Data analysis on Policies for integrating cultural diversity in Higher Education (WP4)

June 2018

CONTENTS

Note for the readers

The HE4U2 project aims at integrating cultural diversity within Higher Education. Given the intrinsic nature of the project, terminology can represent a challenge. Some of the terms used in the report refer to specific scientific concepts even if they could be considered controversially in the research literature. Furthermore, some of them are also used in everyday language and have therefore a meaning of common sense that could have a different connotation depending on the culture or the country.

The project required partners from different countries, histories, cultures and scientific background (sociology, psychology, education sciences, political sciences, etc) to make a significant effort of translation and adaptation, in order to understand each other. An additional effort of translation was also done into the used common language English.

INTRODUCTION

Higher education policies for the inclusion of ethnic minority learners

In 1988, 388 European universities signed the Magna Charta Universitatum establishing common shared academic values and purposes for universities. Among these, the fourth principle states: "A university is the trustee of the European humanist tradition; its constant care is to attain universal knowledge; to fulfil its vocation it transcends geographical and political frontiers, and affirms vital need for different cultures to know and influence each other" (Magna Charta Universitatum, 1988, p. 2). This document was taken up in 1999 by the European Ministers of Higher Education who made the mobility of students and teachers an essential element in the construction of a European Higher Education Area (Bologna Declaration, 1999).

Throughout the interministerial reports from 2001 to 2015 for the follow-up of the Bologna process, Ministers have continually reaffirmed and promoted the importance of the cultural diversity that characterises Europe, the need for dialogue and an intercultural understanding by affirming a common cultural base (the humanist tradition and democratic values) that brings together all 47 countries involved in the process today, while respecting national historical and linguistic diversity.

The economic and financial crisis of 2008 prompted ministers to pay close attention to the social dimension of higher education and the inclusion of under-represented groups:

"Access into higher education should be widened by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies. This involves improving the learning environment, removing all barriers to study, and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels" (Louvain-la-Neuve Communiqué, 2009, p. 2).

The introduction of the concept of inclusion in the interministerial communiqués in 2010 coincides with the adoption by the European Council of the Europe 2020 strategy (European Commission, 2010): "We commit ourselves to working towards a more effective inclusion of higher education staff and students in the implementation and further development of the EHEA" (Budapest Communiqué, 2010, p. 2).

Finally, the refugee crisis (starting in 2015) led ministers to identify immigration issues and demographic change as a challenge for the European Higher Education Area by promoting intercultural understanding and by inviting educational institutions to adopt pedagogies adapted to the increasing

diversity of the types of learners they host: "Making our systems more inclusive is an essential aim for the EHEA as our populations become more and more diversified, also due to immigration and demographic changes. We undertake to widen participation in higher education and support institutions that provide relevant learning activities in appropriate contexts for different types of learners, including lifelong learning" (Yeveran Communiqué, 2015, p. 2).

HE4U2: The project

The European project "HE4u2 - Integrating Cultural Diversity in Higher Education[1]" (2015-2018), co-funded by the Erasmus+ Programme, Key Action 3, intends to make teaching and learning in HE more diverse, responsive and competitive by

- analysing and comparing current policies already in place,

- integrating inclusive pedagogies into existing curricula,

- developing CPD courses for HEI staff, and

- writing policy recommendations

Figure 1 shows a synthesis of the work package structure and related deliverables of HE4u2.
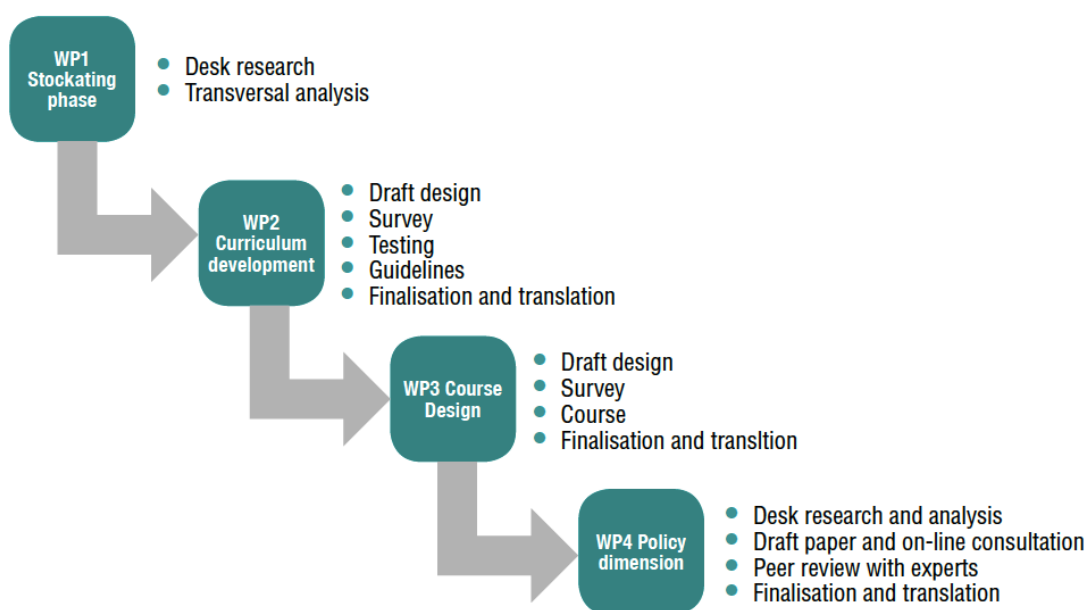
Figure 1. Work package (WP) structure and related deliverables of HE4u2 (Royo, Uras 2016)

The adopted approach during the HE4u2 project is both holistic and pragmatic, which is characteristic of action-research: it is based on surveys conducted with scientific rigor and method, collecting the points of view of university students and academic staff, based on the current practices within 7 universities, on 21 curricula innovations and on 7 practical CPD course implementations, but it relies on feedback and analysis of these experiments, i.e. the research and practices 'wheels' of *Figure 2*.

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[1] http://he4u2.eucen.eu/

Figure 2. *Articulation of Practices, Research and Policies in HE4u2 project (Bernal et de Viron 2017)*

The policy dimension is embedded in all the project phases: the aims are firstly to inventory existing policies within countries and institutions dealing with HE cultural diversity integration and secondly to analyse if and how these policies could support or facilitate the development of

- the interesting practices outlined in WP1
- the implementation of new practices inspired by the literature survey done in WP1
- the learners' needs or expectations identified in WP2
- the pedagogical/curricula innovations developed in WP2
- the generic CPD HE staff course proposed in WP3.

The policy dimension developed in WP4 of the project was carried out from the beginning of the project (January 2015), and explicitly addressed since November 2016. The main objective of this action-research was to determine how the current regulation of policies in the 7 countries (Austria, Belgium, Finland, Germany, Greece, Ireland and Portugal) and at EU level contribute to integrate cultural diversity within HE, i.e. promoting or supporting inclusion of learners or teachers from minorities, from under-represented groups, with experience of migration. It means to focus on the 3rd wheel of Figure 2 (Policies), and to answer the following questions:

- Do the current policies help/assist universities' actors[2] to facilitate the integration of cultural diversity into curricula, to foster cultural inclusivity on institutional level, to share and disseminate relevant and innovative practices within institutions, to nurture a culture of integration?

- How could those policies be improved or could their implementation be improved?

This report starts with the presentation of the method used to collect relevant policies in the 7 partner countries and at European level (chapter 1). It continues with the analysis of the policies country per country, highlighting the most relevant policies and describing them (aims, relevance, improvement) (chapter 2). Chapter 2 provides a synthetic and coherent view of the policies in place, relating to cultural diversity in the higher education landscape of each of the 7 countries represented in the project. Chapter 3 presents a cross-sectional/transversal analysis of collected policies and highlights some overall results. A more in-depth analysis of the results is presented in chapter 3 using a conceptual framework of contextual change management (Pettigrew and Whipp, 1993) and intercultural education (UNESCO, 2016). This analysis also includes all the possibilities for improvement mentioned by the partners in their data collection. Chapter 4 ends with a set of recommendations regarding policies and policy implementation, in order to make things visible, i.e. highlighting the relevant and well-adapted policies and proposing improvements of some others.

For the policy collection, the project partners decided to focus only on written policies (only documents, no interviews concerning policy intents) at 3 levels: European level, national or regional level, and institutional/university level. The collection is therefore mainly limited to documents from the so-called grey literature, but includes a large diversity of documents: laws, decrees, mission statement or regulations.

Furthermore, the policies collected are those dedicated to the management of diversity of students in higher education. Indeed, the project partners noticed in WP1 and observed in WP2 that even though minorities and migrants are the focus of this project, templates reveal widely different target groups. Moreover, we notice that definitions and concepts of minority students and migrant students vary in the partner institutions, also due to national and historical differences. This variety of interpretation of cultural diversity is a true methodological difficulty in this data collection, leading to a wide variety of documents and of target audiences. Furthermore, we work with the same assumption as in WP1 that "ethnic minorities and migrants are historically invisible in HE, and that their rights of participation and success may still not be ensured"[3].

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[2] Teaching or counselling or administrative staff

[3] See HE4u2, WP1: Transversal Analysis and Conclusions **http://he4u2.eucen.eu/wp-content/uploads/2016/04/HE4u2_WP1_d1.2_TransversalAnalysis_Final.pdf**

CHAPTER 1: Research Methods - the Guidelines

The HE4u2 partners were invited to fill out two report forms:

- The first one was dedicated to characterise, organise and synthetise the collected policy documents (laws or decrees, administrative rules, vision or mission statements of HEIs, and guidelines or recommendations) for managing inclusion of cultural minorities and integrating diversity within universities. For each selected paper, the abstract describes the 'diversity' strategies (intent, measures, target groups) and cultural minorities inclusion management (focus on specific units/departments, specific tools/instruments such as admission, study support for instance).

- The second one was a list of collected policy papers i.e. a table of content and a critical review of the partners' findings.

Each partner had to collect between 5 and 10 written policy documents targeting cultural diversity within Higher Education. The partner universities selected Higher Education policies at national/regional and institutional level in their countries, while Partner 1 (eucen) selected policies at European level. The documents are available in the national languages but a summary for each of them was prepared in English.

The policy documents collection was perfomed by using a well defined structured form: each policy is described by the following items:

- Category: it indicates the level concerned by the policy paper, i.e. International/European, national/ regional or university ones.

- Issuer: the issuer of the policy might be the EU commission, a government, a ministry, the university itself.

- Status: it indicates the kind of document, which could be a law or a decree/ an administrative rule/ a vision-mission statement (of a institution) /a recommendation or a guideline

- Aims: this item describes the partner's understanding of the issuer's intentions.

- Summary: it is a synthesis in English of the content of the selected policy (10-15 lines in English).

- Impact on practices: it indicates if the policy has already produced an impact on practices in the partner's institution. If yes, the practices are mentioned and eventually refered to one of the interesting practices collected in WP1.

- Relevance: it expresses the position of the partner, the reason why this document is selected.

- Improvement: it expresses the partner's perception how the selected policy development could be amended (2-4 lines), for example on:
  - Policy document (feasibility, relevance, …)

- - Legitimation (facilitators/enablers, communication, awareness, drivers…)
  - Implementation (resistance to change, stakeholders' acceptance, stakeholders' involvement)
- Classification: it indicates who the people concerned/covered by the policy are: students, academic staff or institution levels, and on which topic.

  The list of topics – i.e. the resources promoted by the policies - varies by categories of targeted people. This list is based on WP1 results and is the following:

  - for students: the policy support could consist of validation of informal learning; previous diploma recognition; pre-entry requisites; preparatory admission course; language learning; tutorials; manuals; scholarship grants; financial support aside from scholarship grants; students' representation (university bodies, course committee, peer mentoring within a course) or other
  - for academic staff: the policy could include pedagogical resources; support to transform didactic practices; in-service training for teachers assisting migrant or minority students; innovative opportunities for initiatives to reach out to under-represented groups; or other
  - for HE institutions: the policy could consist of support to diagnose the situation and understand the needs of different groups of students; support to collect data; train the staff; support for development of services, special departments; incentives for formulating a mission statement or institutional commitment; launching inner-institutional processes and discussions; or other
- Critical review of the partner's findings: the partners were invited to adopt a reflective and critical attitude on the results of their collection and make a global comment on it (15-20 lines)

CHAPTER 2: Results of the data collection by partner

European university continuing education network, eucen (BE)

EU1: Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education, adopted on February 17 2017.

Category: European

Aims:
To ensure inclusion respecting cultural diversity, to achieve a high-quality education for all, also in response to the Commission communication 'Improving and modernising education', ensuring inclusive education for all learners.

Summary:
The conclusions recall the political background as set out in the UN's Sustainable Development Goal (SDG), the ET 2020 Joint Report on education and training and the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. They state that education policy plays a key role in increasing inclusion and respect for diversity in the European Union and that ensuring inclusive high-quality education should be seen from a lifelong perspective covering all aspects of education. The document stresses that high-quality education and training for all based on inclusivity, equality, appropriate competences and values also encourages employability, innovative thinking, digital skills and competences, and contributes to the development of active citizenship. The conclusions also argue that equal opportunities for all are crucial, but not sufficient: 'equity' in terms of the aims, content, teaching methods and forms of learning being provided by education and training systems must be developed. It is also important to come up with concrete actions that address the needs of teachers and educators facing the increasing diversity in schools.

They invite member states to promote closer cooperation and innovative approaches between education and other relevant areas, such as culture, youth, sports, employment, welfare, security and other sectors working to promote social inclusion.

Relevance:
The Conclusions make explicit mention of the need "for more support to teachers, educators and other teaching staff to operate successfully in training systems that allow for flexible learning pathways and that respond to the different needs, abilities and capacities of learners", to "support teachers, educators and other teaching staff and foster their motivation and competences, including for example emotional intelligence and social skills, to deal with diversity (...)"and "the need to consider the use of curricula and pedagogical approaches that reflect social, cultural and other diversities of learners". It also stresses the need to "support higher education institutions in their efforts to increase participation and completion by under-represented groups, and promote the involvement by staff and students in civic engagement activities" and the need to "foster the integration of third country nationals, including recently arrived beneficiaries of international protection, in education, including through language learning".

Improvement:
Monitor implementation of the conclusions and suggest best practices.

Recommendations:
Ensure financial support to Member States and actors involved to implement the recommended change. Support collaboration with external actors. Consider the celebration of the Year of Inclusive Education or Year of Inclusion.

EU2: COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS on a renewed EU Agenda for higher education, published on 30 May 2017.

Category: European

Aims:
The communication sets out the Commission's perspective on how higher education needs to adapt to a changing world and help shape the Europe of the future. The overall aim is to urge Member States to provide high quality and inclusive education for all young people through a series of concrete actions, so they acquire the knowledge and skills needed to participate fully in society, are able to respond to new opportunities and challenges opened up for instance by globalisation and technological change, and can tailor their education to the needs of the labour market.

Summary:
The renewed agenda for higher education forms part of the Commission's broader strategy to support young people and strengthen the European pillar of social rights. It builds on the 2011 Modernisation agenda, whose ideas and objectives have fed into national policy-making, provided focus for EU cooperation in higher education and informed the design of the current generation of EU funding programmes, including Erasmus+. In the Communication, the Commission sets out its plans for a renewed higher education strategy in four key areas:

- Ensuring graduates leave higher education with the skill sets they and the modern economy need;

- Building inclusive higher education systems;

- Making sure higher education institutions contribute to innovation in the rest of the economy;

- Supporting higher education institutions and governments in making the best use of the human and financial resources available.

Relevance:
In the Communication, the Commission sets out its plans for four key areas, and one of these 4 areas is: "Building inclusive higher education systems". It states that "Higher education must play its part in facing up to Europe's social and democratic challenges. This means ensuring that higher education is inclusive, open to talent from all backgrounds, and that higher education institutions are no ivory towers, but civic-minded learning communities connected to their communities".

Under this section, the Communication states that "Making higher education systems inclusive also requires the right conditions for students of different backgrounds to succeed. This goes beyond the question of financial support for disadvantaged groups, although this is vital for those from low-income backgrounds. To promote successful completion of studies, higher education providers should take a holistic look at how teaching and assessment are organised, put measures in place to mentor students and provide academic and non-academic support".

Improvement:
Suggest best practices.

Recommendations:
Ensure financial support to Member States and actors involved to implement the recommended change. Support collaboration with external actors. Consider the celebration of the Year of Inclusive Education or Year of Inclusion.

EU3: Declaration by the European ministers of education on intercultural education in the new European context, outlined by the Standing Conference of European Ministers of Education, on "Intercultural education: managing diversity, strengthening democracy", adopted in Athens, November 2003

Category: European

Aims:
To make the necessary arrangements to take intercultural education into account as an important component of our education policies.

Summary:
In the declaration the Ministers of Education reassert the symbolic value of democracy as the underlying reference value for all states and, noting the diversity of European societies in terms of ethnicity, culture, languages, religions and education systems and the social conflicts and disagreements that result from different value systems, promote intercultural education as the means to avoid exclusion, marginalisation, and the problems of xenophobia and racism that afflict European societies.

The Declaration requests the Council of Europe to tailor its education programme and working methods in order to implement several strategies and actions, including:
- step up efforts in the area of the content of learning methods and teaching aids, in order to provide the member states with examples of educational tolos, making it possible to take the intercultural dimension of curricula into account;
- encourage research focusing on social learning and co-operative learning in order to take into account the "learning to live together" and intercultural aspects in all teaching activities;
- strengthen intercultural education and management of diversity within its programme of in-service training for education staff and encourage member states to contribute to this programme by organising seminars on topics directly linked to the aims of the declaration;
- encourage the development of professional competencies for the teaching profession, taking account of skills existing within a team linked to the roles

of learning facilitator, mediator, counsellor, partner and human resources manager.

Relevance:
The Declaration makes a clear mention of the need to strengthen intercultural education and management of diversity within the programmes of training for education staff.

Improvement:
Suggest best practice, monitor implementation

Recommendations:
Ensure financial support to Member States and actors involved to implement the recommended change. Support collaboration with external actors. Consider the celebration of the Year of Inclusive Education or Year of Inclusion.

EU4: 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) — New priorities for European cooperation in education and training, December 2015

Category: European

Aims:
The strategy aims to promote European cooperation and support the further development of education and training systems in the Member Stats, covering learning in all contexts.

Summary:
The European Commission proposes six new priority areas for Education and Training 2020, down from the 13 of the previous work cycle:

- Relevant and high-quality skills and competences for employability, innovation, active citizenship;

- Inclusive education, equality, non-discrimination, civic competences;

- Open and innovative education and training, including by fully embracing the digital era;

- Strong support for educators;

- Transparency and recognition of skills and qualifications; and

- Sustainable investment, performance and efficiency of education and training systems

Relevance:
The Report recognises how the arrival of people with diverse backgrounds is creating a challenge for the education and training sector and its stakeholders throughout Europe. For those migrants that stay in our countries, the integration into education and training is a crucial step towards their social inclusion, employability, professional and personal fulfilment, and active citizenship. In this context, facilitating the effective acquisition of the language(s) of the host country is a first priority. Furthermore, the successful integration of migrants also depends on the development of intercultural skills among teachers, trainers, school leaders, other members of educational staff,

learners and parents so as to ensure a greater readiness for multicultural diversity in the learning environment. The need for addressing the increasing diversity of learners and enhancing access to good quality and inclusive mainstream education and training for all learners, including those from disadvantaged backgrounds, those with special needs, migrants and Roma is highlighted, as well as the need to support educators through initial education and continuing professional development of educators, especially to deal with increased diversity of learners.

Improvement:
Monitor implementation, suggest best practices

Recommendations:
Ensure financial support to Member States and actors involved to implement the recommended change. Support collaboration with external actors. Consider the celebration of the Year of Inclusive Education or Year of Inclusion.

EU5: **COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS - IMPROVING AND MODERNISING EDUCATION**, December 2016

Category: European

Aims:
To modernise and strategically mobilise education systems, focusing on the investment in education, modernising and reforming different stages of education and accessibility of education.

Summary:
The Communication on improving and modernising education links outside the EC domain and emphasises the strategic of importance of education in the EU. Investing in education represents a society investing in its people and its future. The Commission recognises the achievements and progress of education and training systems across the EU in recent years. At the same time, it recognises that the latest results of the OECD PISA survey, released on 6 December 2017, and the EU's own Skills Agenda show there are still areas where education needs to perform better. In the field of higher education, increasing quality of teaching in higher education must be a particular focus and will require both investment and recognition of its value relative to research output.

Relevance:
The Communication points out how the increasing diversity of the student population makes professional teaching ever more urgent. Teachers need to be well prepared and trained for being able to cater for students with diverse backgrounds, expectations and needs.

Improvement:
Monitor implementation and suggest best practices

Recommendations:

Ensure financial support to Member States and actors involved to implement the recommended change. Support collaboration with external actors. Consider the celebration of the Year of Inclusive Education or Year of Inclusion.

EU6: INTEGRATING REFUGEES AND MIGRANTS THROUGH EDUCATION BUILDING BRIDGES IN DIVIDED SOCIETIES – Position Paper, September 2016

Category: European

Aims:
To call on EU Member States and other relevant actors to take responsibility, respect international laws and ensure integration of refugees and migrants into host societies through lifelong learning.

Summary:
The LLLPlatform calls on EU Member States and other relevant actors to take responsibility, respect international laws and ensure integration of refugees and migrants into host societies through lifelong learning.

