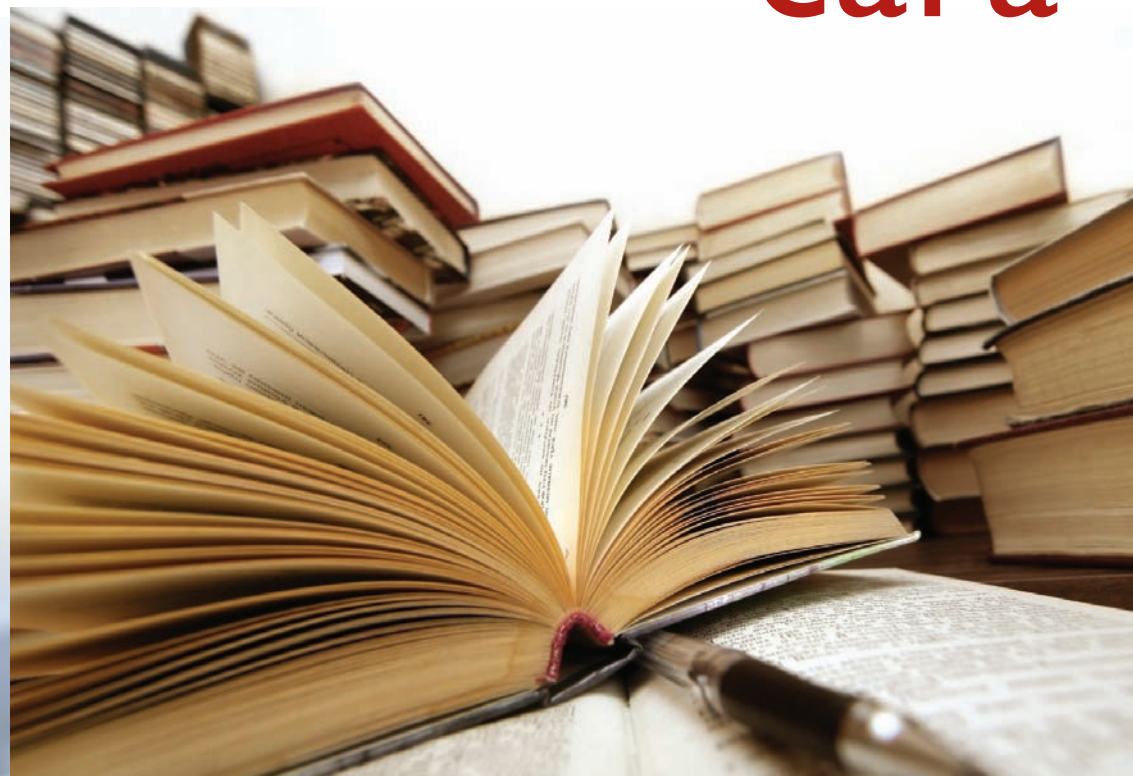
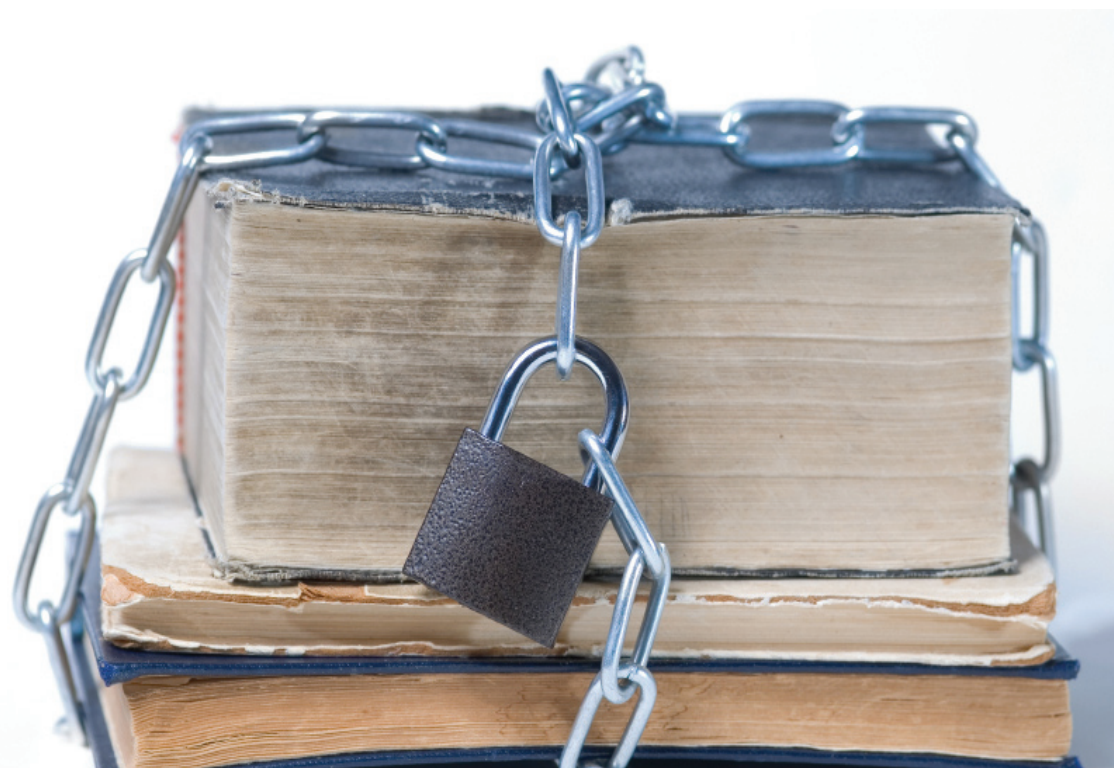


COUNCIL FOR ASSISTING REFUGEE ACADEMICS

cara



Supporting **persecuted academics**

A guide for higher education institutions

phf Paul Hamlyn
Foundation

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On April 12 1933, my father, who was working as a lecturer in the medical faculty of the University of Freiburg im Breisgau, Germany, received a curt note announcing that he had been placed on leave until further notice. Three months later, the Chancellor of the University, the philosopher Martin Heidegger, an enthusiastic supporter of Hitler, wrote to my father to tell him he had been dismissed from his post, because he was Jewish. In spite of this traumatic experience in Germany, my father was fortunate in being able to quickly re-establish himself in Britain and continue his academic career. The work for which he was eventually awarded a Nobel Prize, the discovery of the chemical reactions by which every living thing turns food into energy, was carried out within four years of his arrival in England.

In his biography, my father records that when he arrived in Cambridge University as a virtually penniless refugee, he was struck by “people’s helpfulness, their generous and warm hospitality and their innumerable kindnesses, large and small”.

Things have changed. Academics forced to flee to the UK may not be internationally renowned. Their higher education systems may not equal our own. Perhaps they have not fled to the UK, but are stranded in the region, struggling to survive, let alone continue their academic work. Yet a hand outstretched, a welcome from their fellow academics, is no less important than it was for my father.

I very much welcome this handbook as a guide to ensure that university staff have the tools and know-how to provide such a welcome to their fellow academics.

Lord Krebs Kt FRS is the Principal of Jesus College, Oxford and son of Sir Hans Krebs FRS (1900-1981) who received assistance from CARA’s predecessor when he came to England as a refugee in 1933.

Academic freedom is essential to the mission of the UK Higher Education sector. Yet our colleagues in countries with repressive regimes or unstable governments carry out their work in the face of persecution, job loss, imprisonment and death threats, where the right to question or think freely is not recognised or respected. Those who come to the UK as refugees face a second round of barriers as they try to navigate in a HE sector often very different from their own.

This handbook seeks to guide UK universities on how they could best support refugee and at-risk academics, and grows from the experiences of 16 universities working to improve internal policies and practices to support this group between 2006 and 2008. It recognises some of the excellent work already being carried out at UK universities, and encourages others to learn from their experiences and follow suit.

We operate in an increasingly global higher education environment. Active engagement with refugee academics with knowledge and first-hand experience of universities overseas can accrue benefits to UK universities, supporting institutional strategies on internationalisation and global research, community engagement and social responsibility. It increases diversity and enriches the make up of staff and students. This is why so many universities have welcomed them.

I strongly commend this handbook for your consideration.

Professor Steve Smith, President of Universities UK and Vice Chancellor and Chief Executive of the University of Exeter.



The Guide



Supporting persecuted academics draws primarily, but not exclusively, on the reports, experience and testimonies of many individuals, organisations and institutions participating in the Pathfinder UK University Grants Scheme. Run by CARA from 2006-2008, the Scheme offered UK universities seed funding of up to £10,000 to review and develop policies and practices in support of refugee and at-risk academics. (terms defined on page 11). The universities that took part supported a number of academics in need from a range of countries and disciplines. Several also chose to assist academics still in the process of seeking asylum in the UK, though this group falls outside CARA's mandate.

