MUSIC –
Summary of the results of the needs analysis
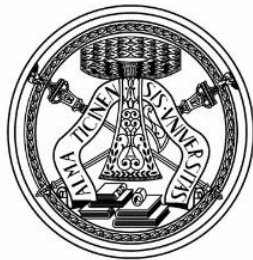
Partners involved in the Need Analysis

Index

Summary of the needs analysis

1. Theory-based study on the framework conditions

This study was conducted in four different countries in five universities. It focuses on the legislation framework of the local cities / communities the partner universities are located in, the university frameworks / guidelines of the partner universities and best practices.

1.1. Germany - University of Hanover (P1)

The idea of social inclusion in terms of fostering participation of foreign students in academic, cultural and social life in Germany is formulated in the 'strategy of internationalisation of higher education' (2013) of the federal states. Looking at the university level there are things like principles that emphasize that the university will ensure equal opportunities and there will be no toleration of discrimination. But there are no special programs to ensure social inclusion of international students and refugees. In comparison to that the University of Hanover did a lot to increase cultural diversity in the last years. For example: there is a diversity council where representatives of member groups and/or functionaries of the faculties, central institutions and administration are sitting together and debating on issues concerning diversity. And they also developed basic principles and a strategy paper for the university last year ('diversity concept 2025'). In the strategy paper you find a lot how the university will try to increase cultural diversity and spread the concept. For example: they will support students and employees in dealing with diversity through workshops, training and coaching, preparing a handbook for lecturers and so on. The ideas are not fully implemented in practice yet.

1.2. Germany - University of Kaiserslautern (P7)

There are many initiatives and projects for social inclusion of refugees in Kaiserslautern but not targeted and focused on international students and refugees at university (more focused on school and jobs). Looking at the university level there are many projects to promote cultural diversity and social inclusion of international students and refugees. These are initiated by university departments or the student committee. The Department for international affairs offers programs like: supporting young girls from refugee families, meetings to promote intercultural exchange, helping people settle in Kaiserslautern. The student committee offers programs in intercultural communication, series of intercultural events, contact point for questions etc. But these initiatives are no guidelines for example for lecturers.

1.3. Greece – University of Piräus (P4)

According to laws 4415/2016 (OG 159 A), 4452/2017 (OG 17 A) and the Ministerial Decision F.151/20049/B6 (OG 272/B/2007), as amended, various categories of candidate's students can be admitted to Higher Education in Greece under special provisions. Non – EU citizens may apply for a residence permit for studies with duration of validity equal to the maximum duration of the study program. The student shall provide a supplementary statement by the education institution regarding the total period of the study program to be attended. The admission of refugees to the Higher Education in Greece is not provided for by special national legal framework. Following the grant of asylum, the refugees follow the abovementioned procedure exempt from the application for residence permit. Each year the University of Piraeus welcomes foreign students, graduates from Lyceum or equivalent schools according to the National

Legislation as described above. Moreover, the Internationalization strategy of the University is based on European and international programmes, bilateral agreements and memorandums as well as on participation is academic and research networks.

1.4.   Austria – University of Vienna (P5)

Multiple cities and universities all over Austria offer the University Preparation Programmes for students from abroad who have already been admitted to University but need to meet additional requirements (language or other subjects). The aim is to prepare for exams. Furthermore there is a national initiative called MORE Initiative (UNIKO) that is implemented independently by participating universities (offer of courses and support vary) for persons with a refugee background regardless of their asylum status. The aim is to facilitate entry into university. MORE students are extraordinary students who could later transition into a regular degree programme. And besides that there are various initiatives offering mentoring, peer support, counselling, help with language/academic writing, etc. for different target groups but they are not institutionalized at university. Addressing cultural diversity there are just vague models presented. The university claims its strategies are based on 4 layers of diversity (organizational dimensions, external dimensions, internal dimensions, personality) and a 3-pillars-model of interaction (students & teachers, juniors & leaders, theory & practice). This needs to be translated to actual strategies. In addition, there are Courses and resources provided to general/administrative staff (new) and to teachers to promote inclusivity and diversity. But in general the term „diversity" is not specific for our target groups. Offer for teachers is more diverse and includes online resources, courses for general admin staff is only implemented now.

1.5.   Italy – University of Pavia (P6)

Starting from 2015, in conjunction with the so-called European refugee crisis, the initiatives of individual universities for the inclusion of students with international protection have multiplied. The University of Pavia has numerous projects and initiatives in the internationalization field. Regarding the focus of MUSIC, the following should be remembered: Manager of internationalization; Agreement with Questura; Refugee students reception project and OLS. Furthermore Pavia is currently involved in the ERASMUS+ project DIGIPASS aiming also to improve transversal skills, social and civic awareness, digital skills and media literacy and to develop innovative learning approaches such as gamified reflective tools focussing on cultural adaptation and immersion, mental health issues, risk assessment including health and safety, and reflective tools to help students express the employability benefits.

2. <u>Interview study</u>

The project partners involved here conducted interviews with employees (administrative employees, lecturers, student assistants and student representatives) and international students or student with refugee background were conducted from at the beginning of 2020 in four different countries and at five different universities.

2.1.   Administrative employees

Interviews (in total):

Country / University	Total of interviewees
Germany - University of Hanover (P1)	**4**
Germany - University of Kaiserslautern (P7)	**4**
Greece – University of Piräus (P4)	**N.A.**
Austria – University of Vienna (P5)	**4**
Italy – University of Pavia (P6)	**5**

Main results:

Country / University	Experience & Self-assessment	Main challenges & needs	Ideas to improve
Germany - University of Hanover (P1)	Good performance in dealing with them Some trainings attended	Language and communication difficulties (lack of students' language skills) Fear of students to communicate their needs No need for further training	Organize more extracurricular activities to increase social inclusion and multicultural understanding More support for existing programs
Germany - University of Kaiserslautern (P7)	No trainings attended Good performance in dealing with them	Fear of being misunderstood / Uncertainty of beeing sensitive enough / fear of judging Language and communication difficulties (lack of students' language skills) Be aware of culture differences Interest in further training	More lecturers / classes in English More support for activities that lead to an exchange and support amongst the students by the university

Greece – University of Piräus (P4)	No trainings attended Good performance in dealing with them	Language and communication difficulties (lack of students' language skills) Be aware of culture differences No need for further training Interest in further training	Organize more extracurricular activities to increase social inclusion and multicultural understanding
Austria – University of Vienna (P5)	Good performance in dealing with them Little trainings attended	Language and communication difficulties (lack of students' language skills) Difficulties in understanding the university system (formal requirements and bureaucracy) No need for further training Interest in further training	More support for existing programs
Italy – University of Pavia (P6)	Good performance in dealing with them No trainings attended	Difficulties of students in understanding the university system Language and communication difficulties (lack of students' and staff language skills) No skills in how to deal with issues of gender and religion Interest in further training Interest in training on attitude in communication with students	Legal status of the enrolled students should be visible to all administrative staff members (in order to be able to respond to particular bureaucratic problems immediately) Think also about religious and psychological issues of students

2.2.　　　Teachers, lecturers and professors

Interviews (in total):

Country / University	Total of interviewees
Germany - University of Hanover (P1)	**2**
Germany - University of Kaiserslautern (P7)	**3**
Greece – University of Piräus (P4)	**N.A.**
Austria – University of Vienna (P5)	**4**
Italy – University of Pavia (P6)	**4**

Main results:

Country / University	Experience & Self-assessment	Main challenges & needs	Ideas to improve
Germany - University of Hanover (P1)	No trainings attended Good performance in dealing with them	Language and communication difficulties Difficulties of students in understanding the educational system (adaptation to different learning modalities)	Ombudsman for cases of discrimination More lecturers / classes in English More support for activities that lead to an exchange and support amongst the students by the university

Germany - University of Kaiserslautern (P7)	Experiences with intern. Students, hardly with refugees No support experienced No trainings attended	Language and communication difficulties Uncertainty of beeing sensitive enough / fear of judging (addressing them in class) Interest in training on how to deal with refugees Interest in training on how to deal with students of different cultural backgrounds	More lecturers / classes in English Organize more extracurricular activities to increase social inclusion and multicultural understanding
Greece – University of Piräus (P4)	No trainings attended Good performance in dealing with them	Language and communication difficulties (lack of students' language skills) Be aware of culture differences No need for further training Interest in further training	Organize more extracurricular activities to increase social inclusion and multicultural understanding
Austria – University of Vienna (P5)	Experiences with intern. Students and refugee students various (depending on the department) Good performance in dealing with them (no prejudices while they are not focusing on the cultural background but on the pedagogical needs of the students in class)	Language and communication difficulties Difficulties of students in understanding the educational system (adaptation to different learning modalities) Some teachers participated in training courses Interest in further training	More lecturers /classes in English More information about university programs and services (contact persons in case of problems with racism) Closer cooperation with the local authority for immigration and citizenship for better support during bureaucratic procedures

Italy – University of Pavia (P6)	Good performance in dealing with them (no prejudices) No trainings attended	Interest in training on how to deal with students of different cultural backgrounds	More information about university programs and services Organize more extracurricular activities to increase social inclusion and multicultural understanding

2.3.   Student assistants and student representatives

Interviews (in total):

Country / University	Total of interviewees
Germany - University of Hanover (P1)	**4**
Germany - University of Kaiserslautern (P7)	**3**
Greece – University of Piräus (P4)	**N.A.**
Austria – University of Vienna (P5)	**4**
Italy – University of Pavia (P6)	**2**

Main results:

Country / University	Experience & Self-assessment	Main challenges & needs	Main challenges & needs of students	Ideas to improve

Germany - University of Hanover (P1)	No trainings attended Good performance in dealing with them	Need for further training No interest in further training Interest in further training Danger of discrimination	Language and communication difficulties Difficulties in understanding the educational system Difficulties in understanding the university system (formal requirements and bureaucracy)	Think of traumata More lecturers /classes in English More support for activities that lead to an exchange and support amongst the students by the university
Germany - University of Kaiserslautern (P7)	No trainings attended Good performance in dealing with them	Language and communication difficulties (lack of students' language skills) Be aware of culture differences Interest in further training	Language and communication difficulties Experience with prejudices / discrimination Settling into the new culture Difficulties in understanding the educational system Lack of contacts with local students	Training for administrative staff and teachers

Greece – University of Piräus (P4)	No trainings attended Good performance in dealing with them	Language and communication difficulties (lack of students' language skills) Be aware of culture differences No need for further training Interest in further training		Organize more extracurricular activities to increase social inclusion and multicultural understanding
Austria – University of Vienna (P5)	No trainings attended Good performance in dealing with them	No need for further training Interest in further training	Dealing with the admission process Difficulties in understanding the university system (formal requirements and bureaucracy) Lack of information	Provide more information and make it easier to understand Training for administrative staff and teachers Structural changes to facilitate admissions and bureaucratic procedures More support for activities that lead to an exchange and support amongst the students by the university

Italy – University of Pavia (P6)	No trainings attended	Interest in further training Difficulties in how to best communicating the formal requirements and bureaucracy processes (difficulties in how to best communicating the formal requirements)	Difficulties in understanding the university system (formal requirements and bureaucracy) Difficulties in understanding the educational system Language and communication difficulties	Assign administrative staff with different language skills More reflection of the use of the "refugee" label Organize more extracurricular activities to increase social inclusion and multicultural understanding

2.4. International student and refugees

Interviews (in total):

Country / University	Total of interviewees
Germany - University of Hanover (P1)	**3**
Germany - University of Kaiserslautern (P7)	**3**
Greece – University of Piräus (P4)	**N.A.**
Austria – University of Vienna (P5)	**3**
Italy – University of Pavia (P6)	**5**

Main results:

Country / University	Main challenges	Ideas to improve
Germany - University of Hanover (P1)	Language and communication difficulties Experience with prejudices / discrimination by employees Difficulties in understanding the university system (formal requirements and bureaucracy) Difficulties in understanding the educational system Lack of contacts with local students	Provide more information and make it easier to understand Ombudsman for cases of discrimination Training for administrative staff and teachers (language skills)
Germany - University of Kaiserslautern (P7)	Language and communication difficulties Experience with prejudices / discrimination by employees Lack of contacts with local students	More lecturers /classes in English More support for activities that lead to an exchange and support amongst the students by the university
Greece – University of Piräus (P4)	Difficulties in understanding the university system (formal requirements and bureaucracy) Difficulties in understanding the educational system Lack of contacts with local students	More support for activities that lead to an exchange and support amongst the students by the university Training for administrative staff and teachers (to communicate formal requirements and bureaucracy)
Austria – University of Vienna (P5)	Difficulties in understanding the university system (formal requirements and bureaucracy) Difficulties in understanding the educational system Language and communication difficulties	Training for administrative staff and teachers (to communicate formal requirements and bureaucracy) More support for activities that lead to an exchange and support amongst the students by the university

Italy – University of Pavia (P6)	Language and communication difficulties	Organize more extracurricular activities to increase social inclusion and multicultural understanding
	Difficulties in understanding the university system (formal requirements and bureaucracy)	
	Difficulties in understanding the educational system	
	Lack of contacts with local students	
	Experience with prejudices / discrimination by employees	

3. Recommendations for the development of the modules

Concluding the results of the needs analysis, we see many similarities in the different countries and universities. These give us important information about the conception of the intended modules. The resulting differences in the national contexts, in turn, open up possibilities for designing the modules to be user-oriented for different target groups.

What we will not be able to address:

- Structural changes to facilitate admissions and bureaucratic procedures
- Language skills of students and employees

But we can address:

3.1.   Self-competences & communicational competences

Employees can be sensitised to stereotypes and patterns of prejudice and will further be empowered to reflect and reduce these in their working environment. This also includes possible lack of knowledge and the recognition of diversity-sensitive concepts.
Employees can be trained in their communication skills and become aware of the particular importance of (non-) verbal language.
Ultimately, they are enabled to practice self-reflection and thus proactively counteract prejudice and discrimination.

3.2.   Structural competences

Sensitivity and awareness of specific needs of migrant/refugee students can be fostered while developing instruments to address the specific needs by a) providing tools for dealing with the language barrier / making information easier to understand and easy access, by b) working on instruments to help them adapting to a different educational system / becoming familiar with the local education system, by c) developing tools to help them understand the university system (formal requirements and bureaucracy) and by d) improving accessibility of information & awareness of support, materials and training.

3.3.   Inclusive & intercultural competences

Employees can be enabled to work on the internal communication in the academic institutions, embodying an inclusive environment of members of an international and inclusive community. They extend their work on extracurricular activities, informal opportunities for students (local, international and refugees) helping them to get into contact and getting to know each other.

ANNEX
Here you find all studies conducted by the project partners.

Germany - University of Hanover (P1)

1. Theory-based study on the framework conditions

1.1. Legislation framework of the country/state

Strategy of the Federal and State Ministers of Science for the Internationalisation of Higher Education in Germany (2013)

Link: https://www.bmbf.de/files/aaaInternationalisierungsstrategie_GWK-Beschluss_12_04_13.pdf

The federal government and the federal states have defined nine *fields of action* for the further promotion of the internationalisation of higher education institutions and have developed *joint objectives* and approaches for each field of action.

[the following list contains only detailed information for relevant topics]

1. Strategic internationalisation of the individual universities

    1. Joint objective: Development of university internal internationalisation strategies; internationalisation as a cross-sectional task

    2. Importance of the field of action: consider internationalisation in all areas, i.e. in research, teaching and further education, in management and administration as well as in the supporting service units

2. Improving the legal framework for internationalisation

3. Establishing a welcome culture

    1. Joint objective: establishing a welcome culture at as many levels as possible, thus sending out welcome signals to foreign students and academics at home and abroad

    2. Importance of the field of action: Integration can only succeed if foreign students and scientists feel truly accepted - in all areas of life, including outside the university. In addition to professors and academic staff, administrative staff also play a key role in establishing a welcome culture. At all levels of the university, it is important that the university staff speak at least English and, if necessary, take part in intercultural training and mobility measures themselves in order to get to know the university practice in other countries.

