessons for acceptable conduct and deeper involvement in the host country.


Students and parents may need to be prepared for the experience in a different way. Expectations for accountability and

and additional student support, even if local realities make anxiety seem excessive or unnecessary.

Through thoughtful dialogue and preparation, clearly articulated guidelines, robust and practiced emergency plans, and rubrics for decision-making, institutions can effectively prepare for crises for students abroad. If the primary goal of international education is meaningful engagement with the world, then a plan to ensure a diverse array of destinations may be determined to be critical to an institution's internationalisation strategy. Through careful planning, student preparation, and the intentional development of strong partnerships, programmes in the 'conflict zone' can prove some of the most impactful and meaningful available to students.

— MARTHA JOHNSON, ERYN

ESPÍN-KUDZINSKI & JONATHAN KAPLAN



CHANGES IN THE CZECH REPUBLIC

The Technical University of Liberec (TUL) in the Czech Republic regularly sends students abroad through EU programmes. Since 2015, the institution has seen a trend of decreasing numbers of outgoing mobility students. At the same time, the number of incoming international students has grown exponentially. When local students are scared off by media reports on world conflicts and the balance of incoming and outgoing students begins to shift, it's time for action.

The Technical University of Liberec (TUL), Czech Republic, is a mid-sized institution. Since 2009, it has noted a stable yearly increase of approximately 10% in outgoing student mobility – at Bachelor's and Master's degree levels – through Erasmus+ and other mobility programmes concentrating on the EU. Two thirds of these students participated in study abroad programmes, while one third preferred internships. Based on the development of student interests and our budgetary capacities, we expected the growth and distribution to remain stable or to increase slightly.

In the autumn of 2015, however, our Erasmus+ office registered a number of students cancelling their stay abroad last minute. The number of applications for the 2016–2017 Erasmus+ programme recently confirmed what could become an alarming trend: the number of applications for the study abroad grant decreased by about one third and the applications for internships went down by almost 50%. This is truer for the engineering programmes than for humanities, which is especially bad, since motivating engineering students to study abroad is a well-known challenge Europe-wide. This development came to us as a surprise and it took us a while to realise its connection to the refugee crisis in Europe – and the coverage of this situation in the Czech media especially.

INCOMING STUDENTS

Czech society is very homogenous and the mass media coverage of the stream of refugees reaching Europe raised fear in the majority of the



Photo: TTstudio (shutterstock)

population, including local students and their parents – even though very few refugees have reached the Czech Republic so far. This being said, it seems that the number of applications by international students for mobility grants – currently around 7% of TUL's student population – did not see such a decrease. Our Erasmus+ coordinators noticed an increase in the number of international incoming students. In fact, we have seen an increasing number of international students extending the length of their stay in Liberec. These students come mainly from countries affected by the refugee and/or economic crisis: Turkey, Greece and Portugal.

ENCOURAGING MOBILITY

To counteract the trend of decreasing outgoing mobility of students, university management has decided to support a number of actions that may – in the long term – lead to significant changes

in our internationalisation strategy and its implementation. For now, TUL has decided to strongly support bilateral agreements with higher education institutions in the neighbouring countries of Austria, Germany, Poland, Hungary and Slovakia in order to offer students 'safe' options relatively near to their home – Turkish universities were among our top mobility partners until now – and to strengthen our central European ties.

Furthermore, we systematically support informal and formal sharing of positive experiences of students currently in their exchange period abroad. Examples include messages on Facebook, contributions to university or faculty blogs and advice for new cohorts of students preparing to apply for the following period. After their return, some students join the local Erasmus Students Network club (ESN) and become 'buddies', assisting incoming international exchange and degree students. This goes hand-in-hand with increased financial and material support the ESN club receives from the university.

of a group of international students in the local festival for integration named 'Liberec – One City for All', where they interacted with a large number of local citizens and introduced their culture to the city. As a result of these activities, we received mainly positive media coverage and feedback regarding the presence of international students in the city. This is especially crucial as reporting on the wave of refugees entering Europe remains controversial in the Czech media and is a very politicised issue.

Higher education in the Czech Republic has arrived at a point of transformation regarding how international students are viewed. Until recently, most public universities had not recognised international degree students as an important revenue source. They were concentrating on teaching Czech and Slovak students in the local language, research, and, increasingly, on technology. With the traditional exception of medical programmes, the Czech Republic has not exported its education. At the same time,

Higher education in the Czech Republic has arrived at a point of transformation

INTEGRATING INTERNATIONAL STUDENTS

To ensure social acceptance of the growing number of international students both on the campus and in the city of Liberec, the University has joined forces with several local organisations in supporting the integration of immigrants and foreigners. It has further deepened its cooperation with the municipal authorities and the local Department of Asylum and Migration Policy of the Ministry of the Interior. The International Office and the Faculty of Textile Engineering supported the participation

Czech universities offer an excellent educational value at a very competitive price. While the number of programmes in English is growing and the higher education landscape in the Czech Republic is changing, the related issues of student visa policies, integration of international alumni in the job market, *etc.*, lag behind. The refugee crisis now faced by the European Union may inhibit progress in this area in the Czech Republic, but it may also act as a catalyst. We hope that the latter will be the case.

