



REMix

The University as an advocate for
responsible education about migration
in Europe

Case Studies Report
Intellectual Output One

Coordinated by UNIFI

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A general introduction on University Social Responsibility in the field of human mobility

The University is an important pillar of our society: its social dimension and its contribution to sustainable and equitable development with its proactive solutions to societal and environmental challenges transcend space barriers.

For several years the idea of cultural responsibility of the University has been joined by the idea of social responsibility.

The issues of governance and accountability of the University are placed in relation to the two principles of autonomy and social responsibility: the latter is based on a stronger cultural bond that unites the University with the society and recalls the responsibility of the University to generate social impact for the construction of a future with a view to sustainable and equitable development for all human being.

It is a perspective that integrates and reinforces the correlation between cultural, social and environmental dimensions in the actions of training, research and third mission, and explains its function in terms of benefits and consequences, starting from the context within which the University operates.

The University is thus committed to accounting for the effectiveness of its activities in relation to aims and repercussions of public interest. The effectiveness means, in this sense, to stress the ethical quality. The performance of the University community (students, faculty and administrative employees) has to be evaluated in term of responsible management of the educational, learning, labour and environmental impacts produced in an interactive dialogue with society to promote a sustainable human development.

So, it is possible to define “University Social Responsibility (USR)” as what underlines and strengthens civic commitment and active citizenship inside University policies.

Universities play a pivotal role in elevating awareness regarding social responsibility among its students, staff members and other employees, in a manner that makes them behave as social personalities professing collective views and not opting to adopt individual thinking.

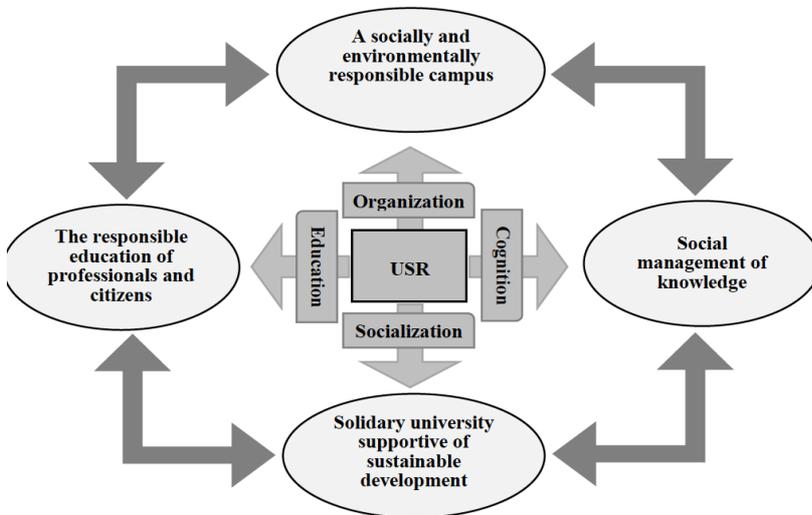
According to ethical principles of a public body as the University, USR aims at developing a sense of civil citizenship by encouraging students and academic staff to provide social services to their local (or global) community or to promote eco-systemic commitment for local and global sustainable development.

Universities are committed to raise students’ awareness to the needs of society, as fully involved and dedicated individuals, not as individual personalities but as social personalities. In terms of didactic objective, we train and prepare professionals to a serving mission and with a shared goal of equity, justice, protection and care. This accountability to the whole society involves personal improvement to the benefit of the whole society and to its main concerns: human mobility, distribution of and access to resources, human rights, global and national rule of law, climate change, global inequities and inequalities, environment protection, etc.

According to the model proposed by Bokhari University’s social responsibility is implemented by 4 key processes:

1. Management,
2. Teaching,
3. Research,

4. Extension



Bokhari, 2017

The Remix project permits to work in a integrated approach with all four dimensions quoted above, focusing on human mobility.

Remix aims to:

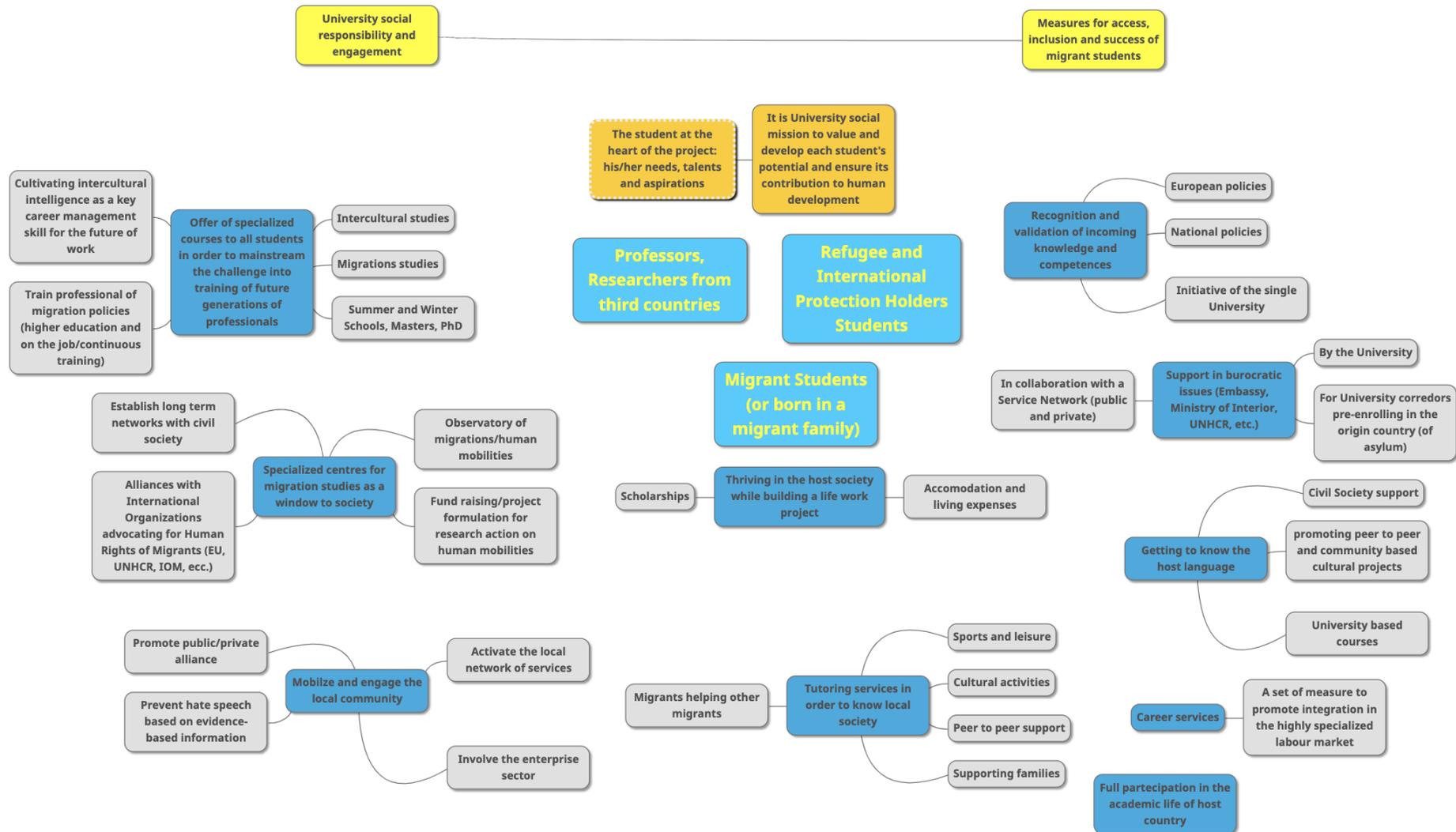
- Educational Dimension, giving students, as future professionals, adequate resources to get to understand and act in relation with human mobility.
- Organizational Dimension, reinforcing University's commitment to its societal role by incorporation of SR in the University's vision or mission, for what concerns human rights and human mobility.
- Cognitive dimension, or learning dimension, as the capacity to produce and share knowledge and innovation, in and outside the Institution
- Socialization dimension or playing a key role in un- and re-thinking solidarity as an underlying principle of efficient and sustainable challenge/problem solving, in order to develop and experiment new forms of social protection, for the benefit of all holders.

