



EUCRITE

EUROPEAN CENTRE FOR REFUGEE
INTEGRATION IN HIGHER EDUCATION

EUCRITE

Intellectual Output 1

Report:

State of the Art

Co-funded by the
Erasmus+ Programme
of the European Union





Intellectual Output 1 Report: State of the Art

**European Centre for Refugee Integration in Higher Education
(EUCRITE)**

Partners:

Aalto-Korkeakoulusäätiö

Technische Universität Darmstadt

Technische Universität Graz

Institut polytechnique de Grenoble

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July 2018

Co-funded by the
Erasmus+ Programme
of the European Union





Introduction

Europe is a hub for academic excellence as well as a home for millions of asylum seekers. Yet few refugees are able to access higher education, an important component of successful integration into European society. From 2015-2017, over 3.2 million people applied for asylum in Europe ("Asylum Applications," 2018), and millions of refugees are currently residing in European countries. Refugees seek a better life for themselves, which, alongside employment, community, and housing, includes education. Tens of thousands of refugees in Germany alone were seeking higher education in 2015 (Grove, 2015). Tertiary education is linked to both higher employment rates and higher income (Rengs et al., 2017). Yet access levels to higher education are remarkably low for students with a refugee background: while 34% of young people worldwide have access to higher education, only 1% of refugees in Europe are able to do so (UNHCR, 2016).

The European Centre for Refugee Integration in Higher Education (EUCRITE) was founded with the purpose of creating high quality training materials for the effective integration of refugee students into European universities. To this end, the first task undertaken was a comprehensive report surveying the current state of European integration practices through the lens of the six partner universities. During preliminary conversations among the partners and a preparatory assessment of the situation, it became quite clear that a transnational and integrated exchange of practices and initiatives carried out by staff would benefit not only staff at higher education institutions, and indirectly, but most importantly, prospective and returning students with a refugee background. The six participating universities, Institut polytechnique de

Grenoble (INP), Technische Universität Darmstadt (TUD), Aalto-Korkeakoulusäätiö (Aalto), Technische Universität Graz (TUG), Katholieke Universiteit Leuven (KUL), and Politecnico di Torino (PoliTO) were asked to conduct a review of current practices alongside surveys of national regulations concerning refugee integration at higher education institutions.

The primary integration efforts carried out by these universities are preparatory programs, encompassing language courses and academic advising; buddy systems, pairing students from refugee backgrounds with local students for social and academic help; specialized frameworks to deal with missing documentation; and intercultural awareness trainings. Most of the universities surveyed here have few programs dedicated solely to refugees: there are a few outstanding examples, such as the national Austrian *MORE* program, an initiative which aims to provide a space for refugees to reflect on whether university studies are an



option for the future. *MORE* offers language training up to the B1 level, opportunities to take classes at the university, access to university services, a buddy program, and academic guidance. TU Darmstadt's *Zentrale Koordinierungsstelle für Flüchtlingsintegration* (Central Coordinating Office for Refugee Integration) is a model of a university-level integration program. The ZKF offers services similar to those of *MORE*, but also employs students from Pakistan, Iran, Syria, and Germany to offer support in German, English, Arabic, and Farsi. Guidance and language training allow students with a refugee background to access higher education, but at a more basic level, many refugees lack sufficient documentation of educational achievement (having either lost documents in transit or broken off their studies, thus requiring an assessment of achieved academic level), so some of the universities have developed (or are in the process of developing) internal evaluation systems for refugees interested in university studies. Once refugees are enrolled, they have certain needs that must be fulfilled.

For most occasions refugees are simply treated as normal students, entitling them to certain benefits including those available to students with a low-income background. Thus, many refugees receive financial aid and have access to regular university services including food and housing (except when not provided to students), academic advising, and psychological counseling. Yet while students with a refugee background have many similar needs to other students, their specific circumstance requires particular attention. There are very few staff trainings designed specifically for refugee issues, though many universities hold general intercultural trainings.

