



WORK PACKAGE 1 – Stocktaking

Transversal Analysis and Conclusions

**Isabel Menezes, Amélia Lopes, José Pedro Amorim, Tiago Neves,
Sofia C. Pais & Alfredo Soeiro**



University of Porto





Transversal analysis and conclusions of the data collected

Index

0. Presentation.....	3
1. Literature review.....	4
Structure of the literature review.....	5
Structural conditions.....	9
A. Personal background variables.....	9
B. Educational Policies.....	10
C. Cultural and Political Dynamics.....	12
The experience of Higher Education.....	15
D. Organizational Support and Policies.....	15
E. Students’ experiences.....	15
F. Outcomes for individuals, HE institutions and society as a whole.....	16
References.....	18
2. Interesting practices collection.....	24
The analysis of interesting practices.....	25
Diagnosis.....	25
Information: Manuals.....	26
Information: Data collection.....	29
Information: Job opportunities.....	29
Training: Language learning.....	30
Training: Moving beyond language.....	31
Intervention: Peer mentoring.....	36
Intervention: Multidimensional approaches.....	37
Policies.....	40
Conclusion.....	41
Appendix 1 – Collection of literature form.....	44
Appendix 2 – Interesting practices identification grid.....	46
Appendix 3 – Collection of literature by partners	
Appendix 4 – Collection of interesting practices by partners	



Transversal analysis and conclusions of the data collected

0. Presentation

This Transversal Analysis and Conclusions report is the final deliverable of Work Package 1, “Stocktaking”, and includes two main parts:

- ▶ a **review of existing literature** on teaching and learning strategies for **culturally inclusive education** in **adult and higher education**, as well as tools and materials from previous projects’ outputs;
- ▶ a collection of **examples of interesting practices**, including partners’ relevant experiences, synthesise and evaluate existing knowledge through a comprehensive transnational meta-analysis.

In the present report the University of Porto has collated and analysed the materials that all the members of the HE4u2 consortium have identified as relevant literature (papers, books, reports) and interesting practices. Both tasks were supported by specific templates to configure and organize the information (see [Appendix 1](#) and [Appendix 2](#)), that the partners filled (see [Appendix 3](#) and [Appendix 4](#)) and were instrumental for the analytical work that followed; partners’ comments throughout the process were also essential for the conclusion of the analysis. Therefore, this report is the result of the collaborative effort of the various teams.



1. Literature review

Isabel Menezes

Amélia Lopes

Cristina N. Azevedo

José Pedro Amorim

Sofia C. Pais

Tiago Neves

Structure of the literature review

This review is the result of a collaborative effort as the various partners collected examples of inter/national literature focused on students with migrant and minority backgrounds, with a special interest on teaching and learning strategies for culturally inclusive education in adult and higher education. A total of 40 papers/books/reports were identified. In order to organize the review various models of students' experience in higher education (HE) were considered (Kuh, Kinzie, Buckley, Bridges & Hayek, 2006; Madureira Pinto, 2002; Pascarella & Terenzini, 1991; Tinto, 1987 – see Veiga, 2008 for a review), but mostly the conceptualization of Terenzini and Reason (2005) regarding the influences on student learning and persistence. These models were adapted to the focus of our literature review, in order to accommodate the different variables referred in the literature, but also dimensions that seem relevant, even if less present or absent, in current research.

This categorization of the literature involves six main dimensions identified in the **Figure 1**, under three broad factors. The **first factor** describes the structural conditions that configure the constrains and opportunities migrant and minority students face prior to their entrance in higher education, and include (A) personal background variables, (B) the educational policies that regulate HE and promote (or not) wider participation, and the (C) cultural and political dynamics related with globalization, multiculturalism, integration vs. inclusion, but also the relationships between race, inequalities and power. The **second factor** includes the experience of migrant and minority students in HE institutions, recognizing the influence of (D) organizational support and policies such as the existence of services that actually uphold and nurture the academic inclusion of students from migrant and/or minority backgrounds and or mission statements that value and celebrate diversity; and (E) students' experiences that include more direct, face-to-face interactions with HE agents, including peers, teachers and staff, in- and out-of-class, together with a series of curricular and co-curricular opportunities for engagement. Finally, the **third factor** describes (F) the outcomes in terms of personal, institutional and societal gains, that include both the potential advantages for individual students (increased academic and professional competence, for instance), for HE institutions (such as international reputation) and for societies as a whole (increased social inclusion and diversity). **Table 1** illustrates this analysis with some examples of the literature.

Figure 1. Categorization of the literature

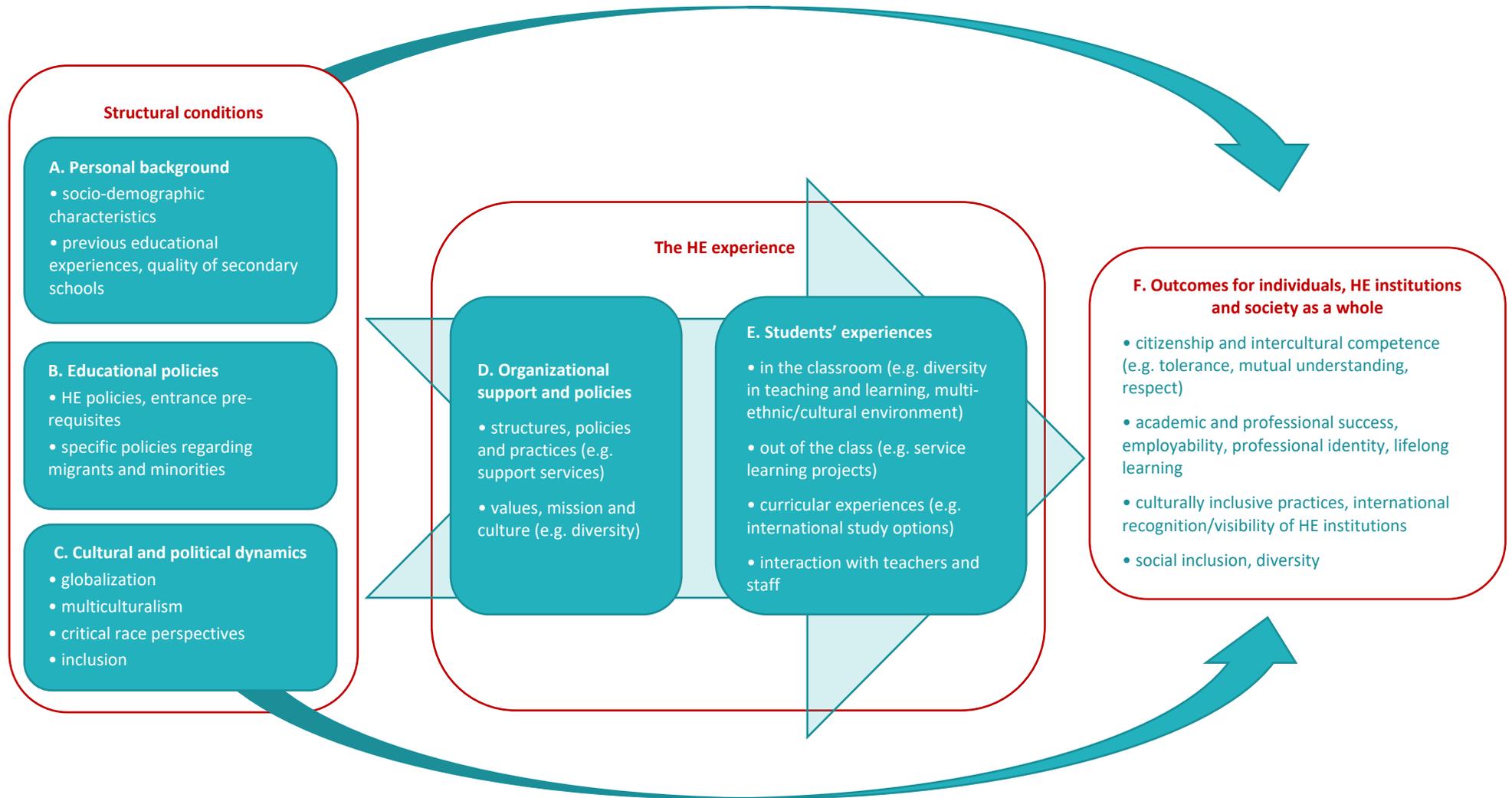


Table 1. Example of categorization (part of the literature on the review dimensions)

Code	Authors	Year	Title
A	Baum, Sandy & Flores, Stella M.	2011	Higher education and children in immigrant families.
A	Kim, Young M.	2011	Minorities in Higher Education.
A	Manuel António	2013	Os estudantes angolanos do ensino superior em Lisboa: uma perspetiva antropológica sobre as suas motivações e bem estar subjetivo.
A	Machado, Fernando Luís, Matias, Ana Raquel & Leal, Sofia	2005	Desigualdades sociais e diferenças culturais: os resultados escolares dos filhos de imigrantes africanos.
A, B, E, F	Connor, H., Tyers, C., Modood, T. & Hillage, Jim	2004	Why the difference? A closer look at higher education minority ethnic students and graduates.
B	Callender, Claire	2011	Measures to combat educational disadvantage: a European consultation symposium Workshop 2
B	Quinn, Jocey	2013	Drop-out and completion in Higher Education in Europe among students from under-represented groups (Report on behalf of the NESET networks of experts)
B	Western Thrace Minority University Graduates Association	2008	Minority education in Greece: the case of Western Thrace Turks
B	Nuñez, Anne-Marie	2009	Creating pathways to college for migrant students: assessing a migrant outreach program.
B	Dervin, Fred & Hahl, Kaisa	2015	Developing a portfolio of intercultural competences in teacher education: the case of a Finnish International Programme.
B	Dougherty, K. J. & Nienhusser, H. K. & Vega, B. E.	2010	Undocumented immigrants and state higher education policy: the politics of in-state tuition eligibility in Texas and Arizona.
B	Osborne, Michael	2003	Increasing or widening participation in higher education? - a European overview.
B	Morgan, Douglas L.	2003	Appropriation, appreciation, accommodation: indigenous wisdoms and knowledges in higher education.
B	Nusche, Deborah	2009	What works in migrant education? A review of evidence and policy options.
B	Tonks, David & Farr, Marc	2003	Widening access and participation in UK higher education.
B	Rhodes, C., Bill, K., Biscumb, K., Nevill, A. & Bruneau, S.	2002	Widening participation in higher education: support at the further education/higher education interface and its impact on the transition and progression of advanced GNVQ students - a research report.
B, D	Parjanen, Matti & Tuomi, Ossi	2003	Access to higher education - persistent or changing inequality?: a case study from Finland.
C	Rapti, Edmond & Karaj, Theodhori	2012	Albanian university students' ethnic distance and stereotypes compared with other Balkan nations.
C	Casey, Catherine	2011	Measures to combat educational disadvantage: a European consultation symposium Workshop 3
C	Triandafyllidou, Anna	2012	Handbook on Tolerance & Cultural Diversity in Europe.

Code	Authors	Year	Title
C	FRA – European Union Agency for Fundamental Rights	2014	Roma survey - data in focus Education: the situation of Roma in 11 EU Member States
C	Portera, Agostino	2014	Intercultural competence in education, counselling and psychotherapy.
C	Modood, Tariq	2011	Multiculturalism and integration: struggling with confusions.
C	Pacheco, Natércia Alves	2000	Do confronto de culturas às relações interculturais.
C, D, E	Altbach, P. G., Reisberg, L. & Rumbley, L. E.	2009	Trends in global higher education: tracking an academic revolution.
D	Donnelly, Roisin	2004	Fostering of creativity within an imaginative curriculum in higher education.
D	Brennan, John & Naidoo, Rajani	2008	Higher education and the achievement (and/or prevention) of equity and social justice.
D	Clancy, Patrick & Goastellec, Gaële	2007	Exploring access and equity in higher education: policy and performance in a comparative perspective.
D	MacLellan, Effie	2005	Conceptual learning: the priority for higher education.
D	Van Audenhove, Leo	1998	Co-operation and linkages in higher education: key issues concerning policy and organisation.
D	Walters, Shirley & Watters, Kathy	2001	Lifelong learning, higher education and active citizenship: from rhetoric to action.
D	Pickerden, Anita	2002	Muslim women in higher education: new sites of lifelong learning.
D	González, Julia & Wagenaar, Robert	2003	Quality and European Programme Design in Higher Education.
D	Pérez, Z. J.	2014	Removing barriers to Higher Education for Undocumented Students.
D	McIntosh, Christopher & Varoglu, Zeynep (Eds.)	2005	Perspectives on distance education – lifelong learning & distance higher education.
D, E	Alves, Stephanie Silva	2012	Alunos migrantes na UA: enquadramento e integração.
E, F	Shiri, Sonia	2015	Intercultural Communicative Competence Development during and after language study abroad: insights from arabic.
E, F	Riley, Rebecca L., Bustamante, Rebecca M. & Edmonson, Stacey L.	2016	Intercultural competence and student engagement of U.S. community college students: a mixed method study.
E, F	Houghton, Stephanie Ann	2013	Making intercultural communicative competence and identity-development visible for assessment purposes in foreign language education.
E, F	Évora, Gustavo Silva	2013	Sucesso escolar nos alunos de origem cabo-verdiana: o caso dos alunos que ingressam no ensino superior.
E, F	Oliveira, Catarina Filipa Correia	2012	Estudantes migrantes na UA: motivações e necessidades.
E, F	Fernández, Óscar	2005	Towards European Citizenship through Higher Education?

Structural conditions

In this section we examine several structural conditions that foster the integration and success of migrants and minorities in HE – a domain that clearly is highly covered by the literature.

A. Personal background variables

Literature on personal background variables shows that the characteristics of earlier generations of immigrants, such as parental income and educational level, and some socio-demographic characteristics of migrant and minorities together with previous personal experiences in secondary schools and communities, can promote educational attainment. However some studies analysing different host countries (e.g. Portugal, UK, US) and people coming from different countries of origin, report that immigrants are not a homogeneous group and that there are several socio-demographic variables (e.g. country of origin, country of residence, race, education, disabilities, etc.) associated with higher education participation and success and some other structural factors (e.g. school quality, communities, legal barriers, limited English proficiency).

In relation to **gender**, women were responsible for the growth in the number of graduate degrees conferred and nowadays a growing number of women, even in the traditionally “male” areas (e.g., engineering, STEM...), is among HE population in general and among minorities and migrants in particular (Young, 2011).

The emotional and affective dimensions of students and some **personality traits** such as optimism, motivation and human capital are relevant ingredients for educational attainment in every social group; however, researchers commonly argue that the immigrant advantage is a result of the greater difficulty of immigration with psychological resources of optimism to overcome socioeconomic disadvantages (Baum & Flores, 2011; António, 2013).

Research has shown that **parental education** is a strong predictor of children’s educational attainment (Baum & Flores, 2011). Moreover, research has shown that “**parental encouragement** to go to university increases the chances of going” (Connor, Tyers, Modood & Hillage, 2004, p.29) and parents are the most influential source of support in making decisions about entering higher education. Parents wish their children will take an opportunity that was not open for themselves – in other words “they did not want them to have to struggle in lower-

skilled jobs because they lack qualifications” (Connor, Tyers, Modood & Hillage, 2004, p.30). However, the majority of studies show that students whose parents have little education are frequently “ill prepared academically to succeed” (Baum & Flores, 2011, p. 171), even if some studies defend that parental education has not necessarily a deterministic value (Pacheco, 2000).

Language competence is also a condition for educational attainment; some studies in English speaking countries show that people with limited English proficiency have more difficulties in their integration in higher education, job market insertion and success (Baum & Flores, 2011; McGuinness & Byrne, 2015). Besides, employers also identify language proficiency as a key element for promotional opportunities in employees’ professional careers (McGuinness & Byrne, 2015) – and might also influence the decision to emigrate to a specific country.

The literature demonstrates that the most influential barrier to higher education success is **financial problems** (that influence both entrance and maintenance in HEI and also in the decision regarding which higher education institution to attend), even though sometimes low-income students achieve success in higher education and in terms of their employability (Pacheco, 2000).

Previous educational experiences are a facilitator of participation and enrolment in higher education. Academic preparation of postsecondary students (previous grades and test scores – e.g., SAT) is also a determinant of higher education participation since some institutions use it as a pre-entrance requisite previous grades (level “A” as a minimum) and low entry qualifications are linked to propensity to drop out (Quinn, 2013). Negative personal evaluations of the education system can make a difference in previous personal experiences and on the decision to leave or not a country to enrol in higher education institutions (Baum & Flores, 2011).

B. Educational Policies

In terms of educational policies, the higher education system rests a conflict between elitism and the goal to be transformative in terms of widening participation and social mobility (Callender, 2011; Morgan, 2003). The challenge is therefore how to promote equity and inclusion in education and training across the European Union with **unequal policies** – and this includes factors such as fees, possibilities for financial support and entrance pre-requisites, as well as policies and practices that support change in HE institutions. Finally, there is also a

considerable diversity regarding the existence of specific policies that support immigrants' and minorities' entrance in HE.

In fact, there is an unequal initial access to higher education in terms of **fees** (that exist in some countries and not in others), there are differences in terms of **financial support** for students (some institutions have means-tested grants in order to reward good results; some institutions promote loans to students that they can pay-back when they find a job; there are also bursaries' funding by higher education institutions; partnerships with local employers can promote financial support to students), there are differences in terms of statistics collected about students participation in higher education (there is a conceptual framework confusion and heterogeneous perspectives on what is and what needs to be measured in terms of students' participation – what is considered entrance in HE, what is considered progress, what is considered to leave, what is considered a move to another course or a graduation in due time) (Bologna Process Implementation Report, 2012; Clancy & Goastellec, 2007; Eurydice, 2011; Quinn, 2013; OECD, 2007, 2013).

Widening access to higher education also depends on given characteristic features of the education system, such as **entrance pre-requisites** (Parjanen & Tuomi, 2003). Again there is a high level of diversity: in some countries universities have gained more autonomy during last years but the resources of universities have been decreased, affecting directly access to higher education and quality of teaching. In Scottish universities, for example, institutional developments are described in terms of how they address three issues affecting access and retention: academic (raising entry qualifications); cultural (raising awareness); and internal (changing institutional structures) (Osborne, 2003). Consequently, there are differences between ethnic and minorities groups, especially between young entrants, in current undergraduate students in what concerns their entry qualification of current (Connor, Tyers, Modood & Hillage, 2004).

Moreover, the emphasis on lifelong learning policies as a strategy to deal with an ever-changing working environment (MacLellan, 2005) appears to be opposed to the tradition of HE institutions that need **support to transform policies and practices**. Problems include the lack of dialogue between Ministries (Education, Science and Work, for instance), the need to improve physical infrastructures and equipment and to develop the teaching staff is emphasized in some countries of the European Union (Western Thrace Minority University Graduates Association, 2008; Dervin & Hahl, 2015). Additionally, HE frequently does not involve diverse groups and

there is some lack of attention to the needs of a more diverse student population that might account for dropout and incompleteness of studies (Quinn, 2013). Some authors argue that learning should be practice-oriented and based in real-life tasks and situations and not only focused on academic success, but on the development of social skills and the promotion of well-being – even if, in this respect, HE policies are, once again, very diverse (e.g., Duru-Bellat, 2013).

Finally, some countries have **specific policies regarding migrants** such as institutional cooperation agreements with a special *numerus clausus* for some migrant groups (e.g., Portugal and Sweden), scholarship grants or specific programs to promote migrant students' participation in HE (e.g. US). Other countries have diversified the type of HE institutions to fulfil technical needs of the job market (e.g. Open University in Finland; Abitur in German HE system; Institutes of Technology in Ireland; Polytechnic institutes in Portugal) where pre-requisites depend less on previous academic trajectory (Nuñez, 2009; Osborne, 2003; Parjanen & Tuomi, 2003) – and this can also generate opportunities for migrant students. Some other countries have a strong financial support for access to higher education for adults with work experience (e.g., Denmark) or alternative entry tests for adults, customized courses and other procedures that allow a second opportunity (e.g., France, Spain, Portugal), thus favouring the entrance of adults and other groups such as migrants and minorities (e.g., Connor, Tyers, Modood & Hillage, 2004). The majority of HE institutions have alternative or complementary mechanisms of integration for migrants and international students, but other factors can make access more difficult: for instance, undocumented students are considerably less likely to go on to universities than secondary graduates with other citizenship statuses (Dougherty, Nienhusser & Vega, 2010).

C. Cultural and Political Dynamics

The third dimension of structural conditions, cultural and political dynamics refers to issues such as globalization, multiculturalism and inclusion.

Globalization has brought radical changes to contemporary life that have led to profound economic, environmental, political, social and cultural crises, not only within nations, but in the relations between states and persons of different cultural origin. Globalization has brought some features of fragmentation of experiences in family, school, work, mass media, and so on, with consequences on an educational crisis that is also manifest in unequal access to universities,

which appear to benefit only a minority of students, more and more seen as objects (Nussbaum, 2010). The institution of a worldwide market of higher education (Godin & Réa, 2011) also forces changes in a more and more competitive system, where rankings, particularly in Europe, are an external sign of quality and competitiveness. Internationalization “as the variety of policies and programs that universities and governments implement to respond to globalization” (Altbach, Reisberg & Rumbley, 2009, p.4) is now the motto, with an explosion of programs and institutional policies. Developing countries often desire world-class universities and the tool that universities have to survive in a globalized world is to build cooperation nets between different countries (Pacheco, 2000) using a framework that stresses learning throughout the life course. Moreover, universities are not just the place where we go as a young adult student or junior professional; the HE system is nowadays a place of a mass higher education with more applicants and more courses and/or programs (summer schools, short professional courses...) and the growth in degrees conferred in last decade can be attributable largely to minorities (Parjanen & Tuomi, 2003; Young, 2011). Massification also brings about risks of fragmentation, with lower attention to “minority” groups (Casey, 2011), and of a rising neo-liberal culture that emphasizes “individual competitiveness and responsibility” (Brennan & Naidoo, 2008, p. 290), with the accumulation of qualifications no longer a route to social mobility but crucial to ensure access to good jobs. Moreover, HE is seen a major engine of economic development (Altbach, Reisberg & Rumbley, 2009) and the increasing of the number of students had as a consequence the rapid growth of costs for governments and the explosion of private HE institutions.

Multiculturalism is another feature of contemporary societies: following the changes brought by the Lisbon Convention and the Bologna Process, “the academic staff in Europe has been increasingly dealing with foreign students or students from different ethnic backgrounds, which creates the need to adapt the teaching methods, competences and abilities to this new reality” (Sobiesiak, 2012, p. 61). Actually the major challenge when discussing the concepts of education and multiculturalism is “dealing with some of the inherent tensions that arise in reconciling competing world views. Such tensions reflect the diversity of values which co-exist in a multicultural world” (UNESCO Guidelines on intercultural education, 2006 cit. in Sobiesiak, 2012, p. 62). A multicultural environment implies also the internationalization of the curricula: HE institutions are open to all but

“the students and scholars most likely to take advantage of the range of new opportunities in a globalized higher education environment are typically the wealthiest or otherwise

socially privileged. If current trends of internationalization continue, the distribution of the world's wealth and talent will be further skewed" (Altbach, Reisberg & Rumbley, 2009, p.10).

Critical race theorists have long pointed how *race* continues to be a significant factor in explaining school inequality (Ladson-Billings & Tate IV, 1995), while anti-racist policies and practices have been denounced as reinforcing and reproducing "racial inequality" (Bryan, 2009, p. 297) – and therefore, it is of the utmost importance to consider Michelle Jay's criticism:

"the hidden curriculum enables educational institutions to argue in support of multicultural initiatives while simultaneously suppressing multicultural education's transformative possibilities. Through its failure to appreciate the challenges posed by the hidden curriculum, multicultural education gets appropriated as a 'hegemonic device' that secures a continued position of power and leadership for the dominant groups in society" (2003, p. 3).

The experience of Higher Education

The experience of HE contemplates both organizational support and policies of HE institutions, but also the whole of students' curricular, extracurricular and co-curricular experiences.

D. Organizational Support and Policies

In terms of organizational support and policies there are a variety of specific **policies and practices** that individual HE institutions can implement: **financial aid** devices; the provision of short **preparatory admissions courses**, in order to help individuals gain competences that are considered important for a successful academic integration; courses for **professional qualification or requalification** designed for professionals; **creative curricula** to improve students' experiences; the development of ICT and **distance learning courses**; and specific **in-service training for teachers** so that they might be supportive of migrant and monitory students (e.g., Van Audenhove, 1998; Brennan & Naidoo, 2008; Donnelly, 2004; Downes, 2014). Nevertheless, Kitching and Curtin (2012) underline that students' experience in higher education is different whether you are a desirable or an undesirable migrant: an Irish study demonstrates that there is evidence of aspects of **institutional racism** in the Irish education system (e.g. lower teacher expectations regarding migrant students, advanced insider knowledge of HE institutions by locals,...), a discussion that has also been put forward on others countries (e.g., Jay, 2003; Margolis & Romero, 1998; Patton, 2015; Solem, Hopwood & Schlemper, 2011).

E. Students' experiences

In terms of students' experiences in higher education, some institutions have developed **intensive language programs** for students who come from other countries of origin (for instance, American learners of Arabic in Arab countries) to improve their intercultural communicative competence (Shiri, 2015). Others call key **members of minorities in the community** to talk about difficulties when they are under-represented (Downes, 2014). Students, but also staff, are not necessarily speaking their own mother tongue and they must be prepared to function in a multicultural context (Dervin & Hahl, 2015; Portera, 2014). "One of the skills that seems to be particular important for teachers to achieve greater equity in diverse classrooms is formative assessment, i.e., frequent, **interactive assessments** of student progress and understanding of individual learning needs to adjust teaching" (OECD, 2005 cit. in Nusche, 2009, p.32). Several studies show how central is the **role teachers and staff** play in supporting

students' experience in HE, namely in terms of the quality of interaction and communication, in fostering the maintenance and progression of students (e.g., Keane, 2009; Rhodes, Bill, Biscomb, Nevill & Bruneau, 2002).

In fact, more than 2.5 million students are studying outside their home countries, thus demanding multicultural competence, tolerance, communication skills - there are some strategies that promote migrant students' participation in HEI by fostering their holistic **development of specific skills** (Nuñez, 2009). Besides, HEI can commonly provide contact and students' participation in **service learning projects**, but the experience that has more applicants is related to **international study options**, using diverse programs such as Erasmus, Socrates, and so on. But other factors affect the experience of undergraduate students: some have families near and some other significant people, but mostly under-represented groups of migrants and minorities have not, which means that the **distance from family** is not equal for everybody. In Portugal, but also in other countries, parents of undergraduate students are not necessarily living in the same country, an inequality that can potentiate and generate difficulties in students' higher education experience, even when there are other family members that can help young people support daily routines (António, 2013; Machado, Matias & Leal, 2005).

Last, and not least, several studies point out as **class and racial differences and inequalities** are key elements that influence students' higher education experiences (Kitching & Curtin, 2012; Reay, Davies, David & Ball, 2001; Young, 2011) – sometimes expressed in subtle discriminatory practices, even in graduate education (e.g., Margolis & Romero, 1998; Patton, 2015; Solem, Hopwood & Schlemper, 2011). This is undoubtedly an area that deserves special attention and the development of specific intervention programs as there is a relationship between the ethnic distance and negative ethnic stereotypes, even between young and educated people (Rapti & Karaj, 2012).

F. Outcomes for individuals, HE institutions and society as a whole

Literature indicates that when minorities and underrepresented groups are fully involved and participate in higher education, there are gains in terms of **social inclusion** (Brewis, 2008) – even if research is scarce in the use of longitudinal designs to trace the impact of HE on personal and societal gains. Nevertheless, there are signs that **not always there are equal opportunities for key skill support and usage** that might help individuals “overcome the barrier of poor course performance and, hence, stimulate some additional participation in higher education” (Rhodes,

Bill, Biscomb, Nevill & Bruneau, 2002, p. 143) – even if this appears to happen due to lack of explicit communication between students and staff, whose supportive role appears to be central. Research in this area tends to be circumscribed to very local contexts, meaning “**particular universities in particular communities**” (Brennan & Naidoo, 2008, p. 298). Therefore, it is true that there are a set of local initiatives aiming the access improvement into higher education institutions for specific groups, even if it is not clear how its impacts are reflected and applicable outside higher education.