4. Establishing an international campus

    1. Joint objective: providing international and intercultural learning opportunities for all students; further developing the courses of study with regard to the advancing

globalisation, the internationalisation of careers and global civil responsibility. International content should increasingly be included in the curricula; larger parts of the study programmes should be offered in English or other foreign languages.

2. Importance of the field of action: […] The learning potential that international students and foreign teaching staff offer to local students should be used more systematically. Courses in foreign languages make it easier for students to learn the language of the subject and for universities to make productive use of foreign lecturers. Foreign-language (especially English) courses of study are of particular importance here. Such courses increase the international appeal of our universities for internationally mobile students and also create new opportunities for German participants to acquire intercultural and language skills. It is just as important as developing the language skills of German students to give foreign students in foreign-language Master's programs and doctoral candidates the opportunity to improve their German language skills. It is crucial for the successful integration of foreign students that they can participate fully in academic, cultural and social life in Germany.

5. Increasing the international mobility of students

6. Increasing the international attractiveness of Germany as a university location

7. Attracting excellent (young) scientists from abroad

8. Expansion of international research cooperations

9. Establishing offers of transnational higher education

1.2.   Legislation framework of the local city/community

Internationalisation strategy of the universities in Lower Saxony (2019)

Link: https://www.lhk-niedersachsen.de/fileadmin/user_upload/ENGLISH_-_LHK_Internationalisation_Strategy_11.12.2019_zum_Versenden.pdf

Social Goals: "In addition to contributing to the fulfilment of the Sustainable Development Goals, the social goals of internationalisation primarily concern the promotion of mutual understanding between nations and countries as well as the promotion of European values. The institutions of higher education bear responsibility for the global science system and the associated development cooperation, particularly in view of current refugee movements. They also regard their international cooperations as science diplomacy, with which they contribute to securing peace worldwide.

In addition, regional development should also benefit from the internationalisation endeavours. Cross-border regional development, e.g. within the framework of EU funding, is to be supported by providing international education for students. The institutions seek to support the recruitment of skilled workers in the respective regions with professional transition management that introduces international students to the local labour market." (3/4)

Our values in international cooperations:

"The colleges and universities of Niedersachsen always pursue international cooperation for mutual benefit. They strive to uphold fundamental values and quality standards: freedom of research, education and teaching, freedom of expression, the principles of scientific integrity and the protection of intellectual property.

Cultural diversity, the knowledge and wealth of experience of international students, scientists, researchers and staff are seen as great assets and should be utilised to establish a solid international presence. The prerequisite for this is respect for central values such as tolerance, responsibility, solidarity, recognition of cultural diversity, freedom of expression and an open-minded atmosphere.

This also includes facilitating the participation of international students and scientists in research, study and teaching as well as in self-governance. The promotion of institutional linguistic diversity is an important aspect in this context." (4)

Hannover Science Initiative

(https://wissen.hannover.de/en)

The Hannover Science Initiative was founded in 2007 at the suggestion of the state capital Hannover. Meanwhile, nine universities, among them Leibniz University, and higher-education institutes in Hannover as well as the Fraunhofer Institute for Toxicology and Experimental Medicine, the Volkswagen Foundation, the Student Administration Hannover and the State Capital of Hannover have been actively involved in the Hannover Science Initiative.

The objective behind the Hannover Science Initiative is to boost the attractiveness of Hannover as centre of academic and scientific activity and enhance the general conditions for students. The initiative and a large proportion of the joint projects it involves are coordinated by the Science City Hannover department of the Lord Mayor's Office.

The homepage offers videos in the categories studying, cluster of excellence, research, and international. The subjects of the videos include e.g. "Housing for Foreign Students", "How much does studying cost?", but the videos also provide information on specific degree programs and research conducted in Hannover. Moreover, all of the relevant local educational institutions are listed. Overall, the page offers a comprehensive resource and a helpful guide to studying in Hannover for international students.

1.3.   University framework/guidelines

Basic Principles of Diversity Management:

https://www.chancenvielfalt.uni-hannover.de/fileadmin/chancenvielfalt/pdf/DiversityGrundsaetze_engl-1.pdf

1. In accordance with diversity management we raise awareness for outward-looking, appreciative interaction at Leibniz Universität Hannover.
2. We cultivate respect and partnership in work and studies, thus creating a positive working climate.
3. We tolerate neither discrimination nor negative treatment or harmful behaviour regarding gender, age, ethnic affiliation, religion and ideology, sexual orientation or disability.
4. We place value on gender-appropriate and non-discriminatory language. Essential documents (e.g. rules and regulations, agreements) concerning public relations, marketing and internal communication, are formulated and drawn up accordingly.
5. We offer advice and contact points for students and staff, as well as protection and help in individual issues, unfair treatment and in cases of conflict.

6. We welcome students and staff from home and abroad. From the very beginning they are offered extensive guidance.

7. We foster the search for and support of talent in science, research and administration in line with principles of diversity. Transparency and fairness contribute to equal opportunities and educational justice.

8. We shape differentiated environments for learning focussed on the differing needs. For this we offer advice and educational qualification programmes to support academic success.

9. We see diversity research as an indispensable basis of equal opportunities, educational justice and protection against discrimination. Diversity aspects are a key criterion for research support.

10. We all bear the responsibility to live diversity.

Leibniz University Diversity Concept 2025:

https://www.chancenvielfalt.uni-hannover.de/fileadmin/chancenvielfalt/pdf/DiversityKonzept2025.pdf

Targets:
1. realization of equal opportunities
Leibniz Universität realizes equal opportunities in all areas by designing the structural framework in such a way that all members have equal chances of access and success, regardless of their individual starting situation.

2. promotion of talent
Leibniz Universität promotes the potentials and talents of all university members and thus contributes to both the implementation of equal opportunities and excellence.

3. protection against discrimination
Leibniz Universität does not tolerate discrimination in any form and ensures compliance with the General Equal Treatment Act. It promotes an organisational and scientific culture in which respect and appreciation are of great importance.

Further diversity targets can be found in these areas:

- **university access**:
    - e.g. create a diversity-sensitive welcome culture through the creation of a material pool of diversity-sensitive and barrier-free information materials
    - e.g. implementation of the "National Code of Conduct for German Universities Regarding International Students" (https://www.hrk.de/fileadmin/_migrated/content_uploads/CC_Broschuere_1109-fin_01.pdf): The aim of the National Code of Conduct is to establish fundamental standards for assisting and guiding international students and to thereby ensure and continuously improve the quality of services that international students receive. The Code of Conduct lists concrete measures in different areas that the universities commit to implement, e.g.:
    I.   Information and marketing: e.g. the universities generally provide *extensive* information on the studies offered, admission requirements, process, and costs, as well as on study and living conditions; preferably in English but (where appropriate) also in other foreign languages
        […]
    b.a. Academic, language and social support, advice and counselling for international students: e.g. help the international students before the beginning of their studies to

find out more about studying in Germany and their surroundings, inform them about their contact person for academic questions, support them in acquiring and improving German language skills, support their integration into different settings - academic, daily life, the working world, the local cultural and social setting, help them to find a place to live

b.b. Services for international students on and after completing their studies: e.g. provide students with information on career opportunities, offer alumni opportunities

[…]

- **study and teaching:**
  - e.g. supporting students and employees in dealing with diversity (through diversity consulting at the faculties; workshops, further training and coaching on dealing with diversity)
  - e.g. further development of diversity-compatible university teaching: Creation of a handbook for university lecturers on the topic of "Meeting the diversity of students in teaching" with examples, tips, materials and methods as well as short films
  - anchoring diversity content in degree programmes, subjects and modules

- **research:**
  - e.g. developing diversity related research

- **further education** (professionalisation of university members in dealing with diversity in their various work contexts: teaching, counselling, administration, research, etc.):
  - e.g. consideration of diversity and gender competence when selecting trainers for further education and qualification courses

Internationalisation Strategy of Leibniz University

Link: https://www.uni-hannover.de/de/universitaet/profil/ziele-strategien/internationalisierungsstrategie/

Implementation of the strategy will happen in four areas:

1. Teaching and Study: At LUH, students and doctoral candidates are offered an international environment which prepares them for a future in the globalised world of work. Internationality in teaching and studies is not limited to the extension of stays abroad but starts with internationalization locally. In addition to the expansion of the English-language Master's programmes, English language skills are already promoted in the Bachelor's programme.
In order to increase the number of qualified international students, short exchange programs are expanded. The networking of international and local students is of great importance for social and professional integration. This is reinforced by tandem projects and mentoring programs, among other things.

2. Research: The international networks and visibility of LUH will be further strengthened, especially through cooperative research programmes. The exchange required for this is promoted by research stays. This applies both to the invitation of renowned guest researchers to LUH and to the mobility of researchers from Hannover.
Young scientists constitute the vital basis for excellent research. Through proactive recruitment and attractive offers international doctoral students and guest researchers in

particular are made aware of what Leibniz Universität has to offer.

3. Strategic Partnerships and Cooperation: Leibniz Universität networks worldwide with key regions. For example, LUH maintains a strategic partnership with the "Peter the Great Polytechnic University of St. Petersburg". Currently, cooperation with Tongji University in Shanghai is being expanded in a similar way.
Leibniz University actively participates in thematic networks in order to strengthen its profile internationally, to achieve synergies and to use opportunities for international marketing. In addition, international companies and NGOs are increasingly being won as cooperation partners to create opportunities for both research and teaching and to give students an insight into future fields of work.

4. Administration and Consulting: LUH sees internationalization as a cross-cutting task which can only succeed if all employees of the university are actively involved. An essential prerequisite for the internationalization of administration is the linguistic and intercultural qualification of employees through further training and mobility programs. Moreover, international action and international activities are made more visible. Research marketing will be expanded for this purpose. Furthermore, administrative processes will be consistently adapted to international students, teachers and researchers.

2. <u>Interview study</u>

2.1. Administrative staff

Number of interviewees: 4

The persons we interviewed have a lot of experience in dealing with international students and employees as well and were quite self-confident. There were different reasons for the self-confidence: multicultural background, attending a lot of courses dealing with intercultural issues or work experience. The interviewees say that there are opportunities offering help for students but they do not notice them. There might be some different reasons, for example: struggle to find a room or the language barrier (English and German). Another problem is that some students fear to tell that they have not understand everything. One interviewee do not perceive any challenges, as he/she as a former international student, went through these processes himself/herself and therefore knows his/her way around. Almost all interviewed persons know the university's offer of courses in cultural diversity, intercultural communication etc. and rate them as good but expandable. The main idea to improve the situation is to better equip existing offers financially and in terms of personnel. One interviewee also mentions the idea to increase financial support and resources for students. Another idea is to offer more German courses and integrate them as compulsory parts in the curriculum. And one interviewee has the idea to expand the cultural program of the university: celebrate more traditional holidays and festivals in order to increase social inclusion and intercultural understand of international students.

2.2. Teachers, lecturers and professors

Number of interviewees: 2

The interviewees have little experience in dealing with refugees but the experiences they made are positive (discussions in class are much more interesting). They also feel comfortable when dealing with them. One interviewee mentions that he/she is self-confident because of his/her own experience abroad. They identify a major challenge in the lack of knowledge of the students about the education system in Germany, especially when it comes to learning requirements. And they point out the lack of sufficient language skills of the students (English and German). All interviewed persons know the university's offers of courses in cultural diversity, intercultural communication etc. One already attended a course in intercultural communication and says that there is no need for more and one says that he/she has already gained enough experiences by herself/himself. The main ideas to improve the situation are: facilitate university entrance qualification process, set up a diversity institution and/or employ an ombudsman/vice president for cases of discrimination, offer more classes in English and support more activities like peer mentoring's or tandem exchange in class that lead to more social inclusion of the students.

2.3. Student assistants and student representatives

Number of interviewees: 3

All interviewed persons have experience in dealing with international students, but they have little experience with refugees. But in general, they feel self-confident and just one person is interested in attending another course. Two interviewees criticize the lack of offers by the university. They identify two main challenges for international students: language skills (one mentions this as a problem in terms of social inclusion), difficulties in understanding the educational system and the university system. As a problem for their job they identify five main challenges: many international students only come for advice when it is too late, student self-administration advisory service is not specialized in the problems of international students (a central contact person would make sense), the system and the lecturers are not flexible (deadlines), international students are sometimes perceived as additional work (by lecturers / administration) and they point out the fact that discrimination can occur. The main ideas to improve the situation are: compulsory semester or internship abroad, offer more classes in English, more projects that lead to an exchange of international students, refugees and students coming from Germany in order to make university more inclusive and codetermination in elections for key positions on a basis of parity. One interviewee also points out that one should consider possible traumatic experiences / emotional issues for refugees.

2.4. International students and refugees

Number of interviewees: 4

The start at the university was a challenge for all interviewed students. Some struggled with the bureaucracy and that they do not know how to speak to, some with their lack of language skills (German). Documents often were published in German. One student also mentions that he/she did not feel welcomed because it was unclear if he/she will get access to the university. For most of the students this situation did not changed after the first weeks. On top of that they had difficulties in understanding the educational system. If they got in contact with university staff most of them made positive experiences. On the other side the contact with local students is not easy for them. One interviewee reports that many students are very rude and refuse to speak in English (although they study in English) and another says that he/she the impression that

international students don't care about German students. The one with the bad experience also mentions that he/she thinks that there are prejudices, for example the students assume that students from abroad are poor and come to Germany to take advantage of benefits such as insurance and unemployment benefits. They have several ideas to improve the situation: Offer more training for administrative staff and teachers on topics like intercultural communication and English, provide more information and make it easier to understand (including translation in English), offer an online portal where students can report cases of discrimination anonymously.

Germany - University of Kaiserslautern (P7)

1. Theory-based study on the framework conditions

1.1. Legislation framework of the country/state

Universal Declaration of Human Rights Article 26 ➤ Right to education:
Studies at a university shall be accessible to all without discrimination.

Resolution " Für eine inklusive Bildung in Deutschland" of the 77th General Assembly of the German Commission for UNESCO at its meeting in Bonn ➤ on 30 June 2017 Granting access to high-quality education for all people regardless of gender, origin, social and economic conditions, disability or special learning needs (https://www.unesco.de/node/1728)

Resolution " Inklusive Bildung in Deutschland stärken " of the 71st General Assembly of the German Commission for UNESCO (June 2011) ➤ Strengthening general inclusive education also in higher education (https://www.unesco.de/bildung/inklusive-bildung/inklusive-bildung-deutschland/inklusive-bildung-deutschland-staerken)

1.2. Legislation framework of the local city/community

Project: Kaiserslautern ist bunt (Kaiserslautern is colorful)
Organization: Projektbüro **Integration und Interkulturelle Angelegenheiten** of the City Kaiserslautern (Project Office Integration and Intercultural Affairs of the City of Kaiserslautern)
Website:
https://www.kaiserslautern.de/sozial_leben_wohnen/soziales_und_gesellschaft/migration/projektbuero/index.html.de?fbclid=IwAR22yhViyPF14w9tLp37hD0UMCo2-zuo2fVYeK2rViPlp6KJhEaWGPn6-WA
Objective: Inclusion of refugees, welcome culture, promotion of tolerance and equal opportunities
Target group/context: refugees
Content: Offers of support around the topic "fugitives".