In such framework, Remix project has identified the following key operational strategies, starting on a evidence based collection of practices in Europe. Among them:

- A. Access to higher education for all refugees and migrant belonging to any of social categories, regardless of their material resources and social conditions (by low tuition fees, (text) books subsidies, student grants, special tuition fee discounts for students, services, ecc)...
- B. Recognition of titles, qualifications, formal e non formal competences and skills, adopting all necessary measures for the establishment of a fair, transparent and effective mechanism for the recognition of diplomas, certificates and other qualifications obtained abroad, even in the absence of original certification by the State where the title or degree was obtained.
- C. Offering specialized tutoring and mentoring services, tailored upon migrants and refugees' needs
- D. Supporting access to education in the student's mother tongue or in vehicular language and investing in local language learning
- E. Promotion of knowledge and culture on human mobility, geopolitics, human rights, rule of law and any other rising the level of involvement of all professors, researchers and students in the knowledge process, for the knowledge-based society.

- F. Sustaining full participation of non-autoctone students, researchers and professors in Universities decision making
- G. Delocalisation of the education process (by educational resources delivered online, free-of-charge access enables the appropriate connection between students and teachers no matter where they are located).

MIND MAP OF THE MAIN INDICATIONS OF COLLECTED THE CASE STUDIES



The mind map shows the logical processes and connection among collected in the case studies and is at the basis of the strategies introduced above.

All reflections are not thought for Erasmus students, that have already better access to Universities facilities. There is an ongoing discussion among project partners on who are the main target of the REMIX project, wich is still going on:

- Refugee and International Protection Holders Students
- Migrant students, both as second generation (born to foreign parents in the hosting country) or economic migrant
- Researchers and Professors from third countries

There are two main interlinked dimension:

- 1) University vision that includes social responsibility and public engagement toward human mobility. It is translated into an improved offer or teaching and research on the global challenge of human mobility (research centres, courses, scientific publications, networking with specialized organizations, involvement of the local community at large, represented by citizens, but also by the public and private sector, etc.)
- 2) University-based tangible services offered to students, such as economic support both for fees and living expenses, bureaucratic and administrative support with legal issues related to own status, recognition of title and qualifications, language courses, offer of courses in international English, support to migrant-to-migrant help, guidance to get to know better the hosting society, etc.

With same objectives, UNHCR has produced a Manifesto on a inclusive University. Facilitating refugees' access to tertiary education and University research, and promoting their social integration and active participation into academic life (UNHCR 2019, to be disseminated afer 30/10/19)

Policy reccomendations for University Decision Makers

Accordining to UN figures¹, there are around 260 million migrants and 70 million displaced people around the world. The Guardian² says that human mobility represents one of the defining issues of the 21st century. Whether they are fleeing armed conflict or economic deprivation – or both – people will continue trying to cross borders in search of a decent life, and the global community needs to address this. Yet, Europeans are constrained from thinking ahead and planning smart and responsive policies by polarised discourse, rising nationalism, populism and xenophobia.

Recent initiatives such as the global compacts on migrants and on refugees signal a collective willingness to act more ambitiously. To be ready for the future of human mobility, we need to start changing our thinking about it now. Indeed we should see not only the “phenomenon”, but the people, women, men, children, who live and shape it and identify evidence-based responses, that could positively impact their lives and opportunities for the future..

The education system in each country has a big responsibility and a role to play toward each person involved in the phenomenon: while primary and secondary education agencies have developed quite a number of years of experience and a rich repertory of lessons learned, Universities, i.e. tertiary education, is rather green

¹ <https://www.eurasia.undp.org/content/rbec/en/home/blog/2018/the-future-of-human-mobility-4-things-to-keep-in-mind-when-debat.html>

² <https://www.theguardian.com/commentisfree/2015/sep/20/migrants-refugees-asylum-seekers-21st-century-trend>

in modelling and systematizing programmes and processes of successful inclusion of migrants in University courses.

There are some **key messages** that need to be mainstreamed in University vision and mission:

1. Migration is not a problem to solve or a challenge to address, it is nothing new – nor is it an isolated phenomenon. Migration dynamics are interwoven with history, global politics, economics and lately, climate change. They are also reflective of the complexities of human nature: our fears and dreams, and our search for freedom, opportunities and a better life. It is not migration that needs to be solved, but the questions that it raises about root causes, statehood, citizen rights, belonging and identity.

2. Decisions on migration are decisions about people's lives as are norms, policies, programmes that can contribute to make migrants' lives more dignitous, as well as secure safer and more peaceful communities in the hosting countries. Policies on migration and displacement are ultimately decisions affecting people's lives and futures. Good policy-making should reflect the perspectives, needs and goals of both migrants and the local communities.

3. Education matters for all, at all levels and ages. Today only 3 per cent of refugees have access to higher education. By 2030, UNHCR intend to help ensure that 15 per cent of refugees have access to tertiary learning. Higher education nurtures a generation of future change-makers that can take the lead in identifying solutions to refugee situations and contribute to hosting countries development and thriving

As graphically presented in the mind map Universities should make all possible efforts in order to:

- Include in their third mission (together with teaching and research) the enhancement of their role in recognizing and cultivating human potential in the human mobility phenomenon. Not only, they should increase research and teaching on the human mobility phenomenon and the divulgation of evidence based results among students, staff, educators, policy and decision makers and the population at large
- Provide ad hoc services for migrant and refugees students (well beyond Erasmus) to facilitate not only their access to University, but their completion of studies and insertion in the top level labour market.

