

inHERE HIGHER EDUCATION SUPPORTING REFUGEES IN EUROPE



Organisations: UNIMED, Sapienza University, University of Barcelona, Campus France, EUA

Conference on Higher Education and Refugees in the Mediterranean region, 26-27 September 2017 - Beirut, Lebanon

BRIEF PRESENTATION

WHY inHERE

In the current refugee challenge in Europe, the social dimension of Higher Education (HE) is concerned with providing opportunities for refugees to participate in the European Higher Education Area (EHEA), preparing them for a life in Europe but also equipping them for the “day after”, in case they will return to their countries.

For this to happen, 3 strategic gaps must be closed:

- **Understanding gap:** successful patterns of refugees integration in HE must be mapped, analysed, integrated in academic partnership
- **Sharing gap:** flows of information among HE staff and policy makers must be facilitated and based on relevant orientation
- **Mainstreaming gap:** successful practices of supporting refugees integration must be made visible as ways to be scaled up

OVERALL GOAL

inHERE strength knowledge sharing, peer-support and academic partnership to facilitate integration and access of refugees in European Universities.

SPECIFIC OBJECTIVES

- **Collect** and analyse good practice examples of HE approaches and initiatives in wide range of urgent situations, focusing on refugees and displaced students, facilitating the identification of successful patterns of integration which have the potential to be easily scaled up;
- **Sensitise** HE governance, facilitating communication and institutional support within and outside the university;
- **Provide relevant orientation** and training to the university staff, to empower universities so that they are able to take an active stand and further replicate successful approaches and practices;
- **Mainstream** results, achievements and recommendations to HE institutions, HE networks and HE policy makers on the strategies that can be put in place to integrate refugees in higher education, therefore increasing the social dimension of the EHEA.



01
GOOD PRACTICE
CATALOGUE



02
LIVING LAB



03
GUIDELINES FOR UNIVERSITY
STAFF MEMBERS



04
RECOMMENDATIONS

Expected outputs of the inHERE project

OUTPUTS

1. Good Practice Catalogue (GPC)

The aim of the catalogue is to serve the academic communities in Europe and beyond as a source of information and inspiration, enable exchanges and collaboration between interested parties. The catalogue also lay ground for the measures generating the other intellectual outputs described below, as it helps to identify both good practices and expertise on issues. While this intellectual output is focused on refugees, it is also of interest for a more general discussion on the preparedness of higher education to welcome and include migrants, and regarding the issues of integration strategies and diversity management in general.

2. Living Lab

The living lab is intended to be a user-centred, open-innovation ecosystem where staff members from different universities in Europe will design, explore, experience, refine and evaluate new practices and policies in real-life scenarios for evaluating their current or potential action plans to facilitate the integration of refugees in higher education. Two modalities will be used to prompt the living lab functioning: webinars and multiplayer events.

3. Guidelines for University Staff Members

The document is a set of guidelines to improve or initiate assistance activities for integrating refugees' students within the university. The guideline will be an important tool to spread the project results and lessons learned throughout Europe and to motivate and guide other higher education universities in implementing their refugees-related actions as well as to raise stakeholders' awareness about opportunities and strategies for the integration of refugees in higher education.

4. Recommendations

Recommendations to HE institutions, HE networks and HE policy makers on the strategies that can be put in place to support the integration of refugees.

