



ARISTOTLE
UNIVERSITY OF
THESSALONIKI

STAFF TRAINING ON PATHWAYS OF INSTITUTIONAL SUPPORT FOR YOUNG REFUGEES' ACCESS TO HIGHER EDUCATION, TRAINING AND EMPLOYMENT



DEEP

Department of
European Educational
Programmes



ARISTOTLE
UNIVERSITY
OF THESSALONIKI

Staff Training on Pathways of Institutional Support for Young Refugees' Access to Higher Education, Training and Employment

❖ 25 participants

❖ 13 countries

❖ 25 Universities

Diverse People with a major common goal





UTRECHT NETWORK STAFF TRAINING – 12-15 June 2018
OPTIMIZING SUPPORT FOR REFUGEES IN HIGHER EDUCATION

Location first day: [Utrecht University, Heidelberglaan 8, Utrecht, The Netherlands](#)



Staff Training on Pathways of Institutional Support for Young Refugees' Access to Higher Education, Training and Employment

WHY DO WE NEED ANOTHER ONE?

- Problems are all around us and we need to network
- Some projects have finished and new ones have started
- Issues of importance are more apparent
- In a conflicting environment it is our Moral – Humane obligation to not give up !
- So lets meet each other



Staff Training on Pathways of Institutional Support for Young Refugees' Access to Higher Education, Training and Employment

FOUR DAYS WORKING TOGETHER

- 1st DAY – Getting to know us
- 2nd DAY – Refugee students and University - workshops
- 3rd DAY – Refugee students and the Society – Integrating - Becoming employable --- What happens after the University? – How do we interact with refugees - Participating in the World Refugee Day
- 4th DAY – Conclusions

We promise a friendly environment and hospitality!!!



Staff Training on Pathways of Institutional Support for Young Refugees' Access to Higher Education, Training and Employment



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OBJECTIVES

The staff training aims to improve the capacity of the participating Universities to assist young refugees and scholars at risk that reach out to them for support.

Several Issues will be elaborated

- the accreditation of prior learning,
- the requirements for entering HEIs
- the administrative and financial short-comings,
- the linguistic and cultural barriers
- the psychosocial support opportunities in various frameworks
- The future Employability of refugees

Emphasis will be given on identifying current and future challenges, reach a consensus on good practices.





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- ❖ What are your motivation/ expectations from this staff training

PERSONAL MOTIVATION

- ❖ Meet nice people!!
- ❖ Understanding – cultural social differences
- ❖ Learning – problems that refugees face, how to do a better job
- ❖ Being Open – Being Inclusive - regardless of background
- ❖ Helping People – Supporting Women with refugee background
- ❖ Coping on a Personal Emotional Level
- ❖ Focus on the individual – not on general approach
- ❖ Work together!
- ❖ Building Solidarity- Strengthening Solidarity – Build a new European Identity