Universities, however, are neither the sole providers of services for refugee students, nor are they the only ones with control over refugees access to higher education. Government regulations can determine whether and when refugees are allowed to attend higher education and help, or hinder, the integration process. Of special note is the complicated status of asylum seekers at universities—without decided residence status they hang in limbo to which universities must pay special attention. Indeed, in some universities, students without permanent residence status cannot receive scholarships or even enroll.

This document attempts to survey these issues in order to provide the information necessary to build comprehensive and effective integration programs for European higher education institutions.



I / Government and Legal Framework

A) Permits

A basic prerequisite for study at most universities is residence for an extended period of time. Yet the ability to remain in one place is not a given for refugees or asylum seekers. Asylum procedures can take years, and the efforts necessary to study at a university (language learning, application, etc.) quickly rendered useless if one's asylum application is rejected. For universities to create effective programs to integrate asylum seekers and refugees, they must be aware of the complex legal landscape of permits and statuses.

The length of residency procedures varies between countries, so asylum seekers are often left uncertain of their status for a significant period of time. Processing of applications usually takes between six months and a couple of years. Of the six countries studied, only Germany and Finland buck this trend, rendering decisions on average in under four months. Most countries have guidelines for the timeframe of such procedures, but these deadlines are rarely achieved. In cases where the decision doesn't arrive within the time limit of the provisional stay permit, asylum seekers can apply to renew their provisional permit, allowing them to remain in the country while simultaneously perpetuating their uncertainty.

Residency applications usually have multiple steps, starting with an initial decision of whether to allow the asylum seeker to stay in the country during the application process. Once a decision is made, protection can be granted at various levels, providing different privileges and lengths of stay, many of which can be renewed, sometimes until naturalization. See [Appendix I: Permits and Protection](#) for details.

Some countries have specific regulations regarding asylum seekers from different countries. In Austria and Belgium, decisions are fast-tracked for people from safe countries of origin, in order to dedicate resources to comprehensively processing the applications of those more likely to receive refugee status, whereas in France, Syrian asylum seekers tend to have their applications processed more quickly. However, official processing priority does not necessarily imply chance of receiving a permit, for in Belgium, Syrian refugees tend to be favored with faster decisions even though there are no specific regulations expediting their applications. While these application processes are occurring, however, the asylum seeker is living in the host country and has certain needs that must be fulfilled.



B) Integration

Whether granted asylum status or still awaiting a decision, refugees are privy to certain social services. The details of integration on the ground are either handled by the national government or more local organizations and authorities, depending on the country. Germany and Belgium have national integration courses, encompassing language classes and social orientation, which are required for all with refugee status.¹ Austria provides general refugee support through the Integration Fond, while Italy, Finland, and France² have regional integration programs.

Housing is normally provided during the residency application process. In Italy, Germany and Belgium, asylum applicants are housed in accommodation centers, while in France, Austria and Finland they are given basic care in the municipalities. In Germany, those fleeing countries in particularly unstable nations (Eritrea, Iraq, Iran, Syria and Somalia), are afforded free transportation. In many countries, a stipend is granted to refugees to spend as they will.

A question closer to the heart of this investigation regards provisions regulating access to higher education. In Finland, France and Belgium, asylum seekers and refugees are treated as international students while their cases are open and as local when granted refugee status. TU Darmstadt in Germany simply does not request proof of status, while Austria streamlines the admissions process for refugees by requiring less documentation. In contrast, Italy forbids asylum seekers with open cases from enrolling in higher education, but allows individual universities to make exceptions. In some cases, enrolling in higher education can cause refugees to lose certain government benefits, so awareness of the specific laws concerning refugees and asylum seekers in a university's country is key to determining the necessary steps the universities must take for the students well being. More generally, an understanding of the services provided to refugees and asylum seekers and a sensitivity to the weaknesses of the local system are necessary to offer effective guidance and care.

¹ Also offered in Germany for asylum seekers with good prospects of residency and those with deferred deportation status when open seats are available. Those fleeing Eritrea, Iraq, Iran, Syria and Somalia are considered as having good prospects of residency and are afforded various privileges including this free integration course and free transportation.

² France specifically has many resources for integration into higher education institutions.