— LUCIE KOUTKOVÁ & IVANA PEKAŘOVÁ

FRANCE

INTERNATIONALISATION AFTER A TERRORIST INCIDENT



The year 2015 was one of conflict, crisis and terror for France. France was subjected to terrorist violence on the part of those in profound disagreement with its culture and values. At the same time, it became home to rising sentiments of xenophobia and fear. Educators the world over are struggling with questions of global citizenship and safety, the preservation of openness, tolerance and diversity of opinion, and commitment to humanist values.

Long before recent crises of terrorism and security, French universities were working to ensure the safety of their students and scholars, to create a welcoming atmosphere for international visitors, and to find solutions to conflict in a spirit of tolerance. Close ties to French governmental offices facilitate this work. The country's diplomatic network encompasses 163 embassies, as well as 92 general consulates, 135 consulate sections and over 500 honorary consulates.

French diplomatic presence elsewhere in the world enables us to provide reliable information about local conditions and gives us access to the Ariane platform – a national registration service. The Ministry informs registered citizens who are travelling of conditions abroad, sends alerts in case of crisis or danger, and contacts a designated friend or family members when needed. Data submitted to this platform are subjected to France's strict laws governing private information, balancing citizen safety with citizen rights.

INTERCULTURAL COMMUNICATION

Well-crafted safety procedures such as these are not, in and of themselves, sufficient. French universities such as the Université Grenoble Alpes (UGA) have long offered intercultural opportunities to students. Our Strategic Plan for Internationalisation (SIP) will now also include training for faculty and staff. Trained professionals in counselling and health care on campus help individual students in challenging situations ranging from severe depression to simple homesickness. International populations benefit from the experience

and expertise of international relations staff members who often have personal experience of living and working abroad and who are a resource for the entire university community.

The UGA has also developed policies and strategies for preventing and dealing with problems and crises on campus. International Relations Offices have always thought about issues of integration, culture shock, diversity, and even depression. A student harassment complaint, for example, may involve people with different definitions of harassment. Where international students are concerned, intercultural communication is always part of the conversation. Meanwhile, interpersonal conflict can sometimes be the reflection of larger political or national conflicts. From these experiences, we've learned that discussion and exchange can be part of the solution.

Where international students are concerned, intercultural communication is always part of the conversation

DIALOGUE UNDER ATTACK

On 15 January 2016, jihadist terrorists targeted a hotel in Ouagadougou, Burkina Faso, where international scholars were staying while attending an academic conference. Our UNESCO chair holder, Bertrand Cabedoche, of the CUEF Grenoble Université Stendhal, was in attendance and scheduled to present his talk on 'Religion, political power, and communication'. Terrorists

targeted this hotel because of its international clientele, adhering to the same values that motivated the November attacks in Paris: a diversity of cultures, the free exchange of ideas, the ideals of openness and tolerance, and even of pleasure and leisure. In the end, 30 people, many at the hotel for a meal or a drink, were killed.

The next day, despite their shock and grief, participating scholars chose to continue the conference rather than return to their home countries. They were unanimous in their support of humanist values and in their defiance of the repressive violence they had just experienced.

FROM EXPERIENCE

Since recent terrorist attacks, international offices at French universities have gone from using crisis management policies and tools for students and scholars in foreign conflict zones to applying them in their own universities – as potential conflict zones. One week before the attacks in Ouagadougou, the UGA organised its orientation for international exchange students. Because we had just merged to form a new university, everyone involved in the planning of orientation week was thinking about teamwork, welcoming attitudes and cultural exchange. Students from all over the world arrived jetlagged but excited about studying abroad, worried mainly about the logistics of moving to a foreign country.

Upon arrival, they passed a security guard, posted there as part of a new state of readiness since the Paris attacks. Along with presentations and an array of French cheeses, a new information sheet with instructions about what to do in case of a terrorist attack was passed around. Orientation now means addressing security concerns and issues

off-campus. Our new SIP aims, among other things, to counteract xenophobia in France and throughout Europe. We do not want our security concerns and procedures to become another road block to international education.

We do not want our security concerns and procedures to become another road block to international education

FOSTERING DIVERSITY

In developing our SIP, we are discussing the role of the university and of international education in these questions, trying to strike a balance between security and openness. We see internationalisation as a tool to foster tolerance, diversity, and inclusiveness. Ties between higher education institutions fill a void between diplomacy, immigration, and military intervention, allowing citizens and institutions to partner outside the boundaries of more structured international relations.

Last year, the UGA signed an agreement with the Arta-Danesh international agency in Iran. Three Iranian women selected for their academic excellence, along with one teacher, were offered a grant by the University Foundation for Multilingualism and *Francophonie*. The students joined a summer programme for beginning teachers of French as a foreign language; their professor joined a master class for professionals curious about recent developments in language teaching. The partnership expands on relationships between the CUEF and the Afta Azarine bilingual school in Tehran,

where 41 primary school teachers have already been trained in this international collaboration. They will go on to teach French, embodying intercultural understanding in their home country.

INVESTMENTS IN THE FUTURE

Last year, the UGA also took a stand to help refugees, providing French language education, space and resources to students and scholars who can no longer study or work in their country of origin, as well as meaningful credentials to those arriving without diplomas or other important documents. The CUEF has expanded its programme for language learners without financial resources, offering additional free French courses for refugees. At the national level, the CPU (*Conférence des Présidents des Universités*) has set aside €6 million in fellowships for Syrian students, allowing them to continue their education despite their change of country. Finally, we are investigating ways to combine France's existing systems for recognising the experience and skills of adults and Norway's expertise in international credentials recognition, to establish pathways to higher education for those arriving without crucial documents.

