

Long-term support and hosting of refugee and displaced scientists: the power of mentorship

Science in Exile webinar
30 September
1.00 – 2.30 p.m. Rome time



twas

THE WORLD ACADEMY OF SCIENCES
for the advancement of science in developing countries



**International
Science Council**

The global voice for science

iap SCIENCE
HEALTH
POLICY

the interacademy partnership

Agenda

13:00 – 13:10

- Welcome remarks, Robin Perutz, Emeritus Professor University of York, Fellow of The Royal Society, Science in Exile Steering Committee member
- Introduction, Peter McGrath, Coordinator InterAcademy Partnership and TWAS Science Policy/Science Diplomacy programme

13:10 – 13:50 Panel ‘Long-term support of refugee and displaced scientists: the power of mentorship’

13: 50 – 14:20 Q&A session

14:20 – 14:30 Closing remarks

Long-term support of refugee and displaced scientists: the power of mentorship

**Olga Palinkasev
Gregorian**

**Senior advisor and
head of scholar
support services**

**The Institute of
International
Education's
Scholar Rescue
Fund**

Christina Rogers

Managing director

**Academics in
Solidarity
Center for
International
Cooperation, Freie
Universität Berlin**

Rana Dajani

**Professor of
molecular biology
Hashemite university**

**President of Society for
advancement of science
and technology in the
Arab World (SASTA)**

**Founder of Three Circles
of Aلمات**

Lisa Herzog

**Professor of political
philosophy
University of Groningen**

**Co-lead of the At-Risk
Scholars Initiative of the
Global Young Academy**

Eqbal Dauqan

**Associate professor of
biochemistry
University of Oslo**

**President of Yemeni
Association for Science
and Technology for
Development (OWSD
national chapter).**

IIE-SRF

The Institute of International Education's Scholar Rescue Fund (IIE-SRF) is the only global program that arranges and funds fellowships for threatened and displaced scholars at partnering higher education institutions worldwide. Since its establishment in 2002 IIE-SRF has supported 925 scholars from 60 countries in partnership with 435 host institutions in 51 countries.

<https://www.scholarrescuefund.org/>



IIE-SRF Alliance

The IIE-SRF Alliance is a global network of partners who offer practical support to threatened and displaced scholars, such as temporary academic positions, professional development and career advancement opportunities, and other critical assistance.

IIE-SRF scholar support services within IIE-SRF Alliance connect IIE-SRF fellows and alumni to resources and opportunities offered by our partners that assist in reestablishing their academic careers.



IIE-SRF Alliance Ambassadors/Advisors

IIE-SRF Alliance Ambassadors who act as individual advisors or mentors to the scholars. An Advisor works directly with an IIE-SRF scholar in a fixed-term, one-on-one relationship during which they may offer such services as advising and guidance on CVs and cover letters; reviewing and editing academic writing; providing career advice; sharing networking strategies; and making relevant introductions



Advisorship Example

Said and Ana's story is an example of what the advisorship is, how it develops and what it can offer.



IIE-SRF Afghanistan Response

Since mid-August, IIE-SRF has awarded multiple emergency fellowships to Afghan scholars and will continue to do so, and we are seeking to identify university hosts for these scholars.

We welcome universities, donors, and other partners to join us in this effort to secure safety and provide practical opportunities to Afghan scholars by:

- **Referring qualified scholars**
- **Making a donation**
- **Joining the IIE-SRF Alliance**

In addition to IIE-SRF's efforts, IIE is launching the **IIE Afghanistan Crisis Response** to support students and scholars threatened by these events.





ACADEMICS IN SOLIDARITY

Transnational Mentoring Program for Displaced and At-Risk Scholars

Christina Rogers
30 September 2021

ACADEMICS IN SOLIDARITY

- is a **peer-mentoring program** that connects displaced and at-risk researchers with scholars in Germany, Lebanon and Jordan
- it seeks to create a **network of solidarity**, strengthen transnational research cooperation and open up new perspectives within the academic environment of the persons concerned
- the **program offers support** to scholars through mentoring, academic counseling, network building and funding of small research endeavors
- exists since 2019 – project end is 2022
- is **open to scholars of all disciplines and nations**
- the focus group are scholars at **post-doc-level**



Workshops and Webinars

Conferences

AiS Small Grants

AiS Policy

WORKSHOP & WEBINAR SERIES

- Publication Strategies
- Research Funding
- Careers Outside Academia
- Policy Workshop
- Effective Mentoring



CONFERENCES

- networking
- strengthening research ties
- working with partners
- collaboration with project members





SMALL GRANTS

Mentees and mentors of *Academics in Solidarity* can apply for small grants to cover costs of:

- Research partnerships
- Conference attendance
- Workshop organization
- Webinar organization
- Research related publications

AiS POLICY

AiS policy seeks to gather voices of exiled scholars and their mentors; enabling participation in policy discourses on pressing issues.

Supporting Scholars in Exile: Towards Long-Term Career Path Solutions

Authors: Asli Telli-Aydemir and Cagla Diner

Introduction

The growing numbers of displaced scholars coming to Germany is part of the internationalization of higher education, which itself is a global process. There are special funds to support exiled scholars allocated by institutions and their related programs such as the Philip Schwartz Initiative of the Alexander von Humboldt Foundation (AvH-PSI), Einstein Foundation, the Volkswagen Foundation, and Academy in Exile as well as the regional governments of Germany; however, these stipends are limited to two to three years, and thus offer only short-term solutions. The scholars are expected to return to their home countries after a few years or to find their place in the competitive and rather closed

German academic job market. However, it is not reasonable to assume that these scholars can simply return to their home countries after having settled in Germany. The reasons for their exile, such as civil wars or political prosecution, are not likely to disappear in a few years. Nor is it reasonable to expect fast integration into the German academic job market, given the disadvantages that many such scholars have (with insufficient German skills often the most obvious barrier). Therefore, just like any other immigrant who has been subject to forced displacement, exiled scholars need support in adapting to living and working conditions in Germany.

This policy brief underscores the importance of reforming fellowship programs and higher education institutions (HEIs) in provision of such support. It suggests that:

- 1) Exiled scholars need to be considered by funding institutions and the hosting HEIs as highly qualified new settlers rather than temporary post-docs who will return to their home countries after a few years. They need more comprehensive support than that offered by stipends or short-term grants. Existing policies and mechanisms must be improved to support these scholars' transition to living and working in Germany. As a concrete add-on, institutional support should be provided through regular employment contracts with social rights and benefits rather than short-term stipends that exclude all these benefits.
- 2) Most exiled scholars do not speak German before settling in Germany. Since learning German at an institutionally acceptable level takes intensive time and effort, the duration of support programs must be planned accordingly, adding on at least an extra year for language learning and cultural as well as practical adaptation. Host HEIs should take the lead in offering intensive German courses specifically designed for exiled academics through their language centers. While postdoctoral research in most fields in Germany is conducted in English, the working (administrative) language at HEIs is unequivocally German. Thus, knowledge of German is essential to build a long-term research career in the country.
- 3) Building long-term career solutions for exiled scholars should not depend on host professors and academic mentors alone. Specific structures within universities such as the Equal Opportunity/Gender Equality Offices, International/Welcome Offices and Equality Commissions (*Gleichstellungskommissionen*) should be mobilized to target the inclusion of exiled scholars in the universities. These offices should work in coordination with each other, adopting participatory decision-making principles and representative mechanisms in order to channel the needs of diverse disadvantaged groups into specific policies. Such a concept would not only support exiled scholars in the difficulties they face in adapting to living and working conditions in Germany, but also serve to create a diverse, inclusive, and welcoming culture in German higher education.



