

Members' policies and activities concerning refugees and migrants

(July 2017)

Project Summary

After seven years of war in Syria, Europe has ended up in a refugee crisis. Many European countries belong to the world's top refugee hotspots. Many refugees move from one country to another. Others want to return to their country of origin. It is only the acute part of a growing diversity, also due to migration flows and minorities in all countries. This diversity causes even broader problems with regard to social and cultural integration, education and employment. Solving these problems is a socio-economic and an ethical duty.

The OU's pedagogical or organizational approaches for social inclusion of minority groups is in line with their mission of social justice to be open to people, places, ideas and methods. They are committed to opening up education so it is available and accessible to all. Running actions by the consortium partners of open and conventional universities show already important good and best practices, which can be enhanced and up-scaled by collaborative interventions of the European Commission.

These actions respond to the direct needs of refugees and focus on:

-the delivery side (bringing courses to refugee students, online facilities, assessment facilities, local organisation or study centres in refugee/asylum centres...).

-the students' side: accessibility (awareness raising, reduced fees/scholarships, ICT equipment).

Open University, UK

The **Open University UK** (OUUK) has a strong relationship with the British Council, and partner with them on the EU funded Laser programme which supports refugees in camps in Jordan and Lebanon back into Higher Education. Other partners include Amity University, the Jordan Education Initiative and the Norwegian Refugee Council. They now have a cohort of refugees studying accredited courses online with the OU. Some best practices for the OUUK related to this are:

A team of academics in the OU's Faculty of Business and Law are working with Search for Common Ground and the Religious Freedom in Business Foundation to scope refugee needs with the aim of providing materials on the subject of citizenship and human rights.

Also, the OUUK has thousands of free learning materials available via OpenLearn. Many of these are appropriate and useful for refugees and migrants looking for added support with their return to Higher Education. Some relevant free courses are:

- 'Skills for learning': for anybody who is thinking of studying for a university degree and would like to develop the English reading and writing skills needed to succeed.
<http://www.open.edu/openlearn/education-development/english-skills-learning/content-section-overview>
- Languages at work: for all adult learners, whether in full time education or in the workplace.
<http://www.open.edu/openlearn/languages/english-language/languages-work/content-section-0>

- Exploring languages and cultures: This course teaches about the benefits and challenges of meeting people from different cultures and the ways in which language and human communities shape each other. It looks at the role of intercultural competence at the workplace, reflect on the use of English as lingua franca in international contexts, and provides a flavour of the skills involved in language-related professions such as translation and interpreting. <http://www.open.edu/openlearn/languages/exploring-languages-and-cultures/content-section-0>

In addition to this, a number of relevant courses are available via the OU's FutureLearn site. FutureLearn has over 6M users, each accessing free, quality online education from top universities and specialist organisations. Relevant courses include:

- Understanding the International English Language Testing System

IELTS is the world's most popular English language test for higher education and global migration. IELTS is accepted by over 9,000 organisations worldwide including universities, employers, immigration authorities and professional bodies. Over 2.2 million IELTS tests were taken globally last year. <https://www.futurelearn.com/courses/understanding-ielts>

For those not quite at that stage yet, FutureLearn offers a course outlining the skills needed for success in the IELTS Academic test. <https://www.futurelearn.com/courses/cambridge-english-ielts>

Other relevant free courses include 'An Intermediate Guide to Writing in English for University Study', 'Learning English for Academic Purposes' and 'English as a Medium of Instruction for Academics'.

The OUUK further leads the Social Partnerships Network, made up of a group of national organisation partners who champion workplace and lifelong learning. Six free courses are available on the portal, including 'Taking part in the voluntary sector' and 'Starting your small business'.

PEARL (part-time education for adults returning to work) is a website which aims to bring the worlds of education and work closer together. It includes information on a range of learning opportunities offered by different providers across the UK. Visitors will find all levels of courses and learning opportunities to suit their needs ranging from short, online courses which do not carry any credit right through to higher education level learning offered by Colleges and Universities.

