



10th Erasmus Staff Training Week
Aristotle University of Thessaloniki
30th May - 3rd June 2022



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<https://together.pixel-online.org/index.php>



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Presentation Structure

Part 1: A short introduction to the Together Project

Part 2.1: The third deliverable of the Together Project: guidelines for the academic staff

Part 2.2: Good practices



**Contractual
Partners**

3 EU Member States

✓ **3 Universities**

✓ **4 Non Governmental
Organizations**



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A short introduction to the Together Project

CONTEXT

Institutions at EU level and networks and associations of universities are studying the main questions related to the possibility of building more inclusive HE institutions by favouring the enrolment of refugees and migrants with international protection status.



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A short introduction to the Together Project

OBJECTIVES

The project identifies two main specific objectives:

- **Developing social responsibility** of Higher Education students providing them with intercultural and civic competences and raising their awareness on integration of refugees.
- **Raising awareness** of Higher Education staff providing specific instruments, knowledge and skills for a more inclusive Higher education environment.



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A short introduction to the Together Project

TARGET GROUPS

The target groups of the project are:

1. Refugee students
2. Researchers
3. Both academic and administrative university staff
4. (Local) Students



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A short introduction to the Together Project PARTNERSHIPS

1. Seven (7) Contractual Partners from three countries: Greece, Italy and Portugal.
2. More than one hundred (100) students from Universities Across Europe.
3. Eighteen (18) Refugees.
4. More than forty (40) Associated Partners.



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A short introduction to the Together Project RESULTS

The main project results:

1. A Refugees Welcome Map identifying the integration activities carried out investigating measures undertaken directly by universities.
2. An e-learning package providing University students with the skills to develop their potential civic role in promoting integration of refugees.
3. A set of Guidelines addressed to Higher education staff resulting in the improvement of their capacity of planning and implementing strategies for the integration of refugees.



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The Refugees Welcome Map

- A Map identifying the integration activities carried out investigating measures of integration undertaken directly by universities in Europe.
- More than 200 initiatives have been collected and uploaded to the Refugees Welcome Map by more than 100 Institutions from 25 countries across Europe: Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, UK.
- The **Map can be accessed freely**. It is available here <https://together.pixel-online.org/refumap.php>.
- It is available in English, Greek, Italian and Portuguese.



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The Refugees Welcome Map

The target groups can search for initiatives that interest them among a total of 11 different categories:

1) Help desk and support services for refugee students,

- e.g. *Inclusion Office, University of Luxemburg, Luxemburg*

2) Intercultural competence activities for staff,

- e.g. *TEACHmi | Teacher preparation for migrant school inclusion, University of Piraeus (UniPi), Greece*

3) Social Events,

- e.g. *Convivial meal, an initiative for the inclusion of refugee students in the university, Université de Mons, Belgium*

4) Tutoring and peer support for refugee students,

- e.g. *buddy & tandem programs*

5) Non-formal educational activities for students,

- E.g. *Shaping Future/Zukunft gestalten, Humboldt-Universität zu Berlin, Germany*



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The Refugees Welcome Map

6) University policies on access to higher education,

- e.g. BRiDGE II - Bridge for Researchers in Danger Going to Europe - Horizon 2020, University of the Aegean (UAeg), Greece

7) Health Services,

- e.g. Health promoting integration, University West, Sweden

8) Housing,

- e.g. Asylum seekers to University, University of Trento, Italy

9) Financial support for refugee students,

- e.g. HessenFonds for Refugees - University of Giessen, Germany

10) Language and other introductory courses for refugee students,

- e.g. Academic counselling & Language course support - University of Münster, Germany

11) Recognition of studies and prior learning for refugee students,

- e.g. Philipp Schwartz Initiative: Opportunities for scholars at risk - University of Bayreuth, Germany

The Refugees Welcome Map

together.pixel-online.org/refumap.php

TOGETHER Refugees Welcome Map Training Package Guidelines Partnership Information Project Management