II / University Resources

A) Pre-Study Courses

The language learning process is the largest problem for asylum seekers and refugees wishing to enroll in the university (EUCRITE 2018). Fluency is essential to facilitate long-term integration of asylum seekers and refugees into the university and host country. Of the various universities involved in this study, only two have fully funded university access programs, TU Darmstadt and TU Graz, with Austria's national *MORE* program and ZKF's language courses. INP offers a limited number of free language courses, while KUL has a rigorous academic preparation program with relatively high costs. Refugees wishing to study at Aalto or PoliTO must turn to online or local courses to learn the language.

Technische Universität Graz (Austria):

Measures: The national *MORE* initiative aims to provide a space for refugees to reflect on whether university studies are an option for the future. It offers language training up to the B1 level, opportunities to take certain classes at the university, access to university services, a buddy program, as well as academic guidance. The *MORE* courses take place in all the old universities in Austria.

Limit: Classes are held once a week.

Technische Universität Darmstadt (Germany):

Measures: The Language Resource Center of the university, in cooperation with ZKF, provides free German courses for asylum-seeking and refugee students (B1, B2 and C1 level).

Bridging Course PreCIS: Preparation Course for International Students (open to all first-semester students)

Limit: Refugees and asylum seekers below B1 level must learn the language on their own (self-taught). Basic language courses were offered in 2016 and discontinued in 2017. As of 2018, TU Darmstadt offers courses ranging from B1 to DSH level (the exam needed to enroll at universities). Each level (B1, B2, C1) meets Monday through Friday for four hours a day and lasts 6 months.



Institut polytechnique de Grenoble (France):

The CUEF (University Centre for French Studies):

- The DU "Solidarity gateway – B2 objective" (PASS B2) an intensive language training, culture and university methodology is a gateway to French university. Students obtain a Diplôme d'Université Passerelle Solidarité Objectif B2 / Solidarity Link Objective B2 Degree if they pass the exam, along with a transcript of their marks.
- Asylum-seeking and refugee students are integrated into the *CUEF* intensive language courses. These classes are normally charged, but are free for asylum seekers and refugees.
- OLS is also used as support (5 licenses given)
- The DU PASS B2 Limits:
- Spots are limited for financial reasons. Consequently, there is only a single group of twenty students and a selection process (via application);
- There is no training for Arabic-only-speaking people (non-masters of the Latin alphabet), beginners (A0) or advanced beginners (A1 / A2);
- The DU PASS B2 does not open access to the CROUS's aids (regional student housing assistance and financial support);
- An asylum seeker or refugee student cannot have more than 3 months of free classes.

KU Leuven (Belgium):

Measures: All bachelor's degree programs are taught in Dutch. KU Leuven organizes a year of language preparation to give students who do not have the required Dutch language skills the chance to reach the required level in one year. If one passes the ITNA test in one year, one will be allowed to enroll in the desired program the following year.

There are also language courses offered through Flemish Integration Office and other subsidized organizations.

Various options are available for individualized courses of study and bridging programs, but these must be negotiated on an ad hoc basis.

Limits:

- The courses are fee-based and are relatively expensive with a tuition fee paid directly to KU Leuven (453 euros) and an additional cost for the 5 levels of Dutch that one will attend at ILT (which must be enrolled in as one: the cost of courses at ILT is 780 euros in total for the summer school + 4 courses);
- This language preparatory year does not give the status of student therefore does not allow participants the possible rights and resources relative to this status.



Politecnico di Torino (Italy):

Measure: Online Italian courses of various levels through specific refugee licenses (OLS); Online streaming documents available in Politecnico Online. Application: transition course in Mathematics and Physics, training to pass the admission tests.

Exemption from tuition fees (only 19.53 euro per academic year) for students with refugee background.

Limits:

- The level of rights attached to student status are not open to refugees and asylum seekers following the OLS if they are not enrolled in a training class;
- The number of beneficiaries is determined by the number of OLS licenses the university has.

Aalto-Korkeakoulusäätiö (Finland):

Measures: Asylum-seeking and refugee students can receive credit in courses via the Open University. *Open University* is open to everybody, but mainly in Finnish.

Refugees can take free language courses at finnishcourses.fi or at local adult education centers, but receive no credit.