These educational experiences are investments in our collective future. Every student who studies in a foreign country goes home with a new understanding of a different culture. Everyone who meets an international student on campus learns something about the larger world. People learn new ways of thinking, becoming ambassadors of tolerance and spreading diversity and inclusiveness worldwide.

— NICOLE LASSAHN & SABINE SAINTE-ROSE

CRISIS PLANNING

In Europe, we are becoming gradually accustomed to hearing about terrorist incidents and other calamities in the news. At times these incidents are closer to home and at times they're far away. Yet in an increasingly internationalised higher education space, it would be a mistake to not prepare for the worse. Mitigating risk and damage when sending and hosting mobile students and staff should be a priority for any modern higher education institution. A well-thought out crisis plan could keep you out of the rain. ►

In 2015, the Austrian Federal Ministry of Foreign Affairs issued travel warnings for 31 countries worldwide. The recent events in Istanbul, Brussels and Paris have not led to the inclusion of Turkey, Belgium or France in the Ministry's list. Austrian higher education institutions (HEIs) are reported to be quite active in sending and receiving mobile students. Every HEI is now faced with the responsibility of considering that any student, staff member or lecturer can potentially face a security threat, anywhere in the world.

A SERIOUS RESPONSIBILITY

When a higher education institution is affected, expectations by stakeholders and the general public are that a crisis situation will be dealt with in an ethical and professional manner. Larger, more experienced institutions often have trained staff and proper contingency plans in place. Meanwhile, smaller, less experienced universities like my own are often only equipped with teams and plans for crisis situations at home – rarely for incidents abroad. It is essential that any HEI sending and receiving students and staff – regardless of size and experience – make basic preparations.

BASICS OF CRISIS MANAGEMENT

1. **A risk analysis** is a good start for any crisis plan. Set up a team, carry out a workshop with potentially involved staff members and brainstorm about what could happen to those going abroad. Talk about how realistic it is for the university to handle such a crisis and what impact an incident could have on the institution. Next, set up a 'red zone' of high risk situations to be

addressed in a special crisis plan that goes beyond the general plan.

2. **Plan and prepare** for general and special incidents by defining what should happen if situation 'X' arises and the measures the university would need to take as a reaction. Compile a plan by running through simulated events taken from news headlines. Use a workflow like the one on the next page in order to run through different variables. By simulating these incidents and testing the workflow against real-life situations, what is needed or missing at the university becomes evident. This, in turn, helps to create an improved and revised emergency plan.

very good crisis management. Having a solid manual to fall back on helps institutions reflect and act effectively in times of crisis.

4. Lastly, once a path has been chosen, it is of utmost importance to **review the case and document it**. In any situation of public interest and/or possible legal repercussions, it is important to thoroughly document the information sources on which actions were based. Often, the time needed to overcome a situation is shorter than the time needed to clear up legal aspects that may follow. It is advisable to summon the crisis response team again and go through all the steps taken in great detail.

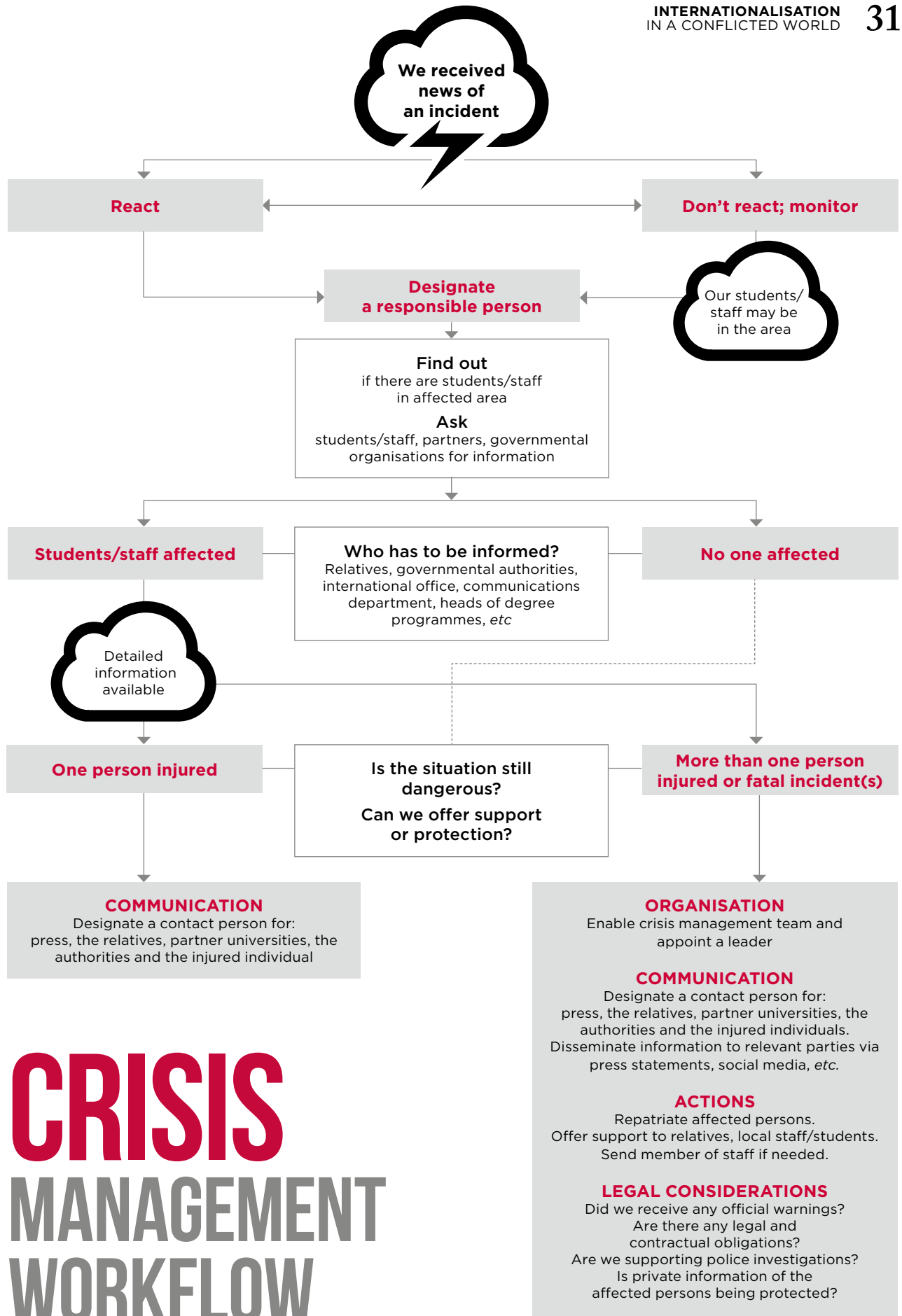
Sticking to a plan can help institutions achieve a professional response

