

European Space University for Earth and Humanity

UNIVERSEH is an alliance of five European universities established to develop a new way of collaboration in the field of Space, within the "European Universities" initiative.

The alliance aims to create new higher education interactive experiences for the university community, teachers and students, and for the benefit of society as a whole. Such initiatives will enable broadminded, informed and conscientious European citizens to capture and create new knowledge and become smart actors of European innovation, valorisation and societal dissemination within the Space sector, from science, engineering, liberal arts to culture.

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D6.1 Report on staff seminar

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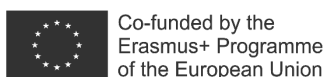
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CO	Confidential, only for members of the consortium	

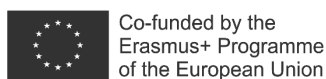
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Document History

Version	Date	Author	Partner	Summary of main changes
1	14.06.2021	Joanna Pyrkosz-Pacyna	AGH	

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Report on Staff Seminar on Equity, Inclusion & Diversity

The Seminar took place on the 21st of May 2021 and was held online. The agenda of the Seminar was as follows:

1. Welcoming attendees and meeting overview
2. Panel I: Migrant and Refugees Students
3. Panel II: Students from Disadvantaged Background
4. Panel III: Students with Specific Needs
5. Closing remarks

Each panel was moderated by a representative from different partner University. The minimum of 5 representatives from each University was present. The total number of participants at the Seminar was 30.

Representatives of each partner University gave 5-minute presentations regarding each issue. Altogether 15 presentations were delivered. Presentations are an appendix to this report and are distributed among the Seminar participants.

Guests

Name	Uni	Role	Country
Magdalena Tofil	AGH	Office for support for students with disabilities	Poland
Luiza Lucisnka-Biesaga	AGH	Foreign Students Support Office	Poland
Apoorva Singh	AGH	Student, member of Space Students Team	India, Poland
Anna Klimczyk	AGH	Students' Issues Center	Poland
Katarzyna Cieślak	AGH	Universeh Team Member, PhD Student	Poland
Joanna Pyrkosz-Pacyna	AGH	Universeh WP6 Coordinator; Associate professor	Poland
Alexandra Olofsson	LTU	Official, Broadened student recruitment	Sweden

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Annacarin Larsson	LTU	Official, International office	Sweden
Robert Ormberg	LTU	Broadened student recruitment	Sweden
Erika Larsson	LTU	Student counsellor, Students with specific needs	Sweden
Anna-Lena Rydell	LTU	Student counsellor, Students with specific needs	Sweden
Anna Nordin	LTU	Official, student's health	Sweden
Josef Hallberg	LTU	Associate professor, computer science; Universeh Team Member	Sweden
Agneta Larsson	LTU	Senior lecturer, Health sciences, Universeh Team Member	Sweden
Milène DURO	UFT	Project manager, International office	France
Florence LACOSTE	Toulouse Business school	Diversity and Students participation	France
Rosane HENRI	Université Toulouse Jean Jaurès	Students with specific needs	France
Laurence BALLARIN	ISAE	Diversity and students with specific needs	France
Vincent Simoulin	UT2J	VP for formation	France
Christina Stange-Fayos	UT2J	VP for International Relations	France
Britta Moormann	UDUS	Representative UNIVERSEH WP 2 & 6	Germany
Mareike Ickler	UDUS	Project Coordinator IO Int. Students & Refugees	Germany
Hanna Sommer	UDUS	Student Services Coordination Refugee Services	Germany
Prof. Ute Bayen	UDUS	Invited guest (member of the Sustainability Council, Section Diversity)	Germany
Milan Grigull	UDUS	Invited Guest ESN	Germany
Alina Huerkamp, Bella Remez	UDUS	Invited Guest Department for Accessibility of the Students' Association	Germany
Seth Berk	UDUS	Invited Guest Language Center HHU	Germany

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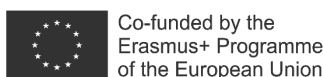
Karin Kwak	UDUS	Invited Guest International/Culture Studierendenwerk	Germany
Jimmy Corneille	UniLux	Inclusion Specialist	Luxembourg
Marcela Zambrano	UniLux	Inclusion Specialist/Psychologist	Luxembourg
Joanna West	UniLux	Team Leader Student Services	Luxembourg
Philippe Majerus	UniLux	Invited Guest Fondation du Grand-Duc et de la Grande-Duchesse	Luxembourg
Luc Leroy	UniLux	Invited Guest International Relations Office	Luxembourg
Ariana Ferreira Loff	UniLux	Invited Guest Croix Rouge-Welcome Centre for Migrants and Refugees	Luxembourg
Celine Stadfeld	UniLux	Invited Guest Master Student – writing thesis on the implementation of the UN convention in Luxembourg	Luxembourg
Jutta Bissinger	UniLux	Invited Guest Research specialist – MIMY project	Luxembourg

In each panel beside the presentations there was a follow-up discussion regarding the subject. We gathered a list of topics discussed during the panels. They are presented below:

Panel I: Migrant and Refugees Students

- There is a need for better and more clear definitions of migrant and foreign students.
- Cooperation with local organizations and NGOs supporting migrants and refugees is highly recommended since these organizations do not have access to all information about possibilities to start higher education and conversely, Universities are not always aware of migrants and refugees needs and restrains.
- Sensitivity trainings for all University members would be advisable.

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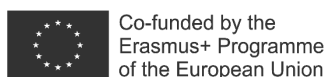


- There is a need for better understanding of migrant and refugee students' needs when it comes to mobility. More research or direct contact would help to resolve these doubts. Contact with graduates from migrant or refugee background would be very informative.
- Language courses, especially scientific language courses would be beneficial when aiming for lowering inequalities.
- Mentoring programs were discussed as a way of supporting migrant and refugee students.
- Issues with qualification recognition were raised. These are especially difficult in the case of refugee students with low access to original documentation.
- The issue of migrant and refugee prospective students with care obligations was raised. Especially in the case of female migrants and refugee's childcare duties are considerable barrier to education. Solutions in this regard are yet to be developed.
- In general, it was observed that most of migrant/refugee students are male which may stem from either care obligations or traditional gender roles or other reasons. Extended efforts are needed in order to engage more women of migrant descent in higher education.
- It would be important to better prepare migrants and refugees to take part in the mobility programs.
- Tracking mobility of refugee or migrant status can be an obstacle as with enrollment, the status is that of an international student.
- The issue of legal problems (e.g.: visa) was raised since it might not be clear for students if they are eligible for the mobility.
- Students with immigrant backgrounds are at risk of academic underperformance, alienation, anxiety.
- There are some similarities between support offered by each partner however there are also differences which is an opportunity for enrichment. Additionally, each partner University have different needs stemming from different composition of the society and incoming minorities.
- The question arose whether partners should foster internationalization at home before sending those students abroad.

The Consortium and the policy regarding migrants and refugees:

There are major similarities between the policies that the consortium members have implemented for migrants and refugees:

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- At all the Partner Universities there is an international office. All of them provide language courses and try to increase diversity among their students.
- All Partner Universities have in mind to grasp all the problems that migrants and refugees face, which are not only pedagogical. The holistic approach of Luxembourg and the German approach which defines 8 dimensions of diversity are maybe the most explicit on this aspect.

There are also noticeable differences between the policies:

- The aim of the programs and the populations they target:
 - Some are designed in order to help integration in the society and in the university (France, Luxembourg, Germany). A priority is then to propose language courses and to present culture.
 - Others' programs have as aim to follow successfully a formation and then consider as granted that migrants and refugees speak the language of the welcoming country (Germany, Sweden).
 - Some are more designed to attract international students (Poland).
- The partnerships that the universities have developed are different as well:
 - The students' associations do not seem very central in neither of the 5 consortium members, but Erasmus Student Network is important in Poland.
 - Luleå employs consulting agency which searches for placements for foreign students.
 - The national Bodies (like Swedish public employment office in Sweden, Polish national agency for academic exchange in Poland) are often important and set the rules and the financing programs.
 - Luxembourg Red Cross in Luxembourg is also a partner for refugee students.

Panel II: Students from Disadvantaged Background

- Different solutions to support students in difficult situations were discussed such as: food vouchers, psychological support, peer to peer support, financial support, etc.
- The issue of COVID-19 additional impact on students' wellbeing was discussed.
- The issue of familiarization with students from disadvantaged backgrounds was discussed as a difficult and delicate subject.
- Normalization as a solution to auto-stigmatization was discussed.

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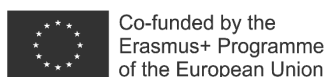


- The question arose of what kind of support there is for mobility among students from disadvantaged backgrounds.
- The issue of technical equipment needs among students from disadvantaged background was raised and is to be discussed further.
- The need for support platform with extensive information about available aid was suggested.
- Other suggestions were the close cooperation with academic staff, awareness trainings for them especially those who conduct classes with first year students and can deliver the message about possible support systems at University.
- Moreover, cooperation with social services and fundraising departments was mentioned.
- Outreach initiatives pre University and awareness of support
- Ongoing support during studies and preparation for next step at end of studies
- SPACE model was described as a useful tool: importance of involving the whole campus, creating students' jobs on campus, inviting migrant students to share their experiences, linking course program with inclusion and possibility to get recognition in terms of ECTS, numerous first year seminars that could be held.

Panel III: Students with Specific Needs

- The availability of support for exchange students with specific needs was discussed. The need for recognizing specific needs and barriers to grant the support was mentioned. The viable solution proposed was the “case by case” approach with mockup case studies to be evaluated during specifically designed workshops.
- The strong and direct cooperation between partners offices for students with disabilities was highlighted as crucial.
- The issue of students not admitting their needs or limitations was discussed as a considerable barrier toward supporting students.
- The solution in a for of normalization was discussed, similarly, as in the case of previous panel.
- The need for putting forward all information regarding the offered support for students with specific needs was discussed. Participants agreed that this information should be visible not only for those who look for it but to all in order to foster normalization and sense of availability of support. This information should be available especially for University candidates and first year students.