The Paper observes that European societies are, and will continue to become, increasingly diverse. Throughout the last decades many people who experienced hardship in various spheres of their lives in their home countries came to Europe and it is likely that many will keep on coming. The Paper argues that not thinking of a holistic inclusion strategy that gives priority to the socio-economic and political integration of refugees and migrants in the fabric of the host countries is nothing but burying one's head in the sand. The Paper suggests to raise the issue and propose ways to tackle it according the following ideas:

- Education: a right for all, not a privilege for some
- Inequalities are a reality, but so is potential
- Tackling segregated educational institutions
- Intercultural dialogue as means to link diverse communities
- Intercultural competences: the essence of a constructive dialogue
- Overcoming the language barriers for full participation
- Validation and recognition, additional tools for integration
- Involving all actors to work on a common visión

Relevance:
The LLL Paper clearly points out the need to invest in initial and continuous professional trainings for teachers, educators and school heads, so that they are able to better take into account increasingly culturally and linguistically diverse environments.

Improvement:
n/a

Recommendations:
Dissemination of best practices. Promote the celebration of the Year of Inclusive Education or Year of Inclusion.

Critical review by eucen

The documents selected recognise how the arrival of people with diverse backgrounds is creating a challenge for the education and training sector and its stakeholders throughout Europe. For these migrants that stay in our countries, integration into education and training is a crucial step towards their social inclusion, employability, professional and personal fulfilment, and active citizenship. The increasing diversity of the student population makes professional teaching urgent: teachers need to be well prepared and trained for being able to cater for the needs of students with diverse backgrounds. The policy documents all concur to stress the fact that, when trying to ensure equal opportunities for all, the way in which education aims, content, teaching methods and forms of learning are provided is key. Therefore, the need to strengthen intercultural education and management of diversity within the programmes of training for education staff is highlighted, as well as the necessity to address the needs of teachers and educators who face the increasing diversity in education contexts, so that they can more effectively respond to the different needs, abilities and capacities of learners. It is important to "support their motivation and competences, including for example emotional intelligence and social skills, to deal with diversity"and to "consider the use of curricula and pedagogical approaches that reflect social, cultural and other diversities of learners". It is highlighted the need to "support higher education institutions in their efforts to increase participation and completion by under-represented groups, and promote the involvement by staff and students in civic engagement activities" as well as the need to "foster the integration of third country nationals, including recently arrived beneficiaries of international protection, in education, including through language learning". The conclusion is that it is urgent to invest in initial and continuous professional trainings for teachers, educators and school heads, so that they are able to better take into account increasingly culturally and linguistically diverse environments.

Université catholique de Louvain – UCL (BE)

BE1: Decree for Higher Inclusive Education (30-04-2014)

Category: Regional- French community

Aims:
It aims to encourage measures and resources to meet the demands of beneficiary students by providing material, social, cultural, methodological and educational facilities to meet the difficulties, linked to their situation, which they experience in their life as students and in their socio-professional integration process during and at the end of their studies.

Summary:
This decree is to promote the development of inclusive education in higher education institutions. Inclusive education is intended as: «education that implements measures aimed at eliminating or reducing the material, pedagogical, cultural, social and psychological barriers encountered during access to studies, during studies and socio-professional integration by students beneficiaries».

Relevance:
This is based on the fight against discrimination and equal access to higher education.

Improvement:
Unfortunately, inclusive education today mainly targets people with disabilities. At the Catholic university of Louvain la Neuve, a status (PEPS status) is granted for these students, giving them the right to specific facilities and support. This measure should cover/include more students (not only those with a disability), students whose precarious and particular situation (cf. Decree) requires assistance.

Recommendations:
It would be interesting if this decree was applied to all the mentioned targets.

BE2: Decree amending provisions relating to higher education (25-06-2015)

Category: Regional- French community

Aims:
This document sets out measures to promote support for students entering higher education, with particular attention to disadvantaged groups. This is a measure concerning the democratisation of higher education, access to higher education, and support for students.

Summary:
It is a modification of a decree of 18 July 2008 "democratising higher education, promoting the success of students and creating the Observatory of Higher Education". A series of measures are recalled in a non-exhaustive list to promote support for success:

- the compulsory assignment within the Haute Ecole of the personnel specially devoted to helping students succeed. This staff has the mission of

informing, orienting and accompanying students in their study project. These staff members are part of an identified success support service set up within Hautes Écoles and/or in collaboration with a department of an academic institution pursuing the best objectives;

- the compulsory offer of specific activities for first-year undergraduate students in respect of their successful acquisitions;

- implementation of self-assessment tools and counseling services to identify students' skills or potential gaps;

- the compulsory organisation, before 1 December of each academic year, of teaching in small groups and devoted to practical exercises in a discipline specific to the category of studies selected, to ensure the correct orientation of the student;

- the development of innovative didactic methods targeted at the profile of undergraduate students in a particular category of studies;

- the compulsory establishment of a policy targeted at socio-economically disadvantaged populations in higher education;

- the introduction of training aimed at improving the mastery of language skills;

- signing a collaboration agreement with the Center for Higher Education in Higher Education of the Academic Pole for the support of the teachers in charge of the students concerned.

Relevance:
It is a good attempt at inclusion that shows that "politics" is aware of both the difficulties of integration in higher education and also the diversity of the student public.

Improvement:
It would be interesting to know the concrete applications and the real effects of this policy.

Recommendations: It would be interesting to measure the extent of these decree decisions (and their effective implementation) as well as the impact for the quality of higher education.

BE3: Order of the Government of the French Community determining the conditions and the procedure for granting equivalence of diplomas, diplomas and foreign study certificates issued abroad (29.06.2016)

Category: Regional- French community

Aims:
This decree determines the conditions and procedure for the granting of equivalence of diplomas, degrees and graduate certificates issued abroad. For refugees in particular, they must provide: an identity document, a curriculum vita, any document demonstrating the title, diploma or certificate of higher education awarded abroad, the

document attesting the status of refugee or beneficiary of subsidiary protection. If the documents are missing, the commission can hear the candidate. In addition, the refugee is exempt from the costs of the proceedings.

Summary:
In response to the migration wave of 2015, the Government of the French Community introduces softening in the equivalence procedure for refugees and beneficiaries of subsidiary protection. They are exempted from the costs for both types of proceedings: request for an academic decision and request for a level decision. In addition, the applicant may obtain a decision of a level, on the basis of the opinion of the Equivalence Committee, by presenting any document proving the existence of the diploma of higher studies. If the Commission is unable to decide on the basis of the documents submitted, it may decide to hear the refugee applicants.
Relevance:
The plan is generically relevant for all fields of research, education and teaching.

Improvement:
Unfortunately, it seems that in practice for people who do not have the documents requested (sometimes the case of refugees), the Equivalence Commission is not very favorable to give the equivalence that would allow them either to resume studies or to work. This service is criticized for its inefficiency, rigidity and mistrust of foreign diplomas (false, "value").

Recommendations:
To avoid further exclusion and not to add additional difficulties for an already vulnerable public, this service should be more flexible, open to different paths.

BE4: Temporary measures: Supporting refugees in their academic study projects (1/2), 2016

Category: University

Aims:
The university decided on a series of measures facilitating the access of refugees or migrants. These include a language course, online courses, etc.

Summary:
UCL has decided to offer (free of charge) refugees planning to undertake or continue studies in higher education the opportunity to follow training in foreign languages (French, English) and to officially register for three so-called isolated courses ("cours isolés" i.e. not part of an academic track) in order to familiarise themselves with the Belgian higher education system. Refugees are exempted from tuition fees concerning both enrolment and participation in the three courses.

Relevance:
It is a relevant measure that takes into account refugees' difficulties and helps them to integrate into the university.

Improvement:
These measures are interesting but would require an evaluation (number of beneficiary candidates who apply for this aid) in order to improve them and perpetuate them (over the long term and not just in the short term as "temporary measures").

Recommendations:
The question of the sustainability of these actions deserves to be asked and reflected upon. Indeed, we can now say that this "crisis" of refugees is likely to last and expand (including climate refugees). Therefore, finding durable solutions seems a necessity.

BE5: Temporary measures: Supporting refugees in their academic study projects (2/2), 2016

Category: University

Aims:
The main objective is for the university to offer training for staff (academic or non-academic) supervising migrant learners or refugees. Training is offered to them to allow a better reception and take care of this public.

Summary:
Two types of training are organised:
- French as a foreign language: the Institute of Modern Languages (ILV) puts the expertise of its Department of French at the service of organisations offering French as a Foreign Language courses to refugees. Training of voluntary teacher groups in an association can be organised on request.

- Training for accompanying persons: a team of professors and researchers from the Faculty of Law, the Faculty of Psychology and Educational Sciences and the School of Political and Social Sciences offers training for associations accompanying refugees. These one-day courses deal with the anthropological, psychological and legal aspects of students support services

Relevance:
It is a relevant measure that takes into account the difficulties of the refugees and helps them to integrate into the university.

Improvement:
This measure deserves to be better known, to improve the dissemination of information.

Recommendations:
The question of the sustainability of these actions deserves to be asked and reflected upon. Indeed, we can now say that this "crisis" of refugees is likely to last and expand (including climate refugees). Therefore, finding durable solutions seems a necessity.

BE6: University support for a **KAP project: "Migrakot"**

Category: University

Aims:

The "kaps" are a very effective means of socialization that UCL strongly supported in order to create a solid sociocultural fabric on the new university campuses of Louvain and Woluwé. Thus, in 1972, the university financed them and helped to make them attractive. Today they are not funded but each year the kap must defend its existence with an official committee, because a "Project kot" (KAP) still depends on the approval of the university.

The "Project kot" (KAP) is an association composed of 8 to 12 students who, in addition to living together in a community housing (a "kot"), each "Project kot" is specialised in a specific field relating to, for example, culture, humanitarian or social aid, sport, or environmental protection: in this case they are motivated by the issue of migration.

Summary:

Through the various activities that will be proposed by the KAP, the following values will be the aims to which the group aim to raise the awareness of their public: respect for fundamental rights, solidarity and tolerance, promotion of intercultural and intergenerational exchanges, individualisation and equity of opportunity, as well as the right to information. This project will make it possible, through meetings with migrants, to sensitise and mobilize the population of Louvain-la-Neuve as well as possible. The objective is to promote understanding of this issue and dialogue between people. It will also make it possible to discover an issue that has always existed and to bring down the prejudices that often accompany it.

Relevance:
Even if it is not "really" a policy, the objective of social cohesion seemed to us very important to emphasize as a measure.

Improvement:
It would be interesting to make the project better known in the university community.

Recommendations:
It would be important to highlight the initiatives taken by the students themselves for the integration of refugees.

BE7: Access2university Project, 2017

Category: University

Aims:
Since the start of the 2017-18 academic year, UCL proposes a programme to prepare asylum seekers and refugees for university studies.

Summary:
This is a new project set up at UCL which aims at better integration of refugee students. It proposes (based on a selection from refugee student projects) several activities for one year free of charge. The activities are:

- French language courses (university level) (classroom courses, online courses and conversation tables); an online course with the study project (up to three courses in the same programme);

- Individualised help to refine the study project, go through the admission process for a regular diploma and integrate into student life.

The program has three components: French courses, courses in the planned field of study and individualized support.

The program is managed by the International Relations Department of UCL and other actors such as the UCL Language Institute, Student Support Service, Registration Office, Orientation and Career Center, faculties - not to mention the local associations. Students are also very involved, especially through the kots-to-projects, which play the role of mentoring during various activities.

Relevance:
The relevance of this project is that it makes it possible to integrate refugees into university by giving them "an offer" adapted to their needs:

- to improve the knowledge of the French language

- to be accompanied in the administrative procedures and to define a study project

- to take courses in programmes (bachelor and master)

Improvement:
It would be interesting to give updates about the project after one year, and to make it accessible to more people (currently 20 people are selected on the basis of their personal project).

Recommendations:
The question of the sustainability of these actions deserves to be asked and reflected. Indeed, we can now say that this "crisis" of refugees is likely to last and expand (including climate refugees). Therefore, finding durable solutions seems a necessity.

BE8: FIPA project valorization of acquired experience: dossier of recognition for refugees, 2017

Category: University

Aims:
The Adult Pedagogical Innovation Fund (FIPA) of the Catholic University of Louvain is an initiative launched in 2016 as part of the European FSE VAE 2020 funding. This is a funding that our university has obtained in order to develop the valorisation of the acquired experience within its formations. The purpose of this fund is to develop, with the support of innovative UCL actors, innovative devices that enhance the professional and personal experience of returning adults and contribute to the improvement of the learning conditions of adults.

Summary:
As part of FIPA's call for projects, the faculty of psychology and education sciences proposed to contribute to the development of the Valorisation of the Experience at UCL by submitting a project that takes into account the difficulties encountered by refugee students who are unable to provide evidence of school or professional activities through employment contracts. Indeed, based on existing European projects, we are currently developing a tool whose objective is the formalisation of formal, informal, non-formal skills as well as specific support for the VAE advisor. In terms of the expected effects, the proposed project thus participates in giving refugee students, who have the required skills but who can not prove it administratively, greater opportunities for social emancipation by allowing them to access in higher education.

Relevance:
The interest of the project is that it allows to better take into account the difficulties of the refugees. Through this pedagogical initiative, the whole interest of the valorisation of the acquired experience (including migration) is shown.The counselor counseling VAE is also essential to help the refugee in this procedure.

Improvement:
This is a pilot project. It would be interesting that it is really put in place and tested.

Recommendations:

The question of the sustainability of these actions deserves to be asked and reflected upon. Indeed, we can now say that this "crisis" of refugees is likely to last and expand (including climate refugees). Therefore, finding durable solutions seems a necessity.

Critical review by UCL

In the French Community, educational policies encourage or even impose measures for the integration of the public, the socially disadvantaged categories, people with specific needs, migrants etc. This context of school democracy and access to all implies a growing heterogeneity among students. If this sounds rich and basic, it seems important to us to have more guidelines for an adequate framework that is situated taking into account the different contexts.

In-depth thinking about systemic impacts would make sense to act in response to the new needs of higher education, its staff and its beneficiaries. In addition, genuine support from the institution is needed for these educational policies to be implemented and for project initiatives to emerge within the university community.

In addition, the question is whether temporary emergency measures can cope in the long run. It seems important to find durable and sustainable solutions.

Maynooth University, MU (IE)

IE1: The Statement of Policy on Equality (Maynooth University), 15 February 2018

Category: University

Aims:
The Statement of Policy on Equality (the "Policy") includes a statement of the policies of the University in respect of: access to the university and to university education by economically or socially disadvantaged people, by people who have a disability and by people from sections of society significantly under-represented in the student body, and equality, including gender equality, in all activities of the University as required by section 36 (1) of the Universities Act, 1997 and this Policy has been prepared pursuant to that section.

The University also acknowledges its responsibilities and duties as an employer/service provider under the Employment Equality Acts 1998 to 2007 not to discriminate on nine grounds including age, disability, membership of the Traveller community, marital status, family status, gender, religion, sexual orientation, race, colour, ethnic or national origin.

Summary:
This is part of the Human Resources Policy of Maynooth University as required by national universities legislation and equality legislation. This Policy sets out the general principles which will underlie the University's policy on equality in higher education. It deals with these principles in relation to three main areas: employment equality, equality of educational access and attainment among students, and general equality issues.

It seeks to develop and implement policies and procedures which promote equality and which avoid unfair discrimination on grounds of age, disability, membership of the Traveller community, marital status, family status, gender, religion, social class, sexual orientation, race, colour, nationality or ethnic or national origins, as defined under national equality legislation.

Relevance:
This Policy applies to the University's employees, whether permanent, temporary, casual, part-time or on fixed-term contracts, to ex-employees, to job applicants and to individuals such as agency staff and consultants who are not employees and students.

Improvement:
As this policy and office has been located in the Human Resources offices of the university, its main focus is on individuals as employees through a HR lens, rather general cultural or academic practices. This does mean it potentially has greater reach and enforcement capacity (through HR) but in reality due to 2-year lacuna in the post of Equality Officer, it means that it has remained as a policy objective rather than a lived practice in the university.

The HR focus needs to be matched by a pedagogical and cultural resonance across other offices and areas of the university as the policy itself implies.

Recommendations:
Access for migrant students should become a key priority and not remain a sub-priority as is currently the case. The current Programme for Access to Higher Education (PATH) fund to support initiatives that will progress the National Plan for Equity of Access to Higher Education 2015 – 2019 should be exploited under PATH 2 to create Bursary funding for migrant students (e2,000-3,000).

IE2: Standing Committee on Equality, Diveristy and Interculturalism, academic year 2018/2019

Category: University

Aims:
As per note above, HE4u2 Irish partners are collaborating with **Equality, Diversity and Interculturalism committee** to formulate aims that can be applied across the university.

Summary:
Maynooth University Standing Committee on Equality, Diversity and Interculturalism Committee is established as a joint standing committee of the Governing Authority and Academic Council of Maynooth University. The Equality, Diversity and Interculturalism Committee shall keep under review the policy framework within which the University meets its equality responsibilities as set out in legislation and in the University's own Equality Policy document.

Relevance:
In accordance with Section 18 sub-section 4 of the *Universities Act 1997,* the Standing Committee on Equality, Diversity and Interculturalism Committee is established as a joint standing committee of the Governing Authority and Academic Council of Maynooth University to assist it in the performance of its functions. The Committee is mandated to:

- promote the principle of equality of opportunity for all employees and students of the University;
- support the University's principles and values of equality, inclusiveness, social justice, respect, dignity and care for the individual;
- support the achievement of the University's strategic goal 'To be an excellent place to work, known for a collegial ethos which empowers all staff to contribute fully to the development of the university';
- provide guidance and direction in the development of an Equality Strategy and Action Plan which will address specific equality areas across the University;
- review progress in implementing the equality, diversity and interculturalism objectives of the University

Improvement:
This Committee has been operating without the support of an equality officer in the past two years due to a vacant post. Greater actions are necessary to implement and

Data Analysis of Policies for
Integrating Cultural Diversity in Higher Education

HE4u2
INTEGRATING
CULTURAL DIVERSITY
IN HIGHER EDUCATION

effect change in a clear Action Plan across the university as the committee intends. Continued monitoring and review of progress is needed. These actions are particularly relevant and time-contingent given the projected increase in ethnic diversity expected in Irish universities over the coming decades.

Recommendations:

The HE4u2 Irish partners are collaborating with **Equality, Diversity and Interculturalism committee** to formulate aims that can be applied across the university. Recruitment to key equality posts needs to be completed. Greater actions are necessary to implement and effect change in a clear university-wide Action Plan across the university as the committee intends. Continued monitoring and review of progress is needed.

IE3: Maynooth University Student's Union statement on Equality, academic year 2018/2019

Category: University

Aims:
Ensure equality across student population with an including support for people of colour. Seek to celebrate difference. Include a statement on equality and diversity from Maynooth University Student Union. There is also one society on the MSU webpage with an explicit cultural and ethnic minority orientation – the Africa Society, they have a society webpage on the students' union site.

Summary:
The Students Union, Maynooth University (MSU) webpage introduction:

"As well as your go-to gal in the SU I also am here to ensure that students of all shapes and sizes, colours, genders, tastes and textures are respected and their specific needs catered for. Whether you're only after your sweet sixteenth or your sweet sixtieth I'm here to help you. With MSU we don't just accept diversity: we welcome it, celebrate it, jump up and down and shout: 'you are you, this is truer than true, there is no one alive as youer than you! Gay, straight, mature student, disabled, international, Irish, Erasmus, black, white, Islamic, catholic, protestant, atheist, male, female, bisexual, transgender, lone-parent, overweight, bald, skinny, depressed, OCD, virgin, sex addict, disabled, divorced, single, unemployed. The Students Union is a safe space of support for students of all shapes and sizes. Everyone has earned their place to be here and has a right to be treated equally. If you have been bullied or discriminated against, please let someone know in the Union. Just ask Siona. You're lucky to be a part of The Friendliest University in the country (official) and I want you to be respected, treated equally, welcomed, helped, healthy and happy. My number and Email address are littered all over this book but here they are again: welfare@nuimsu.com"

Africa Society (on Maynooth University Webpage): The aims of the Society shall be to share and celebrate African and Caribbean culture amongst the students of Maynooth University. At the Africa Society, we encourage people of all cultural backgrounds to express their interest in African & Caribbean culture through the exhibition of art,

music, dance, debates, politics and entertainment providing everyone with the opportunity to fully immerse them in such a rich and vibrant culture. The Africa Society will not only provide a social aspect within the society but a strong supportive network. We not only aim to encourage equality and diversity within the society but within the university by organising events hosted by us to showcase our culture. The Africa Society seeks to celebrate all that is African and Caribbean and endorse a positive and empowering image of ethnicity – it's all about coming together and being proud of our roots and sharing it with others.

Relevance:
The Students Union webpage introduction speaks directly to the students themselves from one of their own elected representatives. The language is non-threatening and would reach out to fellow students.

Improvement:
This appears to be a general statement about inclusion and diversity in MSU rather than any coherent set of policies and or recommendations. It would appear to offer words of encouraging to participate in the student's union as opposed to offering practical advice or assistance to any student from a culturally different background.

MSU could develop a more coherent policy and action plan to support inclusion and diversity, including cultural and ethnic minorities in MSU in addition to this general statement. This could occur in consultation with existing societies such as Africa Society and other future societies as they are established. This is particularly relevant given the projected increase in ethnic diversity expected in Irish universities.

Recommendations:
Robust aims should be developed in consultation with migrant student and migrant advocacy groups such as the Irish Migrant Rights Centre **http://www.mrci.ie/**

IE4: Irish Universities Association - LEAD Living Equality&Diversity, 2007

Category: National

Aims:
This training programme is designed by the Irish Universities Association to provide equality and diversity training to university staff across Ireland. The online course comprises five Modules of learning. It is designed to give a general understanding of why it is important that we all play our part in supporting the University Sector's aim of providing an inclusive environment which promotes equality and values diversity. Aims are:

- To work collaboratively to share best practice, develop institutional competence, develop intervarsity projects and co-operation, promote an inclusive University environment and prevent discrimination on all equality grounds contemplated in legislation.