3. **Manage the crisis** by strictly using the workflow you have set up in its immediate aftermath. The time directly following any bad news is called a 'shock phase'. This is an often unproductive and maybe even chaotic time when important information is still missing. The rate of professionalism of an institution in terms of crisis management is very much related to how long the shock phase lasts – and how long it takes until a proper professional course of action is taken. Sticking to a plan can help institutions achieve a professional response. This is a way out of the chaos. If a plan does not work for a specific situation, it is advisable to embark on some self-reflection – which is also

In order to continue improving a crisis plan, it is important to review what was prepared in advance, including the risk analysis. This is the knowledge and experience that can be gained from each incident and is a vital part of crafting an effective crisis management plan.

— MARTIN HOCHREITER

The author of this article trains his fellow staff members at the St. Pölten University of Applied Sciences in Austria on crisis management. On the following page, you can find a useful crisis management workflow he created for responding to acute incidents abroad.





CONNECTING

SYRIAN & IRAQI SCHOLARS TO FINNISH UNIVERSITIES

The Syrian and Iraqi higher education sectors and the lives of their researchers and students have been upended due to conflict and war. In oppressive regimes, the academic pursuit of knowledge is commonly seen as a threat. These at-risk individuals often have a lot to contribute to human intellectual advancement. In Finland, among much discussion on the issue of refugees, a novel partnership is connecting some of these individuals to higher education institutions that can host them.

Syria, site of the worst humanitarian crisis of the 21st century, has suffered a higher education emergency on a scale the world has never seen before (see page 9). According to the UNESCO Institute of Statistics, 26% of Syrian young people were participating in tertiary education on the eve of the conflict.¹ Along with these 350,000 students, approximately 8000 faculty were teaching and conducting research at Syria's nearly 25 higher education institutions.² The devastation of this once-strong higher education system has been nothing short of dramatic, with many university facilities destroyed. According to estimates from the Institute of International Education (IIE), well over 100,000 university students and as many as 2000 university professionals are living amongst the refugee population, with their studies and academic careers interrupted indefinitely.

The situation in Iraq is no less dire, with the higher education system seemingly paralysed by war and instability. As of 2014, nearly 500 Iraqi academics had been threatened, kidnapped or assassinated, according to records kept by the Brussels Tribunal.³ The Islamic State of Iraq and the Levant (ISIL) has captured and shut down three of the country's largest universities – in Mosul, Tikrit, and Anbar. While these universities have

now reopened in relatively safer locations, the lives and work of their professors and students have been truncated. Meanwhile, militias continue to play a destructive role for universities.

THINKING OF THE FUTURE

In Iraq and Syria, scientific research is largely on hold, with physical destruction commonplace and university classrooms severely depleted due to the displacement of students and professors. Rebel groups, militants, and repressive regime forces alike target the countries' university professionals, who are symbols of societal progress and free thought. Under these circumstances,

Without researchers, there is no intellectual progress

these thought leaders within their communities are effectively silenced. When professors and researchers are dismissed, chased from their homes, arrested, or even killed, entire national academies are put at risk. Without researchers, there is no intellectual progress. Without professors to teach, youth lose their access to education. Without an educated gener-

ation of future leaders, the rebuilding of Syria and Iraq will be impossible.

Quite a few European governments now recognise the importance of supporting higher education in emergencies, including in Syria and Iraq. Although these governments – and their higher education institutions – want to help, they often lack the capacity or expertise to identify qualified academics in need, to connect them to university positions, or to create the necessary support structures on their countries' campuses to ensure scholars' successful academic integration. Additionally, universities often lack the available funding to create *ad hoc* visiting positions. To address these challenges, one innovative model for response has come out of a new trans-Atlantic partnership between the Centre for International Mobility (CIMO), a Finnish government agency promoting internationalisation especially in the field of education, and the IIE, a USA-based non-profit that advances international education and access to education worldwide.