While working on the MASELTOV project, we produced informal language learning materials for mobile phones that were also developed by our Cambridge-based partner Pearson Publishing as part of our SALSA project. These could be reused in future projects.

Courses in development

A team of academics in the OU's Faculty of Business and Law are also scoping refugee needs with the aim of providing materials on the subject of citizenship and human rights. This will identify existing materials that might be used and new materials to assist with refugee education. The students study British and European values as an integral part of the study of law at whatever level they study at.

With regard to diagnostic assessment of prior knowledge the Faculty of Wellbeing, Education and Language Studies at The Open University has a language diagnostics website designed to help users assess their current language level and select the most appropriate choices for language modules.

<http://fels.open.ac.uk/language-diagnostics/>

Further, the OU has a website designed specifically to help users develop their level of English in anticipation of university study. Whether or not English is their first language, the site will prepare them for study by introducing them to academic English. This can be complemented by the MOOCs referenced above. <https://www2.open.ac.uk/students/skillsforstudy/english/index.php>

Badged courses offered by the OUUK

There are a number of Badged Online Courses (BOC) available. Those who enrol on a complete the course can gain a digital badge and a Statement of Participation as a record of their achievement. 'Returning to STEM' is a free course that helps learners get back to work in Science, Technology, Engineering or Mathematics. <http://www.open.edu/openlearn/science-maths-technology/returning-stem/content-section-overview>. 'Succeed with Maths' has proved to be a very popular course with our students. For those looking to gain an accredited qualification (30 credits), the 'Science, technology and maths Access module' is a multidisciplinary course that is an ideal starting point for those with little or no previous knowledge of the sciences, technology and mathematics. The subjects included are science, engineering and design, environment, mathematics, and computing and IT.

<http://www.open.ac.uk/courses/modules/y033>

For longer courses (60 point foundation modules at Level 1) we have three main options:

'Exploring Science'

'Introduction to Computing and Information Technology'

'Environment: Journeys through a changing world'

Skills for Study is a whole series of free open courses by the OU which help those new or returning to study to learn the basic skills needed to study for a degree. This includes topics such as 'Writing and English', 'Reading and Finding Information', 'Maths and Data', 'Digital and Online' and 'Critical Thinking' and 'Organisational Skills'. OU degrees do not require entry qualifications, and so all of our degrees are designed to build the study skills capacity of new students.

<http://www.open.edu/openlearn/skills-for-study>

The OU has resources available to assist diverse groups with their study such as guides on 'Studying with Dyslexia' and 'Studying when Deaf' and information is made available on the kinds of pastoral and technological support available from the OU for students with a disability.

<http://www2.open.ac.uk/students/help/topic/disability>

In 2012, the Department of Languages at the OU ran a MOOC on Open Translation Tools and Practices (OT12) <http://oro.open.ac.uk/39099/>

The OU is further stimulating access of migrants to MOOCs and OERs by a.o. TESS-India.

The OU's multi award-winning £10M UK aid funded TESS-India programme is a multilingual teacher professional development programme whose aim is to support India's national educational policy by enhancing the classroom practice of primary and secondary school teachers through the provision of freely available, adaptable Open Educational Resources (OER). It has developed a MOOC which explores how freely available learning materials can be adapted for use in particular contexts, helping teachers to be more effective. It has proved hugely successful and this model can be replicated for appropriate use for migrants and refugees.

In relation to staff training the OU offers a range of relevant courses like 'Accessible online learning: supporting disabled students' is a 30 credit postgraduate course concerned with improving access to online learning for disabled student <http://www.open.ac.uk/postgraduate/modules/h810>

'Equality, participation and inclusion: learning from each other' is a 60 point course designed for those interested in issues of access for children and young people in diverse social and educational contexts <http://www.open.ac.uk/courses/modules/e214>

The OU's equality scheme 2016-2020 sets out how as an organisation we are committed to developing an inclusive university community. Through our equality objectives and equality action plan we aim to eliminate unlawful discrimination, harassment and victimisation, to promote and advance equality of opportunity and to promote and foster good relations between people.