Project: „Integration findet Stadt - Im Dialog zum Erfolg" (in Kooperation mit TUK) + „Job Coaches" + „Läuft bei dir – Ehrenamtliche Hausaufgabenhilfe"
("Integration finds City - In Dialogue to Success" (in cooperation with TUK) + "Job Coaches"+ "Running Your Business - Voluntary Homework Assistance")
Organization: Projektbüro Integration und Interkulturelle Angelegenheiten of the City

Kaiserslautern (Project Office Integration and Intercultural Affairs of the City of Kaiserslautern)
Website:
https://www.kaiserslautern.de/sozial_leben_wohnen/soziales_und_gesellschaft/migration/projektbuero/projekte/index.html.de
Aim of the projects: Integration of refugees into the school, training and professional system
Target group/context: refugees, people with migration background
Content: Advice and support on training issues, homework assistance for pupils with poor German language skills

Project: Integrationskonzept für die Stadt Kaiserslautern
Organization: **Stadtrat** Kaiserslautern (City Council) & **Beirat Integration und Migration** (Advisory Board Integration and Migration)
Website:
https://www.kaiserslautern.de/buerger_rathaus_politik/politik/beiraete_und_vertretungen/beirat_migration_und_integration/018981/index.html.de &
https://www.kaiserslautern.de/mb/themen/politik/migrationsbeirat/pdf/integrationskonzept_kaise rslautern_pdf_endversion.pdf
Goal: Improvement of the situation of people with migration background in Kaiserslautern, intercultural sensitization of administration and politics, equal opportunities Target group/context: People with migration background
Content: all projects in the fields of action: Welcome culture, asylum seekers, business start-ups by migrants, etc.

1.3. University framework/guidelines

Important projects, initiatives and programs at the TU Kaiserslautern to promote cultural diversity and social inclusion of its international students and refugees:

Project: Pilot project „ComMINT": Neue Chancen für Mädchen aus Flüchtlingsfamilien: Berufliche Orientierungswochen auf dem Campus der TUK (New opportunities for girls from refugee families: Vocational orientation weeks on the TUK campus)
Organization: ISGS (Abteilung internationale Angelegenheiten) (International Affairs Department)
Website: https://www.uni-kl.de/international/fluechtlinge/
Objective: To support girls from refugee families with regard to starting studies at the TUK
Target group/context: girls and young women from refugee families
Content: Vocational orientation weeks on the TUK campus

Project: Referat International
Organization: Asta (Allgemeiner Studierendenausschuss TUK) (General Student Committee TUK)
Website: https://www.asta.uni-kl.de/asta/referate-und-arbeitsbereiche/internationales/

Objective: Promotion of intercultural communication at the TUK, awareness raising

Target group/context: international students

Content: Advising students, series of events (Café Abraham, Global Kitchen, Global Dancing, Language Meeting, Festival contre le racisme)

Project: Referat Inklusion und Diversität

Organizatio: Asta (Allgemeiner Studierendenausschuss TUK) (General Student Committee TUK)

Website: https://www.asta.uni-kl.de/asta/referate-und-arbeitsbereiche/inklusion/

Objective: To promote inclusion and diversity

Target group/context: Contact point for questions and suggestions on inclusion and diversity

Project: Student Exchange Program

Organization: Erasmus Student Network (by STEP e.V)

Website: https://kaiserslautern.esn-germany.de

Objective: Promotion of international contacts at the TU Kaiserslautern

Target group/context: international students

Content: joint activities (more here: https://kaiserslautern.esn-germany.de/events), DeutschLinguaTreff, etc.

Project: IntClub

Organization: ISGS (Abteilung internationale Angelegenheiten) (International Affairs Department)

Website: https://www.uni-kl.de/international/about-us/intclub/

Objective: To promote intercultural exchange

Target group/context: international and German students

Content: Meeting and exchange between international and German students, events (country evenings, excursions, trips in Kaiserslautern and surroundings, room rental for cultural evenings)

Project: Tandem Sprachprogramm

Organization: ISGS (Abteilung internationale Angelegenheiten) (International Affairs Department) with Verein zur allgemeinen Förderung von Völkerverständigung, Kultur und Bildung e.V. an der TU Kaiserslautern (VKB e.V.) (Association for the General Promotion of International Understanding, Culture and Education e.V. at the TU Kaiserslautern)

Website: https://www.uni-kl.de/vkb/sprachkurse/tandem/

Aim: Promotion of intercultural exchange, contacts between students with different mother tongues, improvement of German language skills for international students and foreign language skills for German students

Target group/context: international and German students

Content: Meeting and exchange between international and German students with mutual tandem language exercises

Project: Erasmusscout Program

Organization: ISGS (Abteilung internationale Angelegenheiten) (International Affairs Department)

Website: https://www.uni-kl.de/international/exchange/incoming-students/erasmus-students/erasmuscout/

Objective: To help people settle in Germany, to promote intercultural exchange

Target group/context: newly arriving international Erasmus students

Content: Events (cultural evenings, city walk, parties), contact and activities with scout partners

Project: German Courses for Erasmus Students

Organization: ISGS (Abteilung internationale Angelegenheiten) (International Affairs Department)

Website: https://www.uni-kl.de/international/exchange/incoming-students/erasmus-students/

Objective: to improve the knowledge of German

Target group/context: Erasmus students

Content: German course

Organization: AISEC in Kaiserslautern Website: https://www.aiesec.de/lcs/kaiserslauern

Objective: To promote intercultural exchange experiences between young students

Target group/context: international students

Content: voluntary projects, events

Organization: DAAD (Deutscher Akademischer Austauschdienst) Kaiserslautern (German Academic Exchange Service)

Website: https://www.uni-kl.de/stipendien/stipendien-der-tu-kaiserslautern/studium-an-der-tuk/daad-stibet-kontaktstipendium/

Objective: To promote intercultural innovative exchanges

Target group/context: foreign students and doctoral candidates

Content: Contact scholarships for foreign students, also DAAD programs for refugees at German universities

The ISGS (Department of International Affairs) offers continuing education courses for international students (primarily!!!) and employees of the TU Kaiserslautern, but for employees, the courses are not aimed specifically at dealing with international students, but rather at developing general competencies (e.g. regarding professional counselling).

2. **Interview study**

Short summary of the interviews

A total of 11 employees of the TU Kaiserslautern were interviewed on the topic of social inclusion and cultural diversity at universities. The interview partners were selected in such a way that they were expected to have experience with international students and/or refugees. Otherwise the interview would not have made much sense in my opinion.

Overall, most of the interviewees have - as expected - medium to high levels of contact with international students with poor German language skills. However, only one of the interviewees (IntClub) had contact with refugees. There was also one of the interviewees who had little contact with international students (in a course she had given). In general, all respondents feel quite secure in dealing with international students, which is usually due to their generally open manner in dealing with their fellow human beings or their experiences with international students. Factors that have a negative influence on self-confidence are the fear of encountering international students with unwanted prejudices or the fear of misunderstandings. The respondents' English language skills also play a role in the strength of self-confidence.

The most frequently cited challenge in dealing with international students is the language barrier, since many of the international students speak a bad German and also poor English. Further challenges and problems follow from the language barrier: problems of comprehension, communication problems, problems in courses (missing technical terms). A further challenge is the hasty judgement or fear of it. Furthermore, it is considered a challenge to confront the students with "German" habits and "normalities".

All respondents have not yet experienced any support in dealing with such heterogeneity and have not yet attended any workshops. The interest in such continuing education courses is mixed. Some would regard such workshops as very useful and therefore have a keen interest in them. Three respondents were of the opinion that they do not need further training. Many have the feeling that good interaction with intercultural groups is a prerequisite and would still like help and answers to questions.

The respondents who are interested have the following wishes for further training:

Many wish to be prepared for dealing with international students of different origins, in
the sense that one first strengthens one's own ability to reflect and learns to uncover inner patterns that can lead to prejudices and stigmatisation, so that no unwanted discrimination and racism arises in the first place. Furthermore, many would like to know beforehand how to deal with the peculiarities of 'foreign' nationalities. In this context, the interviewees are also uncertain in the sense that they do not always know whether there are certain taboos in a conversation with international students or refugees that should not be addressed, for example the question of origin. In general, many respondents long for cultural diversity to be generally seen as an opportunity in society and for empathy to be promoted through reflection-promoting

continuing education. It is also important to the interviewees that they finally get help in how communication can be made easier even with a language barrier.

The most common strategies or initiatives for social inclusion, which originate from the TU Kaiserslautern and which were listed by the interviewees, are events of the IntClub, among others the language tandem (by the department of international affairs ISGS) as well as the Erasmus-Scouting-Program.

In general, all interviewees are very open to social inclusion and would like to see a deeper connection between German and international students both in university courses and in leisure activities organized by university organizers.

The international students have a very positive view of the TU Kaiserslautern and its employees in administration, teaching and science. However, from the international students' point of view, the biggest hurdle is also the language barrier, since the English language skills among the staff seem to vary greatly, so that unwanted discrimination and disadvantage may probably occur due to the language barrier and more limited communication. Apart from the language barrier, international students find the university staff to be very open and helpful.

2.1. Administrative employees

Information on the respondents (number of respondents: 4)

Fields of activity: Student Service Center (2x), Foreigners' Registration Office (2x)

Duration of employment: on average for 2-3 years

Content

	Experiential situations	Consulting situations (in person and by telephone)
1	**Experiences with**	- mainly with international students/ Erasmus students and with foreign employees at the university (origin mostly: China, Pakistan, India, Central Africa) - little contact with refugees (except in the IntClub) - Interaction with mixed, heterogeneous group (no specific origin) - (Info: to the knowledge of the administrative staff, very few refugees study at the TUK, (even if Syria and Iran) Target group: most speak good English and little German
2	**Self-confidence**	- General agreement -> Reason: mostly due to general openness and years of experience - Exceptions for: Muslim women (reason: are usually distanced, interpersonal contact more difficult) - Inhibitions to speak English - fear of misunderstanding/not understanding the other person
3	**Challenges in handling**	- Language barrier (some students can neither speak German nor English well) -> Communication

		- Naturalities (e.g. making appointments) and habits in Germany - Cultural differences - Views and settings - Difficulty: How do you teach foreigners the common manners in Germany without personal assaulting?
4	**Support for challenges**	- Generally no support in the sense of prior training - in individual cases/ problems support from higher levels
5	**Question about further education**	- No further training attended - But interest in further education (prerequisite: short, concise, concrete: one afternoon)
6	**Offer of the university (trainings)**	- No offers taken up - Little direct offer from the university - (good interaction with intercultural groups is more likely to be a prerequisite?!)
7	**Wishes for further training**	- Information on the most common customs of the nationalities - Seeing cultural diversity as an opportunity - possibility to ask questions that are otherwise taboo (e.g. How do I greet an Indian at all?, May I ask about the origin?) - Aim to facilitate communication with international students/fugitives - Private interest in further education for more openness in getting to know new cultures and perspectives - Simply promote more empathy and openness to the world
8	**Knowledge about strategies**	- Generally low knowledge of internationalisation/diversity strategies at the university - Tandem language events (but are not well advertised)
9	**Presidential question: What would you change**	- make language courses compulsory (for CPs) and free of charge for all students - Mixing courses of international students and "traditional students" to strengthen the exchange - Promotion of English in lectures and seminars - Type of 'sponsorship': German students help out internationally students with integration at the university

2.2.   Teachers, lecturers and professors

Information on the respondents (number of respondents: 3)

Field: Organic Chemistry, Empirical Social Research and Building Physics/Energetic Building Optimization

Duration of employment & apprenticeship: on average for 5 years

Content:

	Experiential situations	- courses (lectures, seminars, tutorials, exercises) - exchange with colleagues
1	**Experiences with**	- international students in chemistry mainly from China (poor knowledge of German and English) and Central Africa (good knowledge of English, but better knowledge of French)

		Civil engineering: many from Africa and some from China and Japan, Luxembourg Empirical social research: few foreigners, two cases with a person from the Middle East & South Asia (poor knowledge of German) - employees/colleagues - hardly with refugees
2	**Self-confidence**	- general agreement, openness - confident, because of a good English - not confident, if the counterpart speaks neither German nor English well - not confident, when it is unclear whether one is too hasty in judging with certain questions/answers in English instead of German (due to the appearance, the name), is too pigeonholed and thus somehow racist (even if the questions are well meant)
3	**Challenges in handling**	- Language barrier - Seminar documents - comprehension problems with content due to language deficits -> necessary repetitions - Scientific quality may suffer from language barriers - Rash judgment/categorize: "Can I address them in German, or should I do it in English? Can I presuppose constructs like the image of women or democracy, or do they see things differently? Can I go and ask them if they have understood everything or do I just stamp them with the fact that they haven't; is that discriminatory or just well-intentioned by me? - Differentiation: "Should I give you other texts? In another language, more easily explained?"
4	**Support for challenges**	- no support per se, but also no direct need - not experienced any support
5	**Question about further education**	- no participation yet, because no need (at least when dealing with international students) - no participation yet, but theoretical interest (goal adequate knowledge transfer to all students) - no participation yet, but interested
6	**Offer of the university (trainings)**	- lack of adequate preparation for the potential handling of refugees (different challenge than for foreigners coming specifically to CC)
7	**Wishes for further training**	- Workshop for dealing with refugees would be useful - Preparation for dealing with international students from different cultures, so that one does not say something inappropriate out of the situation and a situation arises for the person concerned in which they might feel discriminated against - Basics in the right handling, basics about the questions you may or may not ask - Strengthening the ability to reflect (uncovering one's own inner prejudices) -> Prevention of premature condemnation/condemnation
8	**Knowledge about strategies**	- No knowledge, no experience - ISEC, IntClub (only heard, no experience)
9	**Presidential question: What would you change**	- Lectures, especially in the Master's program, in English (but not THE solution, but would open the university further for international students)

		- Organisation of events such as theme evenings to get to know cultures

2.3. Student assistants and student representatives

Information on the respondents (number of respondents: 4)

Course of studies: Mechanical engineering (3x)

Faculty with university entrance: Mechanical Engineering, Process Engineering, Erasmus, IntClub

Duration of employment: 2-3 years on average

Content:

	Experiential situations	- Erasmus-Scout (finding accommodation for Erasmus students, showing the city, joint activities, contact persons) - Language tandem with person from Syria (private) - Partner exchange for incoming Erasmus students with international students
1	**Experiences with**	- Erasmus students (mainly from Europe and South America) - Foreign employees
2	**Self-confidence**	- General self-confidence (based on experience; semester abroad) - security due to confident use of the English language - General openness towards strangers
3	**Challenges for international student**	- Language barrier, learning German -> biggest challenge - settling into the German culture/ adapting to German habits - New environment, different educational system - Language, interaction with German students - Finding connections, organising leisure time - experience of prejudices
3	**Challenges in handling**	- Language, communication, misunderstandings - One does not know their level of knowledge -> therefore one does not know which knowledge one can assume (education in foreign universities is often less demanding than here) - Difficulty in communication: difficulty in using technical terms - At events (IntClub) -> take eating habits into account
4	**Support for challenges**	- No participation yet, because no need (sure enough) 2x - No participation yet, but theoretical interest in further development of own social skills 2x
5	**Question about further education**	- Not necessary for student assistents, but necessary and useful for lecturers and professors to train inclusion
6	**Knowledge about strategies**	- No knowledge, except language tandem - exchange programs in the study and Phd area - Events in the IntClub (unfortunately few German students) - Erasmus Scout Programme
7	**Presidential question: What would you change**	- Better promotion of Erasmus Scouting (advantages for Erasmus and German students)

		- first week Introductory -> week for foreign students (on important topics: getting to know the city, activities in Germany such as waste separation, registration with the city) - Mandatory day when all newcomers to TUK are to do community service on campus together at the beginning of the semester - Incentives for students to do more with internat. get in contact with international students

2.4. International students and refugees

Information on the respondents (number of respondents: 3)
Study courses: Molecular biology, mechanical engineering, economics
Two interviewees only since the beginning of their studies in Germany, one lived
here before Origin: Indonesia, Central Africa, Afghanistan

Content:

1	**Why TUK?**	- Because TUK as a German university offers the desired course of studies in English - Already living in Kaiserslautern
2	**First impressions**	- Good first impression, also of the homepage and the registration procedure - Very good overall impression of the university right from the start - Campus generally seems to be very heterogeneous
3	**Greatest challenges so far**	- Professors who only speak German and teach in German - learning German - Finding contact to Germans (often only contact to other international students)
3	**Experiences with staff**	- predominantly positive experiences (especially in practical laboratory activities)
4	**Sufficient training for university staff?**	- Yes, especially good English skills and openness - Yes Staff is generally very tolerant, helpful and accommodating
5	**Do you need more tools/ Method training? Which ones?**	- No, they are already well trained in dealing with 'us' - Partially the English knowledge is expandable
6	**Current challenges**	- Language barrier - Sometimes a feeling of exclusion and discrimination (e.g. some laboratory staff usually only talk to German-speaking students)
7	**Presidential question**	- All study programmes in English - Mixing of German and international students

Greece - University of Piraeus (P4)

1. Theory-based study on the framework conditions

1.1. Legislation framework of the country/state

National Legal Framework regarding the admission of foreign students and refugees to Higher Education in Greece
According to laws 4415/2016 (OG 159 A), 4452/2017 (OG 17 A) and the Ministerial Decision F.151/20049/B6 (OG 272/B/2007), as amended, various categories of candidates students can be admitted to Higher Education in Greece under special provisions.