Limits:

- Courses are fee-based (15 € for a credit);
- Open University courses have a limited number of spots. Participants are accepted in the order of registration;
- If students are meant to follow their classes with their personal computer, then this limits the possibilities for asylum seekers and refugees. Indeed, they often have a smartphone, but rarely a computer.

B) Basic Needs and Services

As students with frequently limited resources, refugees at universities have certain basic, non-academic needs. When refugee students are enrolled as regular students, they have access to all the normal university services, from libraries to canteens. The status of students in preparatory programs, however, is more complicated. At the TU Darmstadt, participants have partial access to university services: libraries³, Wi-Fi and sports facilities but cannot benefit from the student rate at the university canteen.. In all of Austria and at PoliTO students in academic preparatory programs have normal student status and access to university services, including library and canteen. At KUL and INP, however, the language

³ Though students still living in refugee camps cannot borrow materials.



preparatory courses do not give the status of student, which prevents participants from utilizing important university resources.

While enrolled, refugees receive university benefits, yet there are few benefits specifically designed for students with a refugee background. In housing, refugees have access to the standard university resources, which often includes subsidized housing for international or low-income students. Refugees receive no special discounts on transportation compared to other students. Only in Austria (where the government subsidizes transport for asylum seekers) and at TU Darmstadt, which provides the student discount for its preparatory course students (who are not officially enrolled), do refugees receive distinct discounts. As of September 2018, all participants in the language preparatory courses at TUD, similarly to enrolled students, receive a semester ticket for a nominal fee that allows them to travel all across the state of Hesse. Some universities provide childcare as well (TUD, PoliTO, TUG through the city of Graz), though none have specific programs for refugees. At INP, there is no official childcare program, but practical solutions are often found for refugees with children. A task for the project partners is to determine to what extent resources for refugees should be specialized or whether instead programs can work with more general service providers to ensure that students with a refugee background are receiving the resources they need.

C) Counseling & Advising

Psychological counseling is especially important for students with a refugee background. Students at all the universities studied have free access to psychological counseling, whether through the university or student services⁴. Furthermore, the Politecnico di Torino partners with the Synergiasì Association, a local organization which specializes in psychological and psychiatric support for foreign citizens and specifically refugees. At TUD, students who seek psychological support need to be enrolled in order to benefit from the services offered through the Student Union (Studierendewerk).

More generally, the ZKF at TU Darmstadt holds open advising hours to help current refugee students and those wishing to learn at the university with issues specific to them. KUL's normal Social Services and Student Services offices are open to refugees as to all others students, but refugees generally receive more attention and better help than regular students, although there is no designated office for refugees students. Only KUL offers direct legal support to refugees through their Student Legal Service, although students at Politio

⁴ Except for KU Leuven, where they are paid, but if the cost of these sessions happens to be a problem, it is always possible to ask for financial support from the social services (not available for PhD students).



and INP can turn to NGOs or government organizations for legal help. A comprehensive staff training about refugee integration, as called for in the EUCRITE project, could enable more university resources to be aware of the specific needs of students with a refugee background.

D) Financial Support

As students have little or no income, sources of financial support can be key, especially for students apart from their normal support networks. At most of the universities surveyed, tuition for refugees is free, requires only nominal payment, or is discounted in proportion to income. Furthermore, preparatory courses at TU Darmstadt and TU Graz are free, while INP and PoliTO provide a limited number of such courses free of cost. The availability of additional scholarships to cover housing and food varies between universities, and only the Politecnico di Torino has scholarships specifically for students with international protection.

The Institut polytechnique de Grenoble (France), Politecnico di Torino (Italy) and Technische Universität Graz (Austria):

In these universities, prospective students with an asylum seeker⁵/refugee background are exempted from tuition fees (for Italy, 19.53 euros for the academic year).