In relation to policymaking, the OUUK recently contributed to the UK's All-Party Parliamentary Group (APPG) on Social Integration who were seeking evidence on English language education provision as part of their inquiry into immigration and integration. Her team has also contributed to the Council of Europe's work on translating research on linguistic aspects of adult integration into practice. Available on Open Research Online: <http://oro.open.ac.uk/49182/>

Professor Marie Gillespie led the OU's research project "Mapping Refugee Media Journeys". The project investigates the parallel tracks of the physical and digital journeys of Syrian and Iraqi refugees. She recently presented at the Steering Group meeting for the InfoMigrants.net project at the European Commission. She later presented at an expert meeting on information and awareness raising campaigns at the European Commission.

Anadolu University

Anadolu University (AU) in Turkey offers more than 50 associate and undergraduate degree programs as well as about 30 certificate programs. All of the programs can be made suitable for refugees according to their needs and interests. Turkey is the country with probably the largest numbers of refugees. Their network of study centres (>300) offers a good example for European universities in how they can address the needs of refugees and migrants.

According to their approach for faster social inclusion, the refugees need to:

- * Be aware of possibilities in terms of attending formal education systems (especially in Turkey) and comprehend that formal education is the easiest way for social inclusion and for coping with poverty.
- * Be able to access reliable and valid learning opportunities in many areas including language, cultural differences, basic health, basic rights, gender differences and rights, and so forth. However, there is not enough, flexible, open learning opportunities.
- * Be prepared to attend formal secondary and higher education. Current governmental and non-governmental (e.g.; NGO projects) projects focus on primary education, and there are very limited number of projects about helping refugees for secondary (currently only 10.000 refugees) and higher education (nearly 9.000).
- * Fostering the formal higher education process is another necessity for those adult refugees who may also need to earn money for living.
- * Similarly, there is a large group of refugees who need to acquire new vocational skills or improve their skills to be able to find a job as soon as possible.

* Also there is a need for professional development for current and future teachers who are serving the refugees.

UNINETTUNO

In May, 2016, **UNINETTUNO "University for Refugee"** initiative was presented in the contexts of the "#U4Refugees" initiative of the Italian Ministry of Higher Education

(<http://hubmiur.pubblica.istruzione.it/web/ministero/cs030516>). The "University for refugee" academic recognition process is based on "Recognise qualifications held by refugees – guide for credential evaluators" delivered by the ENIC-NARIC Network - <http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>. UNINETTUNO is already active on developing standards/protocols for qualification recognition for refugees. The national authority is the CIMEA (<http://cimea.it/valutazione-qualifiche-rifugiati/>) but standards are in development at EU Level <http://www.cedefop.europa.eu/en/events-and-projects/events/upskilling-reskilling-and-employing-adult-refugees>.

In the context of "University for Refugee" initiative, UNINETTUNO now offers 50 scholarships to students entitled to international protection for attending the courses included into the University's educational offer. http://www.interno.gov.it/sites/default/files/allegati/segiugno2016_parte_speciale_immigrazione.pdf)

Next to the University for refugees initiative, UNINETTUNO offers introductory language courses for Italian language and Arabic language literacy, developed in the context of EDUCAITALIA project and "The Treasure of Letters" initiatives; these courses are already available through the "University For Refugees" online desk, developed by UNINETTUNO to provide access to Higher Education to migrants and refugees. The course of Italian language "I learn Italian. The Treasure of the Letters" allows foreigners to learn to read and write Italian. <http://www.istruzioneesenzaconfini.it/en/impariamo-italiano.aspx>. The course is free for refugees enrolled in University for Refugee initiative.