EU or non - EU student candidates

The majority of undergraduate students in Greek Universities are graduates from Greek Secondary Education. However, the national legislation permits the admission of candidates of foreign origin, who graduated from Lyceums or Equivalent Schools of Non EU countries or EU Member States. They take **no entrance examinations** and the criteria are based on the **overall mark of their graduation certificate**. The selection of foreign candidates, who enter a Faculty or a Department of Higher Education, is made **by decision of the Minister of Education, Research and Religious Affairs** following the submission of the relevant application before the abovementioned Ministry.

Required Documentation *(art. 3B of the Ministerial Decision F.151/20049/B6 (OG 272/B/2007), as amended)*

- **Graduate certificate**

- **Certificate of correspondence** of the candidate's graduation certificate issued by the Directorate of Greek Studies abroad, intercultural education of the Ministry of Education, Research and Religious Affairs, or by the Directorates of Secondary Education or by the Education Coordinators at the Education Offices of the Greek Embassies/ Consulates and a certificate of his/her total marks average issued by the abovementioned competent authorities. The total marks average should be issued on a 0-20 mark scale, 20 being the top mark and 0 the lowest mark. If the marks average does not follow the 0-20 mark scale, the mark should be modified to suit the above scale. If the candidate's graduation certificate is issued by vocational education (professional or technical school), **a certificate of equivalence** is required, issued by the national competent administrative authority (Ε.Π.Ο.Π.Π.Ε.Π.). *For the holders of a graduation certificate from a Lyceum of the Republic of Cyprus, an entry certificate with the total mark is required.*

- **Certificate** issued by the competent educational or diplomatic authority of the candidate's country, **confirming that his/her graduation certificate entitles him/her to enter Universities in his/ her own country**. *This certificate is not*

necessary for the holders of a graduation certificate from a Cypriot Lyceum or for the holders of a graduation certificate from Greek schools abroad.

- **Certificate** issued by the competent education or diplomatic authority of the candidate's country, **confirming the country and the curriculum of the candidate's graduation school.** *This certificate is not necessary for the holders of a graduation certificate from a Cypriot Lyceum or for the holders of a graduation certificate from Greek schools abroad.*

- **Certificate** issued by the competent education or diplomatic authority of the candidate's country, **confirming that he/has fully attended the two last classes of a Lyceum or equivalent school in the country of his/her graduation**. The school years and classes should be explicitly mentioned.

- **Certificate** showing not only **the candidate's origin**, but also his/her **parents' origin**.

- Two small – size **photographs** of the candidate

- Clearly printed photocopy of the candidates' **passport** or another official document with a photograph that can verify the candidates' identity.

- **A solemn declaration** that the candidate:

  i. Does not hold a graduation certificate of a Greek secondary school, which operates in Greece

  ii. Does not hold any degree of the Greek Higher Education Faculty or Department and

  iii. Has not been admitted to any Greek Higher Education Faculty or Department in the year or earlier. Candidates, holders of a graduation certificate from a Cypriot Lyceum formally state that they hold an entry certificate with the total mark of the current year.

It is noted that all the documents issued by a foreign authority (school, educational authority etc.) must be validated for the signature of authenticity of the undersigned person either by a Greek diplomatic authority abroad or by the diplomatic authority of the foreign country in Greece. In the latter case, these documents must be validated by the Ministry of Foreign Affairs in Greece. However, the abovementioned documents do need ratification by a Greek diplomatic authority abroad, provided that the bear the APOSTILLE stamp mentioned in the articles 3 and 4 of the Hague Convention (5th October 1961) by the local competent authorities assigned by this purpose in every contracting country according to article 6 of the Hague Convention.

Candidates students with granted scholarship

Non – EU or EU candidates submit to the relevant authorities the documentation required by the relevant notice for scholarship application. According to article 3C of the Ministerial

Decision F.151/20049/B6 (OG 272/B/2007), as amended, the students must submit to the Faculty or the Department of their admission the following documentation:

a. Copy of the **graduation certificate** from Lyceum and official translation

b. **Certificate** issued by the competent educational authority of the relevant country, **confirming that his/her graduation certificate entitles him/her to enter Universities in his/ her own country**

c. **Certificate of granted scholarship** issued by the Ministry of Foreign Affairs or the Ministry of Education, Research and Religious Affairs

d. **Certificate** of the competent authority of the relevant country or the Greek Ministry of Foreign Affairs **regarding the nationality and the origin** of the student and his/her parents.

e. **Solemn declaration** that the student **is not registered** with other Faculty or Department of Greek University

f. **Three (3) small – size photographs**

I. Level of the Greek language knowledge

With regard to their registration, the candidates admitted into a Faculty of a Department are also required to hold a **certificate denoting their command of the Greek language**. Such a certificate is issued after relevant examinations either by the University of Athens or by the University of Thessaloniki. Alternatively, **the candidates should hold a B2 level certificate issued by the Greek Language Center**. If the candidates do not hold any of these language certificates, they can only enroll in the next academic year of their admission to a Greek University, provided that they will have obtained the prerequisite language certificate. Otherwise, the candidates are disqualified from enrolling.

If a candidate holds a graduation certificate either from a Cypriot Lyceum, or from a foreign school attesting that the candidate has been taught and successfully examined in the Greek Language, no Greek language certificate in required.

II. Residence permit for studies

Students of non – EU citizenship, admitted to Higher Education in Greece, shall apply for a residence permit before the regional competent services in Greece (Offices of Foreigners and Immigration Issues) according to the relevant national legal framework, i.e. article 33 of the L. 4251/2014.

According to the L. 4251/2014, as amended, the foreign student shall fulfill the following requirements:

- General Requirements *(article 6 of L. 4251/2014):*

1. **Holder of travel document** valid for at least three months following the last scheduled departure date, which contains at least two blank pages and have been issued within the previous decade

2. **Holder of a valid national entry visa** for one of the purposes of the current law

3. **Not a threat to public order**, internal security or international relations and not listed as undesirable in national databases

4. **Not risk to public health**

5. **Full health insurance**

- Special Requirements for studies *(articles 32, 33 of L. 4251/2014):*

1. **Parental Consent**, provided that the student is less than 18 years old

2. **Receipt of Tuition and Fees**, where required

3. **Official Approval Letter from the Ministry of Education**

4. Proof of students' **financial status** in the form of a bank draft or tax returns

5. **Certificate of adequate knowledge of Greek language** issued by relevant educational institution

- Issuance and duration of residence permit *(article 34 of L. 4251/2014)*

According to paragraph 6 of the article 33 of the Law 4251/2014, the competent authority grants residence permit for studies purposes with sixty (60) days upon the submission of students' complete application. The duration of the residence permit is one – year term and can be renewed for an equivalent period, provided that the requirements of the articles 33 and 33 continue to be fulfilled. In case of one – year study program, the residence permit is valid for the duration of the curriculum.

Non – EU citizens may apply for a residence permit for studies with duration of validity equal to the maximum duration of the study program. The student shall provide a supplementary statement by the education institution regarding the total period of the study program to be attended.

The fee of one hundred fifty (150) Euros regarding the issuance of residence permit shall be paid for each year, which the residence permit for studies is issued for, according to article 132 of the L. 4251/2014.

The student, who holds a residence permit valid for the duration of the curriculum equivalent to the maximum duration of the degree program, is obliged to submit to the relevant department of his/her Decentralized Administration, every two years, **a certificate of registration and participation in exams** by the relevant educational institution, and **a certificate of detailed study score** for the same period, in case of postgraduate or doctoral degree.

III.   Refugees

The admission of refugees to the Higher Education in Greece is not provided for by special national legal framework. Following the grant of asylum, the refugees follow the abovementioned procedure exempt from the application for residence permit.

1.2.   University framework/guidelines

University of Piraeus is a public University whose operation is based on teaching and research.

Each year the University of Piraeus welcomes foreign students, graduates from Lyceum or equivalent schools according to the National Legislation as described above.

Moreover, the Internationalization strategy of the University is based on European and international programmes, bilateral agreements and memorandums as well as on participation is academic and research networks.

2. Interview Study

2.1.   Administrative employees; teachers, lecturers and professors; student assistants and student representatives

• 9 out of 10 interact frequently with the international students and all of them are confident on communicating well with them.

• The main challenge on their interaction is either culture differences or student's low level of English.

• Our interviewees assume as international students' main challenge public sector's related issues e.g. Visa, funding etc.

• Most of the interviewees haven't attended any specific training/educational program on international learning, despite the big number of incoming international students.

• They are all aware of the university's internationalization strategy, but they haven't received enough material or education to serve properly international students' needs.

• In order to embrace diversity and increase inclusion they propose to organize more events for multicultural understanding and more educational projects where local students will have to interact and cooperate with international students.

2.2. International students and refugees

- International students' main challenges are the registration process, finding and contacting their professors and when they finish their studies here, to receive their transcript of records on time.

- All interviewees say that they have received the proper support and help from the university and they believe that the staff they interact with is sufficiently trained and prepared to deal with international students.

- Concerning social inclusion and cultural diversity they would like to have more classes and projects together with local students.

Austria - University of Vienna (P5)

1. Theory-based study on the framework conditions

Introduction

This report includes the Structural Analysis and the Needs Analysis conducted by the University of Vienna in the framework of the MUSIC project. As we carried out the research, we found lots of convergences between the two: when looking at the university strategies and programs on social inclusion and cultural diversity, we could make sense of the interviews we were collecting; vice versa, when we were talking with our respondents, we could easily draw connections to the university strategies and programs. Therefore, we suggest that the Structural Analysis and the Needs Analysis should be considered as strictly interrelated. In this short introduction, we will briefly explain how we conducted our research and the main challenges or issues we encountered. After the detailed elaboration of the Structural Analysis and the Needs Analysis, we will draw some conclusions and outline some suggestions for the development of the project.

In relation to the Structural Analysis, we first looked at the legislative framework on social inclusion and cultural diversity at national and university level, pointing out the formal requirements for students with a migrant or refugee background to access the university career. We then examined more in depth the specific strategies and programs on social inclusion and cultural diversity for both staff and students implemented by the University of Vienna, with a final focus on a successful and well-known practice. The main challenge we encountered in the elaboration of the Structural Analysis was the difficulty to distinguish between a country and a local level for the legislative framework. The relevant laws on social inclusion and cultural diversity are either elaborated at national level – affecting the overall admission of students with migrant or refugee background to the university path – or implemented at university level through different strategies and programs. We overcame this issue by examining the two frameworks in separate sections, well aware, though, that the strategies implemented at university level are deeply affected by the national legislative framework.

With regard to the Needs Analysis, we conducted interviews with administrative staff, lecturers, representatives of student bodies, and students with a migrant or refugee background. As far as administrative staff and representatives of student bodies are concerned, we purposively selected our sample, in order to obtain first-hand information from respondents who deal with social inclusion and cultural diversity in their everyday life. For lecturers and students, the sample was more randomised and variegated, as we did not assume that they needed to have particular experiences or information beforehand. The main challenge we encountered in the execution of the Needs Analysis was the difficulty in reaching out to students. Given the schedule of the academic year (the whole month of February in Austria constitutes a semester break) and the impossibility to contact students

directly (for ethical and privacy reasons), we managed to interview three out of the five students expected. However, we believe that the quality of interviews collected guarantees relevant outcomes for the research project.

Before proceeding with the examination of the Structural Analysis and the Needs Analysis, a brief note on terminology appears necessary. At the University of Vienna, the term "international student" usually refers to incoming mobility students, who only study in Vienna for a limited time (i.e. only part of their degree programme). This would include any Erasmus student spending only one semester at the University of Vienna but exclude students with a
migrant or refugee background who are here for their whole degree programme. Keeping in mind how we defined MUSIC's secondary target groups, we therefore used the terms **'students with a migrant or refugee background'** or, more generally, 'foreign/non-Austrian students' throughout the Structural Analysis and our interviews for the Needs Analysis.

1.1. Legislation framework of the country/state

Formal requirements: Admissions, Visa and Financial issues

The legal frameworks regulating the admission process, students' right of residence and financial issues have a big impact on the overall life situation of students with a migrant or refugee background. During the Needs Analysis, our respondents pointed out a number of challenges related to these formal requirements, which can constitute significant barriers for those who want to enter or are already studying at the university. Therefore, it seemed relevant here to provide a short overview of the respective legal framework.

For prospective students with a migrant background, there are additional **admission requirements** concerning (a) proof of language proficiency and (b) a proof of entrance qualification. Students from third countries usually need to provide legalised documents. Translations are required if documents are not issued in German or English.

d. **Proof of language proficiency: Following** a recent change in national law, foreign students from a non-German speaking country need to prove German language proficiency at A2 level upon applying for admission to university. This applies to all degree programmes instructed in German at BA and MA level. Applications for doctoral/PhD programmes are processed individually and it is then decided whether knowledge of German is required or the degree programme can be completed in English language. Once they have been admitted, students can improve their language skills in the so-called University Preparation Programmes (see below) until they meet the language requirements for the degree programme they want to study (these are usually levels of B2 or C1).

b. Non-EU/EEA students with a secondary-school leaving certificate/university degree issued in a non-EU/EEA country are also required to provide a so-called **special university** **entrance qualification ("admission statement"). They** need to prove that they would have permission to study the exact subject they want to enrol for in the country

that issued their secondary-school leaving certificate or the university degree for the preceding stage of their study. The proof required is a written confirmation issued by a university accredited in the country where the secondary-school leaving certificate or university degree was issued, confirming that the student would have the permission to begin this programme. For example, an Iranian who has an Iranian secondary-school leaving certificate and wants to study Mathematics at University of Vienna would need to provide a confirmation from an accredited Iranian university stating that they have permission to study Mathematics in Iran.

For students with a refugee background, there are some exceptions to the admission requirements mentioned above. The University of Vienna's unit for Teaching Affairs and Student Services states that prospective students with a refugee background do *not* need to provide the special university entrance qualification ("admission statement") and that legalisation of documents is not necessary. Instead, students need to prove their status as a recognised refugee or asylum seeker. If school leaving certificates or relevant university degrees from previous studies are not available, asylum seekers and refugees can apply for a replacement certificate at the responsible Federal Ministry (Ministry of Education, Science and

Research/BMBWF). Admission requirements thus vary significantly depending on prospective students' country of origin and type of residence.