Services and initiatives tailored for students identified as supportive in the case studies and that should be taken into consideration by Universities

Specialized **legal and administrative support** with legal papers and requirements to live and study in the host country, in accordance with local laws.

InterUniversity corridors for refugee students, funded by public-private alliances

Economic and tangible support for dignitous living: housing, board and other living expenses covered by grants and scholarships

Fee exemption or at the minum level for refugees or migrants with economic difficulties

Recognition of incoming titles, qualifications, skills (including soft) **and competences** in order to enroll University, even in absence of proving paper from countries of origin

Intensive learning courses of the language of study and local culture, in order to put all students in the conditions to follow the courses and thrive

Courses offered in International English or other languages, rather than the local one, so to foster international classes on international level issues

Tutoring and mentoring for study and research offered by specialized teachers, researchers and students (peer education) in different spaces (labs, library, faculties, open spaces, etc.)

Tutoring and mentoring to get to know the social, civic and cultural **characteristics of hosting society**, including tangible and intangible cultural heritage, sports and environment

Socialization venues in order to foster intercultural solidarity and mutual help, including migrant to migrant

Full participation in academic life so to express their potentialities and needs

Career services after the completion of degree courses in order to enter the labour market

Offer high level courses of migration, intercultural studies, international law and altera, with the objective of a better understanding of the human mobility phenomena both by protagonists and students at large

Affirmative actions and quota for refugee students in undergraduated and doctoral/post doctoral studies

Funds to host visiting professors from Third Countries and enhance the international research community

Evidences collected in the case studies

| Service/Countries | Iceland | Italy | Greece | Portugal | Slovenia |
|--|----------------------|--|--------|----------|--|
| Legal and administrative support | | Partially developed | | | X |
| InterUniversity corridors | | One, in UNIBO | | | |
| Economic support for dignitous living | | Partially | | X | X |
| Fee exemption | | Not reported, uo to each University | | | X |
| Recognition of incoming titles, qualifications, skills | X | Yes, good practices in UNIBA | | | X |
| Intensive learning courses of the language of study | X | Offered to all international students | X | X | Very interesting experience of Year Plus |
| Courses offered in International English | Polar Law and others | Partially | | | X |
| Tutoring and mentoring for study | X | Partial, often not sufficient | | | |
| Tutoring and mentoring characterisctis of hosting society | | Not reported, based on voluntarism | | X | |
| Socialization venues | | In collaboration with SPRAR and Ministry of Interior | | | |
| Full participation in academic life | | Not reported | | | |
| Career services | | Partial | | | X |
| Offer high level courses of migration | | Yes, in the majority of Universities and in Research Centre, often with external funds | X | X | |
| Affirmative actions and quota for refugee students | | 100 scholarships offered by the Ministry of Education | | | X |
| Funds to host visiting professors | | Each University has own policy about it | | | |

1. ICELAND

3 interviews

Migration in Iceland: Quantitative data

| QUESTION | SOURCE(S) | ANSWER |
|---|--|---|
| Total number of inhabitants | http://bit.ly/2HtKomN | January 1, 2019: 356,991 inhabitants in Iceland |
| Number and percentage of migrants present in your country | http://bit.ly/2CsmuE3 http://bit.ly/2OdsQMd | 2018: 37 830 foreign citizens in Iceland 2018: 48 597 immigrants in Iceland. |
| Number of nationals who leave the country | http://bit.ly/2umudid | No data is available for 2018. 2017: 6689 |
| Number of asylum request in the previous year | http://bit.ly/2TfjVP http://bit.ly/2ui8KHj | No data is available for 2018. 2017: 1068 applications to receive asylum in Iceland. 2017: 226 asylum applications granted. |
| | | |

Migration in Iceland: qualitative data

NA. The University of Akureyri has conducted three interviews for this section, all of which are reproduced below. Two interviews were conducted with immigrant students to discuss their experience, and one was conducted with the manager for international relations at University. You will find below a summary of the three interviews, including data provided by the manager for international relations at the University of Akureyri. To go more in depth into the topic, you can also read the three interviews which follow the summary.

Summary: Over the past ten years the number of immigrant students remained similar, and in 2018 the University of Akureyri hosts 37 international students (and 43 exchange students). Both the University administration and the students recognise the importance of including immigrant students within Higher Education, however there is no formal demand to include them in programs. Immigrant students who want to join University need to do it of their own accord and make the necessary steps to enroll. Admissions to the University of Akureyri are the responsibility of the office manager of each faculty, and due to the relative small size of the institution, the lack of competitiveness and the ethos of the University, admissions are often considered on a case-to-case basis and therefore gives more flexibility for immigrant students who would like to join a program. There is no special provision to allow immigrants to enter University and no financial support, however the University is flexible which give most students who want to access Higher Education good opportunities to join; although learning Icelandic is encouraged, the University of

Akureyri does not require proficiency in Icelandic to enroll if English skills are sufficient. That said, English classes can be limited since most courses are offered in Icelandic.

Amidst 468 courses offered at the University, 60 are offered in English; most of these English courses are offered twice a year in the Spring and Fall semester, which makes the choice of courses scarce for immigrant students with little proficiency in Icelandic. Among courses offered in Iceland, very few deal with diversity and inclusion. From the 408 courses taught in Icelandic, only four in 2018-2019 specifically address multiculturalism or diversity: “Ideology and policy in inclusive education”, “Gender studies, equality and democracy”, “Democracy, human rights and multiculturalism” and “Modern studies seminar on migration studies”.

Interview 1

| <i>Awareness of your University on social responsibility</i> | |
|---|---|
| <ul style="list-style-type: none"> • What does it mean “social responsibility” on the issue of migration for Universities? | <p>At the individual level, a University should provide everyone access to Higher Education and develop an inclusive environment.</p> |
| <ul style="list-style-type: none"> • Does University express in its vision and mission the awareness to advocate for a more inclusive society? | <p>It does although the availability of classes not taught in Icelandic, the local language, is limited. There is only a certain number of classes that one can take in English, and the rest of the courses are in Icelandic. It is problematic for students who have limited proficiency, and effectively it can limit studying opportunities for foreign students.</p> |
| <i>Access to higher education</i> | |
| <ul style="list-style-type: none"> • Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | <p>The applicant originally applied at the University of Iceland, in Reykjavík, however her application was rejected because the institution did not <u>recognise her foreign diploma</u>. However, the University of Akureyri accepted her application to join a M.A program based on her background and her competences. In bigger institutions, opportunities to study can be limited since they follow <u>strict guidelines for accepting entry in University</u>. Although all universities in Iceland have guidelines for University access, smaller institutions can be more flexible and operate on a case-to-case basis.</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> • What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds? | <p>Even if <u>University is practically free in Iceland</u>, individuals who are on student visas cannot work more than 20 hours per week in Iceland. Given that Iceland is a very expensive country, it can be counter-productive for immigrant students who often rely on work to fund their studies.</p> |
| <ul style="list-style-type: none"> • What University policies and services can ensure access and permanence into higher education for migrants? | <p><u>Making grants and funding available might be a good way to encourage immigrant students to pursue Higher Education and to complete a program.</u> The availability of classes in English is also a factor; for smaller universities, establishing partnerships with bigger institutions (like the University of Iceland) can be an effective way to overcome these issues. Being able to take classes at the University of Iceland to complete a degree from the University of Akureyri offers foreign students more flexibility and opportunities to access Higher Education.</p> |
| <ul style="list-style-type: none"> • Do Universities have services to recognize previous competences or academic credits? | <p>The University of Akureyri recognised the applicant's previous competences, but not the University of Iceland, which was the applicant's first choice. As mentioned above, one of these institutions operates following strictly entry guidelines; the other follows guidelines but allows <u>a certain flexibility and looks at applications on a case-to-case basis.</u></p> |
| <p><i>Participation in higher education</i></p> | |
| <ul style="list-style-type: none"> • Do migrant students participate (enroll and complete) as much as their native peers? | <p>Due to the various rules about accessing Higher Education, enrolment and completion of degrees in Universities is more complicated for foreign students. Enrolment is not as straightforward as for Icelandic students since credits and diplomas varies greatly across countries, especially for countries outside of Europe. Courses in English and other international languages are limited, so even though the enrolling process is smooth, there is not many options for international students and completion of a degree is not self-evident.</p> |