DESTINATION: FINLAND

In Finland, as in many countries in Europe, the number of asylum seekers began to drastically increase after the summer of 2015. In 2014, the total

number of asylum seekers was around 3500; in 2015, the total number was ten times higher – approximately 35,000. While this figure remains modest relative to many European countries, it is nonetheless high when compared to the current number of foreigners who permanently reside in Finland (220,000) and the country's overall population of 5.4 million.⁴

As the public debate in Finland has very much concentrated on the costs of integrating the fairly high number of refugees into Finnish society and problems related to it, CIMO felt it was of utmost importance to shed light on the other aspects of this reality. Aware of the high number of students and academics who have been forced to leave their homes in Syria, Iraq and their neighbouring countries, CIMO began to explore possible ways to support the academic community in the region. In January 2016, it entered into a three-year partnership with IIE's Scholar Rescue Fund (IIE-SRF) programme, with this goal in mind.

IIE-SRF selects for fellowship support outstanding professors and researchers who face threats to their lives and careers and arranges visiting academic positions outside their home countries. Fellowship grants are matched by hosting institutions that provide safe haven to the scholars, enabling them to share their knowledge with students, colleagues, and the host community. Since its founding, IIE-SRF has awarded fellowships to more than 300 scholars from Iraq and over 80 from Syria.

A MULTI-WAY PARTNERSHIP

This new joint initiative between IIE-SRF and CIMO will provide support

to up to five early-career academics from Syria and Iraq to pursue their work in Finland. CIMO will promote the opportunity of hosting the threatened scholars among Finnish higher education institutions, and CIMO scholarships will be available as matching funding for the IIE-SRF fellowship. Institutions will gain access to qualified and pre-screened candidates from IIE-SRF, which will also provide a support structure for placing the scholarship holders at universities and supporting their stay. At the same time, CIMO will connect IIE-SRF with a new network of dedicated higher education institution partners, allowing for more and better partnering options.

It is hoped that many of the participating professors and researchers supported will one day be able to return to Syria and Iraq to help rebuild their respective societies. In the meantime, scholars are not the only ones benefiting from this partnership. Integrating foreign academics into the higher education community in Finland – and European countries more

It is a win-win situation for both sides

generally – is mutually beneficial for both the scholars and the hosting community. Scholars contribute to the capacity-building of higher education in Finland and build long-lasting networks within the higher education community. It is a win-win situation for both sides, as even those who cannot return home in the short term will play an important role in leading their

communities in exile and will continue to contribute specialised knowledge that is relevant globally. Furthermore, the partnership will offer opportunities for Finnish higher education institutions to become future members of global IIE and IIE-SRF networks.

We believe that this partnership offers an innovative model for European governments eager to support academics swept up in conflict. The partnership harnesses the strengths of governments and non-profits to the benefit of threatened scholars and, ultimately, entire national academies.

— MAIJA AIRAS & JAMES KING

1. UNESCO Institute for Statistics. (n.d.). Syrian Arab Republic. Retrieved February 8, 2016, from www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=SYR&ioncode=40525

2. Syrian government Central Bureau of Statistics (CBS). Retrieved February 11, 2016, from www.cbssyr.sy/yearbook/2011/chapter11-EN.htm

3. Brussels Tribunal. (2014, March 23). List of Killed, Threatened or Kidnapped Iraqi Academics. Retrieved February 8, 2016 from www.brusselstribunal.org/bt-old/article_view5e3e.html?ID=502#.Vrj8kvkrKU

4. Finland in Figures, Statistics Finland from www.stat.fi/tup/suoluk/suoluk_vaesto_en.html#foreigners; Statistics on Asylum and Refugees, The Finnish Immigration Service from www.migri.fi/about_us/statistics/statistics_on_asylum_and_refugees

INTERNATIONALISED HIGHER EDUCATION AS A CONFLICT ZONE

Internationalisation has, in many ways, gone mainstream – a phenomenon made evident, among other things, by the increasing presence of international branch campuses the world over. In order to truly educate students abroad, this article encourages Western educators to think critically about class materials. Academics teaching abroad should be as open to learning as they are to teaching. More than good practice, it is a moral imperative. ►

Violence is not just waged by despots, dictators and devils. It does not just involve bullets, bombs and bayonets. Even well-meaning and intelligent university educators can find themselves inflicting violence, albeit usually on a symbolic level. This form of subtle and everyday violence occurs in the classroom and serves as a reminder that higher education can also be a conflict zone, where academics have to decide which side they are on.

My awareness of this issue emerged in 2013 when I was posted to Singapore to help establish the country's first criminology degree. Although I had taught international students in the UK before, this was the first time that I found myself truly in the internationalisation context, where not only the majority of my students, but all of them were 'international'. In fact, more accurately, it was now me who was the 'international' one as I had relocated to teach in their home country – something that is increasingly common as Western universities look for new 'markets' in Asian countries.

How could we ensure that the students acquired relevant ideas without alienating them through our ethnocentric insularity?

The issue we faced was this: Was it desirable for a team of British sociologists and criminologists to travel across the world carrying a suitcase of Western theories, concepts and examples and proceed to unload them onto our Singaporean students who may find little relevance in them? Was it possible to internationalise our curricula by drawing upon

non-Western scholarship so as to avoid enacting 'symbolic violence' toward our students? How could we ensure that the students acquired relevant ideas without alienating them through our ethnocentric insularity and cultural imperialism?

