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Migration and Internationalization in Higher Education – Social Work Education in a Local and Global Context

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1. Introduction

Internationalization is a term widely used in higher education in Sweden. The purpose of internationalization is for the activities of those involved to stimulate certain types of exchange and knowledge development, irrespective of whether or not they are students, teachers or other staff. In the context of migration issues and Social Work Education, internationalization means the creation of conditions for cooperation and understanding between the nations, although the focus should be on meetings between individuals. Further, a distinction is made between internationalization and globalization; globalization aims for deeper cross-border integration, while internationalization aims for cooperation between nations. When referring to internationalization, it is important to make the distinction between *why* we are internationalizing higher education and *what* we mean by internationalization.¹

The purpose of this article is to problematize and detail how social work education can be seen in higher education from the perspective of migration and internationalization out of a Swedish context. This article should be seen as a contribution to Educational Science where migration and internationalization can add to the understanding of social education. The article also sheds light on, and widens the subject of, social work, both for those involved in social research and others interested in pedagogical research. To a large extent, the language of how we deal with migration issues and internationalization is incomplete, and how we use the related terms is highly based on context. In the words of the French author and Nobel Prize recipient, Andre Gide: »Man cannot discover new oceans until he has courage to lose sight of the shore«. In the report »Living and learning: Exchange Studies Abroad«² a total of 2,500 Swedish students

1 De Wit 2011, 241–248.

2 Living and learning: Exchange studies abroad, 2013.

shared their views on the driving forces they felt were important in internationalization: (a) The encouragement given to them by their home institution, (b) the structure of international activities at their home institution, (c) the structure of education, (d) information about their future possibilities, (e) the exchange of experiences with other students who had also been abroad, (f) the use of experiences abroad within their education, (g) the integration of placements abroad in their education, and (e) credit given for courses completed abroad. In a global survey involving 1,336 higher education institutions in 131 countries³, it was outlined that institutions worldwide focus on internationalization.

The most significant expected benefit of internationalization in higher education is the knowledge gained by reflections of international issues, and issues related to migration is a part of these reflections. In the majority of regions, the respondents indicated that their geographic focus for internationalization was within their own region. Europe is a strong focus area for most regions; however, limited funding is a major internal and external obstacle to advancing internationalization. The home institutions of the respondents report that they seek to promote values of equity and the sharing of benefits through their internationalization strategy and activities. This creates many challenges for the development of internationalization in education: ever-increasing competition between institutions, student mobility imbalance between incoming and outgoing students, socialization between domestic and international students, integration of international perspectives in education at all levels, and the planning and preparedness of teachers. In Nilsson's⁴ research, the two main reasons for internationalization in Swedish higher education are outlined as the expansion of Swedish companies on the global market so that Swedes are able to fill important positions abroad, and a new sense of global concern and solidarity with developing countries. Within the European Union and its development, the internationalization of higher education has held an important role in developing aspects such as openness, understanding and positive attitudes toward cooperation. Official EU documents point out that support for cooperation and mobility is clearly to promote a European, not international, dimension in higher education. Programs for mobility in exchange have been developed, with Erasmus probably being the single most successful project within the EU. Parallel to this development, a shift

from internationalization (cooperation between nations) towards Europeanization (cooperation within an integrated Europe) has occurred and can be seen as a consequence of the EU becoming a single market.