Studies with migrants show that the majority of international students would **prefer staying in the host country** if work was available after graduation (Laine, 2016), which can be also a sign of the success of (and satisfaction with) graduation years. Some studies also indicate the positive influence of diversity in higher education experiences in **postgraduate employability** (Altbach, Reisberg & Rumbley, 2009). In this regard, McGuinness and Byrne (2015) found that, in 2005, and among migrants graduating from EU-15 based universities, (i) women with shorter durations of domicile are more exposed to overskilling than their native colleagues; (ii) newly arrived migrants are penalised in wages, as a result not only but also of overskilling in the male labour market and overeducation in the female labour market; (iii) established migrants, particularly men, have wage premia; and (iv) women are less likely to be job satisfied.

Despite the fact of being non-exclusive of higher education institutions, literature reveals the importance of investing “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” (Lifelong Learning Platform, 2016, p.5; Nunn, 2011; Ribeiro, Malafaia, Neves & Menezes, 2016). Moreover, the literature stresses the importance of acknowledge and recognise with proper recognition and validation mechanisms migrants and refugees’ competences and qualifications. In this sense, it seems to be nuclear admitting that these populations should **benefit from lifelong learning programmes** (Lifelong Learning Platform, 2016).

Similarly, it should be ensured that migrant students see their skills, competences and prior knowledge recognised in the labour market of the host countries - considering that very often they find difficulties within different curricula, lack of papers and interruptions in the learning processes (Friedberg, 2000; OECD, 2014; OECD, 2015). This involves **the access to further**

learning and qualifications, formal value to personal development and support employability (Lifelong Learning Platform, 2016). At the institutional level, one must consider that the provision of this kind of devices can be a valuable and distinctive aspect, since it is not a generalized practice, and as shown by the innumerable benchmarking initiatives that have been carried out in order to find the “best practices”. Sometimes, lifelong learning (or university social responsibility or other formulas which have been gaining momentum) is a response to industry and the business world, as well as a source of competition among institutions (see Abukari, 2005; Amaral & Magalhães, 2009).

References

- Abukari, A. (2005). Conceptualising lifelong learning: a reflection on lifelong learning at Lund University (Sweden) and Middlesex University (UK). *European Journal of Education*, 40, 2, 143-154.
- Altbach, P. G., Reisberg, L. & Rumbley, L. E. (2009). *Trends in global higher education: a report prepared for the UNESCO 2009 World Conference on Higher Education*. France: UNESCO.
- Alves, S. S. (2012). *Alunos migrantes na Universidade de Aveiro: enquadramento e integração*. Unpublished master thesis, Departamento de Ciências Sociais, Políticas e Território da Universidade de Aveiro.
- Amaral, A. & Magalhães, A. (2009). Between Institutional Competition and the Search for Equality of Opportunities: Access of Mature Students. *Higher Education Policy*, 22, 505-521.
- António, M. (2013). Os estudantes angolanos do ensino superior em Lisboa: uma perspectiva antropológica sobre as suas motivações e bem-estar subjectivo. *Análise Social*, 208 (48), 660-682.
- Baum, S. & Flores, S. M. (2011). Higher education and children in immigrant families. *The future of children*, 21, 1. Available in www.futureofchildren.org
- Brennan, J. & Naidoo, R. (2008). Higher education and the achievement (and/or prevention) of equity and social justice. *High Education* 56, 287-302.
- Brewis, K. (2008). *Stress in the multi-ethnic customer contacts of the Finnish civil servants: Developing critical pragmatic intercultural professionals*. Academic dissertation unpublished, Jyväskylä: University of Jyväskylä.
- Bryan, A. (2009). The intersectionality of nationalism and multiculturalism in the Irish curriculum: teaching against racism? *Race Ethnicity and Education*, 12, 3, 297-317.

- Callender, C. (2011). Hidden barriers in the education of adult learners. *Report presented at Symposium "Measures to combat educational disadvantage" NESET – Network of Experts on Social Aspects of Education and Training, December.*
- Casey, C. (2011). Hidden barriers in the education of adult learners. *Report presented at Symposium "Measures to combat educational disadvantage" NESET – Network of Experts on Social Aspects of Education and Training, December.*
- Clancy, P. & Goastellec, G. (2007). Exploring access and equity in higher education: policy and performance in a comparative perspective. *Higher Education Quarterly, 61, 2, 136-154.*
- Connor, H., Tyers, C., Modood, T. & Hillage, J. (2004). *Why the difference? A closer look at higher education minority ethnic students and graduates. Research report.* UK, Nottingham: Institute for Employment Studies.
- Dassetto, F. (2009). *Enthousiasmes pluriels, risques démocratiques et perspectives.* Cismoc Papers on-line, février 2009.
- Dervin, F. (2016). *Interculturality in education: A theoretical and methodological toolbox.* UK: Palgrave Macmillan.
- Dervin, F. & Hahl, K. (2015). Developing a Portfolio of Intercultural Competences in Teacher Education: The Case of a Finnish International Programme. *Scandinavian Journal of Educational Research, 59, 1, 95-109.* Available in: <http://dx.doi.org/10.1080/00313831.2014.904413>
- Donnelly, R. (2004). Fostering of creativity within an imaginative curriculum in higher education. *The Curriculum Journal, 15, 2, 155-166.*
- Dougherty, K. J., Nienhuser, H. K. & Vega, B. E. (2010). Undocumented Immigrants and State Higher Education Policy: The Politics of In-State Tuition Eligibility in Texas and Arizona. *The Review of Higher Education, 34, 1, 123-173.*
- Downes, P. (2014). *Access to education in Europe: a framework and agenda for system change.* Ireland: Springer.
- Dumond, J. C. & Monso, O. (2007). Adéquation entre formation et emploi: un défi pour les immigrés et les pays d'accueil. Recherche rapport. In *Perspectives des migrations internationales.* SOPEMI: OCDE.
- Duru-Bellat, Marie (2013). *Education and social cohesion, which impact? NESET Expert Briefing.* Available in <http://nesetweb.eu/en/library/library-item-5/>.
- Évora, G. S. (2013). *Sucesso escolar nos alunos de origem cabo-verdiana: o caso dos alunos que ingressam no ensino superior.* Unpublished doctoral thesis. Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa.
- FRA – European Union Agency for Fundamental Rights (2014). *Roma survey – data in focus. Education: the situation of Roma in 11 EU Member States.* Luxembourg: Publications Office of the European Union.

- Fernández, O. (2005). Towards European Citizenship through Higher Education? *European Journal of Education*, 40, 1, 58-68.
- Friedberg, M. (2000). You can't take it with you? Immigrant Assimilation and the portability of human capital. *Journal of Labour Economics* 18, 2, 221-225.
- Godin, M., & Réa, A. (2011). Nouvelles logiques de migration et de mobilité. In M. Leclerc-Olive, Scarfo, G. G. & A. C. Wagner (Eds.) *Les mondes universitaires face au marché. Circulation des savoirs et pratiques des acteurs*, 49. Paris: Karthala.
- González, J. & Wagenaar, R. (2003). Quality and European programme design in Higher Education. *European Journal of Education*, 38, 5, 241-251.
- Houghton, S. A. (2013). Making intercultural communicative competence and identity-development visible for assessment purposes in foreign language education. *The Language Learning Journal*, 41, 3, 311-325.
- Jay, M. (2003). Critical race theory, multicultural education, and the hidden curriculum of hegemony. *Multicultural Perspectives*, 5, 4, 3-9.
- Keane, E. (2009). "Frictional" relationships...tension in the camp: focusing on the relational in under-represented students' experiences in higher education. *Irish Educational Studies*, 28, 1, 85-102.
- Kim, Y. M. (2011). *Minorities in Higher Education. Twenty-Fourth Status Report. 2011 Supplement*. Washington, DC: American Council on Education.
- Kitching, K. & Curtin, A. (2012) Addressing the concept and evidence of institutional racism in education in Ireland. In Kitching, K. & Curtin, A., (Eds.) *Racism and Education Conference and Networking Event*. University College Cork. School of Education, Institute for Social Sciences in the 21st Century.
- Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. *ASHE Higher Education Report*, 32, 5. San Francisco, CA: Jossey-Bass.
- Ladson-Billings, G. & Tate IV, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*, 97, 1, 47-68.
- Laine, T.-M. (2016). *International degree students – a survey of studying, working and living in Turku*. Turku: Institute of Migration.
- Lifelong Learning Platform (2016). *Integration through Education, Building Bridges in Divided Societies*. Position Paper – September 2016.
- Linehan, M. & Hogan, E. (Eds.) (2008). *Migrants and higher education in Ireland*. Ireland: CIT Press.

- Machado, F. L., A. R. Matias & Leal, S. (2005). Desigualdades sociais e diferenças culturais: os resultados escolares dos filhos dos imigrantes africanos. *Análise Social*, 40, 176, 695-714.
- Maclellan, E. (2005). Conceptual learning: The priority for higher education. *British Journal of Educational Studies*, 53, 2, 129-147.
- Madureira Pinto, J. (2002). *Factores de sucesso/insucesso no ensino superior*. Paper presented in the Conference “Sucesso e insucesso no ensino superior português”. Lisboa: Conselho Nacional de Educação.
- Mandin, J. (2014). INTERACT - Researching Third Country Nationals’ Integration as a Three-way Process - Immigrants, Countries of Emigration and Countries of Immigration as Actors of Integration. *Research project*. Robert Schuman Centre for Advanced Studies. Italy, Florence: European University Institute.
- Margolis, E., & Romero, M. (1998). The department is very male, very white, very old, and very conservative: The functioning of the hidden curriculum in graduate sociology departments. *Harvard Educational Review*, 68, 1, 1-32.
- McGuinness, S. & Byrne, D. (2015). Born abroad and educated here: examining the impacts of education and skill mismatch among immigrant graduates in Europe. *IZA Journal of Migration*, 4, 17, 1-30.
- McIntosch, C. & Varoglu, Z. (Eds.) (2005). *Perspectives on Distance Education: Lifelong Learning and Distance Higher Education*. Vancouver, Canada and Paris, France: UNESCO/Commonwealth of Learning.
- Modood, T. (2011). *Multiculturalism and integration: struggling with confusions*. Research project. Robert Schuman Centre for Advanced Studies. Italy, Florence: European University Institute.
- Morgan, D. L. (2003). Appropriation, Appreciation, Accommodation: Indigenous Wisdoms and Knowledges in Higher Education. *International Review of Education*, 49, 1-2, 35-49.
- Núñez, A.-M. (2009). Creating Pathways to College for Migrant Students: Assessing a Migrant Outreach Program. *Journal of Education for Students Placed at Risk (JESPAR)*, 14, 3, 226-237.
- Nunn, L. (2011). Classrooms as Racialized Spaces: Dynamics of Collaboration, Tension, and Student Attitudes in Urban and Suburban High Schools. *Urban Education*, 46, 6, 1226-1255.
- Nusche, D. (2009). What Works in Migrant Education?: A Review of Evidence and Policy Options, *OECD Education Working Papers, No. 22*, OECD Publishing.
- Nussbaum, M. (2010). *Not for profit*. Princeton, NJ: Princeton University Press.
- OECD/EU (2015). *Indicators of Immigrant Integration 2015: Settling In*. Paris: OECD.

- OECD (2016). *International Migration Outlook 2016*. Paris: OECD.
- Oliveira, C. F. C. (2012). *Estudantes migrantes na Universidade de Aveiro: motivações e necessidades*. Unpublished master thesis, Departamento de Línguas e Culturas da Universidade de Aveiro, Aveiro.
- Osborne, M. (2003). Increasing or Widening Participation in Higher Education? — a European overview. *European Journal of Education*, 38, 1, 5-24.
- Pacheco, N. (2000). Do confronto de culturas às relações interculturais. *Educação, Sociedade & Culturas*, 13, 119-139.
- Parjanen, M. & Tuomi, O. (2003). Access to Higher Education — persistent or changing inequality? A case study from Finland. *European Journal of Education*, 38, 1, 55-70.
- Pascarella, E. & Terenzini, P. (1991). *How college affects students*. San Francisco: Jossey-Bass.
- Patton, L. D. (2015). Disrupting postsecondary prose: Toward a critical race theory of higher education. *Urban Education*, DOI: 10.1177/0042085915602542.
- Pérez, Z. J. (2014). *Removing barriers to Higher Education for Undocumented Students*. Washington, DC: Center for American Progress.
- Pickerden, A. (2002). Muslim women in higher education: new sites of lifelong learning. *International Journal of Lifelong Education*, 21, 1, 37-43.
- Portera, A. (2014). Intercultural Competence in education, counselling and psychotherapy. *Intercultural Education*, 25, 2, 157-174.
- Quinn, J. (2013). *Drop-out and completion in Higher Education in Europe among students from under-represented groups. Report authored by the European Commission*. Brussels: European Union.
- Rapti, E. & Karaj, T. (2012). Albanian university students' ethnic distance and stereotypes compared with other Balkan nations. *Problems of education in the 21st century*, 48, 127-134.
- Rhodes, C., Bill, K., Biscomb, K., Nevill, A. & Bruneau, S. (2002). Widening participation in higher education: support at the further education/higher education interface and its impact on the transition and progression of advanced GNVQ students – a research report. *Journal of Vocational Education and Training*, 54, 1, 133-145.
- Ribeiro, N.; Malafaia, C.; Neves, T. & Menezes, I. (2016). Immigration and the Ambivalence of the School: Between Inclusion and Exclusion of Migrant Youth. *Urban Education*, 1-29.
- Riley, R. L., Bustamante, R. M. & Edmonson, S. L. (2016). Intercultural competence and student engagement of U.S. community college Students: a mixed method study. *Community College Journal of Research and Practice*, 40, 1, 34-46.

- Shiri, S. (2015). Intercultural communicative competence development during and after language study abroad: insights from Arabic. *Foreign Language Annals*, 48, 4, 541-569.
- Solem, M., Hopwood, N. & Schlemper, M. B. (2011). Experiencing Graduate School: A Comparative Analysis of Students in Geography Programs. *The Professional Geographer*, 63, 1, 1-17.
- Sobiesiak, K. M. (2012). *Drifting identity in the global era? Polish students in Irish Higher Education*. Unpublished doctoral thesis, Faculty of Social Sciences, NUI Maynooth.
- Terenzini, P. T. & Reason, R. D. (2005). *Parsing the first year of college: A conceptual framework for studying college impact*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Philadelphia, PA.
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.
- Tonks, D. & Farr, M. (2003). Widening access and participation in UK higher education. *The International Journal of Educational Management*, 17, 1, 26-36.
- Triandafyllidou, A. (2012). *Handbook on Tolerance & Cultural Diversity in Europe*. San Domenico di Fiesole: European University Institute.
- Van Audenhove, L. (1998). Co-operation and linkages in higher education: key issues concerning policy and organisation. *International Review of Education – Internationale Zeitschrift für Erziehungswissenschaft – Revue Internationale de Pédagogie*, 44, 5/6, 531-548.
- Veiga, C. S. M. (2008). *O impacto do envolvimento dos estudantes universitários em actividades extra-curriculares no empowerment e no desenvolvimento cognitivo-vocacional*. Unpublished doctoral thesis, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto.
- Walters, S. & Watters, K. (2001). Lifelong learning, higher education and active citizenship: from rhetoric to action. *International Journal of Lifelong Education*, 20, 6, 471-478.
- Western Thrace Minority University Graduates Association (2008). *Minority Education in Greece. The Case of Western Thrace Turks*. Available in <http://www.osce.org/odihr/33832?download=true>.
- Young, M. K. (2011). *Minorities in Higher Education*. Washington: American Council of Education.

2. Interesting practices collection

Sofia C. Pais

José Pedro Amorim

Alfredo Soeiro

Amélia Lopes

The analysis of interesting practices

Combining the literature revision and the analysis of the interesting practices¹, the content of the templates can be organized into five main dimensions: i) diagnosis; ii) information – including manuals, data collection, conferences and job opportunities; iii) training – involving language learning and other training moving beyond language; iv) intervention – encompassing peers mentoring and multidimensional approaches and v) policies.

Each dimension integrates a set of strategies, considered as interesting practices, in which students, teachers and education staff, professionals working in social, cultural and economic fields, as well as other people interested in the migration topic, might be involved. In this sense, even though minorities and migrants are the focus of this project, templates reveal widely different target groups. Another important aspect that results from this analysis refers to the difficulty in defining who are the ethnic minorities and migrants in HE, taking into account the diversity of historical, social, economic and political contexts of each European country involved in the project. Nevertheless, the following analysis is based on the assumption that these ethnic minorities and migrants are historically invisible groups in HE, whose rights of participation and success may still not be ensured.

Diagnosis

Data collection among students in HE seems to be considered an interesting practice since it might provide a deeper knowledge of underrepresented groups. So that, on one hand, this research process may be useful to identify multiple dimensions of diversity taking into account how do they relate with the experience of studying in HEI and, on the other hand, it can generate relevant insights on the needs of different groups of students (see the Austrian example) or on the integration process of international students, namely after graduation, and encompassing thus career planning, internships and language learning (see the Finnish example).

¹ We avoid using the formula “best practices” for two main reasons: firstly, we are not comparing and ranking practices, and therefore concluding that these ones are the best existing practices; secondly, what makes them interesting in one given context may not be transferable to another context, since each one of these practices is socially, historically and geographically situated.

Studierendenbefragung zu Diversität [Student survey on diversity]
University of Vienna, Gender Equality and Diversity Unit (Austria)

“In 2015 a survey focusing on diversity commissioned by the Rectorate of the University of Vienna and conducted by the Gender and Diversity Unit was administered to the university’s regular students; 19.000 students participated. The online-questionnaire asked questions regarding multiple dimensions of diversity and how they relate to studying at the University of Vienna. The results of this study offer insights on the needs of different groups of students (among them students of minority background). Following the survey an institutional working group on diversity was initiated which aims at detecting relevant fields of action and developing measures targeted at different groups of students that are underrepresented. Moreover, an information platform on diversity at the university was relaunched, compiling information on relevant activities, services and links.”

International Degree Students. A survey of studying, working and living in Turku
Institute of Migration / Migrationsstudies C 28 (Finland)

“The study is based on a survey sent to all international degree students of Åbo Akademi University, the University of Turku, Turku University of Applied Sciences and Novia University of Applied Sciences’ Turku campus. 303 students responded to the survey in September 2015.

The results of this study show that although international students seem to be very happy with their studies in Turku, many students need more help with career planning, finding internships and learning Finnish.

Most of the international students graduating in 2015/2016 had either completed an internship in Finland or had been employed in Turku. A third of the respondents had done both. Internships were found to be an extremely efficient stepping stone towards employment. Two thirds of the respondents stated that they would prefer staying in Finland after graduation if work was available. Also, two thirds of the respondents were interested or possibly interested in becoming self-employed in Turku.”

Information: Manuals

Tutorials self-organized by students and provided to learners - mainly first-year students and students from marginalized backgrounds -, as additional sessions to promote learning that are not included in academic curricula are mentioned as interesting practices.

Tutorial. Handbuch für Projektgruppen aller Studienrichtungen und Thementutorien
 [Tutorial. Manual for project teams of all fields of study and thematic tutorials] (2004)
Wolfgang Haas, Petra Pokorny, Ulli Fuchs (editors) (Austria)

“The Unabhängige Tutoriumsprojekt (Tutpro) is a project self-organized by students across Austria providing a framework to offer tutorials to learners (mainly first-year students and students from marginalized backgrounds). Tutorials are additional sessions intended for learning, that are not part of academic curricula, but are visited by learners on their own accord. Initiated by student groups in the 1970s as opportunity for political self-empowerment, Tutpro aims at engaging with the university and processes of learning. Thematic tutorials i.e. focussing on anti-racist work in the university or politisizing the

history of the institution are offered. Tutpro has a decidedly political approach scrutinizing hierarchies and power relations in the university, the academia and among the different groups of students. Thus, analysing and counteracting forms of discrimination is at the core of the project. Tutpro is well anchored at the university of Vienna with a number of tutorials being offered each semester. The training for the higher level students offering such tutorials has been professionalized over the years. So by now each tutor has to attend training seminars before organizing a tutorial. The project is continuously being evaluated, both qualitatively (reports of attendees and tutors) and with an online-survey. It is financed by the Austrian Student Union and the Ministry of Science.”

Besides the language learning, the collected practices include a set of tools, such as manuals and guidelines, available on HEI websites for both students and teachers with recommendations and practical examples aiming the enhancement of their diversity competence and didactical skills.

Eine Formel bleibt eine Formel ... Gender/queer- und diversitygerechte Didaktik an Hochschulen: ein intersektionaler Ansatz [A formula remains a formula ... Gender/queer- and diversity-just didactics at institutions of higher education: an intersectional approach] (2015)

University of Applied Sciences Vienna (Austria)

“The document is a guideline focusing on gender/queer- and diversity-just didactics in higher education which is oriented towards a heterogeneous, diverse student body, reflecting social inequalities at large that transcend to and inform the realm of education. It is to be implemented by educators and higher education managers who improve and acquire new competences. The guideline depicts legal regulations, explains intersectionality theory and translates it to teaching in higher education. Further checklists for gender- and diversity-oriented didactics are presented as well as practical examples that stem from the authors own teaching and training experiences. Lastly, integrating gender- and diversity into institutions of higher education is reflected as element of the professionalization of these institutions, contributing to quality development as well as justice and equality. The guideline is edited by the University of Applied Sciences, Vienna, targeting, among other, the institution's own practices.”

Combining a book that includes a range of exercises, theories and processes (now available online) to use with groups exploring interculturalism with workshops, the Partners Training for Transformation presents another way to support practitioners working in intercultural settings, exploring theories of interculturalism, reflecting on their own styles, values, beliefs and theories about interculturalism.

Partners Training for Transformation intercultural workshops
Maynooth University (Ireland)

“Partners Training for Transformation has a long standing interest in cultural diversity and intercultural work. This is not surprising given our history and the connection to southern hemisphere, particularly Africa. In the last decade, this interest has become increasingly relevant as Ireland has become more of an intercultural society. Responding to this reality, we developed Partners Intercultural Companion to Training for Transformation. This book includes a range of exercises, frameworks, theories and processes to use with groups exploring interculturalism, or doing Training for

Transformation type work in intercultural contexts. These resources can now be accessed online at the Partners Tft Resource Network,
To accompany the book, we have also developed workshops built around supporting practitioners in their use of these resources.”

Along this line, these materials also provide useful and legal information – not only about enrolment, fees and other issues directly connected to studying but also on visa and residence permits, housing, health insurance, language courses, newspapers, embassies –, in order to disseminate students and migrant students’ rights, promote academic success and make life easier.

***Handbook for postgraduate studying and living at the University of Vienna Feb.2015
Postgraduate Center, University of Vienna (Austria)***

“The Postgraduate Center issued a handbook for people interested in postgraduate education at the University of Vienna. The handbook is written in English and specifically targeted at people from outside of Austria. Aside from explaining study regulations and the range of educational programs offered, the handbook talks about visa and residence permits, housing, health insurance etc. Thereby international students are supported in a number of realms pivotal to conducting studies in a successful way. Life hacks are offered for making life in Vienna easier for the students as well as a checklist for prospective students coming to Austria and an extensive collection of links with relevant information (i.e. German courses, newspapers, embassies).”

Another example is that of a book describing good collaborative practices between the police, social work and immigrants in five European countries, aiming the integration of non-EU citizens. Even though it doesn’t refer explicitly to the integration in HE, a broader social integration must be taken into consideration.

***Working Together for Better Integration – Immigrants, Police and Social Work
Turku University of Applied Sciences (Finland)***

“The book contains 25 examples of good collaborative practices between the police, social work and immigrants in five European countries. The collection of these good practices has been completed as part of a European project called IPS. IPS stands for Immigrants, Police and Social Work; the project has been conducted in Finland, the Netherlands, Spain, Sweden, and the UK between December 2009 and June 2011. The European Fund for the Integration of Third Country Nationals funds the IPS project to identify how police officers and social workers could work more effectively together to promote the integration of third-country nationals (persons coming from outside the European Union member states) into their new nation state. In addition to the research on good and promising practices, there are two other objectives in the IPS project: an overview of the existing education materials concerning intercultural competences in further education, and the model for the joint educational program for police officers and social workers in each partner country.”

Also in this line, Trinity Inclusive Curriculum is an example of a programme which goal is to increase diversity, internationalisation and inclusiveness. It consists on a self-evaluation tool

that guides the HE staff in the employment of inclusive principles in their classes and learning processes.

**Trinity Inclusive Curriculum
Maynooth University (Ireland)**

“The mission of Trinity Inclusive Curriculum (TIC) is to guide all staff in the employment of inclusive principles so as to create an inclusive and enabling learning environment in Trinity College Dublin.”

Information: Data collection

Making available data collected, articles and academic expertise on migration topic, including history, law, politics, anthropology and psychology disciplines, for media professionals is also considered an interesting practice, as the following example reveals.

Information on migration

Administration des relations extérieures et de la communication (AREC), Université catholique de Louvain-La-Neuve (Belgium)

“The UCL press service makes available to the media a list of its professors and researchers specializing in issues related to migration (historical, legal, political, anthropological, psychological aspects...)”

Information: Job opportunities

Although it was not the goal of this project, oriented towards the integration of ethnic minorities and migrants in HE, it seems that the job and/or training opportunities provided to them are scarce. Nevertheless, the following example’s goal is precisely to facilitate the mobility of asylum seekers and refugee researchers across the 37 European states, using the platform EURAXESS Jobs.

Jobs opportunities promotion

L'administration de la recherché (ADRE), Université catholique de Louvain-La-Neuve (Belgium)

“Launched by the European Commission, the initiative Science 4 Refugees aims to facilitate the linking of refugees benefiting from scientific high-level training and research institutions. The initiative builds on the EURAXESS network which promotes the mobility of researchers in 37 European states. It uses specifically the platform EURAXESS Jobs broadcast "Jobs" fueled by universities and research institutions. By integrating Science4Refugees initiative, UCL is committed to, also, publish job offers which may apply to refugees and

asylum seekers. These offers will be identified by the logo Science4Refugees. Promoters interested in this initiative can contact Sara Wilmet, responsible EURAXESS "Jobs" in the Administration of research."

Training: Language learning

As literature reveals, literacy proficiency is an essential condition of educational accomplishment. It means that students with limited knowledge of the host country's language have more difficulties attending HE, as well as in other important life domains (such as job market insertion and success) (Baum & Flores, 2011; McGuinness & Byrne, 2015). Therefore, learning the language of the host country is often a requirement to have access to HE. Among the templates analysed, four describe initiatives aiming to support students who are non-native speakers in their HE integration, through training language courses and peer groups. Sometimes (see for example the SMGL example) these initiatives are not circumscribed to language learning, being understood as a wider cultural event and an opportunity to host foreign students and foster multiculturalism.

School of Modern Greek Language – SMGL
Aristotle University of Thessaloniki (Greece)

"The School of Modern Greek Language of the Aristotle University of Thessaloniki has been offering Greek language and culture courses to foreigners and Greeks living abroad since 1970. It operates under the supervision of the faculty members of the Faculty of Philosophy. The School also offers tailor-made courses for specific purposes, as well as training seminars for teachers of Greek. It participates in research and educational programmes conducted in collaboration with domestic and external agencies. It also organizes exams for the Certificate of Attainment in Greek, a prerequisite for foreign students to enroll in a Greek university. The teaching personnel of the School is experienced, highly qualified and involved in the production of teaching material.

Its role is not limited to teaching Greek. The School also focuses on various activities and cultural events, and hosts hundreds of students from all over the world, thus creating a multicultural environment. Hence, students get acquainted with the Greek way of life and enjoy contact with different people in the warm and lively atmosphere."