CARA gratefully acknowledges the support of the Sigrid Rausing Trust for funding for the majority of projects described within this guide, and both the Sigrid Rausing Trust and the Paul Hamlyn Trust for funding its design and publication.

The names of some individuals have been changed. CARA would like to thank all contributors to this publication for their assistance.

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Abbreviations

CARA	Council for Assisting Refugee Academics
CPD	Continuing Professional Development
CSR	Corporate Social Responsibility
EAP	English for Academic Purposes
ESOL	English for Speakers of Other Languages
GCU	Glasgow Caledonian University
HEI	Higher Education Institution
HRLC	Human Rights Law Centre (Nottingham)
IAS	Institute of Advanced Study (Warwick)
IELTS	International English Language Testing System
LSBU	London South Bank University
LSE	London School of Economics and Political Science
PgC-LTHE	Postgraduate Certificate in Learning and Teaching in Higher Education
RSO	Refugee Support Officer (Sunderland)
SEEDS	South of England Enabling Displaced Scholars (Chichester)
SOAS	School of Oriental and African Studies
UEL	University of East London
UWE	University of the West of England
UWS	University of the West of Scotland

Why it matters and why universities engage



Central Library Science Reading Room, Basra University, Iraq

Why it matters

Wherever there is a dictatorship or totalitarian regime, its first quarrel is with those who oppose it. They are frequently found in universities, places where teaching and research should flourish. All over the world, university lecturers and researchers are persecuted, imprisoned, tortured, sentenced to death or forced to flee their country for challenging those in power.

For those who seek refuge in the UK, arrival can bring a new kind of fear and uncertainty. They must prove their right to be recognised as refugees in a country whose language they may not speak, whose customs they do not understand; against an asylum system geared towards disbelief and rejection. Their lives may be put on hold while they fight for their right to sanctuary, at a time when they may be in desperate need of counselling and care to help overcome the trauma of events that led to their flight.

Many refugees arrive in the UK without proof of qualifications or experience. Those who do bring documentation often discover that they do not conform to UK requirements. This experience, combined with a lack of understanding of the UK academic sector and its culture and practices, hampers academic refugees from finding relevant work and rebuilding their lives in a meaningful way.

Yet these barriers can be overcome with support and guidance. Refugee academics offer a wealth of knowledge, skills and experience to benefit UK society and UK Higher Education Institutions. In an increasingly global HE sector, professional skills combined with minority languages and first-hand knowledge of an overseas higher education system can be of great benefit to UK universities. With support and guidance from the charity and HE sector, refugee academics can be helped to fulfil their potential and contribute to the country that has given them refuge.

Why universities engage

The universities featured in this handbook, and the wider CARA Scholars at Risk UK Universities Network, have recognised that failing to respond to the erosion of academic freedom worldwide means being complicit in the erosion of their own academic freedoms. They recognise that persecuted academics are the victims of such erosion, towards whom UK academic institutions have a moral responsibility. Most importantly, they understand why they must engage proactively in the work of CARA.

'I am conscious that we are beneficiaries of iniquities and destruction. We work in institutions that reproduce these relations unless we do something about them. This small thing is immediate, within our work institution and our powers'

**Senior academic,
CARA Scholars at Risk UK Universities Network Member**

'I was working for a project funded by a foreign donor, and at the same time I was teaching at the university. One day I was sent a letter with a bullet, threatening me and telling me to quit my job and leave the country because I work for international organisations.'

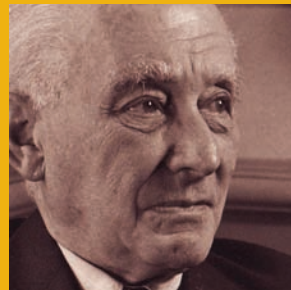
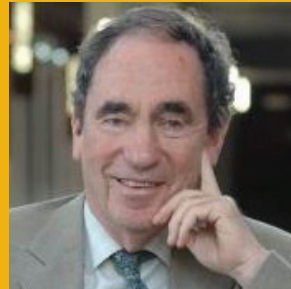
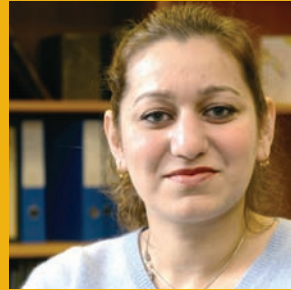
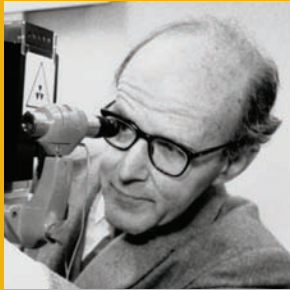
Refugee academic

'I found myself in Leicester Square. It was December. It was cold, freezing, the weather was miserable. But I thought this is the end of my sadness and this is the end of my suffering. But unfortunately, you know, it was the start of my suffering again... Some universities didn't understand how difficult and dangerous it was to go back to my country or to contact somebody back home to ask them for references or to ask them for your qualifications certificate to be sent off to you.'

Refugee academic

CARA

The Council for Assisting Refugee Academics



CARA was established in 1933 by Sir William Beveridge and other distinguished figures of the day in response to the persecution of fellow academics across Europe under the rise of fascism.

Of the 1,500 or so assisted by CARA in the 1930s and '40s, many went on to become leaders in their fields, including 18 Nobel Laureates including Sir Ernst Chain, Sir Ernst Gombrich, Max Born, Sir Nicholas Pevsner and Sir Hans Krebs. More recently, CARA was privileged to support Albie Sachs who became Chief Justice in post-apartheid South Africa.

The defence and promotion of academic freedom and the provision of practical support lie at the heart of CARA's work. CARA has two distinct beneficiary groups:

- **'Refugee Academics'** who are supported to rebuild their lives and careers in the UK through education and employment guidance, grants for further qualifications, work placements and academic fellowships.
- **'Academics at Risk'**, for whom CARA develops temporary academic placements (6 to 24 months) in collaboration with UK universities, to allow continue academic engagement during periods of uncertainty. In response to concerted attacks on a country's academics as a whole, CARA reaches outside the UK to establish regional support programmes.

More information: www.academic-refugees.org

Definitions

Refugee Academic – a person who held a paid post as a lecturer/researcher in a HE or research institutions in their country of origin and who has been granted UK refugee status or Exceptional, Discretionary or Indefinite Leave to Remain or Humanitarian Protection. See Annex 1 for a full explanation of these terms.

Academic at Risk - a person who holds a paid post as a lecturer/researcher in a HE or research institution, who is facing persecution and cannot continue their academic work in safety.

N.B Although **refugee students** and **academic asylum seekers** do not fall within CARA's mandate, UK universities may wish to extend their support to these related and equally vulnerable groups, as some already do.

The CARA Scholars at Risk UK Universities Network

Founded in 2006 by CARA in collaboration with its US-based partners Scholars at Risk, the Network is a collaboration of UK universities working to promote and defend academic freedom and provide practical support to refugee and at-risk academics. Membership of the Network is established at Vice Chancellor or Senior Management level to ensure institutional commitment. At time of publication, the Network has a membership of 44 UK universities (see Annex 7). Universities and colleges are encouraged to contact the CARA office to enquire about joining the network.

Scholars at Risk (SAR)

Scholars at Risk (SAR) co-ordinates an international network of universities and academics working to promote a healthy global higher education sector through: direct assistance to at-risk academics, including temporary visits to network member universities, and capacity building and partnerships with researchers and advocates. At time of publication, the SAR Network has over 215 member universities and colleges across 20 countries.

More information: www.scholarsatrisk.org

How to use this guide

Supporting persecuted academics is based on the experience of members of the CARA Scholars at Risk UK Universities Network and other UK universities between 2006 and 2008. The Guide offers examples of how different Higher Education Institutions (HEIs) in the UK supported refugee and at-risk academics.

The Guide aims to share learning from this experience and to provide examples for staff in other HEIs of the different ways they too might offer support. It may also serve as a resource for organisations and individuals directly involved in the support of refugees, as well as for refugee academics themselves. The Guide is neither prescriptive nor exhaustive, and the reader is encouraged to choose from the range of approaches offered and adapt these as necessary according to their own situation or institution.

The annexes point to sources of further information and assistance for refugee academics and the HEIs that assist them, including resources developed by members of the CARA Scholars at Risk UK Universities Network.