- To provide equality and diversity training to university staff.

Summary:
Leader Equality Network - This training programme is designed by the Irish
Universities Association to provide equality and diversity training to university staff
across Ireland. The online material is made available on Irish university's staff
webpages including Maynooth University and comprises of five Modules of learning. It
is designed to give you a general understanding of why it's important that we all play
our part in supporting the University Sector's aim of providing an inclusive
environment which promotes equality and values diversity.

Relevance:
Leader Equality Network - Training tool for staff. This is an Irish Universities
Association Equality Network eLearning programme on Equality and Diversity which
offers online resources designed to give a general understanding of how we can all
play our part in supporting inclusive environments which promote equality and value
diversity.
This online course taken over 2-3 hours should allow the learner to develop an
understanding of diversity, how to apply the learning within a recruitment and
interview setting in universities. It is recommended for staff.

Improvement:
Leader Equality Network – This is recommended rather than required training for
university staff. Brevity and online nature means that deep engagement or discussion
of how equality issues are experienced in the university setting is not encouraged.
Hence, its focus seems more on compliance and recruitment skills rather than a
deeper sense of the specificities of cultural diversity or equality in the Maynooth and
Irish university context.

Recommendations:
That HE4u2 guidelines are adapted for the Irish context and are adopted as university
policy. That continuous professional development (WP3) is integrated into national
policy on CDP for academics (we will provide the name!)

IE5: NATIONAL UNIVERSITY OF IRELAND MAYNOOTH STRATEGIC PLAN 2012–2017

Category: University

Aims:
Education, Research and innovation, internationalisation, engagement and
partnership, inter-institutional collaboration, supporting staff. Although it makes no
direct mention of ethnic or cultural diversity, it is implicit in the sections on Widening
Participation and Supporting Studies, as well more explict in sections on social and
cultural innovation and on internationalization: "Social and cultural innovation". This is
the 5-year strategic plan of Maynooth University which is required under national
university legislation.

Summary:
Maynooth University Strategic Plan (2012-2017) – makes no direct mention of ethnic
or cultural diversity. It is implicit in the sections on Widening Participation and

Supporting Studies, as well more explicit in sections on social and cultural innovation and on internationalisation:

> "Social and cultural innovation: We (Maynooth University) will continue to stimulate social and cultural innovation through critique, evidence, informed opinion, collaboration with civil society and support for the development and evaluation of public policy."

Internationalisation section: "We (Maynooth University) will attract international students in significantly greater numbers, in a variety of modes (full degree, joint programmes, year and semester abroad, exchange, short courses and summer schools), offering them an excellent learning experience, maintaining high academic standards, responding and adapting to their needs, and providing outstanding student support including language support […] promoting intercultural interaction, discourse and learning".

Relevance:
Maynooth University Strategic Plan (2012-2017) makes no direct statements or strategies on ethnic or cultural diversity/difference and/ or considerations. This indicates the lack of institutional support or understanding of the experiences and needs of students and staff from cultural and ethnic diverse backgrounds in the university.

Improvement:

Maynooth University Strategic Plan (2012-2017) makes no direct statements or strategies on ethnic or cultural diversity/difference and/ or considerations. This indicates the lack of institutional support or understanding of the experiences and needs of students and staff from cultural and ethnic diverse backgrounds in the university.

Recommendations:

Maynooth University future strategic plan should make cultural diversity and inclusion an explicit goal/aim for Maynooth University with a broader understanding of interculturalism, diversity and internationalisation. The current absence and narrow focus on international students and access needs to be addressed in future strategic plans. This should occur in the light of the expected future changes in its student population where growing numbers of African, East European and Asian Irish are expected. The HE4u2 team made a submission to the new university strategic plan being drawn up for the next five years.

IE6: National Strategy for Higher Education to 2030: report of the Strategy Group, January 2011

Category: National

Aims:

Promote economic development. Widen participation to enhance social and cultural advantages. This is the National Strategy for Higher Education to 2030: report of the Strategy Group which governs and guides all higher education policies in Ireland up to 2030 as formulated by the national Department of Education and Skills. See relevant sections below: "As a group, we believe very strongly that higher education is central to future economic development in Ireland, and that there are broad social and cultural advantages to widening participation in higher education. The capacity of higher education will almost double over the next twenty years, with most of the growth coming from non-traditional areas, such as 'mature' students and those from overseas, as well as increased postgraduate activity. The need for lifelong learning and upskilling among the workforce will also contribute to growth. Increased capacity will be very good for higher education, but it will also bring serious challenges in terms of human resource practices, funding and operational matters – we need to face these challenges openly, confidently and with a strong resolve to find practical solutions."

Summary:

National Strategy for Higher Education to 2030 – relevant sections below:

"Ireland's higher education system has played a major role in the development of Irish society and the economy, and has an even more critical role to play in the coming decades as we seek to rebuild an innovative knowledge-based economy that will provide sustainable employment opportunities and good standards of living for all our citizens. Its role in enabling every citizen to realise their full potential and in generating new ideas through research are and will be the foundation for wider developments in society. Higher education is central to the economic renewal we need to support individual well-being and social development. But it also plays a fundamental role in fostering a spirit of inquiry and a strong sense of the value of learning among students; it is the positive engagement that students have with higher education that stimulates the imagination and makes innovation possible. The quality of their learning experiences and the environment in which students learn will shape the future development of our society. The people who enter higher education in the coming decades are the job creators, policy-makers, social innovators and business leaders of the future. They are also citizens who will add to the richness of society – as parents, community leaders and teachers – and in their chosen area of work they will be the productive engine of a vibrant and prosperous economy. Irish higher education has seen exceptional development in the recent past –This strategy is framed against a range of new challenges that are facing higher education. The capacity of higher education has doubled over the past twenty years and will have to double again over the next twenty. Those entering the system now and in the future will have very diverse learning needs, and many will be 'mature' students. Higher education itself will need to innovate and develop if it is to provide flexible opportunities for larger and more diverse student cohorts. It will need to do this while simultaneously enhancing quality and relevance, and connecting better with the wider needs of society and the economy, while operating in a more competitive globalised environment."

Relevance:

In the *National Strategy for Higher Education to 2030*, there is no direct mention of cultural inclusion/ diversity or benefits to/of migrant population and/ or participation. The focus of this was on internationalisation as both an income stream and experience to enhance the Irish Graduates profile.

Improvement:
The *National Strategy for Higher Education to 2030* and all future national strategies should have explicit vision statement and policy objectives for cultural inclusion and minority diversity. This should occur in consultation with key stakeholder groups from these communities, especially given the projected increased participation in higher education for such populations.

Recommendations:
All future national strategies should have explicit vision statement and policy objectives for cultural inclusion and minority diversity. This should occur in consultation with key stakeholder groups from these communities

Intersectionality should be ackowledged so that stratifications of gender, class and ethnicity is openly recognised and actively supported through proactive policies.

IE7: National Academic Recognition Information Centre Ireland (hosted by Quality and Qualifications Ireland, academic year 2018/2019

Category: National / Regional

Aims:
The National Academic Recognition Information Centre provides advice on the academic recognition of foreign qualification in Ireland. They compare a foreign qualification to an Irish qualification of a similar type and level on the Irish National Framework of Qualifications (NFQ).

Summary:
The Department of Education and Skills acts as the Irish National Contact Point for professional recognition. Information regarding the professional recognition system is published on the website of the Department of Education and Skills. The specific information given online is as follows: you can make a Request for Advice on the Academic Recognition of a Foreign Qualification on this page of the QQI website. If you find that there is information on the comparability of your qualification on the International Qualifications Database, you can print the information with no further formalities. If you can't find the information, you can apply for a formal assessment of your qualification by printing, completing and submitting the application form required to apply for the recognition of a foreign qualification.

Relevance:
The National Academic Recognition Information Centre represents Ireland in a European network which promotes the recognition of international vocational qualifications throughout Europe and further afield. This enables applicants to get their qualifications recognised at an equivalent level in the Irish system.

Improvement:
There is a need to continue to update this website. It would seem that there has been no updating of the Annual Recognition Reports since 2013. The continuous updating of this database would enable the transition of migrant ability to access courses, especially post graduate courses, an easier less arduous process. Currently this site

links directly to the national Department of Education and Skills website which provides updated information and circulars.
Issues of recognised Prior Learning must be accessed by individual university's Admissions Office/ Registrar's Office.

Recommendations:
Information about qualifications on this website should be updated on a continuous basis through the Annual Recognition Reports since 2013. This would enable the transition of migrant ability to access courses, especially post graduate courses, an easier less arduous process.

IE8: Office for the Promotion of Migrant Integration (under the auspice of the Government department of Justice and Equality)

Category: National

Aims:
This statutory agency aims to develop integration policy in consultation with key stakeholders, to co-ordinate integration activities in the public sector, to provide and administer funding to facilitate integration within available national and EU resources, to monitor trends in reported racially motivated incidents and to support measures to combat racism, to represent Ireland on key international boards and to manage the resettlement programme.

Summary:
The Department of Education and Skills acts as the Irish National Contact Point for professional recognition. Information regarding the professional recognition system is published on the website of the Department of Education and Skills.

The specific information given online is as follows: you can make a Request for Advice on the Academic Recognition of a Foreign Qualification on this page of the QQI website. If you find that there is information on the comparability of your qualification on the International Qualifications Database, you can print the information with no further formalities. If you can't find the information, you can apply for a formal assessment of your qualification by printing, completing and submitting the application form required to apply for the recognition of a foreign qualification.

Relevance:
The funds, promotion of integration, reporting and monitoring conducted by this statutory agency, the Office for the Promotion of Migrant Integration are applicable to higher education institutions.

Improvement:
There is a need to create greater awareness and relationships between the Office for the Promotion of Migrant Integration and higher education institutions, especially in terms of improving recognition of the rights of migrants to access the education system, to have equality of fees and to have their educational qualifications recognised at an equivalent level in the Irish system.

Recommendations:
The higher education authority and individual higher education institutions should collaborate to create greater awareness and relationships with the Office for the Promotion of Migrant Integration, especially in terms of improving recognition of the rights of migrants to access the education system, to have equality of fees and to have their educational qualifications recognised at an equivalent level in the Irish system.

IE9: The Equality Act

Category: National

Aims:
Equality Legislation in Ireland has developed a numer of Legal Acts with the aim to preserve equality in employment and status, with a specific focus on people with disabilities. The Equality Legislation in Ireland comprises of the following Legal Acts which apply to the all higher education institutions:

1. The Employment Equality Acts 1998 and 2004
2. The Equal Status Acts 2000 to 2004
3. The National Disability Authority Act 1999

Summary:
The Equality Legislation in Ireland comprises of the following Legal Acts:

1. The Employment Equality Acts 1998 and 2004
2. The Equal Status Acts 2000 to 2004
3. The National Disability Authority Act 1999

1. The Employment Equality Act 1998 covers the following aspects of employment: advertising, equal pay, access to employment, promotion or re-grading, dismissal, as well as other issues. The Employment Equality Acts 1998 and 2004 also promote equality, prohibit discrimination, prohibit sexual harassment and harassment, require appropriate measures for people with disabilities in relation to access, participation and training in employment. The Act gives protection to employees in both the public and private sector as well as applicants for employment and training.

2. The Equal Status Acts 2000 to 2004
   The Equal Status Act is based on the principle that everyone has an equal right to participate in our society. People should not be denied access to services, facilities or amenities because of race, age, religion, disability or membership of a traveller community – everyone should be seen as being of equal worth and should be treated on merits and not on the basis of a prejudice or stereotype.
   The Equal Status Act 2000 provides protection against direct and indirect discrimination outside of employment on the same 9 grounds: age, gender, religion, race, sexual orientation, marital status, family status and membership to the Traveller community and
   • Promote Equality

- Prohibit certain kinds of discrimination across nine grounds

- Prohibit sexual harassment and harassment

- Prohibit victimisation

- Require reasonable accommodation of people with disabilities

- Allow a broad range of positive action measures.

The Acts apply to people who buy and sell a wide variety of goods, use or provide a wide range of services, obtain or dispose of accommodation, attend at or are in charge of educational establishments.

The Equality Act 2004 implements the provisions of the amended Gender Equal Treatment Framework, Framework Employment Directive and Race Directive. These Directives take precedence over Irish law which should be read and interpreted having regard to the provisions of the Directives. Equality Act 2004 seeks to implement the EU Race Directive which prohibits discrimination on the grounds of racial or ethnic origin and takes precedence over Irish law. The Traveller community ground has to be read and interpreted in the light of this Directive.

3. The National Disability Authority Act 1999.
   In 1999 the National Disability Authority Act was enacted to underpin the new mainstream framework for the provision of services to people with disabilities. Under this Act, the National Disability Authority which is an independent statutory body, was established. This is an expert body dedicated to disability issues.

Relevance:
The Equality Acts are national legislation that govern all public and private institutions including higher education institutes.

Improvement:
Continued promotion and advocacy about the implementation of these Acts is needed across all educational contexts.

Recommendations:
Full implementation of the Equality Acts as national legislation that govern all public and private institutions should occur in all higher education institutes in Ireland. The strong vision and legislation requirement of these national and institutional legislative documents and support services should be enacted in the institutional processes and culture of the university.

Critical review by MU

These policy documents relating to Ireland range from national to institutional level in their scope. The national legislation of the Equality Act and the Universities Act required institutional policy responses which are evident in the Higher Education Authority's National Strategy for Higher Education to 2030 and Maynooth University's Equality Policy, Standing Committee on Equality, Diversity and Interculturalism, as well as the University Strategic Plan. These are a formal legal requirement for the university, its staff and students. National support services are also required under this

national legislation and key ones relevant for Higher Education institutions include those provided by GRIDO, report and International Qualifications Recognition. These legislative acts, strategic plans and support services give a clear and explicit equality vision for Irish education. Race is included as one of the nine grounds as well as age, gender, religion, sexual orientation, marital status, family status and membership to the Traveller community. Acts prohibiting discrimination as well as encouraging support services and positive discrimination is covered by this legislation.

Despite the strong vision and legislation requirement of these national and institutional legislative documents and support services, the next level of enacting and bringing this into the active life and culture of the university is not fully realised. In part, this has been due to the vacant posts with the key post of Equality Officer vacant for nearly two years. This is also accompanied by a period of rapid expansion and stretched resources for the university.

This also has to be set within the broader social context in Ireland where demographic changes mean the student profile has changed, with increasing numbers of East European, African and Asian Irish attending and expected to continue to enrol in the University in the next few years, as well as active recruitment of Chinese and Malaysian international students by the University's International Office. These students come from very heterogenous backgrounds with very different socio-cultural, financial and academic needs to which the university needs to actively plan and respond.

University of Turku, UTU (FI)

FI1: **Better together for a better world. Policies on promoting internationality in higher education and research 2017–2025,** published 16.3.2017

Category: National

Aims:
The Ministry of Education gives direction to HEI on internationalisation based on an advisory board report and hearing of stakeholders. The actions include e.g.:

- Developing internationally attractive competence centres

- Simplyfying processes of entry to study and work in Finland as well as

- Facilitating dialogue on how to promote internationalisation of HE

Summary:
The Ministry of Education and Culture in Finland appointed an advisory board to define strategic aims for higher education institutions in internationalisation for the term 2017-2025. The advisory group states 7 policy guidelines: 1. Rising interest for Finland by renewal of science and high quality research. 2. Developing internationally attractive competence centres. 3. Excelerating transnational education (export of educational services) 4. Simplyfying processes of entry to study and work in Finland. 5. Facilitating dialogue on how to promote internationalisation of HE. 6. Establishing a network of Team Finland Knowledge to promote Finnish HE. 7. Involving the expats for networks.

Relevance:
It is a guiding document with high relevance as the Ministry of Education and Culture funding model for HEI has a fixed % for internationalisation policy and practices. Performance in the given policy will be a basis for funding.

Improvement:
The policy paper should include aims on how the integration of international students and academics or those with migrant backgrounds is to be developed.

Recommendations:
The paper is listing relevant policies and tasks for action to increase internationality in education and research, but could be improved by including the perspective of intercultural competences in making the policies a reality.

FI2: Educational paths of migrants and integration – challenges and suggestions II. Ministry of Education and Culture 2017:5. Published 15.2.2017 Original Document in Finnish: **Maahanmuuttajien koulutuspolut ja integrointi – kipupisteet ja toimenpide-esitykset II. Opetus- ja kulttuuriministeriön julkaisuja 2017:5.**

Category: National

Aims:
The Ministry of Education gives direction to HEI on internationalisation based on an advisory board report and a hearing of stakeholders. Aims are to:

- Develop pedagogical models to improve integration measures for the learners with migrant background

- Give funding for migrants to have their degrees recognized in the Finnish society or education system

- Advice teacher training institutions to provide pre-service teachers with opportunities to face learners with migrant backgrounds

Summary:
The Ministry of Education and Culture in Finland appointed an advisory board to define an action plan to manage the refugee influx with rapid measures and listed 40 action items for the stakeholders. The focus is on improving language training options and delivery for learners with migrant background. The policy paper stresses the importance of language learning as a means for integration. Learning language at the circumstances of work is highlighted. Education institutions are to combine learning environments at the university and in the working life into their educational delivery.

Relevance:
This policy paper calls for development of pedagogical models to improve integration measures for the learners with migrant background. Funding is given for bridging studies for migrants to have their degrees recognized in the Finnish society or education system. The teacher training institutions are advised to provide pre-service teachers with opportunities to face learners with migrant backgrounds.

Improvement:
The policy paper should include aims on how the integration of international students and academics or those with migrant backgrounds is to be developed.

Recommendations:
The policy has tackled a current societal challenge of integration of migrants in the society with the help of selected responsible higher education institutions. However, the initiative would benefit from follow-up procedure and measurement of impact to the whole network of higher education in Finland.

FI3: Development Plan for Education and Research 2011-2016. Original document in Finnish: Koulutus ja tutkimus vuosina 2011-2016. Published 15.12.2011.

Category: National

Aims:
The Ministry of Education gives direction to HEI based on the government strategy and policy programmes:

- Increasing participation to education

- Improvement of language training provision

- Development of educational models, adult education delivery and finance for programmes for learners with migrant backgrounds

The Plan is of high importance as it states the policies and action plan for HEI to be monitored bi-annually in the negotiations between Ministry of Education and the HEIs

Summary:
The Ministry of Education and Culture in Finland has translated the government strategy and policy programmes to a concrete level for education institutions. The Paper includes diversity in the forms of a) increasing participation to education, b) improvement of language training provision and c) development of educational models, adult education delivery and finance for programmes for learners with migrant backgrounds. In general, diversity is seen as part of the internationalisation of the HEIs.

Relevance:
This Plan is of high importance as it states the policies and action plan for HEI to be monitored bi-annually in the negotiations between Ministry of Education and the HEIs. These negotiations are written out as contracts for the following two-year term and performance is evaluated in the finance model. Each policy topic is also listed as an action item, which gives a more practical level to the policy.

Improvement:
The Paper should address more clearly the topic of diversity and intercultural competencies in HEIs.

Recommendations:
The Document is a representative example on how detailed the policies and actions plans in Finnish education system have been during the past years. The issue of learners with migrant background is discussed from the point of equality and human rights. However, positive discrimination might be needed with disadvantaged groups, which means giving more attention and services to learners who do not have the same cultural and social capital as their fellow citizens.

FI4: **Strategy and Action Plan 2016-2020 of the Faculty of Education at the University of Turku. Original document in Finnish: Kasvatustieteiden tiedekunnan strategia ja toimenpideohjelma 2016-2020.** Published 19.1.2016.

Category: University

Aims:
The Faculty of Education describes the strategy and action plan within the framework of the overall University of Turku strategy. The strategy covers e.g. the following topics from the perspective of diversity in education:

- Education and career plans for immigrant students. Interculturalism and internationalism in teaching and education.

- Multiculturalism or intercultural competencies are also mentioned as a focus on research.

- Culture and language awareness in teaching and education.

- Intercultural communication and ability to perform in an intercultural context.

Summary:

The Faculty of Education describes the profile, aims and key performance factors to fulfil the overall strategy and action plan of the University of Turku. Diversity is addressed as a) education and career plans of the migrants, b) interculturalism and c) internationalism in teaching and education. Students are encouraged towards internationalism. Multiculturalism or intercultural competencies are also mentioned as a focus on research, culture and language awareness in teaching and education, intercultural communication and ability to perform in an intercultural context. Transnational education or export of educational services is mentioned as a special feature.

Relevance:

The Strategy and Action Plan is the key guiding element on the faculty level. The strategy is brought to concrete actions on the practitioner level.

Improvement:

The Paper could list an indicator of success for the diversity policies mentioned.

Recommendations:

The stategy and action plans are clearly linked to the overall university strategy and policies. Diversity is discussed in a more comprehensive and practical terms in this faculty level paper. Howerver, the document would benefit from indicators of achieved results and description of the overall process how the effectiveness could be measured.

FI5: **Research Strategy of the Faculty of Education at the University of Jyväskylä and the Finnish Institute for Educational Research 2012-2017. Original document in Finnish: Jyväskylän yliopiston kasvatustieteiden ja Koulutuksen tutkimuslaitoksen tutkimusstrategia vuosille 2012-2017.** Published 20.2.2011.

Category: National / University

Aims:

The Faculty of Education of University of Jyväskylä and the Research Institution for Education describe the research strategy as follows:

- Inclusive learning and teaching, where learners with migrant background are mentioned specifically

- Facilitation of academics from abroad are mentioned as an objective and concrete measures are listed

- Learners with migrant background are categorised into same grouping as the disabled and learners with learning difficulties, which addresses the target group in a certain view

Summary:

The Faculty of Education describes the research profile of the two institutions. Diversity is mentioned under the title of 'Special topics in learning and participation'. A special feature is 'inclusive learning and teaching', where learners with migrant background are mentioned specifically. Facilitation of academics from abroad are

mentioned as an objective and concrete measure is listed. Learners with migrant background are categorised into same grouping as the disabled and learners with learning difficulties, which addresses the target group in a certain view.