MENTORSHIP

Mentees are preferably

- at the post-doc-level
- not outside of home country for more than five years
- can give information on their status as a refugee or as a scholar under threat
- can provide academic CV

Mentors are preferably

- in established positions, i.e. professorship, research project leaders
- are matched according to research interests/discipline of mentee
- is willing to deliver academic counselling, administrative support, career advice, funding options, and share networks



MENTORSHIP

- proximity to research interest/discipline is more important for matching than geographical location (virtual tools of importance)
- we advise a minimum of 12 months for mentorships with monthly meetings: AiS offers the possibility for a mentoring agreement, but ultimately leaves the mentoring relationship to the respective partners
- finding suitable and sustainable mentoring partners is a time-consuming task and should not be underestimated
- there is still a need for more bridge funding, scholarships, fellowships, etc.
- university administrators should consider exiled scholars as one of the specific groups to be included in their diversity, non-discrimination, and equal opportunities action plans.



CONTACT

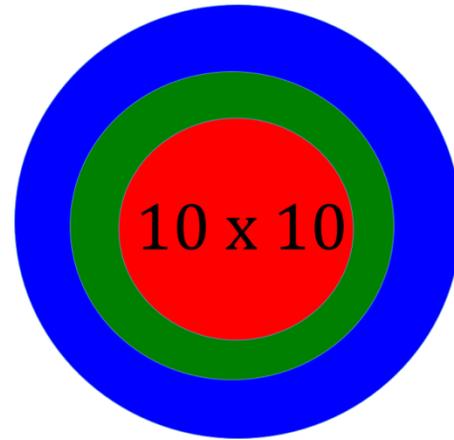
Christina Rogers/Florian Kohstall
Center for International Cooperation
Freie Universität Berlin
Kaiserswerther Str. 16-18, 14195 Berlin
Phone: +49 30 838-739 48
Email: ais@fu-berlin.de



Society for the
Advancement of
Science and Technology
In the Arab World



Three Circles of Alemat



Rana Dajani PhD

Department of Biology and Biotechnology, Hashemite University, Zarqa Jordan

Society for the Advancement of Science and Technology in the Arab World

Science in Exile, TWAS

Current Landscape

Too Structured

Geared towards graduate students

Male mentors

Professional growth only

What is Three Circles of Alemat?



- Mission:
Address the female professors in the STEM in a holistic way: personal and professional growth by providing opportunities of collaboration and collegiality through creating mentoring networks



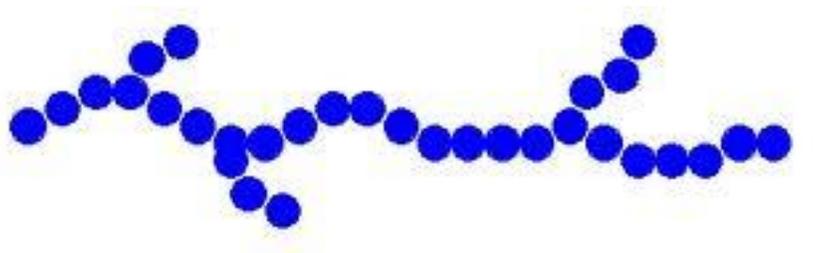
● Mentor



● Mentee *becomes* Mentor



● Mentee



time

Matching Process



Outcomes

- Personal Life

- Moral support
- Setting priorities
- Balance different roles

- Academic Life

- Research
- Workplace relationships
- networking





Journal homepage

131

Views

0

CrossRef citations
to date

3

Altmetric

Research Article

Peer mentoring women in STEM: an explanatory case study on reflections from a program in Jordan

Rana Dajani , Zeena Tabbaa, Amneh Al-Rawashdeh , Ulrike Gretzel  & Gillian Bowser

Pages 284-304 | Published online: 13 May 2021

 Download citation

 <https://doi.org/10.1080/13611267.2021.1927429>

 Check for updates

 Full Article

 Figures & data

 References

 Citations

 Metrics

 Reprints & Permissions

Get access

ABSTRACT

Women in STEM are underrepresented and face challenges in balancing work and family. Therefore, mentoring is an important career intervention that focuses on individual's well-

Sample our
Education
Journals



>> [Sign in here](#) to start your access

Related

People also
read

Research Skills

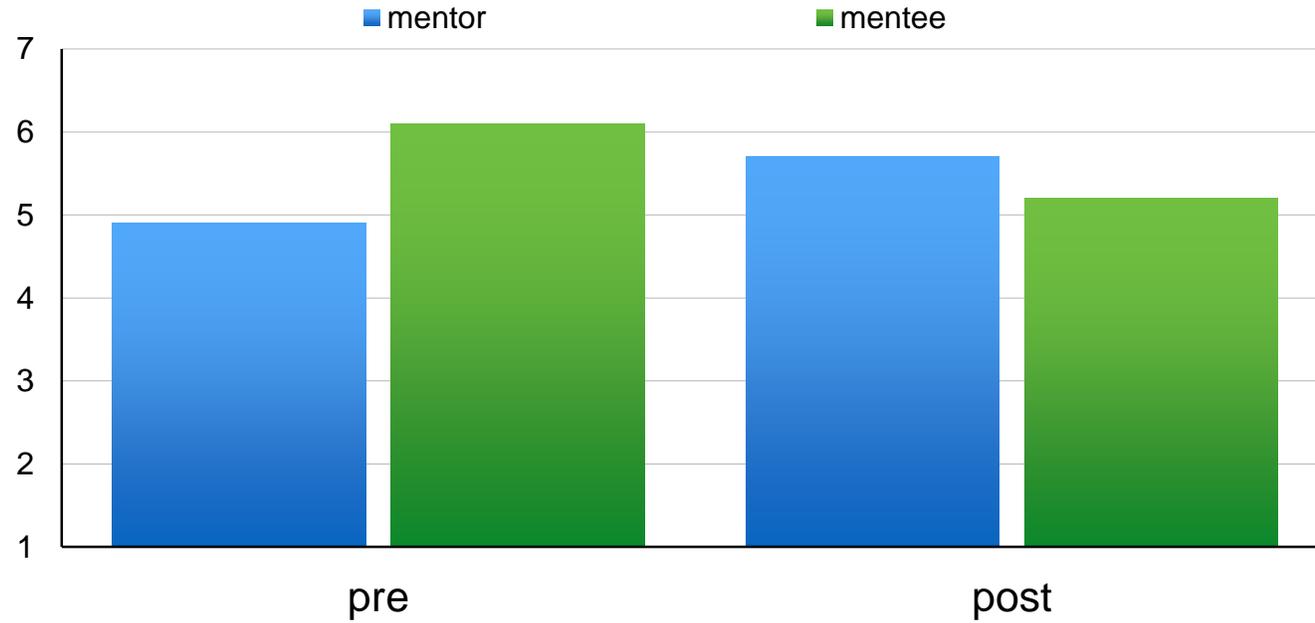


Figure 1. The mentor and mentee perceptions before and after the mentoring relationship with regard to the improvement of research skills.