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- The issue of digital accessibility was discussed especially in the post-covid conditions where many educational institutions are being transformed into digital form which is not always approachable for students with specific needs.
- The issue of possibility to support foreign students abroad was discussed.
- The issue of mental health support was discussed especially in the case of students in remote locations (due to COVID) and in the case of students taking part in the mobility.
- The issue of continuity of rehabilitation and other forms of treatment was discussed in the case of mobility of students with the special needs.
- The accessibility at the location (both within university campuses and the cities) need to be focused in planning for mobility for students with specific needs. This includes e.g. the legibility of the place, architecture, transport.

Conclusions form the Seminar:

During the closing session participants proposed follow-up meetings. Participants highlighted the complexity of the needs and support options. Each subject area discussed during the panels deserves further consideration therefore the possibility of additional meetings in more specific areas was suggested. Inviting student's representation to those events was also highlighted. This idea will be considered in the consortium.

The panel on Students from disadvantaged backgrounds was described as combining all other issues related to possible barriers that students might face, therefore it was suggested that instead of dedicated additional workshops on this topic the consolidation of disadvantaged background with other subjects might be more relevant.

The Seminar was described as a great opportunity to both meet the people responsible at the partner Universities for students' support systems which will be very much helpful during the mobility and secondly to familiarize oneself with and exchange best practices in all aspects of students' support.

Participants asked for the exchange of presentations that were presented during the Seminar and this notion was supported by the Seminar organizers.

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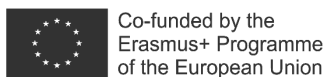


The plan for preparation of EuroCharter was described as a project result. The consultations of the EuroCharter by Seminar participants were suggested in order to gain the broadest possible view.

Appendix:

Presentations from the panels.

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Support for International Students at AGH UST

AKADEMIA GÓRNICZO-HUTNICZA IM. STANISŁAWA STASZICA W KRAKOWIE
AGH UNIVERSITY OF SCIENCE AND TECHNOLOGY



**Department for International Students
Centre for Education Affairs**

DEPARTMENT FOR INTERNATIONAL STUDENTS:

- **contact with candidates / students** – providing all the information
- **recruitment procedures** - application for regular / exchange studies
- **formal and legal assistance** - before arrival, during the stay
- **virtual office** - online consultation



- **cooperation with other AGH UST units** - contact with professors, faculties offices, Student ID Card, registration for courses, timetables, dorm application
- **integration**



Website

studies offer, rules, registration, news, FAQ, dorm, scholarship



www.international.agh.edu.pl

www.agh.edu.pl

» Department for International Students

» Contact us

» AGH UST Student Campus

» Scholarships

» **FAQ**

» Academic calendar

» Legal Acts

» Legal assistance for non-nationals

» International Organization for Migration (IOM)

» Visa and legalization of stay

» Diplomatic missions and consular posts

» Formalities related to crossing the border

» Exchange students: What should I do before arrival to AGH UST?

» Health and safety

» Money, prices and shopping

» Student organizations and associations

» Student life

» Higher education system in Poland

» Guide for prospective students

» Come and join us at AGH UST! (leaflet)

» Стань студентом AGH HTY (leaflet in Russian)

» Cooperation with recruitment agencies

» Multimedia

» News

» Regular studies

» Exchange programmes

eng » Department for International Students » **FAQ**

FAQ

Academic calendar

Legal Acts

Legal service for foreigners

International Organization for Migration (IOM)

Visa and residence legislation

Polish Diplomatic Missions Abroad

Border crossing formalities

Exchange students: What should I do before arrival to AGH UST?

Health and safety

Money, prices and shopping

Student organisations

Student life

Higher education system in Poland

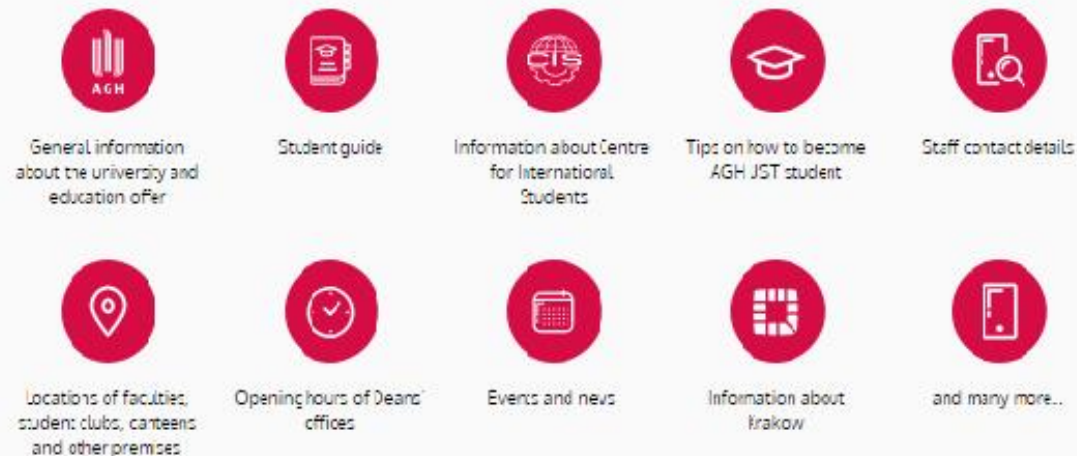
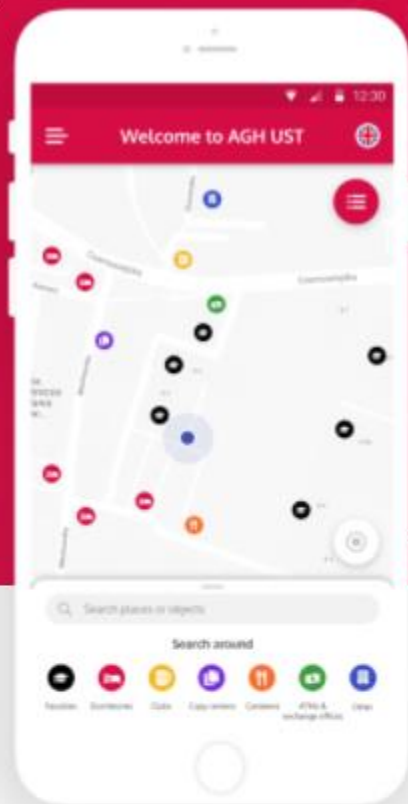
Guide for prospective students

Come and join us at AGH UST! (leaflet)

Стань студентом AGH HTY (leaflet in Russian)

Cooperation with recruitment agencies

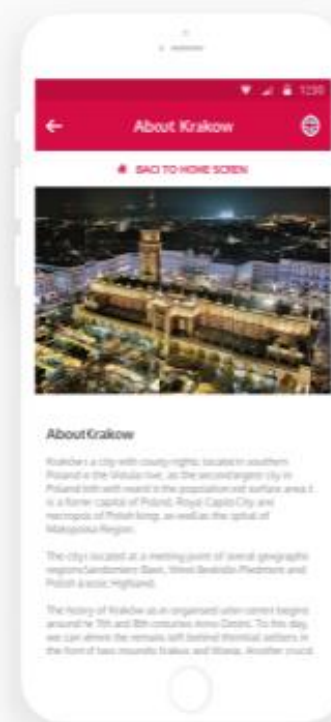
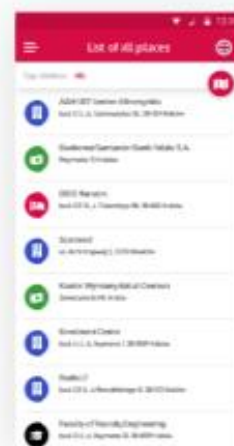
The application includes



This app may serve as a great guide for AGH JST students. It provides indispensable information and is a useful tool, especially when you are in a hurry for classes and you can't find this very particular building :)

Application for AGH UST students

'Welcome to AGH UST' app is addressed to all international students who arrive at the campus for the first time and candidate willing to study at the AGH University of Science and Technology. Its main goal is to help students to move around the AGH UST Campus and provide them with indispensable information including opening hours of Deans' offices, locations of AGH UST premises (faculties, dormitories, sport facilities, student clubs, canteens, canteens and many more) with the function of navigation events and news connected with student life as well as informatic about Krakow and its top attractions.



➤ **Legalization of stay** - meetings for students from outside EU

➤ **Cooperation with external institutions and services:**

- Małopolska Provincial Office in Krakow, Department for Foreigners
- Border control
- International Organization for Migration (IOM)
- NAWA The Polish National Agency For Academic Exchange
- ABW, The Internal Security Agency
- Embassies

➤ **Centre of Legal Assistance for non-nationals**

free assistance offered by the lawyer: www.pomocprawna.org

Integration Support

- **ESN "mentor"** from AGH students
- **Welcome meeting**
- **„Orientation week”** (twice a year)
- **International Christmas Eve, Easter**
- **Polish Language Course**
- **AGH UST Student Campus**
accommodation with students from Poland,
Dorm guaranteed for every international student
- **English speaking people** at Dean's offices and Student Campus

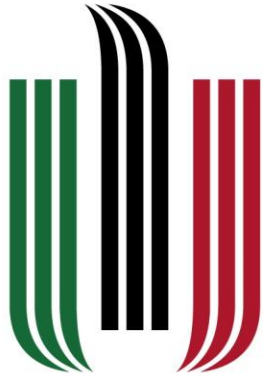


How can we help immigrants and refugees? We are open for experience. We want to learn from the best.