Relevance:
The Strategy and Action Plan is the key guiding element in the faculty and the Finnish Institute for Educational Research. The strategy is brought to concrete actions in the level of researchers. The research agenda has national significance due to the positioning of the Institute.

Improvement:
Learners with migrant background could be seen as a interest group of its own. The Finnish Institution for Educational Research has a national task to conduct research and the policy statements highlight the national agenda on educational research.

Recommendations:
The external evaluation by the Finnish Higher Education Evaluation Council recommended the university to provide more courses in English and to improve information of education offerings to the international students.

Critical review by UTU

Many of the policy papers regarding diversity are labeled under the category of Internationalisation of Higher Education. This approach is heavily influenced by the discourse of competitiveness in HE and the international rankings. The educational policies on national and institutional level express very much a utility value to national economy more than a humane interest. Diversity management is seen as providing services to academics or students to be included in the academic community. Services include housing, language training, social security, career counselling, intercultural competences of the staff members. The educational processes are to be developed to include students with migrant backgrounds. These features are advised to be included in the strategy work of the institution. In the mission statement for development and integration of students with migrant backgrounds a model of responsible HEI for integration should be expanded and HE are called upon to collaborate with institutions of popular education for language training. In the institutional level these are repeated in the overall strategy. However, there are examples where diversity in education is seen as a value of its own.

Aristotelio Panepistimio Thessalonikis, AUTH (GR)

GR1: Internal Regulation of Operation of the Aristotle University of Thessaloniki, 5 September 2000

Category: University

Aims:
The Rules of Procedure regulate in particular administrative matters, organisational structure, control of compliance with established rules and penalties in the event of a defective application or breach.

They define the scope and mission of the institution, the research framework and scientific objectives, teaching responsibilities and obligations as well as the mechanisms that facilitate student access and welfare.

Summary:
Each HEI in Greece is obliged to draw up its internal rules of procedure, which must contain at least the minimum of institutional arrangements. The rules of procedure, apart from the specific issues, also regulate the following:

- The organisation of the academic, administrative and financial operation of the University
- The rules of operation of the councils and committees of the University
- The election of the faculty members
- The duties, rights and obligations of members of the academic community
- The duties, obligations and rights of students
- The procedure and the powers of the control bodies to comply with established rules
- The regulation of undergraduate and postgraduate studies
- Further training and retraining of all kinds of University staff
- The procedure for granting social benefits to students
- The award of honorary academic titles
- The rules of customary ritual and public relations

The Internal Regulation of Operation of the Aristotle University of Thessaloniki, currently in force, was drawn up by the Foundation's Secretariat at its meeting No 2718 / 5-7-2000 and approved by the Minister of National Education and Religious Affairs under No. Φ.2331 / B1 / 425 / 25-8-2000 Ministerial Decision, as published in Government Gazette 1099 / 5-9-2000 issue B'.

Relevance:
This document is chosen as it contains the official document for institutional operation of AUTH, its aims and mission.

Improvement:
A closer and definitely more attentive orientation is needed towards those initiatives or guidelines that could assist teaching and administrative staff with providing optimal services to foreign students as well as students with migrant and different ethno-cultural background.

Recommendations:
Need for a more rationalised approach to quality assurance and measuring tools fitted to students with different ethnic and cultural backgrounds.

GR2: Subject settings for higher education (Law 2425, 30/1/1997)

Category: National / University

Aims:
This law in articles 9-12 sets the preconditions for acknowledging degrees and previous learning experience of students coming from non-EU countries. It also deals with preparation courses for non Greek students, validation of prior knowledge for foreign students and student academic support.

Summary:
The law suggests that students coming from non-EU countries can recognise their degrees or cognitive and other skills as long as they can provide evidence particularly in terms of cognitive skills.

Relevance:
It is one of the few laws that deals with the issue of prior learning experience in HE.

Improvement:
The law could include specific groups of students and refer in more detail to the process of recognition

Recommendations:
Realiable tools are needed

GR3: Reform of the institutional framework for the structure and functioning of the Higher Education Institutions, (Law 3549, 20/3/2007)

Category: National / University

Aims:
Provisions for Roma students and students who are Muslim. This law in articles 12 & 13 prescribes those conditions for financial support of students with low income but also of students of Greek origin with Muslim background.

Summary:
The law suggests that students with low income and students with Muslim background can receive financial support during the whole period of their studies.

Relevance:

It is one of the few laws that deals with the issue of financial support for HE students of different ethno-cultural background.

Improvement:
The law could also include other target groups of students

Recommendations:
Can operate only when enough resources human and financial are in place.

GR4: Regulating issues in the university and technology field of higher education and other provisions, (Law 3794, 4/9/2009)

Category: National / University

Aims:
Access for foreign students to higher education. This law in article 34 prescribes the entry requirements in HE for students who come from foreign schools.

Summary:
The law suggests that in the classes of a foreign school established and operating in Greece in accordance with Article 1 of Law 4862/1931 (Government Gazette 2 A), which follows a curriculum of a member state of the European Union (EU), or a combination programme when one of the countries involved is a member state of the EU, it is permissible for students, citizens of a member state of the European Union, to attend without restrictions.

Relevance:
It is one of the few relevant laws that deals with the issue of access of foreign students and students who studied in foreign schools to HE institutions without restrictions.

Improvement:
None advised, although it could be observed that the law is more favourable to students of EU origin.

Recommendations:
More opportunities for Roma students and reliable tools for validation and access for migrant Students.

GR5: Structure, operation, quality assurance of studies and internationalization of higher education institutions, (Law 4009, 6/9/2011)

Category: National / University
Aims:
Quality provisions in higher education and quality assurance for educational programmes. This law in article 44 prescribes the organisation of studies in a foreign language.

Summary:
This law suggests that curricula may be taught, in whole or in part, exceptionally, in a foreign language.

Relevance:
It is the only law that prescribes the possibility of organising curricula in languages other than Greek.

Improvement:
None advised.

Recommendations:
Callibrating linguistic and cultural differences within the academia, creation of safe spaces for students and academics to communicate, space for a multilingual dialogue as well as intercultural dialogue via periodic publications and student societies.

Critical review by AUTH

Although the relevance of laws and regulations regarding the status of students of migrant or ethnic and cultural background other than Greek is rather low, what is crucial to note is that there are certain steps made regarding access and funding of students of muslim and also Roma background (there is a recognised muslim and Roma minority in Greece). The migrant situation however is the latest pressure on the Greek university system, whose funding has been cut by 54 per cent between 2008 and 2014 despite admitting 11 per cent more students, according to a European University Association report published last year. University rectors complained last year that drastic cuts have caused "chaos" in many of the country's universities, which are now struggling to function after having laid off hundreds of administrative staff members. It is necessary to underline that intercultural education is a cross cutting dimension in education that should not be confined to 'special' curricula. Rather, it is a dimension that ought to transcend the Greek higher education system from curricula, programming, disciplines and materials. Moreover, its objective ought not only to be to integrate migrant students, but equally to expose majority students to other cultures and thereby substantially engage in an intercultural dialogue and substantive exchange and understanding of diversity and own identity. In the last decade a number of targeted measures have been recommended in order to encourage migrant and ethnic minority students (such as Roma) participation in and completion of tertiary education: these include financial incentives, such as scholarships, accommodation allowances (residential subsidy), transport support for some students, as well as career counseling, tailored support and individualised mentoring. These sorts of supportive policies could serve to widen migrant and minority students' participation in Greek higher education and would benefit Greek society more generally through increasing the talent pool in the labour market. Widening access to higher education means that some of these students who would otherwise not have accessed university will have the opportunity to study at university level and get exposed to the benefits that such an education can accrue. However, it is important to monitor and document the progress being made by these sorts of affirmative action to ensure that they are being enacted and that they are making real sustained changes.

University of Porto, UP (PT)

PT1: "Opré Chavalé": a project to foster in Portugal the integration of Roma communities in higher education, 2014 (start date)

Category: National / Regional

Aims:
Opré Chavalé aims "to break the barriers that separate Roma people from the formal education system, particularly regarding their access to higher education, academic and technical courses."
http://plataformamulheres.org.pt/international/english/projects/

Summary:
Opré Chavalé is promoted by the Portuguese Platform for Women's Rights and the Association Letras Nómadas. The project is funded by the Programme Active Citizenship – EEA Grants and administered by the Foundation Calouste Gulbenkian. One may say that the project has two main axes: the first one is related to young Roma themselves; the second one consists of lobbying. With regards to the first axis, and considering the socialisation of young Roma and the lack of examples they have through generations, a replicable training programme was created, in order to promote the participants' soft skills, "as essential competences for success in higher education". Through discussions and debates, the programme addresses "topics such as Human Rights and Gender Equality", and "the conciliation with the Roma identity". The project also included other measures related to the participants, including mentoring, in a logic of work between pairs of young Roma and non-Roma. The second axis has to do with lobbying. In fact, and unlike other countries, for example from Eastern Europe, "Portugal is not involved in programmes such as the Roma Educational Fund and other measures of the Open Society Foundation, which supports the education of young Roma with scholarships and special programmes throughout Europe. The project aims to operate at this level, making lobbying and requests for the extension of programmes for Roma communities in Portugal", where the difficulties of social inclusion of Roma communities are known, and are likely to be "associated with low schooling of the Roma population, the high failure rate and the high rate of early school leaving of Roma children and adolescents."

Relevance:
This programme is doubly relevant. On the one hand it aims to empower the young Roma and prepare them to succeed at higher education. On the other hand, it tries to compensate for a lack of programmes and policies supporting the access of Roma communities to higher education, also "by monitoring the National Strategy for the Integration of Roma (ENICC) implementing the Europe 2020 objectives, as well as putting pressure on the government in order to integrate post-2015 dynamics, when the present 'Decade of Roma Inclusion' ends." (For more information see http://plataformamulheres.org.pt/wp-content/ficheiros/2016/02/bolsas-de-estudos-para-jovens-ciganas-os-comunicado-a-imprensa-13Fev2016.pdf, http://plataformamulheres.org.pt/?s=opr%C3%A9+chaval%C3%A9, https://www.youtube.com/watch?v=dUVFFVCHdS4). It must be stressed also that the success of this programme led the Portuguese Government to create a policy of scholarships for university Roma students

(**https://www.portugal2020.pt/Portal2020/Media/Default/Docs/NOTICIAS2020/Co
municadoACMRP.pdf**). In fact, the "project is highly innovative" and the promoting
entities "have extensive experience in working together with Roma communities and
possess awareness of the specific needs of the population." In Portugal, the Roma
communities have significant "difficulties of social inclusion (…), associated with low
schooling of the Roma population, the high failure rate and the high rate of early
school leaving of Roma children and adolescents". "On average, boys leave school in
the 7th year" and girls in the 4th. Due "to the identification with the traditional social
role of the female gender as one of the pillars of Roma identity", they "leave school
when they start their life as a 'woman' at the time of their first period". "The project
contributes to Priority 21 of the National Strategy for the Integration of Roma to
promote higher education among young Roma, their families and communities. The
issue of formal education and, as a consequence, the inclusion in the formal labor
market is a priority area regarding the integration of Roma communities"
(http://plataformamulheres.org.pt/international/english/projects/). In addition, the
project presents a set of twenty very relevant recommendations.

Improvement:
Opré Chavalé's recommendations abovementioned are a very good basis for
improvement:

1. to "ensure the participation in international initiatives post-Decade of Roma
   Inclusion that are under negotiation, to open the doors of the State and the
   civil society to a community with strong commitments and replicable best
   practices, and to public and private funds available for this area",
2. to "recognise the importance of positive action for inclusion in the education
   field",
3. to "recognise that the integration of Roma communities in formal education
   and in the labour market, in particular in professions requiring all levels of
   training, is a Human rights issue and an achievable goal",
4. to "recognise that gender equality is a matter of Human Rights and
   indispensable to sustainable development both in the Roma communities, as
   in the majority society",
5. to "recognise the diversity of talents, ambitions and individual motivations of
   young people from Roma communities and provide diverse responses, in
   particular in all education and training areas and levels",
6. to "recognise the importance of targeted public policies and the fundamental
   role of the Ministry of Education to close the gap between Roma and non-
   Roma in terms of membership and results of the education system",
7. to "put mediation at the centre of all initiatives directed to the integration of
   Roma communities, in particular in the area of secondary and higher education
   to ensure the self-representation and the success of the intervention promoting
   intercultural dialogue",
8. to "create a favourable environment in schools and in institutions responsible
   for lifelong learning. Racism, sexism and direct discrimination, even when not
   explicit, must be eliminated. This is the starting point for inclusion",
9. to "promote the training, awareness and information of the practitioners from
   public institutions involved with Roma youth, to prevent the perpetuation of
   stereotypes, namely teaching and non-teaching staff of primary and secondary
   schools, kindergarten, technicians from The Employment and Vocational
   Training Institute (IEFP), social workers, etc.",
10. to "ensure quotas for women in all initiatives directed to the integration of
    Roma communities, particularly in secondary and higher education, as positive

action promoting the development of the whole community and not perpetuating gender stereotypes",

11. to "combat absenteeism and early school leaving through a more meticulous monitoring and rewarding teachers with better performance in this area, as well as involving mediators in school",

12. to "promote training actions to foster soft and hard skills, and the personal development of young Roma, to avoid the waste of talent",

13. to "engage families in the school life of children, through specific activities and mediation work",

14. to "ensure mentoring of mediators or Roma activists for the young people to improve school performance and broaden their perspectives",

15. to "establish specialized mechanisms to support applicants in the preparation for exams to access higher education, for example through mentoring and monitoring programmes, involving multiple stakeholders, as secondary schools and civil society institutions operating in the field of education",

16. to "provide scholarships or other financial aid to cover tuition and living expenses, which are not limited by area, institution or tax debts of the household",

17. to "provide clear and accessible information in secondary schools about opportunities in higher education, including scholarships",

18. to "promote models of success as agents of change to strengthen the motivation of young people regarding the importance of school and studies on vertical social mobility",

19. "the secondary and higher education institutions must follow the policies related to the integration of vulnerable groups. The institutional implementation should not be separated from national and international policy",

20. "and, finally, the most important goal is to 'put the issue of integration in higher education at the top of the political agenda and intervention initiatives with the Roma communities'. This is the key area that serves as a catalyst to break the whole cycle of exclusion, in particular through the creation of paths and examples of social mobility for the strengthening of a middle class of Roma who will certainly be the basis for the sustainable development of the entire community" (Baranyai & Kiss, n.d., p. 38, our translation).

Recommendations:
Despite the importance of the recommendations made by the project itself, it would be advisable to have a greater dissemination of the project and its results.

PT2: Regulation of U CAN scholarships [Regulamento de atribuição de Bolsas de Estudo – U CAN], 2013 (start date)

Category: National / Regional

Aims:
These scholarships are intended to support the pursuit of higher education by students with good school performance and in economic need, residents in the territories where the local projects of the "Escolhas" Programme operate.

Summary:

The "Escolhas" Programme supports the school inclusion of young people from the most vulnerable socio-economic contexts. Having been created in 2001, many of the young people first supported by "Escolhas" begin to attend higher education. Education is crucial for a full social inclusion. However, access to higher education is not always easy for those who wish to attend it, particularly in situations of economic shortages. In the frame of its own social responsibility policy, "Escolhas" seeks to promote the access to higher education of young people with more economic shortages, residents in the territories where the Escolhas' local projects are carried out, seeking to avoid the dropout from higher education. To achieve it, this regulation defines the requirements to apply to one of the 50 scholarships provided on an annual basis.

Relevance:

This programme is relevant for two main reasons: i) it widens the access to higher education to youngsters from under-represented groups, and provides money to be used for expenses with tuition fees, school supplies and travel on public transport; ii) besides the financial support, each youngster is accompanied by a volunteer mentor who provides academic and personal support.

Improvement:

The provision of this kind of scholarships should involve other territories, also deprived, where the Escolhas is not operating.

Recommendations:

To institutionalize this initiative at national (governmental) level.

PT3: **National Roma Communities Integration Strategy (ENICC) [Estratégia Nacional para a Integração das Comunidades Ciganas**], 17 April 2013

Category: National / Regional

Aims:

The aims of ENICC's Priority 21 are: "Completion of secondary education/vocational courses for 30% of young Roma until 2020; attendance of higher education for 3% of young Roma, until 2020; completion of higher education to 2% of young Roma, until 2020". (High Comission for Migration)

Summary:

The "Portuguese National Roma Communities Integration Strategy is a result of the involvement of all Ministries, Civil Society organisations, Roma communities and experts, and besides the four main areas proposed by the European Commission – housing, education, health and employment, - Portuguese ENICC added a crosscutting pillar in order to address issues like discrimination, mediation, citizenship, gender equality, Roma history and culture. Under the Portuguese National Strategy are foreseen a total of 40 priorities, 105 measures and 148 goals until 2020. Adopted in 27th March 2013, resolution of the Council of Ministers Resolution No. 25/2013, the National Strategy foresees and includes specific actions for Roma communities, as well as measures that have been put into place in the last years not only Roma, but also other vulnerable groups. The High Commission for Migration is the National

Roma Communities Integration Strategy's National Focal Point." ENICC's Priority 21 aims to promote the secondary schooling level among Roma communities, encouraging the higher education.

Relevance:
Opré Chavalé, for instance, refers its own contribution to accomplish the goals defined by ENICC's Priority 21.

Improvement:
An analysis of ENICC does not enable a clear understanding of who and which institution is responsible for what. It is very likely, given the abovementioned reference made by Opré Chavalé, that ENICC is being implemented, but it seems that it could be improved by further and deeper dissemination of the activities promoted.

Recommendations:
Specific campaigns and creation of quotas for the access of Roma students to higher education, as well as incentive mechanisms for higher education institutions to promote the participation of Roma students.

PT4: **Network of Intercultural Mediation in Higher Education (RESMI) [Rede de Ensino Superior para a Mediação Intercultural],** established 21 May 2015

Category: National / Regional

Aims:
RESMI aims to join forces and interests to deepen the knowledge and practices of intercultural mediation, leveraging synergies in the areas of training, research and consultancy of projects implemented by the partners of the High Commission for Migration. It aims to encourage secondary school level and higher education in Roma communities and other vulnerable groups by creating synergies through different intercultural mediation projects (High Commission for Migration)

Summary:
"In the last years, the High Commission for Migration (ACM, I.P.) has been promoting an intervention in intercultural mediation through the Intercultural Mediation in Public Services' Project (MISP), which aims to contribute tosocial cohesion and better life quality in municipal areas where cultural diversity is significant. The main goal of MISP is to manage diversity with the contribution of local protagonists as mediators. Knowing that universities and higher education institutions can have here an important role, the High Commission for Migration (ACM) invited many institutions to join up in this important goal. So, in 21st May of 2015, and by occasion of Cultural Diversity to Dialogue and Development Global Day, has taken place the event of constitution of the Network of Intercultural Mediation in Higher Education (RESMI), with the signature, by all the representatives of the 23 Higher Education institutions involved, of a commitment letter." (**http://www.acm.gov.pt/-/resmi-rede-de-ensino-superior-para-a-mediacao-intercultural?inheritRedirect=true**).

Relevance:
In addition to local and national events, participation in RESMI has resulted, inter alia, on new publications, training provision and joint applications to research projects.

Improvement:
It seems that a further dissemination of the processes, in addition to the outcomes of RESMI activities, would be beneficial.

Recommendations:
To include higher education system and Ministry of Science and Technology.

PT5: Strategic Plan for Migration (2015-2020) – Axis III, nº 62 measure "Promotion of attraction and mobility in higher education", 1st action, 20 March 2015

Category: National / Regional

Aims:
The goal of the first action of measure "Promotion of attraction and mobility in higher education" is to ensure quality and celerity in processing procedures for granting residence permit to international students.

Summary:
The 1st action includes the extension of the ISU platform – SEF Interface – Universities to all public higher education institutions, in order to streamline the registration process of international students in educational establishments.

Relevance:
This action is not yet implemented (Schedule for 2018), nevertheless it is relevant since it is expected to reach 70% coverage rate in higher education institutions integrated in the ISU Platform– SEF Interface.

Improvement:
In order to guarantee concerted action by all ministries, the creation of a Technical Monitoring Group is foreseen to cooperate with the High Commission for Migration, I.P., the Immigration and Borders Office and the Directorate-General for Consular Affairs and Portuguese Communities, in implementing, monitoring and evaluating the 2015-2020 Strategic Plan for Migration. The plan will be subject to external evaluation.

Recommendations:
To have a monitoring group to cooperate for the implementation, monitoring and evaluation of 15-20 strategy plan for migration.

PT6: Strategic Plan for Migration (2015-2020) – Axis III, nº 62 measure "Promotion of attraction and mobility in higher education", 2nd action, 20 March 2015

Category: National / Regional

Aims:
To create a common communication platform among institutions involved in the registration process of international students in educational establishments (High Commission for Migration)

Summary:
This 2nd action includes launching the online communication platform through a work group, to streamline the visa concession procedures to students, within three years. In this action, not only the public higher education institutions are involved, but also Superior Polytechnic Institutes and Portuguese Association of Private Higher Education play an important role.

Relevance:
Despite this action is still being developed, it seems to be extremely relevant since it allows to accelerate the registration process of international students in educational establishments.

Improvement:
Since this action is still being developed, the assessment of its impact is not yet public.

Recommendations:
To have a monitoring group to cooperate for the implementation, monitoring and evaluationg of 15-20 strategy plan for migration.