SILENCING PRACTICES

In failing to address these questions, academics, particularly those in the humanities and social sciences, may find themselves engaging in what Gayatri Spivak referred to as 'epistemic violence', which is when Western scholars perpetuate oppressive colonial hierarchies by silencing non-Western voices.¹ In my own discipline of sociology, for example, after examining the 21 most popular social theory textbooks published since 2000, I have recently concluded that the sociological canon is 98% Western, 95% white and 82% male. Rather than this being taken for granted, we should heed Spivak's recommendation, and seek plurality when understanding the world, not by excluding Western voices, but by incorporating non-Western accounts too,

and therefore rethinking the canons that form the backbone of our disciplines.

Ironically, if we had paid more attention to non-Western scholars like Spivak, or even earlier ones like Claude Ake who long ago warned that social science was often synonymous with imperialism, perhaps we would not have fallen into the mire of narrowmindedness.²



Even before Spivak and Ake, we could have learnt from Syed Hussein Alatas of the need for *"a genuine and autonomous social science tradition in Asia"*.³ In fact, more than 40 years ago, Alatas described what is still being repeated today; a lionising of Western scholarship at the expense of non-Western scholarship that stifles further cultivation of local solutions for local problems. For Spivak, Ake and Alatas, epistemic violence, academic imperialism and intellectual domination are a continuation of violent colonial oppression, a provocative thought for contemporary educators in the era of internationalisation.

CREATING A CONFLICT ZONE

The solution to this crisis of ethnocentrism is to rethink one's syllabi, to ask oneself whether we could incorporate

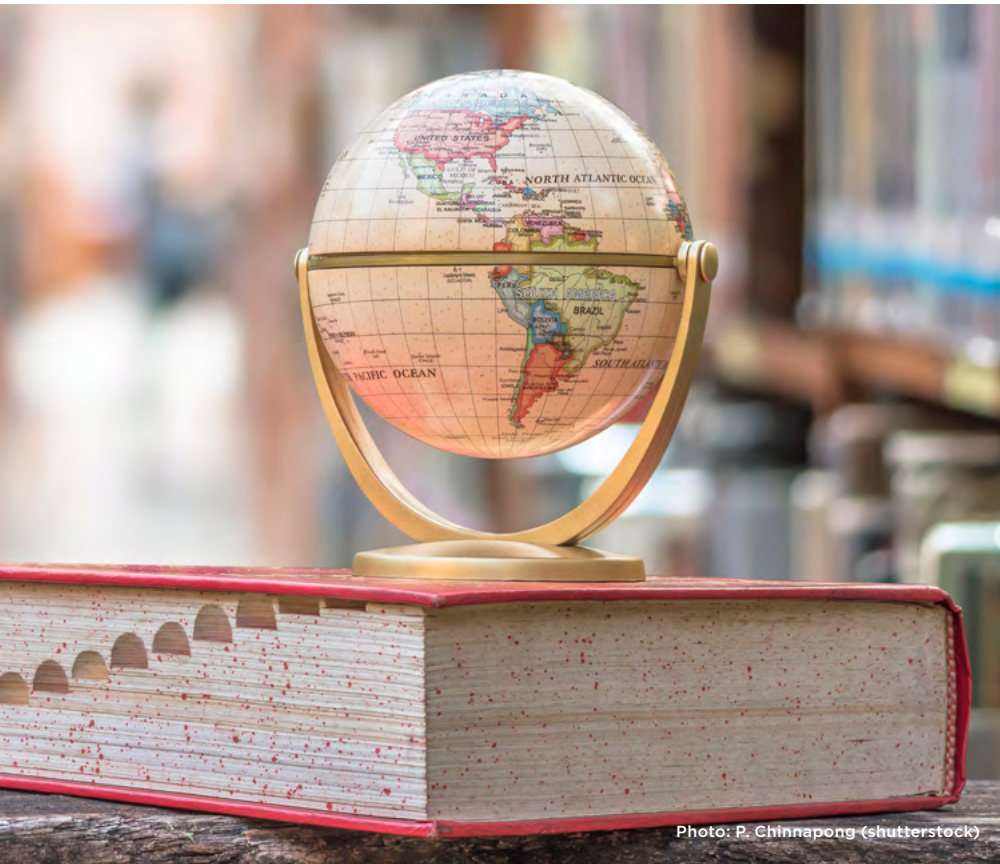


Photo: P. Chinnapong (shutterstock)

more non-Western literature, scholarship and case studies in our teaching, and also our research. Although locating such material can be difficult due to practical limitations such as work not having been translated, or it not being available in our libraries, there is still neglected scholarship of a high calibre waiting to be employed. I have found the experience

We could incorporate more non-Western literature, scholarship and case studies in our teaching, and also our research

of injecting unfamiliar non-Western paradigms and case studies into my teaching to be exhilarating and to this end the benefit is not only for students, but also for oneself.

There is a second way in which university educators may turn the classroom into a conflict zone: by stereotyping non-Western students as less capable than Western students and imagining that their cultures prevent them from critical thinking. There is further irony here in that we could again have avoided this pitfall of passively denigrating non-Western students had we been more familiar with non-Western scholarship, in particular, the work of Edward Said who explained in his renowned work *Orientalism* how non-Western others are fixed through the lens of Western bias, desire and bigotry.⁴

If we do not weed out these orientalist legacies from our own gaze when dealing with our students, we may create a conflict zone on campus more hostile than students deserve to face.