AGH University of Science and Technology
Centre for Education Affairs
Department for International Students

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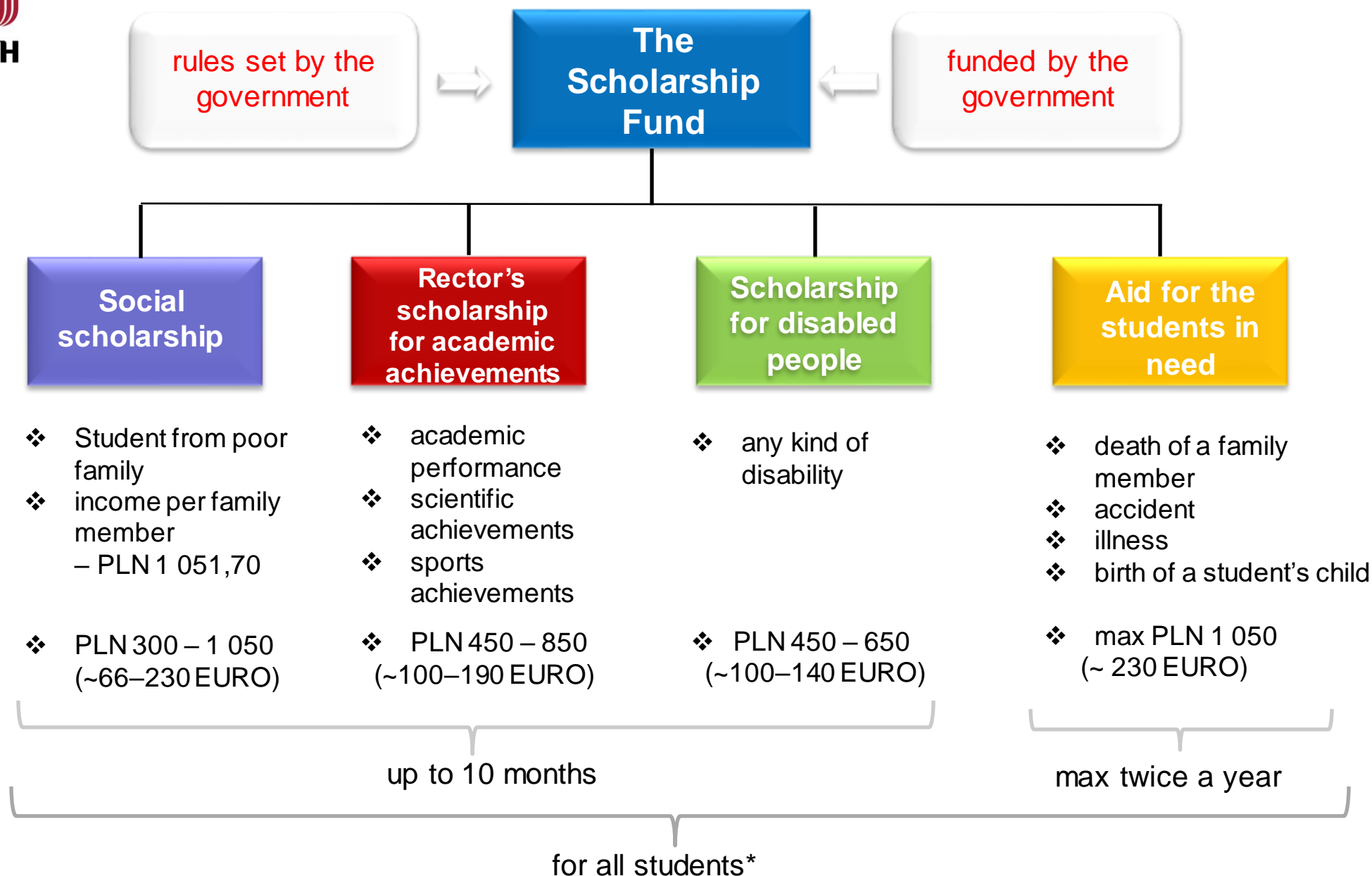
**AKADEMIA GÓRNICZO-HUTNICZA
IM. STANISŁAWA STASZICA W KRAKOWIE**

**AGH UNIVERSITY OF SCIENCE
AND TECHNOLOGY**

AGH

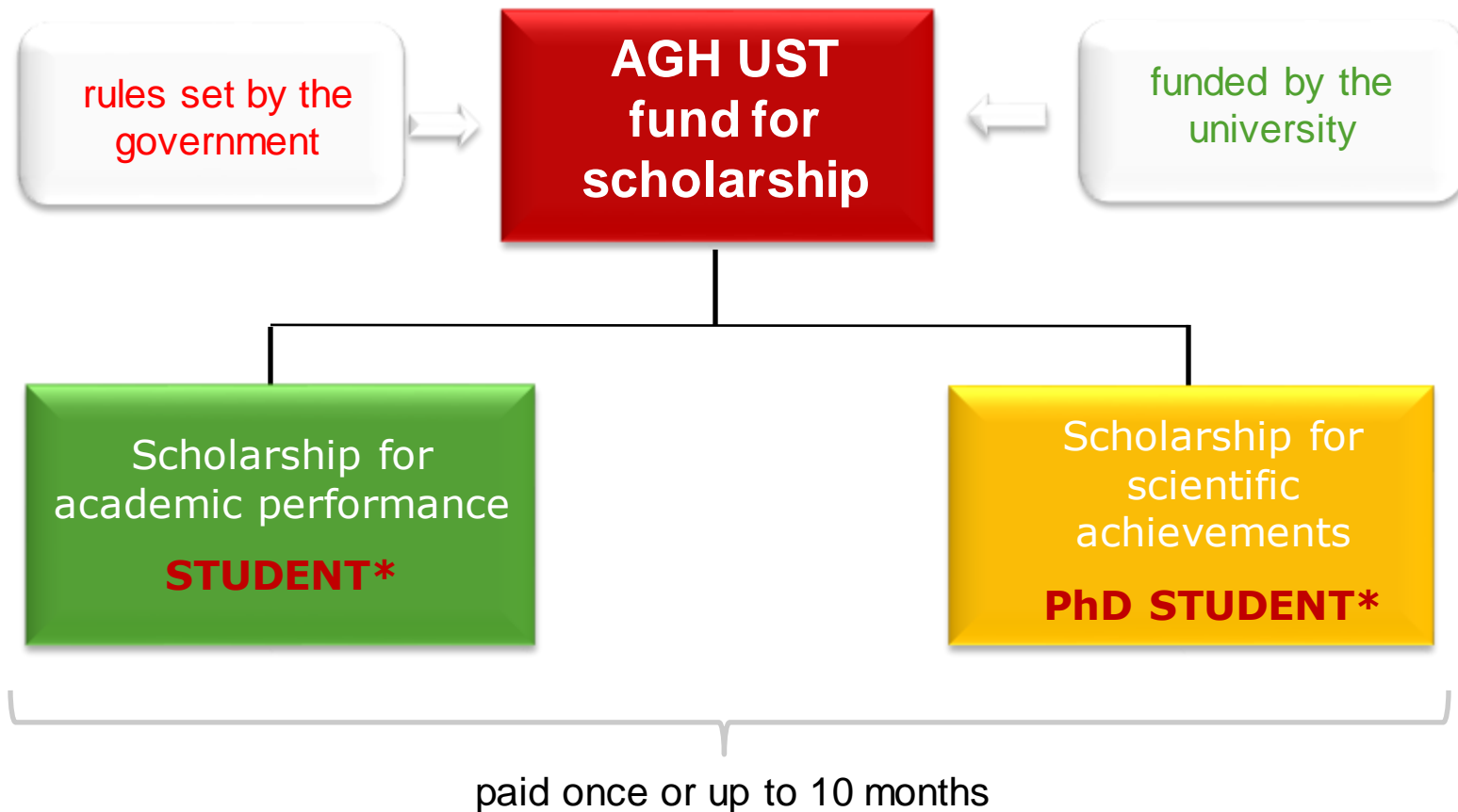
System of scholarship in Poland and at AGH University of Science and Technology

The Scholarship Fund - at every universities in Poland



*separate rules for foreigners (mainly for students with the Pole's Card, UE)

AGH UST fund for scholarship



AGH UST is planning to create a new fund for scholarship to cover all needs (accommodation, dormitory, awards for organizational activities, etc.)