The "I Learn Arabic – The Treasure of the Letters" course includes 150 video lessons and 4 texts related to the subjects treated by the videolessons. The course was originally designed to contribute to the struggle against illiteracy in Morocco, and for those people who for the first time start to learn Arabic. Full description available at: <http://www.istruzioneesenzaconfini.it/en/impariamo-arabo.aspx>. The course is free for refugees enrolled in University for Refugee initiative. It is already available on UNINETTUNO Store website. Furthermore, UNINETTUNO developed a mobile app for Android OS (chosen because of the availability of Android devices in the refugees target group) for the Italian Course. The app - providing both video lectures and on-screen writing exercises - is available on Google Play Store at <https://play.google.com/store/apps/details?id=net.uninettunouniversity.imparolalinguaitaliana> , for free. The commercial strategy will change soon in a Freemium model. UNINETTUNO also developed two Master programs about European culture and citizenship. With regard to STEM subjects UNINETTUNO developed and implemented a preparatory course in mathematics for students enrolling in Engineering and Economics courses. The "Corso propedeutico di Matematica", publicly described at

<http://www.consorzionettuno.it/it/cyberspaziomateria.aspx?faculty=°ree=6&planid=13&courseid=390&lf=it>.

In particular, a portal was developed called UNIVERSITY FOR REFUGEES EDUCATION WITHOUT BOUNDARIES - Information Desk for Refugees and Immigrants. This is available at <http://istruzionesenzaconfini.it> and aims to:

- facilitate refugees and immigrants in their integration into the educational institutions of the Euro-Mediterranean Area at different levels, with particular attention to the Universities and to the courses of professional qualification and requalification;
- support immigrants and refugees in learning the languages of the host countries;
- provide citizens of the host countries with the courses of language and culture of the Arab world;
- familiarize immigrants and refugees with the concepts needed to access to health services, care and first aid;
- promote knowledge of the rules and laws that regulate the mutual rights and duties.
- The "Recognition of Professional Skills" portal sections are designed to provide assessment tools and processes for both academic qualification and competences and professional skills. (<http://www.istruzionesenzaconfini.it/en/riconoscimento-competenze-professionali.aspx>)

The Qualification Recognition area allows refugees and immigrants to find the information needed for the recognition of university credits and academic qualifications obtained abroad. The refugees, who are not able to submit appropriate documentation for the recognition of qualifications obtained in their countries of origin, must fill in a special form, where qualifications and certifications obtained should be described, as well as provide a respective self-certification. The Committees of Professors, linked to the scientific disciplinary sectors of each faculty, will verify the documents and carry out exams in order to ascertain the validity of self-certifications.

In Portugal, ACM is the governmental organization responsible for the elaboration of reports concerning migrants and refugees. There is some data already mainly quantitative data collected on the topic for the Portuguese context. More qualitative data must be collected and therefore the research centre at Universidade Aberta on Migrations and Cultural Relations (CEMRI) collaborates closely with different organizations:

ACM – Alto Comissariado para as Migrações (governmental organization)
<http://www.acm.gov.pt/acm>

PAR – Platform for Refugees Support <http://www.refugiados.pt/>

RESMI – Rede de Ensino Superior de Mediação Intercultural / HE network for Intercultural Mediation

Aga Khan Foundation- specific protocol with Universidade Aberta

Universidade Aberta

Universidade Aberta in Portugal further offers Portuguese as a foreign Language in OER modules and as low cost courses. Other languages (English, Spanish, French , German,...) in free modules and low cost courses. In addition they offer modules in intercultural communication at post-graduate level. Also, independent modules for preparing to access HE is offered on the following topics: Portuguese language, Maths, Social Sciences, History and English language as well as a dedicated and structured course to access HE. Every student, before beginning a course at UAb has to attend a preparatory module, to acquire technological competencies and online communication. This module is helpful for inclusion and student success. UAb offers short programmes in LLL, in different topics: competencies for finding a job; Competencies for working together; technological competencies.