UniClub plus
Kinderbüro Universität Wien (Austria)

"Since many adolescents are coming to Austria, who had to flee and leave their countries of origin, the Kinderbüro (children's bureau) of the University of Vienna has developed services specifically for these youth. Their activities cater to the following needs: provision of spaces where the adolescents can meet and hang out; opportunities to improve German skills and support for learning; opportunities for youth to engage with higher education. Amongst the activities the children's bureau offers a club for learning (LernClub) that is open twice a week. At this club, adolescents are able to learn German, to study and to meet other youth. Support by a team of educators and facilitators is being offered. Additionally, the children's bureau started an initiative called StudyBuddies, where students from the

university meet with adolescents, giving them an opportunity to speak German and showing them around the university.

The services can also be attended by youth without a history of flight, who have not been in Austria for long or who do not speak well German for other reasons.”

Access, admission and preliminary courses for refugees

UCL (Belgium)

“Access to training for Refugees:

- Language: The Institute of Modern Languages (ILV) and the expertise of the Department of French at the service of organizations offering French foreign language courses to refugees. Volunteer teacher groups formations engaged in an association can be arranged on request. The ILV also offers free individualized and integration of refugees in existing French. Applications should be addressed directly to the ILV.

- Access to disciplinary (degree) courses:- Academic Year 2015-2016: refugees have the opportunity to be enrolled in three courses isolated in order to familiarize themselves with the Belgian higher education system. They are exempted from registration fees and administrative costs (registration to the role). Refugees are encouraged to first consult the Faculty of relevant studies (www.uclouvain.be/facultes) to identify individual courses and the Registration Service to register for the individual courses (after approval by the faculty): www.uclouvain.be/inscription.

- Access to continuing education programs (LLL): The University Institute of Continuing Education at UCL (IUFC) opens its programs for refugees. Each application is considered individually.”

Language course for refugees

University of Mainz (Germany)

“The University of Mainz offers language courses to enable refugees with an access to higher education a quick start in a regular university degree in Germany.

Refugees with an direct access to higher education go to level C1. Refugees with an indirect access to higher education go to level B2. Both of them have at the end of the courses the chance to apply for the study they want to begin.

The German course prepares for the qualifying examination for the International Preparatory College (Internationales Studienkolleg) or further preparatory German courses which prepare for the DSH-2, the necessary German language test if one wants to study for a Bachelor's or Master's degree. All refugees living in Germany whose legal residential status has been clarified and are able to present documents proving that they are entitled either to enter a German university via the Studienkolleg / Feststellungsprüfung or to start a Bachelor's or Master's degree program directly can apply for one of the available places at ISSK.”

Training: Moving beyond language

Moving from the language learning to other support processes, through training, it is possible to identify different ways of providing better conditions for migrants and minority students in HE. One of these support processes consists of isolated courses - which are not part of academic

tracks, as shown in UCL's Special temporary training offer to refugees, with the aiming of familiarizing students with HE.

Special temporary training offer to refugees
UCL - Faculty Deans and Director of Languages Institute (Belgium)

"Support to refugees in their academic study projects.
 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. Practically speaking, candidates can contact: The director of UCL's Institut des langues vivantes for language training (Philippe.Neyt@uclouvain.be); The faculty in charge of the three courses (<http://www.uclouvain.be/facultes.html>) the candidate wishes to attend; The Enrolment Office (Service des inscriptions) to register for these isolated courses (after the faculty has given the green light) : <http://www.uclouvain.be/inscription>. If need be, the Student Advisory Service (Centre d'information et d'orientation CIO - <http://www.uclouvain.be/cio>) for advice on future study track, or Lycée Martin V (UCL affiliated secondary school) for a 7th grade specialising in mathematics or sciences; Finally, the Student Support Service (Service d'aide aux étudiants) is also available to guide candidates through the various steps of the process (<http://www.uclouvain.be/aide.html>)."

Similarly, providing full day training sessions on anthropological, psychological and legal topics for professionals whose work is directly related with refugees is seen as an interesting practice, since it constitutes an opportunity to train these professional groups for having a better approach to the problem (e.g., more needs-based) (see "Formation a l'accueil des demandeurs d'asile"). Other proposals are oriented towards more general publics, such as those of people interested in migration (see Contact Study "Migration and Society").

Formation a l'accueil des demandeurs d'asile
UCL (Belgium)

"A team of professors and researchers of the Faculty of Law, Faculty of Psychology and Educational Sciences and the School of Political and Social Sciences offers training for staff of organizations assisting refugees. These training (3 days) addresses the anthropological, psychological and legal accompaniment and facilitation. The training was organized in 2015 in collaboration with la Croix Rouge and Fedasil. A new edition will take place in 2016."

Contact Study "Migration and Society"
ZWW (Germany)

"Migration always means integration as well and here shifts the focus of the migrant increasingly on the host society: to make integration successful, it needs qualified employees, who develop processes, bring intercultural expertise and can handle flexible and appreciative with people of different origins. Intercultural Competence is a key competence. The Contact Study "Migration and Society" is aimed at everybody, who gets in touch with the issues of migration /integration in the context of their daily work or private engagement. In the Contact Study you have the possibility to update your knowledge specifically in individual events to the latest scientific findings.

The aim of the "Migration and Society" Contact Study is on the one hand to offer diversified education for all actors in the work area of migration and integration, which qualifies them through technical and methodological content for their work.

To make this qualification visible, it is possible to acquire a certificate.

Another goal is to support the rapprochement in our society in the area of social and intercultural coexistence in the Rhine-Main area actively and to promote educational opportunities and participation in society for all people, as well as to enable them to manage intercultural processes. Therefore it is necessary to open the institutions and to fix equal opportunities and participation firmly. Intercultural action and Learning are interconnected."

In this line, courses available for professionals - such as teachers, social workers, project workers, youth workers, academics working with daycare, police officers and personnel in employment offices, among others - working with immigrants are also examples of interesting practices. The Finnish initiative, "Interculturally Competent Working Practices with Immigrants", an apprenticeship training model, illustrates this as a collective learning experience which involves a multidisciplinary study group responsible for providing an opportunity to discuss and reflect working practices with immigrants in a multidimensional and inspiring way. The goal of this course is to improve concrete services for immigrants through work-based projects with a practical orientation and involving portfolios, case studies and diaries.

Interculturally Competent Working Practices with Immigrants 30 ETCS – apprenticeship training model in Finland
UTU (Finland)

"The programme, Interculturally Competent Working Practices with Immigrants, is a national programme coordinated by the University of Turku, Brahea Centre for Training and Development. It started in 2010 and is run together with five other universities: University of Helsinki, the University of Eastern Finland, University of Lapland, University of Oulu and University of Turku.

The trainees are required to be educated to a degree level and have at least three years' experience of working with immigrants. The course is suitable for teachers, social workers, project workers, youth workers, academics working with day care, police officers and personnel in employment offices among others.

The course involves collective learning. A multidisciplinary study group provides an opportunity to discuss and reflect working practices with immigrants in a multidimensional and inspiring way. The course takes 1 year, starting in November each year. Four study groups have been set up in different parts of Finland. In 2010-2011 there were totally 70 trainees on the course. A new course started in November 2011 with an intake of 50 trainees.

The key aim of the course is to develop the intercultural competences of the trainees and to improve concrete services for immigrants through work-based projects with a practical orientation. The workplace is required to support the training. A mentor or a tutor will be named for the trainee. One third of the studies will involve an assignment dealing with a practical problem at work to be addressed. The trainee's mentor and the course coordinator will offer tutoring and guidance in completing the project, and in the implementation of the results.

The teaching and learning methods involve portfolios, case studies and diaries. The trainees' previous work experience and 'tacit knowledge' obtained will be assessed through reflective practices. The trainees are required to produce written papers as well as engage in dialogue with others within facilitated peer groups. E-learning and computer mediated learning facilities will also be used to support learners in the workplace."

Although using a different approach, Intercultural Communication (MOOC) (funded by the LOOK-Project) also aims to develop intercultural competences, enabling the participants to encounter cultural situations openly and differentiated. In this case, MOOC is considered an upcoming and promising tool of teaching and creating opportunities to reflect about cultural issues such as stereotypes.

***Intercultural Communication (MOOC) funded by the LOOK-Project
Center for Continuing Academic Education (ZWW) (Germany)***

"For the second time the University of Mainz initiated the Project LOOK - Lernen mit offenen Online Kursen/ Learning with open online courses. The Center for Higher Education (ZWW) was granted to develop and produce a MOOC ("Massive Open Online Course") in Cooperation with the German Institute (Department 05 at the JGU). The Concept of a MOOC, as the name suggests, is accessible to all interested persons online and for free. It will be online in October this year, the teaching language is German. The content of the course is the definition of the various terms in this field, fundamental theories of communication with an intercultural focus, concepts and descriptions of intercultural encounters and concepts of intercultural sensitization. The goal of the course is to enable the participants to encounter cultural situations openly and differentiated. Main part methodologically is that each participant is challenged to reflect his or her own cultural perception and identity in exchange with the other participants, as well as friends or family members. In combination with guided exchange and the academic knowledge the awareness for cultural issues such as stereotypes shall be raised and therefore enable the participants to master potential upcoming every-day confrontations."

Recognizing that adult learners are also a minority group in the HE, the "Btei Level 3 Integrated Curriculum" project is a useful example of an integrated design programme. It reveals a curricular framework designed to provide an appropriate, planned introduction to learning at Level 3 of the National Framework of Qualifications for adult learners.

***Btei Level 3 Integrated Curriculum Ireland TODAY!
Maynooth University (Ireland)***

"This document sets out a curricular framework as an exemplar for the implementation of a BTEI Level 3 Foundation Programme on a phased basis which leads to a full FETAC Level 3 Certificate in General Learning. This curricular framework is designed to serve as an example of how a programme might be structured in order to have learners achieve a FETAC Level 3 Certificate in General Learning. The framework sets out a structure for delivering seven components leading to a FETAC major award over two years, part time. This framework has been created to support Back to Education Initiative (BTEI) Co-ordinators and practitioners in the development of integrated programmes for delivery to learners who are primarily

focused on the development of the skills necessary to progress further in their education in line with the objectives of the Back to Education Initiative. The curriculum was drafted in the knowledge that FETAC are in the process of introducing the new national Common Awards System, and it is hoped that this process will inform practice in terms of designing and submitting new programmes for validation when this becomes possible. The aims of the curricular framework are to:

- Provide learners with an appropriate, planned introduction to learning at Level 3 of the National Framework of Qualifications
- To help learners to develop both lower and higher order skills, including knowledge, comprehension, application, analysis, synthesis, and evaluation, which can be applied at higher levels of learning.
- To support learners to develop comprehensive literacy, numeracy, ICT and language skills through participation in an integrated programme, with a focus on progression to Levels 4 and 5.
- To provide tutors with a guide to supporting learners to develop the core skills required to facilitate learners to progress with ease from FETAC Level 3 to Level 4.
- To provide a framework within which to comprehensively plan BTEI programmes leading to a full award at FETAC Level 3.”

Even designed for use in the primary school system, the “Bed programme” is an example that might also be a useful guide for those working with adults. It refers to a pedagogical course that, combining lectures and seminars, prepares student teachers to teach ethical education in all primary schools. It enables students to use philosophical pedagogical approaches with children which support the development of critical and creative thinking skills about values and ethics.

***Migrants and Higher Education in Ireland
Maynooth University (Ireland)***

“Overview of Ethical Education and ERB Provision at St. Patrick’s College, Drumcondra
Coordinator & Lecturer: Dr Anne Marie Kavanagh, Lecturer in Ethical and Intercultural Education
Lecturer: Niamh McGuirk, Lecturer in Ethical and Intercultural Education

All courses are underpinned by an intercultural education approach. In the BEd programme, the second year course explores issues around the themes of ‘Equality and Justice’ and ‘Ethics and the Environment’. The third year course focuses on ‘Education about Religion and Beliefs’ and the fourth year course explores the theme of ‘Moral and Spiritual’ development. Student teachers undertaking the PME degree explore all four themes in their first year course.

All courses are pedagogical and have a dual focus: Developing student teachers as ethical practitioners and fostering and developing in student teachers the knowledge, skills, attitudes, confidence and competence necessary to effectively teach ethical education and ERB in the primary classroom. In order to develop student teachers’ efficacy in these areas, they are provided with a combination of lectures and seminars (workshops).

This course prepares student teacher to teach ethical education in all primary schools. It examines the ethical dimensions of teaching and learning and helps students to understand the importance of ethical teaching practices and of ethics to the well-being of children and society. It enables students to use philosophical pedagogical approaches with children which support the development of critical and creative thinking skills about values and ethics. This course focuses on the themes of equality and justice and ethics and the environment. The module draws on exemplar curricula in ethical education from national and international contexts, including the Learn Together Curriculum of Educate Together schools and the GoGoodness Me Goodness You Curriculum of Community National Schools”.

Intervention: Peer mentoring

In fact, while they are abroad, minority and migrant students find initiatives to help them to solve bureaucratic tasks. Therefore, a substantial part of the templates consists on practices in which peer groups and mentoring play a major role in minorities' integration. Moreover, they become particularly relevant since their support goes beyond the language (in some cases multiple mother tongues – see “Peer Mentoring *Sozialwissenschaften*”) and the organisational learning processes, and include cultural understanding, intercultural relationships (see the “Buddy Project”).

Peer Mentoring Sozialwissenschaften

University of Vienna, Faculty of Social Sciences (Austria)

“Translation of the title document: Peer mentoring social sciences

Peer mentoring at the University of Vienna is offered at a number of different faculties in order to support first-year students with getting oriented, organizing their studies and processes of learning, but also socializing and making new contacts. Higher-year students of the same program accompany first-year students, meet regularly with them and offer support oriented towards the specific needs of the mentees. Thereby academic learning shall be facilitated. The university offers support for the higher-year students who are doing the mentoring - affording them with tools and relevant content.

At the Department for Political Science peer mentoring is offered in multiple languages: German, Albanian, Bulgarian, Croatian, Czech, Kirghiz, Polish, Romanian, Russian, Swiss-German, Turkish and Vietnamese. Thus, first-year students are being supported in a number of different languages, thereby fostering culturally inclusive education, aiding also learners who might not feel as comfortable or well-versed in German.”

Cultural Diversity in Higher Education – The “Buddy Project” in the light of Cultural Homogenisation, Heterogenisation and Hybridisation (2010)

University of Vienna / TermNet Publisher (Austria)

“The buddy project at the Department of Communication at the University of Vienna aims at supporting students whose mother tongue is not German, to foster intercultural learning and participation of students with a different first language than German. A German native speaking student pairs up with a non-native speaker in order to improve academic competences and facilitate learning. In this process both parties engage in a learning process; cultural understanding and intercultural relationships are to be developed. The project is evaluated by the means of evaluation sheets filled out by the participating students. See project homepage: <http://buddy-projekt.univie.ac.at/publizistik-ermoeslicht-kommunikation-perko/>

Stefan Ossmann and Alexander Schmoelz in their paper analyze the buddy project against the backdrop of the approach of global cultural dynamics and describe the project's effects and outcomes. The authors question whether the project has homogenizing effects due to its prioritisation of German, instead of a promotion of multilingualism. They conclude a

multitude of effects, seeing both homogenizing consequences as well as a promotion of multiculturalism, openness and tolerance through the project.”

Likewise, peer mentors also play an important role in socializing activities promotion (regular meetings), fostering culturally inclusive education, promoting social and academic integration, through the cooperation among students (see “Cooperation & Motivation of Students”). This is inevitably related with emotional and affective dimensions, as “Programme Host Me” shows.

**Cooperation & Motivation of Students
Aristotle University of Thessaloniki (Greece)**

“The Co.Mv.o.S. (Cooperation & MotiVation of Students) is a student group founded in June 2012 by undergraduate students at the National Technical University of Athens, the Aristotle University of Thessaloniki, University of Patras. Area group action is the Greek academic environment, which is trying to upgrade through its multiple and diverse actions. The foundation of this group lies in the numerous gaps identified in the Greek University and the lack of information on actions to it. These are students with a common vision, experience and relevant academic background, and they believe that the way to fill these gaps is to assume that the students can and must provide services that the University does not to students, or in other words "for what the university does not do for us, let's do it for ourselves.”

**Programme Host me
FEP - University of Porto (Portugal)**

“The Programme Host Me main goal is to support international students who come to study in the Faculty of Economics and Management of the University of Porto. ‘In order to ensure that international students fit in and are being supported, the Experience Upgrade Programme (EXUP), working with FEP Finance Club and the FEP Management Club, has launched the Host Me Project. Members of these three Skills Academy bodies are available to help international students in the social and academic integration at FEP and in Porto.’ In this sense, ‘international students coming to FEP can count on the support of Hosts, who are currently FEP students that will be available to assist not only the internal procedures and the necessary contacts with the institutions, but also give support at the level of academic and social integration.’ (website: <http://info.fep.up.pt/pt/internacional/programa-host-me/>”).

Intervention: Multidimensional approaches

In parallel with the peer mentoring strategies, there are initiatives that also aim to contribute to a worthy and stable integration of university students in what concerns academic, social, cultural and personal dimensions (see Project “Integrating foreign students”), creating immediate response mechanisms to avoid social and personal risk behaviours. This is the case of “More

Integration", in which students from PALOP, Timor and Portugal find in the project the possibility of sharing personal experiences and solving economic difficulties.

Project "Integrating foreign students"
FEUP - Universidade do Porto (Portugal)

"The Orientation Days is a welcome event aimed at helping the integration of all incoming foreign students who will attend our School, organized by the Cooperation Division of the Faculdade de Engenharia da Universidade do Porto (FEUP) at the start of each academic semester.

The event includes a main welcome session, various information sessions about practical issues, an intercultural get-together in an International Snack, and a cultural, social and academic programme that takes place in several days during which foreign students have the opportunity of fully getting to know FEUP and the city of Porto.

The Orientation Days is part of the larger softlanding programme of the Cooperation Services of FEUP. This programme includes also:

- An Intensive Course of Portuguese for Foreigners, held at FEUP in cooperation with the Faculty of Arts, running twice a year, in March and October;
- A FEUP Buddy programme, which aims at preparing, receiving, integrating and supporting foreign students counting with the help of regular FEUP students as volunteers;
- A contact point for foreign students and researchers, which gives support not only during the application process, but also upon arrival. They are welcomed with a debriefing session and receive all help needed during the stay;
- Cultural and scientific events, publicized throughout the academic year."

Project "More Integration"
Pastoral Universitária do Minho (Portugal)

"The project "More Integration" is developed by the Pastoral University of Braga and the association Doing More with the support of the High Commissioner for Immigration and Intercultural Dialogue, I. P.

The project's target group are the university students from African countries of Portuguese Official Language (PALOP) and Timor who are studying in various academies/faculties of Braga.

The project "More Integration" aims:

- "i) to contribute to a worthy and stable integration of university students from PALOP and Timor in what concerns academic, social, cultural and personal dimensions;
- ii) to create immediate response mechanisms to avoid social and personal risk behaviors;
- iii) to establish partnerships with other entities in order to create a support network for students from PALOP and East Timor in social emergency;
- iv) to promote and enhance cultural and personnel exchanges of students from PALOP, Timor and Portugal, creating human enrichment experiences;
- v) to form the university community of the PALOP and East Timorese to values of healthy socialization and integral human growth." (Website: <http://www.diocese-braga.pt/pastoraluniversitaria/noticia/7056/#sthash.WdA8ZlpV.dpbs>)"

Similarly, and beyond the provision of scholarships, other kind of activities - such as welcome sessions, meetings for monitoring the school year, academic and social events, guides and tutorial materials as well as permanent assistance - constitute an important support to migrant

and minority students, as revealed by the project “Welcome and integration of students from the Community of Portuguese Language Countries: PALOP and East Timor at FCUL”.

Welcome and integration of students from the Community of Portuguese Language Countries: PALOP and East Timor at FCUL

Gabinete de Cooperação e Relações Externas/Faculdade de Ciências da Universidade de Lisboa (Portugal)

“This project, launched in 2007, aims to extend the welcome already provided by FCUL - Faculty of Sciences of the University of Lisbon, through the mobility services, to all other international students, particularly those from Portuguese-speaking African countries and East Timor.

The main activities carried out by this project are as follows:

- Welcome sessions for students from the Community of Portuguese Language Countries (CPLP), along with the general welcome session for new students;
- Semestral and annual meetings with CPLP students to monitor and assess the school year;
- Preparation and dissemination of a guide for these students;
- Permanent assistance;
- Tutorial support, in partnership with the Psychopedagogic Support Service;
- Forwarding of specific information to these students, by e-mail or on the institutional website;
- Promotion of academic and social events, in partnership with the students' union.”

Another example has to do with the development of a model, and also a method, for intercultural vocational education and training, which addresses the challenges faced by teachers when they teach students from diverse linguistic and cultural backgrounds, individual subjects, demands of working life, learning a new language, and recognition of prior learning.

Challenges of Intercultural Vocational Education and Training: Developing a Strand Model in the Change Laboratory

Kia Lundqvist (Finland)

“What kinds of challenges do teachers and colleges of vocational education and training face in teaching students with linguistically and culturally diverse backgrounds? What kinds of perspectives and solutions did teachers in a College find when they gathered together and discussed about intercultural teaching and learning?

This report describes a development process, during which a new model for intercultural vocational education and training was produced. The model is called a strand model and it illustrates how in vocational education and training different strands, such as individual subjects, demands of working life and learning a new language, are intertwined into a strong fabric to support the growth and development of vocational and professional competence. The strand model emphasises the cultural practices of occupations rather than individual subjects, goals, or competences.

The project was part of a larger research scheme called OPCE (Opening Pathways to Competence and Employment for Immigrants) funded by the Academy of Finland in 2009–2013. The publication is intended for teachers of immigrant students as well as for everybody interested in immigrant training. It provides new knowledge on intercultural vocational training and its challenges, presenting also a method for responding to these challenges.”

Policies

Given the fact that financial resources may negatively influence students' experiences in HE, it is not surprising that the scholarships comprehend very often the core of the policies promoting the integration of cultural diversity in HE. Particularly for minorities and migrant groups, this kind of support might determine their engagement and success in HE. The U CAN initiative, for instance, provide scholarships that are used for expenses with tuition fees, school supplies and travel on public transport.

U CAN - University scholarships **Programa Escolhas (Portugal)**

"Education and training is one of the strategic areas of the "Programa Escolhas" (PE). Based on PE's intervention, the need to create a support program for University students was identified, since several young people from the territories where PE operated were at risk of dropping out of HE due to financial difficulties. In 2013/2014, the PE launched the project U CAN, in partnership with Barclays Bank. In the first edition, U CAN provided financial support to 48 youngsters: 31 from Portugal, 6 from Angola, 3 from Guinea-Bissau, 3 from São Tomé and Príncipe, 2 from Ukraine, 1 from Cape Verde, 1 from Brazil, and 1 from Russia. Besides that, and through a mentoring process, each youngster was accompanied by a volunteer mentor from the Barclays Bank, who provided academic and personal support. The second edition, in 2014/2015, didn't have the support from the Barclays Bank, but the financial support and the network of mentors were kept. This time, the mentors were recruited from the PE's projects implemented across the country. This second edition supported also 48 youngsters: 16 from Cape Verde, 16 from Portugal, 7 from Angola, 5 from São Tomé and Príncipe, 2 from Guinea Bissau, 1 from Ukraine and 1 from Nigeria. The scholarships were used for expenses with tuition fees, school supplies and travel on public transport."

The next project, "Opré Chavalé", has a broader focus, combining scholarships with a soft skills training programme, that aims to compensate for the lack of examples that young Roma have in what regards the attendance of HE.

"Opré Chavalé": a project to foster in Portugal the integration of Roma communities in higher education

Plataforma Portuguesa para os Direitos das Mulheres et al. (Portugal)

"The Opré Chavalé is a project promoted by the Portuguese Platform for Women's Rights in partnership with the Association Letras Nómadas, co-financed by the Program Active Citizenship – EEA Grants and administered by the Foundation Calouste Gulbenkian.'
'The overall objective of the project is to break the barriers that separate Roma people from the formal education system, particularly regarding their access to higher education, academic and technical courses.'
The project aims 'to create a replicable training program in which the participants work on their soft skills as essential competences for success in higher education. Because of

socialization and the lack of examples through generations, young Roma face greater difficulties in access to learning throughout life.’ It ‘is based on successful practices implemented in other countries, including the Eastern European countries that have great experience in this area. Portugal is not involved in programs 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 programs throughout Europe. The project aims to operate at this level, making lobbying and requests for the extension of programs for Roma communities in Portugal, who are very similar regarding the needs of education. At the political level, we intend to act 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.’

The success of this program led the Government to create a policy of scholarships for university Roma students.”

With an even broader focus, the “MORE” initiative is a joint policy of the Austrian Universities, which involves all public universities, comprising dimensions as diverse as the following: language courses, validation of prior qualifications, guidance, support students with books and semester tickets, and tuition fee waiver.

**MORE - An initiative by uniko
Universities Austria (Austria)**

“Irrespective of basic needs such as shelter, food and medical care, refugees require spaces to develop opportunities for the future. In fall 2015 Universities Austria, a non-profit association assisting universities in the fulfilment of their tasks and responsibilities, started the MORE initiative. All public universities in Austria have joined so far.

MORE courses aim at providing a space for reflection to refugees where they can find out whether university studies are an option for the future. MORE offers orientation in academic and artistic study fields and language trainings. Donations to support MORE students with books and semester tickets are being collected as well as contributions to financing entire MORE courses. MORE students can sign up for existing courses and seminars at the universities and also for courses which have been specifically designed for them. Universities grant a certain number of places in these courses for MORE students and offer non-bureaucratic procedures to determine the qualifications necessary for the individual courses. The MORE students receive a tuition fee waiver.”

Conclusion

The analysis of interesting practices revealed that investing in the integration of minorities and migrant students in HE is now a priority across European countries. In this sense, mapping and diagnosing the main difficulties and potentialities of these students, and drawing up strategies to improve their integration – such as providing tutorials and other materials with useful information, making available data collection for media professionals and disseminating jobs opportunities – are examples of the strategies being currently implemented in the European HE

area. Likewise, strategies aiming the access, the inclusion and the success of minorities and migrant students also constitute a very relevant dimension. Since learning the language of the host country is often a requirement to have access to HE, one of the most important strategies adopted by countless European countries goes through providing training language courses. In addition, some other support processes such as isolated courses, collective learning experiences, multidisciplinary study groups ... represent important ways of ensuring better conditions for migrants and minority students in HE. Also in this line, MOOC is considered an interesting practice, since it might constitute an upcoming and promising tool for teaching and generating opportunities to reflect about cultural issues.

In what concerns intervention strategies, peer groups and mentoring, as showed in several countries, play a nuclear role in minorities' integration not just in learning processes but also in providing cultural understanding and intercultural relationships through the promotion of socializing activities. Similarly, there are multidimensional approaches that include the provision of scholarships, welcome sessions, meetings for monitoring the school year, academic and social events, guides and tutorial materials, permanent assistance, intercultural vocational education and training, and so on ... which aim to contribute to the minorities and migrant students' integration.

Finally, policies also constitute a nuclear dimension in both promoting the integration of cultural diversity in HE and ensuring the engagement of minorities and migrant groups in these institutions. Combining different approaches (e.g., providing scholarships, school supplies, training programmes...) and, in some cases, considering joint policies that might involve several universities/institutions, seem to be very relevant strategies to improve the quality of minorities and migrant students' experiences in HE.

Despite the diversity, there are tools identified in the European partners' practices that appear to be significant to ensure the integration of vulnerable groups of students in HE. Thus, the presented practices reveal that these integration processes include both organizational and emotional support as well as the implementation of policies in HE institutions, taking into account curricular, extracurricular and co-curricular experiences.

Moreover, as well as emphasizing the importance of developing joint investment initiatives and multilevel approaches, the analysis of interesting practices revealed how powerful the involvement of peer groups might be in providing better conditions for minorities and migrant

students. This means that besides the organisational structure, the participation of students in their peers' integration appears as an interesting way to fostering vulnerable groups support. Nevertheless, there are still few evidences concerning the impact of these approaches on personal and societal gains.