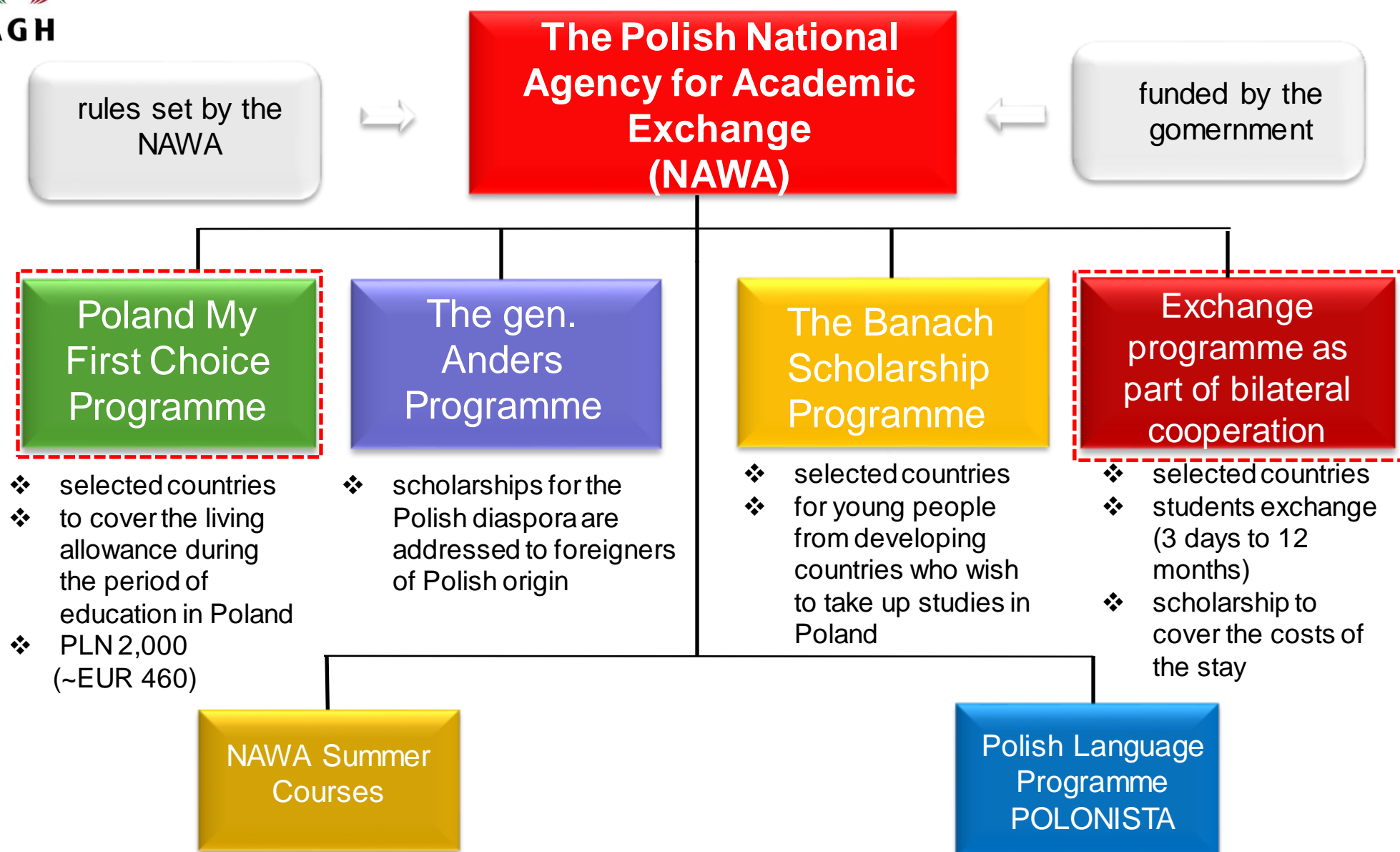
*these rules also apply to foreigners

Other support for student at AGH UST

- » place in a student's dormitory (for every student)
- » student's loan
- » helthcare
- » psychological help
- » training (soft skills, project manager, etc.)
- » co-financing of students activities (grants)
- » career consulting

more at: www.dss.agh.edu.pl

Scholarship programmes for foreign students



more at: www.nawa.gov.pl

*Thank you
for your
attention!*

Contact us:

Center of Student Affairs



dss@agh.edu.pl

<https://www.dss.agh.edu.pl/>





Diversity and Inclusion Staff Seminar

Students with specific needs

Akademia Górniczo-Hutnicza im. Stanisława Staszica w Krakowie
AGH University of Science and Technology

21.05.2021



A detailed list of support enclosure of presentation the Office for Students with Disabilities support covers:

- **Advice, guidance and assistance** in any disability-related issues
- **Accommodation in a dormitory** adapted to the needs of a person with disabilities
- **Psychological and educational support**
- Services of **personal assistants**
- **Sports activities** (possibility to pass PE and obtain ECTS points), e.g. gym, wheelchair fencing, swimming
- Dedicated **English language courses**, e.g. for deaf and hard-of-hearing students, and for blind and visually impaired students
- **Career counselling** (e.g. job coaching and mentoring,, internships)
- Cooperation between NGOs, public institutions and companies for reinforce/increase/enhance the social inclusion (e.g. CISCO, Shell, Comarch, State Street)
- Services of **sign language interpreters** and **lipspeakers** for deaf and hard-of-hearing students
- Access to **the AGH UST Main Library** collections in alternative forms, and in the reading room, to a text magnifier and a workstation adapted to the needs of students with disabilities
- **adaptation of teaching materials** (e.g. digitization, printing in the Braille alphabet), as well as examination and end-of-course test adjustments
- Possibility **to rent assistive devices** (including voice recorders, FM systems, text and image magnifiers)
- **Information on financial aid** offered by AGH UST and other institutions
- Cooperation with high schools

We cooperate with following consultants specialized in:

- ☐ hearing disabilities
- ☐ speech impairments
- ☐ mental problems
- ☐ chronic illnesses
- ☐ visually impaired
- ☐ locomotor disabilities
- ☐ musculoskeletal disorders
- ☐ sign language interpreters coordinator
- ☐ digital accessibility and adaptation
of educational materials - me

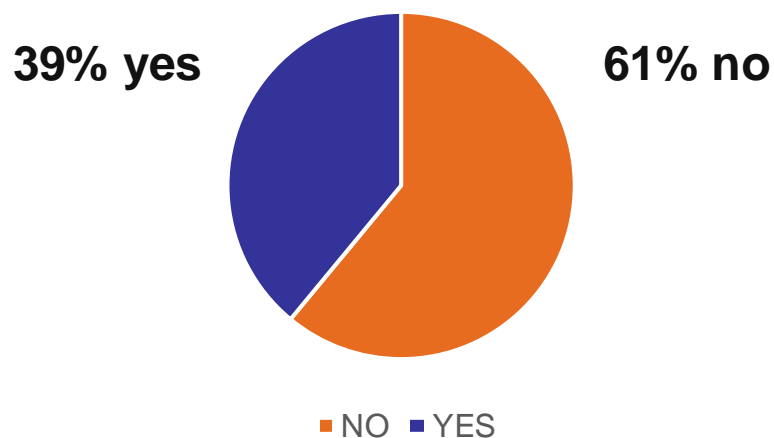


What do students with disabilities need?

We prepare and conduct research.

28 respondents, students with disabilities – for now

Are you planning to participate in international mobility in the coming years?



What form of support people with disabilities would need?

- motivational – that it is possible
- Architecture/transport barriers
- financial support
- coordinator support
- specific needs
- health/medicine/treatment

Our concerns:

- We have a very broad offer of support for people with disabilities
- We have little experience with sending students with disabilities abroad
- We need to exchange experiences with offices like ours

We are looking for solutions.

Discussion topics:

- Students do not know that such a wide range of help is possible for them
- Access to treatment / physiotherapy.
- How universities can coordinate access to treatment.
- Should we do that ?



Current challenges of the UNIVERSEH Alliance:

- Spreading the **knowledge about disabilities** and students needs
- Shaping **social sensitivity** to issues of people with disabilities
- Accessibility issues in a **cyberspace** (challenges, opportunities and threats)
- Accessibility in **every digital product** is important
- **Accessibility of educational materials** especially in the science field:
(Mathematics, Physics, Technology, etc.)
- Implementation of **digital standards** in the Alliance
- Implementation of **digital tools for example: the navigation app** for the blind and wheelchair users **...exchange of experiences...**
- Meeting Web Content Accessibility Guidelines standards
<https://www.w3.org/WAI/WCAG21/quickref/>



THANK YOU!



The Office for Students with Disabilities UTS AGH

e-mail: bon@agh.edu.pl

<http://bon.agh.edu.pl/>



Staff Seminar

Organised by WP6 /AGH within UNIVERSEH
Contribution by employees @HHU



I. „Refugees and Migrants“

Integration of Refugees

Contact:

[Student Service](#)

[International Office](#)



1. Programmes for refugees
2. Developments and challenges
3. Discussion points.

1. Programmes for refugees

- **INTEGRA:** Integrating Refugees in Higher Education since 2016
 - **NRWege:** Integration of Refugees in North Rhine-Westphalia since 2017
 - **NRWege Lighthouses:** Advance internationalisation of higher education institutions via innovative and digital projects in North Rhine-Westphalia,
 - **WELCOME:** Students Helping Refugees, since 2016
- The programmes are funded by the **German Academic Exchange Service (DAAD)**, the **Federal Ministry of Education and Research (BMBF)**, and, for the state of North Rhine-Westphalia by the **Ministry of Culture and Science**



Deutscher Akademischer Austauschdienst
German Academic Exchange Service



GEFÖRDERT VOM

Bundesministerium
für Bildung
und Forschung

Ministry of Culture and Science
of the German State
of North Rhine-Westphalia



1. Programmes for refugees

Requirements for studying at HHU

- ✓ University entrance qualification
- ✓ language certificates

once enrolled, students with a refugee background have the opportunity to participate in mobility programmes in accordance with their residence permit being enrolled as an international student

Study preparatory programmes for refugees

- German language courses until C1 level
- Intercultural trainings
- Social integration
- Study consultation and support offers
- Consultation services for refugee pupils