Supporting refugee academics and at-risk academics: an overview of lessons learned



Tailor support to individual needs

Members of the Network identified different ways of supporting refugee and at-risk academics. The central lesson from their experience is that the nature of the provision will always be determined by the needs of the individual, the values and aims of the HEI and the resources available in the university and its local community. Each of the options listed here can stand alone or be linked to others: no single HEI is expected to offer all. Support that is modest in scope can often make a huge difference to an individual.

'When I go to the library, I feel as if I am completely away from everything I went through. When I'm in the library, I feel safe – in a small heaven. At home, you are thinking, thinking, but here you are quiet, you can read and your mind is a little bit OK. A desire, a hope for the future pushes you to go there.'

Refugee academic

To mark Refugee Week, the Centre for Gender Studies at SOAS launched its CARA Pathfinder project aimed at providing direct practical assistance, mentoring, and skill development for 3-4 female academic refugees. Given the fact that female academic refugees tend to suffer from double marginalization – both as women and as refugees – SOAS established a special programme to address the needs of women academics in particular.

CARA Scholars at Risk UK Universities Network Member

'Many people have the potential to be academics and should not be excluded. Here at UWE we don't want to be selective about who benefits and who does not benefit. ...I want the university to support the people who need support, not by creating narrow niches for people all the time ... It was the stories we heard from refugees that taught us that the boundaries were too narrow, so this is why we widened the context... For us this is the right scope.'

**Support scheme manager,
CARA Scholars at Risk UK Universities Network**

Offer opportunities for academic and professional development

HEIs supporting refugee and at-risk academics can offer advice or support relating to individuals' academic and professional development. This kind of support may be developed specifically for refugee academics and academics at-risk or use existing internal or external resources developed for the HEI's own academic staff. Advice or services might address one or more of these topics:

- Academic mentoring
- Academic/professional profiling
- Access to modules in relevant subject area
- Careers advice
- CPD courses
- CV-writing advice, guidance or workshops
- Employment in Higher Education in the UK
- Interview skills guidance or workshops
- Introduction to Higher Education in the UK
- Library access
- Recognition of prior formal and informal learning
- Referral to another university offering appropriate specialisation
- Referral to colleagues from an appropriate professional background
- The role of academic staff in teaching and learning in the UK
- Work shadowing

'The advantage for me is that the guy I am linked to [at Warwick] is just doing the same work as me. And the main advantage is about continuity. I haven't stopped doing research. For many refugees you suffer the discontinuity.'

Refugee academic

'I shadowed an excellent mentor in the Department of Biology and Biomedical Sciences [at GCU]. He made it possible for me to be involved in teaching, student assessments, and postgraduate studies and projects and I experienced the different styles of teaching and a diversity of students. I was also able to update my knowledge of pharmacology and gained a full understanding of the modules of teaching at different levels... I thus embarked on two part-time jobs, in pharmacology and physiology.'

Refugee academic

Offer personal as well as professional support

Refugee and at-risk academics may be unable to access other activities offered by the university because of their personal circumstances. Personal support is likely to be an important but sometimes unspoken need. The following practical issues may need to be addressed, whether directly by the university or through referral to external professional and/or refugee support services:

- Accommodation
- Childcare
- Counselling
- Individual advice
- Pastoral care
- Personal mentoring
- Travel expenses and other financial support

Provide opportunities for enhancing English proficiency

While many refugee or at-risk academics will already speak and read some English when they arrive, limited command, particularly of academic English, is a potential source of exclusion and a frequent barrier to professional advancement.

'Sometimes when you see an asylum seeker or refugee, you don't know what he is feeling. It's very hard to cope with the situation. First of all, the barrier of the language, the integration in the community; you are skilled or working in your country but you become useless and you think the whole of your future is compromised. It is too hard...The university for me is like a hole in the door of the prison.'

Refugee academic

Practical ways of helping enhance English proficiency can include one or more of the following:

- An International English Language Testing System (IELTS) assessment
- English for Speakers of Other Languages (ESOL) course
- English for Academic Purposes (EAP) course
- Workshop sessions on spoken English in different contexts, e.g. job interviews

'When I went to interviews for my PhD, it was difficult. The idea I had [about interviews] was not to say much. But here they want to look more into your communication skills, critical thinking and how you express yourself. I realised they want you to explain more. I wanted to pronounce words better and do better at interviews and general communication... As a refugee you need to get highly skilled in interviews. We're competing with English people, or people from other countries who've been here a long time. You have to work very hard to be very competent to get a job. Being non-English and a refugee is more difficult.'

Refugee academic

'It was very important for me to be at SOAS. I need to be in contact with cultural life in London. I need to know about universities in London, to see students and how they go to lectures and how lecturers design lectures. I want to know everything about university in London so that if I go back to Iraq I can do the same. SOAS gave me good experience – about university, teaching, everything. It taught me to write academic English, to do a presentation, an essay, a seminar. It put me at a new stage.'

Refugee academic

Raise awareness of the needs of refugee academics and at-risk academics

Raising awareness at university or community level can help create an atmosphere in which media myths are countered and refugee and at-risk academics are welcomed and their needs better understood. Activities may include:

- An internal communications strategy
- Networking with other universities in the region and/or community organisations on refugee issues
- Conference on refugees/refugee academics
- University newspaper articles
- University workshop on academic freedom

Strengthen practical commitment to providing support

Even in universities committed to the cause of refugee and at-risk academics, most members of the CARA Scholars at Risk UK Universities Network found they also needed to strengthen and reinforce this commitment when it came to designing and delivering practical measures of support. They found it was essential to:

- Gain endorsement at senior level for support offered
- Allocate responsibility for managing provision of practical support
- Map existing support for refugee and at-risk academics
- Ensure clarity about institutional procedures

Towards good practice: lessons from the CARA Scholars at Risk Network

Gain endorsement at senior level for support offered

Commitment to any support scheme for refugee and at-risk academics should be endorsed by senior staff such as the Vice Chancellor, Pro-Vice Chancellor, Dean, Head of School and/or senior academic staff.

This is recommended for a number of reasons. Firstly, support for refugee and at-risk academics is likely to be consistent with institutional values on academic freedom and with strategic aims around research, reputation, inclusion, equality and diversity, and corporate social responsibility (CSR). Early involvement by senior managers with responsibility in these areas and the university's international remit will therefore be important.

Those assisted by the CARA Scholars at Risk UK Universities Network in 2006-08 were individuals at all stages of their academic careers. However placements or fellowships open to refugee or at-risk academics may bring to UK universities individuals with growing or established reputations: those assisted included a distinguished artist, a research scientist, an expert in conflict studies, and a professor of pharmacology. Senior level appreciation of the benefits to the university as well as the individual is necessary if funding for support is to be offered or sustained.

Secondly, like any other faculty member, a refugee academic may require assistance from a number of different departments, for example English teaching or Human Resources. It may be necessary to seek approval or funding for course or overhead costs or the award of fellowships. Universities' experience was that the doors were more easily opened when the person managing support on a day-to-day basis (see Lesson 2) could invoke senior level endorsement.

Thirdly, if a university's aim is to widen, sustain or mainstream support for refugee or at-risk academics after a one-off initiative has ended or to engage other universities in its region, enlisting and maintaining senior level endorsement will be essential.

Some examples:

Demonstrating solidarity with fellow academics

'There could be no good reason in my view that with all our good fortune we would not reach out to colleagues in need. I found particularly important the possibility that scholars at risk would not only be able to live in safety, but would also be able to flourish professionally... I am very pleased the London School of Economics has formally endorsed our involvement but would have hoped for nothing less.'

Senior academic, CARA Scholars at Risk UK Universities Network

Turning strategic vision into practice

Since August 2008, the Institute of Advanced Study (IAS) at the University of Warwick has been offering Associate Fellowships to selected refugee academics to support them in preparing for research or academic posts in UK universities and hospitals. The IAS-CARA fellowships are linked to the University's strategic Vision 2015 which aims to enhance Warwick's global reputation as a centre of research and postgraduate training.

Bringing international expertise to the university

'D's contribution here at the University of Birmingham is as an academic. It's immaterial that he's a refugee. What he brings is first hand experiences from a difficult part of the globe that you might not otherwise get. I teach a Masters course on conflict, security and development - having an Iraqi talk about Iraq, with first hand experience and expertise on sectarianism and what it actually means on the ground is incredibly valuable.'

Pathfinder project manager, CARA Scholars at Risk UK Network



Contributing to equality and diversity

At Glasgow Caledonian University, senior management were absolutely committed to the Capacity Building for Refugee Academic Mentoring programme developed in 2007-08. The programme contributes directly to university strategies on equality and diversity, widening participation and lifelong learning, and adds to the university's profile with the Scottish Government.