As previously mentioned, the term internationalization holds different meanings in different countries. In some countries, it refers to the recruitment of overseas students; in others, it means exchange, and in some others, it means mobility. To put the concepts into practice, Nilsson⁵ defines internationalization as »the process of integrating an international dimension into the research, teaching and services function of higher education. Social work might be one of the most international fields of all and International social work is a growing field of interest«. Knight's definition⁶ acknowledges the various levels of internationalization and the need to address the relationship and integration between them: »The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.« Knight⁷ also states that it is now possible to see two basic aspects evolving in the internationalization of higher education. One is 'internationalization at home,' including activities to help students develop international awareness and intercultural skills. By comparison this aspect is much more curriculum oriented and prepares students to be active in an increasingly globalized world. Some examples of activities that fall under this at-home category are: curriculum and programs, teaching and learning processes, extracurricular activities, liaison with local cultural/ethnic groups, and research and scholarly activities. The second aspect is 'internationalization abroad', which includes all forms of education across borders: The mobility of students and faculty, and the mobility of projects, programs and providers. These components should not be considered mutually exclusive, but rather intertwined within policies and programs. Further, De Wit⁸ identifies five broad categories of rationales for internationalization: political, economic, social, cultural and academic. These rationales are not mutually exclusive; they vary in importance by country and region, and their dominance may change over time, however these categories reflect the essence of migration issues in education.

5 Nilsson 2003b, 31–32.

6 Knight, 2008a, 1–7.

7 Knight, 2008b, 1–7.

8 De Wit 2002, 83–102.

3 Polak-Eggen, Hudson, 2014, 5–9.

4 Nilsson 2003a, 30–31.

2. Internationalization and Social Work Education

Righard⁹ discusses how the definitions of international social work have changed over time and categorizes these changes into three groups: Modernization, radicalization, and globalization. In the last category where we are now, a big challenge for the social worker is to find strategies to face the challenges that arise in a global society. Globalization affects the social policy discussion in many ways¹⁰, and therefore, it also affects migration issues and social work and social work education. The need for international education in social work is clear, although achieving it may be complex.¹¹ Social workers are faced with new responsibilities, and it is important for education to go beyond the national level.¹² Nagy and Falk¹³ claim that the impact of ongoing global processes in the social work profession is dramatic and that reformulating education to include more international and cross-border cultural content is needed. They suggest the incorporation of international issues and comparison between the approaches, theories, and programs of other countries into mainstream social work education along with the creation of more specialized professional programs.

Social work is described by Lorenz¹⁴ as contextual, meaning it is bound to national traditions, laws, and local culture and the content of social work education in Sweden is, to a large extent, governed by national guidelines, due to the professional title of *Socionom*. Therefore, this needs to be taken into account when discussing migration issues. For example, at Malmö University, at the Bachelor's level social work curriculum, international perspectives on migration are included as an integrated part of single lectures during the first and second semesters. The idea at the Master's level is similar, with invited guest lecturers speaking about related relevant themes and often on a comparative basis. With the exception of the programs, the individual courses Social Policies in Europe and Social Work in a Local and Global Context are offered, which integrate an intercultural perspective focusing on migration, the welfare state in comparison, and social work practice. We need to understand migration social

work issues in their local context by gaining a global understanding; therefore, the term *Glocal* (combination of global and local) is used in this article. Parts of these individual courses are also integrated in the social work programs. The main idea behind the continuous development of internationalization in social work education and in the social work curriculum at Malmö University in general is that social workers need to be prepared to address social work in a local and global context by studying internationally related cases and migration problems that arise in their domestic practice. These cases contribute to a mutual exchange of solving global social problems as well as gaining knowledge of other countries and their social systems when reflecting on migration. Nevertheless, it seems that although the term 'internationalization' in social work education is well established, and although the need for further international education in social work is viewed as essential, how to fully reach it is complex.

3. Theoretical frame

According to Meeuwisse and Sward¹⁵ the cross-national comparison of social work is a question of assumptions and levels. The focus could be on the macro level, where comparisons are based on social policy; it could also be focused on profession (micro-meso level) or on practice-oriented differences (micro level). This makes sense, as it may be more relevant and useful to use the term 'cross-national and global social work' instead of internationalization. To understand the complexity of international social work, we must take into account how the various sub-systems interact. The macro system, such as social policy, is therefore crucial for placing this analysis within the context of education. Both the individual and the environment change over time. Bronfenbrenner¹⁶ maintains that these changes are crucial to our understanding of how the different systems influence the individual and his or her development. In addition, when personal development has a strong influence on family relations, this will create development on its own for the family. The same is true for institutional and cultural development; for example, the presence of strong individuals in an organization heavily influences organizational development. This explains why the development ecology model of Bronfenbrenner can