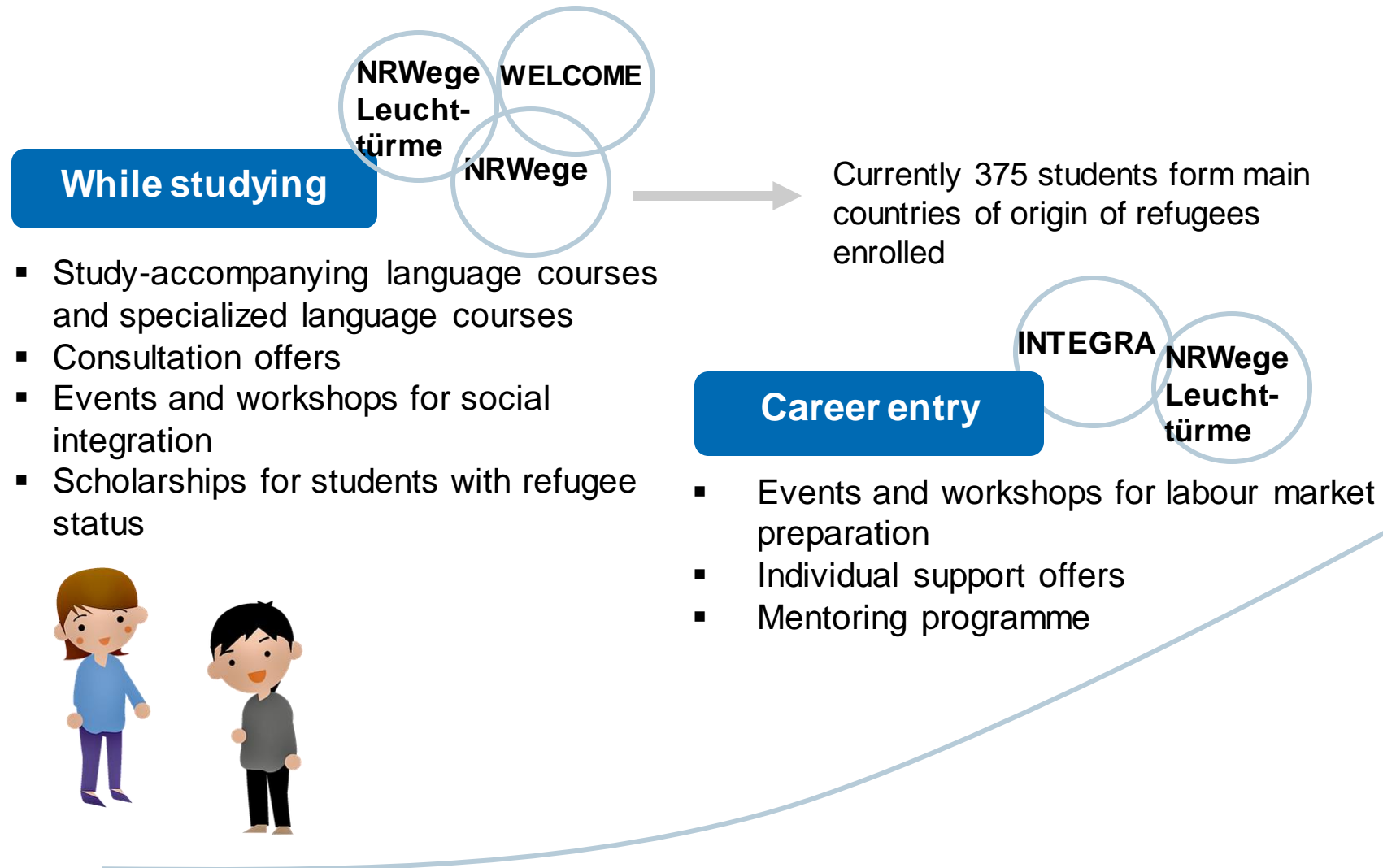


INTEGRA

NRWege

NRWege
Leucht-
türme

1. Programmes for refugees



2. Developments and challenges

- Declining influx of refugees resulting in a changed applicant pool
- Passing the language exam at C1 level as obstacle
- Increasing number of refugees enrolled, difficulties in tracing as refugee status is not registered at time of enrollment
- Opening programmes to international students
- Assuring study success

3. Discussion points

- Definition of the terms migrants, refugees and international students
- University entrance qualification from Germany or from abroad
- Refugees without university entrance qualification.



Staff Seminar

Organised by WP6 /AGH within UNIVERSEH
Contribution by employees @HHU

II. „Students from disadvantaged backgrounds“

1. Implementation of diversity
2. Dimensions of diversity
3. Some selected projects and activities
4. Students from disadvantaged backgrounds
5. Additional funding opportunities
6. Discussion points.

1. Implementation of diversity

Supporting a diverse environment

- Implementation of the “Diversity Coordination Office” in 2015
- Heine-Center for Sustainable Development
 - Diversity, Environment and Health

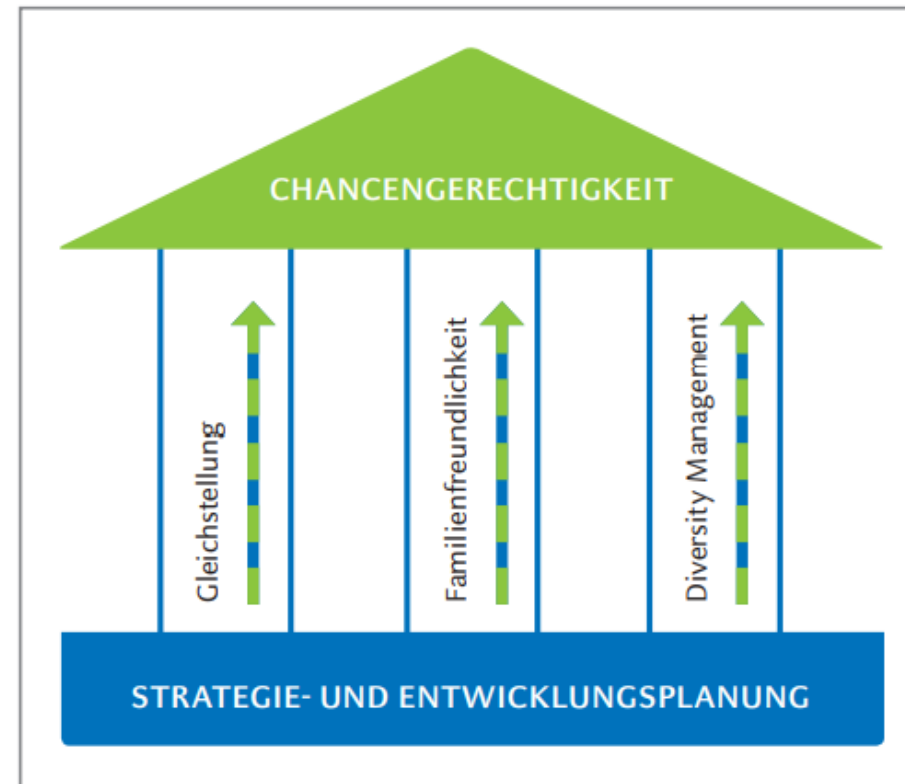
Strategic milestones:

- May 2017: Signing the Diversity Charta (“Charta der Vielfalt”)
- December 2017: University Development Plan 2017-2021 *“creating knowlegde, sharing knowledge”*
- February 2019: Audit Shaping Diversity (“Vielfalt gestalten”) by Stifterverband
 - Recommendations Diversity-Sensitive Teaching. “Living Diversity – Shape the Future”

1. Implementation of diversity

University Development Plan

- Equality, Family & Diversity as pillars of equal opportunities
- Building on the foundation of strategy and development planning.



© HHU Düsseldorf [HEP 20.21](#) (2017: 62).

2. Dimensions of diversity

Diversity wheel (modification of Loden/Rosener, 1991)

- *“Diversity dimensions describe physical, mental and sociocultural characteristics that are (or can be) attributed to each person at birth. They help people identify with themselves (...), however, change either at his*her own wish or due to certain circumstances.”*
- Everybody is diverse.
- Diversity is rule not exception from the rule.
- A diverse & inclusive student body and staff are necessary to drive innovation and foster creativity.

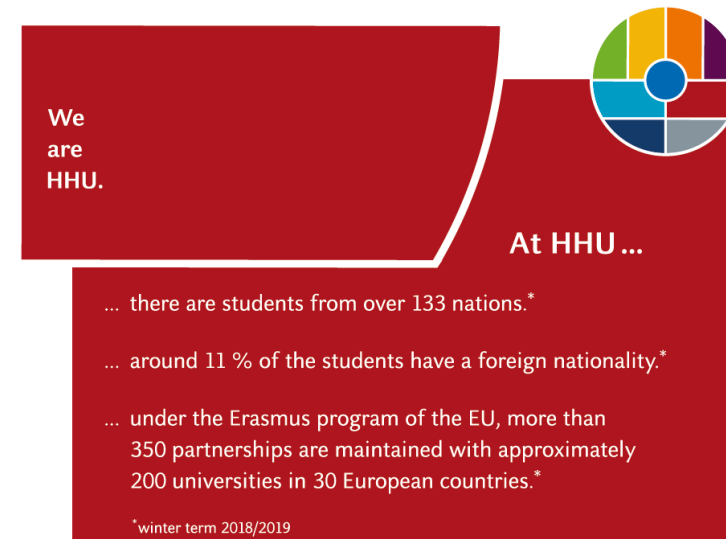


© HHU Düsseldorf [Diversity Webportal](#).

3. Some selected projects and activities

Steadily creating awareness for a diverse environment

- Central Equal Opportunities Officer
Dr. Anja Vervoorts
- Diversity Section Dr. Inge Krümpelbeck
- Counselor for students with disabilities or chronic illnesses (BBSt)
- Yearly Diversity-Day (since 2018) & Diversity Award (2019)
- Some external communications activities:
 - ❖ Diversity Portal (since 2018)
 - ❖ Fact-based Diversity Image Campaigns (2018/19)
 - ❖ Social Media & Newsletter
 - ❖ Geolocation App for visually impaired people “BlindSquare App”



We are HHU.

At HHU ...

- ... there are students from over 133 nations.*
- ... around 11 % of the students have a foreign nationality.*
- ... under the Erasmus program of the EU, more than 350 partnerships are maintained with approximately 200 universities in 30 European countries.*

*winter term 2018/2019

Toiletten für Alle

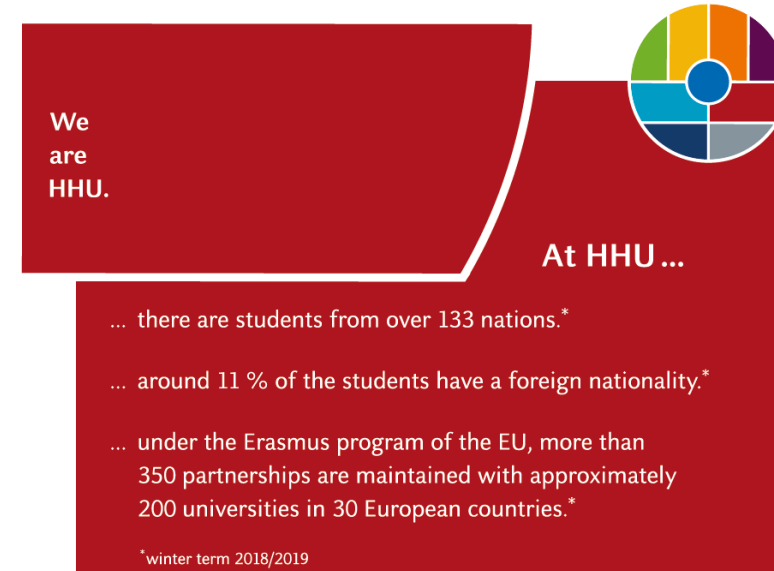


© HHU Düsseldorf Diversity Webportal,
Brochure „Vielfalt leben – Zukunft gestalten“.