Χάρτης Δορυφόρος

Σουηδία, Νορβηγική Θάλασσα, Γροιλανδία, Ισλανδία, Σουηδία, Νορβηγία, Ρωσία, Λευκορωσία, Ουκρανία, Καζακστάν, Μογγολία, Ουζμπεκιστάν, Κιργιζία, Τουρκμενιστάν, Κίνα, Αφγανιστάν, Πακιστάν, Νεπάλ, Σαουδική Αραβία, Ιράν, Ιράκ, Σορία, Αίγυπτος, Λιβύη, Αλγερία, Μαρόκο, Πορτογαλία, Γαλλία, Ελλάδα, Τουρκία, Μεσόγειος Θάλασσα, Τυνησία, Βόρειος Ατλαντικός Ωκεανός, Δυτική Σανόσα, Google, ©2020 Δεδομένα χάρτη Google, INEGI Όροι Χρήσης

Select Typology: Financial support for refugee students

Select Target Group: Newly arrived refugees

<https://together.pixel-online.org/refumap.php>



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Training Package for University Students



Training Package for University Students

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An e-learning package providing University students with skills to develop their awareness related to their potential civic role in promoting integration of refugees both in the Higher education environment and in society.



Module 1 - INTRODUCTION AND FACTUAL BACKGROUND ON THE INCLUSION OF REFUGEES AND OTHER BENEFICIARIES OF INTERNATIONAL PROTECTION



Module 2 - INTERCULTURAL COMPETENCES AND SOCIAL INCLUSION



Module 3 - INCLUSION AT HIGHER EDUCATION LEVEL OF REFUGEES AND OTHER BENEFICIARIES OF INTERNATIONAL PROTECTION



Module 4 - CONTEXT AND RELATIONS



Module 5 - LEARNING OBJECTS AND PRACTICAL ACTIVITIES



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Training Package for University Students

- The e-learning package aims to benefit University students, teachers, academic staff and any interested parties, by helping them in developing skills and competencies to welcome refugees and offer them guidance on how to become integrated into the national education system, inside the university and in student communities, and how to gain access to other educational opportunities offered at a local level.
- The Training Package is available in English, and the notions provided are both theoretical and practical, with modules designed to provide background information on international protection legislation and on social inclusion, on one hand, and to develop emotional intelligence and achieve a better interaction with people of different cultural backgrounds, on the other.



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Training Package for University Students

- It provides written material as well as direct links to relevant documents and publications, and is divided into modules: M1 - Introduction and Factual Background on the Inclusion of Refugees and Other Beneficiaries of International Protection; M2 - Intercultural Competences and Social Inclusion; M3 - Inclusion at Higher Education Level of Refugees and Other Beneficiaries of International Protection; M4 - Context and Relations; M5 - Learning Objects and Practical Activities. Modules 1 to 4 also provides a final verification test.
- The Training Package can be accessed freely. It is available here: https://together.pixel-online.org/training_package.php.

Guidelines

- A set of Guidelines addressed to Higher Education staff resulted in the improvement of their capacity of planning and implementing strategies for the integration of refugees.
- The Guidelines aim at providing academic staff with a practical oriented collection of intervention proposals on how to make their HEI more accessible and inclusive for refugees and for other beneficiaries of international protection.



Guidelines

They address the following issues:

- **Area 1:** Inclusive higher education
- **Area 2:** The development of intercultural competences by and within the context of HEI
- **Area 3:** HEI's third mission and how HEIs cooperate with other stakeholders in inclusion processes
- All chapters are developed to include a conceptual framework, good practices, paths and recommendations that may be used towards the development of more inclusive HEI.
- Today we will be focusing mostly on good practices.
- The guidelines: <https://together.pixel-online.org/guidelines.php>.
- They are available in English, Greek, Italian and Portuguese.



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Guidelines

Area 1: Inclusive higher education

- The first area is dedicated to the inclusive Higher Education especially in relation to refugee students.
- Nowadays, 5% of refugees can access higher education. This percentage is far below the one of non-refugees enrolled in higher education, which stands for 39%.
- UNHCR and partners are committed to ensure that at least 15% of young people can access higher education by 2030.

Guidelines

Area 1: Inclusive higher education

- To facilitate the access to education of young refugee people is beneficial not only for them but also for the hosting environment, activating a win-win process, where everyone contributes to the well-being of the community.
- To be able to develop an inclusive culture it is necessary that all members (staff, academics, students, local stakeholders) are on board and together define policies and strategies that will support their inclusive actions.
- In fact, inclusion cannot and should not only be delegated to professors in their classroom management but must be an intrinsic feature throughout academia and in all its areas.