| | |
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| <ul style="list-style-type: none"> • What are the effective integration programs at University level, for migrants students, to encourage enrollment and integration into University? | N/A |
| <i>Learning outcomes</i> | |
| <ul style="list-style-type: none"> • Do migrant students perform as well as their native peers? | N/A |
| <ul style="list-style-type: none"> • Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession? | N/A |
| <ul style="list-style-type: none"> • How universities ensure, develop and measure these competences? | N/A |
| <i>Placement after the learning experience</i> | |
| <ul style="list-style-type: none"> • Do University have specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | N/A |

Place and date

February 21, 2019 Reykjavik

Interview 2

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|--|
| <i>Awareness of your University on social responsibility</i> |
| <p>O. is an immigrant student currently pursuing a BA degree at the University of Akureyri. "In my home country after graduation you go straight to University. My step-dad, he is Icelandic, was trying to find the best way I could continue my studies. I was in VMA [college/UK, high school/US], one of the colleges, and then one of our friends told me to go to the University, and I gave all my documents. They were going through all my documents from [home country]'s school. I was deemed smart enough to go to University so I went eight months to college and then I went straight to University. I was in college, not in a specific program, but doing English, German, as I needed more credits. I didn't have enough credits from [home country]'s school, and I needed 36 credits so I just took three levels of German, Icelandic, English and Sociology or Social Sciences. [...]."</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> • What does it mean “social responsibility” on the issue of migration for Universities? | <p>“Maybe in some way. I’m not complaining but sometimes for me it’s really hard, I get new classes and I tell my teacher I try my best, I am listening, maybe I can do all my work in English, and test. I think it would be better if University could help us with these things because sometimes it is really hard. I think because of <u>the language problem</u>, in Iceland people are trying to fight as much as they can for the language. I can’t say it’s a big problem but of course it’s easier if you speak Icelandic. And then you are not sure of the reaction of the people, some say it’s not a problem, but I had the experience in one of my class, one of the teachers in a class said everything had to be done in Icelandic, tests, everything. He told me you can get a vocabulary aid with you during the test, but it is one hour, and if I have to translate every word in an hour... I don’t understand, it’s pretty complicated. I failed that class and I’m planning to take it again, but when I had just started University, I was scared but I was very positive, I thought I would do everything but I started to do classes and it’s not as easy as I expected, that’s why I decided to take it slow this year. [...] I was thinking maybe about going to Reykjavik, because there are more classes in English, but in a way in Akureyri everything is so personal. If you are in connection with your teachers they are trying to help you, help you with your classes and tell you we can help you... Reykjavik is bigger, and even if they have more English classes, it’s not so personal. <u>Here almost everybody at University will know I am not Icelandic and ask if I need help.</u> And <u>they also have a lot of international teachers,</u> and it’s very interesting and a good thing because they are inviting guest teachers, one was from Australia, it was really interesting. He came here, not to move, but he just came to share his knowledge with students.”</p> |
| <ul style="list-style-type: none"> • Does University express in its vision end mission the awareness to advocate for a more inclusive society? | <p>“Yes. I think maybe... In Iceland it is not like people are going to University at 21 or 22. In my own experience after three months at University I saw a lot of young people just out of college and they wanted to start University, but then they disappeared and I figured they just quit because it was too hard for them, or they wanted to work, or they didn’t want to be in psychology, political sciences or media studies. I think HA is trying to invite and encourage more people, you have to try, because having a University degree is important, you can get more with it, I guess.”</p> |
| <p>Access to higher education</p> | |

| | |
|---|--|
| <ul style="list-style-type: none"> Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | <p>“I think, of course for me it’s kind of hard because I started University after one year of moving to Iceland. The University doesn’t have enough classes in English, because of course it is not an international University, it is just a University in Iceland. Sometimes they have a problem, because even if I want to get more knowledge I can’t because I’m not able, I don’t understand it. I think even for them, I can do really good during the semester but then during the big test it is in Icelandic, and no one can give it in English. Even if I understand something... it’s like science Icelandic, it’s not basic Icelandic so it’s pretty hard to do this. Some teachers try to help me as much as they can, for example a professor told me you can take some classes that are easier for you, and then go back to first year classes. And I will be 19 in September and I’m still quite young for Icelandic University, and I decided I don’t want to have more and more and more. I’m taking four classes and I focus on them as much as I can. If this media study program is three years I decided to do it in four so I can enjoy my time in University and try to get more knowledge, not fast-food knowledge I will forget but knowledge I will remember all my life.”</p> |
| <ul style="list-style-type: none"> What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds? | <p>“Of course the University could make more classes in English to include foreign students. I had a class, media critique, first semester it was in Icelandic and now it’s in English. I’m not taking it because it’s my second year now but it’s just an example. I wasn’t thinking about that, because there wouldn’t be a lot of foreign students that would come and study here. We have foreign students here, and I know two or three people who are in University and who moved to Iceland. I think exchange students have more opportunities to do something, they take classes they would like to get, they are free and can do what they want. But if you move to Iceland, you are in this kind of group of Icelandic students. I’m not asking for any privileges but sometimes it’s pretty hard, even if you’re smart enough and good enough, because of this barrier with language and between students and teachers, sometimes they can’t see it.”</p> |
| <ul style="list-style-type: none"> What University policies and services can ensure access and permanence into higher education for migrants? | <p>N/A</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> Do Universities have services to recognize previous competences or academic credits? | <p>“We just had to give our documents. The University worked with VMA, and let them know I wanted to graduate, even though I wasn’t old enough to. When the others were graduating from VMA, the school forgot about me. Two weeks before applying for University we went to VMA asking for my documents, and they said they would send it directly to University. So they just send it, and then I went to [home country] and when I came back they told me I was in, so I just went to University. I didn’t have any test or anything. They told me I had my background and that was enough, just a small thing from VMA, and together it is enough to get into University. I have a high school diploma. I think because in Iceland you have ten years of primary/middle school, three years of college, VMA or MA, and then University. But in [home country], we have just 11 years, it is not a very progressive country but in education we are trying our best. My 11 years of [home country] education is enough to be in University, instead of 13 or 14 years in Iceland. My grades were 10, 11 or 12 [out of 12] so I had the best grades, so I guess [it helped to get into University]. I was applying to media studies, they don’t have too much competition. In psychology maybe, nursing and police studies, they have a huge competition, then they are looking for grades. In my situation they wanted to let me try, maybe she will be good at this. I was applying to media studies, they don’t have too much competition.”</p> |
| <p>Participation in higher education</p> | |
| <ul style="list-style-type: none"> Do migrant students participate (enroll and complete) as much as their native peers? | <p>“If you are trying to learn Icelandic as much as you can and <u>you are trying to be a part of the community</u>. There’s University groups where you can show yourself, maybe in some ways I would like to be a part of these groups, about social sciences, they are making social events, trips, but I’m not Icelandic and I think because of that, because I don’t speak Icelandic, that’s the thing I can’t do something very helpful for them, something important.”</p> |
| <ul style="list-style-type: none"> What are the effective integration programs at University level, for migrants students, to encourage enrollment and integration into University? | <p>N/A</p> |
| <p>Learning outcomes</p> | |