The distinction between third country migrants and refugees is crucial when looking at how the **right of residence** relates to their university studies. Persons with a refugee background who are staying in Austria under the provisions of asylum law have a residence permit that is completely independent from their status as a (prospective) student. For persons from third countries who enter Austria with a student visa, on the other hand, the right of residence depends on their enrolment as a student. A "Residence Permit – Student" is valid for only two years. To apply for a renewal at the respective residence authority, students need to submit a confirmation of their continuing university enrolment and records of their studies as well as proof of academic success in the scope of at least 16 ECTS credits per year, or, alternatively, a confirmation of academic progress from an academic supervisor for doctoral/PhD students. The work permit for holders of a Residence Permit – Students is restricted to a maximum of 20 hours/week.

Finally, the legal framework for students' **tuition fees** also makes distinctions based on students' countries of origin. Students from third countries pay higher tuition fees compared to Austrians and EU citizens: For students from the EU, the EEA and Switzerland, there is a tuition fee of 363.36€ per semester, which students only start paying once the duration of their studies has exceeded the standard duration of their degree programme plus two additional semesters. Students from third countries, on the other hand, pay a tuition fee of 726.72€ per semester from the beginning of their studies. Austrian universities established various opportunities for financial support and study grants to support asylum seekers and recognised refugees.

1.2.   Legislation framework of the local city/community

Universities in the cities of Vienna, Graz, Salzburg and Leoben offer so-called University Preparation Programmes (Vorstudienlehrgänge). These programmes aim to prepare international students for their supplementary examinations in German or other subjects.

In Vienna, the Austrian Agency for International Cooperation in Education and Research (OeAD) runs the University Preparation of the Vienna Universities (VWU) in cooperation with six different universities. These are the University of Vienna, the Vienna University of Economics and Business Administration, the Vienna University of Technology, the Medical University Vienna, the University of Natural Resources and Applied Life Sciences and the University of Veterinary Medicine Vienna. Students participating in the preparatory courses need to already have been admitted to one of these universities and they are enrolled as non-degree programme students (*außerordentliche Studierende*) while studying at the VWU.

The OeAD states that approximately 900 students from 75 to 80 countries attend courses at the VWU each semester. The course offer includes German classes at different levels as well as different subject courses[1] . The course fee for German courses is 1,204 € per semester; there is a reduced course fee of 480€ for nationals of some particular countries, asylum seekers,

recognised refugees or subsidiary protected persons as well as students who have to pass supplementary examinations in other subjects but no supplementary examination in German.

Initiatives and programmes to support migrants and refugees

Following the significant increase in numbers of asylum applications in 2015/16, there are a number of initiatives launched to provide information and support to refugees who (want to) study in Austria. Some are also open to other groups of migrants.

- Oead4refugees provides information about higher education to persons with a refugee background, who are living in Austria and want to study or want to have their degree recognised in Austria. This includes a collection of links to further information about studying and living in Vienna and points of contact at national and local levels. They also share updates on current initiatives and courses on a facebook page.
- The MORE Initiative was launched the Österreichische Universitätenkonferenz (UNIKO) and is implemented by 21 Austrian universities. We present this programme in further detail in the best practices section (1.3).
- Peerment 2019-21 is a project financed by the ESF and the Austrian Ministry of Education, Science and Research offering peer mentoring for persons with a migrant or refugee background and ethnic minorities who are interested in higher education. The aim

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[1] For German courses, there are different course levels and students are place through a placement test determining their language proficiency. For other subjects (e.g. chemistry, geography, history, mathematics, physics) the modules usually aim to get students to the level of secondary school in Austria (Sekundarstufe 2).

is to support mentees in the transition to tertiary education in terms of institutional barriers as well as the choice of degree programme. Mentors themselves are also persons with a migrant or refugee background or members of ethnic minorities.

1.3.   University framework/guidelines

According to the University of Vienna's [International Report 2019,](#) non-Austrian students constituted a share of 28.4% of all active students[2] in 2017/18. The vast majority (87.5%) of this group of foreign students were students from a European country, with Germans being the largest group by far: More than one third (34.5%) of non-Austrian students were German, followed by Italy (8%) and Hungary (4.4%). In addition to these foreign students, there is also a high number of incoming international students, who study at the University of Vienna for one or two semesters. In the academic year 2018/19, the University of Vienna hosted a total of 941 incoming students through Erasmus+ and the Swiss-European Mobility programme and an additional 243 incoming students who studied in Vienna through a Non-EU Student Exchange Programme.

Strategies on "Internationalisation" and "Diversity"

The **[Internationalisation Strategy of the University of Vienna](#)**[3] is concerned mainly with (1) strengthening the university's research profile and research quality through international collaboration, (2) enhancing the overall quality of education through internationalisation at home and abroad and (3) contributing to strong international involvement in research and education through the internationalisation of service missions. The strategic initiatives proposed seem to emphasise the promotion of partnerships with universities and collaborations between academics, increasing the outbound mobility of lecturers, students and administrative staff at all levels and providing students and employees with opportunities to gain international experience through internships, mobilities, etc. Terminology such as the establishment of an "exclusive set of high-profile partners" the recruitment and retention of "distinguished and renowned international researchers", and the recruitment of "highly talented international students" suggest that this strategy is concerned with the **international profile of the university** rather than the inclusion of students with a migrant and refugee background. The Strategy does however also include some initiatives and goals for the internationalisation of education and service missions, which can be relevant to the inclusion of students with a migrant or refugee background, namely:

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[2] In the winter semester 2017/18, the University of Vienna had 48,337 active students in total, 13,713 of which were foreign. These numbers refer to *active* students, i.e. students who acquired at least 16 ECTS points in the respective academic year, excluding PhD students. For details regarding countries of origin, see table in Annex.

[3] The **International Strategy** ('Internationalisation Strategy of the University of Vienna – Leading Comprehensive Internationalisation') is available at [https://international.univie.ac.at/en/internationalisation-strategy/.](https://international.univie.ac.at/en/internationalisation-strategy/) The University of Vienna also publishes an annual **International Report**, which includes numbers on the achievements regarding the goals emphasised in the Strategy (e.g. numbers of graduates with stays abroad, inter-university research collaborations, internationally funded research projects, etc.). The most recent International Report (2019) is available at [https://international.univie.ac.at/international-report/.](https://international.univie.ac.at/international-report/)

- Increasing the second and foreign language proficiency of both students and lecturers and strengthening intercultural competences to participate and teach in an international classroom and in a global context;
- (Further) development of study programmes (master's/PhD) conducted in a language other than German;
- Increasing the English language proficiency and intercultural competence of administrative staff;
- Providing printed and web-based information in English for international students and lecturers.

Regarding the understanding and promotion of "**Diversity**" on a theoretical level, the University of Vienna on its website introduces a **4 Layers of Diversity model** based on Gardenswartz and Rowe (2003) to emphasise the variety of legally protected areas of discrimination. It also presents a model called "**Diversity in Action: The 3-Pillars-Model of Interaction**", which received a diversity management award (*Diversitas*) from the Austrian Federal Ministry of Education, Science and Research in 2018. With the model, the University argues that it considers diversity a fundamental factor in human relationships as well as an imminent part of the University and its every day interactions. The three pillars represent three central fields of interaction, namely (1) students & teachers, (2) juniors and leaders and (3) diversity in theory & practice.

When looking at **concrete university strategies** regarding the concepts of equality, diversity and inclusion, the focus seems to lie on the matters of *gender equality* and the inclusion of *people with disabilities* rather than the primary target group of the MUSIC project. For example, there is an **Affirmative Action Plan for the Advancement of Women Gender Equality** (in German: Frauenförderungs- und Gleichstellungsplan). The university provides some guidelines on "inclusive teaching" (in German *barrierefreie/inklusive Lehre*), which are meant to break down barriers with physical or mental disabilities. Keeping this in mind it seems that there is room for improvement or further specifications regarding university-level strategies to promote the inclusion of students with a migrant or refugee background.

Training and Support for Staff Members

For **general (administrative) staff**, there is an ongoing series of workshops on diversity competence offered by the University of Vienna's unit on gender equality and diversity. The University of Vienna's Centre for Teaching and Learning (CTL) provides some voluntary courses as well as online resources related to dealing with "diversity" for **teachers**. These include:

- Voluntary teaching competence courses related to diversity in teaching (in German *diversitätsgerechte Lehre*) for teachers (e.g. supporting students with a first language other than German)
- Materials on diversity in teaching on the CTL's Infopool for better teaching, including the modules (1) introduction, (2) appropriate learning and teaching methods and (3)

reflection and responsibility as well as support for teaching in non-native English and dealing with difficult situations more generally.

- Video documentation of previous lectures related to diversity and inclusivity in teaching (*diversitätsgerechte und inklusive Lehre*)

Most of the courses and materials mentioned here seem to refer to "diversity" at a general level. By addressing the specific needs concerning the work and communication with students with a migrant or refugee background, we believe that the modules developed within the MUSIC project will be a beneficial addition to the available resources.

Support for Students

The University of Vienna's International Office is responsible for student and staff *mobility* – this means that it supports incoming and outgoing international (exchange) students and not "international" students with a migrant/refugee background who are doing a degree programme at University of Vienna. The key **points of contact** for students with a migrant or refugee background are the ÖH Office for Anti-Racism Work (University of Vienna level) and the ÖH Office for Foreign Students (federal level), which offer information and support through their websites as well as individual counselling in a variety of languages.

There are also some programmes and initiatives supporting students with a migrant or refugee background during their studies, which often rely on **peer support**. This includes the so-called Schreibmentoring aiming to support students with their language and (academic) writing skills and the STEOP Mentoring, which is a general support system for students in their first semesters at universities. These programmes do not target migrant or refugee students specifically, but they can be especially relevant for these groups and the unit for Gender Equality and Diversity also lists them as existing offers supporting migrant students. At the level of individual departments, there are some specific mentoring groups directed at students with a migrant background or at specific language groups specifically. The University of Vienna's Center for Teaching and Learning (CTL) provides a general framework for these programmes, but their actual implementation depends on the respective faculties or degree programmes. The CTL also offers individual **"Schreibberatung"** (counselling for writing),which emphasises the value of multilingualism and according to its website is directed *especially* at students with a first language other than German. For support regarding **language skills**, students are referred to the German Courses provided by the Sprachenzentrum and a so-called "Sprachlernbörse", where students can get in touch with other learners to study languages in tandems.

Specifically for refugees and asylum seekers, the University of Vienna participated in the Erasmus+ funded **Open Learning Initiative** (OLIve)[4] , which offered free academic courses for individuals with refugee or asylum seeking status in Austria or another country of the EEA who have an interest in pursuing University study. OLIve was realised by the Media

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[4] Other project partners are the Central European University CEU (Hungary), the University of East London (UK), the Open Education Limited (OpEn), the Aristotle University of Thessaloniki (GR) and the Bard College Berlin (DE).

Governance and Industries Research Lab at the Department of Communication at the University of Vienna. The classes included academic lectures in English and German and Academic English and German language classes as well as Creative Skills Labs, Advocacy Skills Labs and Youth and Women Seminars.

In general, it appears that it is mostly the individual faculties or institutes – not the university as a whole – who initiate and implement concepts and projects aiming to promote the inclusion of students with a migrant or refugee background. For example, there are additional Buddy projects or counselling offers for refugees/migrants at some departments, run by departments or student representatives. The practices to promote inclusion and the availability of individual support thus differ within the university.

Best practice: The MORE Initiative

We picked the MORE initiative as a best practice example for mainly two reasons: 1) it specifically targets students with a refugee background; 2) a wide range of different respondents mentioned this programme during the Needs Analysis.

Titel	MORE
Location	University cities all over Austria
Organisation/Institution	The programme was initiated by the 'Universities Austria' (Österreichische Universitätenkonferenz / UNIKO) and it is implemented by 23 different Austrian universities, including the University of Vienna
Contact Data	Stephanie Zwiessler Policy Advisor, Universities Austria (UNIKO) stephanie.zwiessler@uniko.ac.at +43 1 3105656-31 https://uniko.ac.at/organisation/mitglieder/map/E462/P13502
Target Group/Context	Following the increase in numbers of persons seeking asylum in Austria from 2015/16, UNIKO established the MORE initiative to facilitate refugees' access to university. According to the programme's website, MORE aims at "providing a space for reflection to refugees where one can find out whether university studies are an option for the future. It offers orientation in academic and artistic study fields and language trainings". 'MORE students' are admitted as extra-curricular students in what the initiative claims is a "non-bureaucratic procedure"; they do not need to pay the tuition fee and the membership fee for the Austrian student union; additional support for travel expenses or teaching materials is available in some cases. The programme also promises support in the day-to-day life

	provided by student Buddies. The primary target group are persons with a refugee background (asylum seekers, recognised refugees, persons granted subsidiary protection and persons granted temporary leave to remain).
Content/Learning Outcomes	The courses the MORE students attend cover various academic and artistic fields as well as training in the German language. Depending on what universities decide to offer, these are either existing, "regular" courses/seminars with spots for MORE students or courses designed specifically for the MORE initiative. The language of instruction is either German or English. The academic competences developed vary according to the course content of the subject courses attended. Overall, the programme aims to promote the acquisition of language skills and qualifications for further education, where MORE courses can serve as a "stepping stone" for the transition to a regular university degree programme. The expected learning outcomes also include personal/social competences through the promotion of refugee students' social integration.
Resources needed	This depends on the implementation at university level, for example whether MORE students attend regular or additional courses, what type of financial support the university provides to the students etc. In general, the implementation involves different categories of university staff, including the administrative personnel handling the admissions of these students as extra-curricular students and the teachers designing and/or holding the particular courses and seminars. The Buddy System involves students and volunteers who help MORE students in their life at university.
Evaluation of the methodology	According to an evaluation report published by UNIKO, MORE universities pursue both general objectives in terms of orientation and the promotion of integration as well as specific ones such as language acquisition and preparation for studies. In a survey with16 MORE coordinators at different universities, a majority of the coordinators supported the idea that MORE at their university contributes to: - everyday structure and integration - orientation and becoming familiar with the education system

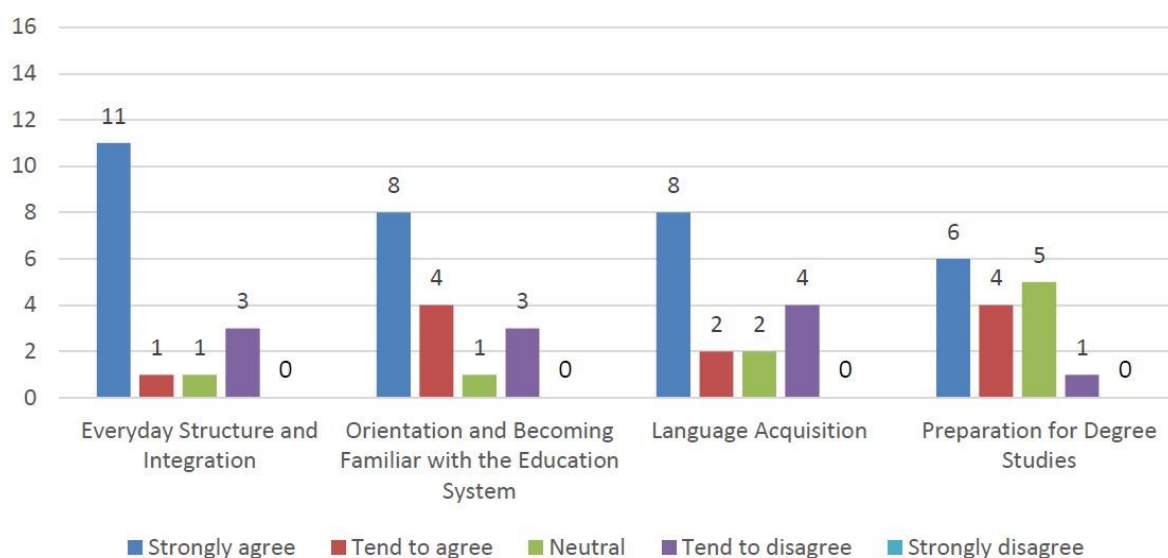| | -   language acquisition |
	- preparation for degree studies
	(for the detailed responses, see figure below)
	In a survey with 124 MORE students, MORE was rated positively overall, with an average of 8.37 on a scale of one to ten. In particular, students indicated that they improved their language skills and qualifications for further education and positively evaluated the course contents in general. A majority also reported that their circle of friends had expanded through the participation in MORE.