9 Righard 2013, 127-145.

10 Cousins 2005, 9-13.

11 Merrill, Frost 2011, 189-210.

12 Healy 2000, 49-60.

13 Nagy, Falk 2000a, 49-60.

14 Lorenz 1994, 3-15.

15 Meeuwisse, Sward 2008a, 481-496.

16 Bronfenbrenner 2005a, 3-15.

be seen as a multi-level model¹⁷ Resilience capacity on a mental, intra level¹⁸ and an entrepreneurial way of building, developing, and keeping networks, gives the different levels in Bronfenbrenner's Development Ecology model a broader understanding of what stimulates learning processes and our understanding of internationalization, education, and the profession in a social context. Transformation in a welfare context can be understood from both individual and social perspectives.¹⁹ Internationalization can thus be said to contain six levels of intervention: the intra-personal level (capacity of resilience), the micro-social level (person, client, focus on interaction), the meso-social level (group, institution, coherence), the exo-social level (society, institutions, educational system), the macro-social level (culture, nation, traditions, language) and the ex-macro-social level (international relations and EU influence).

The supply of teacher competences such as experience of teaching in English, coordination of international social work at the departmental/faculty level, management awareness and priority settings at the departmental level, are some of the presumptive critical challenges one faces in developing internationalization at home. Knight's definition²⁰ acknowledges its various levels and the need to address the relationship and integration between them:

»The process of integrating an international, intercultural, or global dimension into the purpose, function, or delivery of post-secondary education.«

When understanding social work education in migration and the role of pedagogy within it, we can relate to what Fayolle and Kyrö²¹ describe as the interplay between environment and education. They argue that entrepreneurship is closely connected to an education perspective in which individuals, society, and institutions are all linked to each other. This interplay is surrounded by culture, and it is in this context that entrepreneurship and pedagogy meet. Entrepreneurship is when the individual acts upon opportunities and ideas and transforms them into value for others. Ties, meetings, and networks are therefore closely linked to the individual, and in the meetings where the individuals from different contexts come face to face, learning about migration takes place. Given this, a connection be-

tween the (extended) Development Ecology model and Entrepreneurship gives us the Entrecology model (see p. 6):

Figure 1: The Entrecology model (Christensen, 2016)

Each link in the Entrecology model should be seen as each individual's own unique and personal network created through meetings on different levels; the starting point is the individual and the interplay between the individual and the surrounding context. When analyzing social networks as a tool for linking micro and macro networks, the strength of these dyadic ties can be understood.²² This strength (or weakness) gives dependency as well as independency in linkages. In addition, as pointed out by Cox and Pawar²³, dimensions in migration and international social work need to

17 http://ocw.jhu.edu/courses/healthbehaviorchange/PDFs/C14_11.pdf

18 Christensen 2016a, 24-26.

19 Christensen 2016b, 27-28.

20 Knight 2008, 12-15.

21 Fayolle, Kyrö 2008, 5-16.

22 Granovetter 1983, 201-233.

23 Cox, Pawar 2006, 27-29.

have a local as well as a global face, and, the reality of globalization is that it requires a dimension of localization. Therefore, the Entrecology model can be seen as a connector in education between the individual and her or his surrounding context on different levels.

4. Method

Research data has been collected from two groups of respondents: A group of 20 social work students from the bachelor-level course and a group of 13 lecturers (full-time) in the Social Worker's program at the Malmoe University. The teacher group is representative for the whole group of teachers (in total around 40) teaching social work in the Department of Social Work. The group of lecturers was randomly selected and the students were participating in an open seminar focusing on International Social Work at Malmoe University. The same open question was raised to both groups: What does migration as a part of the concept of internationalization in social work education mean to you? The research data among the students was collected in a classroom before an ordinary lecture took place and all students participated. The students were each given 20 minutes for a written reply. Regarding the gathering of research data from the teachers group, the participants gave a written response to the question reply. Each teacher got 20 minutes after working hours to complete the task. The replies from both groups were collected anonymously, and thereafter the material was analysed separately and divided into two main groups: A student group and a teacher group. Thereafter, interpretation and analysis was undertaken in each group. Each group was analyzed independently of the other, and no distinct comparison was made between the two groups.