| | |
|---|---|
| <ul style="list-style-type: none"> Do migrant students perform as well as their native peers? | <p>“I heard about someone’s experience, she is doing her best and her Icelandic is the same as naive students, and I would like to talk to her about this. I think if you really know what you would like to get from University, you are trying your best, even if we are not talking only about immigrants, but exchange students. I think it depends because people do not think of Iceland as a place where you can get a really good education. Usually they are thinking of traveling around Iceland because it is so beautiful, and it is hard and expensive to travel to Iceland. It’s really good to go to Iceland for three months as an exchange student, and just discover this country as much as you can. Sometimes I meet very weird students, I am not talking about personality but when in a class you have discussions, and the teachers is trying to get some answers, but they are not thinking about this class, they don’t care about that. It’s enough to be there. I’m really shy and I would like to talk in front of the class, and some students who are really comfortable and would like to do that, they don’t care, it’s not their problem. I’m just here as an exchange student and I don’t care. This semester I met many hard-working students from different countries, during the first semester the people didn’t want to do anything but now they are trying to do their best, they want to discover more and more and it’s interesting, you can meet many different people here at University. I really like it because you can see different cultures, mentalities and languages.”</p> |
| <ul style="list-style-type: none"> Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession? | <p>“It’s really nice to get to know people from different countries and different mentalities, you know. For me, I would like to practice my Icelandic, and my classmates would like to practice their English with me. Even when I’m working, we are talking Icelandic, sometimes English, but of course I prefer to talk English because I really like to talk to people, but it’s very hard for me because I’m so nervous when I start talking Icelandic. I think people in universities, they are interested about new experiences, and they are interested to talk to you about your life, about different things... <u>Iceland is not an island, it is another planet, and people are very different from people from Europe, and from other countries.</u>”</p> |
| <ul style="list-style-type: none"> How universities ensure, develop and measure these competences? | <p>N/A</p> |
| <p><i>Placement after the learning experience</i></p> | |

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| <ul style="list-style-type: none"> Do University have specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | N/A |
|---|-----|

Place and date

March 14, 2019 Akureyri

Interview 3

| <i>Awareness of your University on social responsibility</i> | |
|---|--|
| <ul style="list-style-type: none"> What does it mean “social responsibility” on the issue of migration for Universities? | <p>“I would think that it is sort of assumed. There is much more demand at the University of Iceland, it is in the capital area so they put stricter limitations, and they have been doing this for years and years now, especially after the tourism boom, in the follow up of that come people who want to study and live in Iceland, so they have been able to do that. But with the flexible learning system that we have had, for years, we have been more flexible in all senses. It is a strength but <u>now our administration and the rector have decided to trying to limit the number of students, because we lack the resources, we lack the staff to support and service the number of students.</u> This is also a way to push the government to increase our funding at University. It hasn’t happened yet but we need to show that we need the funding, that we can put up limitations in the intake process.”</p> |
| <ul style="list-style-type: none"> Does University express in its vision end mission the awareness to advocate for a more inclusive society? | <p>“We only offer this one program in English, it is the Polar law program. We have had good applications and the majority of students are foreign, not Icelandic. It’s the only program completely in English, then we have programs in modern studies and social sciences that different foreign faculty member teach. We have courses in English here and there in may programs, but not full degree programs.”</p> |
| <i>Access to higher education</i> | |

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|---|---|
| <ul style="list-style-type: none"> Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | <p>“No, the opportunities are more limited for students to study at the University of Akureyri for sure. For this masters degree program [Polar Law] you will need to have a bachelor degree, and it is a very special program on law and the Arctic. It is very specific, so that also limits it a little bit. [...] It shows quality to have foreign students to come and take courses in English, there is a relatively high numbers of [foreign] students who want to come and study here, so it is a positive thing for the University, and it enables our students to go abroad to the University with whom we have exchanges. <u>We want to see that flow, we want to be an international University, we do not want to be a local college with an inbreed, closed University.</u> And we know that in order to thrive we need to be that, so this is part of our strategies as well.”</p> |
| <ul style="list-style-type: none"> What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds? | <p>“There are other programs in the pipeline [to attract foreign students]. We have Icelandic as a foreign language and Icelandic culture and society and nature, these are special courses for exchange students, and University of Iceland has been offering for years a Bachelor of Icelandic as a Foreign Language. It’s a full degree and a very popular one. With our flexible learning system, we want to offer a Diploma first, 60 ECTS credits diploma for Icelandic as a Foreign language, and that’s in the pipelines I know that. If we have that we can offer it in a flexible learning environment and that would offer more opportunities in the rural areas of Iceland -foreign people living in other places than the capital, to study Icelandic. I think that would be a great way to make society more inclusive and realise the community is changing, in Akureyri as well and not just Reykjavik. So we need to do that rather than... exchange students come and go, as you know. It’s for a semester, an adventure and then they go back, they are not locals, they live in Akureyri only a few months and it is a very different group. The local people who are living in Iceland want to have more opportunity in Higher Education. That is something we need to address more. [...] This is also a key, to study Icelandic allows you to join the other programs. If they get sufficient knowledge in Icelandic they will have the confidence to study in Icelandic, a Bachelor program or something. It is also a bridge to the other programs.”</p> |