Figure 1: Objectives of the MORE Programme of Universities, 16 answers

(retrieved from the MORE evaluation report, p. 2)

2. Interview Study

2.1. Administrative employees

We carried out three interviews with four administrative staff members – two of them employees at the Admission's Office, and two of them employees at Studies Service Centres[5] (SSC hereafter) of two different faculties.

<u>Experiences and Challenges</u>

Respondents from the Admission's Office and the SSC mentioned that their departments were general points of contact for all (prospective) university students, meaning that they deal with all kinds of groups of foreign students. In spite of their departments' responsibility for all students, two respondents stated that their personal experiences in dealing with students with a migrant or refugee background in their administrative roles was rather limited.

Multiple respondents emphasised that "migrants" are a very heterogeneous group in terms of their countries of origin, migrant generation, etc. and that the term would require further specification. When it comes to admissions to the university, the most relevant distinctions are between German and non-German speakers and between EU and non-EU citizens. Asylum seekers and recognised refugees are a particular group, because some admissions criteria do not apply to them (see Structural Analysis for further details).

Language barriers constitute a key challenge for administrative staff members. The respondents described challenges that their own departments face when dealing with students as well as difficulties for the students themselves: On the one hand, communication problems occur when students seeking help or applying for admission speak neither German nor English very well. Communication issues can lead to misunderstandings when providing information or support. On the other hand, the respondents also see the language requirements as a major barrier for students who want to enter the university – this concerns both the A2 requirement for admission and the (higher) requirements for individual degree programmes.

Multiple respondents drew attention to challenges facing (prospective) students to meet **formal requirements for admission** or to seek **recognition/nostrification of previously attained grades and diplomas**. For example, the requirement of proving German proficiency at level A2 already upon admission creates difficulties in practice when prospective students do not have access to certified German courses or exams in their country of origin. Similarly, some prospective students from third countries also have difficulties meeting the criterion of the special university entrance qualification (see Structural Analysis) or having their documents translated and legalised.

Overall, the respondents pointed to students' **struggles with formal procedures or university bureaucracy** throughout the interviews. These difficulties relate to the aforementioned issues of language and formal requirements for admission and recognition of diplomas, but are also attributed to the structure of the university context as a whole. Respondents feel that it is easy to get "lost" within the big university context, where processes

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[5] The Studies Service Centres are the contact points for students and potential within every department. They provide information on admission, degree programmes, exams, and administration issues.

are strictly regulated and communication happens more often via e-mail than in personal interactions. From an employee's perspective, the students' difficulties with bureaucratic processes create the challenge of striking a balance between supporting students and being a service provider on the one side and demanding adherence to formal procedures on the other. One respondent drew attention to the fact that communication issues or cultural differences can create additional obstacles when conveying these procedures and requirements to students. From her experience, some students with a migrant background might even get the wrong impression that their requests are denied because of their origin (i.e. perceived discrimination), although decisions are based on formal requirements.

Strategies and Support

The administrative staff members' **personal experiences with courses** on the topics of intercultural learning or working/communication with students with a migrant or refugee background are rather limited and seem to relate mainly to "diversity" in general. One training experience concerns an ongoing series of workshops on diversity, which a whole department has been attending to further the professionalization in dealing with different target groups. The other courses that the respondents have attended are voluntary courses, including a four-day training on diversity (focused on gender but also covering cultural diversity) and courses on the formal processes associated with the process of seeking asylum.

There are some differences in opinions regarding the question of whether administrative staff members are adequately prepared and receive sufficient support/training for dealing with students with a migrant or refugee background. In two of the three interviews, the respondents **did not identify any particular problems or needs at staff level**, stating that they are generally confident about supporting all students equally regardless of their background. At the same time, an interviewee who expressed this opinion also emphasised, though, that dealing with different groups of students is a learning process and that there is always room for improvement. Another respondent was more critical, expressing concern that some members of administration at department or faculty levels might be overburdened facing the numerous issues and difficult situations when dealing with students with diverse backgrounds. The same respondent argued that some **employees might not be adequately prepared** or feel lost in light of the different challenges that occur. Therefore, she sees a **need for additional training of (administrative) staff members**, which should be practice-oriented (guidance on approaching individual situations/problems) and continuous/provided on a regular basis.

Expectations and Best Practices

Expectations and suggestions for further improvement mentioned during the interviews referred mostly to support directed at students with a migrant or refugee background themselves. The respondents appreciate efforts to support students through initiatives such as MORE, Buddy/mentoring programmes and scholarships but argue that the university should further expand them. Potential issues identified include the fact that students face issues accessing and understanding the information they need and that not all students will make use of the available support systems. Support and counselling in the early stages of

contact with the university seems particularly important and a respondent expressed the wish that individual counselling should also be available for the process of admissions.

2.2. Teachers, lecturers and professors

We conducted four interviews with teachers from different centres and departments (Teacher Education, Political Science, History, and Sociology). Some interesting insights were also provided during an interview with an administration employee with experience in teaching.

<u>Experiences and Challenges</u>

Teachers' personal experiences with students with migrant or refugee background vary greatly among the different departments: while some departments are more diverse and heterogeneous, others (such as that of History) deal mostly with autochthonous and second-generation students. Even the teacher from the Centre for Teacher Education, despite her specific work on inclusive education for refugee students-teachers, noticed the scarce cultural diversity among both teacher and students.

In general, teachers seem to conceive cultural diversity not merely in terms of migration background, but in connection with issues of gender, disability and race that need to be disassembled and dealt with in the class environment. Three teachers highlighted, in different terms, how **categorisations of migration** (i.e. referring to students as "groups" according to their migration background) are either problematic (as they tend to reinforce differences and stereotypes) or insignificant, as what matters in class is their behavioural characteristics rather than their cultural background. In this respect, these teachers recognised the importance of being attentive to the different pedagogical needs and capacities of every students, punishing irrespective or overtly racist behaviours when necessary, but without paying much attention to their specific cultural background.

The main challenges that teachers might face in their relation with students with migrant or refugee background are related to the language and to the adaptation to different learning modalities. Despite the relatively high requirements to access certain degrees, **language** might represent an issue for foreign students, as it might affect their personal relationship with their teachers (e.g. language register, cultural differences or misunderstandings) and their educational performance (e.g. active participation in class, understanding of texts, academic writing). The **adaptation to different learning modalities** and, more generally, to the different educational system, can also affect foreign students' performance. One teacher pointed out how in other educational systems students might not be accustomed to the discursive and interactive methods that are used in seminars, preventing students from speaking out in front of the class or even from providing feedback on the course. Another teacher noticed the different levels of knowledge and methodology skills between Austrian and foreign students, which might result in learning disparities. At broader level, the adaptation to the Austrian system of education might represent an issue, as it might compel students to spend more time and energy searching for specific information or offices.

Strategies and Support

Most of the teachers are aware of basic courses on social inclusion and cultural diversity that the university provides to both teachers and students, but they often ignore their functioning and their efficacy among the beneficiaries. Despite their knowledge of such generic courses, some teachers remain unfamiliar with the broader university framework on cultural diversity and inclusive education, supposedly due to lack of information from the university itself.

Regarding courses and training programmes for teachers, opinions are strongly contrasting. Two teachers did attend courses on developing teaching competences and practicing inclusive pedagogy, and they would take on other courses if they had time. One of them highlighted the good work of the Centre for Teaching and Learning in providing more courses on social inclusion and cultural diversity, but complained about the general lack of information about the university curriculum on these issues. The two other teachers, instead, do not see a specific need for more support regarding intercultural learning tools, either because their department is not so culturally diverse, or because this might create further bureaucratic burden among teachers.

In relation to courses and training programmes for students, teachers are aware of the language courses provided by the University, as well as of specific programmes, such as Schreibtutorium and Mentoring, which help students develop specific academic skills. However, one teacher remarked, not many students participate in them, often because of time constraints. The teacher from the Centre for Teacher Education holds a specialised course for refugee teachers-students, providing support, skills and competences for those displaced people that would like to meet the requirements to re-enter their profession. However, she noticed, the efficacy of such course intertwines with broader legal issues – such as the impossibility to study for those that rely on social security benefits – that might prevent the participation of potential students.

Expectations and Best Practices

While one teacher suggested that issues such as cultural diversity and social inclusion should be dealt with at higher socio-political level, the other teachers provided some recommendations on the next steps that the university could take to improve social inclusion and diversity and shared with us some of their learning practices that they had employed in this respect.

As for the recommendations, two teachers suggested that having more English-taught classes might help overcome language barriers, facilitating those international students that struggle with German while allowing German-speaking students to improve their English skills. The same teachers acknowledged the university efforts in providing guidelines on how to deal with discrimination or harassment within university, but they also recognised the need of

providing staff with more specific and diversified information on what to do or who to contact in case of problems. One teacher also envisaged the possibility of promoting more cultural exchanges with Eastern Europe and the Global South, as exchange programs with Northern or Western Europe tend to reproduce specific values and stereotypes. Another one suggested a closer cooperation with the local authority for immigration and citizenship, in order to allow international students to receive better support during bureaucratic procedures.

Given the difficulties in retrieving specific information on diversity and inclusion, teachers have developed their own teaching methodologies through their personal experiences or exchanges with other colleagues. In order to improve language skills, one teacher allows their students to discuss specific terms in their own language, while another one concedes them to deliver assignments in English. Drawing from the behavioural rather than the cultural characteristics of her students, another teacher has developed her own inclusive pedagogy, establishing ground rules at the beginning of the course and creating an open environment in class that allows students to discuss their opinions and problems in a respectful and tolerant manner. However, she admitted, this would only be possible in smaller classes, which would allow developing a better and closer relation between teachers and students.

2.3. Student assistants and student representatives

We conducted interviews with three members of student body organisations, which offer support and counselling for students at different levels. This included a student representative for a specific degree programme and two different offices of the Student Union (ÖH), which are specifically responsible for foreign students.

Experiences and Challenges

Students' Perspective

Describing the challenges that students with a migrant or refugee background face, the student body members we interviewed put a strong emphasis on issues related to formal processes and legal issues and social problems that go beyond the experiences in the university context in a narrow sense.

Similar to what was mentioned by members of the administrative staff, members of the student body also consider the **admission process** a key challenge for (prospective) students with a migrant or refugee background. The issues here refer not only to students' difficulties in providing the legal documents (proof of language proficiency and special university entrance qualification) required for admission, but also to a lack of understanding for the admission process as a whole. According to the interviewees, **formal requirements and bureaucracy** within the university context may prove particularly challenging for students with a foreign background due to language issues and the fact that they have to adapt to an entirely different university system. The interviewees also criticised a lack of accessibility and comprehensibility of information provided on the university's websites.

Students with a third country migrant background residing in Austria with a student visa also face a number of challenges related to their **right of residence**. Multiple respondents highlighted that these students need to renew their visa regularly in what they experience as a complicated and lengthy process. Since the renewal of their right of residence depends on their status as a student, any issues with formal university procedures (e.g. course registration, recognition of grades, etc.) can have much more severe consequences than for other students. Higher tuition fees and restrictions to taking up employment may also cause **financial problems**.

Employees' Perspective

Regarding their own experiences in dealing with different groups of foreign students, the interviewees do not see any major obstacles or problems. They showed a lot of awareness for students' difficulties within and outside the university context and expressed confidence in their work for and with those students. One respondent mentioned that he personally is rarely confronted with particular issues of migrant or refugee students. The other two interviewees who specifically deal with students with a foreign background emphasised the importance of the support they provide, highlighting in particular the multilingualism within their departments and the importance of providing counselling that is easy to access and free of charge for all students. One challenge in this context is the **complexity of legal situations** and the frequent changes to the legal framework, which require specialised competences and expertise on the part of counsellors. One respondent also highlighted the difficulty of not letting the students' problems get to her on a **personal/emotional level**, when students seek help in seemingly desperate situations or when it is already too late to find a solution.

Strategies and Support

The student body members we interviewed had not attended specific learning courses or trainings regarding intercultural learning or communication/work with foreign students provided by the university. While they do not see a specific, urgent need for additional support with their own work, multiple respondents expressed **interest in further developing their skills and improving their counselling practices** overall. According to one interviewee, a helpful strategy would be the introduction of regular supervisions for counselling activities within her department.

Other needs expressed referred not to training or support for their own tasks as student body members, but rather to **training administrative staff and teachers** who deal with migrant/refugee students. According to the respondents, it is particularly important for employees (both administrative and teachers) to be aware of and sensitive toward the potential problems that students with a migrant or refugee background can face. Teachers would need to keep in mind that not everyone in a class is equally familiar with the language of instruction and the university system.

Finally, the respondents also mentioned needs regarding the **information and support provided directly to students**. It was pointed out during all interviews that the university should make relevant information more accessible and easier to understand compared to how

the university website is currently structured. One interviewee stated that he was not aware of particular programmes for migrant or refugee students. The other two pointed out some initiatives such as MORE, Olive and scholarships (see Structural Analysis for details on all of them). However, the respondents' perceptions of these initiatives' effectiveness differ: while one expressed appreciation for what the university has already implemented, the other stated that she would have hoped for more, concrete actions on the part of the university.

Expectations and Best Practices

The members of student body perceive the biggest challenges for students with a migrant or refugee background outside the classroom, i.e. with student life and university structures as a whole. University bureaucracy, legal uncertainties and social problems were particularly emphasised in all the interviews we conducted. To that effect, the respondents' expectations for improvements also primarily concern the university structures and legal issues. Beyond demanding better communication and information on the formal requirements, all respondents expressed **hopes for structural changes** to facilitate admissions (e.g. by lowering the language criteria) and bureaucratic procedures. Perceived tendencies of increasingly tighter university regulations as well as increasing numbers of degree programmes with admission's examinations are seen as particularly problematic for students with a migrant or refugee background, because these students are already in a more fragile legal situation. Lowering the costs for language courses and the University Preparation Programmes would decrease financial burdens on students.

Some respondents also made suggestions to improve students' experiences within the university. One member of the Student Union mentioned that increasing the **shares of teachers who have a migrant background themselves** could improve the visibility of foreigners in the university context. Another interviewee stated that she would hope for more sensitivity toward migrant/refugee students' issues and a friendlier attitude on the part of some administrative staff and teachers. Finally, multiple members of the student body also emphasised the importance of **exchange and support amongst the students**. Student representatives see it as their role to contribute to students' socialisation/getting to know each other, but hope that this could be further promoted by the university as well.

2.4. International students and refugees

We conducted three interviews with students from various educational levels (one Masters' and two PhD students) departments (two students from International Development and one from Linguistics) and backgrounds (Syria, Iran, and Rwanda). Given the winter holidays and the difficulties in directly tracing and contacting students, we experienced some issues in collecting a variegated sample.

Experiences and Challenges

Although registering different reactions to particular situations, all students seem to have experienced some challenges in applying to or enrolling in the university. A common issue is represented by **language**: although at PhD level language skills are not required, students

might still need to know German if they wish to attend specific courses, deal with certain offices, or more generally live in the city. One student remembers with disappointment the first years spent in Vienna learning a language the she did not like in order to attend specific courses that she needed for her enrolment, while another pointed out the difficulties in communicating with employees that did not speak English very well. Despite having a very good level of German, the Masters' student experienced instead some issues with a couple of lecturers using regional accents but, as a foreigner, he had the feeling that he was not allowed to change the teacher's rules and so he did not speak up.