Happiness

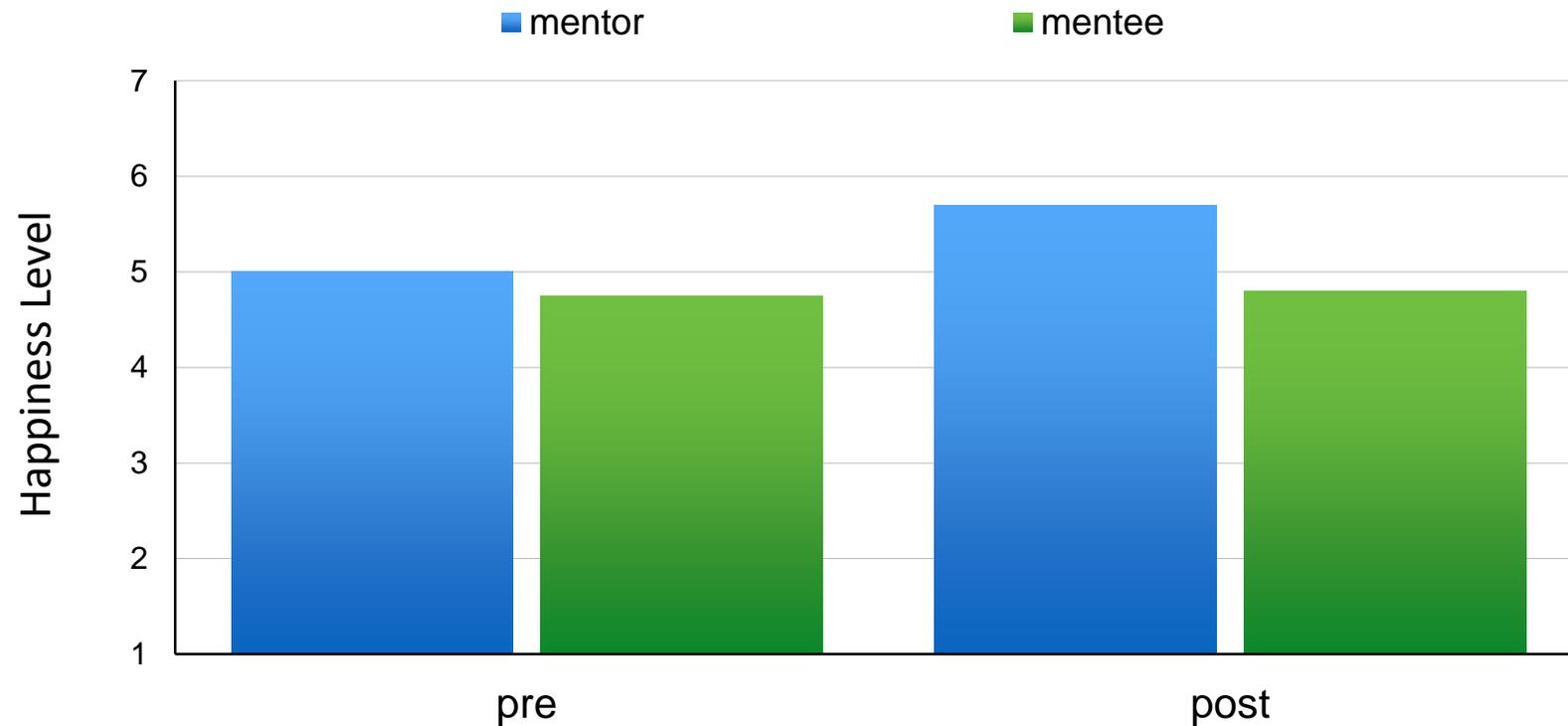


Figure 2. A comparison between the level of happiness between the mentors and mentees before and after the mentoring relationships

Satisfaction

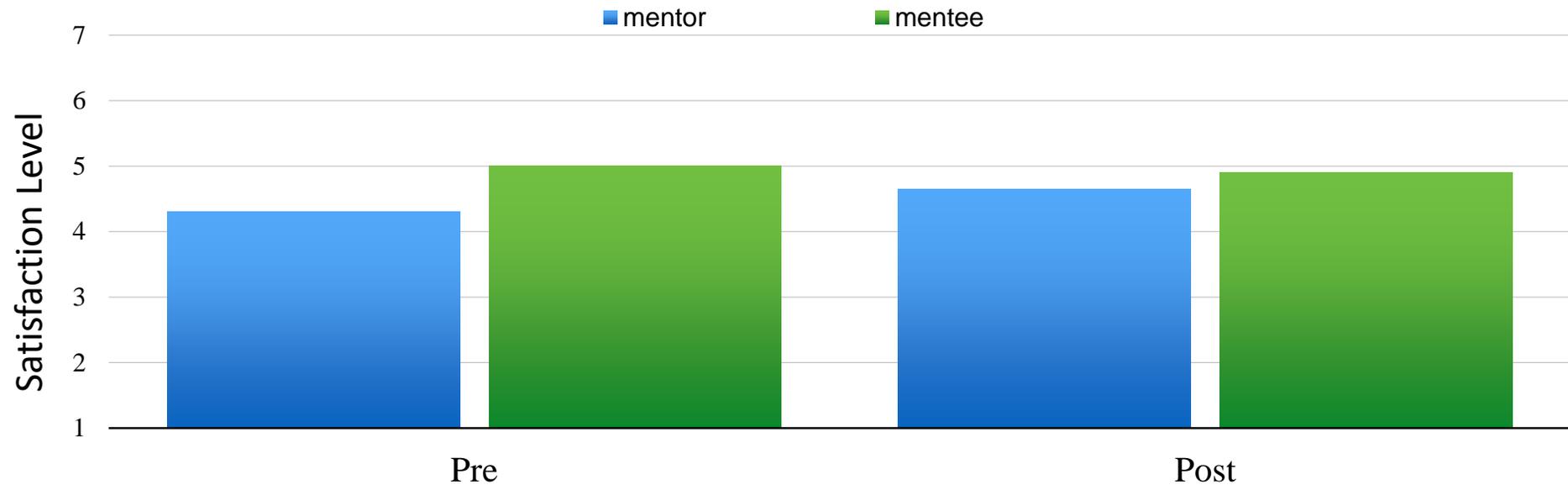


Figure 3. A comparison between the level of satisfaction between the mentors and mentees before and after the mentoring relationships