3. Some selected projects and activities

Steadily creating awareness for a diverse environment

- Some projects:
 - ❖ Diversity-Buddy-Programme
“1stGeneration@HHU” (since 2019)
 - ❖ Unisex “Toilets for everyone” across
Campus (2018)



We are HHU.

At HHU ...

- ... there are students from over 133 nations.*
- ... around 11 % of the students have a foreign nationality.*
- ... under the Erasmus program of the EU, more than 350 partnerships are maintained with approximately 200 universities in 30 European countries.*

*winter term 2018/2019

Toiletten für Alle



© HHU Düsseldorf [Diversity Webportal](#)
/Brochure „Vielfalt leben – Zukunft gestalten“.

4. Students from disadvantaged backgrounds

Advisory services and helpdesks across the different dimensions

- Student Services Center (SSC) – Advisory Services for Refugees and psychological student support
- International Office
 - ❖ Services & consultation for incoming and degree-seeking students
 - ❖ Brochure “HHU for exchange students”
 - ❖ Scholarships for stays abroad
 - ❖ Erasmus+ cooperation
 - ❖ Other mobility grants/scholarships (FMG, PMG, SCMG, HPMG)

Förderprogramme 2019	Zahl Bewerbung	Aufenthalte gesamt	Fördersumme gesamt
Erasmus Studium (SMS)	297	262	506.057 €
High Potential Mobility Grants (HPMG)	118	82	168.125 €
Erasmus Praktikum (SMP)	35	34	55.824 €
Social Competence Mobility Grants (SCMG)	15	14	33.150 €
Partnership Mobility Grants (PMG)	18	13	36.200 €
Family Mobility Grants (FMG)	0	0	0 €
Peking-Stipendium outgoing	1	1	850 €
DaF-Praktikum	0	0	0 €
Summen	484	406	800.206 €

© HHU Düsseldorf International Office (2019: 12).

4. Students from disadvantaged backgrounds

Advisory services and helpdesks across the different dimensions

- Junior Scientist and International Researcher Center (JUNO)
 - ❖ Services for doctoral students, postdocs, professors + their families
 - ❖ Tutor Service including personal advice by a tutor, assistance in finding accommodation, making appointments with the authorities, accompanied visits to the authorities
- Students Academy
- Career Service – job portal
- AStA - General Students' Committee
 - ❖ Student representation at Faculties
- Consultation and complaints contact office
- Family Support Centre
- Volunteering at HHU
- Studierendenwerk Düsseldorf - "Bafög"
- Erasmus Student Network (ESN)

5. Additional funding opportunities

Supporting inclusive mobility and “fewer opportunities”

European Commission

- New E+ generation 2021-27: Inclusion and “fewer opportunities”
- Top up funding of up to 250€ monthly
- Additional grant for mobility real costs of up to 15,000€ for funded participants with a degree of disability of 20 or more

National Agency – German Academic Exchange Service

- Additional funding for mobility with a disability
- Target group: students & researchers
- Up to 10,000€ in additional costs upon request
- Action [recommendations](#)

6. Discussion points

What do you think...

...how do you imagine better support in mobility for students at a personal and technological level?

...what is missing?

...what characteristics will be ascribed to an UNIVERSEH student in 2025?



© Victorija Illustrations. Tribute
to women for 8th of March
International Women's Day.



Staff Seminar

Organised by WP6 /AGH within UNIVERSEH
Contribution by employees @HHU

III. „Students with specific needs“

1. Services for students with specific needs
2. Current obstacles
3. Discussion points.

1. Students with specific needs

Advisory services offered by BBSt

Counselor for students with disabilities or chronic illnesses (BBSt)

- Issues of “physical and mental abilities”
- Student workers, social workers, state recognized social pedagogue
- Supporting the process of application for disadvantage compensation (“Nachteilsausgleich”) – including support with regards to exams /academic continuation
 1. Medical certificate
 2. Consultation with BBSt
 3. Submission of application and proof
- Information for future students & teachers
- Barrier free architectural design and infrastructure of lecture halls
- Handout “low-barrier digital teaching” for students (published 06/2020/work in progress)

1. Students with specific needs

Advisory services offered by BBSt

Counselor for students with disabilities or chronic illnesses (BBSt)

- Regular consultation hours and accompaniment on campus
- Personal assistance
- Placement of paid internships
- Study materials for the blind
- Barrier-free accessibility of university buildings, lecture halls, and facilities
- PC workstations for the blind (ULB)
- Technical aids (including microport systems)

- Group offers
 - Studying with Asperbers syndrom
 - Campus BarriereFrei (CBF)
 - Healthy studying – Coaching Group

1. Students with specific needs

Further services

Asta – Student accessibility unit (“Referat für Barrierefreiheit”)

- Lead and coordinated by two elected student representatives
- Contact point for the concerns of students with disabilities, chronic and/or mental illnesses – welcoming all students
- Simple communication with faculty staff, administration etc.

Deutsches Studentenwerk

- Contact and counselling for students with disabilities
- Information on studying with impairments in Germany

The City of Düsseldorf

- Target group specific [brochure](#) and [city guide](#)
- Website available in sign and easy language

2. Current obstacles

Target Group	Current obstacles of mobility
Students with disabilities or chronic diseases	<ol style="list-style-type: none">1. Limited barrier-free infrastructure by architectural design2. Curricular design is not barrier-free (technological inaccessibility, insufficient infrastructure, technical equipment)3. Uncertainty of continued (psycho-/physio-/ergo-) therapy at receiving institution4. Uncertainty about infrastructure at receiving institution5. Limited access to and availability of targeted medicine and specific drugs6. Multilinguality7. Limited provision of information8. Administrative hurdles

6. Discussion points

What do you think...

...is the obstacle you are confronted with most at your institution?

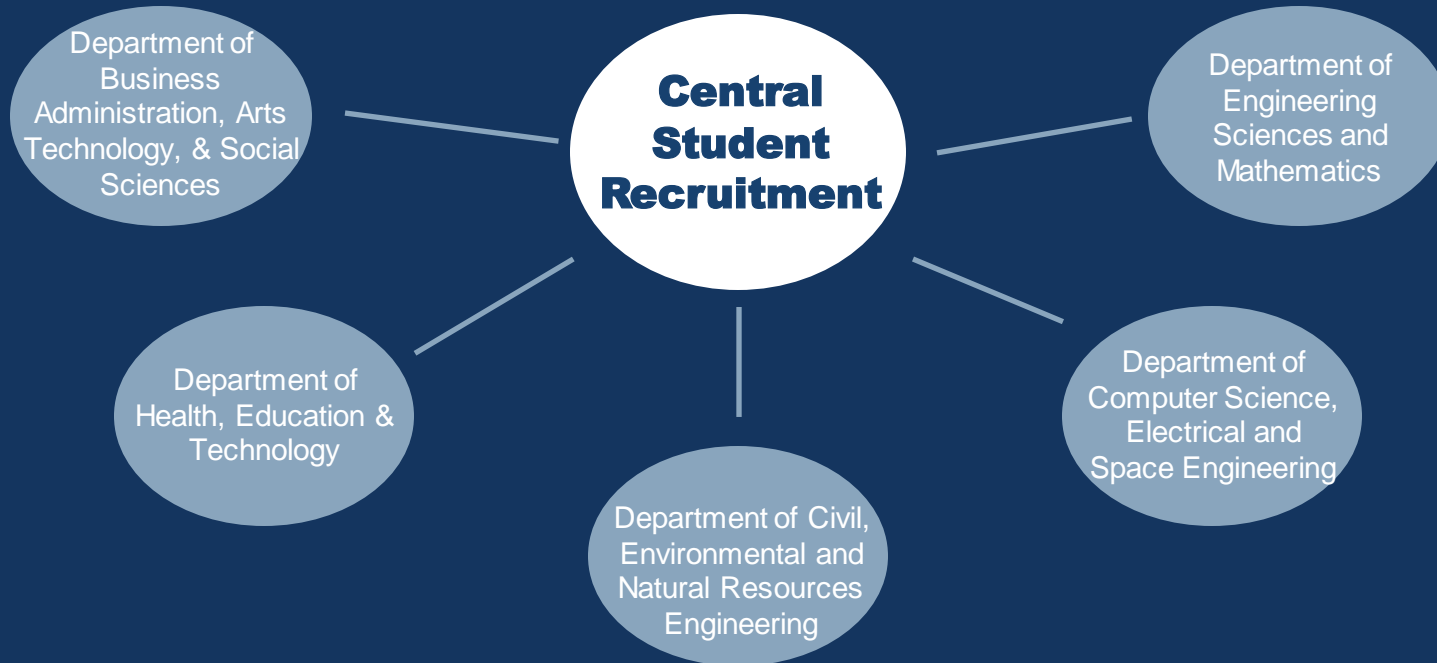
International Office

**Thank you for
your attention!**

**STUDENT RECRUITMENT
AT
LULEÅ UNIVERSITY OF TECHNOLOGY**

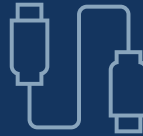


HOW WE ARE ORGANIZED





ACTION PLAN FOR DIVERSITY AND INCLUSION



DIVERSITY AND INCLUSION

- High priority for Luleå University of Technology
- Also mandated by Swedish government

MISSION

- To integrate diversity and inclusion in all our recruitment communication activities so that it is an inherent part of how we communicate

RECRUITMENT ACTIVITIES TO PROMOTE DIVERSITY & INCLUSION

5-TEK

Target group:

- Those who identify as girls, ages 17-24

Purpose:

- To encourage girls to choose engineering programs

Activities:

- To test out equipment and technology, like they might during a course

DIGITAL OPEN HOUSE

Target group:

- Those living inland in rural areas

Purpose:

- To encourage them to choose higher education

Activities:

- Online presentations about our courses and the possibilities after graduation

TECH FOR YOUTH

Target group:

- Children, ages 4-18, living in the northern region of Sweden

Purpose:

- To promote interest in technology and natural sciences

Activities:

- Remote experiments; “The Technology Challenge”; Ask a researcher

PLANS FOR THE FUTURE

MORE DIVERSITY & INCLUSION ACTIVITIES

Purpose:

- To increase the number of applicants of under-represented genders (e.g., men in nursing programs)

Activities:

- Using role models and student ambassadors in our marketing and social media campaigns





DIVERSITY AND INCLUSION STAFF SEMINAR

MIGRANT AND REFUGEES STUDENTS

The short cut

- Aiming to fast track international professionals into work that is relevant to their academic background
- Funded by the Swedish Public Employment Service

Who can apply?