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Guidelines

Area 2 : Intercultural Competences

- Area 2 aims at exploring the concepts of intercultural dialogue and intercultural competences, as well as the role of HEI in this regard.
- In increasingly diverse societies, HEI are being called to play an active role in enhancing intercultural dialogue and in fostering the development of intercultural competences of students and academic staff.
- To attain this goal, institutions may consider introducing changes to existing curricula, developing specific courses on the topic, or implementing other **formal opportunities** such as exchange programmes.
- Also, HEI may explore the potential of arts, sports, culture and volunteer work, among others, in inclusion processes and in enhancing intercultural competences of those involved, by **implementing informal/non formal learning opportunities**.



Guidelines

Area 3: THIRD MISSION

- This part of the Guidelines deals with the Third Mission of HEIs, namely leveraging academic teaching, knowledge and research outcomes for the benefit of society and the economy. It focuses mainly on the positive impact that the Third Mission of HEIs could have on the social inclusion of refugees and other third-country nationals within European societies.
- The outbreak of the refugee crisis in Europe during the years 2015-2016 exposed the role of Universities as engines that contribute to the social, economic and cultural development of the regions in which they operate.
- In a globalised world, Universities should not only feel obliged to internationalise themselves but also take into consideration and care for their own region. They should therefore endeavour to contribute to the well-being of local society: this is the very essence of the Third Mission.



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Guidelines

Good practices

Example 1: VAI project which was set up by 10 partners from Academia, Civil Society, Local Government & Media based in 4 countries: Austria, Germany, Italy, Greece.

The project sought to explore one of the core elements of the Third Mission; volunteerism and more specifically how and why does volunteering by, with and for immigrants may relate to integration. This was approached through a stepwise process of 3 Work Packages: “National Researches”, “Capacity Building” and “Establishing volunteering opportunities” – hence producing “better knowledge”, creating “better tools”, and promoting “better practice”.



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Guidelines Good practice

Example 2: Mig-HealthCare, National and Kapodistrian University of Athens along with other partners.

Mig-HealthCare was a community – based project. Therefore, it produced effective community-based care models, pilot tested in different contexts and countries, which focused on health promotion and prevention. It developed guidelines and tools to reorient health care services to a community level. Being a member of that project, National and Kapodistrian University of Athens, paved the way for the establishment and development of similar community – based initiatives from other Universities across Europe.



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Guidelines

Good practice

Example 3: Global Platform for Syrian Students, Multiply Universities

In this initiative universities established deeper engagement with academics and external stakeholders. The aim of the project is “to provide access to higher education for Syrian students affected by the war, in safe countries throughout the world.” This initiative is unique in that it effectively brings together the efforts and the contributions of the various stakeholders willing to back an emergency mechanism to support Syrian students: governments, international and regional organisations, donor agencies, universities, foundations, NGOs of different cultural backgrounds and faith-based organizations, the private sector and individuals.



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Guidelines Good practice

Example 4: Local Support Centre for the Integration of Migrants (CLAIM), University of Aveiro.

The CLAIM centre in the UA is the result of a partnership with the High Commission for Migration (ACM) and is part of the national CLAIM network, which includes 99 other local and national centres that are specialised in the area of migration. Within the CLAIM, thanks to the activities implemented by the Erasmus Student Network (ESN), the migrants and refugees, as well as other international students, may benefit from the support of volunteer local students that act as buddies.



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Guidelines

Good practice

Example 5: “Let’s Work Together!”, University of Tampere, Finland

The School of Education in the University of Tampere and its partners organize common low-threshold activities for asylum seekers and refugees by the means of education. Activities include, among others, courses, children’s club activities and a Family Café.



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Guidelines

Good practice

Example 6: “Diversi’day”, University College of Namur-Liège-Luxembourg

The main objectives of this initiative were to “opening up to others and to the world in its complex contemporary realities (migration, north /south inequalities), develop a different perspective by deconstructing prejudices and stereotypes, cross and enrich points of view by mixing field actors (associations, asylum seekers, teachers, students from different sections)”.

During the project various awareness workshops, conducted in intersection and animated by numerous associations: Amnesty International, Children’s Words, Announce Color, Youth News, Youth and Citizen and the Red Cross etc.

Thank you for your attention!!

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