Communication

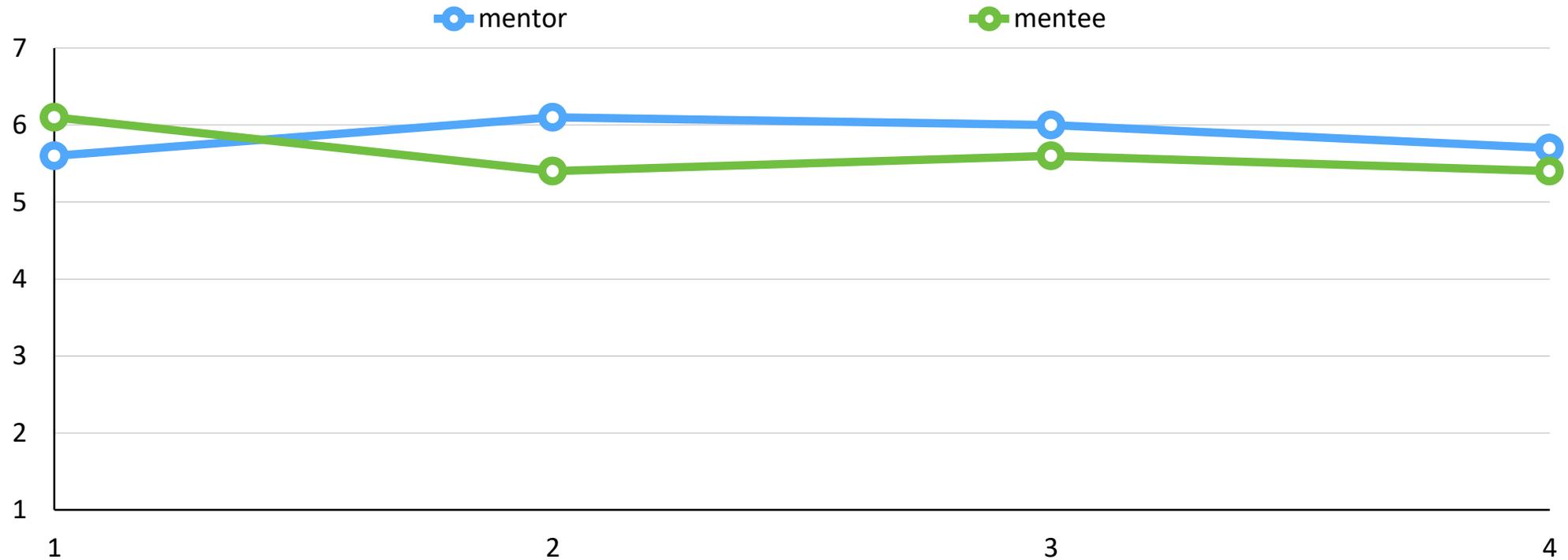


Figure 4. The rate of communication during the mentoring relationship from mentor and mentee perspectives

Professionalism

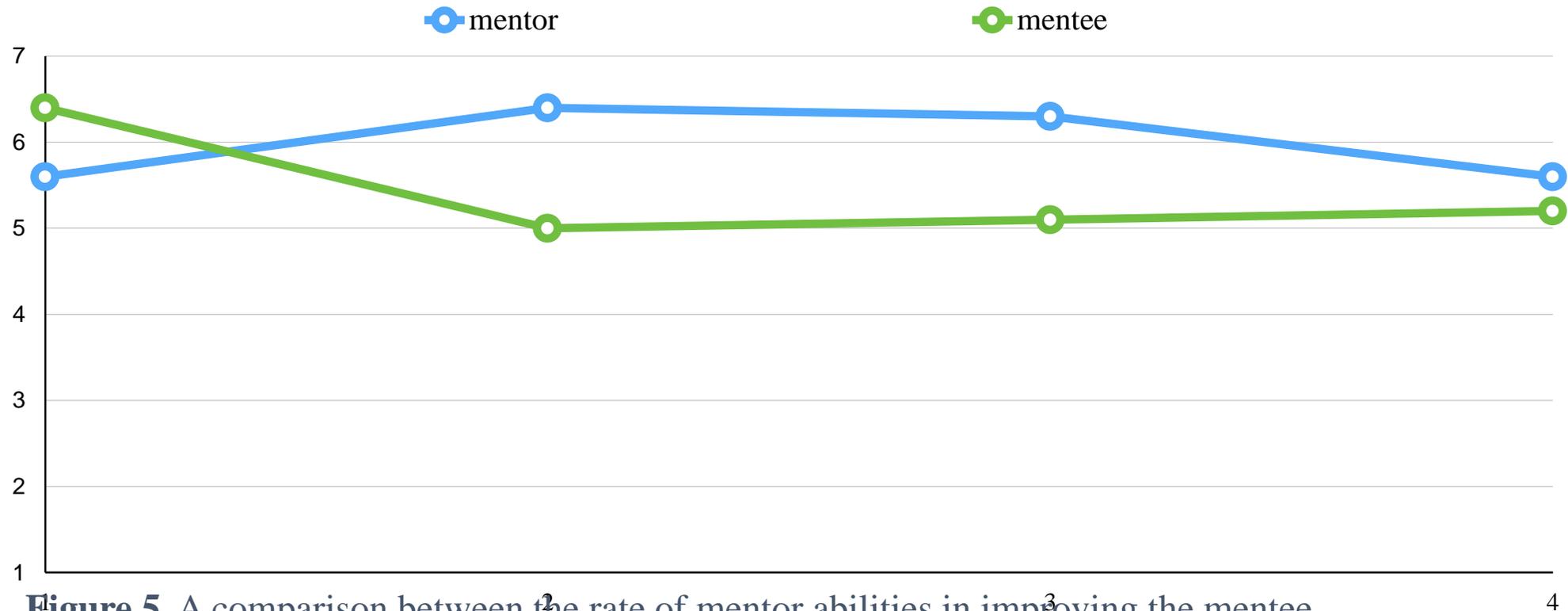
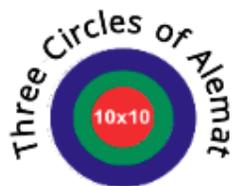


Figure 5. A comparison between the rate of mentor abilities in improving the mentee professionalism from the mentor and mentee perspectives.

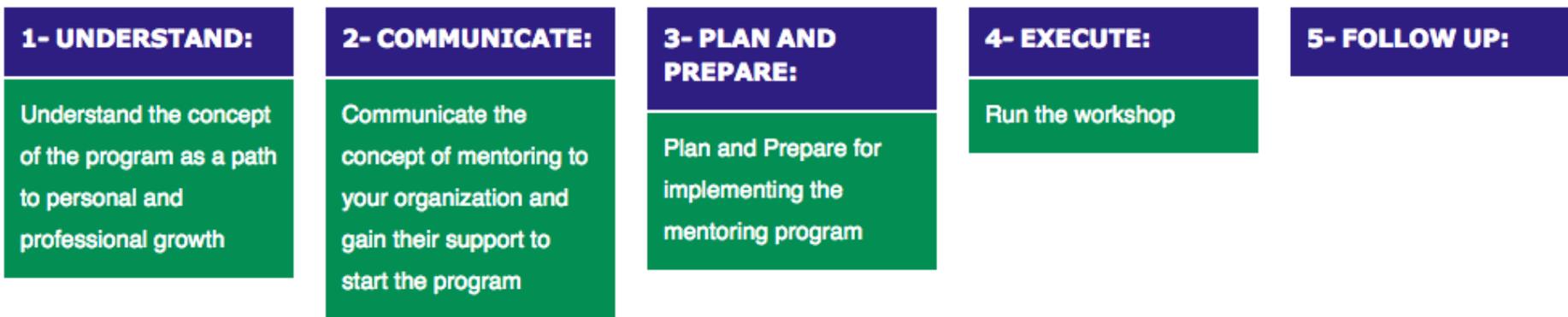


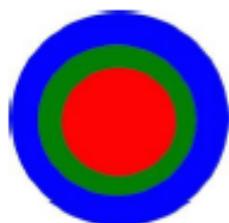
- [Alemat ▾](#)
- [About Us ▾](#)
- [Opportunities ▾](#)
- [Resources ▾](#)
- [Forum](#)
- [Contact Us](#)
- [About JSSR](#)

Introduction:

Three Circles of Alemat was formed in response to the low representation of women in academia and the challenges they face. The objective of the Mentoring Toolkit for mentors and mentees is to assist in creating circles of mentoring and social networks that promote their professional life and boost their personal well-being. The toolkit provides guidelines that are general enough to support a grass root approach for unique solutions accommodating local context through holistic mentoring. This toolkit is geared towards organizations, institutions and group entities.