5. Limitations of the study

The selection groups of students and teachers were selected by two criteria, a random (teachers) and a self-imposed principle (students). A random selection strengthens the study's validity as the likelihood of bias is likely to be minimized as the selection pool was included all teachers, not only those who are engaged in the internationalization issues involved. As for the student group, it is admittedly a qualitative weakness that they participated in an open seminar focusing social work and migration for social

workers, several of which have a high degree of likely interest in internationalization issues prior to participating. Meanwhile, the seminar was included in the study program. This, however does not clearly say anything about the partial motives why one part is likely to vary. The issue itself is open and allows for the respondents to freely express themselves which strengthens the reliability. Here, I would like to stress that, independently of methods, there are limitations and the key thing is to be aware of them and try to deal with them in the best possible way in line with the purpose of the study. Limitations could be lack of time, that the selected group was too small and that the environment created stress. Concerning the time given it was shown that no more time was asked for, the material and input which was transcribed reached a saturation due to analysis and the participants did not show any signs of stress due to lack of time. A combination of randomly selected teachers and a self-imposed principle by students has been used. Other methods could have been used, however it is essential for a researcher to be aware of the normativity which, intentionally or unintentionally, is hidden behind a statement which makes it essential to present a broad variety. The normativity in this study has caused consequences for the samples: samples which might have look different with another pair of normative »research eyes«.

6. Results and Discussion

After studying the empirical material, we will discuss the material from the statements the individuals made in relation to the theoretical frame in relation to the two groups; the student group and the teacher group. Out of this, three perspectives are outlined and discussed: a global mobility perspective, social work local educational perspective and a social work professional perspective.

6.1 The Student Group

When people meet, many types of exchanges take place, including social, academic, and cultural exchanges. Personal meetings on different levels are key factors. They make the assimilation of knowledge and resources

possible.²⁴ An exchange of knowledge characterized by mutual interest may also include a resistor, as stated by some of the respondents:

»We cannot understand that particular term when discussing migration in social work in that way« and »We are not doing social work and migration in that way in our country«.

In the process of change and if handled correctly, this resistance can represent a significant driving force for the reflective student to develop a local understanding. The starting point of learning is the individual, and her or his interaction in their environment. This interaction occurs at different levels, and in the academic session, these levels may be seen as individual, organizational or institutional and societal. The following statement can be seen as macro-social, as it speaks of culture, nation, traditions and language:

»Migration issues in social work education, for me, is about gaining a deeper insight into different cultures, differences and similarities to use in professional situations.«

This shows that, according to Meeuwisse and Sward²⁵ the cross-national comparison of social work is a question of assumptions and levels. The focus could be on the macro level, where comparisons are based and related to the profession (micro-meso level) or on practice-oriented differences (micro-level). On a micro-social level, the individual, and the focus on interaction is central as one respondent says: »We try to understand each other, but we create barriers instead«.

A reflection on the resilience capacity on which the intra-personal level is in focus can be seen in the following statement by one of the students: »There's a hill you have to overcome. It is a challenge and necessity for development and challenges.« Statements from some of the students relate to social work occupations; they relate to the individual and the focus on interaction wherein the micro-social level can be seen, for example:

»Exchange, linguistics, cultural encounters, people, listen, be curious, ask questions, discuss and develop, learn from each other, perhaps the reduction of prejudice, abandonment, new ideas, or old ideas are confirmed, learn about social work and migration in different countries, to learn from each other«.