Practising Corporate Social Responsibility

The Refugee Support Scheme is at the heart of Sunderland University's commitment to the city and local community: our Refugee Support Officer opens doors to education and employment, enabling refugees in the City to make a contribution to the local community.

2

Allocate responsibility for managing provision of practical support

Central to the success of any kind of support is its 'ownership' by a named staff member. Whether a new appointment or a current member of staff, he or she will be daily 'championing' support for refugee or at-risk academics as they find their way in an unfamiliar academic culture and institution.

Universities found it was important to be realistic about the time and resources needed to establish and maintain such support, particularly at the start and when the person in this role also held other teaching, research or management responsibilities: allocation of time within an existing workload should take these into account. The additional work should be recognised, for example, in a job description, through appropriate reward and/or continuing professional development (CPD). Administrative and research assistance may also be required, likewise access to more senior staff when needed, as described in Lesson 1.

Those managing practical support for refugee academics or at-risk academics during the 2006-08 Pathfinder Universities Grants Scheme came from numerous different academic backgrounds, disciplines and departments. The necessary common threads were personal commitment, empathy with refugees and asylum seekers, an understanding of the HEI's workings and an ability to engage colleagues and mobilise resources.

If the person responsible for support is in a fixed-term post, or giving their time voluntarily, the HEI needs to consider how to embed support for refugee academics in the institution. Senior level support, mapping (Lesson 3) and documenting procedures (Lesson 4) are important for sustainability and mainstreaming.



In summary, the staff member managing provision of practical support for refugee academics and at-risk academics is likely to be:

- Overseeing the scheme on a day to day basis
- Working with a steering or advisory group
- Advocating in practical terms on behalf of refugee academics
- Mobilising and working with key colleagues in the university and/or externally
- Acting as a link between refugee academic and subject mentor
- Acting as personal mentor
- Monitoring progress

He or she will need to:

- Understand the HEI's structure and how it works
- Have sufficient seniority to be able to mobilise resources
- Have his/her (additional) responsibilities recognised
- Allocate sufficient time for the work
- Receive support from colleagues
- Have access to administrative and research assistance
- Have access to and support from senior staff if 'trouble-shooting' is needed

Some examples:

Building on the interests of current staff

Research in 2008 into the needs of refugee academics and available resources at the University of the West of England was led by a post-doctoral research fellow, himself a refugee from West Africa. His work was supported by staff of the Human Rights Unit who had expertise in widening participation. The combination of academic interests and personal experience in this small team has been significant in building on research findings to design a 'hub' in the unit to help refugees and asylum seekers access Higher Education.

Creating a new post

In 2007 the University of Sunderland added the role of Refugee Support Officer (RSO) to the Equality and Diversity team. The part-time post was initially introduced for a fixed term of six months. Responsibilities of the RSO were to support refugees and refugee academics in accessing study, training and employment opportunities at the University; to support refugee and threatened scholars in finding employment in the UK; to manage the refugee support service by working directly with refugees, internal colleagues and external partners; to strengthen the University's commitment to refugees by developing positive working relationships with the community and developing the links with refugee organisations and partners.

'We were conscious that if the RSO was working three days a week, we didn't just want a positive experience for refugees on those three days, and they're sinking rather than swimming the rest of the week. We wanted to make sure that we're geared up. We did get good support from the staff at the front desk. They knew the RSO very well, the systems were known to them, so they could provide support and signpost refugees to the appropriate potential courses... You'll still have that supportive experience now, even though the RSO isn't in post any more.'

Working with a steering group

The Scholars at Risk Project at the London School of Economics (LSE) is spearheaded by a steering committee comprising four senior members of the LSE's academic staff. The steering committee works in close collaboration with the Human Resources Division Manager and the Project Coordinator in the Office of Development and Alumni Relations. The committee is co-ordinated by the Manager of the Centre for the Study of Human Rights.

3

Map existing support for refugee and at-risk academics

Support for refugee academics need not mean providing new courses or services as HEIs are likely to have appropriate courses and infrastructure already in place. In parts of the UK with significant numbers of refugees and asylum seekers, community organisations and national organisations with a regional presence may also offer support.

Research into existing or potential support for refugee academics on and off campus and in neighbouring universities may be labour-intensive. Many members of the CARA Scholars at Risk UK Universities Network hired short-term research assistance. Personal meetings - with senior figures in the administration and academic staff, including those interested in becoming mentors or who can advise on enrolment and employment - are recommended. These meetings should be part of the remit of the person managing provision of practical support.

Mapping what is available in different schools and departments is useful in identifying what the HEI can offer in academic, administrative and personal terms. Meetings with community organisations can enhance understanding of the needs of refugees and asylum seekers, and the likely level of local demand for support by the HEI. Such meetings can also help the HEI to find out where those interested in seeking access to higher education live, and to identify opportunities for and barriers to access. This is also important if the HEI is aiming to widen participation and diversity through engagement with minority groups. In addition, local partnerships can bring valuable expertise and understanding into the university.

A checklist for mapping is included in Annex 2 but, in sum, mapping offers a chance to:

- Speak to refugee academics about their needs and interests (and to assess the number of academics in your area)
- Raise awareness of and learn about the situation of refugee academics
- Find out what the HEI offers to early career academics, minority groups, visiting academics etc.
- Find out what other HEIs offer refugee academics
- Explain the objectives of a support initiative to peers
- Seek in-principle commitment from key individuals
- Identify potential mentors and supervisors
- Identify sources of personal/pastoral support in the HEI or community
- Understand procedures for enrolment or employment
- Locate possible sources of funding for the support to be provided
- Widen access and participation
- Build or consolidate partnership with community organisations
- Identify relevant external expertise
- Explore opportunities for collaboration with other HEIs
- Ensure welcome and support systems are in place

Some examples:

Understanding individual needs and interests

'Each refugee academic is interviewed with two aims in mind. The first is to establish the difficulties that he or she has faced in their attempts to re-enter the academic sector...the second consists of identifying the needs and wishes of the individual. The following gaps have been identified: access; method of applying for academic jobs; difficulty drafting CVs and preparing required research documents; IT training; research proposals.'

Support scheme manager,
CARA Scholars at Risk UK Universities Network

Finding the fit with what is already there

'A PhD student did the needs assessment and mapped services in the university. This helped us to say 'This is what the University of East London is offering'. My colleague and I used our influence and knowing people in the university. Our researcher knew the university and the Refugee Research Centre and its mission.'

Mapping showed we had everything in place. In three months we had an informal advisory committee. We asked people we knew. We had thought of having a formal committee but this was difficult because of people's time. We asked advice from Staff Development and spoke to people informally. I would advise others to see what is available in the university. Don't try to set up a parallel structure, make it fit in with what exists.'

Support scheme manager,
CARA Scholars at Risk UK Universities Network

Mapping school, professional and community resources

A mapping exercise at the University of Nottingham aimed to identify opportunities for a human-rights scholar. The Project Manager had worked with refugee human rights activists and designed human rights programmes. Her research assistants were postgraduate research students of refugee and asylum law. The team held meetings on and off campus; sent an online questionnaire to departments, Heads of Schools, academics, community organisations and human rights professionals; identified possible funding opportunities; and prepared a pamphlet on supporting academics at risk for the HRLC web pages.

Regional mapping

Chichester University's mapping exercise in 2008 enabled the university to establish a network of contacts with refugee organisations and other HEIs across the south. When the SEEDS programme was unable to offer expertise in philosophy for a refugee academic from Cameroon, it identified a peer mentor at the University of Southampton who could assist.

Working with a national refugee organisation

Discussions at Roehampton enabled the Refugee Academic Coordinator to identify key individuals from four academic schools, and service providers. The Coordinator constructed a chart to map roles and responsibilities for the scheme. Training by the Refugee Council helped those developing the support programme review what they planned to offer. This highlighted the different information needs of staff and refugee academics, and enabled the team to adjust the programme to make it more responsive to the needs of those they would be hosting.

4

Ensure clarity about institutional procedures

The mapping exercise will help clarify what an HEI can offer, and who the beneficiaries are likely to be. If a one-off activity is planned, administrative procedures may be few. However, Network members making a longer-term commitment to refugee or at-risk academics found it helpful to document procedures. This ensured that responsibilities were clear, gaps in support were minimised and support could be sustained following staff change. Some HEIs, particularly those seeking to host at-risk academics, used The USA draft Scholars at Risk How to Host Manual (see Annex 5) as a model and checklist when designing procedures. Others adapted existing or reviewed application processes to ensure that the university would welcome refugee academics from the start.