The toolkit is divided into different sections covering key issues and practical steps to apply mentoring in your work environment.





Policy Brief: Mentoring Circles to Improve Work-Life Balance.

Mentoring can be a life-changing experience. A mentor-mentee relationship allows people to benefit from guidance from someone with similar experiences. Despite its benefits, mentoring still has not been institutionalized in many cases where it would be helpful. Project case studies indicate that the institutionalization of mentoring boosts morale, productivity, satisfaction, and improves professional performance and work-life balance. Through mentoring, we create change at the grassroots level.

Introduction: Mentoring is a two-way relationship based on trust and through which guidance on personal and professional advancement can be received. It is a holistic approach that differs from career guidance through its extension to personal life and its informal and unstructured approach that allows the shifting and changing of participant priorities.

Mentoring allows participants to tailor the nature of their relationship to their respective priorities, redefine personal definitions of success, and determine where they want guidance in their life. The focus is on happiness and satisfaction, not traditional concepts of success. Mentoring relationships also teach participants the necessary personal element to networking, indirectly improving this skill.

In many countries, particularly in the developing world, mentoring has not been fully explored. Through the creation of two-way channels of communication and cooperation, mentoring can also contribute to the success of the Sustainable Development Goals of quality education, gender equality, and reduced inequalities. It is an avenue through which perceptions can be challenged, and agents of change created.

The personalized nature of mentoring allows individuals to define success in their own terms. Establishing new networks also addresses another important issue: women, particularly working mothers, are often less able to benefit from networking outside work hours due to their responsibilities at home. Regardless, mentoring is a useful tool for men and youth as well as women.

Mentoring: A powerful tool

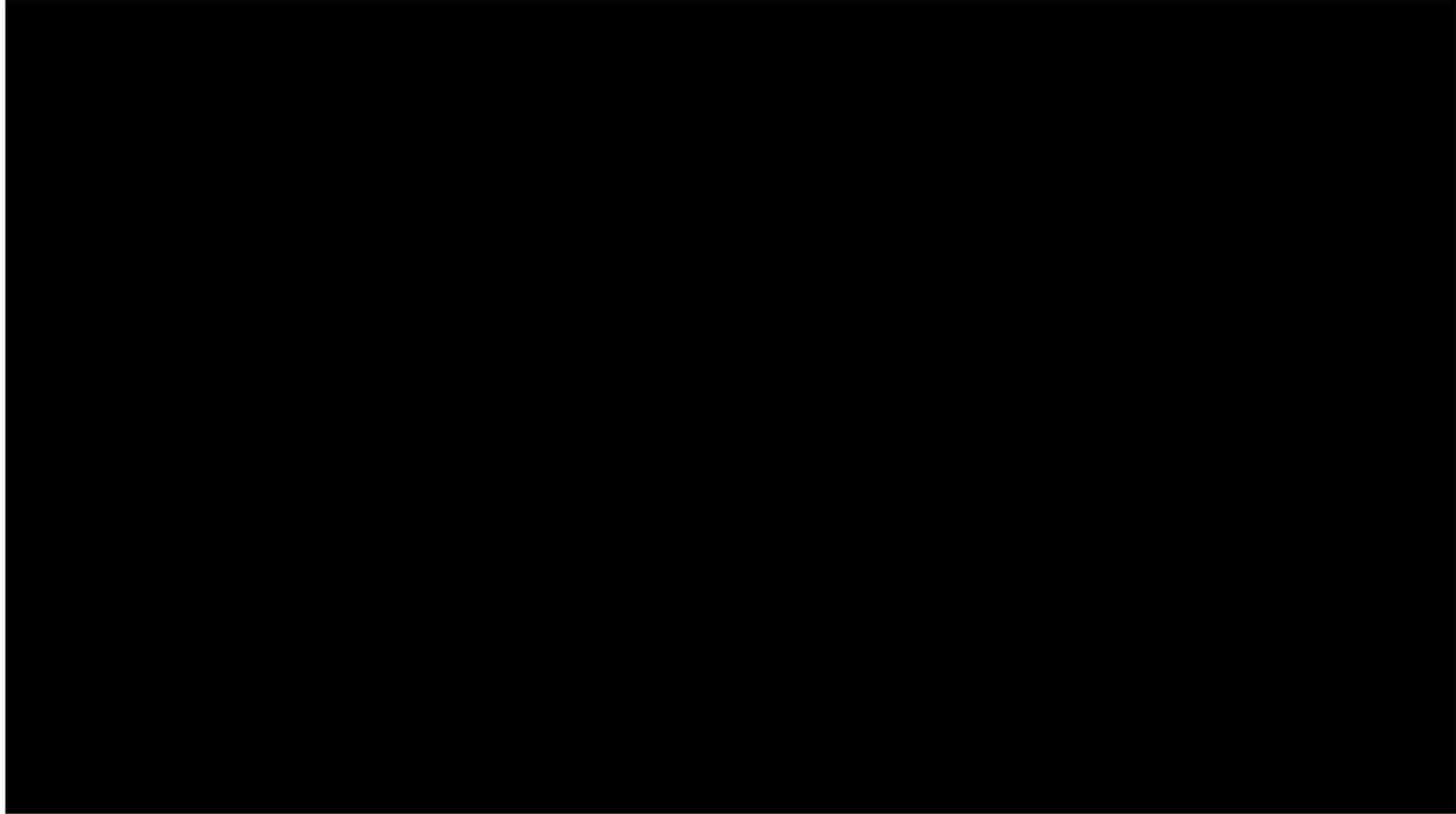


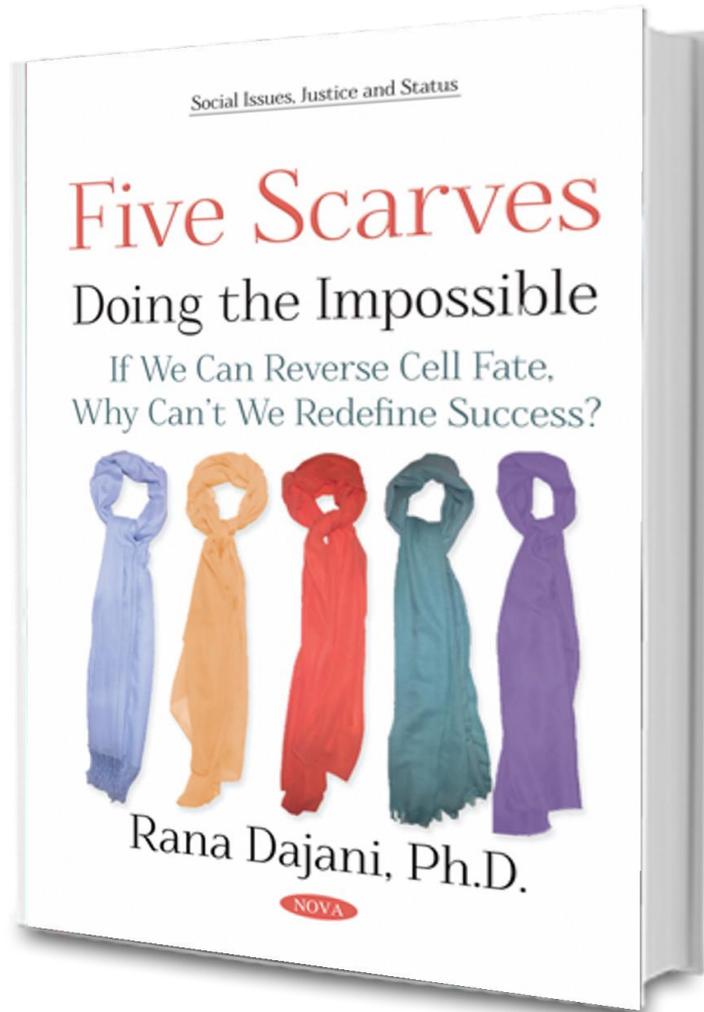
“We did not want to provide a centralized forum for mentors to find mentees because it is costly. Rather, we wanted people to take control and start their own creative forums.”