The exo-social level can be outlined in the following statement:

»So, I imagine a picture of a network that stretches across borders where it is more possible than ever to communicate and collaborate between different NGOs and authorities and this relates to society on the whole as well as institutions. No matter where we come from, we all want to feel good. Getting there is just as diverse as the meals and the way we eat together. Knowledge of other people's way is vital to be able to understand the challenges in migration and to do a good job as a social worker.«

This is a statement like those of several students which shows that the group, as well as the individual in the field of social work, can be identified, meaning both the micro-social level and the meso-social level relate to each other. The ex-macro-social level could be seen in all statements, as it relates to overall global relations. According to whom?²⁶ this relates to why the development ecology model of Bronfenbrenner can be seen as a multi-level model and that dimensions in international social work need to have a local, as well as a global, face and that a reality of globalization is that it requires a dimension of localization. Therefore, the Entrecology model can be seen as a connector in education between the individual and her or his surrounding context on different levels.

6.2 The Teacher Group

The statements made by the teachers were characterized by views on the importance of exchange, mobility, and integration in local social work education, as well as linkages to professional social work practice. They can therefore be categorized into the following three perspectives in relation to levels: the ex-macro level—A global mobility perspective, the meso-social level—The social work local educational perspective and the micro-social level—The social work professional perspective.

6.2.1 The ex-macro level – a global mobility perspective

The majority of respondents point out the importance of the possibility for mobility and that it has value in itself. One of the respondents highlights the importance of the environment and the development of students and teachers to meet. In the new contextual learning, the environment and re-

24 Christensen 2016, 24-26.
25 Meeuwisse, Sward 2008b, 481-496.

26 http://ocw.jhsph.edu/courses/healthbehaviorchange/PDFs/C14_2011.pdf (zuletzt abgerufen am 25.10.2016)

flection on how contextual and structural factors that affect the social work profession and organization can be seen. One of the respondents states:

»This means that students and teachers themselves live in environments in other countries and at other universities. It also means that students are influenced by visiting lecturers and visiting students. Students must be in their courses and have the opportunity to learn about social work and migration in different contexts. Students should gain an understanding of migration issues and social work complexity by getting knowledge of contextual, structural, and traditional factors governing organizing, ethical attitudes, and professional values.«

Another respondent emphasizes the sense of coherence as a key driver in understanding social challenges globally:

»Internationalization and how we understand issues of migration as a part of social work education means that we should take into account what is happening in the world around us: how it can affect us, how we affect the world around us. We should be aware of that the theoretical perspectives must be thought of in both global and local contexts, and that social problems will arise in the context of both national and international levels. The transnational dimension, that we can enrich our activities by participating in international exchanges of different kinds, is very essential.«

Several respondents see the value of mobility in general: »Internationalization means, primarily, that there is an exchange of students and teachers at the university to study and teach at universities in Europe and other parts of the world.« The importance of conceptual understanding and the common development of the subject is something that some of the respondents emphasize:

»Internationalization means an increased exchange of experience, knowledge, ability to support and development of joint projects in the subject and each business. Furthermore, and perhaps most importantly, with internationalization we can reach a common understanding of social work education and thereby facilitate communication in the academic exchange.«

6.2.2 The meso-social level - the social work local educational perspective

International understanding will be made visible in various ways in teaching, which is an area that respondents consider somewhat important. Literature in another language than Swedish for students to be encouraged and to discuss social work in other contexts than Swedish. The integration of guest teachers who provide various inputs on migration is another ex-

ample. Also, internship opportunities and thesis work abroad is seen as advancing internationalization by several respondents:

»International migration perspectives on social problems, primarily through literature, but also by international guests.«

According to the respondents, the most important aspect is that international perspectives are highlighted and illustrated in education. Students are encouraged to »look up« and assimilate social work in other local contexts:

»Most important is that education in migration issues must have an international perspective on social work theory and practice, in that we relate the discussion of social problems and efforts to countries other than Sweden, as it's easy to get 'stuck' in the narrower local situation.«

The defense of experiences abroad as teachers and students carry with them and feed back into the local classroom is seen as an important support structure by some of the respondents:

»The enhanced international perspective on migration can also be given space by placement (as is already the case today), but the better experience and knowledge that the international internship students have may be taken through to the mainstream as guest teachers.«

The development of social work education in comparison is seen by several respondents as a key part in internationalization and the understanding of migration:

»It may be that students can bring a comparative discussion of the official problem of perception and social interventions that are based on the Swedish context and other contexts. But then it may also discuss the different contexts that are interesting.«

The role of education is highlighted by several respondents: Students in the context of the teaching given the opportunity to get deeper international perspectives in social work disciplines. In other words, the comparative learning operations can be included in most social worker training courses. The latter can be performed by, for example, differing Case or PBL-based teaching modules. A more general view bases it's starting point in the responsibility for educators to provide professional knowledge, and this is highlighted by one respondent:

»Without international contacts, then our social work education is a national education. A weakness and major lack of knowledge in migration related problems in the profession may develop. The world we live in has changed. It is essentially a local, but also a global, challenge.«

This shows that social networks are a tool for linking micro and macro networks in which the strength of these dyadic ties can be understood according to Granovetter²⁷ This strength (or weakness) means dependency as well as interdependency in linkages.

6.2.3 The micro-social level - the social work professional perspective

In encounters in practice, diversity and cultural knowledge are an important part of internationalization and seen as part of social work education:

»Migration and internationalization, for me, also means to have good knowledge about other countries and cultures »at home«. That is, the ability to respond to potential clients/patients/users based on an understanding of other cultures, for example, norms, and how a social worker can work with this.«

In social work expertise lies a general competence to understand the practical social work on the local level to apply their skills in different contexts:

»The social worker is a professional career. It is set up in higher education as 'socialomutbildningen' (a professional degree). Like other professional programs, they can use their degrees to work in different countries with some additional course(s). This means that we do not train for Sweden, but for international social work. Training must, therefore, contain general knowledge that can be applied in many contexts.«

One view among the respondents demonstrates the challenge of defining the meaning of internationalization:

»In a way, internationalization sounds most like a cliché. It sounds good, but it is unclear what that means. At the administrative level, it seems to imply greater international cooperation and exchange on education, knowledge. For me personally, it has no special meaning. I would rather talk about migration as a part of globalization in the sense of social work today which involves new social problems to deal with.«

6.2.4 Key-words coming out from the student and teacher group

The following keywords from both groups can be outlined from the written reply; inequalities, opportunities, change, boundlessness, moving, flying, freedom, motion, proximity, distance, opposites, community, people, loneliness. If we categorize these words into groups, three groups of levels can be outlined, one focusing the individual level (freedom, motion, loneliness change, opportunities, moving, flying), one focusing on the organizational or institutional level (inequalities, community, proximity, distance) and thirdly, the societal level (opposites, boundlessness, people). The understanding of migration and internationalization of social work in a welfare context should thus be understood with the starting point originating from the individual perspective, and adding the individual in relation to an organizational, institutional, and social perspective.

7. Conclusion

The main conclusion of this article is that *thinking globally and acting locally* should be seen as a key concept in the development of migration and internationalization in social work education. Among students, it seems that development of a *reflective capacity* when meeting others can be seen as adding momentum to this. Among teachers, it seems that integration of migration issues in the local social work education and links to the professional social work practice also gives an added-value to the overall social work education. This demands in-depth knowledge about individual driving forces and views on what is essential when it comes to international social work education. We need to explore how we can raise our mutual understanding of social work which assists us in developing a more global understanding, while at the same time, being aware of our different traditions and values. Therefore, as according to what Meuwisse and Sward²⁸ point out we must take into account how the various sub-systems interact in relation to the individual. Both the individual and the environment change over time, and Bronfenbrenner²⁹ maintains that these changes are crucial to our understanding of how the different systems influence the individual and her or his development. In this, the Entrecology model can be

28 Meuwisse, Sward 2008c, 481-496.

29 Bronfenbrenner 2005b, 3-15.

27 Granovetter 1983, 201-233.

seen as a connector in education between the individual and his or her surrounding context on different levels when understanding social work issues including migration.