The **difficulty in getting acquainted to the different educational system** constitutes another common issue among the students interviewed. One student pointed out the lack of information about specific procedures related to exams, while another one complained about the scarce knowledge of the educational systems and university professors that hindered her search for a dissertation supervisor. Both students lamented scarce or superficial guidance in the use of university platforms (such as Moodle).

Although falling outside the responsibilities of the university, two students also experienced **difficulties with the recognition, obtainment or renewal of their personal documents**. The recognition of degrees entails long and expensive procedures, which are not always sufficient: in some cases, students are compelled to integrate their supposedly missing skills with other exams. Similarly, the obtainment and continuous renewal of the student visa represents a time-, energy- and money-consuming process, which students have to undergo once a year.

Strategies and Support

Apart from individual and sporadic challenges related to the scarce knowledge of language or of the university system itself, all students experienced generally positive encounters with the university staff, which are deemed competent and well-trained in dealing with issues of social inclusion and cultural diversity. Two students recognised that there might be problems at individual level – and one of them did actually have a negative encounter with the administrative office at her department – but these are negligible and do not affect their overall positive experience. One student was also surprised of the outstanding support he received from the administrative staff when he was not yet registered in the university.

However, international students might experience difficulties when looking for specific offices or information, or when dealing with specific procedures. For example, two students pointed out that, although university employees are generally well prepared in terms of methods and tools, they seem sometimes unaware of migrant students' needs, failing to consider that these students might not be familiar with the University of Vienna's system and procedures. From other two interviews, it emerged that, apart from the initial registration, most of the procedures can be done online, so there is no need to actually go to offices in person. However, one of the students added that, despite having received generic information

about the functioning of the online system, it is difficult to find something specific or to understand the functioning of a particular tool or website, especially if you are not aware of their potentialities. Going to the relative office might solve a particular problem, but having more detailed explanations on the functioning of specific tools and websites might be helpful for students.

Expectations and Best Practices

Despite their overall positive experiences with the university administration, two students seem to suggest that staff should be more aware of migrant students' specific needs, particularly in relation to their lack of familiarity with the university system, facilities and procedures. One of them suggested the organisation of workshops for teachers and newly arrived students where the former can become more aware of students' needs and struggles, while the latter can familiarise with the university system. Along similar lines, the other student promoted the idea of a better orientation for foreign students, at both university and social level. In this way, students can get acquainted not only to the university system and procedures, but also to the everyday life in the country. This could be done, the student imagined, either through the creation of an online brochure that students can download and read, in order to understand the context of Austrian society and culture, or through the promotion of more exchanges and interactions with (national and foreign) students that already live in the country.

In relation to the issue of language, the same student suggested that all international students should spend at least three months in learning and practicing their German before starting a degree, without the need of passing an exam or obtaining a certificate. In this way, he continued, students can improve their everyday experience, developing communication and social skills. With regard to the visa issues, the student concluded, the University of Vienna should have closer cooperation with the Ministry of Internal Affairs, in order to speed up the process to request or renew a visa.

Outcomes and next steps

In this final section, we will outline the main outcomes of our research and some ideas for the development of the MUSIC project, tailored around its three main target groups. It is important to notice, as the Structural Analysis has shown, that certain political and administrative issues can be efficiently discussed and solved only at a higher level. Although significantly affecting the everyday life of many students, the increasing restriction of admission requirements for foreign students, the staggering differences in fees between European and non-European students, and the obtainment and renewal of personal documents cannot be properly tackled within the framework of the project, and will therefore not be discussed here.

Outcomes

Drawing from the combined examination of the Structural Analysis and the Needs Analysis, we identified three main shortcomings that the MUSIC project can address:

- The **issue of communication**: language barriers emerged as a critical aspect among several respondents, hindering communication between students and teachers or between students and administrative staff. If some teachers have found their own strategies in dealing with language barriers, the same cannot be said for administrative staff, given the different nature of their services. Although personal language skills cannot be dealt with through the project, we argue that communication issues should represent a key area of intervention for the project partners through the creation and implementation of specific training programmes.

- The **adaptation to different educational systems**: several respondents have pointed out how foreign students might face challenges or problems in adapting to the different educational systems, both in relation to the wider functioning of the university, and with regard to the specific behaviour in class. This might not only compel students to dedicate more time and resources for their orientation within the university mechanisms, but also affect their performance in their studies. Better information between the university and its (prospective) students and more training for university staff could improve the social inclusion of students with migrant or refugee background within the university.

- The **lack of information on programs**: although the university has implemented courses and training programmes on social inclusion and cultural diversity, some respondents have admitted that they might not always be aware of them. Besides, as emerged from the Structural Analysis, these programmes seem specifically targeted for issues of gender or disability, thus failing to address the specific needs of students with a migrant or refugee background. Creating and developing specific training programmes for university staff, in this respect, would be fundamental to address migrant or refugee students' particular needs and challenges within university.

Input for "next steps"

a) Administrative staff

Communication issues emerged as a key challenge from the perspective of administrative staff members. Administrative staff members mentioned language barriers and cultural differences as well as the perceived challenge of striking a balance between being supportive to students on the one side and respecting formal procedures on the other. At the same time, multiple students and student body members expressed that they would hope for an increased awareness of and sensitivity toward migrant or refugee students' particular challenges and needs on the part of administrative staff. This suggests that, while the MUSIC project may not be able to address communication obstacles due to language barriers, it will be worth exploring how administrative staff can **improve communication** and avoid misunderstandings when addressing students' requests or conveying the decisions they make based on formal procedures. Another important aspect that deserves further attention is administrative staff members' **differential awareness of supporting programmes and**

initiatives for students . It seems important to ensure that all administrative staff members have sufficient knowledge of such support systems in order to refer students to the respective points of contact.

<u>Teachers</u>

Given the pedagogical nature of their profession and their more continuous relationship with students, teachers play a fundamental role in issues of social inclusion and cultural diversity. However, the courses and training programmes that the university offers seem, according to some teachers, either too broad or too focused on specific kinds of diversity, prompting them to develop their own personal strategies to deal with such issues in their class. This might also suggest that a university strategy or even specific training programs for the social inclusion of students with migrant or refugee background are either lacking or badly communicated. Although some teachers refuse a crosscutting categorisation of migrant students, it seems that a **more thorough attention to specific migrants' needs and challenges** is required, in order to overcome those barriers related to the adaptation of foreign students to the Austrian educational system. Apart from facilitating communication and exchanges between the university and its staff, the MUSIC project can create and implement modules for teachers that aim at **developing their awareness and sensitivity** towards the specific needs of students with migrant or refugee background.

b) <u>Student body</u>

The members of student body particularly emphasised their hopes for improvements and **additional support directed to the situation of migrant or refugee students**. These concern, in particular, the students' struggles with formal processes/requirements, financial issues and rights of residence. The complexity of the particular situations and legal framework requires a high level of (legal) expertise from student representatives to provide adequate support and counselling. The expectations expressed by student body members also reconfirm the importance of providing training and support to other groups of staff members (administrative and teachers): students with a migrant or refugee background face complex challenges and therefore need to be provided with **comprehensive information and adequate support** in all spheres of the university context.

Italy - University of Pavia (P6)

1. Theory-based study on the framework conditions

1.1. Legislation framework of the country/stat

At 20 October 2017, the number of non-Italian students enrolled at all levels and in all types of degree in Italy was 77 655 (out of a total of 1 681 146). The percentage of foreign students is therefore 4.62%. This figure, which also includes students of foreign origin born in Italy or who arrived in the country before university studies, places Italy in one of the least advanced positions among the OECD countries as regards the recruitment of international students.

As far as provenance is concerned, students of foreign nationality enrolled in Italian universities in the academic year 2016/2017, mainly came from: Albania (9 804), Romania (8 477), China (7 318) and Iran (3 333). Followed by around 2,000 students each: Ukraine, Moldova, Cameroon, Peru, India and Morocco. This ranking, if crossed with that of the Human Development Index of the countries of the world, tells us that the Italian university system is not very attractive for countries with a high HDI.

One of the main tools for the internationalization of Italian universities are degree courses in English. In Italy these are mainly Master's courses and are concentrated in the disciplinary areas that have to do with engineering, economics and finance.[6]

From a legislative point of view, in Italy the main landmark concerning the social inclusion of international students/refugees at Universities is the **Convention on the Recognition of Qualifications concerning Higher Education in the European Region**[7], signed in Lisbon on April 4th 1997. Italy has ratified the Convention with the **Law n.148/2002**[8]. The article 2 of the Law 148/2002 establishes that the competence for the recognition of cycles and periods of study carried out abroad and of foreign qualifications, for the purposes of access to higher education, the continuation of university studies and the achievement of Italian university qualifications, is attributed to the Universities and University education institutes, which exercise it within their autonomy and in accordance with their set of rules, save bilateral agreements on the subject. So, higher education institutions carry out directly these procedures.

In particular, regarding the inclusion of refugees, in line with Lisbon Convention, Italy has adapted its legislation on the recognition of refugee qualifications through the introduction in 2014 of **paragraph 3 bis of art. 26 of Legislative Decree 251/2007**[9]:

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[6] Data reported in Rugge F., (ed. by), L'internazionalizzazione della formazione superiore in Italia. Le università, April 2018, https://www.crui.it/images/crui-rapporto-inter-digitale.pdf

[7] https://www.coe.int/it/web/conventions/full-list/-/conventions/rms/090000168007f2c7

[8] https://www.camera.it/parlam/leggi/02148l.htm

[9] https://www.gazzettaufficiale.it/eli/id/2008/01/04/007G0259/sg; with the Legislative Decree 251/2007, Italy implemented the Directive 2004/83/EC on on minimum standards for the qualification and status of third country nationals or stateless persons as refugees or as persons who otherwise need international protection and the content of the protection granted.

For the recognition of professional qualifications, diplomas, certificates and other qualifications obtained abroad by refugees or subsidiary protection holders, the competent administrations identify appropriate systems of assessment, validation and accreditation that allow titles recognition, in accordance with the article 49 of the President of the Republic's decree n.394, 31 August 1999, even in the absence of certification by the State in which the qualification was obtained, where the interested party proves that he cannot acquire said certification.

In Italy, a reference role regarding the recognition of qualifications of international and international protection holders students is represented by CIMEA:

In 1986 CIMEA was appointed by the then Ministry of Public Education as the official Italian centre dealing with the NARIC - National Academic Recognition Information Centres network of the European Union and the ENIC - European National Information Centres network of the Council of Europe and UNESCO. As deliberated by Article IX.2 of the Convention on the Recognition of Qualifications concerning Higher Education in the European Union, the Ministry of Education, University and Research - MIUR has entrusted CIMEA with the task of conducting the activities of National Information Centre concerning the procedures of qualification recognition currently in force in Italy, the Italian higher education system and the qualifications awarded at a national level.[10]

Among its many different tasks, CIMEA is member of the Working group on the Recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation, working within the Council of Europe[11]. Beside the service activated by the Ministry of Foreign Affairs and International Cooperation (MAECI) for the request of Statements of Validity (Dichiarazione di Valore) for refugees and international and subsidiary protection holders, CIMEA too offers services related to recognition of qualifications held by refugees[12]:

- *CIMEA, via its own service of statement of comparability and certification of qualifications - Credential Information Service – International - produces, free of charge, "Statement of Comparability" of foreign qualifications for persons with refugee status, subsidiary or international protection holders and detainees.*

- *CIMEA has also sponsored and activated the National Coordination for the Evaluation of Refugee Qualifications (CNVQR)*[13] *: an informal network of experts from the administrative sector who operate inside higher education institutions and who deal with recognition of qualifications, to share evaluation procedures, problem cases,*

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[10] http://www.cimea.it/en/chi-siamo.aspx
[11] *idem*
[12] http://www.cimea.it/en/servizi/procedure-di-riconoscimento-dei-titoli/riconoscimento-titoli-dei-rifugiati.aspx
[13] Pavia Univesrity takes part in this Coordination.

sources of information and methodological practices in cases of evaluation of qualifications held by refugees, even in cases of little or no documentation.

- *CIMEA started the trial phase of the Academic Pass of Refugee Qualifications that, through the development of an innovative procedure, allows the evaluation of qualifications held by refugees also the case of missing or partial documentation.*

Starting from 2015, in conjunction with the so-called European refugee crisis, the initiatives of individual universities for the inclusion of students with international protection have multiplied (as we will see better later). Among the initiatives undertaken at the national level, the most significant one certainly concerns the Memorandum of Understanding[14] signed in Rome on July 20th 2016 by the Conference of Italian University Rectors (CRUI) and the Italian Ministry of Interior that, since the academic year 2016/2017 offers yearly 100 scholarships for students with international protection to enroll in Bachelor, Master degree and PhD programs in Italian Public Universities.

Another initiative of national importance is that undertaken by UNHCR (United Nations High Commissioner for Refugees) in the last months of 2019. It is the drafting of a "Manifesto of the Inclusive University" and its promotion among Italian Univerisities, with the aim to: *promote refugee access to university education and research, and promote social integration and active participation in academic life.*[15] The general principles of the manifesto are: equality and non-discrimination, reception, knowing, integration, enhancement of differences, participation. The programmatic points refer instead to: support for students with international protection, support for the recognition of qualifications, scholarships and other incentives, humanitarian corridors for teachers, students and refugee researchers, participation.

The Manifesto of the Inclusive University, as proposed by UNHCR Italy, also proposes to strengthen the exchange of knowledge and good practices among universities and between universities and reception operators. To date, over 34 universities have signed the Manifesto.

Among the programmatic points of the Manifesto, it is suggested the activation of educational corridors that allow refugee students and scholars to reach Italy safely to continue their study and research activities. An example of good practice in this sense, is represented by the project of the University Corridors for Refugees (UNI-CO-RE), promoted by the University of Bologna. Ministry of Foreign Affairs, University of Bologna, UNHCR and the Italian Caritas signed a Memorandum of Understanding aimed to support the arrival in Italy of five students from the University of Macallè, allowing them to continue their studies by attending a two-year specialization course at the University of Bologna and to become part of local social context.[16]

1.2. Legislation framework of the local city/community

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[14]http://www.libertaciviliimmigrazione.dlci.interno.gov.it/sites/default/files/allegati/20_7_16_protocollo_definitivo_crui.pdf

[15] https://www.unhcr.it/wp-content/uploads/2019/11/Manifesto-dellUniversita-inclusiva_UNHCR.pdf

[16] https://www.unhcr.it/UNICORE

In order to better accommodate the growing number of international students and visiting professors, the University of Pavia and the Pavia Police Headquarters signed an agreement that consolidates their collaboration. With the new agreement, the two institutions are developing an innovative system, also digital, to facilitate access to the immigration office of the Questura (Police Headquarters) and to optimize the time needed to issue residence permits to foreign professors, researchers and students who are in Pavia, Italy for study or research purposes.This is the first example in Italy of an agreement between the University and the Questura on these issues. The two institutions have developed an effective system that will allow students and teachers to shorten the waiting time for the requests for the residence permit.

1.3.   University framework/guidelines

Pavia University in the current academic year counts 2164 international students. Among them 8 are international protection holders. Beside 10 international master degrees in English University of Pavia participates in different programs and has activated several projects in the field of internationalization. Here are some of the most representative ones[17]:

- *Erasmus Plus:* an extensive European program which promotes the exchange of students and teaching staff, offering a wide range of Erasmus formulas.

- *Student Exchange Programs:*operating primarily with technologically advanced non-EU countries, such as Australia, Japan or USA.