29 Sep 2017



Moving Forward...





Molecular biologist Rana Dajani at a workshop on educating refugees in 2015.

COMMUNITY

The real wins for women in science

Malak Abedalthagafi extols a memoir from a Jordanian biologist and trailblazer in women's rights.

Can a breakthrough in stem-cell research revolutionize feminism? Can a scientist apply the scientific method to her own life to find solutions to social problems? In *Five Scarves*, Jordanian molecular biologist Rana Dajani reveals with passion and cogency how she has explored those possibilities. She speaks to humanity's capacity to overcome challenges — not least, improving the treatment of women and children.

The book is part call to action, part research journal and part autobiography: the five scarves are the different 'hats' Dajani wears as scientist, mother, teacher, social entrepreneur and trailblazing feminist. She has long written and spoken about the obstacles facing women in academia, and how they vary by discipline and culture. As she notes, across the Middle East, women constitute just under 40% of researchers in science, technology, engineering and medicine, in the United States, a mere 24%. Moreover, as a champion of women's central role in families, she is determined to change mindsets so that — as she asserts — women worldwide do not have to choose between career and family. Having worked in both the United States and Saudi Arabia, I find that resonates with me.

Describing a 1970s childhood and adolescence in Jordan and the United States,



Five Scarves: Doing the Impossible — If We Can Reverse Cell Fate, Why Can't We Redefine Success?
RANA DAJANI
NOVA (2018)

in communities most affected by power struggles beyond their control. She stressed the importance of education, for instance, so that vulnerable people, especially children, are no longer mistreated or manipulated. And her extensive reading offered glimpses of far-flung travel and other opportunities.

Marrying in the early 1990s, she began a family while still in education; motherhood brought a determination to wear multiple scarves with grace. Dajani records that for her, pregnancy and birth were a revelation of

the profundity of human biology. She and her young family moved to Iowa City in 2000 so that she could pursue her PhD at the University of Iowa. Her husband gave up a career for the move; Dajani is optimistic that more men are supporting their wives in this way. Removing sexist assumptions and roles from family life is part of her redefinition of success.

She criticizes some would-be support in the United States. A number of tech giants offer to freeze employees' eggs to let them have children later. Yet the technology is not foolproof: a study by the UK Human Fertilisation and Embryology Authority found that in 2016, only 19% of implantation cycles using frozen eggs succeeded. Paid parental leave and childcare would be more just, pragmatic and economical, she argues. The United States is the only industrialized nation with no mandate for paid maternity leave.

In 2005, Dajani and her family returned to Jordan. At the Hashemite University in Amman, she researched the genetics of the country's Circassian and Chechen ethnic groups and began to collaborate with scientists worldwide, for instance on the study of ancient human lineages. In 2008, inspired by stem-cell breakthroughs, Dajani formed a committee on the political and ethical aspects of the research. That led to Jordan's Stem Cell Research and Therapy Law, which encouraged the work but regulated and decommercialized it, setting a precedent in the region.

From 2015, Dajani was involved in studies that helped participants to be part of their own success. One, which she spearheaded in Jordan, was initiated by medical anthropologist Catherine Panter-Brick to gauge the impact of a programme to reduce trauma in young Syrian refugees. One of Dajani's contributions was to explain the link between stress and levels of the hormone cortisol in hair; crucially, she and her team also ensured that the young people had agency, collecting their own data and helping to find new approaches.

Treating social challenges such as poverty and illiteracy as a science experiment, Dajani initiated the We Love Reading project in Jordan, hypothesizing that getting children excited about books would stir social change beyond their communities. Within 12 years, the programme had distributed 250,000 books and established 1,500 neighbourhood libraries. There is much more in this memoir, from Dajani's work setting up mentoring networks for female scientists in the Middle East to her bold, innovative approach to teaching.

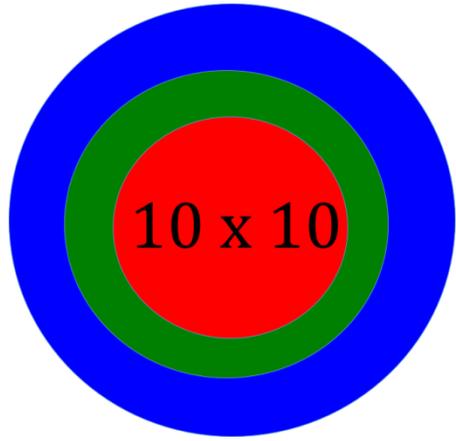
In a sense, she asks: if molecules can communicate effectively, why can't we? ■

Malak Abedalthagafi is a physician-scientist, chair of genomics research at King Fahad Medical City and assistant research professor in molecular genetics and neuropathology King Abdulaziz City for Science and Technology, both in Riyadh, Saudi Arabia. e-mail: malthagafi@kacrc.edu.sa

” I am different. I am original. And like everyone else, I am here to take space in the universe. I do so with pride.”