A challenge for some Network members was how to get information to refugee academics about support on offer. Some found that programmes were over-subscribed while others, particularly in areas with few refugees, that take-up of places was slow or that initial interest did not translate into applications. Clarifying the likely level of need at the mapping stage is therefore important.

The personal circumstances of refugees and asylum seekers (see Lesson 5) may also mean that longer recruitment processes are needed. CARA's database of refugee academics in the UK is likely to be helpful in identifying potential beneficiaries. Recruiting through any intermediary organisation makes clarity about the type of support offered and procedures essential. In addition, confidentiality about identity and personal details of any refugee academic should be strictly maintained unless he or she has explicitly authorised such disclosure.



Honorary roles were appreciated by those otherwise unable to maintain their links with academia. However, care had to be taken not to raise expectations that honorary roles would automatically lead to a paid post. Some Network members held strong views about the principle of remuneration. The legal status of asylum seekers and the fact that refugee academics drawing state benefits could lose these if receiving even minimal payments mean that Human Resources departments should be consulted and this question considered as soon as possible.

Key questions to consider:

- What kind of support will be offered, who will be the beneficiaries and how long will support last?
- How many refugee or at-risk academics can the HEI support?
- How will it cover or recover costs?
- What title will the refugee or at-risk academic hold?
- On what basis will he or she receive financial support/remuneration/expenses?
- Which schools or departments offer relevant subjects?
- Which schools or departments are best placed to act as host?
- What kind of orientation will be provided?
- How and where will the scheme be promoted?
- How will issues of confidentiality be addressed?
- Who will be responsible for recruitment and selection?
- How will an academic and/or personal mentors be identified?
- How will the success of the support scheme be gauged?

Some examples:

Advertising support amongst the refugee community

Contact was made with the Refugee Council's Learning and Integration [section] which advertised the scheme through Refugees Into Teaching. Refugee Action was contacted and, the head of the South East integration Unit agreed to inform refugee communities about the Project.

An article was also placed in the e-bulletin of the Migrant Organisations' Development Agency. Subscribers to the Asylum Rights Campaign e-group and the Refugee Education Discussion List were informed. Finally, an article was placed in the LSBulletin, informing the university about the work of the Project.

Identifying beneficiaries and mentors through a local partnership

The Bridges Programmes, an agency helping refugees and asylum seekers in Glasgow gain work experience, identified eight participants and advised on work placements. To augment its expertise in CPD and Recognition of Prior Informal Learning, Glasgow Caledonian University also took advice from the Glasgow Mentoring Network. This enabled the university to provide mentoring and work-shadowing tailored to the needs of individual participants.

Terms and conditions for hosting an academic at risk

LSE's Scholars at Risk programme will host an academic at risk whose research interests coincide with those of the School for two years, paying a salary on a par with other academic staff. The scholar will be hosted as a Visiting Fellow by an appropriate academic unit. He or she will participate fully in the academic life of their host department and School – conducting research, some teaching and administration – and will have full access to LSE's facilities and training... The scholar's key supporters will be an administrator and a peer supporter from the host department. A steering committee member will provide additional back-up...'



Refugee academic at his graduation from London South Bank University with the Vice Chancellor

Recruiting refugee academics

At the University of Warwick, refugee scholars must first be proposed by CARA and then interviewed at Warwick. Only applicants whose research profile fits with the research expertise of permanent staff members or research groups at Warwick will be offered an interview... IAS will contact the relevant department to see whether there is compatibility and a potential mentor and if there is, then a visit to the University and an interview will be arranged. Following an interview at Warwick, selected refugee scholars are paired with appropriate Warwick research mentors and provided with modest IAS funding to help them to integrate into UK research groups in their fields.

Finding funds for an at risk academic

'It was felt [at Wolverhampton] that ... to offer anything less than legitimate employment where skills and knowledge are maintained and developed would be insulting and patronizing. Of course someone with financial responsibility will ask the age-old question: Where does the money come from? The answer is simple; in any large organization, there is a natural turnover of staff, and there is a lead-in time between one staff member leaving and a new staff member starting. This is commonly known as the "vacancy factor." By using a very small amount of this money, organizations could fund an academic or scholar at risk at risk for one year.'

5

Offer opportunities for academic and professional development

Refugee academics may have had to abandon their research or publications. Individuals will have left behind working relationships, networks and systems of Higher Education with which they were familiar. Making a career in a new academic context requires a well-managed and supported process which helps individuals participate once more as academics and colleagues, and begin to gain the experience needed to secure future employment.

Those helped by Network members in 2006-08 needed to know how Higher Education and learning in the UK work and about the professional, academic and quality standards that apply here. They needed to update subject knowledge, and agree priorities for professional development. Mentoring, work shadowing and other support helped (see Annex 3). They valued opportunities to improve English and job application skills.

Support for refugee academics and at-risk academics can utilise institutional resources, for example, orientation programmes for new teaching staff, English assessment and continuing professional development (CPD) resources. Those already taking part in the PgC-LTHE may be particularly interested in acting as mentor. Mentors themselves should have support from their peers and supervisors: they will need clarity on role and expectations (see Lesson 4), and, depending on their experience and seniority, guidance, training and recognition of their contribution through CPD.

Support for academic and professional development is likely to include advice or activities that cover some of the following areas:

Orientation

- Identification of priority information needs
- Orientation to the HEI
- Introduction to Higher Education in the UK regions

Essential skills

- Assessment of English language proficiency (IELTS)
- Provision of English language support (see Lesson 7)
- IT
- CV writing
- Interview skills

Learning and teaching

- Learning and teaching styles in UK HEIs
- UK professional standards and quality assurance including the # Higher Education Academy Professional Standards Framework. This outlines the knowledge, skills and professional values required of lecturers within Higher Education in the UK. <http://www.heacademy.ac.uk>
- Opportunities for accredited professional development
- Culture, equality and diversity

Individual development

- Information on relevant professional bodies
- Assessment of academic experience and qualifications
- Development of a professional profile
- Development of an individual action plan and timescale
- Identifying and agreeing activities for example:
 - Working with a subject mentor
 - Work-shadowing
 - Opportunities to participate in teaching, seminars, student assessments, writing research proposals etc.
 - Further individual career guidance

6

Offer personal as well as professional support

At best, the challenges for refugee and at-risk academics are the same problems that confront any other new member of teaching or research in an unfamiliar HEI. However, the personal circumstances of refugee or at-risk academics are likely to provide multiple sources of anxiety, including fears for personal safety or the security of family members left behind, immigration status and day-to-day financial worries.

No HEI or staff member is expected to resolve all of the difficulties that refugee academics and at-risk academics have confronted or may face in the future. Nonetheless, it is important to acknowledge and anticipate problems to the extent possible. As part of the mapping exercise, the person responsible for managing provision for refugee academics and academics at-risk should consider how personal, as well as academic and professional, support can be provided if necessary. Sources of personal support may come from the university and/or the local community, but issues of confidentiality and the safety of refugee academics need to be borne in mind. As noted earlier, confidentiality about the identity and personal details of any refugee academic should be strictly maintained unless he or she has explicitly authorised disclosure.

The person who welcomes the refugee academic on their arrival or the person managing the support programme is likely to become a familiar face to whom he or she will turn for practical questions and advice. This can begin with introductions to colleagues and induction and orientation to the university, a key part of which is to show where personal support can be found if needed.

Some examples:

Providing career advice and enhancing interview skills for refugee academics

'The professional development programme should be open in the same way as for [our own] academics...It became clear that needs are very varied, firstly because of the age or aspirations of the individual, secondly because people are very well-qualified; thirdly, what they wanted was not more training... Instead, they needed high quality mentoring and someone to help bridge their understanding. What were relevant were, particularly, career advice and presentation skills...The core is mentoring if only to give realistic expectations.'

Support scheme manager,
CARA Scholars at Risk UK Universities Network

Developing professional skills and networks amongst at-risk academics

In 2008, the Human Rights Law Centre (HRLC) at the University of Nottingham initiated a pilot scheme to host human rights defenders from overseas by providing scholarships for participation in the short course on international human rights law.

The fellowships aim to enhance the knowledge and capacities of human rights defenders/ at-risk scholars, by providing an opportunity to: enhance their understanding of international human rights law; develop networks within the University and UK-based NGOs; gain respite and refresh research skills through UK-based study; participate in HRLC's training and research programmes; increase effectiveness and ability to influence policy and practice in human rights work.

Linking subject and professional mentoring

At the University of the West of Scotland, the mentoring relationship between refugee academic 'A' and his subject mentor in the School of Computing is supported by a specialist researcher in the Centre for Lifelong Learning. As mentoring 'facilitator', her role is to keep in regular contact with 'A' and his mentor, discuss progress, and help resolve any practical difficulties.