EDUCATIONAL INTERVENTIONS

Most people appear to be reasonable when it comes to wanting to minimise conflict and harm. Yet, there are instances when well-intentioned people create conflict zones for others without being fully alert to their destructive affect. It is the responsibility of university academics to ensure that we are sufficiently reflecting upon our educational interventions in the era of internationalisation to ensure we are not inadvertently producing a war zone for our students. If we refuse to do so, we may never benefit from the insightful contributions of Indian, Nigerian, Malaysian, Palestinian and other international scholars such as those mentioned in this article, and we may further marginalise groups who have been violently excluded by similar institutions to our own for centuries.

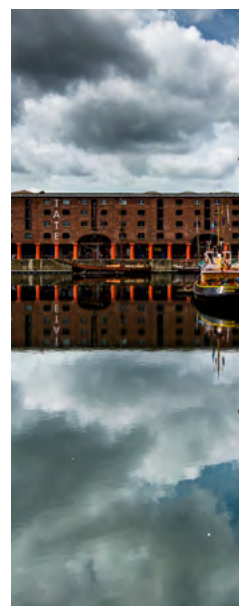
— LEON MOOSAVI

1. Spivak, G. C. (1988). Can the Subaltern Speak? In P. Williams and L. Chrisman (eds.): *Colonial Discourse and Postcolonial Theory*. London: Harvester Wheatsheaf, pp. 66–111.

2. Ake, C. (1979). *Social Science as Imperialism: The Theory of Political Development*. Ibadan: Ibadan University Press.

3. Alatas, S. H. (1972). The Captive Mind in Development Studies: Some Neglected Problems and the Need for an Autonomous Social Science Tradition in Asia. *International Social Sciences Journal*. 24(1), pp. 9–25.

4. Said, E. (1978). *Orientalism*. London: Routledge & Kegan Paul.



A CULTURAL HUB IN LIVERPOOL

This year, the Annual EAIE Conference and Exhibition is headed to Liverpool, UK. Our brand new and awe-inspiring conference venue is in the very heart of the city's UNESCO World Heritage Site waterfront. When you are not admiring your immediate surroundings or attending one of the many sessions on internationalisation, make sure to take the time to discover a wealth of cultural options available in our host city. It'll be worth your while.

VISUAL ARTS

You are visiting Liverpool at an optimal time. The Liverpool Biennial is the UK's leading contemporary arts festival, bringing more than 40 international artists to the city to display new works across a range of forms and locations. Taking place in galleries, public spaces and repurposed venues – from factories to car parks – the Liverpool Biennial truly transforms the city by bringing art into the centre of everyday life.

One of the Biennial venues is the world-famous Tate Liverpool, home of modern art in the North of England and one of the most visited galleries outside of London. In recent years, it has staged international exhibitions of big names such as Chagall, Mondrian, Warhol, Picasso and Monet. Aside from having recently changed its permanent collection, the Tate welcomes a major exhibition from Sir Francis Bacon this year, *Invisible Rooms*. The exhibit looks at his technique of using ghost-like structures around figures, with 30 paintings alongside unseen drawings and sketches. You'll be just in time to catch the exhibition before it leaves Liverpool on 18 September.

The stunning Walker Art Gallery on William Brown Street houses an incredible collection of paintings, sculpture and decorative arts spanning over 600 years, including works by Hockney, Degas, Turner and Rembrandt. It will



also be home to the John Moores Painting Prize – the country's longest-established competition for painters.

The Bluecoat is a cutting-edge arts centre housed in a 300-year-old building. There is always a lot going on, so make sure to check out their website for an up-to-date programme of art, literature, music and dance. It's also home to a wide range of artists and creative businesses, with many selling their own work.

FACT is the natural home for bold new exhibitions exploring digital and contemporary issues and in 2016 it has a particular focus on science and art. This includes an artist residency in collaboration with CERN, the European Organization for Nuclear Research. Back at the Liverpool waterfront, Open Eye Gallery is one of the country's leading photography spaces with globally-renowned artists exhibiting throughout the year.

THEATRE

Liverpool is a city that likes to 'tread the boards' (to act in theatre), whether premiering its own material or hosting touring shows. Start at Liverpool Everyman (01), the iconic theatre in the heart of the Georgian Quarter that won the RIBA Stirling Prize for the UK's best new building in 2014. The full programme for autumn is not yet announced, but will include some very special performances to mark 400 years since Shakespeare's death, as well as new productions premiering in

the city. Its sister theatre, the Playhouse, is a traditional layout hosting some very untraditional performances – using the latest in theatre technology, it stages everything from murder mysteries to operas set in nightclub toilets. The Playhouse is one of many theatres in the city centre. The nearby Empire is the largest theatre in Liverpool and stages big musicals and spectacular shows, often straight from the West End of London.

The Royal Court offers a range of long-running plays and one-off nights. Then there is the Epstein Theatre, a Grade II listed building with a striking interior that hosts entertainment of all kinds. Fans of innovative independent theatre should also take a look at Unity, a venue that leads the way in experimental drama and performance in the city in a beautiful intimate setting.