Shonda Rhimes





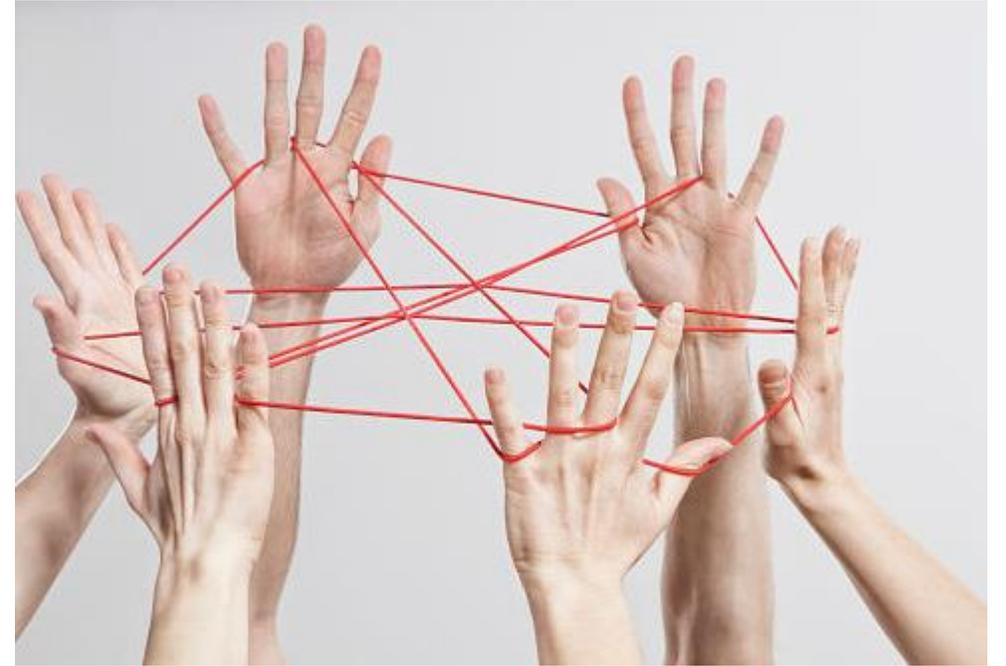
<http://tca.jssr.io/>

alemat@gmail.com

<https://www.facebook.com/pages/Three-Circles-of-Aleamat/576391639127150>

@Aleamat3circles

<https://www.linkedin.com/in/three-circles-of-alemat-0108aa119>





**GLOBAL
YOUNG
ACADEMY**



At-Risk Scholars Initiative of the GYA

TWAS webinar “Long-term support of refugee and displaced scientists: the power of mentorship”

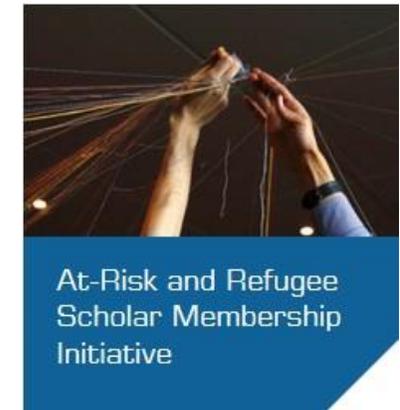
Speaker: Lisa Herzog, co-lead of the GYA At-Risk Scholars Initiative

At-Risk Scholars Initiative of the GYA



Goals

- Connect displaced at-risk scholars to mentors from the GYA or National Young Academies (NYAs) who help them build connections in their new environment;
- Support the development of specific professional skills, e.g. about funding structures and CV preparation, through workshops (online and in-person);
- Foster the development of skills that all young researchers need to navigate the academic world
- *Build friendships and connections*



At-Risk Scholar Initiative: Partner Organisations



At-Risk Scholar Initiative: Mentees and Mentors

Mentoring and Membership Programmes

- Since 2018, 35 mentoring relationships between GYA members and at-risk scholars have been established (currently, 17 active and 18 graduated).

Professional Development Workshops

- [Second professional development workshop](#) at Wolfson College, University of Oxford (September 2021).
- [Career options beyond academia](#), with SAR and IIE-SRF (June 2021).
- [Skills training workshop](#) in collaboration with the [EU Joint Research Centre](#) (April 2019).
- [Professional development workshop](#) at Wolfson College, University of Oxford (September 2019).

At-Risk Scholars Initiative of the GYA

Who are the mentees?

- The GYA works with partner organisations (e.g. SAR, SRF, Cara, TWAS), which refer early-career scholars who are interested in additional mentorship.

Who are the mentors?

- Mentors are early-career scholars and professionals, who are members of the GYA or of partnering National Young Academies. They receive an introduction to the programme and mentoring guidelines.

Support structures

- Quarterly mentor meetings to discuss challenges and best practices
- Mentoring guidelines, updated regularly to include new insights and issues
- Regular feedback meetings with partner organisations to learn from each other

Some personal reflections as mentor

What individual mentors can do

- *Learn from mentees about challenges and raise awareness*
- *Be open and honest about the state of academia and the fine balance between strategy and idealism*
- *Be aware of the “mental load” that mentees carry – be proactive, but don’t overstep boundaries*

What institutions can (maybe) do

- *Make sure the environment is truly “safe”*
- *Support fellowship holders with networking opportunities and career advice*
- *Where possible, try to create longer-term opportunities*

Further Information



GLOBAL
YOUNG
ACADEMY

For more information, see updates on our website:

[Strategic Project – At-Risk Scholars Initiative | Global Young Academy](#)

Contacts:

Teresa Stoepler, teresa.stoepler@gmail.com

Lisa Herzog, l.m.herzog@rug.nl



Experience with mentors and contact persons



Eqbal Dauqan



UiO : **Universitetet i Oslo**



Contact persons and mentors

Organizations



Host universities



Organization's representatives

Academics and administrative



Aminah Abdullah

Chemical Science and Food Technology



Laura

INSTITUTE OF INTERNATIONAL EDUCATION



Rune Blomhoff



Marit Egner

SAR's primary representative from the University of Oslo



Karen-Lise Knudsen
SAR's primary representative from the University of Agder



Elisabet R. Hillesund



Eli Margareth Andås



Shreya

SCHOLARS AT RISK
NETWORK

Long-term support of refugee and displaced scientists: the power of mentorship
#ScienceInExile





UiA University of Agder



Colleagues



Karen-Lise Knudsen

SAR's primary representative from the University of Agder



Elisabet R. Hillesund

Academic contact person



Eli Margareth Andås

Administrative contact person



GYA At-Risk Scholars Initiative

Maral Dadvar, GYA Germany

Monthly Skype meeting with my mentor




Maral Dadvar, Germany

Tips from my contact persons and mentors

Stay connected and work with your global network



Network activities

While

Work on yourself to understand the academic culture and academic environment well

Working with Norwegians' course



Language-learning



Attending colleagues' lectures



Outcomes:



UiA 2018

UiA 2019



 UiO : Universitetet i Oslo
UiO 2020

Long-term support of refugee and displaced scientists: the power of mentorship
#ScienceInExile