Since little information is known about these strategies impact, appropriate performance measurement tools and other forms of evaluation should be considered in order to enable a critical analysis on what inclusion in HE means (and should mean). In this sense, we may have a long way to go before achieving *a differently equal* access (Moosa-Mitha, 2005: 369) to HE in Europe as well as an adequate integration in HE system.



Transversal analysis and conclusions of the data collected

Appendix 1 – Collection of literature form



Appendix 2 – Interesting practices identification grid

Interesting Practices Identification - Grid



PARTNER SUGGESTING THIS PRACTICE:

TITLE DOCUMENT:

PROMOTER:

AUTHORS (if identified):

WEBSITE:

LANGUAGES: EN | DE | FR | FI | GR | Other:

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing "needs"/"problems" <input type="checkbox"/> Reference to possible "benefits"/"resources" <input type="checkbox"/> Definition of goals <input type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as an interesting practice? Why do you think this sample should be taken into consideration?
Topic or discipline:	





Appendix 3 – Collection of literature by partners

Collection of Literature - Form



Selected by the Université catholique de Louvain, Belgium

Language(s)	Author, title, description, reason for selecting this resource, web or location
FR	<p>Godin, M., & Réa, A. (2011). Nouvelles logiques de migration et de mobilité. Les mondes universitaires face au marché. Circulation des savoirs et pratiques des acteurs, 49.</p> <p>Book chapter. Overview of Foreigners HE students situation in Belgium - Study performed in 2007, including large historical data and involving african, american and asian continents. Analysis of policy changes. Analysis of the Belgian context and evolution of migration of students within HE</p> <p>Concepts definition: Student Migration Career</p>
FR	<p>Réa, A.. (2007). L'étude des politiques d'immigration et d'intégration des immigrés dans les sciences sociales en Belgique francophone. Immigration et intégration en Belgique francophone, 126.</p>
FR	<p>Rea, A., Dassetto, F., & Martiniello, M. (2007). Immigration et intégration en Belgique francophone: Un état des savoirs.</p>
FR	<p>Bastenier, A., & Dassetto, F. (1981). La deuxième génération d'immigrés en Belgique. Courrier hebdomadaire du CRISP, (2), 1-46.</p> <p>http://www.cairn.info/revue-courrier-hebdomadaire-du-crisp-1981-2-page-1.htm</p>
FR	<p>Dassetto, F. (2009). Enthousiasmes pluriels, risques démocratiques et perspectives. Cismoc Papers on line.</p> <p>This text shows the complexity from which we can realize pluralism said "cultural": the various facets of culture come into play, since the most innocuous expressive signs to issues of values, symbolic, space institutions. Specificities of Muslim immigration.</p> <p>https://www.uclouvain.be/cps/ucf/doc/espo/documents/Enthousiasmes_pluriels.pdf</p>
FR	<p>Adéquation entre formation et emploi : un défi pour les immigrés et les pays d'accueil*Perspectives des migrations internationales OCDE 2007</p> <p>The first part makes a quick inventory of immigrant integration policy in the labor market in the OECD countries. The second part presents the main theoretical approaches of decommissioning. The third part provides a measure of the prevalence of occupational downgrading by place of birth and socio-demographic characteristics. The fourth part deepens this analysis by trying to control for a number of cognitive and linguistic skills. The conclusion summarizes the main findings and highlights the policy issues related to taking during occupational downgrading of immigrants.</p> <p>This chapter provides a measure of professional decommissioning immigrants and certain key factors that may explain a higher or lower level of decommissioning. Its about the differences depending on the length of stay, country of origin, sex, place of graduation and the language skills of immigrants.</p> <p>https://www.oecd.org/fr/migrations/mig/41562451.pdf</p>

Integrating cultural diversity in Higher Education - HE4u2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

Project co-ordinated by eucen



Funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Mandin, J (2014). Three-way Process - Immigrants, Countries of Emigration and Countries of Immigration as Actors of Integration Co-financed by the European Union. An overview of integration policies in Belgium</p> <p>The objective of the paper is to provide a brief review of Belgian migrants integration policies and actors. Three issues are addressed in this paper: the question of public discourses and the political agenda on integration in Belgium; the question of the structuring of integration policies in the country; and finally the question of non-state actors and integration policies and practices. Because integration is also a competence of subnational entities of the Belgian federal State, differences appear between integration conception and policies in Flanders (combining multiculturalist and more assimilationist stances) (Jacobs 2004), in the French community (more influenced by the French assimilationist approach), and in Brussels.</p> <p>This paper show the diversity of actors involved in integration practices in Belgium and more specifically the importance of local actors (cities, local associations, migrant associations, etc.).</p> <p>http://cadmus.eui.eu/bitstream/handle/1814/33133/INTERACT-RR-2014%20-%202020.pdf?sequence=1</p>
FR	<p>Adam, I. & Martiniello, M. (2013) Divergences et convergences des politiques d'intégration dans la Belgique multinationale. Le cas des parcours 'intégration pour les immigrés</p> <p>This article presents and explains the different approaches integration of French-speaking Belgium and Flanders in the specific case the integration process for new migrants. A first part, recalls the institutional structure of the federal state Belgian and the story of its construction, for understanding differentiation and the development of public policy entities Federated. In part, this is a description of different political integration of new migrants. In the third part, it is an explanation of these differences. Finally, in conclusion, a discussion on the potential impact of the Europeanization of intégrationsur political convergences or divergences between the constituent entities of integration policies in Belgium.</p> <p>Explanations of integration policies of the federal entities in Belgium and migrants's integration process.</p> <p>https://remi.revues.org/6404</p>
FR	<p>Bichara Khader, Marco Martiniello, Andrea Rea, Christiane Timmerman (éds.), 2006, Penser l'immigration et l'intégration autrement, Bruylant.</p> <p>Immigration is the subject of considerable debate, often passionate, especially in political and media fields: it is often presented as a problem. Whether the place of Islam in European societies, the veil, the regularization of undocumented migrants, integration of younger generations of juvenile crime, border control, political and media discourse on these issues are immigrants cause problems for the so-called host societies.</p> <p>http://psp.sagepub.com/content/early/2010/05/14/0146167210367488.full.pdf+html</p>
FR	<p>Mazzocchetti, J., Martiniello, M., Rea, A. Les nouveaux enjeux des migrations en Belgique. In: Revue européenne des migrations internationales, Vol. 29, no.2013/2, p. 7-14 (2013).</p> <p>The objective of this issue is not to retrace the migration history of Belgium, small democracy wedged between the great nations of Europe but to take stock of the new migrations and new migration issues since the 1990s . Since then, the data in terms of migration (ratio between inputs and outputs) show a steady increase in migrants, in</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>spite of the economic crisis in the country. The presence of migrants is thus currently higher than in the period recognized as one of the golden age of immigration that goes from 1946 to 1974. However, the types of recent migrations have transformed and diversified.</p> <p>http://hdl.handle.net/2078.1/136152</p>
FR	<p>Bianchi, M., Mummendey, A., Steffens, M. C., & Yzerbyt, V. Y. (2010). What do you mean by “European”? Evidence of spontaneous ingroup projection. Personality and Social Psychology Bulletin.</p> <p>http://anothersample.net/order/52499ff0e55feefbd8da31dcf67ef0eb58fecadb</p>

Collection of Literature - Form



Selected by National University of Ireland Maynooth

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>KITCHING, K. & CURTIN, A. Addressing the concept and evidence of institutional racism in education in Ireland. In: KITCHING, K. & CURTIN, A., eds. Racism and Education Conference and Networking Event, 2012 University College Cork. School of Education, University College Cork Institute for Social Sciences in the 21st Century, 43.</p> <p>This proceedings document tells a critical story of the event. Using a social and cultural perspective on racism, power and education, it provides a set of questions for ongoing public, policy-maker and research debate. The publication and dissemination of this document was planned as part of the 'New Ideas' proposal. Its intended audience includes education and social policy-makers, and education and community practitioners, including anti-racism activists.</p> <p>Conference proceedings in 2012 which give overview of ethnic diversity and racism in Irish Higher Education</p> <p>http://www.ucc.ie/en/education/bodytext-181877-en.html</p>
EN	<p>Lenehan, M and E. Hogan 2008 Migrants and Higher Education in Ireland. CIT Press: Cork</p> <p>Report based on research with employers, admission and access staff and students in Irish HEIs about barriers faced by migrant students in Ireland. Findings identified include Rights and Entitlement, Language Competency, Recognition of International Qualifications and Prior Learning, and Fees information and Entitlements.</p> <p>This report in 2008 gives a good overview of migrant experiences in Irish Higher Education from perspectives of students, support staff and employers</p> <p>extendedcampus.cit.ie/.../migrants-and-higher-education-in-ireland1.pdf</p>
EN	<p>Devine, D; (2011) Immigration and schooling in the Republic of Ireland - making a difference?. Manchester: Manchester University Press</p> <p>This book provides an overview of how immigration has impacted on the education system in Ireland. It does so within the context of a broader critique and analysis of policy related to diversity in Irish education since the foundation of the state, and considers how the structure and functioning of the education system has set the context for responses to migrant children in primary and post-primary schools. Grounded in a theoretical approach that draws on the work of Bourdieu and Foucault, the book details the significance of responses and perspectives of principals, teachers, parents and children to education in newly multi-ethnic contexts, and the complex interweaving of class, gender and ethnic identities to the perspectives taken. Themes related to leadership and teaching for diversity, power and governance, the fostering of a deliberative democracy in schools are critically explored in the context of broader trends of transnational migration and the marketisation of education among globally competitive states</p> <p>Important book and author who has written extensively on ethnicity and immigration in Irish schooling</p>

Integrating cultural diversity in Higher Education - HE4u2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

Project co-ordinated by eucen



Funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Sobiesiak, Kamila Magdalena (2012) Drifting identity in the global era? Polish students in Irish Higher Education. PhD thesis, National University of Ireland Maynooth.</p> <p>My research project began with a desire to examine in detail the educational aspects of globalization and European integration in the context of young Poles in Higher Education in Ireland and their sense of life stability and localization in the contemporary world. Research Focus The study explores the motivations, experiences and perspectives of young Poles entering higher education in Ireland. They undertake journeys which are not just actions pointed toward entering the HE and getting the diploma, they are embedded in a complex, rich world of meanings and experiences of individuals and their lives, which create a unique context for each student's learning identity. The leading theme is transition process perceived from different angles: the transition from one university to another, from one country to another, the re-negotiation of the self and learning identity.</p> <p>Recent study of Polish students' experience in Irish higher education.</p> <p>http://eprints.maynoothuniversity.ie/4215/</p>
EN	<p>Bryan, A. (2009). The intersectionality of nationalism and multiculturalism in the Irish curriculum: Teaching against racism? Race ethnicity and education, 12(3), 297-317. doi:10.1080/13613320903178261</p> <p>This research explores the interrelationship between the production of national identity and multiculturalism in Irish schools and society. Working from the perspective that ideas about 'race' and nation are inextricably linked, I examine how contemporary nationalistic identity projects and processes map onto the current policy drive towards multicultural (or intercultural) education in Ireland. Informed by the intellectual oeuvre of Pierre Bourdieu, my analysis investigates state-level discourses as they are articulated in recent anti-racist policy documents and in the national curriculum, and how these broader discourses are interpreted at the local school level. Combining discourse analytic, observational and in-depth interviewing techniques, I examine how state and school-based intercultural policies and practices construct difference along racial-ethnic and national lines, and consider the implications of these policies and practices for sustaining and contesting racism. The purpose of the research is to promote a deeper understanding of the ways in which racial inequality is reproduced through policies and practices which are purported to have egalitarian and anti-racist aims. Implications of the study are discussed in terms of the state's increasing reliance on intercultural education as a policy panacea to the intensification of racism in Irish society.</p> <p>Analysis of reproduction of national and multiculturalism in Irish education which also has relevance for higher education.</p> <p>http://www.tandfonline.com/doi/abs/10.1080/13613320903178261</p>
EN	<p>Darmody, M. Tyrrell, N. and Song, S.. 2011The Changing Faces of Ireland: Exploring the Lives of Immigrant and Ethnic Minority Children. Sense: Rotterdam</p> <p>Despite the increased number of ethnically-diverse immigrant children and young people in the Ireland, currently there is a paucity of information about aspects of their lives in Ireland. This book is aimed at contributing to this gap in knowledge. This edited collection will be of interest to researchers in the fields of migration studies, childhood studies, education studies, human geography, sociology, applied social studies, social work, health studies and psychology. It will also be a useful resource to educators, social workers, youth workers and community members working with (or preparing to work with) children with immigrant and ethnic minority backgrounds in Ireland.</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>Good overview of edited chapters from key authors on ethnicity in Irish education</p> <p>Book - information at: http://www.springer.com/jp/book/9789460914751</p>
EN	<p>Kitching, K. (2015) 'How the Irish became CRT'd? 'Greening' Critical Race Theory, and the pitfalls of a normative Atlantic state view'. <i>Race Ethnicity and Education</i>, 18:2</p> <p>This article considers the transatlantic use of Critical Race Theory (CRT) frameworks to critically interpret racism in education internationally, and the possibilities and pitfalls this has for understanding racism in Ireland. It argues for the importance of CRT's framework on a number of grounds, but echoes cautions against the assumed, or sole use of a white/non-white framework to understand situated anti-racisms 'elsewhere'. This caution focuses on less on CRT principles per se, and more on typically derivative 'nationalist' policy appropriations of anti-racism. Education policy (and research) misrepresentations of systemic racism as happening in another place, or at another time function by deracialising and ignoring complex Atlantic and wider (neo)colonial relations. By exploring the 'troubling movements' of education's emergence within Irish-Atlantic-Empire politics, the article encourages postcolonial animations of CRT praxis. It shows ways in which CRT can work transnationally with and beyond white/non-white dualisms, to challenge derivative 'normative state' dilutions of educational anti-racisms</p> <p>Key theoretical analysis using critical race theory to interpret experiences of migration and education</p> <p>http://www.tandfonline.com/doi/abs/10.1080/13613324.2013.858029</p>
EN	<p>Keane, Elaine (2009)'Frictional' relationships ... tension in the camp: focusing on the relational in under-represented students' experiences in higher education',<i>Irish Educational Studies</i>,28:1,85 — 102</p> <p>Drawing upon data collected as part of a research project exploring diversity in Irish higher education, this article focuses on the relational realm of underrepresented students' experiences. The article explores a number of interrelated findings with regard to the relationships experienced by these undergraduates, both with other students and with their external friends and acquaintances. Friction was evident in the accounts of the respondents and this article argues that an increased focus on the relational is required by institutions, given the central role played by the social experience in the retention of students in higher education. Further, it is argued that education for diversity and inclusion be incorporated as an explicit and integrated component in all higher education curricula in order to foster mutual understanding and respect between student groups, within the broader educational community and ultimately in the wider society.</p> <p>Research which explores the relational aspects of diversity in higher education in Ireland, including international students' perspectives</p> <p>http://www.tandfonline.com/doi/abs/10.1080/13613320903178261</p>
EN	<p>Kitching, K.; (2010) 'An excavation of the racialised politics of viability underpinning education policy in Ireland'. <i>Irish Educational Studies</i>, 29 (3):213-229</p> <p>This paper unearths the improvisational nature of Irish state exigencies and their central contribution to racialisation in and through schooling. The analysis unravels white-Irishness through gender and Traveller membership, in terms of its links to the state's early efforts at intelligibility and associated politics of desirable and viable subject regulation. It is suggested that mutating theocentric, mercantile and liberal equality paradigms attempt to privilege certain subjects as more viable than others in contemporary Ireland through race, but also class, gender and other vectors of power. Three technologies of potential exclusion through inclusionary state discourses are</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>identified for minority ethnic school subjects. These are language support, pop-anti-racist terminology and the politics of school access and school provision. Ultimately it is argued that supporting 'integration' and 'anti-racism' in Irish education might require conceptual and political vigilance of the terms of the 'inclusive state' at all times.</p> <p>Significant analysis of Irish state education policies about racialisation, identity and schooling</p> <p>http://www.tandfonline.com/doi/abs/10.1080/03323315.2010.498278</p>
EN	<p>McGuiness, Seamus and Byrne, Delma (2015) Born abroad and educated here: examining the impacts of education and skill mismatch among immigrant graduates in Europe. <i>IZA Journal of Migration</i>, 4 (17). pp. 1-30. ISSN 2193-9039</p> <p>This paper examines the wage and job satisfaction effects of over-education and overskilling among migrants graduating from EU-15 based universities in 2005. Female migrants with shorter durations of domicile were found to have a higher likelihood of overskilling. Newly arrived migrants incurred wage penalties which were exacerbated by additional penalties resulting from overskilling in the male labour market and overeducation in the female labour market. Established migrants were found to enjoy wage premia, with no evidence of disproportionate wage impacts arising as a consequence of mismatch. Female migrants were found to have a lower probability of being job satisfied.</p> <p>Recent analysis of relationship between education and employment in Ireland.</p> <p>http://eprints.maynoothuniversity.ie/6597/</p>
EN	<p>Pavee Point (2015) Submission on HEA Consultation Paper: Towards the development of a new national plan for equity of access to higher education</p> <p>Submission to Irish Higher Education Authority which gives a good overview of key issues for Travellers' inclusion in Irish Higher Education including references and summary of existing research</p> <p>http://www.paveepoint.ie/document/submission-on-hea-consultation-paper/</p>
EN	<p>Reay, D. et al (2001) Choices of Degree or Degrees of Choice? Class, 'Race' and the Higher Education Choice Process, <i>Sociology</i> Vol. 35, No. 4, pp. 855–874</p> <p>This paper draws on data from an on-going ESRC project on choice of higher education. It focuses primarily on the experiences of non-traditional applicants to higher education. Although these students are not typical of the entire university entry cohort, their narratives raise important issues in relation to race, class and higher education choice processes. These 'success stories' reveal important causes for concern as well as reasons for celebration. In particular, their experiences of the choice process are qualitatively different from those of their more privileged middle-class counterparts, highlighting key class and racial differences and inequalities.</p> <p>Key study analyses non-traditional students in higher education in the UK which highlight key equality and diversity approaches</p> <p>http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=87049&fileId=S0038038501008550</p>

Collection of Literature



Selected by the University of Turku, Finland

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Shiri, S. (2015). Intercultural Communicative Competence Development During and After Language Study Abroad: Insights from Arabic</p> <p>This study explored the development and maintenance of intercultural communicative competence (ICC) among 352 American learners of Arabic who completed summer intensive language programs in five Arab countries. Data were collected through a survey that was based on the 2007 draft of the Culture Proficiency Guidelines (Lampe, 2007; later adopted by the Interagency Language Roundtable in 2012) that was designed to measure ICC development and was administered upon students' return to the United States. The survey also investigated which components of the intensive study abroad program fostered the development of particular components of ICC. Data indicated that although students mostly developed ICC at the Intermediate level (completing daily activities), they also progressed into higher levels, e.g., by identifying, comparing, and contrasting traditions, history, and politics or by participating in low-frequency social occasions. Data showed that the structured and the unstructured components of the program and the diglossic learning of Arabic both supported, to various degrees, students' development of ICC. Data also suggested that students sustained their developing levels of ICC upon their return to the United States, as demonstrated by their ability to shift perspectives, their increased compassion toward different populations, and their sensitivity to stereotyping.</p> <p>Key words: Arabic, culture, intercultural communicative competence assessment, intercultural competence, intercultural proficiency, ICC, study abroad</p> <p>The article discusses how student exchange in a foreign country leads into development of intercultural competence. The study addressed the following questions: a) How culturally proficient do students believe they have become as a result of a short-term study abroad program, b) to which components of the study abroad program did participants attribute their developing cultural proficiency and c) to what extent and in what ways did students believe that their study program continued to influence their behaviour after their return to home country. The article is interesting from the fact that the language that is being learned is Arabic and the students(Americans) are confronted with a culture very much different from their own. This way the article views what happens in development of IC from another perspective than what usually is (the Western culture as the alien and not as the host culture that integrates the outsiders).</p> <p>ERIC DATABASE through EBSCOhost (electronic library database)</p>
EN	<p>Riley, R. et al. (2015). Intercultural competence and student engagement of U.S. community college Students: a mixed method study</p> <p>In a culturally diverse society, United States community colleges are ideally positioned to develop intercultural competence in students. This mixed method study focused on the relationship between student engagement, as measured by the Community College Survey of Student Engagement (CCSSE) (2005), and intercultural competence, as assessed by the Intercultural Development Inventory (IDI) (Bennett & Hammer, 1998). Student scores from the IDI were correlated with five benchmark measures of the CCSSE. Four of the five CCSSE benchmarks were significantly correlated with IDI scores. Then, students scoring in the highest and lowest quartiles on the IDI participated in focus groups to explore their perceptions of intercultural competence. Analysis revealed implications for community college leaders that include the value of using instruments like the CSSE and IDI to assess students' intercultural competence. Practical implications also included the importance of collaborative classroom activities and exposure to racially and ethnically diverse faculty and students, as well as college-sponsored community service, cultural events, and study-abroad opportunities</p> <p>Key words: Learner engagement, Interpersonal communication, Cultural pluralism, Higher education</p>

Integrating cultural diversity in Higher Education - HE4U2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

Project co-ordinated by eucen



Funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>The article emphasizes the correlation between student engagement and development of intercultural competences. Active and collaborative learning, student effort, academic challenge and student-faculty interaction was beneficial to higher scores in intercultural communication. In addition, study shows the importance of what happens in the classroom: a) value of exposure to diverse faculty and other students, b) importance of intentional collaborative work in mixed groups, c) courses and course content focused on intercultural awareness and responsiveness, d) campus cultural events, e) international study program options and f) campus-organized community engagement and service learning projects. Students with higher scores in the test used showed more complex understanding of intercultural competences compared to more concrete understanding of low scoring students, who also favoured to "stay in their own comfort zone". Instructors need to internationally integrate different ethnic groups. Students emphasized the importance of having exposure to racially and ethnically diverse faculty members.</p> <p>Student engagement is defined as a set of constructs that relate to the amount of time and energy that students devote to educationally purposeful activities. Intercultural competences are defined as individuals' ability to a) maintain relationships with culturally diverse others, b) communicate effectively and appropriately with minimal loss or distortion and c) cooperate with others for a mutual need or interest.</p> <p>ERIC DATABASE through EBSCOhost (electronic library database)</p>
EN	<p>Houghton, A. (2013) Making intercultural communicative competence and identity-development visible for assessment purposes in foreign language education</p> <p>This article reports on an action research case study conducted at a university in Japan, which explored how student identity-development can be made visible in potentially assessable ways through materials design in intercultural communicative competence (ICC)-oriented foreign language education. It suggests that identity-development can be nurtured by applying the Intercultural Dialogue (ID) Model. Various kinds of behavioural evidence from students' written work upon which ICC assessment can be based are presented in the form of statement patterns indicative of student achievement of stated learning objectives and student self-discrepancy. Implications for the assessment of ICC and identity-development are considered. Firstly, the assessment of Byram's "savoir apprendre/faire" in Stage 2 of the ID Model should be based on recorded interaction and/or direct oral testing. Secondly, assessment should be partly formative and partly summative and it should take place both continuously and at fixed points, since they are all needed to illuminate student ICC and identity development, which is both a critical and a creative process.</p> <p>Key words: Intercultural communication, communicative competence (languages), self concept, student attitudes, academic achievement, summative evaluation, formative evaluation</p> <p>The article discusses intercultural communicative competence from the point of view of identity-development and assessment. In order to make the students identity-development visible the researcher engaged students in reflective observations in writing and audio-recorded thinking-aloud procedures. The concept of single and double loop learning was used in the course syllabus. The finding of the article is that student self-reflection rooted in the past, present and the future can bring different parts of self into relation. The article discusses identity-development as an ongoing process rather than as a static situation. The concept of self-discrepancy is presented in the following dimensions: a) between one's thoughts and feelings, b) between what one thinks one should do and what one tends to do, c) between the present and the future self and d) between the ideals chosen by oneself and those one has been taught by others.</p> <p>ERIC DATABASE through EBSCOhost (electronic library database)</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Portera, A. (2014). Intercultural Competence in education, counselling and psychotherapy</p> <p>The present era of globalization, interdependence and multicultural societies has brought about both opportunities and crises in educational institutions. Especially schools and families seem to be unable to cope with such revolutionary changes. The crises also concern all fields involved in maintaining social welfare, including counselling and psychotherapy. Within these fields, there is a growing need for Intercultural Competences at the cognitive, emotional and relational levels which endow teachers and counsellors with the ability to operate in linguistically and culturally complex contexts. However, despite the vast amount of international scholarship, the concept of 'Intercultural Education' and the term 'Intercultural Competences' are often misunderstood and require more precise definition. The present contribution intends to give further impulse to the discussion of Intercultural Competences and to offer concrete definitions that are applicable to the fields of education, counselling and psychotherapy. The article is based on a comprehensive review of literature on Intercultural Competence and an extensive empirical study carried out by the Centre for Intercultural Studies at the University of Verona. The study relies upon focus groups and semi-structured interviews in order to develop a theoretical model of Intercultural Competences with implications at the practical-operative, methodological and vocational levels.</p> <p>Key words: Intercultural Competences; intercultural education; intercultural counselling; Italy; globalization</p> <p>Based on a literary review, the article aims to clarify the concept of intercultural competences. Intercultural competences is defined as a set of abilities, knowledge, attitude and skills that allow one to appropriately and effectively manage relations with persons of different linguistic and cultural backgrounds. In the article these are elaborated with several figures clarifying these dimensions. The writer presents also an Interactive Model of Intercultural Competences consisting of the Area of Self, External Environment, Knowledge, Interpersonal Relations and Skills. The writer emphasises the acquisition and development of IC emerge as a long, dynamic process, which spans one's entire life. Development on IC relies on both personal factors as well as relational and situational factors. The article also discusses how intercultural education can advance intercultural competences. As the title describes, also counselling and psychotherapy is discussed from the perspective of IC. The article is beneficial in the sense that it gives a broader view on IC than the anglo-american literature does in general. It also functions as a good introduction to the topic as it opens the scope of IC and gives words to the various meanings and aspects of the topic.</p> <p>ERIC DATABASE through EBSCOhost (electronic library database)</p>
EN	<p>Fred Dervin and Kaisa Hahl (2014) Developing a Portfolio of Intercultural Competences in Teacher Education: The Case of a Finnish International Programme</p> <p>The concept of intercultural competences is contested, although it is omnipresent in varied fields of research and practice. Its assessment is also questioned: how can it be done? By whom? When? Should assessment be summative or formative—or both? In order to be able to assess anything, learning and teaching objectives must be clear, coherent, and consistent. Yet intercultural competences are often polysemic and rely heavily on problematic concepts such as (national) culture and identity. Here we revisit the concept and reflect on its use for formative assessment within international teacher education. Having developed a Portfolio of Intercultural Competences (PIC) to be used by student teachers in an English-medium teacher education programme in Finland, we explain how the portfolio came to life (theory, methods) and how it can help develop students' intercultural competences. We report on three components of the portfolio: the students' reflexive and critical essays on five stories of meaningful and/or memorable intercultural encounters written during a course on multicultural education, and focus group discussions amongst the students. We analyze the data with discursive pragmatics, a linguistic method which looks deeper into participants' discourses</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>Fred Dervin is Professor of Multicultural Education, Department of Teacher Education at University of Helsinki and Director of the Education for Diversities Research Group. He is publishing widely. Assessment of intercultural competences is an important question for professional development.</p> <p>http://www.tandfonline.com/doi/abs/10.1080/00313831.2014.904413</p>
EN	<p>Brewis, Kielo (2008) Stress in the multi-ethnic customer contacts of the Finnish civil servants : developing critical pragmatic intercultural professionals</p> <p>This research looks at the intercultural communication challenges of host culture adaptees through the multi-ethnic customer contacts of two groups of Finnish civil servants. The philosophical framework utilised is the critical-pragmatic notion of mutual adaptation and critique, as proposed by Young (1996). The host culture focus adapted in this research is significant from the point of view of Finnish working life, as well as internationally, for the field of intercultural studies has mainly concentrated on studying the adjustment processes of the immigrant populations. The research challenges the general claim (e.g. Kim Y.Y. 2001) that the cultural adaptation processes of the host culture members are only limited in nature. The way the Finnish civil servants go about creating intercultural space in their multi-ethnic customer contacts is approached from three different angles: as integrity issues, as cultural learning issues and as communication issues.</p> <p>Integration is a two-way process and intercultural encounters effect individuals representing the host population as well as the immigrated population. Brewis focuses on the experiences of the the host population in professional encounters.</p> <p>Jyväskylä University Digital Archive https://jyx.jyu.fi/dspace/handle/123456789/19006</p>
EN	<p>Tariq Modood (2011) University of Bristol. MULTICULTURALISM AND INTEGRATION: STRUGGLING WITH CONFUSIONS</p> <p>ACCEPT PLURALISM is a Research Project, funded by the European Commission under the Seventh Framework Program. The project investigates whether European societies have become more or less tolerant during the past 20 years. In particular, the project aims to clarify: (a) how is tolerance defined conceptually, (b) how it is codified in norms, institutional arrangements, public policies and social practices, (c) how tolerance can be measured (whose tolerance, who is tolerated, and what if degrees of tolerance vary with reference to different minority groups). The ACCEPT PLURALISM consortium conducts original empirical research on key issues in school life and in politics that thematise different understandings and practices of tolerance. Bringing together empirical and theoretical findings, ACCEPT PLURALISM generates a State of the Art Report on Tolerance and Cultural Diversity in Europe, a Handbook on Ideas of Tolerance and Cultural Diversity in Europe, a Tolerance Indicators' Toolkit where qualitative and quantitative indicators may be used to score each country's performance on tolerating cultural diversity, and several academic publications (books, journal articles) on Tolerance, Pluralism and Cultural Diversity in Europe. The ACCEPT PLURALISM consortium is formed by 18 partner institutions covering 15 EU countries. The project is hosted by the Robert Schuman Centre for Advanced Studies and co-ordinated by Prof. Anna Triandafyllidou.</p> <p>This resource has been chosen because multiculturalism.</p> <p>Published by the European University Institute Robert Schuman Centre for Advanced Studies ACCEPT PLURALISM 7th Framework Programme Project Via dei Roccettini 9 - 50014 San Domenico di Fiesole – Italy www.accept-pluralism.eu www.eui.eu/RSCAS/</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Fred Dervin (2016) Interculturality in Education: A Theoretical and Methodological Toolbox</p> <p>This book explores the decades-long use of the notion of interculturality in education and other fields, arguing that it is now time to move beyond certain assumptions towards a richer and more realistic understanding of the 'intercultural'. Many concepts such as culture, identity and intercultural competence are discussed and revised. Myths about interculturality are also unpacked and dispelled. Written by one of the leading scholars in the field, this book proposes a very useful framework to address theoretical and methodological issues related to interculturality. This somewhat provocative book will be of interest to anyone who wrestles with this knotty but central notion of our times.</p> <p><i>"Fred Dervin has crafted a radical new interdisciplinary conceptual approach to intercultural education that is well-researched, readable, comprehensive, thought provoking and full of engaging stories and vignettes. His critical analysis of interculturality is anchored in discourses of globalization and power, human rights, dialogicality, social imaginaries, education and his book, above all, challenges essentialist and binary assumptions about culture and identity. This is one of those rare books that can serve as a very useful critical guide for both scholarly research and teaching. It is a book that gives readers rich theoretical tools and illuminating examples on how to understand and navigate the increasingly contentious and asymmetrical global/local intersections of the 21st century".</i> Sunil Bhatia, Ph.D., Professor of Human Development, Connecticut College (USA)</p> <p>http://www.palgrave.com/fr/book/9781137545435</p>
EN	<p>Edited by Fred Dervin, Regis Machart (2015) Cultural Essentialism in Intercultural Relations</p> <p>The concept of culture has never been as problematic as it is today. Over the last three decades, critiques of the concept have been widespread around the world, especially in anthropology and sociology. Yet in the field of intercultural communication and relations, culture is still omnipresent and is often used to justify certain views on the 'other' and also to discriminate, which can lead to understandings and visions of interculturality that are limiting and essentialist.</p> <p>This collection examines how culture is used in intercultural encounters, but also what it does to people and how they deal with it, with some contributions proposing a move beyond the concept of culture in order to empower individuals and to complexify the analysis of intercultural relations. The volume will appeal to anyone interested in alternative and critical perspectives on interculturality.</p> <p><i>"Culture as an excuse or alibi for domination, rejection, or forced integration: all of these issues are examined in a diverse but always critical mode in this useful collection (...) A healthy and most welcome endeavor in our supposedly globalized, but actually so entrenched world!".</i> Anne Cheng, Collège de France, Paris</p> <p><i>"Culture" has become a catch-all explanation for just about everything in today's world. Here, finally, is a book about how culture talk can function as an excuse. Its authors do not dismiss cultural explanations, but urge us to be critical of the way they are deployed. We may not agree with all of them - but the book should generate a debate'. Pál Nyiri, Vrije Universiteit, The Netherlands</i></p> <p>http://www.palgrave.com/page/detail/cultural-essentialism-in-intercultural-relations-fred-dervin/?isb=9781137498588</p>
EN	<p>Tytti-Maaria Laine(2016) International Degree Students: A survey of studying, working and living in Turku Siirtolaisuusinstituutti, Migration Studies C 28, Turku.</p> <p>A study on how international students in Turku, Finland integrate and why they stay or leave Turku. The publication is part of the POLKU (Path) -project that is funded by EU (European Social Fund).</p> <p>http://migrationinstitute.fi/fi/news/turun-korkeakoulujen-hyva-maine-vetaa-kansainvalisia-opiskelijoita</p>