- at least two years of higher education from the home country
- sufficient knowledge of Swedish
- registered with the Swedish Public Employment Service

The short cut

Two routes

- Preparing for work
- Preparing for supplementary studies

The modules include

- Job market orientation
- Career coaching
- Internship (arranged by LTU Business)
- Academic Swedish
- More information can be found at [the Short Cut](#)

Complementary programme for nurses with a nursing degree from outside the EU/EES and Switzerland

- 60 ECTS
- taught in Swedish

International students

Beginning of each semester

Accommodation services for exchange- and fee paying students

Information meetings/academic workshops

Luleå University Reception Committee (LURC)

- Arrival Service
- Buddy programme
- Social activities/language cafés, trips etc

-
- Career day for international students (once a year)



Contact:
InternationalOffice

SPECIAL EDUCATION SUPPORT

Special Education Support

- Discrimination Act - University for everyone
- Students with a permanent disability can apply for special educational support
- Application in a system called Nais
- 600 students have special education support at LTU
- Dyslexia and neuropsychiatric disabilities

Special education support

- Help with taking notes
- Exam adaptations
- Speech books
- Student mentor

Contact us

If you have any questions, you
are welcome to contact us

funka@ltu.se

STUDENT HEALTH SERVICES

Anna Nordin
Health educator

Student Health Services

- Promote students **physical** and **mental** well-being during their studies.
- We offer no emergency or primary care treatments
- The staff consists of a health educators and counsellors

We offer

- Group activities
- Lectures
- Training courses
- Motivational support
- Lifestyle discussions

Students can get help with

- Stress
- Depression and anxiety
- Procrastination and performance anxiety
- Drug and alcohol abuse
- Exam anxiety
- Physical health

Contact us

www.ltu.se/studenthalsan

If you have any questions,
you are welcome to contact us

studenthalsan@ltu.se



Diversity and Inclusion Staff Seminar - Université Fédérale de Toulouse (UFT)


21.05.2021 from **9 a.m.** to **2:00 p.m.**



Panel 1 : Migrants and Refugees

Our proposal on « migrants and refugees »

- Among the many **barriers** preventing migrants and refugees from integrating into higher education, language skills and the recognition of qualifications, in particular those from outside the EU, are key issues that UNIVERSEH partners aim to help addressing. Capitalizing on existing practices in the partners' universities, we will provide support activities in order to contribute to **making migrant and refugees study ready**. Building on the existing best practices shared within the French MEnS (Migrants in Higher Education), on the successful experience of the DILAMI (Migrants Language Welcome Scheme, for migrants with a bachelor degree or equivalent, wishing to resume or begin higher education) in Toulouse, the "fit4heine" project at UDUS that contributes to the integration of through intercultural training, participants gain an in-depth insight into (academic) work culture in Germany and the structures at German higher education institutions,
- The partners will put in place **dedicated language courses** (or enhance existing ones) for migrants and refugees (D6.10), except when it falls within national public agencies' responsibilities, with the objective of supporting them to attain a level allowing them to enrol in Higher Education, and be able **to benefit from a mobility period**. An online seminar for staff will be organised to share best practices and to exchange on how to solve other barriers to supports the integration of migrants and refugees into higher education and research (recognition of qualifications...).
- All partners will also promote projects and EU programmes in the field of education for migrants and refugees. For example, the Marie Skłodowska-Curie Actions (MSCA) that provides high-quality training and **career development opportunities for displaced researchers**, for instance with refugee status, who have had their studies interrupted.

- 
- The first idea is of course that migrants and refugees, even more than other students, face barriers both to mobility and to foreseeing a career in space sector.
 - The second idea, and main aim of our project as far as migrants and refugees are concerned, is that we have to help them and to engage actions and programs so that they can first be « study ready » and then be able to engage in valuable careers in the space sector.
 - One of them is to enhance the language courses and to devise new ones especially dedicated to UNIVERSEH and to the space sector.
 - But there are many other actions that we can imagine and implement and I thank in advance all the speakers who will now present some of them, beginning by France, then Sweden, Luxemburg and Germany.

Presentation UFT for Panel 1





Some Data on international services in the 5 Toulouse UNIVERSEH Universities

- From 15% to 30% of foreign Students
- French language classes
- Partnerships with chosen accommodation agencies, platforms and private landlords
- All new students register freely for French national social security on their arrival
- Students associations : integration of minorities into school

Migrant and refugee students

The migrant welcome language program (**DILAMI** - Dispositif Langues Accueil Migrants) assists migrants in their social, academic and professional integration projects. This training promotes the development of linguistic and intercultural skills necessary for successful integration into university, socio-cultural and professional life in France.



Supported by the University of Toulouse, the migrant welcome language program has been in place since summer 2017.

Each year, the course welcomes 60 learners - asylum seekers, refugees and beneficiaries of subsidiary protection - who study French as a foreign language at three of Toulouse's university sites, as the Toulouse University Jean Jaurès and Toulouse University Paul Sabatier.

Migrant and refugee students

Learners are divided into 3 level groups:

- beginner level A0-A1
- intermediate level A2-B1
- and advanced level B2



The idea of the program is to bring the learners to acquire the B2 level in French required for university studies.

Until now, the 3 courses offered level certifications and students had the status of free auditors.

Since the beginning of the 2020-2021 academic year, the courses have been transformed into two university degrees at Toulouse University Paul Sabatier for the intermediate level (B1) and at Toulouse University Jean Jaurès for advanced level (B2).

Migrant and refugee students

> The training is divided into 2 main areas:

- 384 hours of French as a foreign language per year to accompany them towards the acquisition of the B2 level in French, which is essential for enrolling in higher education training diplomas.
- 80 hours of support for :
 - Workshops on university and professional orientation, in collaboration with the common educational guidance service of the universities involved, conferences with training managers and ongoing exchanges with social referents and those of the employment agency.
 - An education in French citizenship (rights and duties, opening up to community life)
 - An opening to the heritage and cultural life of Toulouse: visits to sites, realization of projects (exhibitions, theater, songs, circus) in collaboration with cultural actors of Toulouse city.



Diversity and Inclusion Staff Seminar - Université Fédérale de Toulouse (UFT)

21.05.2021 from **9 a.m.** to **2:00 p.m.**

Presentation UFT for Panel 2






Panel 2: Students from disadvantaged background

GENERAL AIMS

- To give ambition to young people, from modest backgrounds and/or rural areas, engaged in professional and technological careers
- To improve access and success of these students in engineering schools and universities
- To diversify audiences in engineering schools and universities
- To fight against self-censorship and dropout.
- To create friendships that promote the projection of the young person in the path of his elder
- To promote science especially among girls



4 FLAG PROJECTS (1) : Ose l'ISAE (Dare to dream to ISAE), INP IngéPlus

➤ A Diversity Program : Ose l'ISAE

- 25% engineer students with a scholarship based on social criteria
- To promote and favor access to higher education for all, and especially to provide support to students from underprivileged neighborhoods and rural areas

➤ INP IngéPlus

- To give ambition to young people, from modest backgrounds and/or rural areas, engaged in professional and technological careers.
- To improve access and success of these students in engineering schools and universities
- To diversify audiences in engineering schools and universities
- 18 high schools engaged in the project

4 FLAG PROJECTS (2) : Pathways to Success (cordées de la réussite), TBS Foundation

■ Cordée coaching

- Partnership between a higher education institution and a college(s) or a high school(s)
- Objectives:
 - Introducing greater social equity in access to higher education training
 - To fight against the self-censorship of students, to allow them to broaden their horizons, to inspire academic ambition
 - Continuous and progressive accompaniment of the student upstream of his choices of orientation in order to build his path, towards the continuation of studies or the professional insertion
- The program provides individual support to middle and high school students of modest origin through cultural and sports activities and discussions on career guidance.
- The program also offers group projects for students to carry out collective actions for the benefit of all the beneficiaries of the Cordée TBS
- Actions: consolidation of academic skills, immersion in higher education institutions and research laboratories, museum visits, conferences, scientific workshops, digital uses, media education, discovery of professional places and sectors, inspiring meetings, work on stereotypes, oral activities/public speaking, mentoring with professionals...