Katholieke Universiteit Leuven (Belgium), Technische Universität Darmstadt (Germany), and Aalto-Korkeakoulusäätiö (Finland):

(KUL): There are no specific provisions for future asylum seekers and/or refugee students. They are considered as Belgian students with the same rights and obligations. As such, they must pay a registration fee. However, they often benefit—like Belgian students with an immigrant background—from the status of *beurstariefstudent*⁶. This reduces the registration fee to 106.9 euros. However, asylum seekers do not have a reduction in registration fees, as Belgian nationality is a prerequisite for the *beurstariefstudent* status;

(TUD): Refugee students⁷ can apply for Bafög (national student financial assistance) to pay semester fees and other living costs. Moreover, students can apply to a scholarship offered through the “Hessen State Ministry for Higher Education, Research and the Arts” specifically geared towards highly qualified refugees. Enrolled students can also benefit from other scholarships available to German students.

⁵ In Italy, asylum seekers cannot enroll in university. However, to support refugees, universities can decide to make exceptions and register asylum seekers.

⁶ The status of "beurstariefstudent" applies to most of the university's programs except for master's programs which are more expensive than the average for example. The student must have Belgian nationality (acquired by refugee or subsidiary protection status), be less than 25 and have taken 27 credits.

⁷ And those with deferred deportation status, but not open-case asylum seekers.



(Aalto): Registration for programs in Finnish/Swedish is free for all students, but there are only a few. Students who have tuition fees are those who study in a program taught in English and who come from countries outside the EU or EEA (except those with a refugee status). In this case again, asylum-seeking students do not benefit from the exemption of their tuition fees (12,000 to 15,000 euros).



III / Institution

A) Staff Training

As the very purpose of this project, EUCRITE recognizes the training of staff involved with asylum-seeking and refugee students as key to enabling successful integration. All the universities involved in this study offer diversity and cross-cultural sensitivity trainings, but only TU Darmstadt offers trainings specifically geared to refugee issues (although INP is planning one for 2018).

TU Graz (Austria):

Cross-cultural sensitization sessions are in place and funded through international relations and mobility programs. While mandatory for student buddies, they do not contain content specific to refugees.

Politecnico di Torino (Italy):

Recently, several CIMEA (Information Centre on Academic Mobility and Equivalence) courses and seminars on the general recognition of foreign diplomas and degrees were offered. The cost of these courses was handled by the participating universities.

In particular:

- Training staff on the recognition of diplomas for refugees (June 2016) at CIMEA;
- Staff training on the issuance of the University Passport for Refugees (April 2017) at CIMEA;
- Participation in TAICEP - The Association for International Credential Evaluation Professionals (Sept. 2017).

KU Leuven (Belgium):

The Study Advisory Service organizes training programs for student advisors and other staff members, such as diversity training and conversation skills;

The Diversity Council organizes training programs on intercultural care and pedagogic and didactic advice. This training is organized on demand, but not actively promoted. Since it is a one-person responsibility, it has not been organized often;

Currently, the Diversity Council is developing new and improved training programs for teachers and staff on inclusive communication, diversity and cross-cultural skills. This will not only aim to work with refugee students, but to facilitate an inclusive university and an integrated diversity policy;

Workshop on intercultural communication for staff and researchers (for workplaces) (free).



Aalto-Korkeakoulusäätiö (Finland):

The Aalto Language Centre organizes very popular intercultural training workshops. Aalto Club Gold also organizes events; The training of the Aalto staff for leaders includes some aspects of trauma awareness. Human Resources organizes cross-cultural training, financed through the university budget.

Institut polytechnique de Grenoble (France):

There is no staff training specifically dedicated to refugees but a seminar on interculturalism was organized in December 2016 and rather well attended;

In March 2017, the COMUE organized a training program focusing on student health issues. The training program was designed to help academic staff identify these problems and provide students with useful information;

A staff training on refugees is planned for 2018. It will be organized by the COMUE.

Technische Universität Darmstadt (Germany):

Training programs for employees and student workers in the refugee integration office on trauma awareness, intercultural training, LGBT aka “rainbow” refugees. A trauma awareness workshop was also attended by student buddies. These trainings are organized by ZKF, SPZ, Welcome Centre, and ZIKK, and funded internally and by DAAD.