| | |
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| <ul style="list-style-type: none"> • What University policies and services can ensure access and permanence into higher education for migrants? | <p>“[The availability of courses in English can be an issue]. One student ran out of courses in English. You could go on exchange but these students are not looking to go on an exchange, they want to live here, that’s why they are applying for studies at the University. Now with the issue of limiting the students who can enroll... if there are limitations it is very unlikely we will increase classes. One of the ways to go around this is to take classes at the University of Iceland, with whom we have a domestic bilateral agreement. [... <u>Limiting the number of students</u>] goes against what we have been trying to do for many years, which is to get more students in, and we had embraced that. We need more funding to get more students in.”</p> |
| <ul style="list-style-type: none"> • Do Universities have services to recognize previous competences or academic credits? | <p>“A year ago we needed to focus more on the applications we were receiving, because we have so many and our resources are limited. <u>It is more competitive to get into University now than ever before.</u> The next intake there will be limitations for some programs, so it can be a challenge. It depends on the program, some can be more packed than others. We cannot use that as a reason to reject an application, the reason for it would be that documents that are filed in the application are insufficient or the student does not have the academic quality or standard to be involved in the program, so it is more that kind of thing. Before we were sort of relaxed if the students did not provide all the documents, transcripts for previous studies and all that, but now we are much stricter. That means <u>more applications are refused.</u> [...] For the exchange students I look at the applications and see if they fulfill all the criteria [...]. With the degree seeking students that is within each Faculty. They have office managers who review the applications and determine if prospective students are qualified or not [to enter University].”</p> |
| <p><i>Participation in higher education</i></p> | |

- Do migrant students participate (enroll and complete) as much as their native peers?

“I think so. I think it’s a strange dynamic within the University. We have a lot of this flexible learning system, with recordings and so on, so the students are not always on site, they are not always in the classroom. Coming from other more traditional universities where there is mandatory attendance, it can be very strange to walk into the classroom and it is kind of empty, and sometimes for English-taught programs it might just be exchange students attending the course, but not Icelandic students, because they might be at home and watch the recordings in the afternoon, I mean that’s the reality today. So they are not mixing as well as before with the Icelandic students, and that’s a concern that I have in general with international students, is how they blend in within the society and the culture here. We’ve tried different ways, all kinds. We set up a buddy system, asking Icelandic students to volunteer and support international students. Icelanders don’t really volunteer for that... they volunteer if it is a rescue team to go up a mountain to rescue some car if it is in trouble. But a volunteer to be a pal or a friend just for a few weeks... That doesn’t work. In other countries it does work, in the Nordic countries they have funding opportunities, they are able to pay them, to be a buddy, or they will give them credits. We cannot give them credits because then we would need to supervise them, they would have to report about it, there needs to be a review on this... it becomes too formal and too complicated, and we could only give 1 ECTS or something like that, and it doesn’t make sense to take that. [...] We have an international student committee, with 6 Icelandic students doing things for international students, like pub quizzes or get together. The most recent thing that we have done is partnering up with Rósenborg which is a youth center, there is a music studio there, they can play boardgames, they can cook together, lots of things. We have had collaboration with them and they have been organizing movie nights, just trying to link with younger people than we have at University. Because of the flexible learning system we have people that are more mature, they have kids, families and they have limited time after school for those kind of events. It makes it difficult for them to be a buddy. [...] We do not have a lot of international students apart from the exchange students. There are the Polar Law students, and then a few others in other study lines that might have Icelandic proficiency or background.”

| | |
|--|---|
| <ul style="list-style-type: none"> • What are the effective integration programs at University level, for migrants students, to encourage enrollment and integration into University? | <p>“It is very much up to the students themselves to see if they can do it or not, but once they enroll, they are entitled to assistance that will get them through to complete the degree. You can have longer examination time or whatever but it is always in the hands of the teachers. They might have textbooks in English but not all the time; they might have group work in Icelandic. And then the students are not on even grounds, if writing has to be delivered in Icelandic. We have more cases with these kinds of complications. The student councilor has talked about these issues, not related to anyone but in general, it is becoming a concern. [...]”</p> |
| <p><i>Learning outcomes</i></p> | |
| <ul style="list-style-type: none"> • Do migrant students perform as well as their native peers? | <p>“They all do that. In general they will have good grades and will do good. We have seen some failing courses but it seldom happens. [...]”</p> |
| <ul style="list-style-type: none"> • Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession? | <p>“Yes. I think once the students have stepped into engaging with an Icelandic student, and getting that connection, then the Icelanders get it, and they will befriend you and take an interest in you. But there is this bit of a wall that needs to be overcome. <u>That is advice I give to international students, try to enjoy an afternoon activity like a choir or a sports club, or some extra activity which Icelanders do in the afternoon, evening or weekend. There you can get the contacts with the Icelanders [...].</u>”</p> |
| <ul style="list-style-type: none"> • How universities ensure, develop and measure these competences? | <p>N/A</p> |
| <p><i>Placement after the learning experience</i></p> | |
| <ul style="list-style-type: none"> • Do University have specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | <p>N/A</p> |

2. SLOVENIA

4 interviews

Migration in Slovenia: quantitative data

According to the Statistical Office of Slovenia, the population of Slovenia increased by 14,028 in 2018. The number of citizens of Slovenia decreased by almost 2,300, while the number of foreign citizens increased by more than 16,300 (13.4%). On 1 January 2019 the 138,193 foreign citizens represented 6.6% of Slovenia's population.

Since 2009 the population of Slovenia increased by 48,456. The number of citizens of Slovenia decreased by almost 19,000, while the number of foreign citizens increased by 67,470 in the last decade. The percentage of foreigners living in Slovenia has been gradually increasing and rose from 3.38 % to 6.64% in 2019.

As seen in the table the number of nationals, who leave the country has been steadily increasing in the last decade; it rose from 3,717 in 2009 to 9,871 in 2017. There was a sharp increase of emigrants in 2012, when the total number of nationals leaving the country was increased by 3,512 or by 75.0 %.

Table 1: Overview of the situation of human mobility in Slovenia

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total number of inhabitants | 2,032,362 | 2,046,976 | 2,050,189 | 2,055,496 | 2,058,821 | 2,061,085 | 2,062,874 | 2,064,188 | 2,065,895 | 2,066,880 | 2,080,908 |
| Nationals | 1 961 639 | 1964660 | 1967443 | 1969941 | 1967436 | 1,964,477 | 1,961,342 | 1,956,422 | 1,951,457 | 1,945,005 | 1,942,715 |
| Number of nationals who leave the country | 3,717 | 3,905 | 4,679 | 8,191 | 7,789 | 8,129 | 8,654 | 8,818 | 9,871 | n/a | n/a |
| Number of migrants | 70,723 | 82,316 | 82,746 | 85,555 | 91,385 | 96,608 | 101,532 | 107,766 | 114,438 | 121,875 | 138,193 |
| Percentage of migrants* | 3.48 | 4.02 | 4.04 | 4.16 | 4.44 | 4.69 | 4.92 | 5.22 | 5.54 | 5.90 | 6.64 |

*Relative to total population

Source: [Statistical Office of Republic of Slovenia](#)

The number of applications for international protection in the period from 2008 to 2015 was steady, moving around 200 and 385 per year. There

was sharp increase in the number of asylum claims in 2016, when 1.136 applications were submitted. Compared to 2015, the number of asylum applications increased by 428.65 %. There was small increase of applications in 2017, when 1,476 asylum requests were submitted, while the number asylum requests in 2018 almost doubled compared to 2017 and reached 2,875 applications for international protection. Compared to 2015, when 277 applications were filed, this represents 938% increase.