UAB participates at this moment in two relevant ERASMUS + projects concerning inclusion issues:

*Uptake - ICT2Life-cycle: digital literacy and inclusion to learners with disadvantage background – Ref. 2014-1-PT01-KA200-001084;

*E&I – Sharing effective educational practices and systematizing a training competences programme for employment and inclusion for adults in situation of vulnerability /- 2016-1-ES01-KA204-025159

Staff training and preparing higher education teaching staff for diversity, intercultural understanding is a strong aspect of UAb experience. UAb offers several programmes in the field of Intercultural Relations, Intercultural Communication, Diversity in Education; they have different training programmes for different target groups (teachers, trainers, cultural mediators, etc.). Some of this programmes/courses are offered in collaboration with local and international organizations .

CEMRI also has a task in related policymaking and is involved in the national Migration Observatory that produces regular reports and policy recommendations. CEMRI has produced a national report on Roma communities and studies regularly migrant issues.

Norwegian Agency for Quality Assurance in Education NOKUT

In Norway our project partner is the **Norwegian Agency for Quality Assurance in Education NOKUT**. They are involved in several running activities in the field of recognition of qualifications. NOKUT has carried out a successful pilot project with the intention of testing the new method for evaluation of refugees' qualifications – NOKUTs Qualifications Passport for Refugees. The method, on which the pilot project is based, corresponds to the proposal made by NOKUT and UK NARIC for a European Qualifications Passport for Refugees. The method was presented to the European Commission and other international organizations in September 2015 by Director General at NOKUT.

The passport contains information about the applicant's highest completed qualification, work experience and language proficiency, in addition to advice and guidance about the road ahead. The document includes information on the documentation that formed the basis for the individual assessment. NOKUT's Qualifications Passport for Refugees is valid for a limited time, three years from the date of issue. Within this timeframe, applicants will have the opportunity to find employment or continue with further studies, improve their language proficiency or, if necessary, apply for formal recognition or authorization. The aim is to establish a multinational, quality assured framework in Europe for the recognition of refugees' competence. Issuing a qualifications passport may ensure the refugees a document that can be utilized across European national borders. Such a document could be admissible in several countries, and may help other national recognizing authorities save time and resources.

NOKUT has gained many positive experiences through this project and hope that these experiences will be up-scaled and adapted. They expressed the hope that it may give inspiration to international organizations such as European Commission, Council of Europe, UNESCO, as well as the ENIC-NARIC-network.

Read the report NOKUT's Qualifications Passport for Refugees (pdf)

- European Qualifications Passport for Refugees

- From Vision to Reality EAIE blog <http://www.eaie.org/blog/european-qualifications-passport-refugees/#more-11900>

- Higher education for refugees – A call for action

<http://www.universityworldnews.com/article.php?story=20170413174811863>

- Recognition of refugees' qualifications – Norwegian and European experiences and solutions

<https://academicexchange.wordpress.com/2017/02/03/recognition-of-refugees-qualifications-norwegian-and-european-experiences-and-solutions/>

- What can we still do to integrate refugees into higher education?

<http://www.eaie.org/blog/refugees-focus-next/>

- Our Spanish partner UNED made an analysis of the educational needs with involvement of the 8 civil society organisations they are working with. The results of these actions are:

- An analysis of the educational needs of refugees migrants and an action plan for the integration. In this actions were involved: The Faculties of UNED (Education, Law, Psychologist, History..) NGO and Justice Ministry.

