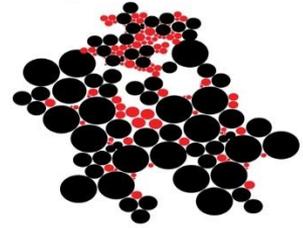


UNIVERSITY OF TWENTE.



INTERNATIONAL AND VULNERABLE

THE NEED FOR AN INTEGRATED POLICY

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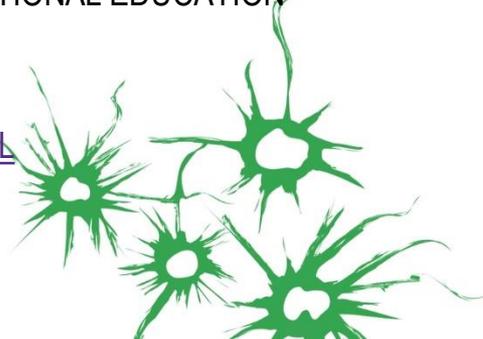
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THE PROBLEM

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

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?

Consistent with **university priorities**

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

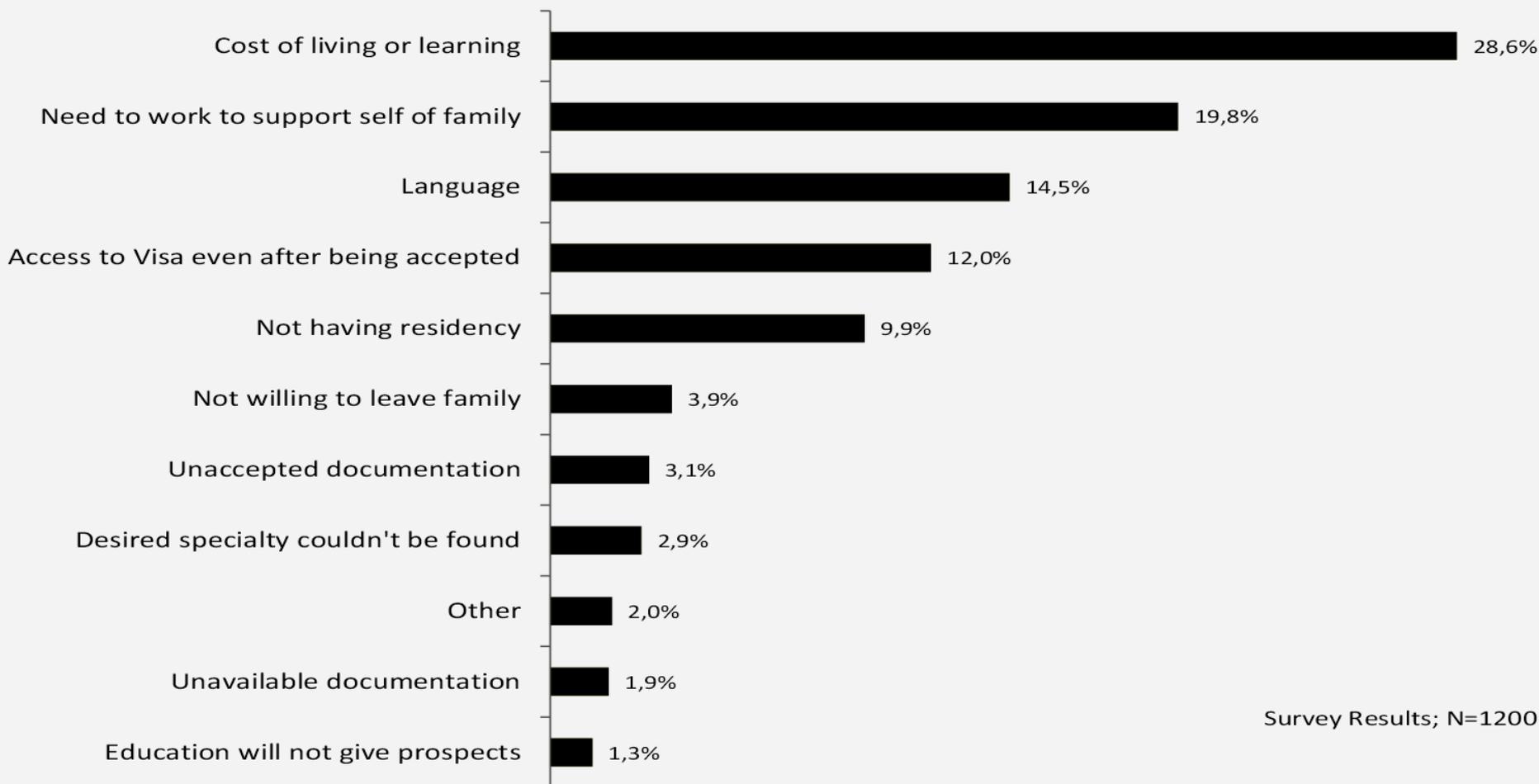
Supports **national policy priorities**

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

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

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)

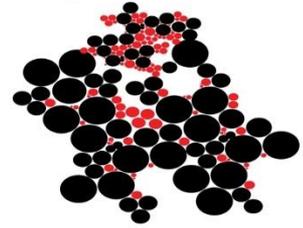
Leaner motivation the driving force: build opportunities from there, not the other way around

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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