In the period 1995-2018, 818 persons were granted international protection in the Republic of Slovenia, out of which 599 persons were granted refugee status and 219 were granted status subsidiary protection.

In 2018, international protection was granted to 102 persons, of which 99 persons were granted refugee status and 3 were granted status subsidiary protection. Among the persons who received international protection, the majority were men. In 2018 most of the statuses of international protection were recognized to citizens of Syria (41) and Eritrea (26) and Turkey (12)

Table 2: Number of asylum request in the previous year

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Total no of asylum requests | 260 | 202 | 246 | 358 | 304 | 272 | 385 | 277 | 1308 | 1476 | 2875 |
| Final decisions | 325 | 228 | 239 | 392 | 328 | 374 | 360 | 265 | 1136 | 1572 | 2886 |
| Positive decisions | 4 | 20 | 23 | 24 | 34 | 37 | 44 | 46 | 170 | 152 | 102 |
| Negative decisions | 145 | 89 | 55 | 78 | 75 | 82 | 51 | 87 | 96 | 89 | 135 |
| Cessation procedure | 164 | 96 | 120 | 177 | 110 | 177 | 216 | 89 | 621 | 949 | 2372 |
| Rejected applications | 12 | 23 | 27 | 40 | 57 | 59 | 49 | 44 | 249 | 382 | 277 |
| Safe third country | 0 | 0 | 14 | 73 | 52 | 19 | 0 | 0 | 0 | 0 | 0 |
| Resettlement | | | | | | | | | | | 40 |
| Relocation | | | | | | | | | 124 | 108 | 21 |

Source: [Ministry of Interior](#)

Applicants from Pakistan, Algeria and Afghanistan account for as much as two-thirds of all applicants in 2018. In 2018, an increase in the number of applications from North Africa was observed, in addition to above mentioned citizens, citizens of Morocco have been ranked fourth in number of applications in 2018 (179), which is 316 percent more than in 2017.

Table 3: Country of origin – highest number of asylum applications

| | | | |
|-------------|-------------------|---------------|-------------------|
| 2018 | Pakistan – 780 | Algeria – 488 | Afghanistan – 470 |
| 2017 | Afghanistan – 578 | Algeria – 201 | Pakistan – 140 |
| 2016 | Afghanistan – 419 | Syria – 281 | Iraq – 120 |

| | | | |
|-------------|------------------|------------------|---------------|
| 2015 | Afghanistan – 48 | Iraq – 43 | Iran – 34 |
| 2014 | Syria – 91 | Afghanistan – 76 | Pakistan – 23 |

Source: [Ministry of Interior](#)

Migration in Slovenia: qualitative data

Before the Second World War, Slovenia was marked by emigration, when its inhabitants were moving mostly to overseas American territories or western Europe. After the war, there was a short period of “chaotic” migration related to political emigration, about which there is not reliable data. According to the 1948 census, there was 76,000 (5,5 per cent) inhabitants of Slovenia born outside Slovenia, out of which 38,000 thousand individuals were born in other republics of SFRY. Low portion of children and women within the migration cohort indicate that it was not period of family migration. As explained by Dolenc (2007) the emigration to Slovenia consisted of military officials from other republics of SFRY, who were sent to work on Slovenian territory, and ethnic Slovenes and other Yugoslavs, who had family in Slovenia but lived abroad. Economic migration was not prevalent in this period. Period of 1948 – 1952 also supposed to be a period of Slovenian emigration.

Late 1950s mark an important turn in the history of Slovenian migration since this is a beginning of rise of economic immigration. Most immigrants at that time came from other republics of SFRY to work in Slovenia as internal temporary migrants for work or education reasons.

Year 1960 marks the end of period when there were more Slovenians living in other republic of SFRY than migrants from SFRY living in Slovenia. Still it is estimated that Slovenia was still not yet a net immigration country. In 1960 many of Slovenians emigrated due to economic reasons in (high unemployment rates); according to Dolenc around 40,000 inhabitants went working abroad in the period of 1961-1970. In the same period approximately 43,000 migrants from SFRY and 4,000 from other immigrated to Slovenia. Most of the migrants at that time came from Socialist Republic of Croatia.

In the period between 1970 and 1980 immigration to Slovenia was stimulated by fast economic growth and improvement of living standard in the country as well as by migration restrictions imposed by West European countries. Economic immigrants from Republic of Bosnia and Herzegovina were among the most frequent ones coming to Slovenia (40 per cent).

In the last decade before the Slovenian independence the migration movements calmed down, especially due to economic crisis. In 1980s the (internal) immigration from SFRY in general decreased, however immigration from Bosnia and Herzegovina was still rising. In this period a change is notice in the structure of migrants, which up till then mainly consisted of males coming for economic reasons; females represented more than half of immigrants in 1980s (53 per cent). They mainly moved to Slovenia for economic reasons as well as for family reunification.

In 1991 Slovenia gained independence, which brought some important changes in migration movements. Despite, even as an independent state, Slovenia remained to be linked to republics of SFRY in migration terms as more than 80 % of immigrants in 1990s were from the countries of former Yugoslavia. It is estimated that Slovenia offered temporary protection in overall to around 60,000 individuals from Bosnia and Herzegovina³ (1993-1995) and 25,000 Croatia (1991-1992). After the independence in 1992, almost 200,000 citizens of other republics of former Yugoslavia, gained Slovenian citizenship. According to Dolenc (2007), in the period from 1954–2000 approximately 360,000 individuals migrated to Slovenia, while around 200,000 people left the country.

After Slovenia entered European Union in 2004, the immigration to Slovenia from the countries of former SFRY continued to be predominant (Bosnia and Herzegovina, Serbia and Montenegro).

In 2015 Slovenia became one of the countries on the so-called Balkan refugee route. The Hungarian closure of green borders in October precipitated the redirection refugees to Slovenia

³ 45,000 refugees from Bosnia and Herzegovina were officially registered at the Red Cross, while many of them also stayed with their relatives unregistered.