MUSIC

Birthplace of the Beatles and home to more number one hits than any other city, Liverpool's music scene has a proud history and vibrant present. The fab four is the place to start. An absolute must-see is the Beatles Story at Albert Dock (02, 03), a brilliant tour through The Beatles' lives, with fascinating memorabilia and insights from friends and family. The Cavern Club (04) on Mathew Street is arguably the most famous club in the world; stop off here for a beer and live music. Fab Four fans should also take a Magical Mystery

Tour through Strawberry Field, Penny Lane and other iconic Beatles locations, or visit Mendips and 20 Forthlin Road, the childhood homes of John Lennon and Sir Paul McCartney.

Liverpool's music scene is no less lively today. Classical fans should visit the beautiful and newly refurbished art deco Philharmonic Hall and take in a performance by the world-renowned Royal Liverpool Philharmonic Orchestra, led by charismatic chief conductor Vasily Petrenko. The Hall also stages contemporary and classical music by a host of famous names.

Beyonce, The Who, Sir Elton John, Katy Perry and Arctic Monkeys are just a selection of the artists to have played at Liverpool Echo Arena, on the city's waterfront. Visit LEAF, Blade Factory, The Shipping Forecast or East Village Arts Club to see some of the best alternative artists from around the world play in unique venues. These four are just a handful of venues leading the city's resurgence as a live music destination in recent years, and on any given night you can see performances from acid jazz to black metal and everything in between.

—JOE KEGGIN, *Marketing Liverpool*

Registration for the
Annual EAIE Conference and
Exhibition opens 25 May

EAIE SPOTLIGHT SEMINAR

Amsterdam, 9–10 June 2016

A large dandelion seed head is on the left, with many seeds blowing away towards the top right. Several individual seeds are scattered across the upper right portion of the poster.

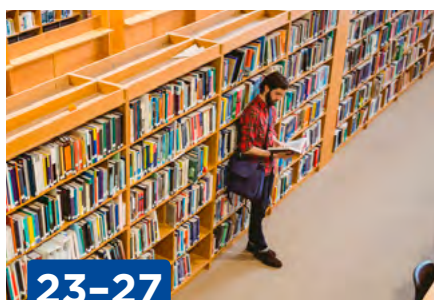
**Integrating refugees
into higher education:
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on the run**

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www.eaie.org/spotlight-seminar-refugees

EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights. Anywhere and at your fingertips! Just grab yourself a comfy seat and start browsing.



23-27
NOV 2015

REFUGEE CRISIS

A week-long coverage of one of the most pressing issues facing Europe today.

<http://ow.ly/ZkXdm>



06
JAN

HOW TO BUILD INTERCULTURAL INTERACTION

Do mobility programmes automatically forge intercultural interactions?

<http://ow.ly/ZIOy5>



13
JAN

CRAFTING BETTER CRISIS MANAGEMENT STRATEGIES

The time is right for universities to seriously begin to prepare their institutional responses to incidents of terror.

<http://ow.ly/ZIOBS>



26
JAN

MOVING FORWARD WITH ERASMUS+

Two years into the programme, what has been accomplished?

<http://ow.ly/ZIOHx>



10
FEB

RUSSIA'S QUEST FOR WORLD-CLASS EDUCATION

Is the country's plan to get five of its universities in the world's top 100 by 2020 too ambitious?

<http://ow.ly/ZIONE>



24
FEB

JOINT DEGREE PROGRAMMES: FATAL ATTRACTION OR HAPPILY EVER AFTER?

What makes a successful strategic partnership may not be so different from the basic rules of a happy committed relationship.

<http://ow.ly/ZIORx>

**Whether you're a newbie or
an internationalisation veteran,
write for the EAIE!**

NEXT ISSUE:
**'Data on
internationalisation'**

Find out more on
eaie.org/publications

CALENDAR

3–5 MAY

Going Global 2016

Building nations and connecting cultures: education policy, economic development and engagement

www.britishcouncil.org/going-global

11–13 MAY

IUNC Eurasia 2016

The 5th Annual International Universities Networking Conference + Edu Agency Workshop: Borderless HigherEd Opportunities

www.iunc.net/conference/view/15

29–31 MAY

EAN Silver Jubilee Conference

Retrospective for Perspective: Access and Widening Participation 1991 - 2041

www.eanconference2016.wix.com/dublin

29 MAY–3 JUNE

NAFSA 2016 Annual Conference & Expo

Building capacity for global learning

www.nafsa.org/Attend_Events/Annual_Conference

8–10 JUNE

Scholars at Risk Network

Universities in a dangerous world: Defending Higher Education Communities & Values

www.scholarsatrisk.nyu.edu/Education-Advocacy/Conferences.php

9–10 JUNE

EAIE Spotlight Seminar

Integrating refugees into higher education: solutions for a generation on the run

www.eaie.org/spotlight-seminar-refugees

12–15 JUNE

2016 EFMD Annual Conference

Collaboration, Creativity & Change

www.efmd.org/component/rsevents/event/284-2016-efmd-annual-conference

18–19 JUNE

EUA-CDE 9th Annual Meeting

Doctoral Education: a dilemma of quality and quantity?

www.eua.be/activities-services/events/event/2016/06/16/default-calendar/9th-eua-cde-annual-meeting

19–22 JUNE

British Columbia Council for International Education (BCCIE) Summer Seminar 2016

An Agent of Change

www.bccie.bc.ca/events/summer-seminar

29 JUNE

EAIE 2016 Conference and Exhibition early-bird deadline

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26 AUGUST

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