- Three reports about "The discrimination of the women refugees", "The refugees and intercultural mediation" and "The education and children refugees"

UNED

Good practice represented by **UNED** in relation to the refugee crisis are:

- Facilitating open and flexible delivery of courses for minorities, including information and communication, guidance (an extension of study centre activities, specific study centres / hubs within camps/hotspots, etc.), tools and approaches for the assessment and recognition of prior knowledge, which can be transferred to target groups of (newly arrived) migrants

-Summer courses about:

Prevención del riesgo social entre refugiados y migrantes

-Open courses:

Curso de español para inmigrantes y refugiados

Debate UNED . Centro Asociado de Denia

“Cara a cara con los refugiados en las isla de Chíos”, Centro Asociado de Pamplona

-MÁSTER UNIVERSITARIO EN FORMACIÓN DE PROFESORES DE ESPAÑOL COMO SEGUNDA LENGUA
http://portal.uned.es/portal/page?_pageid=93,27288097&_dad=portal&_schema=PORTAL&idContenido=10

-Español como Segunda Lengua: Enseñanza y Aprendizaje

https://formacionpermanente.uned.es/tp_actividad/idactividad/6454

The Hellenic Open University (HOU)

HOU has undertaken research on the educational, linguistic and communication priorities and expectations of refugees in the framework of Project P.R.E.S.S (Provision of Refugee Education and Support Scheme). Project PRESS is a research-based project which aims at producing direct actions geared towards the refugees' educational and social integration. The research focuses on emerging educational and linguistic practices in the particular context of refugees' experience of displacement

(forced migration) and entrapment (encampment) in a predominately transit destination, which is Greece. The research findings will feed back into a series of educational activities and integration interventions for refugee children, youth and adults currently residing in Greece.

The research revolves around three main clusters of analysis:

- 1) shifting concepts of educational, communication and linguistic priorities and expectations in the context of movement, encampment and future expectations of permanent residence.
- 2) formal, non-formal and informal educational as well as communication and linguistic concepts and practices in relation to age, gender, ethnicity, religion and legal status, etc.
- 3) refugee education in relation to local and global contexts (e.g. local communities and authorities, national legal frameworks and political agendas, international organisations and NGOs, international treaties etc.).

In the phase of research design prior to the fieldwork phase of project PRESS we have also collected reports and quantitative findings from the Greek Ministry of Education as well as international reports and good practices on refugee education and empowerment.

Project PRESS has created two Flexible Guides as follow:

i) DIGITAL GUIDE FOR THE PROVISION OF SERVICES

Digital guide in English, Farsi and Arabic that includes general and contact information on several key features, such as:

- Advocacy and Human Rights
- Legal Aid
- Material Aid
- Food
- Medical and Pharmaceutical Support
- Psychological Support
- Drug Rehabilitation-Prevention
- Education
- Interpretation Services
- Services for children
- Shelters (a. For Unaccompanied Minors, b. For Women, c. For Single parents families, d. For Single persons, e. For Families)
- Voluntary Return to the country of origin

ii) CULTURALLY SENSITIVE GUIDE FOR THE MENTAL HEALTH OF REFUGEES

Composition and translation of a culturally and religiously “sensitive” guide about the psychological well-being of refugees. This could be used as an instrument for the support of persons working with refugees in an educational (or other) context and the second-hand support of refugees who will benefit from the appropriate psychological and cultural understanding of the people around them.

INFORMATION PROVISION: The HOU has created a special service (an Office with a dedicated employee in Athens) for providing information on the opportunities offered to refugees regarding enrolment in the HOU's courses. The Governing Board of the HOU has taken the following decisions to be implemented from September 2016:

- Offer of two grants to at-risk academics.
- Fee waiver and scholarships for up to 50 students enrolled in HOU's study programs.
- Adoption and education of up to 10 young refugees without a family (in collaboration with two NGOs).

Relevant offerings by HOU are:

SHORT-TERM ONLINE TRAINING AND INTEGRATION "INTRODUCTION TO EUROPEAN CULTURE AND HISTORY". Also, since the focus of Project PRESS is the education and support of refugees we have included the module "Human Rights: Human Right to education" in the Training for Educators (see below).

TRAINING FOR EDUCATORS WHO WORK WITH REFUGEES: Intense face to face training for educators who work at camps or/and at school with refugee children. The Axes of the training are based on fieldwork data as they relate to the needs, expectations and desires expressed by educators who participate in the training program. During the implementation of the three training cycles we focus on experiential type of training. The program includes workshops, interactive presentations, process workshop/approach and working groups among educators and trainers.