B) Institutional Framework & Financing

There is no standard for how refugee integration efforts fit into the framework of the university. Determining the most effective placement in the university and collaborations across departments is a task that may be university specific: at the same time, an exchange of this information may be helpful for smaller or new programs. At all of the surveyed universities, refugee services are housed in international student services or the admissions office. All have some permanent staff working with refugees, but TUG and TUD are the only universities with staff dedicated fully to refugees. TU Darmstadt has the largest staff, with four employees and eight student workers, while TU Graz has four people dedicated at least partly to refugees (similar to PoliTO). KUL, Aalto, and INP have larger staffs peripherally involved in refugee issues but have no personnel solely dedicated to refugees.

Only half of the universities receive funding for specific refugee services. TUD's programs are funded by the university, regionally through the Ministry of Education, and federally through DAAD, through at least the end of 2019. The Finnish Ministry of Education funds



Aalto's learning services, while PoliTO's are offered by CRUI (The Conference of Italian University Rectors), with the support of the Ministry of Interior.

C) Admission & Recognition of Prior Learning

Even though the admission process is a problem it is the recognition of prior learning that represents a greater challenge for asylum-seeking and refugee students. For asylum seekers or refugees with copies of their degrees, the admission process does not cause much trouble (EUCRITE 2018). Universities seem to have been able to adapt their admission processes, accepting duplicates and understanding that there might be missing documents. Admissions requirements are largely the same as those for international students, although sometimes longer deadlines or flexibility around required documents is given. Therefore, all the universities surveyed here require local language proficiency to a high level, at least B1 or B2.⁸ Yet a persisting problem for refugee integration into higher education is missing documentation of education level. All the universities participating in this study use different methods to determine the qualifications of refugee students. PoliTO, INP and TUD have programs offering entrance to the university through an internal evaluation. Aalto is currently in the process of developing systems for recognition of prior learning, while KUL simply waives the requirement for foreign qualifications, but provides the opportunity to get replacement documentation through NARIC⁹. TUG also uses ENIC-NARIC but waives the requirement for certain documents that are generally needed for international students.

Politecnico di Torino (Italy), Institut polytechnique de Grenoble (France), and Technische Universität Darmstadt (Germany):

PoliTO: Academic Pass: released after the evaluation of documents (if available) and an interview with the refugee. The non-profit organization *A Pieno Titolo* also offers support in case of missing documents and difficulties contacting local ministries and HEI.

Institut polytechnique de Grenoble (France):

MeNS is a network of HEI working on assessing RPL problem and recommending solutions. INP Science-Po devised an alternative route to admission.

⁸ Aalto, however, offers one bachelor-level and many masters-level programs in English.

⁹ NARIC is the National Agency responsible for providing information, advice and opinion on academic, vocational and professional qualifications and skills from all over the world.



Technische Universität Darmstadt (Germany):

Internal 3-step procedure: Test AS, interview, and thorough questionnaire. TUD is awaiting official decision from the regional government for the approval of an alternative route to admission.

Aalto-Korkeakoulusäätiö (Finland):

Case by case (also, see above). During spring 2018, we are planning to implement a standardized form for students whose documents are missing. Model examples of this kind of forms can be found from Swedish and Danish universities.

KU Leuven (Belgium):

Recognition of foreign qualifications is not needed at the KU Leuven. In case one should need it for jobs, NARIC Vlaanderen is offered free of charge.

Technische Universität Graz (Austria):

ENIC-NARIC; certain documents that are generally needed for third country admission are waived for refugee students.

D) Student Engagement

In addition to trained staff, students can be key to effective integration into the university context. Leveraging the insider experience of students, both local and with refugee backgrounds, can allow integration programs to remain in touch with the realities of the student experience. TU Darmstadt, TU Graz, Aalto and KU Leuven all have student buddy systems pairing current students with refugees for academic and social advising. PoliTO and TUG have students involved in integration efforts through international student services or the student union, but only TU Darmstadt has students employed by the integration office. The student workers are responsible for opening hours, orientation programs, organization of the buddy program and the maintenance of the website/social media profiles. TUD's office employs students from Pakistan, Iran, Syria, and Germany and offers support in German, English, Arabic, and Farsi. While PoliTO, TUG, TUD and Aalto have student workers who are paid internally or through government funds, most student workers are volunteers or receive credit.