PT7: **Strategic Plan for Migration (2015-2020) – Axis III, nº 62 measure "Promotion of attraction and mobility in higher education", 3rd action,** 20 March 2015

Category: National / Regional

Aims:
The 3rd action goal is to make clear and accessible all information required to access higher education in Portugal.

Summary:
This action includes the preparation of a guide for the welcoming and integration of international students/teachers/researchers, namely making clear and accessible all information required to access higher education in Portugal, continue studying or for academic and professional recognition.

Relevance:
The production of a guide for the welcoming and integration of international students/teachers/researchers is very relevant, since it helps not only the entrance process, but also supports the decision for coming to study in Portuguese higher education institutions.

Examples: University of Porto
https://sigarra.up.pt/up/en/web_base.gera_pagina?p_pagina=integracao-na-uporto; University of Coimbra https://www.uc.pt/international-applicants/welcome-guide

Improvement:
The production of guides translated to different languages, at least in English and in another idiom.

Recommendations:
To stimulate the diversification of the languages in which the guide appears, possibly with testimony from current immigrant students.

PT8: **Strategic Plan for Migration (2015-2020) – Axis I, nº 41 measure "Measures for the promotion and awareness about academic and professional recognition",** 20 March 2015

Category: National / Regional

Aims:
This measure aims to promote and make raise awareness about academic and professional recognition.

Summary:
This measure includes four actions, respectively:
- To "hold awareness-raising actions directed at higher education institutions";

- To "raise awareness of the National Immigrant Support Centres (CNAI)/CLAII in conjunction with CNAI's Qualifications Acknowledgement Support Bureau for academic and professional recognition";

- To "compile testimonies and experiences of immigrants who found personal and professional fulfilment" through the creation of a brochure and

- To "adapt and update legislation on the recognition of diplomas obtained in short-term higher education courses, awarded by foreign higher education institutions". This includes reviewing "the current legislation in order to adapt it to the new short-term higher education courses, allowing the recognition of diplomas of the same nature awarded by foreign higher education institutions during the period covered by this plan"

Relevance:
Despite this measure still being developed, it seems to be extremely relevant since it allows and reinforces the promotion and awareness of academic and professional recognition.

Improvement:
Since this action is still being developed, the assessment of its impact is not yet public.

Recommendations:
To have a monitoring group to cooperate for the implementation, monitoring and evaluation of 15-20 strategy plan for migration

Critical review by UP

First of all, some measures are still being implemented, so it is not possible to comment very exhaustively on their impact or proposed changes (see policies 5, 6, 7 and 8). In other cases, due to a limited dissemination of processes and activities, it is

difficult to understand the impacts of the different policies and, therefore, foresee how they might be improved (see policies 3 and 4). Secondly, most of the measures suppose that international students include migrants and/or minorities. This was, in fact, our interpretation and that is the reason why we include these measures in this report, however it seems to be evident the absence of expressions such as migrants and minorities in legal documents.

Another interesting aspect refers to the autonomy of different higher education institutions for implementing and adapting the measures. The policy #7 highlights the diversity of practices within the institutions regarding the creation and availability of the welcoming guide for international students, teachers and researchers, since the University of Coimbra presents the translation of the guide in three different languages (including Portuguese, English and Chinese) and the University of Porto only presents the Portuguese version. In this case, it would be useful to uniform practices in order to guarantee that migrant and/or minority students, including those who do not speak Portuguese, can benefit from this policy.

Finally, and perhaps most importantly, Opré Chavalé (policy #1) appears as a very interesting policy. In fact, it tries to compensate for the fact that Portugal is not involved in important international initiatives aiming to foster the education of young Roma, such as the Roma Educational Fund and other measures of the Open Society Foundation. This project monitors also the National Strategy for the Integration of Roma (ENICC). As a result, the success of this programme led the Portuguese Government to create a policy of scholarships for university Roma students. In addition, and this shows how multidimensional this project is, Opré Chavalé provides a soft skills training in order to promote the access of young Roma to and the success in higher education.

University of Vienna, UNIVIE (AT)

AT1: **Ergebnispapier der Arbeitsgruppe Diversität und Mehrsprachigkeit in pädagogischen Berufen (bmb).** (Guideline Diversity and Multi-Lingualism in pedagogical education) 2013

Category: National / Regional

Aims:
To promote diversity and multi-lingualism in HE institutions offering teacher training courses (increase of diversity skills and linguistic skills of Pedagogical Science students) and to reduce discrimination of migrant students of Pedagogical Science through specific actions in human resource management (services for German as Second Language):

The guideline contains 2 main aims:
- Promoting diversity and multi-lingualism in pedagogical education through the increase of diversity skills and linguistic skills of Pedagogical Science students (teachers to be).

- Reduction of discrimination of migrant Pedagogical Science students through specific action in human resource management and through concrete services for students in the area of German as a second language.

The aim of the working paper / guideline is to give recommendations for diversity and multi-lingualism for HE institutions offering teacher training in Austria, specifically answering to a legal recommendation to integrate more migrant students into pedagogical university studies. The guideline is the result of a working group established from 2011-2013. Also, HE institutions not offering teacher training gave input to the guidelines and they were coordinated and edited by the Ministry of Education in Austria. The guideline also follows an OECD recommendation: Review on Migrant Education[4] (2010).

Summary:
The guidelines are structured in the following way:
- Structural recommendations - It is recommended to appoint responsibilities to University sub-units to promote the following topics university-wide: multi-lingualism, linguistic and cultural and interreligious education, German as a second language, and migration education.

- Human resource Management - Diversity skills should be integrated into all educational activities of staff development (staff members and managers) as a transversal skill needed for all processes of HR and decision making processes.

- Developing curricula - The topics multi-lingualism, linguistic and cultural and interreligious education, German as a second language, and migration education should be integrated into new pedagogical curricula from now on

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[4] http://www.oecd.org/edu/school/oecdreviewsofmigranteducation-closingthegapforimmigrantstudentspoliciespracticeandperformance.htmv

and should be counted as basic knowledge and skills for all pedagogical students. Different topics can be highlighted and weighed in BA and MA studies. Different HE institutions offering teacher training can focus on different topics (and connect and cooperate in a trans-institutional way).

- Research - cooperation between universities to develop research clusters in this area etc.
- Teaching competence - The topics mentioned before are connected to individual researchers / experts in Austria, but not necessarily to institutions, so teaching competence in this area is person-based. In teaching, there is a certain degree of competition with other transversal topics, which are also important to address.

Relevance:
The guideline is relevant to all HE institutions offering teacher training in Austria. It is hard to assess its impact though.

Improvement:
The document is specifically directed at a specific type of higher education institution, bearing in mind institutional specificities. It is based on project activities, grounded in research, and on cooperation of experts of relevant fields and members of pedagogical universities. By involving these different groups of stakeholders, acceptance is likely to be high. The guidelines are written in the format of a checklist, thereby easy to be used by any institution wishing to implement diversity and multilingualism. Yet since these are recommendations to HE institutions, the degree of implementation is by no means ensured.

Recommendations:
Context: specific for HE institutions offering teacher training; policy is highly relevant on an institutional level.

Recommendations on 5 levels for university subunits on how to promote implementation of diversity and multilingualism in pedagogical HEs: structural recommendations, HR management, integration of diversity/multilingualism into curricula, develop research clusters, develop teaching competence).

Comment: assess commitment and degree of implementation in HE institutions offering teacher training.

AT2: Frauenförderungsplan für den Wirkungsbereich des Bundesministeriums für Wissenschaft, Forschung und Wirtschaft (23.12.2014) (Plan for the promotion of women 2014)

Category: National / Regional

Aims:
The national plan to promote equal treatment of women aims at giving recommendations for equal treatment of women in all areas of research, teaching and administration. The plan does not specifically mention diversity.

Summary:

The plan foresees equal treatment in terms of equal salary, equal representation in committees and boards, protection of rights at the workplace, and that managers who work in research, education and teaching have to be trained and more aware of equal treatment. Also, leadership positions should be handled equally and it should be made easier for women to re-enter the labour market after maternity leave.

Relevance:

The plan is relevant for all fields of research, education and teaching.

Improvement:

The decree is focused on promoting gender equality in HE institutions. There is no equivalent for promoting a diversity-oriented culture. An extensive plan on promoting equality in HE institutions focusing on multiple dimensions and their interrelations is missing.

Recommendations:

Context: document deals with gender equality in HEs, not migrant learners.
Comment: Similar document for migrant learners are needed, enhancing pressure on HE institutions

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AT3: Nationale Strategie zur sozialen Dimension in der Hochschulbildung. Für einen integrativeren Zugang und eine breitere Teilhabe. (National strategy for a social dimension within Higher Education. For a more integrative approach and broader participation) 2017

Category: National / Regional

Aims:

- To enhance participation of non-traditional students (migrant students, students whose parents have not completed Higher Education and students without a high school diploma) in Higher Education fostering access routes that are diversity-oriented and fitted to student heterogeneity

- To reduce drop-out rates and further successful completion of studies

- To improve management in institutions of Higher Education (Social-Dimension-Mainstreaming in all future measures and initiatives)

Summary:

This strategy document issued by the Federal Ministry of Science, Research and Economy develops a vision and derivative measures to foster access to and participation in Higher Education for a diverse student population. Based on analyses of the current situation of participation of different social groups, recommendations are made, addressed to governing bodies, institutions of Higher Education, special interest groups and actors from civil society. The recommendations aim at facilitating access to Higher Education for non-traditional students (migrant students, students whose parents have not completed Higher Education and students without a high school diploma), reducing drop-out rates and improving management in institutions of Higher Education to better include measures addressing the "social dimension". The proposed measures include increased study grants, making available of information

on grants, financial aids, access and mobility on a centralized website as well as devising programmes to specifically target non-traditional students (i.e. mentoring, communication campaigns). Additionally, cooperation between universities, counselling services, schools and institutions of adult education is to be enhanced. Since the Federal Ministry of Science, Research and Economy makes performance agreements with all Austrian universities, it has the ability to integrate the presented ideas and measures into these performance agreements thereby working to implement them in the future.

Relevance:
It is a strategy document for the entire Higher Education sector in Austria, issued by the main governing body in this area. Responsibilities are clearly defined (which stakeholder is to do what).

Improvement:
The Federal Ministry professes in this strategy paper to put pressure on individual Austrian universities to integrate social dimension mainstreaming into all their practices. Pressure shall be exercised through performance agreements and contracts (tied to university financing). The document was issued in February 2017. To which degree the social dimension will be made relevant by the Ministry in performance agreements and contracts with Austrian universities remains an open question until the next round of negotiations takes place between Ministry and universities.

Recommendations:
Context: Strategy document
Recommendations: reducing drop-out rates, facilitating access for non-traditional students, targeted measures
Comments: assess degree of implementation (rewards, sanctions); detail the specific plans with each university and to what extent their activities are being monitored.

AT4: Der gesamtösterreichische Universitätsentwicklungsplan (gö UEP) 2016-2021 (The overall Austrian development plan for universities 2016-2021)

Category: National / Regional

Aims:
Main aim is to facilitate culture change aiming at social inclusion, gender equality and diversity at universities. Operational goals are to establish a diversity oriented culture in universities and have the student body represent the make-up of the general population

Summary:
This document spells out the main goals of university development in Austria within a given period (here: from 2016 to 2021). One of the eight main goals deals with student heterogeneity and diversity in Higher Education. One goal for university development the Federal Ministry expresses is to facilitate culture change in universities towards social inclusion, gender equality and diversity.

This main goal is broken down in three components, one of them focusing on gender equality, the other two being:

- The establishment of a diversity-oriented culture at universities:

  Students are a very heterogeneous group with diverse learning needs, faced with different structural barriers depending on the social background (i.e. international students, students of migrant background, first generation students, students with health issues or care responsibilities etc.). The teachers' diverse backgrounds are similarly relevant for learning and teaching at universities. Thus, universities need to develop targeted measured which aim at establishing a diversity-oriented organisational culture. One core element in this regard is the implementation of diversity management.

  Universities are urged to:
  - develop diversity strategies
  - develop initiatives and programmes to facilitate compatibility of studies and private life
  - develop a university-wide equality of treatment plan

  The Ministry professes to:
  - commission reports and publish data on students' situations (their experiences, their problems, the barriers there are faced with etc.)

- Likening the make-up of the student population to the make-up of the general population (in terms of socio-economic and educational-biographic characteristics) to enhance permeability of universities.

  The Ministry professes to develop:
  - a national strategy for a social dimension within Higher Education which shall include an analysis of the current situation and the development of recommendations in cooperation with main stakeholders and interest groups

Relevance:
This is the development plan for all Higher Education institutions in Austria, denoting aims and goals. The specific aims and goals are broken down individually for each institution in performance plans, yet this document determines the general direction institutional development has to take between 2016 and 2021.

Improvement:
The plan remains very general in nature. It states general goals and priorities for HE development. Concrete measures and implementation plans are devised at a different level. In Austria, universities operate with a high degree of autonomy.

Recommendations:
The establishment of a diversity-oriented culture at universities, analysis of the current situation (student data).

Comments: assess degree of implementation (rewards, sanctions); detail the specific plans with each university and to what extent their activities are being monitored.

AT5: Universität Wien 2020 Entwicklungsplan (University of Vienna 2020 Development Plan)

<u>Category</u>: University

<u>Aims</u>:

- Strengthen multilingualism (multilingualism represents the university's openness regarding the globalisation of education and science)

- Facilitate internationalisation

- Diversity of students and staff is seen as a potential for further developing the institution

- Equality serves as core institutional value

- Foster institutional efforts to enhance respect for diversity of students and staff and to create conditions under which all members of the university can thrive

- Commit to remove barriers and stereotypes and fight discrimination

- Develop targeted measures for disadvantaged groups (both students and staff)

<u>Summary</u>:
The university's development plan denotes strategic goals. Within the strategic concept, diversity of student and staff – in terms of personal and social background – plays an important role. The university commits to actively working against discrimination and to reducing barriers that students face who belong to a minority. Moreover, the university wishes to foster a diversity-oriented organisational culture. Diversity has to be attended to and actively appreciated. This holds also for the design of courses and the adequate deployment of teaching and testing methods. Internationalisation efforts aim at enhancing student and staff mobility, increasing the number of international master- and phd-students and the number of study programmes offered in a different language than German. Also, intercultural competences of students and staff are to be further developed.

Finally, the university aims at increasing the number of students with experience of migration. The future student body shall represent the general population even better than it does now, especially in the area of studies training future teachers.

<u>Relevance</u>:
High relevance for the University of Vienna, because it represents the rectorate's vision for the institution.

<u>Improvement</u>:
This is a strategy document. The degree to which aims are put into practice relies on inner-institutional negotiations between the rectorate and the different departments, which in some cases are tied to distribution of money. It also depends on the individual actors involved, thereby leaving considerable wiggle-room when it comes to implementation.
Further, the document, as it is written for the entire university of over 94.000 students and over 9.500 staff members, does not recommend concrete, specific measures, but remains quite general in nature.

Recommendations:
diversity-oriented organisational culture, reducing barriers, increasing the number of migrant students, enhancing student and staff mobility, developing intercultural competences.

Comments: assess degree of implementation (rewards, sanctions); detail the specific measures taken.

AT6: Qualitätsorientierte Services im Student Lifecycle Management. Anhang zum Qualitätsmanagement-Handbuch. (Quality-oriented services in student lifecycle management) 2016

Category: University

Aims:
To focus on diversity in a demographic, cognitive, professional, functional as well as institutional dimension. To be seen as diversity-affine institution. Diversity management is directed at the entire student lifecycle (arousing interest for studying, preparing one's studies, entry-phase, study-course and study success). Corresponding measures are to be developed and implemented for each phase

Summary:
This document describes the activities the University of Applied Sciences, Upper Austria embarks in to support diverse students throughout the student lifecycle. Some measures target women, some measures target students with disabilities and some measures are directed at (prospective) students belonging to a cultural minority. The approach follows five criteria: resistance, fairness, anti-discrimination, entry to the labour market, effective learning, and sensibility.

Measures include:
- Target-oriented information and counselling for people interested in taking up studies
- Pre-university language training courses, supplementary courses for bridging gaps and an orientation week to support the entry phase
- Intercultural trainings for students.

Relevance:
The document spells out activities and measures in an institution of Higher Education. The activities are related to the student lifecycle thereby trying to incorporate diversity management in all phases of student experience at that university – including recruiting and access to the institution.

Improvement:
Little information is given on supporting processes of learning (the document focuses on the side of the students and student-oriented service, not on teaching and learning or development of curricula).

Recommendations:
Supporting diverse student groups with targeted measures (counselling, courses etc.) across the student life cycle.

Critical review by UNIVIE

Generally, it can be said that policies on diversity are rare in higher education in Austria and that more emphasis is put on gender equality than on diversity in all documents reviewed. If diversity is addressed, the document usually talks about a multitude of relevant dimensions and not about any specific category: i.e. "non-traditional students" are addressed, meaning students whose parents have no academic training, students of migrant background as well as students without a high school diploma. Thus, there are almost no policy documents focusing solely on (prospective) students with experience of migration or belonging to a cultural minority.

The number of students who were born outside of Austria at Austrian universities has been continuously rising since the 1970ies[5]. Differing between the various types of universities in Austria, the share of migrant students is:

- Public universities: app. 23%

- Private universities: app. 38%

- Universities of applied science: app. 12%

- Pedagogical universities: app. 5%

At the Federal Ministry of Science, Research and Economy, the department for Gender and Diversity is responsible for diversity-friendly access to higher education. Legal action of the last years include:

- An amendment to the law 2010 for gender monitoring and gender equality in higher education for staff recruitment processes

- An amendment to the law 2009 to include 40%-50% women in university committees

- An amendment to the law 2015 including anti-discrimination, better compatibility of studying with a child or while having to care for (old) parents

The Federal Ministry of Science, Research and Economy (BMWFW) has determined strategic objectives for diversity and equality in the frame of service agreements with all Austrian universities from 2016-2018. The Federal Ministry of Science, Research and Economy is responsible for monitoring these strategic objectives, the universities are responsible for implementing them. Within these objectives more emphasis is put on gender equality rather than diversity:
Strategic objectives 2016-2018:

- Equal gender balance in all areas of the university, all hierarchies and all decision making bodies

- Reducing unequal pay between men and women to 0

- Reducing structural barriers

- Considering gender as a topic in research and teaching

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[5] **http://www.auslaender.at/auslandische-studierende-an-osterreichischen-hochschulen**

- Legal responsibility to structural equality and equality in working processes
- Medium-term objective to implement an active diversity management at all universities

UNIKO as the national board of all Austrian universities has not released any position papers on diversity in the last 10 years. Position papers are available on research, teaching, structural measures and recruitment processes. The task force of the UNIKO, which works on diversity and equality issues, meets regularly and focuses on gender equality in staff recruitment. They have, however, since 2015 also launched several position papers and projects reacting to the refugee crisis, which affected Austria enormously in 2015. The most well-known and wide-spread project which was launched is the MORE-Programme.

Johannes Gutenberg University, JGU (DE)

DE1: **Grundgesetz Buch/ Basic Constitutional Law**, 23.05.1949

Category: National / Regional / University

Aims:
Due to German History ("Third Reich"), the first three sections of our Basic Constitutive Law are constructed very profoundly. They describe the diversity and intercultural standards of Germany as a nation. These first three sections build the columns of the German "categorical imperatives" (Immanuel Kant) concerning diversity and treatment of human beings.

Summary:
The first three paragraphs of the Basic Constitutive Law embed an egalitarian humanist worldview as the base of the Federal German Republic. Due to the Third Reich, the sanctity of life and the fundamental human value have become the first and foremost article of belief to the German Republic.

Relevance:
The German Republic is, due to German history, structured to hold humanist, egalitarian efforts as its first and foremost aim. To understand diversity efforts in Germany this needs to be considered. Furthermore the §1 is protected by the Ewigkeitsklausel (Eternity clause) and cannot be changed as long as the Federal German Republic exists.

Improvement:
The term "Rasse" (race) could be replaced. The term phenotype is deemed in German critical whiteness studies to be most accurate to describe human visual plurality. The term Race is always connected to the idea of multiple Human races and the belief in fundamental biological difference. The term phenotype limits human difference to a visual manifestation.

Every human being on German soil and every German citizen on foreign soil is protected and affected by the Basic Constitutive Law.

Recommendations:
The text should be partially reformulated. As it is an important proof of self-understanding of the BRD, the New Founded German Nation, it should avoid terms which are politically not correct.

Comments: The overall principles for the treatment of human beings, regardless of nation, sex, age, religion and social status which guide all German HEI, inhabitants i.e. also students and academic staff

DE2: **Bildung und Beruf in Deutschland- Eine Broschüre zu den rechtlichen Voraussetzungen des Aufenthalts für Drittstaatsangehörige. (Education and Work opportunities in Germany – A Brochure about legal ramifications to a Stay for Third-country nationals)**, January 2015

Category: National / Regional / University

Aims:
Facilitate access to German HEIs for refugees and migrants.

This brochure gives legal advice and practical information for those who want to inmigrate and work, learn or study in Germany. It contains a lot of FAQ and check-lists.

Summary:
Information of diverse immigration and admission processes. Information are presented in a manner to aid the people concerned. The material itself is too complex to be summarised any further.

Relevance:
The Federal Republic distributes and informs affected public with specific information brochures as guidance.

Improvement:
Taylor-made paper for target group: to take a realistic perspective of migrant students that is to be seen in the design of the Paper

Recommendations:
Context: Germany's Strategy on Internationalisation, inmigration of students.
Recommendation: Guidelines should be accompanied by a personal counselling (e.g. hotline, online tutorials).