■ The TBS Foundation's Social Scholarship Program

- Objectives: to provide financial support to students of modest origin :
- To enable them to benefit from reduced tuition fees
- To allow them to make the right choices throughout your studies (choice of courses , internships, international mobility)
- To give them confidence in their potential and their ability to succeed



Diversity and Inclusion Staff Seminar - Université Fédérale de Toulouse (UFT)

21.05.2021 from **9 a.m.** to **2:00 p.m.**



Panel 3: Students with specific needs



Programs in all Toulouse UNIVERSEH Universities

- There is a service in every establishment dedicated to facilitating access by students with disabilities
- **Human assistance:**
 - sign language for deaf students
 - educational support or tutoring
 - assistance in carrying heavy loads
 - systematic support when traveling in school, restaurant.
- **Arrangement of exams:**
 - increased time
 - secretary, break time
 - provision of teaching aids
 - use of personal PC with authorized spell checker.
- **Other aids:**
 - free photocopies of all courses and teaching documents
 - use of material or support specially adapted to the needs of the disabled student



SIMPPTS : A Comprehensive Health service for all registered students

- The Simpps is a medical and welfare service dedicated to students. A team of healthcare professionals is on hand to answer your questions, respond to your needs, and provide support for matters related to your health and student life
- A Team for:
 - GPs, vaccination;
 - Social workers: listening and advice about academic, family, personal, administrative and financial problems.
 - Psychiatrist and psychologist: medical and psychological support;
 - Specialist practitioners: family planning, nutritionist, addiction counsellor, sex therapist.
- A comprehensive set of services:
 - Health check-up
 - Health centre
 - Tobacco addiction
 - Medical and psychological support
 - Nutrition
 - Gynecology
 - Vaccination centre
 - Social service / Student welfare



2 FLAG PROJECTS : ATOUTS POUR TOUS, ASPIE FRIENDLY

➤ **ASPIE FRIENDLY**

The "Building an Aspie-Friendly University" project engages universities in the overall inclusion of students with autism without intellectual disabilities. The goal is to improve their inclusion in higher education and support them towards social and professional integration.

The project began in 2018 for a period of 10 years. It tries to address all the issues from working with national education partners, upstream of university entry, to social and professional integration.

➤ **ATOUTS POUR TOUS**

A program to help students with disabilities to find a job or internship. The student is accompanied in her/his application by the person responsible for the handicaps in her/his institution.

Student Services, SEVE

fostering the inclusion of students with a migrant / refugee background

Why foster an inclusive environment?

Students with an immigrant background are at an increased risk of:

- academic underperformance
 - reporting feelings of alienation
 - high anxiety related to schoolwork
 - low satisfaction with life
-
- Yet, many express **high levels of motivation** to continue and **achieve** a high level of education

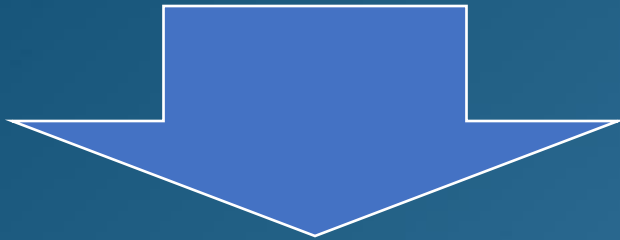
Risk factors

- language barriers
- disadvantaged socio-economic status
- lack of staff training for teaching in multi-cultural environments
- social, integration barriers
- adjustment factors
- wellbeing elements

How can the University support migrant and refugee students?

Migrant

Cannot enrol as a regular student
at the University



Refugee

Enrol as a regular student
Experience academic and social
difficulties, especially reluctant
to mobility option



Way forward:

Migrants

- guidance and orientation (pre & post)
- guest student offer within University
- join social elements of university life (sports, arts etc)

Refugee students

- application support
- academic support
- financial support
- projects with private sector and public authorities
- individual support: intercultural, social, employment, professional

Create a global approach of inclusion

Research within UNI

Newly formed key research area
**“Migration and Inclusive Societies”
(MIS)** promoting innovative research,
teaching and outreach in migration
studies with the aim of promoting
inclusive societies (2020)

- Inclusion team

**Programme directors support
academic guidance**

Across campus sensitivity training

**Inclusion projects (NGO, public
bodies etc...)**

Peer to Peer support

test and learn approach

create a 'best student journey' for migrant & refugees

- broad and co-ordinated effort
- policies and practices to promote continuing education
- develop a holistic 'Access to Higher Education' programme
- personal and professional coaching/mentoring
- set short-term, measurable goals and outcomes

Thank You

Contact:

[Inclusion Office](#)

Part 2

Fostering the inclusion of students from low socioeconomic status

France
Sweden
Luxembourg
Poland
Germany

Student Services, SEVE

fostering the inclusion of students from low socioeconomic status

Our approach to fostering an inclusive environment

Intellectual

Emotional

Financial

Physical

Social

Environment

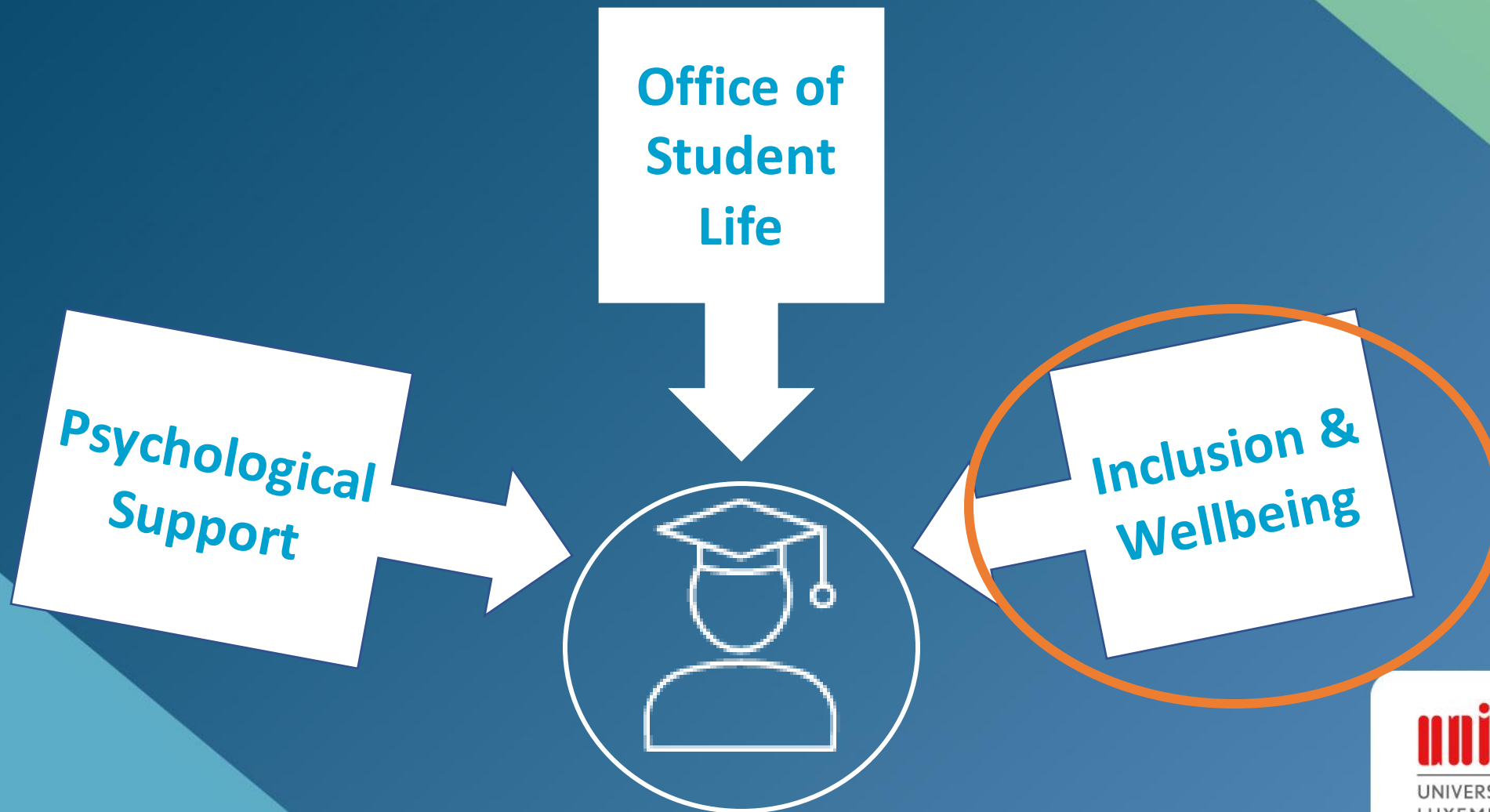
Why foster an inclusive environment?

In a nutshell ...

An experience, even short term, of an unfriendly and intolerant environment can lead to:

- poor academic performance
- low level of life satisfaction
- declining mental health
- declining physical health

How do we do that?



Inclusion and Wellbeing Office



CAMPUS CONNECTIONS



INTERNATIONAL STUDENT
SUPPORT



FOOD SHARING



FINANCIAL SUPPORT



COMMUNITY ENGAGEMENT
CERTIFICATE



PAL



CAMPUS LIFE



UNIVERSITÉ DU
LUXEMBOURG

The future – Student

personal
development

academic
development

staff
development

The future – Inclusion Office



SUPPORT



OUTREACH



ACCESS



RETENTION

The future – University



SHARED
VISION

POSITIVE
CAMPUS CLIMATE

ACCESS &
SUCCESS

CURRICULUM
CHANGE

EDUCATING
CAMPUS

Thank You

Contact:
[Inclusion Office](#)



Student Services, SEVE

fostering the inclusion of students with a disability and special needs

Why foster an inclusive environment for students with a disability?

- mobility semesters are usually a positive experience
- increased confidence, sense of independence and adaptability
- declining mental health
- declining physical health

Special Needs

- **Reasonable Adjustments**
- **Academic Support and differentiated education**

Reasonable adjustments

Reasonable adjustments are defined by the **University Law**
27 June 2018, Section IV:Art.38-Art.39.

Reasonable adjustments are not to compensate for a lack of ability but:

- to allow a student to access the curriculum
- to fulfil the student's potential in the fairest conditions possible
- when clearly related to the student's diagnosed physical or psychological need(s)

Academic Support and Differentiated Education

Essential for all students

Differentiation is the planning and execution of teaching and learning for all students in all classes which take account of individual differences in learning style, interest, motivation and aptitude and special needs.

- Peer Assisted Learning (PAL)
- Buddy Program
- Access to Tech program
- Individual support and guidance

The Future

**Mobility
Inclusion Office
University**

Thank You

Contact:
[Inclusion Office](#)

