

UNIVERSITY OF TWENTE.



# INTERNATIONAL AND VULNERABLE

## *THE NEED FOR AN INTEGRATED POLICY*

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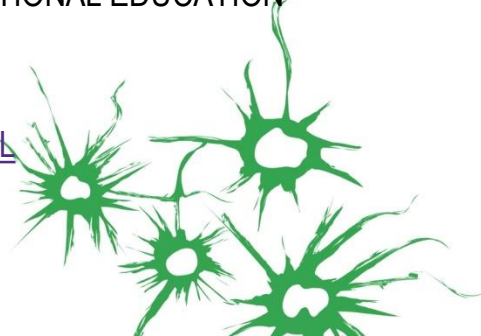
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# THE PROBLEM

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65,000 Ukrainian refugees registered in NL (6/2022)

Fewer than 1,000 students from Ukraine already situated in the Netherlands (about 100 in vocational education).

*Not a new problem: e.g. Afghanistan (latest August 2021), Syria (since 2010/11)....*

*Source: CBS*

# PSYCHOSOCIAL GROWTH ELEMENTS OF HE

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**Self-understanding**, self-actualization, self-awareness, emotional intelligence, a sense of identity, self-respect, self-worth;

Motivation, interests, **aspirations**, sense of purpose etc.

Confidence, assertiveness, better interpersonal relationships, capacity to cope with problems, openness to new ideas, **life satisfaction** and happiness.

*Calls for a need to ensure refugees are not excluded. Yet they are not just other “international students”*

# WHY IS IT IMPORTANT TO ADDRESS?

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Consistent with **university priorities**

