

national/global; community; nation/national; cooperation(s)/coordination(s)/partnership/interaction(s); engage/engagement; challenge(s)/challenging; excellent/significant; mankind/human beings; life/well-being/welfare.

In terms of talent cultivation, WCUs are making efforts to build a human capital pool consisting of the most distinguished and outstanding talents—to become the most important national and global resource. With respect to scientific research, WCUs intend to conduct the most advanced research and discover state-of-the-art knowledge, tackling challenging problems with international concerns so as to improve humankind's well-being. In terms of service to society, WCUs aim to confront the most complex and difficult global challenges for the benefit of human society, making an impact on the development and progress of the world in a transformative way, contributing to sustainable and peaceful development for all mankind and the whole world.

#### CONCLUSION

As leading research universities with a global reach, WCUs not only constitute a global common good, but also develop global common goods such as advanced knowledge and excellent research and thus contribute to the common good (i.e., peaceful development) intrinsically shared by all humans. Therefore, WCUs serve as a very important global common good. However, this does not mean that WCUs are capable of doing everything successfully. The notion of global common good tends to be a vision or a prospect to guide and lead their efforts of providing extensive world-class education, research, and extensive service to society, embracing opportunities, coping with challenges, and enhancing the sustainable development of the whole world. ■

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## Access for Refugees into Higher Education: Paving Pathways to Integration

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For the past several years, refugee access to higher education has been a critical topic in the German context and represented a chance for universities to scale up services for all students, not just for refugees. Qualitative research on university administrative processes, including the support structures offered through the German Academic Exchange Service's (DAAD) Integra and Welcome programs, has reflected common hurdles refugee students face, including learning the German language; passing university preparation courses (varying in scope and duration); and going through credential assessment and subject matter competency testing. These students also compete for admission with all non-EU international students, who may have years of German language training and cultural familiarity. Finally, and perhaps most difficult, refugees have to work through socioemotional trauma, asylum uncertainty, and a societal backlash from some parts of the population against their presence in the country.

Over the past several years, there have been numerous German and international large-scale studies by governments, institutes, foundations, and researchers that have provided critically important information for understanding the processes and challenges around refugee integration in the tertiary context. Among these, the provision of services and the analytical work by the DAAD stand out. In its critical dual role as both a primary funder for refugee assistance and a convener of the many universities working to facilitate educational pathways for refugee and migrant integration, the DAAD has been uniquely positioned to shine a spotlight on the issue.

#### THE INTEGRATION OF REFUGEES AT GERMAN HIGHER EDUCATION INSTITUTIONS

The DAAD's most recent report, *The integration of refugees at German higher education institutions*, is significant for two reasons. First, it "presents [new] evidence-based findings" on a large scale of the progress refugees students are mak-

ing. Second, it provides “an important basis for close monitoring” of the 100 million euros universities have utilized to support those same refugee students in pathway programs and other initiatives, which is key for accountability. These data are essential to countering criticism of refugee assistance from politically opposed groups like Germany’s right-leaning party, the *Alternative für Deutschland* (AfD).

In its study, the DAAD outlines a range of issues that we believe apply not only in the German context but are also useful in other international settings where countries struggle to support refugee populations. Several of the points in the report also relate to students with a migrant background. In the paragraphs that follow, we highlight some of the report’s most salient points and their relation to more widely shared challenges facing education systems currently absorbing refugees and at-risk migrants.

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**Providing counseling to students on the sometimes bureaucratic university application process is vital.**

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#### **PROCESSING PAPERWORK**

The completion of complex paperwork to gain access to university has been recognized as burdensome in the scholarship on the refugee student experience, although the German tertiary sector is welcoming in the sense that it is tuition free for most students (only international students from outside the European Union are the exception in two German states). In the US context, for example, considerable research has been done on how the Free Application for Federal Student Aid (FAFSA) proves a barrier for many students, including students of low socioeconomic status who are not first-language English speakers. Providing counseling to students on the sometimes bureaucratic university application process is vital, whether under the auspices of mandatory orientation classes, or as a required component of pathway programs already in place.

#### **FROM SCHOOL TO COMMUNITY**

Additionally, student coordination with job centers and other social service agencies has been highlighted as problematic. Students from a refugee background are necessarily involved with various social services, and the German case makes clear that needs often arise on the part of students that universities may be unable to address. As researchers in the Australian context have suggested, for example, a

centralized office on university campuses could offer on-site consultation and information to students about subsidized housing and other key resources. Alternately, a liaison in each university town or city might be appointed to serve as the first contact point for students in need.

#### **ACCREDITATION HURDLES AND THE REFUGEE PASSPORT**

The recognition of certificates and credits from the home country continues to merit attention, although progress in this area has been noteworthy. Indeed, the so-called “refugee passport” will be piloted in 2018–2020 in nine European countries and collates information on a student’s educational background, work experience, and language proficiency. While this document may eventually solve part of the problem with transfer of credits, intermediary measures need to be taken and strengthened. Students—whether they are refugees or migrants—who are informed they will not be able to transfer a high number of credits risk breaking off their course of study, or delaying it, which can often be a *de facto* decision to leave university altogether. In that regard, it is important for future policy makers to consider how accreditation agencies, state and local governments, and universities can think creatively about alternative modes of credit transfer. At the institutional level, the “independent study” might serve as a route for experienced students to demonstrate their level of expertise in a subject and gain credit without repeating coursework that costs extra time and money.