DE3: **Bildung und Beruf in Deutschland- Eine Broschüre zu den rechtlichen Voraussetzungen des Aufenthalts für Drittstaatsangehörige./ Studying and working in Germany – A Brochure concerning legal requirements to stay as third-country national)**, January 2015

Category: National / University

Aims:
Facilitate access to German HEIs for refugees and migrants. This brochure gives legal advice and practical information for those who want to immigrate and work, learn or study in Germany. It contains a lot of FAQs and check-lists.

Summary:
Information of diverse immigration and admission processes. Information are presented in a manner to aid the people concerned. The material itself is too complex to be summarised any further.

Relevance:
The Federal Republic distributes and informs the concerned public with specific information brochures as guidance.

Improvement:
Personalization - Guidelines should be accompanied by a personal counselling (e.g. hotline, online tutorials).

Recommendations:
Context: These Guidelines are also based on the Germany's Strategy on Internationalisation and immigration of students.

Recommendation: To enable access of migrant students by guiding and counselling them with practical information.

DE4: Interkulturelle Öffnung von Hochschulen- Hochschulzugang und Studium bei geflüchteten Menschen (Opening Higher Education Institutes to Interculturality- Admission and Studying for Refugees) 30.09.2015

Category: National / Regional / University

Aims:
Enhance participation of refugees. This Conference Document is a Policy Paper on HE Strategy Building. For Germany it was necessary to build up a common strategy because of the huge amount of refugees arriving in the years 2015 and 2016. Especially for the former «German East Universities», where racism, Nazi-Ideology and the extreme right wing parties are very strong (exception: the former Berlin East). All HEI in Germany are members of the HRK and list up in this document their best practices and measures on social integration, psycho-social guidance, information about admission, language and subject skills, activities and initiatives for refugees on campus to help each other and to learn from others.

Summary:
The brochure informs Institutions and Refugees on how admission into various Universities can be achieved.

Relevance:
The Region Rheinland-Pfalz (Rhineland-Palatinate) distributes and informs concerned people with specific information brochures as guidance.

Improvement:
The Paper should be better communicated and spread within the HEI and their Faculties so that every HEI could profit and learn from best practice in their daily work.

Recommendations:
Context: Policy of Opening up German Universities to Migrants. Recommendations: Diversity as a guidance principal of organisational structure within Universities. Targeted measures on How to enable access/How to widen up HE institutions for migrants/How to cope with the demographic change (Focus on Best Practice Examples).

DE5: Wissenschaft weltoffen – Daten und Facten zur Internationaliät von Studium und Forschung in Deutschland / Facts and Figures on the International Nature of Studies and Research in Germany, 2017

Category: National / Regional / University

Aims:
Develop national strategies for Germany's internationalisation. The DAAD is a federal institution and the driving force behind the internationalisation efforts of German universities. Based on these annual reports, the DAAD's facts and figures, the German policy of internationalisation of HEI is built. The DAAD gives advice to the National Ministry of Education and Science concerning Diversity at German HEI.

Summary:
Report of the impact of intercultural Projects. Summary not applicable.

Relevance:
The DAAD is one of the largest and active scholarship providers.

Improvement:
Discussion - To discuss the consequences out of the facts & figures with HEI Leaders.

Recommendations:
Discussion: To discuss the consequences out of the facts & figures with HEI Leaders. Facts & Figures as a basis for German HEI Policy in the Future. It is recommendend to widen participation of migrant students/Change HEI into international orientated institutions/Establish a Welcome Culture. Comments: The Facts & Figures should be enriched by the experiences of the HEI (establish a stronger and regularly dialogue between DAAD and the HRK).

DE6: Interkulturelle Öffnung von Hochschulen- Hochschulzugang und Studium bei geflüchteten Menschen (Intercultural Opening of the Highereducation Institutions - Admisison and Studies für People searching refugee), 2018

Category: National / University

Aims:
Promoting diversity and participation of non-traditional students at German HEI. Policy/Strategy building, best practices, measures.

Summary:
The brochure informs institutions and refugees on how admission into various Universities can be achieved. Summary not applicable.

Relevance:
The Region Rheinland-Pfalz (Rhineland-Palatinate) distributes and informs effected with specific information brochures as guidance.

Improvement:
Sustainability: How to maintain Godd Practices established?

Recommendations:
It is a huge, funded programme which is running up to 2020 to promote ULLL with focus on vulnerable target groups (non-traditional students, migrants). Recommendations: Open Up Universities and change them into ULLL. Increase the rates of migrant students.

DE7: Studienmöglichkeiten für Flüchtlinge in Rheinland-Pfalz (Possibilities to enrol in Universities for Refugees in Rhineland-Palatinale), 2018

Category: National / Regional / University

Aims:
Facilitate access to HEI in Rhineland-Palatinate for refugees.

This website/Platform gives legal advice, practical information concerning HE admission for refugees. The Ministry of Rhineland-Palatinate focussed strongly its HE policy in the last three years on gaining more international students. Therefore this platform was established.

Summary:
Individuals can feed information into the database step by step and find and enrol in the suitable institute. The tool is for active assistance with the registration process.

Relevance:
Hands on supportive measure to simplify obtaining education.

Improvement:
To establish a culture of welcome by individualising guidelines and tutorials

Recommendations:
Context - Rhineland-Palatinate's HEI Strategy to increase the numbers of migrant students. Recommendations: Attracting the potential students with migration background by offering a guided through online tool for admission. Comments: The Manual should be personalised and accompanied by a hotline or online tutorial.

DE8: **Diversitätsstrategie der Johannes Gutenberg-Universität Mainz (JGU) /Diversity Strategy of the Johannes Gutenberg University of Mainz** 27.06.2017

Category: National / Regional / University

Aims:
Strengthen the Diversity dimension of the Institution. Facilitate organisational change of culture (internationalisation, gender equality).

The JGU has run through a National Diversity Audit on voluntary basis. The University Policy is to attract more international students, so the Diversity Strategy is an important step within this aim. It includes a statement of the University's policies with respect to access, equality and tolerance.

Summary:
Background information on the Diversity Strategies, display of the efforts and the contact offices. It is a report on progress and initiatives.

Relevance:
The JGU is highly motivated to progress as an inclusive institution. The efforts have an immense symbolic value and signalling effect.

Improvement:
To ensure quality assurance, by sharing and evaluating the different strategies and policies on Diversity and Gender Management within HEI.

Recommendations:
Diversity as an organisational principle; reducing barriers; increasing the percentage of migrant students. Supporting academic and administrative staff with intercultural trainings. Create a welcome culture at the JGU.

DE9: The Diversity Concept of the Goethe University Frankfurt am Main 2011-2014

Category: University

Aims:
Promoting diversity and cultural Change at the Goethe University.

This Policy strategy is very elaborated and an example of good practice. It contains also statistics of the Goethe University Frankfurt/Main.

Summary:
Reporting on developments. The Goethe University issues a report every fouryears. The report reflects the makeup of the University members and helps to trace the effectiveness of and adjust policy.

Relevance:
The Goethe University underpins its policy statement with data. It also shows steps are made to implement tools and programmes to effect the entire institution.

Improvement:
Quality Assurance: To share and evaluate the different strategies and policies on Diversity and Gender Management within HEI.

Recommendations:
Diversity as an organisational principle; reducing barriers; increasing the percentage of migrant students. Supporting academic and administrative staff with intercultural

trainings. Enable an individual student working programme across the student life cycle.

DE10: Gender and Diversity Management Gleichstellungskonzept RWTH Aachen-Kurzfassung (Gender and Diversity Management Concepts of the RWTH Aachen, in short), September 2017

Category: University

Aims:
Policy statement RWTH Aachen

Summary:
Information about local Institutions and Processes. Condensed information to allow for transparency. Summary not applicable.

Relevance:
The University Aachen is an institute catering less to humanities and more focussing on MINT and industry oriented studies. The efforts made at the University Aachen show that diversity oriented efforts have reached the German mainstream and have left the ideological realm.

Improvement:
To ensure quality assurance, by sharing and evaluating the different strategies and policies on Diversity and Gender Management within HEI.

Recommendations:
HR Management with focus on women especially in higher positions; integration of gender principles in organisational structure and curricula.

Comments: The document is not focused on migrant students, it deals only with gender equality on HEI in general.

Critical review by JGU

The Basic Constitutive Law of Germany provides a fundamental judicial tool for humanist equalitarian efforts. All and any inclusive effort on German soil lean upon it. Therefore the fruits and efforts to enforce and evolve these can be felt in any and all HE institutions. The concept therefore focusses on measures in HE institutions and programmes. It is a good example of how policy is transformed into concrete conclusions and measures for HE institutions daily life.

In general, the great majority of universities in Germany do have a diversity department. It has been found that in some cases the diversity departments are transformed gender-equality-offices. The University of Hamburg renamed its Frauenförderungspreis (Womens advancement) into Gleichstellungspreis (Equality advancement) (See **https://www.uni-hamburg.de/gleichstellung/foerderungen/gleichstellungspreis.html)**.

A further phenomenon is having information on diversity offices, policies etc. only in the English language. Thereby the information about institutions and evolvement is accessible for the international community but inaccessible to German students.

Remarkable is "Bremen tut was". Here the initiatives of the university tie in with local and regional governmental initiatives. The University of Bremen encourages Refugees to become Students as well as academic personnel.

Intersectional thought also reflects in the programmes of the University Bayreuth were Refugee parents are aimed and addressed to enrol.

Germany has had a problematic history and is aware of the responsibility it carries. Further, our economy is reliant of and has been relying on migration for more than 50 years. Even more, Germany has continuously and willingly accepted large numbers of refugees. Integration, intercultural exchange and acculturation negotiations have been of central importance for years.

CHAPTER 3: Transversal analysis in depth

A. Global comments

For this data collection we have gathered policy documents at 3 levels: European, national or regional, and institutional in the seven partner countries. Even if most of the policies are focused on Higher Education, some of them are larger and dedicated to migration in general. The theoretical conceptual framework we used to analyse the collected data and write the recommendations is essentially inspired by the theories of change management (Pettigrew and Whipp, 1993) given the importance of the contexts (external and internal to the university). This conceptual framework is extended by three other concepts: integration and its evolution (Berry, 1997, Bourhis, Moise, Perreault and Senecal, 1997; Castles, Korac, Vasta & Vertovec. 2003; Ager & Strang, 2008; Grzymala-Kazlowska & Phillimore, 2018), intercultural education (Abdallah-Pretceille, 2017, UNESCO, 2006) and the role of internationalisation in HE (De Wit, 2002).

A first observation is that these policies are very diverse. Specifically, they incorporate:

- Race, age, gender, sexual orientation, family status, marital status, traveller community (e.g. IE);
- Adults in general, socially disadvantaged students, students with disabilities, migrants, (e.g. BE) ;
- Students with children or old parents (e.g. AT);
- Gender equality, gender balance at all levels and areas (e.g. AT); not focusing on students with migration experience or belonging to a cultural minority (e.g. AT);
- Internationalisation (e.g. FI);
- International students, migrants, minorities (e.g. PT);
- Muslim people (e.g. GR), Roma people (e.g. GR and IE), young Roma (e.g. PT and GR);

This diversity of target groups addressed in the policy documents shows two things: on the one hand, the policies in the different national contexts focus on different groups within the spectrum of diversity. This may be due to national specificities and historical developments, but it may also show distinctive political intent and priorities.

On the other hand, the terms used to address student diversity are oftentimes quite broad, serving as umbrella terms including very different categories of

students such as "socially disadvantaged students" (BE) or "Social Dimension Mainstreaming in Higher Education" (AT). The use of such broad terms may also point to the fact that inclusion of cultural minorities is subsumed under other processes such as internationalisation of Higher Education.

Many partners find that migrant or minority students are not explictly addressed in policies that deal with student diversity.

The migrant or minority communities that are decidedly adressed in the selected policies are Roma students (GR, PT) and Muslim students (GR).

Several justifications and issues are put forward or emerge from these policies, at different levels, national/regional or institutional level. Among the rationales of these policies there are: economic objectives (e.g. FI), social responsibililty (e.g. BE), labour market – talents pool (e.g. GR), HE competitiveness (e.g. FI), international rankings (e.g. FI). On an EU level, all policies involve a very positive framing of diversity, pointing to its benefits for the labour market, active citizenship or democracy as a whole.

It is worthwhile to notice that as underlined in COMMIT Project[6], some of these rationales - social responsibility or labour market situation - were identified as external drivers by some HEIs in the development of their Life Long Learning strategy.

While most of the selected national, regional or institutional policies have appeared recently during the last four to six years, the status of implementation of these policies is varied and for many of them implementation is quite recent or ongoing as reported by the partners in 2017: policies that are still being implemented (e.g PT); limited dissemination of process/activities (e.g PT); low implementation - not fully realised: because of vacant position (e.g IE) or lack of finance due to 54% cost cutting (e.g GR).

European policies identified can all be described as important strategy documents (conclusions, declaration, position paper etc.) that are addressed to member states and education systems as a whole. They comprise very recent documents, two having been published in 2017, two in 2016 and one in 2015. As strategy documents they remain very general, talking little about concrete measures. Thus, little can be said about implementation.

The European policies are explicit about the objectives (e.g. equal opportunities for all, acces in HE for all, etc.) to be pursued in terms of inclusion in higher education. They acknowledge that increasingly cultural and

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[6] **http://commit.eucen.eu**

linguistical diversity is considered as a challenge for education and training sector and its stakeholders across Europe. They are also aimed at integration into education and training as a 1st step for social inclusion, employability, professional and personal fulfilment and active citizenship. In addition, they highlight the need for teachers and school leaders to be well prepared and trained (e.g. intercultural skills) to cope with the current (and to adress the future) diversity.

The collected national policy documents recognise the same challenges and acknowledge the role of education and training for migrants or underepresented groups and minorities towards social inclusion. All policy papers highlight that, the way in which objectives, content, teaching methods and forms of learning are provided is essential in order to guarantee equality of opportunity for all.

Among the factors identified by the partners to improve the selected policies are systematic evaluation and assessment of their impact, translation of strategy papers into concrete measures in institutions and intensified dissemination of interesting implemented practices, existing materials and policies which are often little known.

The context of change and the increasing diversity of the student population make higher education adaptation solutions urgent: teachers must be well prepared and trained to meet the expectations and specific needs of students with diverse backgrounds. It emphasizes the importance to strengthen intercultural education and diversity management in training programmes for educational staff.

B Specific comments

To get a more in-depth view of collected policies, we decided to classify in 3 tables our results using three dimensions as defined in the data collection guidelines:

- The target adressed by the policies, which could be students, academic staff, institution;

- The status of the policies: i.e. indicating if the policy is a law/decree, an admnistrative rule, a HEI's vision or mission, or a recommendation or guideline.

- The specific topic of the policies (e.g. manual, validation, pre-entry requisites, etc.)

All policies are referred to using the country abbreviation and a number (FI1 refers to the 1st policy paper selected by the Finnish partner, PT4 refers to the 4th policy paper selected by the Portuguese partner, etc.).

B.1. Policies targeting students

STUDENTS	Countries policy papers
Previous diploma recognition	**GR1, GR2, GR4, PT8,** *FI4,***DE4,DE6,** DE7
A validation of informal learning (experience)	**GR2, PT8,** *BE8,*DE7
Training: Moving beyond language	**GR5,** AT1, *BE7*
Pre-entry requisites	**GR1, GR2,GR4, PT5** (residence), **PT6** (visa), IE9,DE7
Preparatory admission cursus	**GR2,** PT1, *BE4,BE7,*GE7
Training language learning	**GR1,GR2,GR5,** AT1, *FI4, BE4, BE7,*
Manuals, tutorial	**GR1, GR5, PT7,** *BE7, BE8,*D**E4**, DE5, D**E6,** DE7,DE10
Peer mentoring within a course	PT1, PT2
Financial support aside from scholarship grants	**GR1, GR3,** PT2, BE3, *BE7*
Scholarship grants	**GR1, GR2, GR3,** PT2,
Students representation (university bodies, course committee, …)	**GR1, GR2,** *IE2,* FI4, **BE2,** *BE6,* DE8,DE9
Other:	Every student's fundamental right is to be treated with respect (**DE1**),Information on rights and obligations (DE2,DE3, The Johannes Gutenberg University Mainz signals to the diverse spectrum of potential students and validates the plurality amongst the enrolled students(*DE8*), Statement paper (DE10)

Table 1. *Policies targeting students*

LEGEND: laws and decrees are in "bold"; administrative rules "underlined"; the vision or mission in "italic"; recommendations or guidelines in "normal" font.

General observations can be made from table 1:

Policies targeting students are essentially decrees (half of the 30 occurences in table 1) or institutional missions (a quarter of the 30 occurences).

- Policies concern the complete student pathway: they focus mainly on the moment of access to studies (validation of informal learning, pre-entry requisites, preparation admission cursus, language training) but some also concern "aids and support" for the students during the studies (financial support, manuals, tutorial, but also peer-mentoring, involvement in institutional bodie).

- Policies focusing on students involve information on recognition of diplomas acquired outside of the country, the provision of language and preparatory courses, financial support as well as access of specific groups of persons into HE – i.e. foreign students and Roma students.

B.2. Policies targeting academic staff

ACADEMIC staff	Countries policy papers
Support to transform (didactic) practices	EU6, **GR1, GR2, GR5**, *FI4, FI5,* **BE2,** *BE8,* <u>DE9</u>
In-service training for teachers about supervise/frame migrant or minority students	*FI4, FI5, BE5, BE8*
Pedagogical resource	**GR1, GR2,GR5**, *FI4, FI5,* **BE1,** *BE5, BE8,*<u>DE9</u>
Innovative opportunities for Initiatives to reach out to under-represented groups	**GR5,** *FI4,*<u>DE9</u>
Other:	Development of Education process (FI1, FI2), development of language training centres (FI2), Development of Education process and pedagogy (<u>FI3</u>), Every staff member is protected by the GGB§1. In turn it holds every Member of the university to counter discrimination (**DE1**), As before mentioned the Johannes Gutenberg University Mainz signals to the employed staff as well to potential new members. It also provides researchers and teaching staff an enticement to model their classes inclusively (<u>DE8</u>), Statement paper (<u>DE10</u>)

Table 2. *Policies targeting academic staff*

LEGEND: laws and decrees are in "bold"; administrative rules "underlined"; the vision or mission in "italic"; recommendations or guidelines in "normal" font.

Table 2 leads to the following general observations:

- Policies targeting academic staff are mainly vision or mission statements of universities (the half of the 32 items in table 2), and decree or law (one third of the 32 items in table 2).

- We observe that compared to the policies targeting students (table 1), the collected policies targeting academic staff are really less numerous.

- Policies targeting academic staff range from institutional HR policies (IE) to University-wide policies (BE) as well as national policies focusing on professional development for HE teachers (FI).

- Policies support mainly the academic staff by helping them to transform their didactic practices, by offering adequate pedagogical resources and some by providing training (FI, BE). Only in few countries (GR, FI, DE) policies promote innovative opportunities for reaching under-represented groups.

B.3. Policies targeting institutions

INSTITUTIONS	Countries policy papers
Diagnosis – needs understanding	EU1, EU2, EU3, EU4, EU5, EU6, **GR1, GR2,GR3,GR4,GR5**, AT1,<u>DE9</u>
Data collection	**GR1, GR2, GR3, GR4, GR5**, *FI5,* **BE2,**<u>DE9</u>
Staff training	EU2, EU3, EU4, EU5, EU6, **GR1,** AT1, **AT2,** IE4, *FI4,* **BE1, BE2,**<u>DE9</u>
Institutional support for students / development of services, special departments	EU2, EU4, EU5, EU6, **GR1, GR3, GR4, GR5**, **PT6**, **PT7**, AT1, AT3, AT4*, AT6,* <u>IE9,</u> *FI4,* **BE1, BE2,** *BE4, BE5,BE7,BE8,* <u>DE8,DE9</u>
Formulating a mission statement / institutional commitment	EU2,EU3 , EU4, EU5, EU6, **GR1, GR5,** PT3, PT4, AT1, **AT2,** AT3, IE1, *IE2,* IE3, IE5, IE6, IE10, *FI4,* **BE1, BE2,** *BE4, BE7,* <u>DE9</u>
Launching inner-institutional processes, discussions	EU2, EU3, EU4, EU5, EU6, **GR1,** PT4, **PT5,** AT1, AT2, AT4, *AT5, AT6, FI5,* **BE1, BE2,** *BE5,* <u>DE8,DE9</u>
Other:	Best pactices, examples, ideas for future measures (AT3), Development of Education process (FI1), practices periods in a diversity situation (FI2), Collaboration with other educational institutions (FI2), Development of Education process and pedagogy (FI3), Every HE institution in Germany is subject to the Basic Constitutive Law (**DE1**).

Table 3. *Policies targeting institutions*

LEGEND: laws and decrees are in "bold"; administrative rules "underlined"; the vision or mission in "italic"; recommendations or guidelines in "normal" font.

General observations can be made from *Table 3*:

- Policies supporting HEIs to integrate diversity are in large majority recommendations or guidelines (less tan the half of the 108 items in table 1)

- We notice many European recommendations and some national recommendations, laws and decrees in some countries (e.g. GR, e.g. BE, e.g. PT, e.g. IE) (1/3 of the 108 items in table 3).

- There are also institutional visions or missions for most countries, while Germany (DE) is the only one of the partner countries to have indicated administrative rules.

- The analysis shows that in Germany (DE), many universities have diversity departments, allocating clear institutional responsibility to a subunit for managing the inclusion of diverse students. Many of the partner universities focus on enhancing diversity in their institutions, yet while some institutions do not explicitly address migrant and minority students (IE), others give little indication of how their visions are to be implemented (AT).