Consider how a refugee academic at your HEI might, if necessary, find

- Accommodation
- Advice on immigration status
- Travel expenses
- Counselling
- Health care
- People from a similar cultural background
- People with similar academic interests
- Someone who will listen

A comprehensive checklist for mapping exercises is included in Annex 2.

Some examples:

Acknowledging different sources of stress for an at-risk academic

Any scholar coming to the London School of Economics with this project will have been living in a difficult environment in their home country. Living far away from friends, family and colleagues – who might also be threatened – may not be easy. Starting a new job at LSE will cause more stress and there is also the culture shock of living in a new city, especially one as big as London. In short, the mental health of the scholar will be tested to its limits and must be cared for appropriately if and when required.

Helping address visa problems for at-risk academics

'Two [of our fellows] had visa problems. I wrote an expert opinion for one. They wanted to send her back. It's still not decided.'

**Support scheme manager,
CARA Scholars at Risk UK Universities Network Member**



Refugee academic, University of Birmingham

Making time to listen

'When people come to your desk and need to talk, you can't just say 'I'm really sorry I just don't have time to talk to you'. The fact is, you're working with real people, who are quite vulnerable, and some ... are so crushed because they've been trying to get work for so long. For them this is an opportunity that they think will actually mean something. But they're also worried that it won't - because they've been led up a garden path so many times. We recognised that this was a big deal for them in their lives and we had to respect that, we couldn't treat them like they were ordinary colleagues, because we're dealing with real life issues here. There's immediacy about their need. You feel really responsible...'

**Support scheme manager,
CARA Scholars at Risk UK Universities Network**

Tailoring individual support

'Sometimes it's very intensive. You might see someone twice a week. At other times I would not see them for two months. With some I occasionally had lunch, with others I only liaised by email... Ethically I supported this [Pathfinder] idea. I did it because I felt it was worthwhile. I saw it from the point of view of the individuals and what they needed... You need an understanding of how to tailor, to support the individual... I suppose it was predictable but we did not know until we did it how hard it would be.

It's about dignity. With no job, people are so isolated... You can't give them what they've lost: friends, family, and they can't leave this country.'

**Support scheme manager,
CARA Scholars at Risk UK Universities Network**

Provide opportunities for enhancing English proficiency

In addition to subject-specific vocabulary, refugee academics will require English for teaching, lecturing, seminars and academic writing, as well as for job interviews and social situations.

The recognised standard for those studying or working in English academia is IELTS which measures listening, reading, writing and speaking skills. When mapping resources, the person responsible for managing the provision of the support to refugee and at-risk academics should consider how to make arrangements with the HEI's English language teaching department to test skills, provide appropriate support and cover costs.

The level and content of English courses must also be determined by the identified needs of individuals: English for Academic Purposes was offered and welcomed by refugee academics at one HEI while those at a neighbouring institution found English courses of less interest. In resettlement areas and where an HEI is aiming to increase diversity, integrate minorities and widen access by refugees and asylum seekers to Higher Education, it may be necessary – and possible – to consider provision of English at a more basic level, for example, ESOL, through partnership with local organisations.

An introduction to UK recruitment practices and job market will also be helpful. Role play and practice in different situations, particularly in job interviews was welcomed by refugee academics taking part in support schemes in 2006-08. Differences in organisational culture between countries and the challenges of the highly competitive UK academic job market put refugee academics, even those with strong academic and publishing records, at additional disadvantage. Spoken English and role play also provided welcome opportunity for interaction by refugees whose contacts were limited by personal circumstances and lack of social networks.

Some examples: Developing spoken English for work and interviews

'The bottom line is, if you can't speak clearly in English, it's going to severely limit where you work, if you work and how you work. I've met an Iranian lecturer who was failing at interview because he can't improvise in the moment - he can't find the right vocabulary.'

...Here at the Central School of Speech and Drama our course goes into a lot of depth. It's a reflective and repetitive process that enables students to improve connected speech and intonation patterns, the range of responses they need, and [develop] appropriate vocabulary for work and interviews. It teaches what's correct so that people have the awareness and skill to make choices in different situations. It's about removing the obstacles, and is quite novel and playful – enabling people to make mistakes and learn.'

Language trainer, CARA Scholars at Risk UK Universities Network

Coaching refugee academics for job applications

'In my previous job I had run sessions for academic staff on how to apply for academic jobs. People apply really poorly so I thought this problem would be amplified for refugee candidates. ... I thought refugees would not know how to apply and do interviews... In the UK we appoint on the basis of a person specification. People may be equally qualified but they have to play the game... We were coaching on doing academic interviews, mock letters of application, and showing a model CV. It was very practical, hands on. The interview was to help them become more confident... The aim was to build confidence. Language coaching was very helpful... One person got an academic job in London and wrote a letter saying he had used what he had learned here.'

**Support scheme manager,
CARA Scholars at Risk UK Universities Network**

8

Raise awareness of the needs of refugee and at-risk academics

Whether informal or formal, all communication strategies need to take into account the need by individual refugee academics and their families in the UK or abroad for personal safety. Protecting the identity of individual refugee academics should be the norm unless explicit permission has been given for details to be shared or placed in the public domain.

Raising awareness of the situation of refugee and at-risk academics was, however, an important element of support by members of the CARA Scholars at Risk UK Universities Network. Awareness-raising often started informally when those planning support talked to staff of different departments about the need for provision or began the mapping exercise. The vast majority found their colleagues were supportive. Some Network members launched their scheme with a public event, such as a conference or workshop. But even informal discussion helped open up scholarships or release funds.

An internal communication strategy helped maintain awareness and lay the ground for involvement of staff in other departments. Communication, articles and websites could also be used to signpost recruiting processes. Some CARA Scholars at Risk UK Universities Network members linked external communication to university strategies on developing international profile or on widening participation. The latter, for example, emphasised the social and economic contribution that refugees, asylum seekers and immigrants make and countered asylum myths. One Network member spoke for many: 'There's a really important story here. Here are people who have had to leave their country of birth, the status they've built up, and start again from scratch. They're unique individuals.'

Examples of awareness-raising

- Informal discussion when mapping needs and resources
- Articles in university newsletters
- Email bulletins
- Contact and advertising through refugee organisations and local papers
- Dedicated webpage
- Work with marketing department to develop a communications strategy
- Regional conference on human rights
- Participation in events such as Refugee Week
- Making contact with university groups with interest in refugees (e.g. Student Action for Refugees, student unions, trade unions)

Some examples:

Developing a communications strategy

The communication strategy for Glasgow Caledonian University's academic mentoring and working experience project, aimed to increase awareness of the project among academic staff at the university. Put together with the Marketing and Communications department, it highlighted the fit with the university's social and international agendas, and focused on the academic dimension of the project. Articles featuring the story of one of the refugee academics who had taken part appeared in The Caledonian, GCU's main internal newsletter, The Herald, and Big Issue.

Holding a regional conference

A Regional Conference for universities, public sector and voluntary agencies organised by Leeds Metropolitan University in 2008 aimed to generate awareness about the opportunities and potential for increased engagement with refugees, asylum seekers and migrants. The conference highlighted the skills agenda, new research into the situation of refugees, asylum seekers and migrants, as well as the broader economic dimension.

'We think more universities will get on board when they see what the needs are, that there are a huge range of people actively engaged in migrant support across the region – and that there are real opportunities for them in bringing more refugees and asylum seekers into their institutions.' 'We wanted it to activate universities' value set about alleviating disadvantage and social exclusion, while also pointing to business opportunities.'

Raising awareness with a pilot scheme

Engagement has remained within the faculty although news of the project has been disseminated across the university. Engagement with the project has, indirectly, leveraged more funding to CARA-related activities as [Lincoln] have created a fully funded PhD bursary for an Iraqi academic starting later this year – it is doubtful if we would have done this had we not the consciousness-raising effect of the Pathfinder project.



Annex I

Refugees and asylum seekers

UK law on asylum and immigration changes frequently. Legislation in England and Scotland may be different. Users of this guide should therefore always seek up to date legal advice on the current legislation relating to the rights of individual refugee academics to work, study or volunteer. International, Human Resources or Fees departments should be able to advise. See Annex 4 for further sources of information.

Asylum seekers in the UK

An asylum-seeker is a person who has fled his or her home country to find refuge in the UK, has made a formal application for asylum and is waiting for a decision on their claim.

At the time of writing, asylum seekers in the UK are not normally entitled to take up paid work. They may participate in education, volunteer and take part in unpaid work-shadowing. For the purposes of HE fees, asylum seekers are assessed as overseas students. However, a university can decide to charge home student fees or waive the fees altogether. Again, Admissions, International or Fees departments should be able to advise. See Annex 4 for further sources of information.