#### **DAILY EXPENSES**

Finally, the difficulty of financing transportation costs to and from the university, particularly in rural areas, may seem like a minor issue, but these expenses and other daily barriers are no small challenge for students from marginalized backgrounds. Indeed, universities in Canada and elsewhere, for example, are increasingly offering food banks on campus to serve students who struggle to balance costs. A number of German universities, including the University of Bayreuth, also offer small funds to assist with transportation costs, but these pools are limited. Institutions and social services agencies need to urgently address these surmountable barriers to student participation.

#### **HELPING THE 99 PERCENTERS**

The lessons emerging from the German tertiary ecosystem in light of the refugee influx apply not only to other national contexts that are experiencing refugee inflows, but are also useful for other global settings where migrant students are seeking access to university. This list spans the globe today: the UN Refugee Agency UNHCR’s latest figures identify 65.6 million displaced persons and 22.5 million refugees

around the world. Most of these individuals will seek education as the conduit back to normalcy, some will seek higher education, and a small number will go on to make remarkable contributions to human development, much as other notable refugees have historically done. We cannot turn our back on their potential and allow an entire generation or more to be lost.

Researchers and practitioners alike may look to the contemporary German case to learn from both best practices and common challenges. In this collaborative learning process, the larger community of educators including the DAAD in Germany, the Institute of International Education in the United States and the World University Service of Canada, among others, will come a step closer to supporting not only the 1 percent of refugees worldwide who access higher education, but also the 99 percent who remain excluded. ■

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## African Academic Diaspora: Training and Research

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Tertiary education enrollment in sub-Saharan Africa nearly doubled from approximately 4.5 million in 2000 to 8.8 million in 2016 (UNESCO UIS). To meet the needs of new and expanding universities, several African governments, including Kenya and South Africa, have set targets or identified a need to increase the number of doctoral graduates by the thousands over the next decade in order to improve the quality and size of academic staff. A 2015 UNESCO Science Report advises that with expanded enrollment coming primarily from newly industrializing countries, the future of higher education is dependent on university networks that enable universities to share their faculty, courses, and research projects. University exchanges with academic diaspora are an effective entry point to do so. According to an April 2018 Pew Research Center report, sub-Saharan African immigrants in the United States are more highly educated than their counterparts in Europe, and 69 percent of those aged 25 or older in 2015 said that they had at least some tertiary education experience. A number of African universities and institutions have developed inno-

vative models to incorporate diaspora linkages in developing the next generation of academics.

### DIASPORA ENGAGEMENT IN RESEARCH NETWORKS

The African Institute of Mathematical Sciences (AIMS) Research Chair program goals are to enable exceptional African graduates with more than two years of postdoctoral research experience who are based outside Africa to firmly establish themselves in Africa while continuing international-class research. AIMS has recruited eight African diaspora research chairs based in Europe and North America across its six centers in Cameroon, Ghana, Rwanda, Senegal, South Africa, and Tanzania for four- to five-year terms, and plans to recruit an additional five in 2018. Founded in 2003, and headquartered in Kigali, Rwanda, AIMS recruits talented university graduates and provides them with the cutting-edge training in mathematics that they need to enter technical professions or pursue graduate studies in technical fields. Research Chairs support scientific development in Africa through research, teaching, and creating research groups of excellence with a focus on applied mathematical science and international and inter-African collaboration. Chairs' activities include master's, doctoral, and postdoctoral supervision; scientific event organization; coordinating visiting lecturers; and research mobilization and partnership building. AIMS has partnerships with over 200 universities, 300 researchers, and 500 lecturers worldwide, and produces approximately 70 peer-reviewed research publications and 300 dissertations per year. Exposing students to new mathematical science domains with top scientists from around the world, AIMS has since its inception graduated over 1500 alumni from 42 African countries, with graduates including over 30 percent of women. The majority of alumni are pursuing doctoral degrees or working in Africa.

### INSTITUTIONAL DEPLOYMENT OF ACADEMIC DIASPORA

The Institute of Post-School Studies of the University of the Western Cape (UWC) in Cape Town, South Africa, and Eduardo Mondlane University in Maputo, Mozambique, have deployed diaspora academics to design a new doctoral program in comparative higher education, science, and innovation studies, aiming to produce researchers and practitioners for Africa's expanding higher education sector. Together with UWC faculty, diaspora visiting lecturers from leading institutions worldwide have contributed to curricula design, seminars and public lectures, short courses on research methodology, and doctoral cosupervision. To meet the increased demand for methodological training, the University of Ghana's (UG) Pan-African Doctoral Academy (PADA) has engaged 20 academics from the diaspora