IV / Literature

There are a couple organizations working on refugee integration into higher education that produce literature. In Italy, CIMEA (the Information Centre on Academic Mobility and Equivalence) is developing services for the recognition of academic qualifications held by refugees¹⁰, and the Italian Ministry of Interior developed a National Plan for the integration of refugees and migrants.¹¹ In Grenoble, two NGOs heavily involved in facilitating the inclusion of refugees in France, the Cimade and the Gisti, regularly produce literature. In addition, as mentioned above, the COMUE developed a “Guide for Refugees and Asylum Seeker Who Wish to Pursue Their Studies in a COMUE Institution.” In Finland, the VLIR (Flemish InterUniversity Council) working group ‘Equal Opportunities’ recently launched eight workshops – together with refugees – to investigate how universities can contribute to their integration, either through education or in academic careers. Their findings have not been disseminated as of yet but were discussed at a colloquium on April 24th 2017.

Conclusion

The tens of thousands of refugees seeking higher education in Europe place an obligation upon universities to provide the assistance that they need. And in part, they are getting it. There are cutting-edge programs in place to effectively integrate refugees into the higher education system. But many of these are local, limited to one university or one country. The development of thorough training materials that can be disseminated to and used by universities across Europe is necessary and possible. Two endeavors, the Austrian *MORE* initiative and TU Darmstadt's *ZKF* courses, provide models of well organized, comprehensive university-entrance programs for refugees. While many of the other universities offer impressive language learning opportunities, the design of these two programs sets them apart, combining social inclusion, language learning and academic guidance, all the while remaining free of charge. On the issue of missing documentation, several universities are developing systems of alternative qualifications. While many of these programs are in place, there are few universities with staff trained to work with and dedicated to students with a refugee background and refugee issues on campus. Determining where refugee integration programs and offices fall into the framework of already existing university and government services is a challenge for the next stages of the EUCRITE project. As shown in this report,

¹⁰ CIMEA, "Recognition of Qualifications Held by Refugees," <http://www.cimea.it/en/recognition-of-qualifications-held-by-refugees.aspx>.

¹¹ September 2017



universities have developed programs for many areas of refugee integration. But there remain unsolved issues and gaps where refugees may fall through the cracks. In creating comprehensive and effective materials for refugee integration into higher education, EUCRITE opens a route for closing some of these gaps.

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Appendix I: Permits and Protection

	Provisional Permit	Procedure Length	Refugee Status	Subsidiary Protection	Humanitarian Protection
Germany	Aufenthaltsgestattung: Limited movement. TU Darmstadt doesn't ask about status.	Usually 2 months (avg. 7 because of tough old cases)	3 years (apply for naturalization after 3 or 5 when income and language requirements fulfilled). Family reunification.	1 year, can be renewed 2 years at a time. Apply for naturalization after 5 years if requirements fulfilled.	1 year, can be renewed. Apply for naturalization after 5 years if requirements fulfilled. Work allowed with approval.
Austria	Green Card during preliminary admission, followed by White Card for duration of asylum procedure	Weeks to years (supposed to be no longer than 6 months)	Blue Card: 3 years, automatically becomes indefinite if not revoked	Grey Card: 1-2 years	
Finland	90 days	Under 4 months by law	First residence permit (up to 4 years) →	→ Extended permit (not granted for humanitarian reasons). Up to 4 years. →	→ Permanent residence permit (not usually granted for studies)
Belgium	Can take courses or volunteer. Only full-time work if status not decided within 6 months	7.5 months	A-card (limited residence-permit) 5 years. Can be converted to B-card (unlimited) if refugee status still applies	1 year, can be renewed 2 years at a time. Can be converted to B-card after 5 years if protected status still applies	
France	Certificate of application for asylum	6 months to several years	Political: 10 years	1 year	
Italy	3 months, given within 30 days.	18-24 months	5 years then opportunity to naturalize afterwards, full rights of citizen, family reunification.	3 years. Apply for naturalization after 10. Must prove accommodation and income for family reunification.	1 year. Apply for naturalization after 10. Access to education and healthcare but not social care or work, no family reunification.