Collection of Literature - Form



Selected by the Aristotle University of Thessaloniki, Greece

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Drop-Out and Completion in Higher Education in Europe Among Students from Under-Represented Groups</p> <p>NESET Report, October 2013</p> <p>This report focuses on early leaving from higher education. Students coming from poor socio-economic backgrounds are by far the most likely to drop out of higher education. Male students are more at risk of drop-out than female. Students with dependents, women in particular, struggle to balance caring responsibilities with their studies. The same goes for part-time students, who are at greater risk as a result of caring responsibilities or working long hours in a job unrelated to their studies. Also at risk are the minority ethnic students, who may face obstacles of racism or poverty, and students with disabilities who often drop out due to physical problems of access and discrimination.</p> <p>http://nesetweb.eu/en/library/library-item-6/</p>
EN	<p>Removing Barriers to Higher Education for Undocumented Students</p> <p>Report released by the Policy Advocate for Generation Progress at the Center for American Progress.</p> <p>Caught in unfair circumstances, undocumented students—most of them coming of age in the United States—face uncertain futures, their dreams and potential thwarted by roadblocks to higher education. Undocumented students have to navigate a complex web of federal, state, and postsecondary institution policies in order to achieve a postsecondary education. The fact that they are too often locked out of colleges, universities, and other institutions of higher education is a loss not only for them but for the country as well. This lack of access to higher education means that potential entrepreneurs, highly skilled workers, and middle-class consumers and taxpayers will not be there to grow our economy. It is up to policymakers to unblock the path to a brighter future for thousands of young, eager students and for the country as a whole.</p> <p>https://www.americanprogress.org/issues/immigration/report/2014/12/05/101366/removing-barriers-to-higher-education-for-undocumented-students/</p>
EN	<p>Roma survey – Data in focus Education: the situation of Roma in 11 EU Member States</p> <p>Recent report released by the European Union Agency for Fundamental Rights</p> <p>Roma people form Europe’s largest ethnic minority and have for centuries constituted an integral part of European society. But despite efforts at national, European and international level to improve the protection of their fundamental rights and advance their social integration, many Roma still face severe poverty, profound social exclusion, barriers to exercising their fundamental rights and discrimination. These problems affect their access to quality education, which, in turn, undermines their employment and income prospects, housing conditions and health status, curbing their overall ability to fully exploit their potential. Exclusion from education takes different forms: from refusal to enrol Roma children under pressure from non Roma parents to placement in ‘special schools’ or ethnically segregated classes. Ethnic segregation</p>

Integrating cultural diversity in Higher Education - HE4U2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

Project co-ordinated by eucen



Funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>is influenced by factors ranging from residential characteristics to anti Roma prejudice. Whatever the reasons, from a human rights perspective any ethnic segregation is unacceptable. In 2007, the European Court of Human Rights concluded in a landmark judgment that placing Roma children in special schools on the basis of their ethnic origin violated the government's obligation to ensure children's access to education without discrimination. In its decision the court referred to evidence of such segregation mentioned in other European Union Agency for Fundamental Rights (FRA) reports</p> <p>fra.europa.eu/sites/default/files/fra-2014_roma-survey_education_tk0113748enc.pdf</p>
EN	<p>Hidden Barriers in the Education of Adult Learners</p> <p>NESET Report, Measures to combat educational disadvantage: A European consultation symposium December 2011</p> <p>This workshop addressed questions regarding the barriers that inhibit adult participation in learning, especially VET and various forms of informal learning processes. The twenty participants came from various member state backgrounds and interests in adult learning and VET. That diversity included representation of the concerns of adults with specific disadvantages, including people with physical or other impairments to learning, migrating or travelling groups, prisoners, and marginalised urban dwellers. It included academic and social researchers in education and related social fields in labour markets and employment studies. The speaker, Professor James Wickham, provided a comprehensive overview of social and economic conditions and labour market developments in which adult, lifelong learning and VET occurs.</p> <p>http://nesetweb.eu/en/library/library-item-30/</p>
EN	<p>MINORITIES IN HIGHER EDUCATION: 2011 SUPPLEMENT</p> <p>Report released by the Center for Advancement of Racial and Ethnic Equity, American Council on Education</p> <p>This update aims to help campus leaders, policy makers, and the general public by providing reliable and timely information that can build support for improvements in higher education. Especially at a time when demand for a college-educated workforce is increasing, the tracking of educational progress among races/ethnicities and by gender is important because substantial gaps persist among these groups. In addition, the fastgrowing racial/ethnic groups are the ones that historically have attained lower levels of education. Closing these gaps in educational attainment is essential for raising the education level of the overall U.S. population.</p> <p>diversity.ucsc.edu/resources/images/ace_report.pdf</p>
EN	<p>Education and Social Cohesion, Which Impact?</p> <p>NESET Expert Briefing, October 2013</p> <p>This expert brief focuses on social cohesion. Education is generally assumed to be one of the key determinants of social cohesion – through fostering common values and giving young people the life skills needed to get a job and become integrated into society. However, few empirical studies provide evidence for this claim. Recently, some comparative research has shown that, in relation to social cohesion, the distribution of education may be more important than the mean level of education.</p> <p>http://nesetweb.eu/en/library/library-item-5/</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Why the Difference? A Closer Look at Higher Education Minority Ethnic Students and Graduates</p> <p>Report Released by the UK Department for Education and Skills</p> <p>This report has shown considerable diversity in the HE participation of minority ethnic students, which means that a detailed understanding of minority ethnic patterns and their various causes is important in developing future policy. Various recommendations are made (see Chapter 9) on the need to be more focused in approaches and in further research, a 'stripping down of the layers' in order to identify issues clearly and also the groups most likely to be helped most by specific policies.</p> <p>www.bristol.ac.uk/ethnicity/documents/educationreport.pdf</p>
EN	<p>Higher Education and Children in Immigrant Families</p> <p>Paper released by Sandy Baum a professor of economics, emerita, at Skidmore College. and Stella M. Flores an assistant professor of public policy and higher education at Vanderbilt University</p> <p>The increasing role that immigrants and their children, especially those from Latin America, are playing in American society, Sandy Baum and Stella Flores argue, makes it essential that as many young newcomers as possible enroll and succeed in postsecondary education.</p> <p>Immigrant youths from some countries find the doors to the nation's colleges wide open. But other groups, such as those from Latin America, Laos, and Cambodia, often fail to get a post-secondary education. Immigration status itself is not a hindrance. The characteristics of the immigrants, such as their country of origin, race, and parental socioeconomic status, in addition to the communities, schools, and legal barriers that greet them in the United States, explain most of that variation.</p> <p>https://www.princeton.edu/futureofchildren/publications/docs/21_01_08.pdf</p>
EN	<p>Muslim women in higher education: new sites of lifelong learning</p> <p>Article published by ANITA PICKERDEN, University of Birmingham, UK in INT. J. OF LIFELONG EDUCATION VOL. 21, NO. 1 (JANUARY–FEBRUARY 2002), 37–43</p> <p>How does a traditional research-led university embrace the implications of lifelong learning and widening participation? If it lowers its entry requirements or offers a more flexible approach to adult learning, can it continue to strive for and attain academic excellence? Using a project designed to increase participation by an under-represented group, this paper explores the institutional issues involved in developing lifelong learning strategies in partnership with local colleges and community organizations. Lifelong learning is not cheap to deliver, as non-traditional students may need additional learning support. Off-campus delivery can decimate an orderly campus-based timetable, extra exam boards had to be set up; extra books and learning resources have to be duplicated across different sites. However, the institutional benefits include greater flexibility in university procedures, and a source of enthusiastic mature learners from an under-represented group.</p> <p>http://www.tandfonline.com/doi/abs/10.1080/02601370110099498</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Hidden Barriers to Higher Education</p> <p>NESET Report, Measures to combat educational disadvantage: A European consultation symposium December 2011</p> <p>The topic of inequalities in higher education raises issues that are specific to the HE sector. First, the HE system is characterised and underpinned by a contradiction. On the one hand HE reasserts elitism and social divisions, on the other, it aims to be transformative in terms of widening participation and social mobility. Thus HE raises a potential conflict between the pursuit of excellence, including selectivity, and the desire for greater equality of opportunity and outcome. Within HE efficiency and equity may be contradictory rather than complementary. It is also recognised that a key factor influencing unequal opportunities in access to HE lies outside the HE sector, and can largely be explained by differences in school/academic attainment which in turn are related to prospective students' socioeconomic background.</p> <p>http://nesetweb.eu/en/library/library-item-29/</p>
EN	<p>Widening Participation in Higher Education Casting the Net Wide?</p> <p>Book edited by Hinton-Smith, T.</p> <p>This collection offers an authoritative, up-to-date commentary on the challenges facing higher education today across both the UK and internationally. The book charts the impact of global economic trends and recent policy developments for students, academics, providers and changing course provision.</p> <p>http://www.palgrave.com/us/book/9780230300613</p>
EN	<p>Access to Education in Europe: A Framework and Agenda for System Change</p> <p>Book authored by Downes, Paul</p> <p>This book identifies key elements of an international framework to develop systems-level change to promote access to education, including higher education, for socio-economically marginalized groups. It is based on interviews with senior government officials and senior management in universities, non formal education and prisons across 12 countries in Europe. The book identifies systemic obstacles to and opportunities for promotion of access to education for socio-economically excluded groups that are issues transferable to other countries' contexts. It adopts a systemic focus on access across a range of domains of education, both formal higher education and non-formal education, as well as prison education. Through a focus on a more dynamic structuralist systems framework it develops an innovative post-Bronfenbrennerian view of system levels in lifespan developmental and educational psychology. It also develops an international agenda for reform in relation to these various system levels for access to education for socio-economically marginalized groups, through extraction of key structural indicators to evaluate reform progress in a transparent, culturally sensitive manner. The book identifies current gaps and strengths in policy, practice and structures that impact upon access to education, including higher education, across a range of countries. These gaps and strengths are illustrative and are to inform a strategic approach to system level change and development for the promotion of access to education for socio-economically marginalized groups in Europe and beyond.</p> <p>http://www.springer.com/us/book/9789401787949</p>

Collection of Literature - Form



Selected by the University of Porto, Portugal

Language(s)	Author, title, description, reason for selecting this resource, web or location
PT	<p>Évora, G. (2013). Sucesso escolar nos alunos de origem cabo-verdiana: o caso dos alunos que ingressam no ensino superior/ Academic success of students with Cape Verdean origin: the case study of the students that enrol into higher education. PHD thesis. Universidade Nova de Lisboa</p> <p>This study includes a comparative analysis between two groups of Cape Verdean immigrant-descendant students: one with academic success that enrol into higher education and one with school failure. Case studies allow the understanding of these pathways and the contributing factors. The analysis was based on the discourses produced by young people and their guardians, emphasizing family behaviours associated with academic success. Conclusions show that, despite economic and social deprivation, some families manage to motivate and support their children to enrol into higher education, by valuing school as a way to social mobilization.</p> <p>This is a recent study that focused on the understanding of academic success pathways of Cape Verdian immigrant descendants. The use of case studies and comparative methodology allows a fine understanding about the contributing factors for academic success.</p> <p>The results of this study are important to understand the multiple factors influencing academic success of immigrant descendants.</p>
PT	<p>António, M. (2013). Os estudantes angolanos do ensino superior em Lisboa: uma perspetiva antropológica sobre as suas motivações e bem-estar subjetivo/Angolan students in Lisbon's universities: An anthropological overview of their motivations and subjective well-being. <i>Análise Social</i>, 208, xviii (3.º).</p> <p>This paper presents an anthropological analysis of well-being of students from Angola in Lisbon's universities. An exploratory study was made with the use of interviews. The article analyses the relationship between motivations and subjective well-being, while taking into consideration the social and economic condition of these immigrants. Results show that well-being is influenced by contextual factors, identity affirmation and economic situation of these students. Emotional and identity strategies are mobilized by them in order to maintain well-being and affirm their individual and group identity.</p> <p>This paper includes a study about the contributing factors for the well-being of Angola students in Lisbon universities. Conclusions of this study reveal that emotional and identity factors should be taken into account when thinking about the inclusion and well-being of immigrants in higher education.</p>
EN	<p>Nusche, D. (2009), "What Works in Migrant Education? A Review of Evidence and Policy Options", OECD Education Working Papers, No. 22, OECD Publishing.</p> <p>Due to the conclusion that migrant students in most OECD countries tend to have lower education outcomes than their native peers, this report includes an extensive previous research describing the system level, school level and individual level factors that influence the education outcomes of migrant students. Building on such previous research, this paper looks at the ways in which education policies can influence these factors to help provide better educational opportunities for migrant students.</p> <p>This review was prepared for the OECD Thematic Review on Migrant Education and it was discussed at the Second Meeting of the Group of National Experts on the Education of Migrants in Paris on October 2008. It's a systematic and broad review covering a range of policy-relevant conclusions drawn from the numerous studies</p>

Integrating cultural diversity in Higher Education - HE4U2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

Project co-ordinated by eucen



Funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>available in the field of education of migrants. The review intended to synthesise common results from the economics, education, psychology and sociology literatures. It involved a systematic search for policy evaluations and academic papers analysing migrant education strategies. Essentially, three types of policy-related research were included in the review: large scale quantitative studies, experimental studies and case study evaluations.</p> <p>The educational levels covered by this review were pre-school, primary school and secondary school. Still, due to its broad review, it might be helpful for the reflection on the factors that influence the education outcomes of migrant students in higher education.</p> <p>http://dx.doi.org/10.1787/227131784531</p>
EN	<p>Clancy, P. & Goastellec, G. (2007). Exploring Access and Equity n Higher Education: Policy and Performance in a Comparative Perspective. Higher Education Quarterly, 61 (2), 136–154.</p> <p>This paper seeks to set a research agenda for comparative research on access and equity, including some reflections on the difficulties involved in measuring access and equity from a comparative perspective. Authors propose the use of a Higher Education Participation Index to facilitate cross-country comparison. The potential of such a comparative analysis is illustrated by their analysis of data from the EUROSTUDENT project. Results reveal that very large inequalities persist in all countries (including Portugal), and even in Scandinavian countries, which have perhaps made most progress. The overall trend is the application of some modes of affirmative action for selected underrepresented groups. Nevertheless, there´s a growing appreciation of the complexity of social identities, complemented by significant national specificity in respect to the social categories which are used to define social diversity. Authors think this should be taken into account when developing a programme of comparative research.</p> <p>This paper includes a comparative analysis of how access and equity are defined and how policies have evolved, revealing a number of commonalities and differences between countries. This type of comparative analysis is important by making available good quality data to benchmark comparative achievement and invite policy borrowing from those countries which have made most progress.</p>
EN	<p>Núñez, A.-M. (2009). Creating Pathways to College for Migrant Students: Assessing a Migrant Outreach Program. Journal of Education for Students Placed at Risk (JESPAR), 14:3, 226-237.</p> <p>This paper includes a longitudinal study on university-going behaviours of migrant students who participated in the Migrant Student Leadership Institute (MSLI) program. This program aimed to increase migrant students' 4-year university access by emphasizing the development of students' capacity for critical thinking about socio-political conditions, academic preparation and knowledge about the university application process. Results from analyses using an equivalent comparison group suggest that the program positively affected participants' application rates to, and enrolment rates in, more selective California public higher education institutions, including campuses of the University of California (UC) system. Discussion addresses potential contributing factors for these outcomes.</p> <p>This research indicates that holistic program strategies that address socio-political as well as academic and informational matters can promote migrant students' university access. Building socio-critical thinking is an important contributing factor as it encourages migrant students to question and challenge the exclusionary admission climates and larger social structures that limit their access to and sense of belonging in selective public higher institutions.</p> <p>http://dx.doi.org/10.1080/10824660903375636</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
PT	<p>Machado, F., Matias, A. & Leal, S. (2005). Desigualdades sociais e diferenças culturais: Os resultados escolares dos filhos de imigrantes africanos. Análise Social, XL (176), 695-714.</p> <p>This paper includes a quantitative study made by a survey with 1000 PALOP (African ex-colonies) migrant-descendant students, aged 15-29, from Lisbon region. Results indicate that school achievement of descendent-migrants don't differ significantly from other students when controlling class and sex variables. Indeed, academic achievement is greatly influenced by class rather than culture or ethnicity. Authors conclude that social inequalities must be considered when analysing academic success and that, rather than using a multicultural perspective only, a multidimensional perspective is required.</p> <p>This paper brings a good reflection on key-dimensions for education of migrant-descendants. Authors argue that the use of a multiculturalist ideology in Portuguese public institutions might conceal the issue of social inequalities. Analyses of data from an extensive survey validate empirically this discussion. The study uses a large sample, including students from higher education levels.</p>
EN	<p>Brennan, J. & Naidoo, R. (2008). Higher education and the achievement (and/or prevention) of equity and social justice. High Educ (2008) 56:287–302. DOI 10.1007/s10734-008-9127-3</p> <p>The article examines the theoretical and empirical literature on higher education's role in relation to social equity and related notions of citizenship, social justice, social cohesion and meritocracy. It considers both the education and the research functions of higher education and how these impact upon different sections of society, on who benefits and who loses from them. Questions for future research on the wider impact of higher education are posed as well as some research questions on the narrower issue of widening participation.</p> <p>The paper includes a brilliant review and discussion on the relation between higher education and social equity. Authors consider that higher education research has been separated from mainstream social science research. They also emphasise the potential of comparative studies in this field and the importance of linking issues of social equity to the theme of higher education's increasing differentiation.</p>
PT	<p>Oliveira, C. (2013). Estudantes migrantes na UA: motivações e necessidades. PhD Thesis. Universidade de Aveiro.</p> <p>This master thesis includes a qualitative study with 11 migrant students at University of Aveiro (Portugal) from different nationalities. The reasons for choosing this University to pursue their studies, the barriers they encounter in the academic and social contexts, the lack of support services to accommodate these students are some of the themes discussed. Recommendations to tackle these issues are presented.</p> <p>This study reveals the motivations and needs of migrant students at a Portuguese university. The qualitative nature of the study allows an understanding of the barriers and needs they face, revealing the lack of support services of the university for a particular group of migrant students.</p>
PT	<p>Gomes, M. (2012). Alunos migrantes na UA: enquadramento e integração. PhD Thesis. Universidade de Aveiro.</p> <p>This master thesis aims to analyse the integration of migrant students from two different programmes of international mobility by the University of Aveiro (Portugal). It includes a study that combined quantitative and qualitative methodology, by using surveys and interviews with two groups of migrant students from different programmes (PALOP+Timor and Erasmus) and interviews with staff members responsible for migrant students' integration.</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>Overall, students from both groups are happy with their integration. However, results reveal that the two groups have different experiences in terms of support services, with ERASMUS students finding less difficulties for the integration, which reveals that the type of support influences the adaptation process. Therefore, recommendations are made to mitigate some of the issues arisen by the students by suggesting alternative or complementary support mechanisms of integration of migrant students.</p> <p>This is a recent study about migrant students from two different international mobility programmes at a Portuguese university, focusing on the functioning of support services. The combined methodology enriches the analysis and recommendations are made in order to improve the support services of the university.</p>
EN	<p>Altbach, P., Reisberg, L. & Rumbley, L. (2009). Trends in Global Higher Education: Tracking an Academic Revolution. A Report Prepared for the UNESCO 2009 World Conference on Higher Education.</p> <p>This report summarizes the main directions in higher education worldwide in the past decade-since the 1998 UNESCO World Conference on Higher Education. Among different themes, quality, access and internalization are discussed. Authors argue that this discussion has moved beyond awareness in the higher education community to a deeper level of concern with the complexities and implications of these issues: "making higher education more inclusive requires not only moving historically underrepresented groups into higher education but also meeting their unique needs" (pp. xvii). The report contains a chapter on access and equity, providing an important discussion on this matter.</p> <p>The report provides a wider discussion on central themes about the main directions in higher education worldwide. Access and equity are amongst the challenges that higher education institutions face in a modernized and globalized world and it's greatly discussed in this report.</p>
PT	<p>Pacheco, N. (2000). Do confronto de culturas às relações interculturais. Educação, Sociedade e Cultura, 13, 119-139</p> <p>This article focuses on the discussion about the cooperation relationships between Portuguese universities and the higher education institutions of Portuguese-spoken countries. On the one hand, the author discusses the cultural conflict and the identity strategies defined by the students, presenting many of the difficulties and barriers faced by these students. On the other, she argues for the necessary changes made by the host society, including training of teaching staff regarding multicultural issues.</p> <p>This paper provides an insightful discussion about the role and responsibilities of Portuguese universities in the inclusion of students from Portuguese-spoken countries.</p>

Collection of Literature - Form



Selected by the University of Vienna, Austria

Language(s)	Author, title, description, reason for selecting this resource, web or location
DE	<p>Allemann-Ghionda, Cristina. 2014. „Internationalisierung und Diversität in der Hochschule. Zum Wandel von Diskurs und Praxis.“ Zeitschrift für Pädagogik, 60 (5): 668-680. [Translation: Internationalisation and diversity in the academy: changing discourses and practices]</p> <p>Internationalization and diversity management are among the most prominent key areas of higher education policies, meant to broadcast an institution’s appeal and innovative capacity against the backdrop of globalization and expanded access to tertiary education. The paper traces phases of the debate on internationalization and diversity management, highlighting the role of digital technology for internalization as well as the need of opening up curricula to appeal to a diverse student body.</p> <p>The article points to desiderata and questions for future research that need to be addressed in order to further develop internationalization and diversity management of higher education institutions.</p> <p>https://www.beltz.de/fachmedien/erziehungs_und_sozialwissenschaften/zeitschriften/zeitschrift_fuer_paedagogik/article/Journal.html?tx_beltz_journal[article]=27335&chash=6af1648ce7da24740d0cb8bdadd4bde3</p>
DE	<p>Aschenbrenner-Wellmann, Beate and Regina Ehrismann. 2015. „Auf dem Weg zu einer Diversity-Kompetenz in Schule und Hochschule. Zumutungen und Vermutungen aus einer didaktischen Sicht.“ Sozialmagazin. Zeitschrift für Soziale Arbeit, 9-10: 39-45. [Translation: On the way towards diversity competence in schools and the academy – impositions and assumptions from a didactics' perspective]</p> <p>At the core of this text is the design of intercultural learning in schools and institutions of higher education which aims at recognizing and appreciating difference. The authors elaborate how to train educators to develop diversity competence and how to integrate diversity in (higher education) didactics and curricula.</p> <p>The authors argue for active engagement and processing of differences thereby negotiating the recognition of difference versus notions of equity. Aside from sketching out how to enhance diversity competence of educators, the authors also address organizational levels and processes of designing curricula.</p> <p>https://content-select.com/portal/media/view/56249b9e-77d0-42cf-8ba9-5c32b0dd2d03</p>
DE	<p>Bonnes, Maiken and René Breiwe. 2015. „Diversitätssensible Evaluation individueller und organisationaler Differenzen in der universitären Lehre.“ In Heterogenität der Studierenden: Herausforderung für die Qualitätsentwicklung in Studium und Lehre, neuer Fokus für die Evaluation? Ed. by Susan Harris Huemmert et al., 81-112. Bielefeld: UVW. [Translation: Evaluation practices sensible to diversity – individual and organizational differences in teaching at universities]</p> <p>The article tackles the question of evaluating higher education courses in ways to address individual and organizational aspects of diversity. Bonnes and Breiwe weigh the respective potential of standardized and non-standardized forms of evaluating lectures. The authors conceptually develop evaluation practices sensible to diversity while at the same time discussing practical experiences using the example of a pilot project.</p> <p>The piece was chosen since it focuses on an aspect rarely addressed, namely integrating diversity dimensions into the evaluation of courses and lectures in institutions of higher education.</p>