C. Conceptual framework: Why engage in diversity policies?

The theoretical conceptual framework to analyse data and write the recommendations is essentially inspired by change management theories (Pettigrew and Whipp, 1993) given the importance of change in the present situation.

Pettigrew and Whipp (1993) develop a contextual approach of change management. They underline the interaction between three dimensions of strategic change:

- Context defined as the internal and external environment where the change takes place; it includes the resources, the capabilities, the culture and policies;

- Content defined as the objectives, purpose and goals of the change;

- Process defined as implementation of the change, i.e. models of change, agents of change, rhythms of change and so forth;

In this report dedicated to policies, the first dimension - the context - and to a lesser extent the second dimension - the content - are analysed. To develop them, the conceptual framework is enriched by mobilising Berry's models (Berry, 1997; Bourhis, Moise, Perreault & Senecal, 1997) and by developing the concept of intercultural education (UNESCO, 2006).

The third dimension – the process – dedicated to the processes of change themselves, has to be put in place by the organisations themselves, depending on their specific contexts and according to their objectives. The organisations at any level, European, national/regional or institutional, are strongly encouraged to define their own processes of change, but these change processes could not be elements of policies.
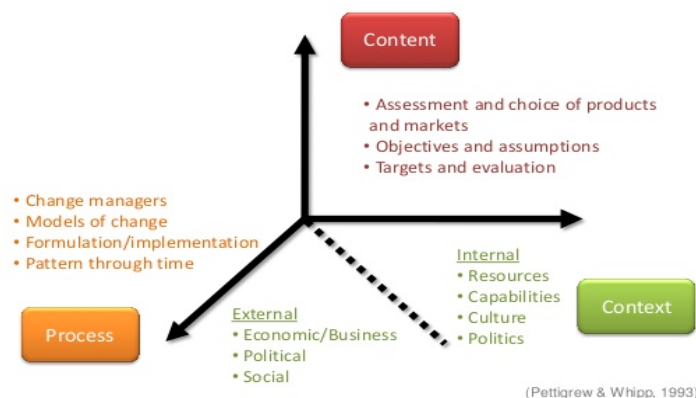

Figure 3. A contextual approach to change - Pettigrew and Whipp model (1993):

C.1. External context (Pettigrew and Whipp, 1993): Outside the university

Nowadays, human rights violations, climate change, and growing inequality in many parts of the world among many other trends are leading to an increasing number of people faced with forced migration. Yet, as several recent studies have shown (De Haas, 2008; Mazzocchetti, 2011; Castel et al. 2013), the idea of an "invasion of Europe" is a myth and the current political discourse aiming to substantially restrict the arrival of migrants in Europe is a mistake. Such a politics does not stop flows of migrants. Rather, it simply makes them more vulnerable. Migratory routes are diversifying and becoming more dangerous (De Haas, 2008 in Mazzocchetti, 2011, p. 1) and most of the migrants who manage to obtain temporary visas get lost in the meanders of clandestinity.

In this context, the Council of Europe (2010) makes an intense reference to interculturality, as a necessity to avoid conflicts.

According to Bourhis and Bougie (1998), integration policies are as important as immigration policies. They underline that politicians need to be aware of the cultural, linguistic, religious and psychological changes affecting immigrants and members of the host majority (Bourhis & Bougie, 1998).

The focus must be placed on how to manage intergroup relations between host majorities and communities of immigrant origin. Immigration and integration policies can contribute to a social climate that is either favorable or unfavorable to cultural diversity. The process of acculturation, which according to the authors (Berry, 1997), occurs when two ethnocultural groups are in sustained contact with one another. Even if Berry (1997) highlights the fact that the concept of acculturation is neutral, he notes, however, that these intergroup relations are asymmetrical as taking place between dominant majority groups and minorities groups (e.g. national minorities, immigrants).

There are four modes of acculturation processes in Berry's model (assimilation, marginalization, separation, integration). In this model, the path of integration reflects the desire to maintain the culture of origin while emphasizing the adoption of the key elements of the majority host culture. A host population that prefers integration, should value a stable bi-culturalism with the immigrant group.

However, the two core questions of the model were considered mainly from the point of view of non-dominant groups. Berry emphasizes the influence that the acceptance by the society of migrants or cultural minorities takes on their acculturation strategies. What is still lacking in his model is a systematic questioning of acculturation strategies of the dominant cultural group.

The model of Interactive Acculturation (Bourhis, Moise, Perreault & Senecal, 1997) presented below makes it possible to answer these questions, because it takes into account the process of mutual acculturation. Moroever, the interest of this Interactive Acculturation Model (IAM) is to present a non-deterministic and more dynamic view of immigrant integration in host communities.
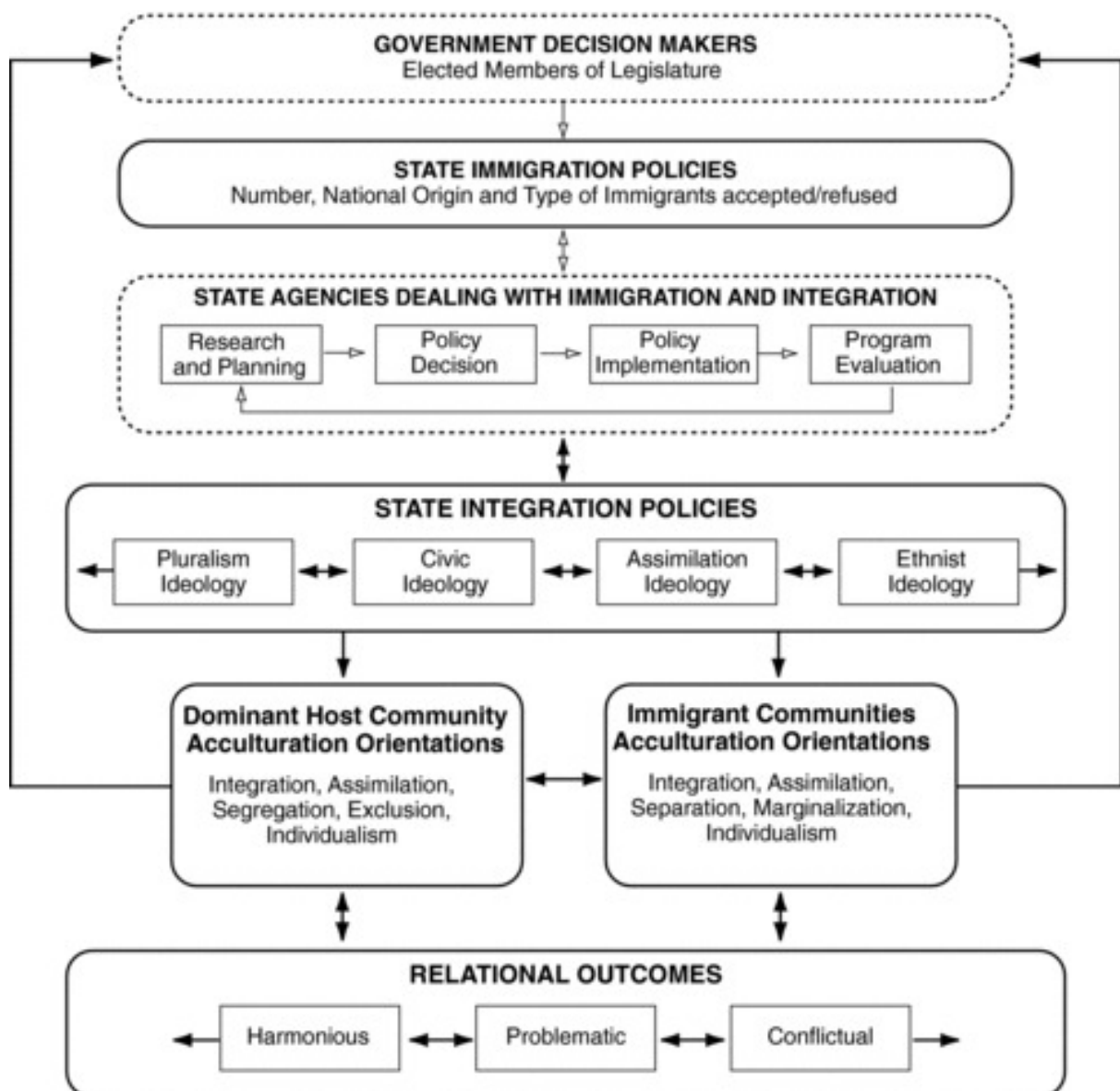

Figure 4. *Tthe interactive acculturation model, iam (bourhis, moise, perreault & senecal, 1997)*

These orientations will have consequences on the types of relations that form between the groups, may they be good or problematic. According to the authors (Bourhis et al., 1997), the pluralism approach of integration policies favours the harmony.

As we notice, the concept of "integration" is used at two different levels, micro and macro: it is used to designate one mode of the acculturation process (Berry, 1997; Bourhis et al., 1997) at individual level, but it is also used at a state level, to qualify policies in IAM (Bourhis et al., 1997).

As highlighted by Robinson (Robinson, 1998 cited in Ager, A., & Strang, A., 2008, p. 166), integration (of migrants or ethnic minorities groups or underrepresented groups) is a chaotic concept: a word used by many but understood differently by most. Castles et al. (2003) notices that there is no single, generally accepted definition of integration. "Because integration is such a complex process it cannot be studied from the perspective of any single social science. Economics, political science, history, sociology, anthropology, geography, urban studies, demography and psychology all have a part to play." (Castles et al, 2003, p p113, 114). Furthermore, Grzymala-Kazlowska & Phillimore (2018) notice that there is no agreed scholarly definition of the term, but note that despite the lack of precision around what integration means and concerns, the word is frequently used by policy-makers.

Based on the EU definition[7] that we use in this report, ***integration is a mutual adaptation process, involving all ethnic minorities, migrants, underrepresented groups and host population***. In this action-research, we are mainly referring to integration of all these people within existing higher education systems. But keeping in mind that higher education institutions as such are crossed by several cultural currents - they are not homogeneous communities, with a homogenous set of norms and values within a monocultural society, by using the wordings of Castles et al (2008).

The ultimate goal of this action-research promoting intercultural education is the development of inclusive education within HEIs.

Furthermore, for Abdallah-Pretceille (2017) it is important to recall that diversity is both socially and biologically constitutive of the nature of human beings. Indeed, recognizing one's own difference is a prerequisite for understanding the difference of the perceived "Other". The author highlights that heterogeneity is the norm and not the exception.

According to Abdallah-Pretceille (2017), it is time to propose to social and educational actors a dynamic theory to understand the issues inherent in the transformations of society, of which cultural heterogeneity is undoubtedly the main component. She invites us to define a humanistic vision of diversity, which takes into account the challenges posed by the increasing complexity

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[7] '*Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents*' (EESC 2004).

and heterogenisation of the social fabric (Abdallah-Pretceille (2017).

Moreover, given that the issue of migrants is on the European agenda in a context of rising extremism and populism, this is justified on both social and political grounds. It seems essential to the HE4u2 partners that both national and international educational policies make it possible to guarantee a higher level of social cohesion.

To conclude, given a profoundly changing external context and given the complexity of acculturation processes, the arguments of change or adaptation to this external context, are varied and point out humanism, ethics, social justice, social and economic development.

The history of Europe is marked by the cultural diversity of Europe and by cultural encounters. In addition, the European social model encourages international mobility (workers, students, youth). All these arguments are in favour of interculturality and intercultural education.

C.2. Internal context (Pettigrew and Whipp, 1993): Whitin the university

In an ever-changing environment, one of the major challenges facing higher education institutions is how to adapt to changes. Universities cannot escape these transformations. A need for innovation and for improving access to higher education arises from European policies, which have long encouraged reflection on improved management of diversity (Bernal Gonzalez & de Viron, 2017).

Universities have been invited to take over social responsibility (Wallace & Resch, 2017) that promotes debate and initiatives on the role of universities in society, and also participates in democratising access to education. Nevertheless, despite an awareness of international policies around the democratisation of education, the protection of cultural differences or the strengthening of anti-discrimination legislation, it remains difficult for some audiences to attain higher education, in particular refugees, migrants and ethnic minorities (Wallace & Resch, 2017).

Moreover, the notion of internationalisation is very present in the field of higher education (De Wit, 2002) and is placed in the recent context of globalisation.

For De Wit (2002, p103) *Internationalisation of higher education can be defined as the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution. The increasingly international focus of higher education is dialectically related to the present globalisation and regionalisation of our societies and markets. As a result, the importance of quality assessment of internationalisation strategies has grown,*

international academic consortia and networks have emerged, and English has been firmly established as the language of communication in higher education."

According to De Wit (20011, p. 242)*, the international dimension and the position of higher education in the global arena are given greater emphasis in international, national and institutional documents and mission statements than ever before.*

Furthermore, the pressure generated by globalisation can outweigh the emphasis on greater competence across the spectrum of pedagogical arrangements and across all forms of knowledge production and translation from basic education to higher education as well as through high levels of research and development (Lasonen, 2005).

Two priority notions emerge from diversity education policies in European higher education: "internationalisation" and "intercultural education". The first supports the globalisation of the economy and the second underlines the necessity of developing skills to facilitate mutual understanding and intercultural understanding (Lasonen, 2005).

Today, in addition to immigration and exchange programmes, other types of mobility create new opportunities to communicate and cooperate with people from different cultural backgrounds (Lasonen, 2005).

There are, therefore, several reasons for higher education to improve diversity management. Institutional policies in higher education need to develop intercultural skills within their professional teams to enable them to function effectively in an international and multicultural work environment. Their policies should also promote learning between different cultures and develop collaboration that showcases the richness of diversity (Lasonen, 2005).

Higher Education is instrumental in preparing leaders, managers, administrators, policy makers and teachers for their crucial roles in society. Pedagogical approaches to higher education encourage students to become aware of social processes such as multiculturalism and interculturalism (Ibid).

Higher education includes beliefs and explanations that reveal the extent to which diversity is valued. Therefore, the pedagogical approaches that are developed (and in some cases supported through the mission statements and institutional visions) can sensitise and invite the universities to recognise the university staff's, teachers' and students' multicultural potential. Means are therefore necessary for the emergence of an inclusive university: financial means to set up accommodation systems and to develop research, human resources equipped with an awareness of the urgency to find lasting solutions, and the technological means to improve accessibility of information.

To face both internal and external contexts (Pettigrew and Whipp, 1993), European, national and regional governments but also Higher Education Institutions are invited to develop their specific objectives, purposes and goals, to develop strategic plans. In other words to define the contents of change, i.e. the second dimension of the Pettigrew and Whipp model (Figure 3. A contextual approach to change - Pettigrew and Whipp model (1993):). For defining the content, the conceptual approaches of intercultural education seem to us interesting insofar as they develop intercultural conceptions: mixing groups, integration in a non-assimilationist logic, i.e. in a way that respects specific cultural identities.

C.3 Content (Pettigrew and Whipp, 1993): Intercultural education

Intercultural Education is a pedagogical movement that focuses on justice, equity and the understanding of diversity in multicultural democratic societies. The terms "intercultural learning and dialogue", "intercultural communication", "intercultural competence", "intercultural communication skills" and "intercultural understanding" reveal the different facets of intercultural education, highlighting its inherently interdisciplinary nature. Intercultural education aims to create an optimal environment for mutual learning through communication and intercultural dialogue to achieve intercultural understanding and competences. Intercultural education has a global aspect that emphasises knowledge, skills, attitudes and responsibilities related to the perception and understanding of the world as a single and interdependent entity (Lasonen, 2005).

Intercultural education prepares learners to act as interpreters and mediators between different cultures. It prepares learners to adapt, live and work on a daily basis in multicultural communities and work environments because it deals with cultural interaction phenomena: people, cultures, religions, speakers of different languages, people who have different views and opinions (Chiriac & Panciuc, 2015). This concept is often used in the context of international and intercultural cooperation to encourage understanding of diversity (Lasonen, 2005).

However, according to "The guidelines on intercultural education" (UNESCO, 2006, p.19) *Intercultural education cannot be just a simple 'add on' to the regular curriculum. It needs to concern the learning environment as a whole, as well as other dimensions of educational processes, such as school life and decision making, teacher education and training, curricula, languages of instruction, teaching methods and student interactions, and learning materials. This can be done through the inclusion of multiple perspectives and voices.*

The development of inclusive curricula that contain learning about the languages, histories and cultures of non-dominant groups in society is one important example.

All these elements of intercultural education constitute reference points for European, national or regional governments, and HEIs to develop relevant and consistent contents for this major change that is 'integrating cultural diversity', taking into account their own specific external and internal contexts.

CHAPTER 4: First categorisation of potential recommendations

Before the webinar and face to face consultations, we extracted from the analysis of the collected policies a first draft of central features or action plans to be addressed to policy makers at European, national and/or regional level, to HEI leaders and to university staff itself. The goal being to select from this first categorization recommendations.

Each main feature is explained by developing one example of the collected policies[8] and referencing some others.

Table 4 summarise the 10 proposals specifying their addressed target(s).

No	Recommendation proposals	EU	Nation	HEI	Staff
1	Increasing humanity value	✓	✓	✓	✓
2	University social responsibility	✓	✓	✓	
3	Access and success in Higher Education			✓	
4	Sustainability	✓	✓	✓	
5	Strategy and Quality			✓	
6	Required resources			✓	
7	Pedagogical approaches				✓
8	Funding systems	✓	✓	✓	
9	Collaboration				✓
10	Monitoring	✓	✓	✓	

Table 4 *Summary of the 10 recommendation proposals and their target(s).*

The project outlines that in order to integrate the management of diversity in HEIs, this must be strongly present within institutions' strategies, as mentioned in features 2 and 5. Furthermore, in order to achieve a more effective implementation, stronger emphasis should be put on features 5, 6, 7 and 8.

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[8] Policy references include a country acronym (AT, BE, DE, GR, FI, IE, PT) and a policy number

FEATURE 1: INCREASING HUMANITY VALUE

Learners with migrant background or underrepresented groups should be seen as an interest group of its own (and not only influenced by the discourse on competitiveness in HE and international rankings). Educational policies should place more emphasis on human value not only on the promotion of employment or on economical results. This can be achieved, for example, by establishing a culture of hospitality or celebrating a Year of Inclusive Education. Another possibility could be that the involvement of scholars with minority background is encouraged at academic staff level.

Example from the data collected by Maynooth University (Ireland)

Level: University level
Type of resource: Vision or mission Institution
HE4u2 policy reference: IE3

Maynooth University Student's Union statement on Equality (IE3 policy)

Maynooth University (Ireland) has developed a culture of welcoming students from diverse origins and has put in place a few mechanisms, especially through its Students' Union.
In the introduction of the webpage of the Students' Union students are addressed directly by one of their own elected representatives. The language is non-threatening and would reach out to fellow students.
The aims of this statement on equality and diversity from Maynooth University Student Union are to:

- Ensure equality across student population including support for people with diverse origin or ethnic backgrounds.
- Seek to celebrate difference.

"The Students Union is a safe space of support for students of all shapes and sizes, colours, genders, tastes and textures: Gay, straight, mature student, disabled, international, Irish, Erasmus, black, white, Islamic, catholic, protestant, atheist, male, female, bisexual, transgender, lone-parent, overweight, bald, skinny, depressed, OCD, virgin, sex addict, disabled, divorced, single, unemployed". **http://www.msu.ie/welfare/equality.html** (consulted April 10th 2018)

On the university's webpage, there is also information about one society giving explicit support to cultural and ethnic minority students – the Africa Society. They have a society webpage on the Students' Union site **https://msulife.ie/clubssocs/society/166**

FEATURE 2: UNIVERSITY SOCIAL RESPONSIBILITY

HEIs should more actively embrace their social responsibility and work towards influencing positively the development of an intercultural society. Accordingly, universities are invited to promote ideas and initiatives that encourage a genuine interest in and appreciation for cultural diversity. The creation of such a shared intellectual space, in which specific cultural identities are encountered, respected and even celebrated, would be a vital step towards a more inclusive society[9]. Due to the considerable degree of autonomy universities have in designing internal policies and measures, the degree of "diversity management" or inclusive organisational culture is something that can be attributed to each and every institution. Thus, HEIs are afforded have the possibility to develop a climate of cultural diversity and social inclusion in order to become better institutions in terms of internationalisation and social responsibility.

Example from the data collected by the Postgraduate Center of the University of Vienna (Austria)

Level: National/regional
Type of resource: Law and decree
HE4u2 policy reference: AT4

Der gesamtösterreichische Universitätsentwicklungsplan (gö UEP). The overall Austrian development plan for universities 2016-2021 (AT4 policy)
The main aim of the document is to facilitate culture change aiming at social inclusion, gender equality and diversity at universities.

Operational goals: Establishing a diversity-oriented culture in universities and having the student body represent the make-up of the general population. This document spells out the main goals of university development in Austria within a given period (here: from 2016 to 2021). One of the eight main goals deals with student heterogeneity and diversity in Higher Education. One goal for university development the Federal Ministry expresses is to facilitate culture change in universities towards social inclusion, gender equality and diversity.

https://wissenschaft.bmwfw.gv.at/fileadmin/user_upload/wissenschaft/publikationen/2015_goe_UEP-Lang.pdf

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[9] See UNESCO Sustainable Development Goals https://en.unesco.org/sdgs and eucen Policy Talks discussions in 2017 and 2018 https://eucenstudies.eucen.eu/policy-talks/

FEATURE 3: ACCESS & SUCCESS IN HIGHER EDUCATION

Previous qualifications of migrant learners and minorities are often times not recognized in the host country and lead to exclusion from education and the labour market. Therefore, access to HE for migrant students must become a key priority of EU, national or regional and Institutional policies. It is important to promote access through the recognition of migrant learners' professional background and academic qualifications but also to promote the recognition of certification from countries outside the Bologna Process area and of various experience, including intercultural skills. Finally, universities should not only foster students' access to higher education, but also their success, i.e. their academic achievement.