OPEN THINK TANK: The HOU has recently launched the Open Think Tank, a trilingual virtual space that supports Greek, English and Arabic, through which the user can submit documents, reports, opinions and suggestions on the education of refugees, training activities, integration policies and cultural adjustments, ways of sensitizing citizens, and ideas for the general support of the refugee population. The aim of the Open Think Tank is to create a forum of public debate among disparate individuals, organizations and institutions, to give voice to scientists, concerned citizens, volunteers and agencies/organizations related to refugee education, as well as teachers and collectives - but primarily to the refugees themselves.

E-LEARNING SHORT COURSE: Project PRESS has also launched an e-learning Training program for the sensitization of the wider population entitled "Aspects of the refugee phenomenon" (short course: 8 weeks)

The program addresses the general public and aims to raise the awareness of society with regard to the refugee phenomenon. It is particularly useful for those working with refugees or those who have an educational interest in better understanding the contemporary social situation of refugees. Specifically within the awareness program, the following modules will be covered:

Module 1. Hospitality, acceptance, integration: Cross-cultural examples

Module 2. The refugee phenomenon: the Greek and international experience (20th-21st Century)

Module 3. The non-acceptance of otherness: Representations of otherness, social exclusion, hate speech

Module 4. Key Features of the Arab World and History

ART EXHIBITION: In addition Project PRESS has encouraged the artistic collaboration between refugee and Greek artists. By inviting refugees and Greek artists to participate in the production and organization of art exhibitions and performances on the “refugee experience”. The focal point of the exhibition will be the works created by the partnership of five already selected pairs of artists (refugee/non-refugee), as well as individual artists who will submit projects that contribute to the artistic reflection on refugee experience. The main objectives of the exhibition are:

- artistic intercultural dialogue between refugees and local artists;
- artistic depiction of the refugee experience;
- awareness of the general public on the refugee phenomenon.

LOCAL EVENTS FOR RAISING AWARENESS: As for the awareness raising Project PRESS has organized lectures, theatre performances, film festivals, workshops in different cities in Greece for the sensitization of adults and children in the local population

Country-wide contest on students’ digital creation on the issue of Refugees (for the sensitization of children in the motivation of local communities). Every submission includes the organization of local in-school activities in order to promote reflection.

HOU created a very wide and diverse contact list for the dissemination of information and activity that includes persons, organizations, institutions, academics, NGOs and other interested parties in order to encourage networking and wide participation to all four actions. They collected and processed a significant number of reports and strategy documents produced by various agents (such as the Scientific Committee for the Support of Refugee Children which collaborates with the Greek Ministry of Education, weekly and monthly reports of the UNHCR, regular Greece National Education Sector Working Group Meeting Minutes organized by Unicef, etc). Connected civil society organizations are international (Unicef, UNHCR, etc.) and national NGOs (Schedia, Generation 2.0; Melissa, etc.).

KU Leuven

KU Leuven has a comprehensive policy for refugee and migrant students. It is organizing a contact point for students with a migrant background accessible both for future students and students already registered. Students can also send questions to this contact point via the internet.

Future students can always have an interview on study advice and orientation. They can follow language courses as well as various preparatory courses, spread over Flanders and Brussels.

KU Leuven has created the Avicenna Fund (named after the Arab philosopher Ibn Sina or Avicenna) to raise study success of migrant students by following-up students and developing each talents; strengthening the personal identity of students and integrate them in the university and social life; and by offering a stimulating learning and living environment to students with a different religious or philosophical background. The support given to the students is a combination of general study guidance and specific remediation for courses.

KU Leuven also organizes a contact point for religious and philosophical diversity.

KU Leuven is organizing several (also short) courses on culture and cultural diversity, on world religions and on religion and science, and on the intercultural dialogue (e.g. <http://www.kuleuven.be/theometh/moduleg&l/>).