Language(s)	Author, title, description, reason for selecting this resource, web or location
DE	<p>Czollek, Leah Carola and Gudrun Perko. 2012. "Gender- und diversity-gerechte Didaktik an Hochschulen: ein intersektionaler Ansatz." In <i>Universität in Zeiten von Bologna. Zur Theorie und Praxis von Lehr- und Lernkulturen</i>. Ed. by Brigitte Kossek and Charlotte Zwiauer, 203-227. Vienna: Vienna University Press. [Translation: Didactics for meeting gender and diversity in higher education: an intersectional approach]</p> <p>In this paper didactics oriented towards gender and diversity equality in institutions of higher education are outlined. The approach presented was devised on the basis of practical training concepts for universities and providers of adult education. Stressing the interconnectedness of teaching, training and didactics with the institutional setting they are conducted in, Czollek and Perko encourage higher education institutions to interrogate their specific aims and goals for implementing diversity. The authors argue for professionalizing teaching through reflecting on appreciative, just forms of dealing with diversity and increasing expertise on inclusive didactics. To this end, they develop checklists for implementing gender- and diversity sensitive teaching on an individual, an institutional and a cultural level.</p> <p>The authors depict their theoretically grounded approach that is based in the development of practical trainings, thereby offering a unique and very useful concept of diversity-oriented teaching. Moreover, they introduce checklists for implementing inclusive didactics in order to support teaching in higher education and descriptive examples.</p>
DE	<p>Linde, Frank and Nicole Auferkorte-Michaelis. 2014. „Diversitätsgerecht Lehren und Lernen.“ In <i>CSR und Diversity Management</i>. Ed. by Katrin Hansen, 137-175. Berlin, Heidelberg: Springer-Verlag. [Translation: "Living up to diversity in teaching and learning"]</p> <p>Diversity oriented didactics are addressed as element of the social responsibility of universities. Thereby four areas of interest are identified: teaching and learning, testing, counselling students and curriculum design. Moreover, attention is placed on diversity of educators which also informs processes of student learning. The authors argue that instead of trying to accommodate students with 'special needs', institutions of higher education should initiate substantial organizational transformation that touches educational content and styles of delivery on a general level.</p> <p>The authors delineate specifics about diversity and inclusion within higher education in the German speaking area. They portray discussions and current research on four main areas of activity – teaching and learning, testing, counselling students and curriculum design –, collating a broad spectrum of information and analyses. Thus, the article serves as excellent starting point for engaging with diversity in teaching and learning.</p> <p>http://link.springer.com/chapter/10.1007/978-3-642-55233-5_6#page-1 http://www.fbi.fh-koeln.de/institut/personen/linde/publikationen/Diversitaetsgerecht_Lehren_und_Lernen_2013_11_20.pdf</p>
DE	<p>Nazarkiewicz, Kirsten. 2010. „Gesprächsführung als Trainingsmethode in interkulturellen Weiterbildungsveranstaltungen.“ In <i>Schlüsselqualifikation Interkulturelle Kommunikation an Hochschulen. Grundlagen, Konzepte, Methoden</i>. Ed. by Gundula Gwenn Hiller and Stefanie Vogler-Lipp, 87-105. Wiesbaden: VS Verlag für Sozialwissenschaften. [Translation: Conversation techniques as method of training in intercultural adult education]</p> <p>Addressing how intercultural learning can be fostered in educational contexts and how intercultural competences are being acquired in trainings, Nazarkiewicz highlights that so far little attention has been placed on the one method most commonly used in training settings: conversation techniques. Based on her own experiences as trainer but also on theoretical work and studies of communication the author devises recommendations for designing conversation processes in intercultural trainings (perspectives, strategies and techniques).</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>In this text there is a very clear focus on one central element in teaching and learning: designing processes of conversation. The author offers insight on approaching the design of such processes, tools and methodology as well as practical strategies. Her considerations can be used for planning and implementing formats of inclusive education.</p> <p>http://link.springer.com/chapter/10.1007%2F978-3-531-92019-1_5#page-1</p>
DE	<p>Perko, Gudrun. 2012. "Social Justice in der Lehre. Herausforderungen vor dem Hintergrund des Bologna-Prozesses." In <i>Universität in Zeiten von Bologna. Zur Theorie und Praxis von Lehr- und Lernkulturen</i>. Ed. by Brigitte Kossek and Charlotte Zwiauer, 243-254. Vienna: Vienna University Press. [Translation: Social justice in teaching. Challenges against the backdrop of the Bologna process]</p> <p>The article presents a social justice approach – how to embed participative justice of distribution and recognition within teaching. It thereby interrogates the meanings of social justice, diversity and intersectionality and how they may translate into teaching in higher education.</p> <p>With social justice an encompassing stance towards inclusive teaching is taken, including an ethical stand, engagement with theory and intersectionality / diversity. Moreover, strategies for implementing social justice in the realm of teaching are discussed.</p>
DE	<p>Rheinländer, Kathrin. 2015. „Von der Bedeutung und der Möglichkeit einer ungleichheitssensiblen Hochschullehre.“ In <i>Ungleichheitssensible Hochschullehre. Positionen, Voraussetzungen, Perspektiven</i>. Ed. by Kathrin Rheinländer, 47-69. Wiesbaden: Springer VS. [Translation: Meaning and possibilities of being sensible to inequalities in higher education teaching]</p> <p>In the wake of the Bologna process and other policy measures teaching in higher education has moved to the centre of attention - orientation towards competences and student-centred didactics, diversity management and internationalization as well as quality assurance being some of the recent challenges posed to the realm of teaching. These new tasks influence organizational processes, interactional routines, professional image and systems of knowledge. While these processes are inducing a further professionalization of teaching, they also establish a need for new approaches within higher education didactics.</p> <p>The article sheds light on current challenges stemming from changing demands directed at high quality higher education teaching that is sensible to inequalities. Further, it problematizes implementation of policies and initiatives.</p> <p>http://link.springer.com/chapter/10.1007/978-3-658-09477-5_3#page-1</p>
DE	<p>Schreiber-Barsch, Silke and Annika Lehmann. 2014. „Diversity Education als Querschnittsaufgabe? Zur Frage der akademischen Professionalisierung von Studierenden der Erwachsenenbildung/ Weiterbildung am Lernort Universität.“ <i>Der pädagogische Blick</i>, 03: 179-194. [Translation: Diversity Education as a cross-sectional task? The issue of academic professionalisation of students in adult education study programs.]</p> <p>Focusing on how diversity issues are addressed in adult education study programs the authors argue that diversity needs to be viewed as cross-sectional task. Instead of teaching it as singular special issue its potential needs to be explored on all levels, especially since students of adult education study not primarily to engage in academic careers but to lead professional lives in diverse occupational settings.</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
	<p>The article was chosen because it deals with the learning of students who aim to work not within the academy but within diverse entrepreneurial and social contexts. Further, the authors clearly explicate their argument, why diversity should be seen as cross-sectional task within adult education. mic careers but to lead professional lives in diverse occupational settings.</p> <p>https://content-select.com/portal/media/view/55119f28-6434-4358-8b39-359bb0dd2d03</p>
DE	<p>Straub, Ute and Uta Schirmer. 2010. „Die Hochschule als interkultureller Lernort. Zwischen Mobilität und Migration.“ Sozialmagazin, 35 (10): 34-43. [Translation: The academy as place for intercultural learning. Between mobility and migration]</p> <p>The authors interrogate whether organizational structures of German higher education institutions are able to accommodate international students and tap into their potential to the fullest extent. On the basis of an exploratory study on how universities are currently dealing with creating intercultural campuses and study environments they analyse the necessary requirements to reach these goals. In particular, the authors point to differences among students with experiences of migration and the precarious situation many international students find themselves in – in terms of housing, finances and legal regulations.</p> <p>Original study results are presented, research on the topic is compiled, pointing to gaps and issues that need further attention and a best-practice-example from an American context is introduced.</p> <p>http://sowiport.gesis.org/search/id/dzi-solit-000188335</p>
DE	<p>Strewe, Bettina. 2010. „Zur Vorbereitung interkultureller Trainings.“ In Schlüsselqualifikation Interkulturelle Kommunikation an Hochschulen. Grundlagen, Konzepte, Methoden. Ed. by Gundula Gwenn Hiller and Stefanie Vogler-Lipp, 73-86. Wiesbaden: VS Verlag für Sozialwissenschaften. [Translation: Preparing intercultural trainings]</p> <p>Building on a lack of standards and common methodology (didactical concepts, methods, exercises) within intercultural trainings that are growingly offered by educational institutions for teaching and administrative staff, the article introduces key elements for preparing intercultural trainings in continuing education on a very practical level but also incorporating didactical considerations.</p> <p>The article is based on practical experience devising and administering intercultural trainings, laying out very concretely (offering materials and input) how to prepare a training. A range of elements structuring training sessions are being considered, i.e. external circumstances, structuring, language and processes of detailed planning.</p> <p>http://link.springer.com/chapter/10.1007/978-3-531-92019-1_4#page-1</p>
EN	<p>Thielsch, Angelika. 2010. „Nice to Meet You!“ – About the Combination of Teaching Literature and Acquiring Intercultural Competence in the Context of Higher Education: Theoretical Assumptions and Models of Course Design. In Kompetenzen – Interdisziplinäre Rahmen/Competences – Interdisciplinary Frameworks. Ed. by Barbara Schröttner and Christian Hofer, 113-125. Graz: Leykam Universitätsverlag.</p> <p>Today's European higher education system is intrinsically tied to the student's obligation to acquire different key competencies. In higher education there are two prominent ways to give students access to key competences: integrated into the content of teaching or via additive trainings. The article shows that teaching literature provides multiple ways to enhance a person's intercultural competence. At the same time it offers university teachers exemplary approaches to integrate this particular 'learning outcome' in their course design by using methods like the analysis of cultural exchange.</p> <p>The authors offer an overview of research as well as practical considerations for implementing diversity training into course design.</p>

Collection of Literature - Form



Selected by the Johannes Gutenberg University Mainz, Germany

Language(s)	Author, title, description, reason for selecting this resource, web or location
DE	<p>Hochschullehre im multikulturellen Lehrraum</p> <p>HE teaching in a multicultural surrounding. Important study with recommendations. The source in Germany for HE in multicultural environment</p> <p>https://www.daad-akademie.de/medien/ida/studie.pdf</p>
DE	<p>Diversität und Lehre - Empfehlungen zur Gestaltung von Lehrveranstaltungen mit heterogenen Studierendengruppen</p> <p>Recommendations on diversity and teaching in HE. Focus on international students with migrant background</p> <p>http://www.fu-berlin.de/sites/diversitaet-und-lehre/index.html</p>
DE (one article in EN)	<p>Öffnung der Hochschule. Chancengerechtigkeit, Diversität, Integration. Ein Dossier</p> <p>Important texts on diversity in teaching and study. Opening the access of HEI. Introduced concepts and approaches to promote social and cultural diversity in teaching and learning</p> <p>http://www.migration-boell.de/web/integration/47_2759.asp</p>
DE	<p>Diversity Management. Kernaufgabe der künftigen Hochschulentwicklung</p> <p>Diversity Management and specifically cultural and ethnic diversity. Special focus on how to include different individual measures in diversity management into one strategy</p> <p>http://www.mba.uni-oldenburg.de/downloads/studienreihe/bildungsmanagement_-_studienreihe_band16_leseprobe_diversity_management.pdf</p>
DE	<p>Heterogenität - Diversity – Intersektionalität</p> <p>Organisation of differences. Diversity between human resource and anti-discrimination. Based on the inequality theory, important information on the theoretical classification and theoretical differentiation</p> <p>http://download.springer.com/static/pdf/238/bok%253A978-3-531-94209-4.pdf?originUri=http%3A%2F%2Flink.springer.com%2Fbook%2F10.1007%2F978-3-531-94209-4&token2=exp=1459941945~acl=%2Fstatic%2Fpdf%2F238%2Fbok%25253A978-3-531-94209-4.pdf%3ForiginUri%3Dhttp%253A%252F%252Flink.springer.com%252Fbook%252F10.1007%252F978-3-531-94209-4*~hmac=1dcb8e3c08b646e6d56a36d6b1df4906f1e4d3eed2fc6c515045fa5d4a47fa1f</p>

Integrating cultural diversity in Higher Education - HE4u2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

Project co-ordinated by eucen



Funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Language(s)	Author, title, description, reason for selecting this resource, web or location
DE	<p>BildungsaufsteigerInnen aus benachteiligten Milieus</p> <p>Educational climbers from disadvantage milieus. A specific group with Turkish background Analysis of constructive coping with problems in habitual integration of migrants and the potential of transformation</p> <p>http://download.springer.com/static/pdf/476/bok%253A978-3-531-19320-5.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Fbook%2F10.1007%2F978-3-531-19320-5&token2=exp=1459940406~acl=%2Fstatic%2Fpdf%2F476%2Fbok%25253A978-3-531-19320-5.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Fbook%252F10.1007%252F978-3-531-19320-5~hmac=1f14ba3e9f65ae0722ab9ac0dfa29d7b37cc8f19771954763dfd110139e865e7</p>
DE	<p>Bildungsinländer 2011</p> <p>Background information on students with another nationality. Data and facts. The most important source on our target group: background information and statistics Available from the DAAD website</p>
DE	<p>Ausländische Studierende in Deutschland 2012. Ergebnisse der 20. Sozialerhebung des Deutschen Studentenwerks durchgeführt vom Deutschen Zentrum für Hochschul- und Wissenschaftsforschung (DZHW)</p> <p>Background information on students with another nationality. Data and facts. Very important backgroundinformation on the target group Available from the Bundesministerium für Bildung und Forschung website</p>
DE	<p>Endbericht zum Projekt. Diskriminierungsfreie Hochschule - Mit Vielfalt Wissen schaffen</p> <p>Project report on anti-discrimination and diversity in HE. The project gives information about characteristics of discrimination and shows measures and strategies to avoid it.</p> <p>http://www.antidiskriminierungsstelle.de/SharedDocs/Downloads/DE/publikationen/Diskriminierungsfreie_Hochschule/Diskriminierungsfreie_Hochschule_Endbericht_20120705.pdf?__blob=publicationFile&v=1</p>
DE	<p>Leitfaden: Diskriminierungsschutz an Hochschulen. Ein Praxisleitfaden für Mitarbeitende im Hochschulbereich</p> <p>Guideline on discrimination protection in HEI. Guidelines for the implementation of anti-discrimination</p> <p>http://www.antidiskriminierungsstelle.de/SharedDocs/Downloads/DE/publikationen/Diskriminierungsfreie_Hochschule/Leitfaden-Diskriminierung-Hochschule-20130916.pdf?__blob=publicationFile&v=1</p>

Language(s)	Author, title, description, reason for selecting this resource, web or location
EN	<p>Writing Blah Blah Blah: Lecturers' Approaches and Challenges in Supporting International Students</p> <p>Focus are the specific problems of lecturers and international students with academic writing in HE.</p> <p>Important strategies for teaching and learning of academic writing</p> <p>http://dro.deakin.edu.au/eserv/DU:30055902/tran-writingblahblah-2010.pdf</p>
DE	<p>Migrantinnen und Migranten an Hochschulen. Hochschulzugang, Studium, Arbeitsmarktintegration</p> <p>Deals with the question how to motivate migrants to study and how to integrate them in the labour market to counter the shortage of workers.</p> <p>Gives advises on dealing with migrants in higher education in a useful and effective way.</p> <p>No Link to the document itself available! The source can be ordered under: https://www.wbv.de/anerkennungsgesetz/publikationen/migrantinnen.html</p>



Appendix 4 – Collection of interesting practices by partners

Best Practices Identification



PARTNER SUGGESTING THIS PRACTICE: UCL (BE)

TITLE DOCUMENT: FORMATION A L ACCUEIL DES DEMANDEURS D ASILE

PROMOTER:

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): P. Philippot & K.S. Barakat, J. Mazzocchetti, P. Leboeuf & S. Sarolea

WEBSITE: http://www.uclouvain.be/cps/ucl/doc/international/documents/UCL_formation_asile_def.pdf

The output of this document includes:	Short Description	
<input checked="" type="checkbox"/> Rational	A team of professors and researchers of the Faculty of Law, Faculty of Psychology and Educational Sciences and the School of Political and Social Sciences offers training for staff of organizations assisting refugees. These training (3 days) addresses the anthropological, psychological and legal accompaniment and facilitation. The training was organized in 2015 in collaboration with la Croix Rouge and Fedasil.. A new edition will take place in 2016.	
<input type="checkbox"/> Theoretical background		
<input checked="" type="checkbox"/> Characterisation of the context		
<input checked="" type="checkbox"/> Reference to existing "needs"/"problems"		
<input checked="" type="checkbox"/> Reference to possible "benefits"/"resources"		
<input checked="" type="checkbox"/> Definition of goals		
<input checked="" type="checkbox"/> Identification of target groups		
<input checked="" type="checkbox"/> Description of main intervention strategies		
<input checked="" type="checkbox"/> Partnership with other organisations		
<input checked="" type="checkbox"/> Process evaluation		
<input checked="" type="checkbox"/> Outcome evaluation		
Target group(s):		Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
migrants and professional associates		This training helps to educate and train professionals for a better approach to the problem (more needs-based, etc.)
Topic or discipline:		
LAW, Psychology, educational education, social sciences...		

Integrating cultural diversity in Higher Education - HE4u2

562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD he4u2@eucen.eu | <http://he4u2.eucen.eu>

Project co-ordinated by eucen



Funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PARTNER SUGGESTING THIS PRACTICE: UCL (BE)

TITLE DOCUMENT: ACCESS, ADMISSION and PRELIMINARY COURSES FOR REFUGEES

PROMOTER:

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified):

WEBSITE: <http://www.uclouvain.be/528672.html#sensibilisation>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	Access to training for Refugees : - Language: The Institute of Modern Languages (ILV) and the expertise of the Department of French at the service of organizations offering French foreign language courses to refugees. Volunteer teacher groups formations engaged in an association can be arranged on request. The ILV also offers free individualized and integration of refugees in existing French. Applications should be addressed directly to the ILV. - Access to disciplinary (degree) courses:- Academic Year 2015-2016: refugees have the opportunity to be enrolled in three courses isolated in order to familiarize themselves with the Belgian higher education system. They are exempted from registration fees and administrative costs (registration to the role). Refugees are encouraged to first consult the Faculty of relevant studies (www.uclouvain.be/facultes) to identify individual courses and the Registration Service to register for the individual courses (after approval by the faculty): www.uclouvain.be/inscription . - Access to continuing education programs (LLL): the University Institute of Continuing Education at UCL (IUFC) opens its programs for refugees. Each application is considered individually
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Refugees	Implementation of initiatives for a better reception (welcoming) and integration within the university
Topic or discipline:	
...	

PARTNER SUGGESTING THIS PRACTICE: UCL (BE)

TITLE DOCUMENT: SPECIAL TEMPORARY TRAINING OFFER TO REFUGEES

PROMOTER: Faculty Deans and Director of Languages Institute

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified):

WEBSITE: http://www.uclouvain.be/cps/ucl/doc/international/documents/Refugies_FicheFAC_English.pdf

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>Support to refugees in their academic study projects</p> <p>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. Practically speaking, candidates can contact:</p> <ul style="list-style-type: none"> - The director of UCL’s Institut des langues vivantes for language training (Philippe.Neyt@uclouvain.be); - The faculty in charge of the three courses (http://www.uclouvain.be/facultes.html) the candidate wishes to attend; - The Enrolment Office (Service des inscriptions) to register for these isolated courses (after the faculty has given the green light) : http://www.uclouvain.be/inscription. - If need be, the Student Advisory Service (Centre d’information et d’orientation CIO - http://www.uclouvain.be/cio) for advice on future study track, or Lycée Martin V (UCL affiliated secondary school) for a 7th grade specialising in mathematics or sciences; - Finally, the Student Support Service (Service d’aide aux étudiants) is also available to guide candidates through the various steps of the process (http://www.uclouvain.be/aide.html).
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Refugees	<p>Implementation of initiatives for a better reception and integration within the university</p> <p>Special temporary measure</p>
Topic or discipline:	
Languages and all faculties disciplines (to be chosen by the student)	

PARTNER SUGGESTING THIS PRACTICE: UCL (BE)

TITLE DOCUMENT: JOBS OPPORTUNITIES PROMOTION

PROMOTER: ADRE RESEARCH ADMINISTRATION

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified):

WEBSITE: <http://www.uclouvain.be/528672.html#sensibilisation>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>Refugees Sciences Initiative</p> <p>Launched by the European Commission, the initiative Science 4 Refugees aims to facilitate the linking of refugees benefiting from scientific high-level training and research institutions. The initiative builds on the EURAXESS network which promotes the mobility of researchers in 37 European states. It uses specifically the platform EURAXESS Jobs broadcast "Jobs" fueled by universities and research institutions. By integrating Science4Refugees initiative, UCL is committed to, also, publish job offers which may apply to refugees and asylum seekers. These offers will be identified by the logo Science4Refugees. Promoters interested in this initiative can contact Sara Wilmet, responsible EURAXESS "Jobs" in the Administration of research.</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Refugees	Initiatives for refugee scientists and researchers looking for job opportunities within universities, in order to valorize their competencies and capabilities
Topic or discipline:	
SCIENCES	

PARTNER SUGGESTING THIS PRACTICE: UCL (BE)

TITLE DOCUMENT: INFORMATION ON MIGRATION

PROMOTER: AREC

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified):

WEBSITE: <http://www.uclouvain.be/528672.html#sensibilisation>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	COLLECTION OF DATA, ARTICLES AND ACADEMIC EXPERTISE ON MIGRATION FOR MEDIA PROFESSIONNALS Several disciplines are included: law, history, politics, anthropology, psychology
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Media people, journalists	Implementation of knowledge transfer initiatives for a better understanding of the migration phenomenon
Topic or discipline:	
law, history, politics, anthropology, psychology	

PARTNER SUGGESTING THIS PRACTICE: UCL (BE)

TITLE DOCUMENT: SENSITISATION ON MIGRATION

PROMOTER: AREC

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified):

WEBSITE: <http://www.uclouvain.be/528672.html#sensibilisation>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	Conferences, debates, festivals organised by UCL faculties and students for UCL members who would like to get a better understanding of the migration and refugee phenomena. In 2016, 6 events organised.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
University members	good example of sensitisation and mobilisation
Topic or discipline:	
linter-faculty (economics, politics, ...)	

PARTNER SUGGESTING THIS PRACTICE: Maynooth University (IE)

TITLE DOCUMENT: Trinity Inclusive Curriculum

PROMOTER: <https://www.tcd.ie/CAPSL/TIC/>

AUTHORS (if identified): N/A

WEBSITE: as above

LANGUAGES: EN | DE | FR | FI | GR | Other:

<p>The output of this document includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing "needs"/"problems" <input type="checkbox"/> Reference to possible "benefits"/"resources" <input type="checkbox"/> Definition of goals <input type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input checked="" type="checkbox"/> Outcome evaluation 	<p>Short Description</p> <p>the Trinity Inclusive Curriculum (TIC programme) This evaluates the student experience within a programme. Areas covered include: • Teaching Design • Pre-admission • Induction and Orientation • Teaching Environment • Accessible Information • Information Technology • Classroom Teaching • Off-Campus Teaching • Placements • Problem Based Learning • Group Work • Assessment • Research Project • Student Feedback</p> <p>The mission of Trinity Inclusive Curriculum (TIC) is to guide all staff in the employment of inclusive principles so as to create an inclusive and enabling learning environment in Trinity College Dublin. In supporting Trinity's overall mission to enhance the student experience, and in line with the strategic aims of increasing diversity, internationalisation and inclusiveness, TIC aims to embed inclusiveness within all the activities of Trinity College Dublin. TIC offers a range of guidelines, templates and resources to enable staff to embed inclusive principles within their teaching and assessment practices: source https://www.tcd.ie/CAPSL/TIC/</p>
<p>Target group(s): all students attending Trinity College Dublin. the self evaluation is for lecturing staff at Trinity.</p> <p>Topic or discipline: univervisty</p>	<p>Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?</p> <p>the TIC programme is a self -evaluation tool that guies staff in ensuring the programmes they teach are inclusive for studnets.</p>

PARTNER SUGGESTING THIS PRACTICE: Maynooth University (IE)

TITLE DOCUMENT: Partners Training for Transformation Intercultural workshops

PROMOTER: /

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): N/A

WEBSITE: <http://www.trainingfortransformation.ie/index.php/using-joomla/extensions/components/content-component/article-category-list/20-extensions>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational	<p>Partners Training for Transformation has a long standing interest in cultural diversity and intercultural work. This is not surprising given our history and the connection to southern hemisphere, particularly Africa. In the last decade, this interest has become increasingly relevant as Ireland has become more of an intercultural society.</p> <p>Responding to this reality, we developed Partners Intercultural Companion to Training for Transformation. This book includes a range of exercises, frameworks, theories and processes to use with groups exploring interculturalism, or doing Training for Transformation type work in intercultural contexts. These resources can now be accessed online at the Partners Tft Resource Network,</p> <p>To accompany the book, we have also developed workshops built around supporting practitioners in their use of these resources.</p> <p>On the Working Interculturally course, participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Explore their own experience of working in intercultural settings • Explore theories of interculturalism • Reflect on their own styles, values, beliefs and theories of working interculturally • Learn about and try out resources for facilitating others to explore interculturalism. <p>The Process</p> <p>The two days take the form of a highly participative, experiential, hands-on workshop with handouts and suggestions about resource material for developing ideas and options people may wish to pursue.</p> <p>Who is the course for?</p> <p>This course is of particular interest to anyone who works in formal or non-formal settings with groups involved in community development, community education, adult education, development education and overseas development. It will also be of interest to those whose lives or work situations involve a significant intercultural dimension.</p> <p>How is it organised?</p> <p>The course is usually a two day workshop held at the Partners office in Dublin. However, the workshop can be held in a local community or in single three hour sessions held on a weekly basis.</p>
<input type="checkbox"/> Theoretical background	
<input type="checkbox"/> Characterisation of the context	
<input type="checkbox"/> Reference to existing “needs”/”problems”	
<input type="checkbox"/> Reference to possible “benefits”/”resources”	
<input type="checkbox"/> Definition of goals	
<input checked="" type="checkbox"/> Identification of target groups	
<input type="checkbox"/> Description of main intervention strategies	
<input type="checkbox"/> Partnership with other organisations	
<input checked="" type="checkbox"/> Process evaluation	
<input checked="" type="checkbox"/> Outcome evaluation	
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
anyone working with groups in formal and non-formal settings.	this is a hands on, participatory programme that brings practitioners and support workers together in order to create inclusive, inter-cultural spaces. These programmes work from the Training For Transformation workbooks Working Interculturally with groups.
Topic or discipline:	
practitioner education	

PARTNER SUGGESTING THIS PRACTICE: Maynooth University (IE)

TITLE DOCUMENT: Intercultural Education in the Primary School

PROMOTER: /

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): the National Council for Curriculum and Assessment

WEBSITE: <http://www.ncca.ie/uploadedfiles/Publications/Intercultural.pdf>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/“problems” <input type="checkbox"/> Reference to possible “benefits”/“resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input checked="" type="checkbox"/> Process evaluation <input checked="" type="checkbox"/> Outcome evaluation	<p>These guidelines support the Primary School Curriculum (1999) and identify the ways in which intercultural education permeates that curriculum. The aim of these guidelines is to contribute to the development of Ireland as an intercultural society based on a shared sense that language, culture and ethnic diversity is valuable. They aim to contribute to the development of a shared ability and sense of responsibility to protect for each other the right to be different and to live free from discrimination. The specific aims of the guidelines are to support the aims of the Primary School Curriculum in the context of a growing cultural and ethnic diversity in a way that will maximise and enrich learning for all children, and make the curriculum as accessible as possible for children from minority ethnic groups address the curriculum needs of all children, whether from a minority or the majority ethnic group, which arise in the context of growing cultural and ethnic diversity facilitate schools and teachers in creating an inclusive culture and environment raise awareness within the educational community of issues that arise from increasing linguistic, cultural and ethnic diversity in Ireland provide an overview of assessment in an intercultural context.</p>
<p>Target group(s): Primary school teachers</p>	<p>Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration? Although this guide is designed for use in the primary school system, it is a useful guide for those working in with adults also.</p>
<p>Topic or discipline: curricular design in the classroom</p>	

PARTNER SUGGESTING THIS PRACTICE: Maynooth University (IE)

TITLE DOCUMENT: Migrants and Higher Education in Ireland

PROMOTER: /

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Dr Margaret Lenehan and Eileen Hogan

WEBSITE: <http://extendedcampus.cit.ie/contentfiles/REAP%20publications/migrants-and-higher-education-in-ireland1.pdf>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input checked="" type="checkbox"/> Process evaluation <input checked="" type="checkbox"/> Outcome evaluation	<p>Overview of Ethical Education and ERB Provision at St. Patrick’s College, Drumcondra Co-ordinator & Lecturer: Dr Anne Marie Kavanagh, Lecturer in Ethical and Intercultural Education Lecturer: Niamh McGuirk, Lecturer in Ethical and Intercultural Education</p> <p>All courses are underpinned by an intercultural education approach. In the BEd programme, the second year course explores issues around the themes of ‘Equality and Justice’ and ‘Ethics and the Environment’. The third year course focuses on ‘Education about Religion and Beliefs’ and the fourth year course explores the theme of ‘Moral and Spiritual’ development. Student teachers undertaking the PME degree explore all four themes in their first year course.</p> <p>All courses are pedagogical and have a dual focus: Developing student teachers as ethical practitioners and fostering and developing in student teachers the knowledge, skills, attitudes, confidence and competence necessary to effectively teach ethical education and ERB in the primary classroom. In order to develop student teachers’ efficacy in these areas, they are provided with a combination of lectures and seminars (workshops).</p> <p>This course prepares student teacher to teach ethical education in all primary schools. It examines the ethical dimensions of teaching and learning and helps students to understand the importance of ethical teaching practices and of ethics to the well-being of children and society. It enables students to use philosophical pedagogical approaches with children which support the development of critical and creative thinking skills about values and ethics. This course focuses on the themes of equality and justice and ethics and the environment. The module draws on exemplar curricula in ethical education from national and international contexts, including the Learn Together Curriculum of Educate Together schools and the GoGoodness Me Goodness You Curriculum of Community National Schools</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
student teachers are provided with courses in Ethics and Educaiton about Religion and beliefs	Although this guide is designed for use in the primary school system, it is a useful guide for those working in with adults also.
Topic or discipline:	
working in with ethnically diverse groups	

PARTNER SUGGESTING THIS PRACTICE: Maynooth University (IE)

TITLE DOCUMENT: BTEI LEVEL 3 INTEGRATED CURRICULUM: IRELAND TODAY!