Refugees in the UK

A refugee is someone whose application for asylum has been successful and has been given permission to live in the UK, having proven they would face persecution in their home country.

The 1951 UN Refugee Convention contains the internationally recognised definition of a refugee. This definition is applied by all countries who have signed the Convention, including the UK.

In order to be recognised as a refugee a person has to show that he or she has a 'well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside his country of nationality and is unable or, owing to such fear is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear is unwilling to return to it.'

Since August 2005, the Home Office has granted refugees five years limited leave to remain in the UK. This will then be reviewed and indefinite leave be given to those still considered eligible to remain in the UK. Refugees in the UK have the same rights and entitlements to education, training and employment as a UK citizen – they are entitled to claim state benefits, take part in government training programmes, carry out paid work and are assessed as home students for the purposes of Higher Education.

Some individuals may not receive full refugee status, but may be granted other forms of leave to remain in the UK for a specific period of time on humanitarian grounds. At the time of writing, those with Exceptional or Discretionary Leave to Remain, Exceptional Leave to Enter or Humanitarian Protection can claim state benefits and are free to take up employment. They are assessed as home students only after being ordinarily resident in the UK for three years before the start of the academic year (including time spent claiming asylum).

At Risk Academics outside the UK

Some members of the CARA Scholars at Risk UK Universities Network have hosted at-risk academics living outside the UK. HEIs wishing to do so are advised to contact CARA for further advice and to consult How to Host (referenced in Annex 5).

Annex 2

A checklist for mapping exercises



1. In the HEI

- Accommodation (e.g. if hosting an at-risk academic)
- Admissions
- Careers advice
- Chaplaincy/other spiritual support
- Communications and marketing
- Counselling service
- Development/funding
- English language teaching
- Equality/Diversity
- Heads of Schools/ academic departments
- Health centre
- Human Resources
- Human rights organisations on campus
- International Office
- IT support
- Library
- Lifelong learning
- Registrar
- Research
- Staff development
- Student support
- Student and staff unions and societies
- Widening participation/ community engagement

2. In the community/region

(see Annex 4 for national organisations)

- Churches and faith-based organisations
- ESOL providers
- Further Education Institutions
- Other HEIs
- Professional bodies
- Refugee/immigrant advice and other voluntary sector organisations with relevant expertise, for example, on
 - Disability
 - Education
 - Employment
 - Mentoring
 - Trauma/counselling
 - Volunteering
 - Work-shadowing

Annex 3

Mentoring and work-shadowing (from GCU)

Mentoring¹ is about helping people to realise their potential and can combine elements of giving advice, counselling and coaching.

In order to act as a mentor as part of a work shadowing and professional development process, you will be supporting academic refugees in:

- Understanding the skills, competences and values required within Higher Education, such as the Higher Education Academy professional standards, and the ways in which these can be demonstrated through practice
- Understanding the ways in which people can learn through their experience
- Engaging in the reflective process and personal and professional development planning through exploratory questioning and discussion

A mentor therefore:

- Helps the mentee to learn, develop and move forward
- Helps the mentee to understand situations and supports how the situation is handled
- Encourages the mentee to make links between learning and their work shadowing practice and help them to build up their professional profile and to build their confidence.
- Has good interpersonal skills, which are essential to carry out their role effectively. It is also important that all parties understand and agree what the role of the mentor is at the beginning of the process.

Work-shadowing² is an opportunity to shadow someone through their normal working day, observing the routine tasks and responsibilities they undertake.

The person being shadowed might provide an opportunity for the 'shadowee' to join in with these tasks and gain hands-on experience, but the 'shadowee' is never left completely unsupervised or asked to perform work that the person being shadowed would not normally undertake. It is an excellent way to build bridges between different communities by reducing prejudice, fear and hostility on both sides.

Work-shadowing differs from most voluntary work in that it has a limited timeframe and is organised around an agreed work plan. This work plan might include looking at specific professional knowledge areas or personal development goals. The primary aim is to keep people engaged with their professional field, to maintain their skills and to improve their understanding of their previous professional role.

¹ From Ruth Whittaker, (2008), *Mentoring Guidelines: Summary Information*. CARA Pathfinder Project: Capacity-building for Refugee Academic Mentoring in the West of Scotland. Bridges Programme, CARA, GCU, Glasgow Mentoring Network

² From Ruth Whittaker, (2007), *CARA Pathfinder Project: Development of RPL profiling, guidance and work experience model for refugee academics. Resource Pack*. Bridges Programme, CARA, GCU

Annex 4

Useful web sites

CARA Scholars at Risk UK Universities Network

Information on support schemes by Network members is available at these sites.
Web links are correct at 23.07.09

Glasgow Caledonian University,

Widening Access and Community Development/Caledonian Academy
<http://www.academy.gcal.ac.uk/projects/contribut.html>

Leeds Metropolitan University, Community Partnerships and Volunteering

http://www.leedsmet.ac.uk/cpv/index_A1BCAA7C04F0464AA557CFED00654BA9.htm

London School of Economics, Centre for the Study of Human Rights

<http://www.lse.ac.uk/collections/humanRights/ScholarsAtRisk.htm>

London South Bank University, Social & Policy Studies

<http://www.lsbu.ac.uk/about/documents/communiversity/Communiversity009.pdf>

Roehampton University, Crucible

<http://www.roehampton.ac.uk/news/cara.html>

School of Oriental and African Studies, Centre for Gender Studies

<http://www.soas.ac.uk/genderstudies/1/>

University of Chichester, South of England Enabling Displaced Scholars (SEEDS)

<http://www.chiuni.ac.uk/seeds/index.cfm>

University College London, Centre for the Advancement of Learning and Teaching

<http://www.ucl.ac.uk/calt/atp/index.html>

University of East London, Refugee Research Centre

<http://www.uel.ac.uk/rcc/research.htm>

University of Nottingham, Human Rights Law Centre

<http://www.nottingham.ac.uk/law/hrlc/fmhrunit/atriskscholarspathfindersproject.php>

University of Warwick, Institute of Advanced Study

http://www2.warwick.ac.uk/fac/cross_fac/ias/programmes/08-09/cara/

University of Sunderland, Equality and Diversity

<http://services.sunderland.ac.uk/hr/equalityanddiversity/councilcommunitylinks/>

University of the West of England, School of Politics

<http://info.uwe.ac.uk/news/uwenews/article.asp?item=1247&year=2008>

Higher Education and refugee academics

This list represents websites maintained by organisations that provide information and advice relevant to refugee academics and those who support them. Web links are correct at 23.07.09

CARA Scholars at Risk UK Universities Network

<http://www.academic-refugees.org/uk-universities-network.asp>
(Hosted by the Council for Assisting Refugee Academics)

Cymru Refugee & Asylum Seeker Academics Council (CRAC.)

<http://www.refugeeacademicswales.org.uk>

Education Action

<http://www.education-action.org>

Europass CV

<http://europass.cedefop.europa.eu>

The Higher Education Academy

<http://www.heacademy.ac.uk>

Higher Education for Refugees and Asylum Seekers Network (HERAN)

<http://www.heran.org.uk>
(Hosted by London Metropolitan University)

International English Language Testing System

<http://www.ielts.org>

National Recognition Information Centre for the United Kingdom (NARIC)

(Provides assessment of overseas qualifications³)
<http://www.naric.org.uk>

³CARA advises that NARIC can provide expert opinion on the UK equivalence of overseas qualifications but is not legally binding. The opinion of a HEI or professional body may also be of use. CARA can provide further advice on this issue.