UiO : Universitetet i Oslo



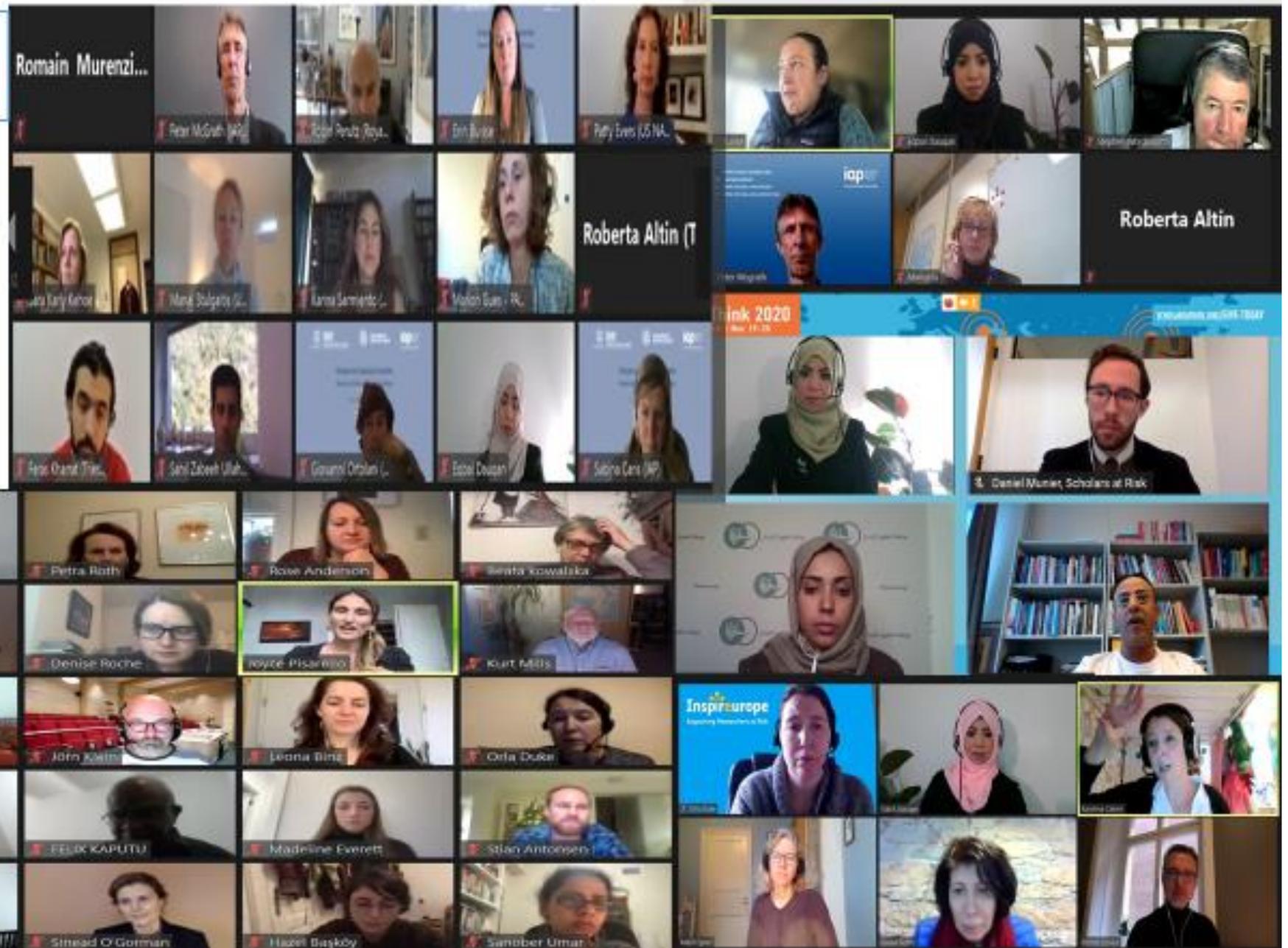
Academic contact person

Rune Blomhoff

SAR's primary representative from the University of Oslo



Network activities



Long-term support of refugee and displaced scientists: the power of mentorship
#ScienceInExile



twas
THE WORLD ACADEMY OF SCIENCES
for the advancement of science in developing countries



International Science Council
The global voice for science

iap SCIENCE HEALTH POLICY
the interacademy partnership

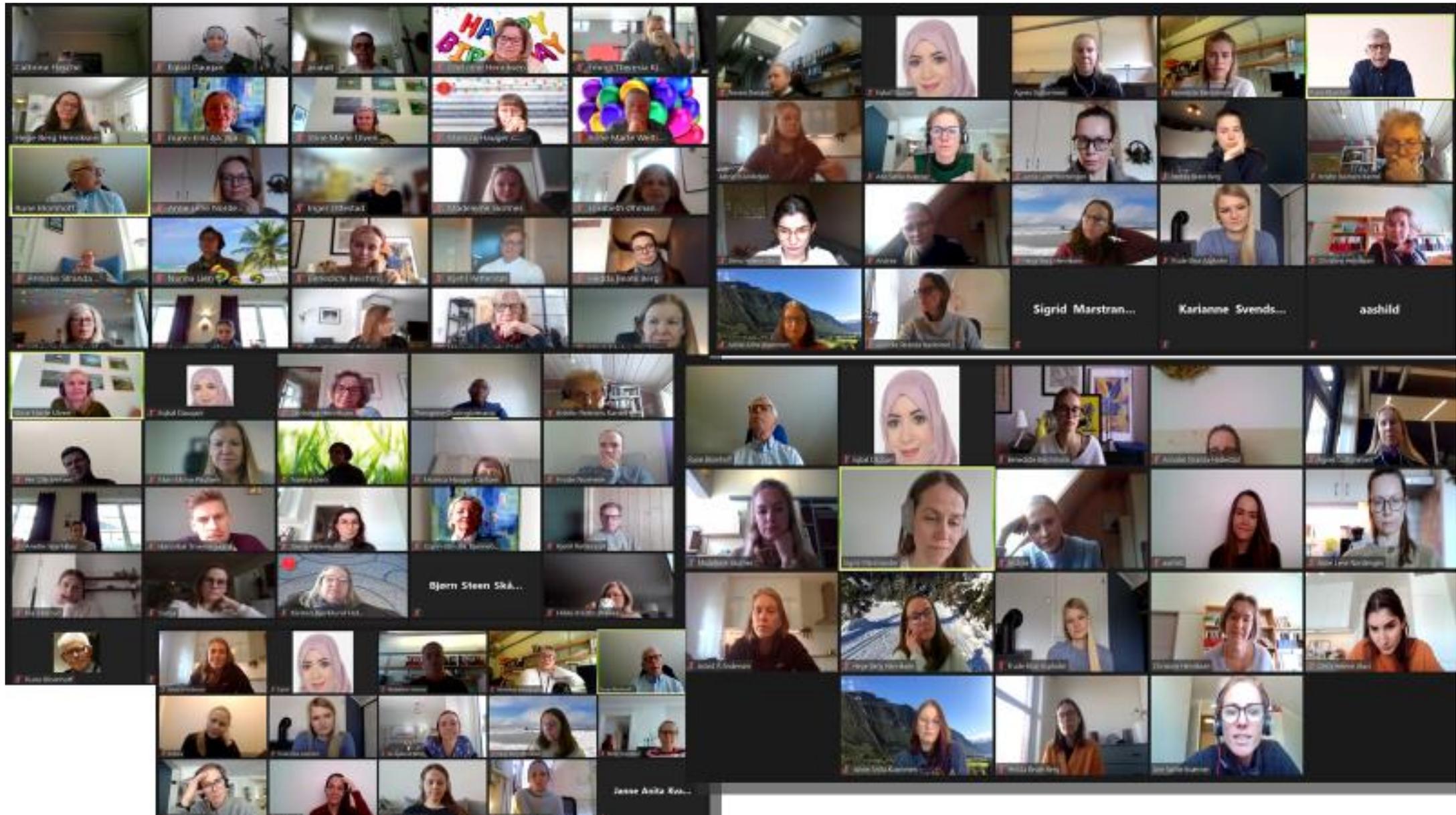
Research supervision course, UiO

Communicating Research and Writing Grant Applications course



Long-term support of refugee and displaced scientists: the power of mentorship
#ScienceInExile





Long-term support of refugee and displaced scientists: the power of mentorship
#ScienceInExile



Outcomes:



UiO : Universitetet i Oslo

Department of Nutrition

Research
project

Funding

Collaboration

Contact person and/or mentor

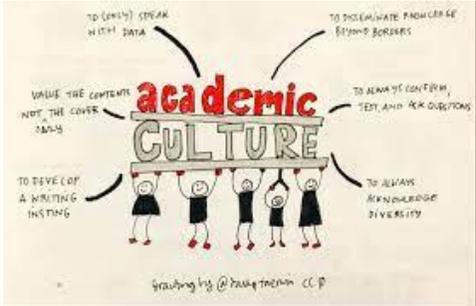
To understand well

Work environment



To know more about

Academic culture



To help you

Adaptation and integration



Thank you