PROMOTER: /

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Co. Wicklow VEC, in cooperation with the Further Education Development Unit of the Department of Education and Skills.

WEBSITE: <https://www.education.ie/en/Schools-Colleges/Services/Further-Education-and-Training/Back-to-Education-Initiative-BTEI-/BTEI-Level-3-Integrated-Curriculum-Irel>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/“problems” <input type="checkbox"/> Reference to possible “benefits”/“resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input checked="" type="checkbox"/> Process evaluation <input checked="" type="checkbox"/> Outcome evaluation	<p>.This document sets out a curricular framework as an exemplar for the implementation of a BTEI Level 3 Foundation Programme on a phased basis which leads to a full FETAC Level 3 Certificate in General Learning. This curricular framework is designed to serve as an example of how a programme might be structured in order to have learners achieve a FETAC Level 3 Certificate in General Learning. The framework sets out a structure for delivering seven components leading to a FETAC major award over two years, part-time. This framework has been created to support Back to Education Initiative (BTEI) Co-ordinators and practitioners in the development of integrated programmes for delivery to learners who are primarily focused on the development of the skills necessary to progress further in their education in line with the objectives of the Back to Education Initiative. The curriculum was drafted in the knowledge that FETAC are in the process of introducing the new national Common Awards System, and it is hoped that this process will inform practice in terms of designing and submitting new programmes for validation when this becomes possible. The aims of the curricular framework are to: • Provide learners with an appropriate, planned introduction to learning at Level 3 of the National Framework of Qualifications • To help learners to develop both lower and higher order skills, including knowledge, comprehension, application, analysis, synthesis, and evaluation, which can be applied at higher levels of learning. • To support learners to develop comprehensive literacy, numeracy, ICT and language skills through participation in an integrated programme, with a focus on progression to Levels 4 and 5. • To provide tutors with a guide to supporting learners to develop the core skills required to facilitate learners to progress with ease from FETAC Level 3 to Level 4. • To provide a framework within which to comprehensively plan BTEI programmes leading to a full award at FETAC Level 3.</p>
Target group(s): adult learners	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Topic or discipline:	<p>this is an integrated design programme for adult learners, the themes for discussion are chosen by adults themselves, this means that the relevance of the project to this research may depend on the adult learning group in question. it does provide a useful example of how to integrate a curriculum</p>
Topic or discipline: integrated, learner led curriculum design	

PARTNER SUGGESTING THIS PRACTICE: UTU (FI)

TITLE DOCUMENT: Challenges of Intercultural Vocational Education and Training: Developing a Strand Model in the Change Laboratory

PROMOTER: Kia Lundqvist

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Teräs, M., Lasonen, J. & Nuottokari,

WEBSITE: <https://jyx.iyu.fi/dspace/handle/123456789/44289>

The output of this document includes:	Short Description	
<input checked="" type="checkbox"/> Rational	<p>What kinds of challenges do teachers and colleges of vocational education and training face in teaching students with linguistically and culturally diverse backgrounds? What kinds of perspectives and solutions did teachers in a College find when they gathered together and discussed about intercultural teaching and learning?</p> <p>This report describes a development process, during which a new model for intercultural vocational education and training was produced. The model is called a strand model and it illustrates how in vocational education and training different strands, such as individual subjects, demands of working life and learning a new language, are intertwined into a strong fabric to support the growth and development of vocational and professional competence. The strand model emphasises the cultural practices of occupations rather than individual subjects, goals, or competences.</p> <p>The project was part of a larger research scheme called OPCE (Opening Pathways to Competence and Employment for Immigrants) funded by the Academy of Finland in 2009–2013. The publication is intended for teachers of immigrant students as well as for everybody interested in immigrant training. It provides new knowledge on intercultural vocational training and its challenges, presenting also a method for responding to these challenges.</p>	
<input checked="" type="checkbox"/> Theoretical background		
<input checked="" type="checkbox"/> Characterisation of the context		
<input checked="" type="checkbox"/> Reference to existing “needs”/”problems”		
<input checked="" type="checkbox"/> Reference to possible “benefits”/”resources”		
<input checked="" type="checkbox"/> Definition of goals		
<input checked="" type="checkbox"/> Identification of target groups		
<input checked="" type="checkbox"/> Description of main intervention strategies		
<input checked="" type="checkbox"/> Partnership with other organisations		
<input checked="" type="checkbox"/> Process evaluation		
<input checked="" type="checkbox"/> Outcome evaluation		
Target group(s):		Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Students with linguistically and culturally diverse background and their teachers		This report describes a change laboratory process that was conducted as part of a Finnish Academy study called OPCE-project (Opening Pathways to Competence and Employment for Immigrants). The aim of the project was to examine to what extent immigrants’ previous competences are recognised and how this affects their employment, career advancement and access to education. Another aim was to develop methodology for recognition and intervention.
Topic or discipline:		
Helsinki City College of Social and Health Care		

PARTNER SUGGESTING THIS PRACTICE: UTU (FI)

TITLE DOCUMENT: Interculturally Competent Working Practices with Immigrants 30 ETCS - apprenticeship training model in Finland

PROMOTER: UTU

AUTHORS (if identified): Kia Lundqvist

WEBSITE: <http://www.utu.fi/fi/yksikot/braheadevelopment/koulutus/taydennyskoulutus/sosiaali-ja-terveysala/kulttuuritietoiset-tyokaytannot-maahanmuuttajatyossa/Sivut/home>

LANGUAGES: EN | DE | FR | FI | GR | Other:

The output of this document includes:	Short Description
<input type="checkbox"/> Rational	<p>The programme, Interculturally Competent Working Practices with Immigrants, is a national programme coordinated by the University of Turku, Brahea Centre for Training and Development. It started in 2010 and is run together with five other universities: University of Helsinki, the University of Eastern Finland, University of Lapland, University of Oulu and University of Turku.</p> <p>The trainees are required to be educated to a degree level and have at least three years' experience of working with immigrants. The course is suitable for teachers, social workers, project workers, youth workers, academics working with day care, police officers and personnel in employment offices among others.</p> <p>The course involves collective learning. A multidisciplinary study group provides an opportunity to discuss and reflect working practices with immigrants in a multidimensional and inspiring way. The course takes 1 year, starting in November each year. Four study groups have been set up in different parts of Finland. In 2010-2011 there were totally 70 trainees on the course. A new course started in November 2011 with an intake of 50 trainees.</p> <p>The key aim of the course is to develop the intercultural competences of the trainees and to improve concrete services for immigrants through work-based projects with a practical orientation. The workplace is required to support the training. A mentor or a tutor will be named for the trainee. One third of the studies will involve an assignment dealing with a practical problem at work to be addressed. The trainee's mentor and the course coordinator will offer tutoring and guidance in completing the project, and in the implementing of the results.</p> <p>The teaching and learning methods involve portfolios, case studies and diaries. The trainees' previous work experience and 'tacit knowledge' obtained will be assessed through reflective practices. The trainees are required to produce written papers as well as engage in dialogue with others within facilitated peer groups. E-learning and computer mediated learning facilities will also be used to support learners in the workplace.</p>
<input type="checkbox"/> Theoretical background	
<input checked="" type="checkbox"/> Characterisation of the context	
<input checked="" type="checkbox"/> Reference to existing "needs"/"problems"	
<input checked="" type="checkbox"/> Reference to possible "benefits"/"resources"	
<input checked="" type="checkbox"/> Definition of goals	
<input checked="" type="checkbox"/> Identification of target groups	
<input checked="" type="checkbox"/> Description of main intervention strategies	
<input type="checkbox"/> Partnership with other organisations	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
<input type="checkbox"/> Process evaluation	
<input type="checkbox"/> Outcome evaluation	Important lessons learned on how to train professionals in intercultural competent working practices including teachers.
Target group(s):	
Professionals working with immigrants in different fields	
Topic or discipline:	
Social science	

PARTNER SUGGESTING THIS PRACTICE: UTU (FI)

TITLE DOCUMENT: Working Together for Better Integration - Immigrants, Police and Social Work

PROMOTER: Turku University of Applied Sciences

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Heikkilä, E., Danker, M., Ciriano, E., McLaughlin, H. and Reubsæet, H.

WEBSITE: <http://www.ips-project.fi/documents-and-publications-4.html> and <http://www.migrationinstitute.fi/en/node/765>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing “needs”/“problems” <input checked="" type="checkbox"/> Reference to possible “benefits”/“resources” <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input checked="" type="checkbox"/> Outcome evaluation	<p>The book contains 25 examples of good collaborative practices between the police, social work and immigrants in five European countries. The collection of these good practices has been completed as part of a European project called IPS. IPS stands for Immigrants, Police and Social Work; the project has been conducted in Finland, the Netherlands, Spain, Sweden, and the UK between December 2009 and June 2011. The European Fund for the Integration of Third Country Nationals funds the IPS project to identify how police officers and social workers could work more effectively together to promote the integration of third-country nationals (persons coming from outside the European Union member states) into their new nation state. In addition to the research on good and promising practices, there are two other objectives in the IPS project: an overview of the existing education materials concerning intercultural competences in further education, and the model for the joint educational program for police officers and social workers in each partner country.</p> <p>The publication of this book aims to address several objectives, including:</p> <ul style="list-style-type: none"> – contributing to the effective education of European police officers and social workers – promoting education within a multicultural context where these examples of the good and most promising practices can be used as case studies.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Third country nationals as well as police officers and social workers	<p>The IPS project consists of several tasks. The first phase of the project has been a study of good and promising work practices between police and social work. This book is the final product of the research. In the second phase of the project an overview of the existing education materials concerning intercultural competences has been made. In the third phase of the project a joint educational program for police and social workers has been built and it will be piloted in each partner country in spring 2011. The professional development program bases on sharing knowledge and building cooperation between the professionals.</p>
Topic or discipline:	
Social science	

PARTNER SUGGESTING THIS PRACTICE: UTU (FI)

TITLE DOCUMENT: Personal Development Plan for Intercultural Competences training in Finland

PROMOTER: University of Turku

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Kia Lundqvist and Heli Trapp

WEBSITE:

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	We have developed a Personal Development Plan for Intercultural Competence Training but it is only produced in Finnish.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Professionals working with immigrants	Important lessons learned about course design.
Topic or discipline:	
Social science	

PARTNER SUGGESTING THIS PRACTICE: UTU (FI)

TITLE DOCUMENT: International Degree Students. A survey of studying, working and living in Turku

PROMOTER: Institute of Migration / Migrationsstudies C 28

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Tytti- Maria Laine

WEBSITE:

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiwvcWUyffMAhWD6CwKHU6dDCsQFqgoMAA&url=http%3A%2F%2Fwww.migrationinstitute.fi%2Fdl%2FI>

<p>The output of this document includes:</p>	<p>Short Description</p>
<p><input checked="" type="checkbox"/> Rational</p>	<p>The study is based on a survey sent to all international degree students of Åbo Akademi University, the University of Turku, Turku University of Applied Sciences and Novia University of Applied Sciences' Turku campus. 303 students responded to the survey in September 2015.</p>
<p><input checked="" type="checkbox"/> Theoretical background</p>	
<p><input checked="" type="checkbox"/> Characterisation of the context</p>	<p>The results of this study show that although international students seem to be very happy with their studies in Turku, many students need more help with career planning, finding internships and learning Finnish.</p>
<p><input checked="" type="checkbox"/> Reference to existing "needs"/"problems"</p>	
<p><input checked="" type="checkbox"/> Reference to possible "benefits"/"resources"</p>	<p>Most of the international students graduating in 2015/2016 had either completed an internship in Finland or had been employed in Turku. A third of the respondents had done both. Internships were found to be an extremely efficient stepping stone towards employment. Two thirds of the respondents stated that they would prefer staying in Finland after graduation if work was available. Also, two thirds of the respondents were interested or possibly interested in becoming self-employed in Turku.</p>
<p><input checked="" type="checkbox"/> Definition of goals</p>	
<p><input checked="" type="checkbox"/> Identification of target groups</p>	
<p><input checked="" type="checkbox"/> Description of main intervention strategies</p>	
<p><input checked="" type="checkbox"/> Partnership with other organisations</p>	
<p><input checked="" type="checkbox"/> Process evaluation</p>	
<p><input checked="" type="checkbox"/> Outcome evaluation</p>	
<p>Target group(s):</p>	<p>Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?</p>
<p>International degree students</p>	<p>The study examines what attracts international students to Turku, How they are integrating into Turku, what could be done to help this integration process, and finally what do the students plan to do after their graduation.</p>
<p>Topic or discipline:</p>	
<p>social sciences, economy and buisness</p>	<p>The study is part of an ongoing EU -project POLKU - STIGEN - PATH - project.</p>

PARTNER SUGGESTING THIS PRACTICE: AUTH (GR)

TITLE DOCUMENT: Cooperation & Motivation of Students

PROMOTER: AUTH

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified):

WEBSITE: <http://comvos-uni.gr/>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing “needs”/”problems” <input checked="" type="checkbox"/> Reference to possible “benefits”/”resources” <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>The Co.Mv.o.S. (Cooperation & Motivation of Students) is a student group founded in June 2012 by undergraduate students at the National Technical University of Athens, the Aristotle University of Thessaloniki, University of Patras. Area group action is the Greek academic environment, which is trying to upgrade through its multiple and diverse actions.</p> <p>The foundation of this group lies in the numerous gaps identified in the Greek University and the lack of information on actions to it. These are students with a common vision, experience and relevant academic background, and they believe that the way to fill these gaps is to assume that the students can and must provide services that the University does not to students, or in other words "for what the university does not do for us, let's do it for ourselves". Their targets are the following:</p> <ul style="list-style-type: none"> the immediate cooperation of all existing student groups. the cultivation of a culture of action and cooperation by promoting student participation in student - scientific panels. the encouragement and assistance to the creation of new student groups with academic-scientific subject. the interconnection and cooperation (academic, scientific, organizational, etc.) of all Greek universities and inter-university student actions. the informing of students about academic and non-academic developments in Greek and international universities, with emphasis on students' actions. the familiarization of students with the concept of innovation in the field of research and entrepreneurship, as well as entrepreneurship itself. the contact between students and institutions and labour market institutions.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
HE students	<p>Keeping in mind the above, based main target group the massive mobilization of students. This we believe is achieved through the cultivation of a culture of student activity, achieving cooperation between existing student groups, support and encourage the creation of new, and the establishment of a group (like ours) with inter-university range, which will attempt, depending on the needs of each university, to bridge these gaps and cover actions in the gaps of the other, so people with similar interests, beliefs and vision should be involved, with a view to the gradual progress of the current academic scene.</p>
Topic or discipline:	
Mobilization	

PARTNER SUGGESTING THIS PRACTICE: AUTH (GR)

TITLE DOCUMENT: School of Modern Greek Language - SMGL

PROMOTER: AUTH

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified):

WEBSITE: <http://smg.web.auth.gr/wordpress/?lang=en>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing “needs”/”problems” <input checked="" type="checkbox"/> Reference to possible “benefits”/”resources” <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input checked="" type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>The School of Modern Greek Language of the Aristotle University of Thessaloniki has been offering Greek language and culture courses to foreigners and Greeks living abroad since 1970. It operates under the supervision of the faculty members of the Faculty of Philosophy.</p> <p>The School also offers tailor-made courses for specific purposes, as well as training seminars for teachers of Greek. It participates in research and educational programmes conducted in collaboration with domestic and external agencies. It also organizes exams for the Certificate of Attainment in Greek, a prerequisite for foreign students to enroll in a Greek university. The teaching personnel of the School is experienced, highly qualified and involved in the production of teaching material.</p> <p>Its role is not limited to teaching Greek. The School also focuses on various activities and cultural events, and hosts hundreds of students from all over the world, thus creating a multicultural environment. Hence, students get acquainted with the Greek way of life and enjoy contact with different people in the warm and lively atmosphere</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
HE students	<p>According to the external evaluation report of the school the curriculum is consistent with the objectives of the Curriculum and the requirements of the society. In particular, it facilitates integration both in the Greek society and higher education (in the case of prospective undergraduate or postgraduate students). It aims at facilitating student mobility within a European or world context, providing the basics of Greek language and culture. These students will subsequently constitute the link between Greece and their respective countries. Another positive point is that SMGL is shortly introducing an online placement test for their prospective students. This will ensure keeping the same standards and will also save time. SMGL has a data basis of the exam papers set. This facilitates keeping the same standards for the papers set for each level across the years. Over the years SMGL has been producing teaching materials which are subsequently tested in class. At the same time they use teaching materials produced by others.</p>
Topic or discipline:	
Language teaching	

PARTNER SUGGESTING THIS PRACTICE: UP (PT)

TITLE DOCUMENT: "Opré Chavalé": a project to foster in Portugal the integration of Roma communities in higher education

PROMOTER: Plataforma Portuguesa para os Direitos das Mulheres et al.

LANGUAGES: EN | DE | FR | FI | GR | Other: PT

AUTHORS (if identified): Berill Baranyai (coord.) et al.

WEBSITE: <http://plataformamulheres.org.pt/international/english/projects/>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational	<p>"The Opré Chavalé is a project promoted by the Portuguese Platform for Women's Rights in partnership with the Association Letras Nómadas, co-financed by the Program Active Citizenship – EEA Grants and administered by the Foundation Calouste Gulbenkian."</p> <p>"The overall objective of the project is to break the barriers that separate Roma people from the formal education system, particularly regarding their access to higher education, academic and technical courses."</p> <p>The project aims "to create a replicable training program in which the participants work on their soft skills as essential competences for success in higher education. Because of socialization and the lack of examples through generations, young Roma face greater difficulties in access to learning throughout life." It "is based on successful practices implemented in other countries, including the Eastern European countries that have great experience in this area. Portugal is not involved in programs 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 programs throughout Europe. The project aims to operate at this level, making lobbying and requests for the extension of programs for Roma communities in Portugal, who are very similar regarding the needs of education. At the political level, we intend to act 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.</p> <p>The success of this program led the Government to create a policy of scholarships for university Roma students (https://www.portugal2020.pt/Portal2020/Media/Default/Docs/NOTICIAS2020/ComunicadoACMRP.pdf).</p>
<input type="checkbox"/> Theoretical background	
<input checked="" type="checkbox"/> Characterisation of the context	
<input checked="" type="checkbox"/> Reference to existing "needs"/"problems"	
<input checked="" type="checkbox"/> Reference to possible "benefits"/"resources"	
<input checked="" type="checkbox"/> Definition of goals	
<input checked="" type="checkbox"/> Identification of target groups	
<input checked="" type="checkbox"/> Description of main intervention strategies	
<input checked="" type="checkbox"/> Partnership with other organisations	
<input type="checkbox"/> Process evaluation	
<input type="checkbox"/> Outcome evaluation	
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Roma communities	<p>"The project is highly innovative" and the promoter 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 labour market is a priority area regarding the integration of Roma communities."</p>
Topic or discipline:	
Integration	

PARTNER SUGGESTING THIS PRACTICE: UP (PT)

TITLE DOCUMENT: Welcome and integration of students from the Community of Portuguese Language Countries: PALOP and East Timor at FCUL

PROMOTER: Gabinete de Cooperação e Relações Externas/FCUL

LANGUAGES: EN | DE | FR | FI | GR | Other: PT

AUTHORS (if identified): Paula Estrócio e Sousa (coord.) et al.

WEBSITE: <https://ciencias.ulisboa.pt/pt/noticia/10-02-2014/sem-dist%C3%A2ncias%E2%80%A6>

<p>The output of this document includes:</p> <p><input type="checkbox"/> Rational</p> <p><input type="checkbox"/> Theoretical background</p> <p><input type="checkbox"/> Characterisation of the context</p> <p><input type="checkbox"/> Reference to existing “needs”/”problems”</p> <p><input type="checkbox"/> Reference to possible “benefits”/”resources”</p> <p><input checked="" type="checkbox"/> Definition of goals</p> <p><input checked="" type="checkbox"/> Identification of target groups</p> <p><input checked="" type="checkbox"/> Description of main intervention strategies</p> <p><input type="checkbox"/> Partnership with other organisations</p> <p><input type="checkbox"/> Process evaluation</p> <p><input type="checkbox"/> Outcome evaluation</p>	<p>Short Description</p> <p>This project, launched in 2007, aims to extend the welcome already provided by FCUL - Faculty of Sciences of the University of Lisbon, through the mobility services, to all other international students, particularly those from Portuguese-speaking African countries and East Timor.</p> <p>The main activities carried out by this project are as follows:</p> <ul style="list-style-type: none"> - Welcome sessions for students from the Community of Portuguese Language Countries (CPLP), along with the general welcome session for new students; - Bi-annual and annual meetings with CPLP students to monitor and assess the school year; - Preparation and dissemination of a guide for these students; - Permanent assistance; - Tutorial support, in partnership with the Psycho-pedagogic Support Service; - Forwarding of specific information to these students, by e-mail or on the institutional website; - Promotion of academic and social events, in partnership with the students' union.
<p>Target group(s):</p> <p>Students from the Community of Portuguese Language Countries</p>	<p>Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?</p> <p>This project is an interesting case for two main reasons. Firstly, the duration of the project. Launched in 2007, it has almost 10 years of existence, which is an oddly long record for a project like this in Portugal. Secondly, its intervention goes well beyond the provision of scholarships. In fact, this project seems mostly focused on welcome students and fostering their integration.</p>
<p>Topic or discipline:</p> <p>Integration, social inclusion</p>	

PARTNER SUGGESTING THIS PRACTICE: UP (PT)

TITLE DOCUMENT: Project "More Integration"

PROMOTER: Pastoral Universitária da Universidade do Minho

LANGUAGES: EN | DE | FR | FI | GR | Other: PT

AUTHORS (if identified):

WEBSITE: <http://www.maisintegracao.com/>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>The project "More Integration" is developed by the Pastoral University of Braga and the association Doing More with the support of the High Commissioner for Immigration and Intercultural Dialogue, I. P.</p> <p>The project's target group are the university students from African countries of Portuguese Official Language (PALOP) and Timor who are studying in various academies/faculties of Braga.</p> <p>The project "More Integration" aims:</p> <ul style="list-style-type: none"> "i) to contribute to a worthy and stable integration of university students from PALOP and Timor in what concerns academic, social, cultural and personal dimensions; ii) to create immediate response mechanisms to avoid social and personal risk behaviours; iii) to establish partnerships with other entities in order to create a support network for students from PALOP and East Timor in social emergency; iv) to promote and enhance cultural and personnel exchanges of students from PALOP, Timor and Portugal, creating human enrichment experiences; v) to form the university community of the PALOP and East Timorese to values of healthy socialization and integral human growth." (website: http://www.diocese-braga.pt/pastoraluniversitaria/noticia/7056/#sthash.WdA8ZlpV.dpbs)
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
University students from African countries of Portuguese Official Language (PALOP) and Timor who are studying in academies/faculties of Braga	<p>Some of these young people, alongside the desire to study in another country and achieve their professional and personal goals, bring with them economic and relational difficulties as a result of both social and cultural differences that separate the two countries (the origin country and Portugal). In this sense, the economic situation and the personal experience of lack of affection are the main dimensions that the project "More Integration" seeks to mitigate.</p> <p>The website of the project includes characterization reports between 2000 and 2011. However, there is no similar information in the recent years as well as there is no record of scheduled activities or assessment modes.</p>
Topic or discipline:	
Students from PALOP and Timor Integration	

PARTNER SUGGESTING THIS PRACTICE: UP (PT)

TITLE DOCUMENT: U CAN - University scholarships

PROMOTER: Programa Escolhas

AUTHORS (if identified): Alexandra Fabião (coord.) et al.