Network for Education and Academic Rights (NEAR)

<http://www.nearinternational.org/members.asp>
(Hosted by LSBU)

Prospects

http://www.prospects.ac.uk/cms/ShowPage/Home_page/Handling_discrimination/Refugees_and_asylum_seekers/overview/p!eabLgf

Refugee Assessment and Guidance Unit (RAGU)

<http://www.londonmet.ac.uk/ragu>
(Hosted by London Metropolitan University)

Refugee Education and Training Advisory Service (RETAS)

<http://www.retasleeds.org.uk>

Refugees Online

(Includes IT course model)
<http://www.refugees-online.org.uk/0preparing.htm>

Scholars at Risk Network

<http://www.scholarsatrisk.nyu.edu>
(Hosted by New York University)

Scottish Credit and Qualifications Framework

<http://www.scqf.org.uk>

UK Council for International Education (UKCISA)

http://www.ukcosa.org.uk/student/info_sheets/asylum.php#fees

Using English for Academic Purposes

<http://www.uefap.com/index.htm>

General

This is only a partial list of national and regional websites maintained by organisations that provide information and advice relevant to refugees and asylum seekers. Web links are correct at 23.07.09

Asylum Aid

<http://www.asylumaid.org.uk>

Bridges Programmes (Work shadowing for refugees and asylum seekers in Scotland)

<http://www.bridgesprogrammes.org.uk/4436.html>

Electronic Immigration Network (EIN)

<http://www.ein.org.uk>

European Council on Refugees and Exiles

<http://www.ecre.org/>

Exiled Journalists' Network (EJN)

<http://www.exiledjournalists.net/index.html>

Immigration Advisory Service (IAS)

<http://www.iasuk.org>

Information Centre about Asylum and Refugees (ICAR)

<http://www.icar.org.uk>
(Hosted by City University London)

Medical Foundation for the Care of Victims of Torture

<http://www.torturecare.org.uk>

Multikulti (Information in multiple languages)

<http://www.multikulti.org.uk/en/immigration/index.html>

North of England Refugee Service (NERS)

<http://www.refugee.org.uk>

OLMEC Solid Foundations (Construction and engineering employment)

<http://www.olmec-ec.org.uk/main.cfm?Type=SF&MenuId=344>

Positive Action for Refugees and Asylum seekers (PAFRAS)

<http://www.pafaras.org.uk>

Refugee Action

<http://www.refugee-action.org.uk/>

Refugee Council

<http://www.refugeecouncil.org.uk>

Refugee Education & Employment Programme (REEP)

<http://www.refed.plus.com>

Employability Forum

<http://www.employabilityforum.co.uk/refugee-employment/advice-and-guidance.htm>

Scottish Refugee Council

<http://www.scottishrefugeecouncil.org.uk>

Student Action for Refugees (STAR)

<http://www.star-network.org.uk>

Time Together (mentoring for refugees)

<http://www.timetogether.org.uk>

UK Border Agency

<http://www.ind.homeoffice.gov.uk>

Refugee Women's Association

<http://www.refugeewomen.org.uk/info/inform.htm>

Welsh Refugee Council

<http://www.welshrefugeecouncil.org>

Annex 5

Resources and publications



Web links are correct at 15.12.09

75th Anniversary of CARA, *The Learning Curve*, Monday 3 March 2008 (BBC podcast)
http://www.bbc.co.uk/radio4/factual/learningcurve_20080303.shtml

Bohmer, C and Amy Shuman *Rejecting Refugees, Political asylum in the 21st Century* (Routledge, 2008)

The Caledonian, Path Back to Academia (July 2008)
http://www.caledonian.ac.uk/news/downloads/caledonian_magazine_0708.pdf

CARA, *Higher Education Pathways: A Handbook for the Refugee Community in the UK* (2005)
<http://www.academic-refugees.org/higher-education-information.asp>

Equality and Human Rights Commission and the Refugee Council, *Employing Refugees. A guide for employers: documents providing evidence of entitlement to work* (March 2009)
http://www.loreca.org.uk/emailattachments/RC_Employment_Final_5.pdf

Hofstede, Geert, *Culture's Consequences: International Differences in Work-Related Values* (Sage, 1984)

Lipsett, Anthea *Rescuing Academic Refugees*, *The Guardian* (29 January 2008)
<http://www.guardian.co.uk/education/2008/jan/29/highereducation.internationaleducationnews>

Marfleet, Peter, *Refugees in a Global Era* (Palgrave Macmillan, 2006)

Moorehead, Caroline, *Human Cargo - A journey among refugees* (Vintage, 2006)

RAGU, *Refugees & Asylum Seekers: An Education, Training and Employment Guide for Advisers* (2008)
http://www.londonmet.ac.uk/londonmet/library/u58650_3.pdf

Albie Sachs, 'Why I was not Despised and Rejected' - *Albie Sachs on his life in Britain*, (lecture transcript and podcast, University College London, 23rd January 2008)
<http://www.academic-refugees.org/justice-albie-sachs-lecture.asp>

Scholars at Risk, *How to Host* (forthcoming, 2009),
<http://scholarsatrisk.nyu.edu/At-Risk-Scholars/Resources/Handbooks.php>

Seabrook, Jeremy *The Refuge and the Fortress: Britain and the Flight from Tyranny* (Palgrave Macmillan, 2008)

UKCISA, *Asylum and Studying* (September 2007)
http://www.ukcosa.org.uk/student/info_sheets/asylum.php#feess

Ruth Whittaker (Editor), *CARA Pathfinder Project: Development of RPL profiling, guidance and work experience model for refugee academics: resource pack* (2007)
http://www.academic-refugees.org/UserFiles/CARA_GCU%20Resource%20Pack%20August%202007.pdf

Ruth Whittaker (Editor), *Mentoring Guidelines, CARA Pathfinder Project: Capacity-building for Refugee Academic Mentoring in the West of Scotland*. Bridges Programme, CARA, GCU, Glasgow Mentoring Network.
[http://www.academic-refugees.org/UserFiles/CARA%20mentoring%20guidelines%20draft30%209%2008\(1\).pdf](http://www.academic-refugees.org/UserFiles/CARA%20mentoring%20guidelines%20draft30%209%2008(1).pdf)

Annex 6

Resources on academic freedom

Academic freedom is situated at the core of the university mission and is essential to teaching and research. During times of political or social difficulty, academics and students are often targeted because they hold the key to shaping the quality and availability of information in society. When academics attempt to communicate ideas or facts that are inconvenient to external political groups or authorities, they may find themselves dealing with job loss, imprisonment, or even death.

Organisations

American Association of University Professors (AAUP)

<http://www.aaup.org/AAUP/issues/AF/>

UK University College Union

<http://www.ucu.org.uk/index.cfm?articleid=3672>

Magna Charta Observatory

http://www.magna-charta.org/autonomy_papers.html

University World News (Academic Freedom Column)

http://www.universityworldnews.com/topic.php?topic=Academic_Freedom

Scholars at Risk Network

<http://scholarsatrisk.nyu.edu>

Network for Education and Academic Rights (NEAR)

www.nearinternational.org

Journals/Articles

AAUP, *1940 Statement of Principles on Academic Freedom and Tenure*

www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

Altbach, Phillip, *The Academic Profession in International Higher Education: An Encyclopaedia*, ed. by Philip Altbach (New York, Garland Publishing, 1991), pp 23-45.

Doumani, Beshara, *Academic Freedom Post-9/11* (New York, Zone Books, 2006)

Magna Charta Observatory and the National Unions of Students in Europe, *Academic Malpractice: threats and Temptations* (Bologna, 2007).

Sexton, John, *Of Academic Freedom: CARA/SAR UK Universities Network Inaugural Meeting*, (transcript of lecture, New York University, 15 March 2006)
<http://www.academic-refugees.org/of-academin-freedom.asp>

Shils, Edward, *Academic Freedom in International Higher Education: An Encyclopaedia*, ed. by Philip Altbach (New York, Garland Publishing, 1991), p. 1-22.

Books

Gerstmann, Evan and Matthew Streb ed. *Academic Freedom at the Dawn of a New Century* (Stanford University Press, 2006).

Doumani, Beshara, ed. *Academic Freedom After September 11* (New York, Zone Books, 2006).

O'Neil, Robert, *Academic Freedom in the Wired World: Political Extremism, Corporate Power, and the University* (Harvard University Press, 2008).

International Conventions and Declarations

(electronic copies can be found on www.nearinternational.org)

International Covenant on Civil and Political Rights

The Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics (1990)

The Kampala Declaration on Intellectual Freedom and Social Responsibility

Annex 7

Members of the CARA Scholars at Risk UK Universities Network

At the time of publication, the Network had a membership of 44 UK universities:

University of Bedfordshire
Birkbeck College, University of London
University of Birmingham
University of Brighton
University of Cambridge
The Central School of Speech and Drama
University of Chichester
University of Central Lancashire
University College London
University of East London
University of Edinburgh
University of Essex
University of Exeter
University of Glasgow
Glasgow Caledonian University
Goldsmiths, University of London
Heriot-Watt University
Institute of Education, University of London
University of Kent
King's College London
Leeds Metropolitan University
University of Lincoln
University of Liverpool
Liverpool Hope University
University of London
London School of Economics and Political Science
London South Bank University
University of Manchester
University of Nottingham
The Open University
Oxford Brookes University
University of Oxford
Queen Mary, University of London
University of Reading
Roehampton University
School of Oriental and African Studies, University of London
University of Strathclyde
University of St Andrews
University of Sunderland
University of Ulster
University of Warwick
University of Wolverhampton
University of the West of England
University of York

Universities and colleges are encouraged to contact the CARA office to enquire about joining the network.