The importance of allowing students and teachers to meet on a cross-border basis in social work education is built upon internationalization at home as a part of domestic local programs with global understanding—a *glocalized* view on migration and social work—should not be underestimated when developing professional skills. This relates to the statement by Healy³⁰ that Social workers are faced with new responsibilities, and it is important for the education to go beyond the national level. This study shows that a reformulation of the education to include more international and cross-border cultural content is needed, according to Nagy and Falk³¹. A success factor for knowledge acquisition in migration and social work is providing continuous education, where international courses can work independently, but also opportunities for integration within existing programs. It strengthens, stimulates, and develops internationalization at home, as well as attitudes toward it for both students and teachers. In order to stimulate and attract students as well as teachers in developing internationalization as a dimension in education, a knowledge channel is essential. To facilitate this and to support interaction with the community in internationalization, efforts should be put into specific communication and educational tools. A main contribution is that a continuous cross-border cooperation in international education in which teacher's work closely together with permanent meeting places, the social context in itself for students and teacher's may create a new framework for the planning and development of a deeper understanding of migration and education in the Social work discipline. The main conclusion is therefore that migrations issues in social work education need to be seen in practice as a concept of *acting locally and thinking globally*, and should be viewed as a major input for developing migration in higher education and social work education—A Glocal approach.

30 Healy 2008, 6-8.

31 Nagy, Falk 2000b, 49-60.

Acknowledgments

We are grateful to our study participants for their willing cooperation and the considerable time that they spent in participating in this study.

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Bildung für alle oder warum es gut ist, über Migration nachzudenken

Marc Hill

»Migration bildet«, so lautet die gemeinsame Klammer aller Beiträge in diesem Band und das ist gut so. Denn sie bündelt, was Migration ist, nämlich eine anthropologische Konstante. Immerzu ist die gesamte Menschheit in Bewegung und alle sind unmittelbar von Migration betroffen. Historisch betrachtet war das schon immer so¹ und globales Denken ist heute zu einem Charakteristikum menschlichen Daseins avanciert. Sogar bei Ötzi, einer vor über 20 Jahren gefundenen Gletschermumie, wurde kürzlich ein migrationsgeschichtlicher Hintergrund offiziell attestiert. »Der Mann aus dem Eis« wurde 1991 in den Ötztaler Alpen entdeckt und gilt seitdem als Sensationsfund. Aktuelle Untersuchungen weisen jetzt darauf hin, dass es bei ihm eine Ahnengeschichte gegeben haben muss, die nach heutigem Kenntnisstand geographisch bis nach Asien zurückreicht. Mit hoher Wahrscheinlichkeit wanderten seine Vorfahren von Asien über Kleinasien bis nach Europa. Damit entstammt Ötzi aus heutiger Sicht einer Weltfamilie, was gerade im postmodernen Zeitalter durchaus als etwas Gewöhnliches und Transgeneracionales bezeichnet werden darf.² Im Wissenschaftsmagazin der Universität Innsbruck findet diese schlichte, aber menschheitsgeschichtlich konstitutive Erkenntnis folgendermaßen ihren Ausdruck:

»Das 5300 Jahre alte Genom der *Helicobacter-Pylori*-Bakterien in Ötzi's Magen zeigte, dass Ötzi einen Stamm des Bakteriums in sich trug, den man heute vor allem in Zentral- und Südasien findet.«³

Die Nachricht über die Migrationsgeschichte Ötzi's ist brisant. Sie trägt zur Rekonstruktion der Menschheitsgeschichte bei, aber gerade in der heutigen Zeit, in der das nationale Denken stark ausgeprägt ist, erlangt sie auch eine politische Bedeutung. Der zitierte Befund führt der allgemeinen Öff-

1 Bacci 2015.

2 Beck, Beck-Gernsheim 2013, 280.

3 Wissenswert, 11.10.2016, 14.