*People first, international class room, diversity and talent, etc.,*

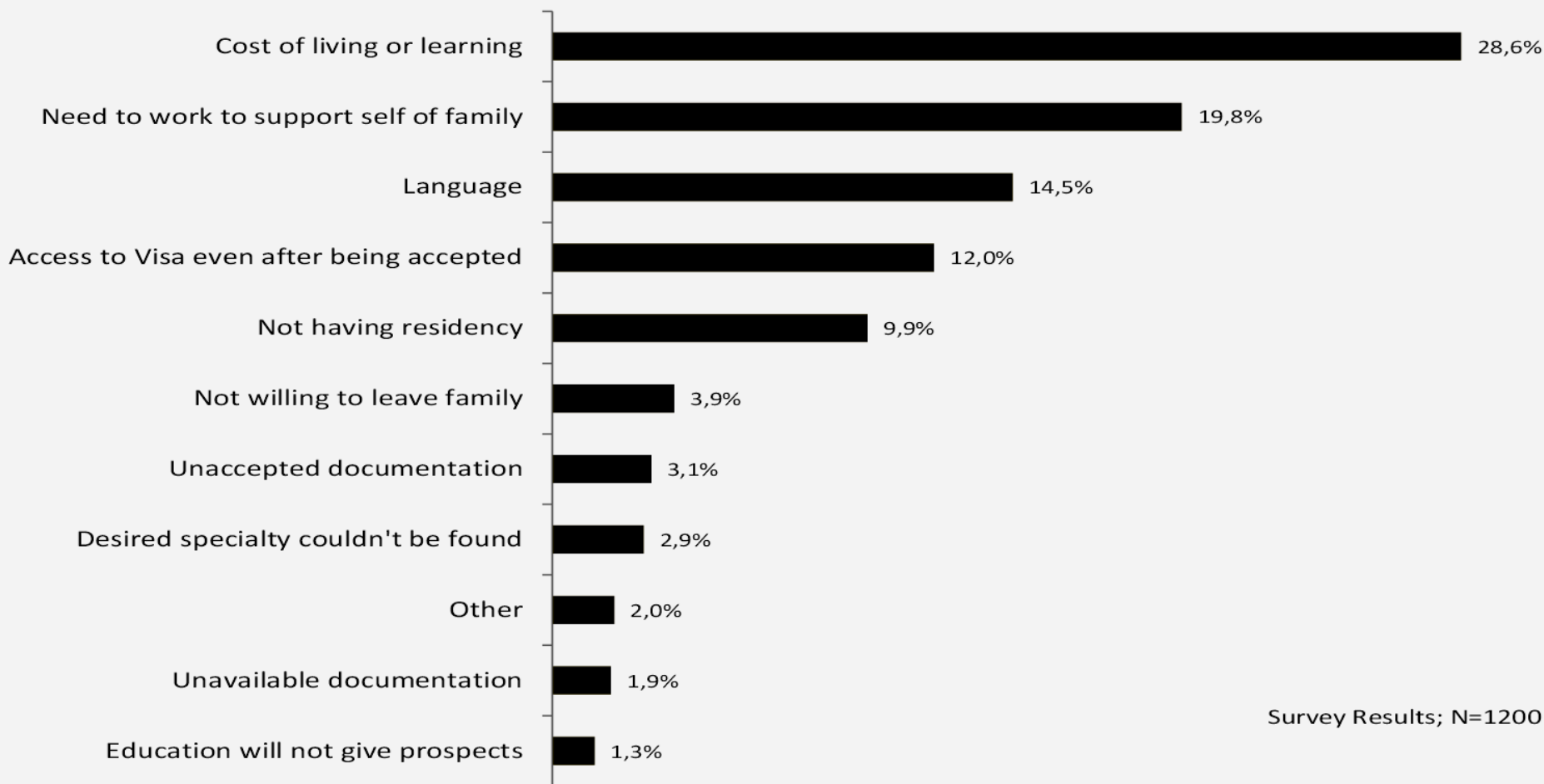
Supports **national policy priorities**

*Contribution to the labour market (reduces the “refugee labour market shock”)*

**Supports refugees** to, later, rebuild their country

*In the interest of all (partner) countries*

# PROBLEMS REFUGEES FACE



Survey Results; N=1200

# (SOME OF) REFUGEES' PREDICAMENT

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*Refugees must follow specific rules, e.g.*

Have a Dutch residence permit (applied for asylum).

Following a Dutch language course (level B1).

Attended school in your country of origin (level of education comparable to the Dutch havo 5 level or 12 years of preliminary education)

# APPROACHES: A PATCHWORK

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Work with existing networks/foundations

UAF

Scholars at Risk)

*Note: the UT stopped both for capacity reasons*

Scholarships and waivers

*Tend to favour merit over need*

Ad hoc solutions

Some universities have a policy, some do not



# OPTIONS

A “buddy programme”? (student union)

*Was done with success in times of Covid (“share and take care”)*

*Adaptable to refugees?*

Employment opportunities

*E.g. Connect Forward program for international students now extended to Ukrainian students*

*Problem: for students already in the country*

EU fee for Ukrainian students (instead of non-EEA fees)

*In agreement with all Dutch universities*

A “refugee trajectory” for supporting the international classroom?

*Including a bridge programme? Portfolio-building?*

# DILEMMAS

In internationalization: a focus on attracting talent from afar

- *revenue-generating approach to internationalization still prevalent*
- *yet focusing on high fee paying students from abroad is under pressure in national policy*
- *focus on “in country” capacity is gaining ground nationally*

“Waiting” for central guidance (UNL and Ministry) vs. local visibility

- *Once allocated to a region, small chance of matching with offer across the country*
- *“Matching” popular for all but for refugees?*

Involvement of institutional actors on, e.g. housing

Bridge courses expensive and not applicable for refugees

- *Need to be redesigned*
- *Based on economic model, not for who is already in the country*

# FROM REACTIVE TO PROACTIVE UNIVERSITY APPROACHES

*Refugee crises a turning point?*

*Human dimension internationalization > economic dimension?*

*Team up with other institutions (incl. non-universities and refugee orgs)*

*Leaner motivation the driving force: build opportunities from there, not the other way around*

*How to reach out to refugees?*

*Building motivation and hope: adapting bridge year? Portfolio-building? Matching and better relocation?*

*Targeted services in an integral approach?*

*HR and Student well-being services*



## THANK YOU AND CONTACT

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