Example from the data collected by the Université catholique de Louvain - UCL (Belgium)

Level: French community
Type of resource: Law and decree
HE4u2 policy reference: BE3

Order of the Government of the French Community determining the conditions and the procedure for granting equivalence of diplomas, diplomas and foreign study certificates issued abroad, 29.06.2016. **(BE3 policy)**

This decree determines the conditions and procedure for the granting of equivalence of diplomas, degrees and graduate certificates issued abroad. For refugees and beneficiary of subsidiary protection, the decree specifies that in particular, they must provide: an identity document, a curriculum vita, any document demonstrating the title, diploma or certificate of higher education awarded abroad, the document attesting the status of refugee or beneficiary of subsidiary protection. If some documents are missing, the decree authorizes the Equivalence Commission to meet the candidates and take decisions on equivalence. In addition, the decree specifies that the procedure is free of charge for the refugees or beneficiaries of subsidiary protection.

http://www.gallilex.cfwb.be/document/pdf/42864_000.pdf

FEATURE 4: SUSTAINABILITY

Finding durable solutions is necessary to promote an intercultural society and to manage the already existing cultural diversity within HE, address issues of future migration and avoid further difficulties and exclusion of an already vulnerable public. As we recognise "the current refugee crisis" is likely to last and expand. The sustainability of integration actions and policies has to be guaranteed at each level: European, national or regional and institutional ones.

Example from the data collected by Johannes Gutenberg University Mainz (Germany)

Level: National / regional

Type of resource: Law or decree

HE4u2 policy reference: DE4

Interkulturelle Öffnung von Hochschulen- Hochschulzugang und Studium bei geflüchteten Menschen. Opening Higher Education Institutes to Interculturality- Admission and Studying for Refugees, 30.09.2015

Main aim: enhance participation of refugees. This Conference Document is a Policy Paper on HE Strategy Building. For Germany it was necessary to build up a common strategy because of the huge amount of refugees coming to Germany in the years 2015 and 2016. Especially for the former «German East Universities», where racism, Nazi-Ideology and the extreme right wing parties seem to be until now very strong (exception: the former Berlin East). All HEI in Germany are members of the HRK and list up in this document their best practices and measures on social integration, psycho-social guidance, information about admission, language and subject skills, activities and initiatives for refugees on campus to help each other and to learn from others.

https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-07-Internationales/02-07-13-Lateinamerika/BAMF_HRK-Werkstattgespraech_Fluechtlinge.pdf

FEATURE 5: STRATEGY AND QUALITY

Institutional commitment to inclusion and diversity according to our analysis remains very general in nature. Thus, HE institutions should define a specific strategy regarding inclusion and diversity management. The recommendation is to adopt SMART objectives and concrete outcomes in the HE institution's strategic planning, in order to be able to highlight the changes and follow the evolution. Furthermore, a quality assurance strategy and specific measures for the change process should be elaborated. Key objectives and actions might include: determining specific target groups, calibrating linguistic and cultural differences within academia, creating safe spaces for students and academics to communicate (space for a multilingual dialogue as well as intercultural dialogue via periodic publications), encouraging student societies and stimulating research on the topic.

Example from the data collected by Aristotelio Panepistimio Thessalonikis (Greece)

Level: National

Type of resource: Law or decree

HE4u2 policy reference: GR5

Structure, operation, quality assurance of studies and internationalization of higher education institutions
The law concerned quality provisions in higher education and quality assurance for educational programmes. The law in article 44 prescribes the organization of studies in a foreign language. It suggests that curricula may be taught, in whole or in part, exceptionally, in a foreign language.

https://modip.aegean.gr/?q=node/111

FEATURE 6: REQUIRED RESOURCES

Inclusion and diversity management implies that HEIs must appoint dedicated staff with relevant skills and competencies. It also implies the need for innovative curricula and pedagogical approaches that reflect social diversity, as well as new or extended services to address the needs of underrepresented groups and minorities, students or staff. Such services could include language training, career/education pathways counselling, online tutorials, guidance, development of intercultural skills and so on. Inclusive teaching requires sufficient resources and infrastructure needs to be improved. The national government should provide incentives to ensure that universities include diversity on their agenda. Moreover, for a better sharing and dissemination of these new or extended resources, educational policies and initiatives for inclusive education should be communicated more effectively and disseminated more widely.

Example from the data collected by the Postgraduate Center of the University of Vienna (Austria)

Level: University

Type of resource: Recommendations or Guidelines

HE4u2 policy reference: AT6

Qualitätsorientierte Services im Student Lifecycle Management. Anhang zum Qualitätsmanagement-Handbuch. Quality-oriented services in student lifecycle management, 2016
The aim is to focus on diversity in a demographic, cognitive, professional, functional as well as institutional dimension. Diversity management is directed at the entire student lifecycle (arousing interest for studying, preparing one's studies, entry-phase, study-course and study success). Corresponding measures are to be developed and implemented for each phase. This document describes the activities the University of Applied Sciences, Upper Austria embarks in to support diverse students throughout the student lifecycle. Some measures target women, some target students with disabilities and some others are directed at (prospective) students belonging to a cultural minority. The approach follows five criteria: resistance, fairness, anti-discrimination, entry to the labour market, effective learning, and sensibility. Measures include:
- Target-oriented counselling for people interested in taking up studies
- Pre-university language training courses, supplementary courses for bridging gaps and an orientation week to support the entry phase
- Intercultural trainings for students

https://www.fh-ooe.at/fileadmin/user_upload/fhooe/ueber-uns/organisation/diversity/allgemein/docs/fhooe-diversity-qm-student-lifecycle.pdf

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FEATURE 7: PEDAGOGICAL APPROACHES

The development of intercultural education should be encouraged at all levels (national and institutional). In addition, the aim would be not only to integrate students with migrant backgrounds or specific needs, but also to expose all students to a rewarding experience of other cultures. All students would thus be thoroughly engaged in a dialogue that fosters not only a better appreciation of diversity, but also a better understanding of their own cultural identities. The curricula and pedagogical approaches used should reflect the social, cultural and other diversity of learners.

Educational processes should be developed to include students with migrant and minority backgrounds.

Example from the data collected by the University of Turku (Finland)

Level: National

Type of resource: Recommendations or Guidelines

HE4u2 policy reference: FI2

Educational paths of migrants and integration – challenges and suggestions II. Ministry of Education and Culture 2017:5. Published 15.2.2017 | Original Document in Finnish: **Maahanmuuttajien koulutuspolut ja integrointi – kipupisteet ja toimenpide-esitykset II. Opetus- ja kulttuuriministeriön julkaisuja 2017**

The Ministry of Education gives direction to HEI on internationalisation based on an advisory board report and a hearing of stakeholders.
- Development of pedagogical models to improve integration measures for the learners with migrant background
- Funding is given for bridging studies for migrants to have their degrees recognised in the Finnish society or education system
- The teacher training institutions are advised to provide pre-service teachers with opportunities to face learners with migrant backgrounds
- Furthermore, HE is free of charge also for migrant students with a permit to stay in Finland; it is an important equality incentive

http://minedu.fi/artikkeli/-/asset_publisher/maahanmuuttajien-koulutuksen-kehittamiseen-ja-integrointiin-uusia-ehdotuksia

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FEATURE 8: FUNDING SYSTEMS

HEI need significant support from the EU and national or regional governments to manage the current increasing cultural heterogeneity of HEI students and staff and to succeed in their integration. Support could be ensured, for example, by providing financial support for access to HE through scholarship programmes for people with refugee status or by funding the dedicated guidance for validation of non-formal and informal learning within universities. Many collected policies are relevant and noteworthy, but not all of them are financially supported by European, national or regional bodies. In order to make them sustainable an appropriate funding system is required.

Example from the data collected by the Université catholique de Louvain - UCL (Belgium)

Level: University

Type of resource: Vision or Mission institution

HE4u2 policy reference: BE7

Access2universityProject, 2017
Since the start of the 2017-18 academic year, UCL proposes a programme to prepare asylum seekers and refugees for university studies.
This is a new project set up at UCL which aims at a better integration of refugee students. It proposes (based on a selection from refugee student projects) several activities for one year free of charge. The activities are:
- French language courses (university level) (classroom courses, online courses and conversation tables); an online course with the study project (up to three courses in the same programme)
- Individualised support to refine the study project, go through the admission process for a regular diploma and integrate into student life

https://uclouvain.be/fr/decouvrir/programme-acces2university.html

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FEATURE 9: COLLABORATION

Universities should collaborate or pursue collaboration with other HEIs, with other associations (e.g. adult education, lifelong learning association, etc.) and with other relevant external actors. Moreover, to enlarge our European vision, collaboration with third-country nationals, associations and institutions is also recommended. The question of interculturality also arises in other areas (e.g. social inclusion, equal opportunities) and universities cannot alone deal with it. In this sense, the European Commission (through the Bologna Process for instance) could have an even more active role in disseminating interesting practices, or supporting collaboration projects.

Example from the data collection by the University of Porto (Portugal)

Level: National / regional

Type of resource: Recommendations or Guidelines

HE4u2 policy reference: PT4

**Network of Intercultural Mediation in Higher Education |
Rede de Ensino Superior para a Mediação Intercultural (RESMI)**
RESMI aims to join forces and interests to deepen the knowledge and practices of intercultural mediation, leveraging synergies in the areas of training, research and consultancy of projects implemented by the partners of the High Commission for Migration. Encouraging secondary school level and higher education in Roma communities and other vulnerable groups by creating synergies through different intercultural mediation projects (High Commission for Migration)

http://www.acm.gov.pt/-/resmi-rede-de-ensino-superior-para-a-mediacao-intercultural

http://www.acm.gov.pt/-/resmi-rede-de-ensino-superior-para-a-mediacao-intercultural?inheritRedirect=true

FEATURE 10: MONITORING

The project concludes that it is important to monitor and document the implementation of policies and specific actions that aim to promote inclusive education (e.g. degree of implementation, details of specific action plans). Due to the diversity of internal and external contexts and due to the diversity of national/regional or institutional intents and objectives, universal standard "reporting" is not recommended. Yet it is nonetheless important to clearly identify success indicators in each internal and external context in order to highlight or assess sustainable progress made on the ground. These contextual success indicators provide a method to follow-up and share the different strategies and policies that are set up to deal with diversity.

Example from the data collected by Johannes Gutenberg University Mainz (Germany)

Level: University

Type of resource: Administrative rules | Vision or Mission institution

HE4u2 policy reference: DE9

The Diversity Concept of the Goethe University Frankfurt am Main 2011-2014
Promoting diversity and cultural Change at the Goethe University.
This Policy strategy is very elaborated and an example of good practice. It contains also statistics of the Goethe University Frankfurt/ Main. Reporting on developments. The Goethe University issues a report every four years. The report reflects the makeup of the University members and helps to trace the effectiveness of and adjust policy.

https://www.uni-frankfurt.de/42443497/diversity-konzept_goethe-universitaet_2011-2014.pdf

CHAPTER 5: Ten ways to increase the impact of diversity policies in Higher Education: policy recommendations

To ensure the effectiveness of the policy recommendations, the partners decided to open up the policy discussion to external consultations. This was done in different stages: first an online consultation, then a face-to-face one. The online consultation was organised in the form of a webinar on 15 March 2018. The activity was addressed to university staff working with students with cultural diverse background and the objective was to present the first draft of the policy paper and to discuss its content with the participants. The face-to-face consultation was held in Brussels, 26 April 2018, in cooperation with the European Economic and Social Committee (EESC) and was opened to key stakeholders from Europe. The objective of this activity was to present the revised draft policy paper to the participants and to discuss the findings, the recommendations made and the way of using them at national and also at European level. After the two activities, the results of the policy work were reformulated and refined into the following 10 policy recommendations.

RECOMMENDATIONS

No	Recommendations	EU	Nation	HEI
Promoting the integration of cultural diversity into HE				
1	Celebrate human diversity	✓	✓	✓
2	Commit to active diversity management	✓	✓	✓
Integrating cultural diversity into HE				
3	Promote open access to and success in HE			✓
4	Integrate diversity into curricula			✓
5	Train diversity skills (pedagogical approaches)			✓
6	Collaborate to solve intercultural questions			✓
Sustainability for integration of cultural diversity into HE				
7	Ensure sustainability	✓	✓	✓
8	Embed diversity in strategy papers and quality plans			✓
9	Provide incentives and (financial) resources	✓	✓	✓
10	Monitor the impact of diversity policy	✓	✓	✓

1. CELEBRATE HUMAN DIVERSITY

Following a humanistic educational approach, HEI are places that promote person-centred education and where diverse learners meet. Learners with migrant background or from underrepresented groups are nowadays seen as distinct interest groups of their own. Educational policies should place **more emphasis on humanist education, valuing the learner as a person and not only promoting employment benefits or the economic value of education**. This can be achieved, for example, by establishing a culture of hospitality or celebrating a Year of Inclusive Education. Involvement of scholars with minority background should be encouraged at academic staff level.

2. COMMIT TO ACTIVE DIVERSITY MANAGEMENT

Universities are relatively autonomous organisations – a principle that allows them to design internal policies and measures according to their needs and allows different degrees of implementation of diversity management or of the creation of an inclusive organisational culture. Thus, HEIs have the **possibility to develop a climate of cultural diversity and social inclusion** in order to become better institutions in terms of social responsibility and internationalisation. HEIs should **merge their activities of social responsibility and diversity management**, making them more visible to the learners but also to the public. This can contribute to working towards **positively influencing the development of an intercultural society**. On campus, this could be promoted by the creation of a shared intellectual space, in which specific cultural identities are encountered, respected and celebrated as a vital step towards a more inclusive society[10].

3. PROMOTE OPEN ACCESS & SUCCESS IN HIGHER EDUCATION

Previous qualifications of migrant learners and minorities are often not recognised in the host country and this leads to exclusion from education and the labour market. Access to HE for migrant students must become a key priority of EU, national or regional and institutional policies. It is important to **promote access through the recognition of migrant learners' professional background and academic qualifications and to promote the recognition of qualifications from countries outside the Bologna Process**.

There is a **lack of data about the impact of active diversity management on diverse student groups**. Universities should therefore not only foster students' access to HE, but also their success, i.e. promote, acknowledge and even celebrate their academic achievements, and collect data about which measures have a positive effect.

4. INTEGRATE DIVERSITY INTO CURRICULA

Diversity can be integrated into existing curricula or considered in the development process of new curricula. There are two ways of integrating diversity: **across the curriculum** (i.e. intercultural education across disciplines) and **within the curriculum** (i.e. including specific intercultural references within a curriculum). Working towards more culturally diverse curricula now will influence curricula developed by academics in the future. Curricula should represent cultural diversity and where possible, it should be developed together with students with migrant and minority backgrounds.

The development of intercultural education should be encouraged at all levels. In addition, the aim should be to **expose all students to a rewarding experience of other cultures**. All students would thus be thoroughly engaged in **a dialogue that fosters not only a better appreciation of diversity, but also a better understanding of their own cultural identities**.

5. TRAIN DIVERSITY SKILLS

Pedagogical approaches, especially diversity skills, should be purposefully trained with teachers, librarians, tutors, mentors and administrative staff and should reflect the social, cultural and, in summary, the full diversity of learners.

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[10] See UNESCO Sustainable Development Goals https://en.unesco.org/sdgs and eucen Policy Talks discussions in 2017 and 2018 https://eucenstudies.eucen.eu/policy-talks/

Pedagogical approaches could include the **reflection of one's own cultural identity**, work on **concrete teaching methods**, and include **knowledge about wider institutional practices** and support services. Culturally-diverse teachers who serve as role models are still rare in HE.

6. COLLABORATE TO SOLVE INTERCULTURAL QUESTIONS

Collaboration brings about new ideas on how to manage diversity of learners, teachers, and staff. **Universities should pursue collaboration with other HEIs, associations** (e.g. adult education, lifelong learning association, etc.) **and other relevant external actors**. When pursuing collaboration, the European vision is enlarged.

Universities are embedded in a local community, a city, and a country. Intercultural issues also arise in other areas (e.g. social inclusion, health care, legal advice). Universities have a role to play in promoting inclusive communities through the creation of collaborative partnerships with local organisations, NGOs and government agencies. In this sense, the European Commission (through the Bologna Process for instance) could have an even more active role through supporting collaborative projects, disseminating interesting practices, and/or celebrating good examples from practice.

7. ENSURE SUSTAINABILITY

Finding durable solutions to integration is necessary for promoting an intercultural society and for managing the already existing cultural diversity within HE, as well as for addressing issues of future migration. This helps to avoid difficulties and exclusion of an already-vulnerable public. The "current refugee crisis" is likely to last and expand. Actions are needed now and these actions need to be sustained (i.e. from projects to long-term solutions). The **sustainability of integration actions and policies has to be guaranteed at all levels**: European, national, regional and institutional.

8. EMBED DIVERSITY IN STRATEGY PAPERS AND QUALITY PLANS

The institutional commitment to inclusion and diversity remains very general in nature. Thus, **HEIs should define a specific strategy regarding inclusion and diversity management, adopt SMART objectives and concrete outcomes in the HEI's strategic planning**, in order to be able to highlight, and track the evolution of, changes. Furthermore, **a quality assurance strategy and specific measures for the change process should be elaborated**. Key objectives and actions might include: determining specific target groups; calibrating linguistic and cultural differences within academia; creating safe spaces for students and academics to communicate (space for a multilingual dialogue as well as intercultural dialogue via periodic publications); encouraging student societies; and stimulating research on the topic.

9. PROVIDE INCENTIVES AND (FINANCIAL) RESOURCES

HEIs need significant **support from the EU and national or regional governments to manage the current increasing cultural heterogeneity of HEI students and staff**. This could be ensured, for example, by providing financial support for access to HE through scholarship programmes for refugees or by funding validation of non-formal and informal learning.

Many diversity policies are noteworthy, but not all their recommended actions are financially supported by European, national or regional bodies. In order to make them work, an appropriate funding system is required.

Inclusion and diversity management also implies that **HEIs must appoint dedicated staff with relevant diversity skills that reflect diversity**, as well as new or extended support services to address the needs of underrepresented groups and minorities, students or staff. Such services could include: language training; career/education pathways counselling; online tutorials; guidance services; or extra-curricular courses on intercultural skills. **Inclusive teaching requires sufficient resources and infrastructure needs to be improved**.

National governments should provide incentives for universities with diversity on their agenda. Moreover, for a better sharing and dissemination of these new or extended resources, educational policies and initiatives for inclusive education should be communicated more effectively and disseminated widely.

10. MONITOR THE IMPACT OF DIVERSITY POLICY

It is necessary to monitor and document the implementation of policies and specific actions that aim to promote inclusive education and diversity of learners (i.e. degree of implementation, details of specific action plans, or impact on learners from minority groups). Due to the diversity of contexts and institutional requirements, universal "standard reporting" is not recommended. Yet it is nonetheless important to clearly **identify success indicators in diversity monitoring processes** in order to assess sustainable progress made on the ground.

CONCLUSION

The present recommendations point to important areas in which concrete measures have to be developed in order to support the integration of cultural diversity in HE.

The development of such measures of intercultural, inclusive education will have to grow and develop given the levels of complexity involved, acceleration of changes, disappearance of well-defined boundaries with other educational sectors, evolution of mobility and sedentariness and increased fluidity of societies (Grzymala-Kazlowska & Phillimore, 2018). Therefore, European societies and European HEIs need new conceptual tools and methods more capable of capturing and examining diversity and fluidity, in order to face a new and alternative paradigm: the "super-diversity" (Vertovec, 2007, cited by Grzymala-Kazlowska & Phillimore, 2018 p.183).

Policy makers responsible for diversity at EU, national or institutional level, should promote HE as a diversity-friendly sector. All students should have relevant and positive cultural experiences while they study. HEIs need to find drivers and enablers for active institutional diversity management as well as incentives. HE teachers should be equipped with diversity skills and act as role models.

We recommend to elaborate on national and EU-wide evidence-based data about which diversity policies have an impact for migrant students and how this impact could be described.

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Annexe 1. The forms

3.1 Abstract

3.1.1 Category:

☐ International/European
☐ National/regional
☐ University

3.1.2 Title:

3.1.3 Reference/ web link/date:

3.1.4 Issuer:

3.1.5 Status:

☐Law or decree
☐Administrative rules
☐Vision or Mission institution
☐Recommendations or Guidelines

3.1.6 Aims:

3.1.7 Summary:

3.1.8 Impact on practice/link to the practice:

☐Yes, in our institution
☐Yes, in our country
☐No

If yes, describe it (mention if this is a reference to WP1 "interesting practice"):

3.1.9 Relevance:

3.1.10 Improvement:

3.1.11 Classification:

For students

☐Manuals, tutorial
☐A validation of informal learning (experience)
☐Pre-entry requisites
☐Preparatory admission cursus
☐Training language learning
☐Training: Moving beyond language

☐Scholarship grants
☐Financial support aside from scholarship grants
☐Previous diploma recognition
☐Students representation (university bodies, course committee …)
☐Peer mentoring within a course
☐Other:

For academic staff

☐Support to transform (didactic) practices
☐In-service training for teachers about supervise/frame migrant or minority
   students
☐Pedagogical resource
☐Innovative opportunities for Initiatives to reach out to under-represented
   groups
☐Other:

For institutional level

☐Diagnosis – needs understanding
☐Data collection
☐Staff training
☐Institutional support for students / development of services, special
   departments
☐Formulating a mission statement / institutional commitment
☐Launching inner-institutional processes, discussions
☐Other:

3.2 TABLE OF CONTENT

3.2.1 Table 1: List of written policies

Nr	Category	Classification	Language	Title	Reference/link
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

3.2.2 Critical review of your findings: ½ page