WEBSITE: <http://www.programaescolhas.pt/>

LANGUAGES: EN | DE | FR | FI | GR | Other: PT

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing “needs”/”problems” <input type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>Education and training is one of the strategic areas of the "Programa Escolhas" (PE). Based on PE's intervention, the need to create a support program for University students was identified, since several young people from the territories where PE operated were at risk of dropping out of HE due to financial difficulties. In 2013/2014, the PE launched the project U CAN, in partnership with Barclays Bank. In the first edition, U CAN provided financial support to 48 youngsters: 31 from Portugal, 6 from Angola, 3 from Guinea-Bissau, 3 from São Tomé and Príncipe, 2 from Ukraine, 1 from Cape Verde, 1 from Brazil, and 1 from Russia. Besides that, and through a mentoring process, each youngster was accompanied by a volunteer mentor from the Barclays Bank, who provided academic and personal support.</p> <p>The second edition, in 2014/2015, didn't have the support from the Barclays Bank, but the financial support and the network of mentors were kept. This time, the mentors were recruited from the PE's projects implemented across the country. This second edition supported also 48 youngsters: 16 from Cape Verde, 16 from Portugal, 7 from Angola, 5 from São Tomé and Príncipe, 2 from Guinea Bissau, 1 from Ukraine and 1 from Nigeria. The scholarships were used for expenses with tuition fees, school supplies and travel on public transport.</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Low income youngsters up to 24 years old, who have passed most of the previous year's subjects. Priority is given to youngsters attaining PE's projects	In the first edition, all the young people supported by the U CAN project had success in HE. These very positive results justified the second edition. A new round of applications is scheduled for 2016/2017.
Topic or discipline:	
Integration, social inclusion, economic inequalities	

PARTNER SUGGESTING THIS PRACTICE: UP (PT)

TITLE DOCUMENT: Integrating foreign students

PROMOTER: FEUP - Universidade do Porto

AUTHORS (if identified): N/A

WEBSITE: <https://paginas.fe.up.pt/~orientationdays/index.php/pt/>

LANGUAGES: EN | DE | FR | FI | GR | Other:

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>ORIENTATION DAYS Foreign Students</p> <p>The Orientation Days is a welcome event aimed at helping the integration of all incoming foreign students who will attend our School, organized by the Cooperation Division of the Faculdade de Engenharia da Universidade do Porto (FEUP) at the start of each academic semester.</p> <p>The event includes a main welcome session, various information sessions about practical issues, an intercultural get-together in an International Snack, and a cultural, social and academic programme that takes place in several days during which foreign students have the opportunity of fully getting to know FEUP and the city of Porto.</p> <p>The Orientation Days is part of the larger soft-landing programme of the Cooperation Services of FEUP. This programme includes also:</p> <ul style="list-style-type: none"> • An Intensive Course of Portuguese for Foreigners, held at FEUP in cooperation with the Faculty of Arts, running twice a year, in March and October; • A FEUP Buddy programme, which aims at preparing, receiving, integrating and supporting foreign students counting with the help of regular FEUP students as volunteers; • A contact point for foreign students and researchers, which gives support not only during the application process, but also upon arrival. They are welcomed with a debriefing session and receive all help needed during the stay; • Cultural and scientific events, publicized throughout the academic year.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Foreign students studying at college of Engineering of the University of Porto	It is a case of integrating students with different cultures in a setting that has its own culture of studying, learning, researching and socializing. The stays are short and a quick adaptation is needed to catch the pace of the environment. It is based in years of experience and strategies were adopted to face issues that existed in previous years. It is an example of action-research with the stakeholders. It is the result of an evolving approach that may be adopted with students with unknown needs and problems.
Topic or discipline:	
N/A	

PARTNER SUGGESTING THIS PRACTICE: UP (PT)

TITLE DOCUMENT: Programme Host Me

PROMOTER: FEP

LANGUAGES: EN | DE | FR | FI | GR | Other: PT

AUTHORS (if identified): FEP

WEBSITE: <http://info.fep.up.pt/en/international/programme-host-me/>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing "needs"/"problems" <input type="checkbox"/> Reference to possible "benefits"/"resources" <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>The Programme Host Me main goal is to support international students who come to study in the Faculty of Economics and Management of the University of Porto. "In order to ensure that international students fit in and are being supported, the Experience Upgrade Programme (EXUP), working with FEP Finance Club and the FEP Management Club, has launched the Host Me Project. Members of these three Skills Academy bodies are available to help international students in the social and academic integration at FEP and in Porto."</p> <p>In this sense, "international students coming to FEP can count on the support of Hosts, who are currently FEP students that will be available to assist not only the internal procedures and the necessary contacts with the institutions, but also give support at the level of academic and social integration." (website: http://info.fep.up.pt/pt/internacional/programa-host-me/)</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
International students who are coming to the Faculty of Economics and Management of the University of Porto	<p>In spite of recognizing the topic of "Integration" as a relevant issue to improve the welcoming activities of the Faculty of Economics and Management of the University of Porto, the Programme Host Me do not specify any strategy to involve migrants or minority groups. Unfortunately, there is no additional information about the real problems that international students face as well as no reference to possible benefits considering their participation in the programme. The website does not include any details about the context and the intervention steps.</p>
Topic or discipline:	
International students Integration	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: Studierendenbefragung zu Diversität

PROMOTER: University of Vienna, Gender Equality and Diversity Unit

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): -

WEBSITE: <http://diversity.univie.ac.at/studierendenbefragung/>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing “needs”/”problems” <input checked="" type="checkbox"/> Reference to possible “benefits”/”resources” <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>Translation of title document: Student survey on diversity</p> <p>In 2015 a survey focusing on diversity commissioned by the Rectorate of the University of Vienna and conducted by the Gender and Diversity Unit was administered to the university’s regular students; 19.000 students participated. The online-questionnaire asked questions regarding multiple dimensions of diversity and how they relate to studying at the University of Vienna. The results of this study offer insights on the needs of different groups of students (among them students of minority background). Following the survey an institutional working group on diversity was initiated which aims at detecting relevant fields of action and developing measures targeted at different groups of students that are underrepresented. Moreover, an information platform on diversity at the university was relaunched, compiling information on relevant activities, services and links.</p> <p>Short report on the results of the study: http://diversity.univie.ac.at/fileadmin/user_upload/p_diversity_management/Bilder_neu/Universit%C3%A4tWien_Diversit%C3%A4t_Studierendenumfrage2014_zentraleErgebnisseZusammenfassung.pdf</p> <p>Information platform on diversity: http://diversity.univie.ac.at/was-ist-diversitaet</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
all regular students of the University of Vienna	<p>First of all, the survey managed to compile relevant data on the conditions minority students find themselves in at the University of Vienna. Thus, the institution now has a pool of knowledge it can build on to devise future measures of support. Moreover, the survey fostered an engagement of large parts of the student body with this matter, thereby raising awareness. Lastly, a far reaching institutional process was set in motion by this survey. Upon the analysis of the results a working group was set up with members of different departments of the institution (rectorate, administrative and service facilities, academic departments). The working group not only wants to devise measures of support specifically targeted at minority students but also develop guidelines for diversity-oriented teaching and didactics.</p>
Topic or discipline:	
n/a	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: Cultural Diversity in Higher Education – The “Buddy Project” in the light of Cultural Homogenisation, Heterogenisation and Hybridisation (2010)

PROMOTER: University of Vienna / TermNet Publisher

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Stefan Ossmann, Alexander Schmoelz

WEBSITE: http://www.termnet.org/downloads/english/products/publisher/DGU_Proceedings_31may-2june2010-Vienna_ebook.pdf

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing “needs”/”problems” <input checked="" type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input checked="" type="checkbox"/> Outcome evaluation	<p>The buddy project at the Department of Communication at the University of Vienna aims at supporting students whose mother tongue is not German, to foster intercultural learning and participation of students with a different first language than German. A German native speaking student pairs up with a non-native speaker in order to improve academic competences and facilitate learning. In this process both parties engage in a learning process; cultural understanding and intercultural relationships are to be developed. The project is evaluated by the means of evaluation sheets filled out by the participating students. See project homepage: http://buddy-projekt.univie.ac.at/publizistik-ermoeglicht-kommunikation-perko/ Stefan Ossmann and Alexander Schmoelz in their paper analyse the buddy project against the backdrop of the approach of global cultural dynamics and describe the project’s effects and outcomes. The authors question whether the project has homogenizing effects due to its prioritisation of German, instead of a promotion of multilingualism. They conclude a multitude of effects, seeing both homogenizing consequences as well as a promotion of multiculturalism, openness and tolerance through the project.</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
students of communication at the University of Vienna with a different mother tongue than German	<p>The Buddy Projekt received a certificate of recognition from the University of Vienna in 2010. Recognised were services or people who contributed to quality improvement and facilitation of processes within the institution and which increased public appreciation of the University of Vienna. In 2011 all participating students of the project received this certificate: http://buddy-projekt.univie.ac.at/medienpraesenz-und-erkennungungen/erkennungungen-der-universitaet-wien/</p> <p>Also, the analysis of Ossmann and Schmoelz shows the variety of effects an intervention as the buddy project can have.</p>
Topic or discipline:	
Communication studies	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: UniClub plus

PROMOTER: Kinderbüro Universität Wien

AUTHORS (if identified): -

WEBSITE: <http://www.uniclub.at/uniclubplus/>

LANGUAGES: EN | DE | FR | FI | GR | Other:

The output of this document includes:	Short Description
<input type="checkbox"/> Rational	<p>Since many adolescents are coming to Austria, who had to flee and leave their countries of origin, the Kinderbüro (children's bureau) of the University of Vienna has developed services specifically for these youth. Their activities cater to the following needs:</p> <ul style="list-style-type: none"> - provision of spaces where the adolescents can meet and hang out - opportunities to improve German skills and support for learning - opportunities for youth to engage with higher education <p>Amongst the activities the children's bureau offers a club for learning (LernClub) that is open twice a week. At this club of adolescents are able to learn German, to study and to meet other youth. Support by a team of educators and facilitators is being offered. Additionally, the children's bureau started an initiative called StudyBuddies, where students from the university meet with adolescents, giving them an opportunity to speak German and showing them around the university.</p> <p>The services can also be attended by youth without a history of flight, who have not been in Austria for long or who do not speak well German for other reasons.</p>
<input type="checkbox"/> Theoretical background	
<input type="checkbox"/> Characterisation of the context	
<input checked="" type="checkbox"/> Reference to existing "needs"/"problems"	
<input checked="" type="checkbox"/> Reference to possible "benefits"/"resources"	
<input checked="" type="checkbox"/> Definition of goals	
<input checked="" type="checkbox"/> Identification of target groups	
<input checked="" type="checkbox"/> Description of main intervention strategies	
<input type="checkbox"/> Partnership with other organisations	
<input type="checkbox"/> Process evaluation	
<input type="checkbox"/> Outcome evaluation	
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Adolescent refugees; youth who have not been in Austria for long or wish to improve their language competences in German	<p>While there are specific regulations for children who are required to attend school, youth over the age of 15, who come to Austria often times find it difficult to continuously engage in learning or draw on the interests, they engaged in in their countries of origin. UniClub plus attends to the learning needs and interests of these youth. The initiative developed activities in order to specifically reach out to this target group, who is not necessarily integrated into primary education. By improving language skills but also fostering an engagement with interests (may they be in physics, history etc.), the adolescents are acquainted with university thereby facilitating opportunities to pursue academic studies in the future.</p> <p>UniClub plus also caters to adolescents who have been in Austria for a longer while, who speak German well, but who would like to improve specific vocabulary of language skills.</p>
Topic or discipline:	
n/a	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: Eine Formel bleibt eine Formel ... Gender/queer- und diversitygerechte Didaktik an Hochschulen: ein intersektionaler Ansatz (2015)

PROMOTER: University of Applied Sciences Vienna

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Leah Carola Czollek, Gudrun Perko

WEBSITE: https://www.fh-campuswien.ac.at/fileadmin/redakteure/FH_Campus_Wien/Gender_and_Diversity/Dokumente/Didaktikleitfaden_2015.pdf

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	translation of the title document: A formula remains a formula ... Gender/queer- and diversity-just didactics at institutions of higher education: an intersectional approach The document is a guideline focusing on gender/queer- and diversity-just didactics in higher education which is oriented towards a heterogeneous, diverse student body, reflecting social inequalities at large that transcend to and inform the realm of education. It is to be implemented by educators and higher education managers who improve and acquire new competences. The guideline depicts legal regulations, explains intersectionality theory and translates it to teaching in higher education. Further checklists for gender- and diversity-oriented didactics are presented as well as practical examples that stem from the authors own teaching and training experiences. Lastly, integrating gender- and diversity into institutions of higher education is reflected as element of the professionalization of these institutions, contributing to quality development as well as justice and equality. The guideline is edited by the University of Applied Sciences, Vienna, targeting, among other, the institution's own practices.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
higher education educators and staff in leadership positions in institutions of higher education	The guidelines constitute a comprehensive piece including theoretical considerations, recommendations, practical examples and checklists. Thereby it is suited for use by a broad spectrum of people working within higher education aiming to enhance their diversity competence and didactical skills. The manual was published 2008 and revised and reissued 2015 due to continuing need for guidelines on diversity-sensitive didactics.
Topic or discipline:	
n/a	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: Tutorial. Handbuch für Projektgruppen aller Studienrichtungen und Thementutorien. (2004)

PROMOTER: Unabhängiges Tutoriumsprojekt

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Wolfgang Haas, Petra Pokorny, Ulli Fuchs (editors)

WEBSITE: <https://www.tutpro.at/index.php/Info>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational	translation of title document: Tutorial. Manual for project teams of all fields of study and thematic tutorials
<input checked="" type="checkbox"/> Theoretical background	<p>The Unabhängige Tutoriumsprojekt (Tutpro) is a project self-organized by students across Austria providing a framework to offer tutorials to learners (mainly first-year students and students from marginalized backgrounds). Tutorials are additional sessions intended for learning, that are not part of academic curricula, but are visited by learners on their own accord. Initiated by student groups in the 1970s as opportunity for political self-empowerment, Tutpro aims at engaging with the university and processes of learning. Thematic tutorials i.e. focussing on anti-racist work in the university or politicising the history of the institution are offered. Tutpro has a decidedly political approach scrutinizing hierarchies and power relations in the university, the academia and among the different groups of students. Thus, analysing and counteracting forms of discrimination is at the core of the project. Tutpro is well anchored at the university of Vienna with a number of tutorials being offered each semester. The training for the higher level students offering such tutorials has been professionalized over the years. So by now each tutor has to attend training seminars before organizing a tutorial. The project is continuously being evaluated, both qualitatively (reports of attendees and tutors) and with an online-survey. It is financed by the Austrian Student Union and the Ministry of Science.</p> <p>Compendium offered online:</p> <ul style="list-style-type: none"> - content and introduction: https://www.tutpro.at/images/4/4d/TUTorial-Inhalt.pdf - main part: https://www.tutpro.at/images/6/69/TUTorial-Hauptteil.pdf - tools and methods: https://www.tutpro.at/images/b/be/TUTorial-Praxisteil.pdf
<input checked="" type="checkbox"/> Characterisation of the context	
<input checked="" type="checkbox"/> Reference to existing “needs”/”problems”	
<input checked="" type="checkbox"/> Reference to possible “benefits”/”resources”	
<input checked="" type="checkbox"/> Definition of goals	
<input checked="" type="checkbox"/> Identification of target groups	
<input checked="" type="checkbox"/> Description of main intervention strategies	
<input checked="" type="checkbox"/> Partnership with other organisations	
<input checked="" type="checkbox"/> Process evaluation	
<input checked="" type="checkbox"/> Outcome evaluation	
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
first year students, students afflicted by discrimination and marginalisation or interested in grappling these issues	The example was chosen because it represents a well-established practice (over 30 years of tradition) at the university. It was initiated and since then pursued by students as self-organized yet institutionalized activity that aims at fostering engagement with the university as organization, processes of learning as well as marginalization of and support for underrepresented groups of students. In the course of its existence Tutpro has been professionalized: in terms of safeguarding the quality of the tutorials and the training of the trainers; pedagogic methodology reflecting tutoring practice and group dynamics playing an important part.
Topic or discipline:	
n/a	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: Handbook for postgraduate studying and living at the University of Vienna Feb.2015

PROMOTER: Postgraduate Center, University of Vienna

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Postgraduate Center

WEBSITE: http://www.postgraduatecenter.at/fileadmin/user_upload/ref_weiter/Infomaterial/Handbook_for_postgraduate_studying_and_living_at_the_University_of_Vienna_Feb

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>The Postgraduate Centre issued a handbook for people interested in postgraduate education at the University of Vienna. The handbook is written in English and specifically targeted at people from outside of Austria. Aside from explaining study regulations and the range of educational programs offered, the handbook talks about visa and residence permits, housing, health insurance etc. Thereby international students are supported in a number of realms pivotal to conducting studies in a successful way. Life hacks are offered for making life in Vienna easier for the students as well as a checklist for prospective students coming to Austria and an extensive collection of links with relevant information (i.e. German courses, newspapers, embassies).</p>
Target group(s):	
international postgraduate students, people interested in postgraduate education at the University of Vienna	
Topic or discipline:	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
n/a	Students and prospective students of the specific target group are being supported by this collection of relevant information. Aside from merely talking about issues directly connected to studying (enrolment, fees and the like), the handbook explicitly focuses on other areas of life relevant for international students - i.e. living arrangements, work permits and social life. Thus, it takes a holistic approach on informing international students not only as students but as individuals moving to another country to live there.

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: MORE - An initiative by uniko

PROMOTER: Universities Austria

AUTHORS (if identified): -

WEBSITE: <http://uniko.ac.at/projekte/more/>

LANGUAGES: EN | DE | FR | FI | GR | Other: Arabic

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	Irrespective of basic needs such as shelter, food and medical care, refugees require spaces to develop opportunities for the future. In fall 2015 Universities Austria, a non-profit association assisting universities in the fulfilment of their tasks and responsibilities, started the MORE initiative. All public universities in Austria have joined so far. MORE courses aim at providing a space for reflection to refugees where they can find out whether university studies are an option for the future. MORE offers orientation in academic and artistic study fields and language trainings. Donations to support MORE students with books and semester tickets are being collected as well as contributions to financing entire MORE courses. MORE students can sign up for existing courses and seminars at the universities and also for courses which have been specifically designed for them. Universities grant a certain number of places in these courses for MORE students and offer non-bureaucratic procedures to determine the qualifications necessary for the individual courses. The MORE students receive a tuition fee waiver.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
asylum seekers with lengthy procedures for granting the right of asylum and those with a high probability of a positive outcome (due to their home country)	This example was chosen because it represents a fairly recent initiative that is marked by national cooperation of all public universities. It directly aims at including more asylum seekers and refugees into institutions of higher education and implements support mechanisms such as German courses or un-bureaucratic procedures of validating prior qualifications.
Topic or discipline:	
n/a	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: Peer Mentoring Sozialwissenschaften

PROMOTER: University of Vienna, Faculty of Social Sciences

AUTHORS (if identified): Alexandra Meyer

WEBSITE: <http://esowi.univie.ac.at/mentoring>

LANGUAGES: EN | DE | FR | FI | GR | Other:

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input checked="" type="checkbox"/> Reference to possible “benefits”/”resources” <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	Translation of the title document: Peer mentoring social sciences Peer mentoring at the University of Vienna is offered at a number of different faculties in order to support first-year students with getting oriented, organizing their studies and processes of learning, but also socializing and making new contacts. Higher-year students of the same program accompany first-year students, meet regularly with them and offer support oriented towards the specific needs of the mentees. Thereby academic learning shall be facilitated. The university offers support for the higher-year students who are doing the mentoring - affording them with tools and relevant content. At the Department for Political Science peer mentoring is offered in multiple languages: German, Albanian, Bulgarian, Croatian, Czech, Kirghiz, Polish, Romanian, Russian, Swiss-German, Turkish and Vietnamese. Thus, first-year students are being supported in a number of different languages, thereby fostering culturally inclusive education, aiding also learners who might not feel as comfortable or well-versed in German.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
first-year students	Peer mentoring is an established practice at a number of faculties at the University of Vienna, being supported by the Department for Quality Development within Teaching. The extension of this support to target learners with multiple mother tongues constitutes an example of supporting international students or students of an ethnic minority background. At the same time, it gives value to the language capacities of higher-year students thereby contributing to the appreciation of multilingualism.
Topic or discipline:	
peer-mentoring is offered at a number of faculties; this specific format of mentoring in multiple languages is only offered for students of political science	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: Diversitätsgerecht und inklusiv lehren: Dokumentation

PROMOTER: CTL Center for Teaching and Learning

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): -

WEBSITE: <https://ctl.univie.ac.at/ctl-lectures/ctl-video-u-audio-dokumentation/diversitaetsgerecht-u-inklusiv-lehren/>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input type="checkbox"/> Definition of goals <input type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	Translation title document: Documentation of lectures on diversity-oriented and inclusive teaching The Centre for Teaching and Learning at the University of Vienna is a service facility supporting academic departments in developing and enhancing quality teaching. Among their offers are writing workshops, online self-assessment tests for students, professionalization for junior educators and a lecture series. Since the university has been focusing on diversity oriented teaching, the CTL has conducted lectures on integrating diversity into higher education (at the University of Vienna). These lectures are documented on an online platform as audio and video files.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
general public	This case was chosen, because it demonstrates institutional efforts of integrating diversity into higher education and makes available relevant material to a general public via an online platform. By the same token, it contributes to awareness-raising among the members of the institution.
Topic or discipline:	
n/a	

PARTNER SUGGESTING THIS PRACTICE: UNIVIE (AT)

TITLE DOCUMENT: International Office of the Austrian Students Union

PROMOTER: Austrian Students Union

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): -

WEBSITE: <http://neu.oeh.univie.ac.at/vertretung/referate/internationales-referat>

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing "needs"/"problems" <input type="checkbox"/> Reference to possible "benefits"/"resources" <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	The International Office of the Austrian Students Union supports foreign students coming to the University of Vienna to study. Services focus at counselling international students to get by in their new environment, giving them information on housing, visa regulations etc. and holding get-together events. Yet international students are also supported in all matters regarding studying - taking courses, learning, taking exams. The office's general approach aims at promoting a critical view on educational topics and university politics. One type of service the office is involved in, in cooperation with service departments of the University of Vienna, is the International Café. Its purpose is to provide non-Austrian students with information on the institutions and facilities of the University of Vienna.
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
international students; incomings at the university who are new to Vienna	This is an example of activities targeting international students coming to Vienna to study. These services focus mainly at generally at supporting international students within the university, thereby facilitating their inclusion. While attention is not so much placed directly upon processes of learning, students are acquainted with facilities in the university that support learning processes.
Topic or discipline:	
n/a	

PARTNER SUGGESTING THIS PRACTICE: JGU (DE)

TITLE DOCUMENT: Language course for refugees

PROMOTER: Dr. Gerhard Bickes

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): ISSK (Internationales Studien- und Sprachkolleg)

WEBSITE: http://www.issk.uni-mainz.de/deutsch_fuer_fluechtlinge/

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input checked="" type="checkbox"/> Outcome evaluation	<p>The University of Mainz offers language courses to enable refugees with an access to higher education a quick start in a regular university degree in Germany.</p> <p>Refugees with a direct access to higher education go to level C1. Refugees with an indirect access to higher education go to level B2. Both of them have at the end of the courses the chance to apply for the study they want to begin.</p> <p>The German course prepares for the qualifying examination for the International Preparatory College (Internationales Studienkolleg) or further preparatory German courses which prepare for the DSH-2, the necessary German language test if one wants to study for a Bachelor's or Master's degree. All refugees living in Germany whose legal residential status has been clarified and are able to present documents proving that they are entitled either to enter a German university via the Studienkolleg / Feststellungsprüfung or to start a Bachelor's or Master's degree program directly can apply for one of the available places at ISSK.</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Refugees with a direct or indirect access to higher education	The course shows one of the most important requirements to allow refugees to study in Germany - mastering the German language. Refugees are an important target group of the project.
Topic or discipline:	
Language course for refugees	

PARTNER SUGGESTING THIS PRACTICE: JGU (DE)

TITLE DOCUMENT: Contact Study "Migration and Society"

PROMOTER: ZWW

AUTHORS (if identified): Sonja Lux

WEBSITE: <http://www.zww.uni-mainz.de/euomir.php>

LANGUAGES: EN | DE | FR | FI | GR | Other:

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input checked="" type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input checked="" type="checkbox"/> Reference to existing "needs"/"problems" <input checked="" type="checkbox"/> Reference to possible "benefits"/"resources" <input checked="" type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>Migration always means integration as well and here shifts the focus of the migrant increasingly on the host society: to make integration successful, it needs qualified employees, who develop processes, bring intercultural expertise and can handle flexible and appreciative with people of different origins. Intercultural Competence is a key competence. The Contact Study "Migration and Society" is aimed at everybody, who gets in touch with the issues of migration /integration in the context of their daily work or private engagement. In the Contact Study you have the possibility to update your knowledge specifically in individual events to the latest scientific findings.</p> <p>The aim of the "Migration and Society" Contact Study is on the one hand to offer diversified education for all actors in the work area of migration and integration, which qualifies them through technical and methodological content for their work.</p> <p>To make this qualification visible, it is possible to acquire a certificate.</p> <p>Another goal is to support the rapprochement in our society in the area of social and intercultural coexistence in the Rhine-Main area actively and to promote educational opportunities and participation in society for all people, as well as to enable them to manage intercultural processes. Therefore it is necessary to open the institutions and to fix equal opportunities and participation firmly. Intercultural action and Learning are interconnected.</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Everyone, who works in the field of migration and integration or likes to work there, students, teachers from the university	<p>The topic "Immigration and Integration" has chosen by the agenda in our country in the past year. More than ever, Germany is a destination for asylum seekers and refugees from both inside and outside Europe. This is why we have to react to these developments and to work together for an openminded future</p> <ul style="list-style-type: none"> - one can get 10 ECTS-Points and a certificate - framework examination regulations - further education qualification - no formal access restrictions - interdisciplinary - close connection between theory and practice
Topic or discipline:	
Migration Integration	

PARTNER SUGGESTING THIS PRACTICE: JGU (DE)

TITLE DOCUMENT: Intercultural Communication (MOOC) funded by the LOOK-Project

PROMOTER: Center for Continuing Academic Education (ZWW)

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Lux, Sonja; Grein, Marion; Hill, Daria; Krüger, Niklas; Tomic, Natasa

WEBSITE: <http://www.zww.uni-mainz.de/2663.php>

The output of this document includes:	Short Description
<input type="checkbox"/> Rational <input type="checkbox"/> Theoretical background <input checked="" type="checkbox"/> Characterisation of the context <input type="checkbox"/> Reference to existing “needs”/”problems” <input checked="" type="checkbox"/> Reference to possible “benefits”/”resources” <input type="checkbox"/> Definition of goals <input checked="" type="checkbox"/> Identification of target groups <input checked="" type="checkbox"/> Description of main intervention strategies <input checked="" type="checkbox"/> Partnership with other organisations <input type="checkbox"/> Process evaluation <input type="checkbox"/> Outcome evaluation	<p>For the second time the University of Mainz initiated the Project LOOK - Lernen mit offenen Online Kursen/ Learning with open online courses. The Centre for Higher Education (ZWW) was granted to develop and produce a MOOC (“Massive Open Online Course”) in Cooperation with the German Institute (Department 05 at the JGU). The Concept of a MOOC, as the name suggests, is accessible to all interested persons online and for free. It will be online in October this year, the teaching language is German. The content of the course is the definition of the various terms in this field, fundamental theories of communication with an intercultural focus, concepts and descriptions of intercultural encounters and concepts of intercultural sensitization. The goal of the course is to enable the participants to encounter cultural situations openly and differentiated. Main part methodologically is that each participant is challenged to reflect his or her own cultural perception and identity in exchange with the other participants, as well as friends or family members. In combination with guided exchange and the academic knowledge the awareness for cultural issues such as stereotypes shall be raised and therefore enable the participants to master potential upcoming every-day confrontations.</p>
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
Primarily students of the Department 05, German Institute, Masters Program: German as foreign language, but open access through the www	MOOC’s as a upcoming and promising tool of teaching has never been used so far for this topic at this university. The experience of long time teaching experiences in this field by Ms. Grein and the technological innovation may be a prototype of future courses to teach intercultural competencies interactively across institutions, universities or national borders.
Topic or discipline:	
Intercultural Competencies	