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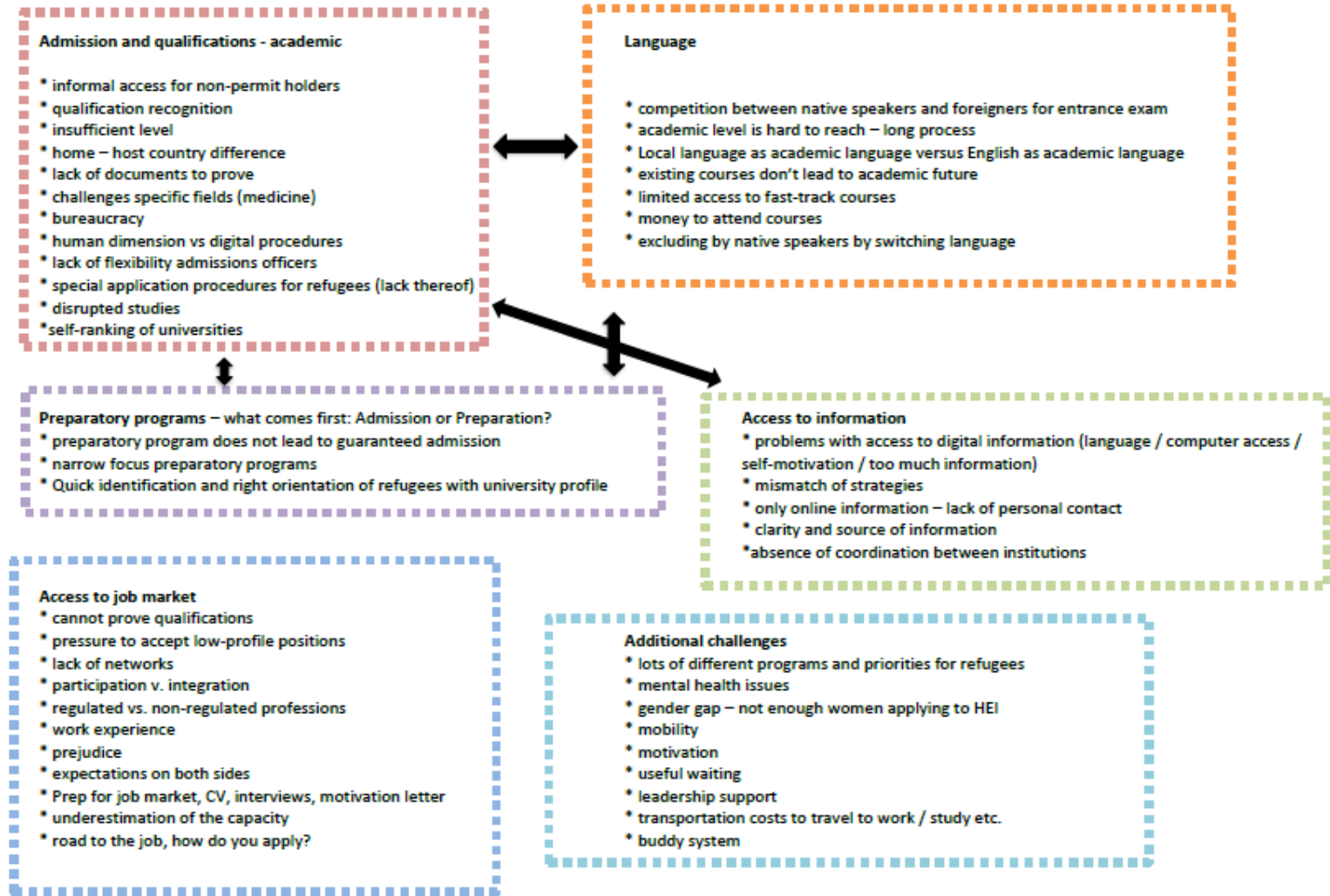
- ❖ What are your motivation/ expectations from this staff training

PROFESSIONAL MOTIVATION

- ❖ Networking!!
- ❖ Exchange of Best Practices
- ❖ Funding for refugees and projects
- ❖ Employability of refugees
- ❖ Cultural approach – solutions on psycho-social level – Refugees and women empowerment
- ❖ Acceptance of cultural differences
- ❖ Language preparation
- ❖ Accreditation of previous qualifications
- ❖ Raise awareness amongst political elite – policy recommendations



CHALLENGES!



ACTION PLANS!

What action plans can be put into place for:					
Group: ALL					
Challenge	Country	Intervention action	Agent of change	Output	Outcome indicator
Flexibility with regard to admission and qualifications		<p>Group 1: Create a framework for admission office to allow exceptions and derogations</p> <p>Group 2: Change of Law, change of university regulations, preparatory courses</p> <p>Group 3: Policy for alternative evidence to be accepted</p> <p>Group 4: Disrupted studies, flexibility in faculties, what does qualification mean? Test competencies, standardized test</p>	<p>Group 1: Rectorate, student affairs, Board of university</p> <p>Group 2: Lobbying, funding (sponsors, govt, university, municipality)</p> <p>Group 3: Refugee applicants, university admissions office / policy makers</p> <p>Group 4: Faculty staff, department staff, program leadership</p>	<p>Group 1: Special procedures - To clarify the conditions of admission of refugees</p> <p>Group 2: New Regulations, language and study skills courses</p> <p>Group 3: More participation and access</p> <p>Group 4: Higher admissions rate of qualified individuals</p>	<p>Group 1: Number of admissions versus the number of applications</p> <p>Group 2: Increasing number of students admitted to university</p> <p>Group 3: Increase in participation of refugee students</p> <p>Group 4:</p>
Access to information with regard to university programs		<p>Group 1: Website, Social Networks, Presentation, Flyer, Email address</p> <p>Group 2: Translation of website, Visualizing</p> <p>Group 3: Personal approach, point of contact with expertise, outreach project</p> <p>Group 4: Meeting with general 'life and academic' advisor</p>	<p>Group 1: Create a position (contact person) inside the university in charge for refugees</p> <p>Group 2: IR office, funding / contract</p> <p>Group 3: Student advisory service</p> <p>Group 4: Government, local authorities and leadership</p>	<p>Group 1: better access to information</p> <p>Group 2: Manuals (reference language), clear and simplified language</p> <p>Group 3: Better quality information</p> <p>Group 4: Faster way to jobs/academia, saves time</p>	<p>Group 1: increased numbers of contacts</p> <p>Group 2: More students informed</p> <p>Group 3: Efficient system (save time and resources)</p> <p>Group 4:</p>