- Fund for Cooperation & Knowledge: a unique project offering periods of study / placements in developing countries. The University of Pavia is the only university in Italy to promote such an initiative.

Every year in september the International Relations Division organizes the International Students Welcome Week, a four-day event to welcome and inform international students in Pavia, both exchange students and degree seekers. The Welcome Week is then followed by a Study Abroad Infoday seminar in late November, for students willing to go abroad for an exchange/ placement experience.

Two important tools adopted by the University of Pavia to support the enrollment and the inclusion of international students are *Dream apply* and the *Managers of Internationalization.*

- *Dream apply*: the marketing and recruitment division of the IR office, has decided to introduce a new tool to simplify and smarten our Admission office work with the goal to increase the number of international students. The application portal is called DreamApply; it is a professional and flexible online platform capable of managing the

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[17] For the complete presentation of the internationalization activities of the University of Pavia, compare
https://apply.unipv.eu/en_GB/news/new/7-prospectus-unipv

whole application process and admission cycle for prospective students who wish to apply to one of our courses at the University of Pavia.

- *Managers of Internationalization:* the University of Pavia hired five project managers to be placed in the departments with the highest number of international students that could help connect administrative staff, students and teachers on all levels: from the first approach to the university just for information, on the admission process, on enrolment and on the everyday activities. The general idea is not to invent new services just for international students but to empower the existing ones so they can support a wider and more different student audience. The international manager group worked on the admission process helping the implementation of an application portal; they worked with the administrative staff to make sure that language would not be an obstacle and translating as much as possible in regulations, announcements and everyday conversations.

Concerning the issue of cultural diversity into the University, Pavia is currently involved in the ERASMUS+ project DIGIPASS[18]. Among its goals there are that to improve transversal skills, social and civic awareness, digital skills and media literacy, and that to develop innovative learning approaches such as gamified reflective tools focussing on cultural adaptation and immersion, mental health issues, risk assessment including health and safety, and reflective tools to help students express the employability benefits.

Finally, about the inclusion of refugee students, University of Pavia started with a reception experience in the academic year 2015/2016 giving to a significant number of refugees the opportunity to attend a bachelor or a MA course with exemption from all university fees for the legal duration of the course. University of Pavia with some related organizations also offered to these students free stay for the same period within the campus, tutoring activities, free access to all university canteens and sports facilities;paid work experience in various departments.

For this initiative, the University coordinated with the national Protection System for Asylum Seekers (SPRAR) set up by the Home Office and the National Association of Italian Municipalities (ANCI). The initiative addressed those students who had already acquired international protection and who have already completed preparatory studies in their home country. In the a.y. 2015/16 the students enrolled were 15. The following year, with the support of a private foundation (the Bracco Foundation), the project was extended to 5 other students.

Currently 7 are finishing their studies, 5 have graduated, while the others have abandoned the project.

The project has been able to gather momentum and amassing significant support and contributions, not only from teachers, but also from other students of the University, student

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[18] https://web.unipv.it/internazionale/collaborazioni-internazionali/finanziamenti-e-progetti-europei/digipass-copy/

associations, and Pavia civil society, enabling these young refugees to become part of both the student and city community.

During these first years of the project, some obstacles to the full inclusion of this particular student population also emerged, as shown by the cases of students who abandoned the project. It is precisely from a reflection on these obstacles that University of Pavia now intend to start by systematizing this "experimental" experience and involving new students.

Best practices (for projects/initiatives/programs at local/other regional universities)

Starting from 2015, in conjunction with the so-called European refugee crisis, the initiatives of individual universities for the inclusion of students with international protection have multiplied[19] in these sectors:

- Information and orientation
- Governance and policy
- Scholarship
- Participation
- Recognition of qualification
- Activation of educational corridors

For the preparation of this report, we asked the Italian universities involved in projects in favor of refugee students to send us good staff training practices they put in place. We received the form filled about the staff training week "Integration of Refugees: the role of Universities" organised in the framework of the Erasmus+ project inHERE – Higher Education Supporting Refugees in Europe (https://www.inhereproject.eu/), implemented by UNIMED, Sapienza University, University of Barcelona, Campus France, European Universities Association

Title	Staff training week: Integration of Refugees: the role of Universities
Location	Italy, Rome
Organisation/Institution	The Staff Training Week has been organised in the framework of the Erasmus+ project inHERE – Higher Education Supporting Refugees in Europe (https://www.inhereproject.eu/), implemented by UNIMED, Sapienza University, University of Barcelona, Campus France, European Universities Association

[19] See the Refugee Welcome Map realized by the European University Association, https://eua.eu/101-projects/541-refugees-welcome-map.html

Contact Data	Cristina Stefanelli UNIMED - Unione delle Università del Mediterraneo c.stefanelli@uni-med.net Tel. +39 06 68581430
Target Group/Context	The training was aimed at academic and administrative staff in Europe willing to enhance the role of their universities in the integration and support of refugees
Content/Learning Outcomes	The staff training week was aimed at strengthening knowledge sharing, peer-support and academic partnership to facilitate integration and access of refugees in European Higher Education Institutions. The main objective of the training was to provide university actors with a set of instruments to enhance the role of European universities in the integration and support of refugees. The training is aimed at academic and administrative staff. The programme included five sessions on the following themes: - Session 1: Definitions and Legal Information - Session 2: Access to Higher Education - Session 3: Recognition of credits and qualifications - Session 4: Socio-Economic Integration-Psychological support - Session 5: Overarching Diversity Management Along the week, participants were provided with opportunities to learn from testimonials from European Universities on their experiences about refugees integration.
Resources needed	Time, Facilities, Equipment, Staff: Trainers, counsellors etc. The staff training week has been delivered on April 16-20, 2018. More information is available at: https://www.inhereproject.eu/training/staff-training-week
Evaluation of the Methodology	What are the goals? Are they evaluated? How? What are the methods of outcomes tracking? Learning Outcomes: Key Learning Outcomes - understand the refugees phenomenon and its legal and social implications - apply strategies to capitalize single initiatives and create synergies among them - appraise CVs and academic titles of refugees - set up initiatives to improve the access of refugees to university

2. **Interview Study**

Interviewees:

➤ 10 employees (3 from administration, 3 lecturers, 3 student representatives/assistants + 1)

➤ 5 refugees/international students

Questionnaires can be send out or implemented in an actual interview-situation in either English or the national language. The partners document the results and summarize them into a short report.

For the need analysis, we realized 16 interviews:

- 4 lecturers teaching both in bachelor and in MA courses, in the fields of biology, economics and engineering;

- 5 member of administrative staff (4 working as internationalization managers, 1 for the University cooperation centre);

- 2 students representatives from the MA course in World Politics and International Relations (which are at the same time international students);

- 5 refugee students.

Before proceeding with the analysis of the interviews, it seems appropriate to report an obstacle to the inclusion of international students and refugees underlined by all categories of respondents: the issue of the obtainment of VISA and necessary documents to reach Italy. Even is the overcoming of this obstacle is not one of the objectives of the MUSIC project, we think it should be stressed because it appears to have a significant influence on the paths of international students. All the interviewees insist on the difficulties in obtaining the necessary documents to enter Italy, in particular the visa, with the consequent arrival in Italy in many cases when the courses have already started.

2.1. Administrative employees

The administrative staff interviewed for this research is made up of figures who are in charge of supporting international students and refugees and, for this reason, do not highlight great difficulties in interacting with this student population. However, single episodes or situations can occur in which it is more complicated to act, such as in the context of issues related to gender and religion:

Just recently I had the case of a student who, for religious reasons, was uncomfortable having to attend a mixed laboratory. I didn't know how to behave ... I had to "take the measures" and then I acted for good sense..

Only the student secretariat knows the legal status of the enrolled students, but according to the interviewees, this data should be visible to all administrative staff, in order to be able to respond to particular bureaucratic problems immediately in the most correct way for the kind of status.

As for the teachers, also for the technical-administrative staff the main difficulty for international students regards the familiarity with the new university system:

Indians and Chinese are struggling to understand our middle ground. For example, the fact that you can do something even if late, for them then means that you can postpone it forever...

As for the colleagues of the administrative staff, they sometimes show impatience towards foreign students, both for their uses and customs, or for reasons more related to their enrolment at the University of Pavia:

Some colleagues have problems with the strong smell ... probably the students bring spices with them for cooking and their clothes, at least at the beginning, have a strong smell ... some colleagues show annoyance ... they are not prepared for internationalization...

International students have a personalized service ... they take up scholarships ... and for this reason they are frowned upon by the rest of the administrative staff. Of course, if the administrative services worked better, there would be no need for services dedicated to international students

Like the teaching staff, the administrative staff interviewed also believe that there is a linguistic barrier in the access of international students to administrative services. The knowledge of the English language of the administrative staff is considered in many cases insufficient as regards the relationship with this student population.Thus, it happens that even for bureaucratic procedures valid for all students, international students must request the support of personnel who deal with the services dedicated to them:

International students are seen as "our" students (of internationalization managers) and not as students of an international University, whose students come from all over the world. There is no sense of belonging...

The linguistic question also concerns official communications:

.. communications to the academic community, communications from the Rector (such as those of now on the covid19 epidemic) are always and only in Italian ... we have to get used to thinking like an international University.

There is also, according to the administrative staff, a final linguistic difficulty, which directly affects some students. There are in fact some particular situations, such as those of refugee students, which enrol in Bachelor courses that are held in Italian. Often these students have an inadequate knowledge of the Italian language for university study.

From the point of view of cultural diversity there are two aspects, which, according to the administrative staff, have perhaps been underestimated by the University: it is the religious and psychological aspect:

... Muslim students asked for a space to pray ... Indians asked if there is a temple in Pavia ... A temple?!? what kind? I don't know, maybe the religious question has been underestimated...

Some students have shown psychological difficulties ... tools would be needed. To date, during the welcome days we mention the issue of culture shock, but there is no dedicated service.

The administrative staff believe that they do not receive support from the University regarding work with international students:

The University certainly has the merit of having created figures dedicated to international students, but then we had to create the contents and strategies, with common sense and our goodwill.

Also with regard to participation in courses related to the theme of interculture, the interviewees report that they have never taken part in initiatives of this type organized by the University of Pavia. Some of them, however, participated in training sessions on these issues during staff training and international conferences. They are convinced that these would be useful training moments for all university staff. According to them, the theme of communication should be at the center of these courses, not only intended as communication strategies, but also as an attitude to be spread among the staff towards international students.

As for communication strategies, the need of the administrative staff is to have tools that help to communicate with international students, taking into account the meaning that some situations, some words and some gestures have in different contexts of origin and study.

2.2. Teachers, lecturers and professors

Teaching staff do not perceive to encounter particular difficulties in teaching in an intercultural environment, while they perceive difficulties among international students attending their courses. These difficulties are mainly related to the facing a new and different university system and not to the way in which professor teach and act, so teaching staff tend to not consider these difficulties as their matter. These difficulties concern in any case the approach with a different education system compared to that of the context of origin.

There is an initial shock; they do not know the rules of the game. For example, some students do not understand our exam call system ... for example you can take an exam as often as you want ... in many countries, it is not so. On the other hand, in other countries you can do the exam with the open book, because you are asked to solve the problem, not to know the formulas by heart ... instead in our country we insist more on remember many notions...

Often foreign students are very formal, they do not know how to approach teachers, what they can ask and what they cannot…

Professors interviewed do not believe they have prejudices towards international students or refugees. At the same time they believe that among their colleagues there is someone who has:

For example, some of my colleagues believe that Indian and Pakistani students are sexists - female colleagues feel delegitimized - and that they boast about their levels of preparation than they actually have

As for the language issue, the teachers believe that there are no problems for those international students who enroll in master's courses in English in following the courses, because their English is generally sufficient for this purpose. The problem instead arises with the knowledge of the Italian language:

Often the students who come to follow our courses in English do not know Italian, this is a problem especially as regards bureaucracy because part of the University staff does not speak English.

None of the teachers interviewed has ever attended courses on the topic of cultural diversity in the university environment. None of them is aware that the University of Pavia has ever organized them, however they believe it would be useful courses. The contents of these courses should relate to the provenance of these students, their backgrounds and the mechanisms for interacting more easily with them.

Furthermore, the teaching staff admits that they do not have a complete knowledge of the services and activities organized by the University to encourage the inclusion of international students and refugees. A better internal communication on this topic could be help to overcome this obstacle.

A further suggestion from the teaching staff to make the University more inclusive is to increase the number of extracurricular activities, also of a recreational nature. These activities should not be only addressed to international students and refugees to make them feel welcomed, but open to the whole academic community and to citizens, to encourage exchange and mutual knowledge between the different components of the University and between the University and the local context.

2.3. International students and refugees

In general, the international students and refugees interviewed consider their experience at the University of Pavia positive. They declare that they felt welcomed both by the staff, teacher and non-teacher, and by the other students. At the same time, the interviews with international students and refugees from the University of Pavia confirm the centrality of some issues observed also by teaching and administrative staff.

The first one is the encounter with a new and different higher education system:

I was having some little challenges, due to the curriculum /structure of the courses. It was little bit different from my formal school where I come from. But I was able to integrate into the system very fast, because the professor's and the students were very happy to receive me. And the environment was also conducive for me to learn.

The biggest challenge, in my opinion, for both international students and refugee's at the university is understanding and getting used to the university system here in Italy. The way classes are scheduled or how exams are taken I have noticed have made some of the new students a bit skeptical about how they should approach their new studies

The second issue is related to language and communication. The interviewees noted both linguistic difficulties for those refugee or international students who undertake courses of study in Italian, as well as communication difficulties in using some services due to the lack of knowledge of the English language by some members of the administrative staff.

Both with teachers and with classmates I have always had difficulty communicating. I would like to speak excellent Italian but I am not always able to and I am very ashamed to say even a few words. So I'm always silent in the classroom. I've always had many questions, but I'm always afraid of making mistakes. Then the oral exams, in front of all my classmates, are for me the most terrible things that exist

I will suggest to the university authorities the offices whereby they receive international students, they should assign a administrative staff to that office who has knowledge of different language skills. Specially English most of these international students they find it difficult to express their problem to the staff with the Italia language. There is a big communication problem between the students and the staff.

The meeting with a new higher education system and, in particular with its bureaucratic dimension, is one of the major challenges for international students and refugees also from the perspective of student representatives

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Personally, the biggest challenge for me in dealing with international students and or refugees at the university is helping explain to them the process in which we all have to go through with our documents (may it be for both the university and residential/travel documents). There are many documents and processes that new students must know about when coming into the university/Italy. It is not annoying explaining to them all the steps they must take to do one document, but rather I worry if I am able to explain to them comprehensibly what they must do step by step.

Even among the students and their representatives, no one took part in training on the themes of diversity, intercultural communication and inclusion, while everyone agrees in recognizing their value and usefulness. In particular as regards the issue of inclusion, a refugee student suggests a reflection on the use of the "refugee" label within the University:

One of the biggest difficulties was having to live daily with the refugee student label (knowing that it is pejorative in the heads of many people)

Finally, all the students interviewed stress that it would be important for the University to organize a greater number of extracurricular activities, both educational (evening courses, workshops ...) and playful (aperitifs, parties, sporting events), to create relations with other students (local and international) and as opportunity to know each other's background.

In conclusion, a training course for teaching and administrative staff that can help make the University more inclusive should work on:

- Prejudices in University's staff and students and improve their knowledge of "other" background;

- Instruments to help international and refugee students to became familiar with the local education system and its "etiquette";

- Communication strategy, helpful in case of lack of knowledge of languages (both in staff and international students) and to improve the possibility to understand the other.

- Extracurricular activities, informal opportunities for students, local, international and refugee, to know each other;

- Internal communication in the academic institutions, making every part feeling to be a member of an international and inclusive community.