BRIEF PRESENTATION

TARGET GROUP

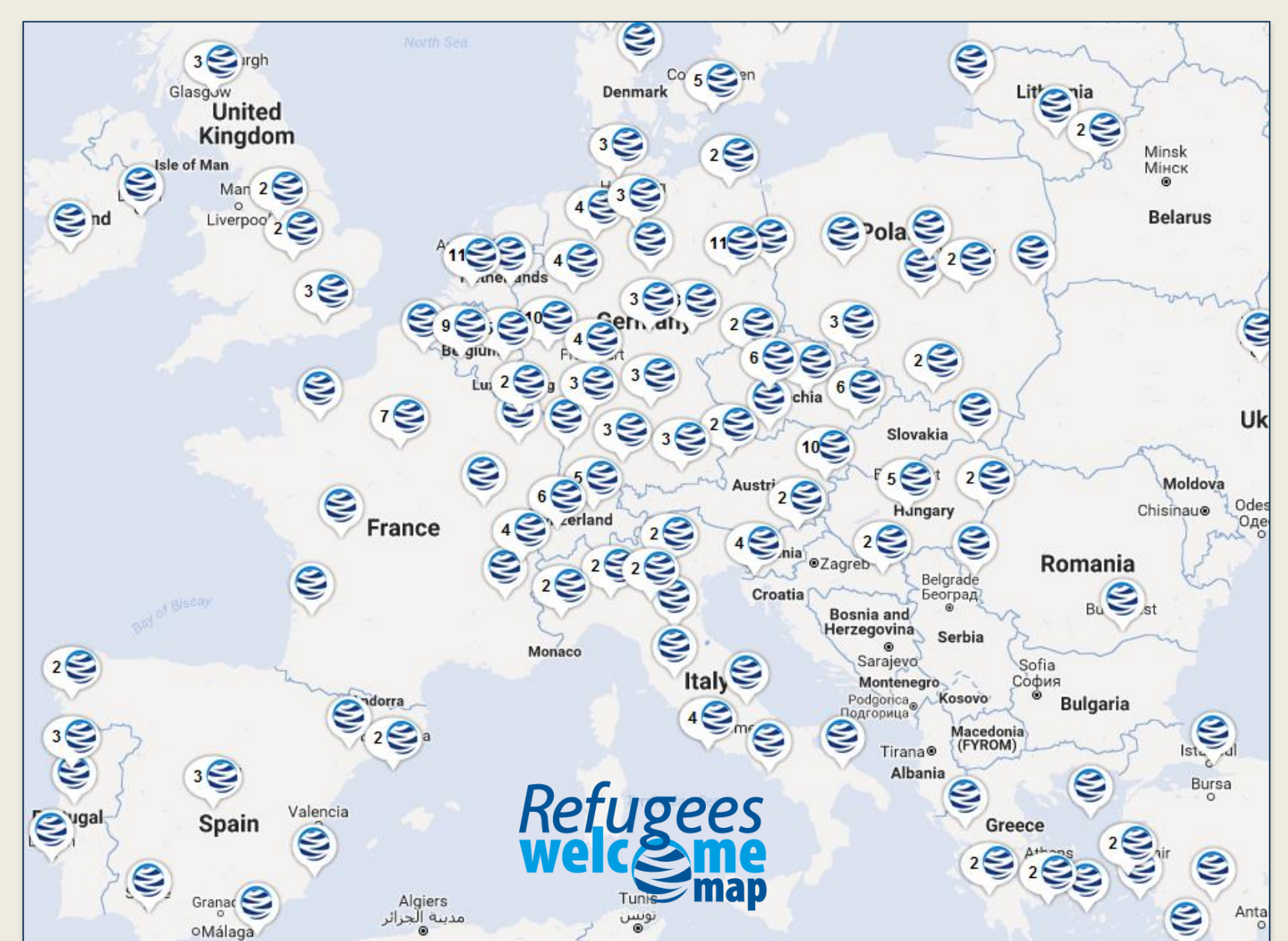
European Higher Education staff and faculty members (e.g. staff working in the International Relations Office, welcome office, admission office, career office, etc.) who are working on refugees students related issues, or who are willing to initiate integration actions

LOCATION

Europe

DURATION

From September 1, 2016 to August 31, 2018



EUA's Refugees Welcome Map – Your initiative counts
<http://refugeeswelcomemap.eua.be/map>

RESULTS / LESSONS LEARNED

The inHERE Good Practice Catalogue (GPC) is the first main output of the project. It is the product of an in-depth analysis of almost 300 initiatives from 32 countries of higher education institutions and organisations committed to welcoming refugees that have participated in EUA's Refugees Welcome Map Campaign up until early 2017. The map continues to be open for submissions from institutions worldwide.

Cases for the Good Practice Catalogue have been arranged under 11 topical categories and have been selected on the basis of a set of criteria, focusing on impact with regard to the integration of refugees into study and social life. Beyond the numbers of refugees reached, criteria for selection have been the potential for upscaling and transferability, response to the actual needs of the refugee populations, collaborative and sustainable initiative structures, and insertion into the university mission.

The Good Practice Catalogue can be consulted at:
<https://www.inhereproject.eu/outputs/good-practice-catalogue>

INFORMATION

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SOCIAL MEDIA #inHEREproject

SELECTION CRITERIA OF GOOD PRACTICES

Evidence based	<ul style="list-style-type: none">• Based on the needs of hosted refugee populations, their interests, demand and expectations in higher education.• Rooted in the local or national context, in terms of e.g. migration, integration, and/or higher education policies.
Practice tested	<ul style="list-style-type: none">• Building upon the adaptation of practices or activities previously established in the higher education institution, e.g. for other groups of non-traditional learners, or as part of internationalisation.• Yet, in many cases containing innovative elements specifically developed for refugee students and researchers.
Sustainable	<ul style="list-style-type: none">• Set up in a sustainable fashion, in terms of funding models and long-term planning.• Having the potential to be replicated and broadened in scale.
Collaborative	<ul style="list-style-type: none">• Developed or implemented with other institutions, local or regional actors, such as NGOs, municipalities, reception centres, etc.• Involving the hosted refugee population in the development and implementation of the initiative.
Strategic and linked to the university mission	<ul style="list-style-type: none">• Linked to, or being underpinned by the university mission, its strategic goals and its understanding of the institution as a societal actor.• Developed as part of an overarching strategy for higher education inclusion, specifically for refugees, or generally for disadvantaged groups, considering a wide range of aspects from outreach and recruitment, to services and learning and teaching practices for retention and study success.
Transferable	<ul style="list-style-type: none">• Potential to be up-scaled or transferred to other higher education institutions or organisations linked to tertiary education, in terms of cost of implementation, national policy contexts, institutional realities and different groups of disadvantaged learners.

CATEGORIES OF THE GOOD PRACTICE CATALOGUE

Recognition	Access to higher education	Financial support for refugee students	Language and bridging courses	Integration measures	Employment opportunities for refugee researchers and academic staff	Online learning for refugees	Strategic approaches	Employability	Humanitarian work	Collaboration

FUNDED BY



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