(GRS, 2016f), leading to 326,956 refugees crossing Slovenia between 20 October and 15 December 2015.⁴ A substantial rise in the number of arrivals and the impossibility of implementing return and readmission procedures forced the Slovenian authorities to facilitate the humanitarian corridor irrespective of the exiting legal rules⁵ (GRS, 2015h, Kogovšek Šalamon 2016). According to data from Statistical office, 2875 asylum applications were submitted in 2018, while the positive decisions on asylum claims in that year remained at 102.

Contemporary challenges of migration in Slovenia are mainly related to expressions of anti-immigrant, racist and xenophobic attitudes. We are identifying a need to reduce social distance between refugees and local residents and to promote dialogue between local residents, local authorities, governments and refugees. The recent demonstrations against reception centers for refugees in Slovenia demonstrate the need for improving communication with relevant stakeholders, including local residents.

The need of promoting the principle of fair distribution and applying EU-wide approach to the issue is also one of the need we recognize as contemporary challenge. EU-wide approach should be applied to provide fair sharing of the responsibilities stemming from the international law of human rights. There is a need for finding alternative solution to overflows and unfair practices of reception as the issue in EU at the moment is unresolved as well as falsely understood.

Interview 1: Centre for Slovene as a Second and Foreign Language (University of Ljubljana)

About the institution

The Centre for Slovene as a Second and Foreign Language operates under the auspices of the Department of Slovene Studies at the Faculty of Arts, University of Ljubljana and is recognized in Slovenia and abroad, in both academic circles and by the wider public, as the central organization in the field of Slovene as a second and foreign language.

The Centre's activities comprise:

- teaching Slovene as a second or foreign language in different environments and at different levels, at home and abroad;
- implementation of the programme of Slovene Studies at foreign universities;
- assessment and certification of knowledge of Slovene as a second and foreign language;
- training of teachers, examiners and examination assessors and of other interested groups in the field of teaching, testing and planning of Slovene as a second and foreign language;
- advising institutions in the Republic of Slovenia and abroad in the field of Slovene as a foreign and second language;
- basic and applied research in the field of Slovene as a second and foreign language and the assessment of language skills in general;
- awareness raising and dissemination of Slovene language, literature and culture at home and abroad;
- facilitating and encouraging academic research into Slovene language, literature and culture at home and abroad;

⁴ 116,627 in October, 164,313 in November and 46,016 in December (MNZ, 2015).

⁵ Most of the them stayed in Slovenia for one or two days, first being registered, accommodated and provided with necessary sustenance at the reception centers, and if needed offered medical assistance and clothes before being transferred to Austria.

- organisation of academic and professional gatherings of Slovene and international participants, and other educational and cultural events in Slovenia and at universities abroad;
- publication of research and academic works, textbooks and teachers' books in the above fields.

Centre is also active in the field of preparation of programmes and curricula for the successful inclusion of migrant children, pupils and students into the education system in Slovenia, most importantly, they implement the special educational programmes in Slovene (seminars, courses) for participants with scholarships through which the Republic of Slovenia fulfils obligations from bilateral agreements and cooperation programmes. In addition, participants from neighbouring states and from among Slovene emigrant communities can attend summer school. The activities are carried out in line with the state-approved programme in Slovene as a Second and Foreign Language.

The Centre for Slovene as a Foreign Language based at the Faculty of Arts of the University of Ljubljana, has been organising the Slovene Language Youth Summer School since 2006. It is aimed at teenagers aged between 13 and 17. The course lasts a fortnight. In the mornings participants learn Slovene while in the afternoons and evenings they enjoy an event-filled program, which includes activities that allow them to become acquainted with Slovenia, Slovene culture, history and nature or take part in creative, sports or recreational activities. Youth Summer School charge a fee of 567 € plus 210 € for accommodation (in 2019).

The Youth Summer School most frequently invites students who have finished high school education and would like to enrol at University in Slovenia and wish to improve their Slovene language skills through an intensive course. The number of migrants from third countries remains low. Most often students with Slovenian ancestors or are otherwise connected to the Slovene community enrol to Youth Summer School, some of them from the countries of the former Yugoslavia, and students who have finished Slovenian or bilingual schools in neighbouring countries, especially from Italy and Austria

Awareness of your University on social responsibility

- **What does it mean “social responsibility” on the issue of migration for Universities?**

• **Does University express in its vision and mission the awareness to advocate for a more inclusive society?**

In our field, Slovene studies, this is very clearly demonstrated through the fact that we are active in teaching foreigners Slovene language as well as teaching about Slovene as a foreign language. Already by the very fact that the University reacted in this way and introduced these programmes into the processes of internationalization University demonstrates its awareness of social responsibility.

And since also University organizes workshop programs for their employees (Workshops on intercultural communication are offered within University modules for University employees) then I feel that they are aware of their social responsibility.

Access to higher education

• **Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers?**

It can be defiantly noticed that at the level of high school education (14 – 17 age), migrants are more often enrolled in vocational and professional schools. This is partly related to the fact that

the change of their living environment and the gap in their language skills represent a major obstacle to schooling. In our system, which is not the most well organized in terms of language learning and inclusion, a migrant child has certainly fewer opportunities as far as we are talking about career as well as continuing education at a University.

In terms of defining the differences between citizens and migrants in Slovenian context it is necessary to distinguish between foreign students who enrol in higher education programs after completing secondary education in their home countries, which most often have bilateral agreements with Slovenia (Serbia, Montenegro, Bosnia, etc..) In this case migration is actually the choice of an individual - this migration is the most common in Slovenia.

The other group are migrants who finish school in Slovenia and are in the same position as Slovenian citizens. These are migrants that that come, for example, because of their parents, in this case economic migration is most frequent in Slovenia. Economic migrants most often work as artisans, small business, construction profession, transport profession. Migrant children therefore often internalize the economic logic of their parents as well as their value system; their objective, when they come to Slovenia, is to work and to earn better money than in their home country. There are exceptions, but usually these values are transmitted through generations, including expectations, aspirations regarding schooling.

These migrants formally and legally speaking have they have the same rights than citizens. But the question arises whether they have had equal opportunities in our schooling context to gain sufficient knowledge, or good enough grades, to enable them to choose a study and further education. This is the main question. Another factor for the existing differences between citizens and migrants, which is also equally important, is however that the motivation and ambitions they actually have; they may have a different future plan and hopes, different view on the profession the pursue and also about being successful in their profession. But also, as it is evident today, craft professions are becoming more promising.

The third group of migrants are refugees, asylum seekers, persons with international protection. We have the least experience with these. We do not meet with them within our institution for they do not come to our centre to learn the language since all financing of their language learning in conveyed through Ministry of Interior.

In general, our secondary school system is very demanding, and our students gain a lot of knowledge. In fact, this is a big problem for foreigners, who wish to study at the University level, especially in the technical programmes.

• What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds?

An example of good practice at the level of state is that refugees can enroll even if they do not have all documents and education certificates.

• What University policies and services can ensure access and permanence into higher education for migrants?

The faculty of economy has many programs in English, as well as biology. But in Slovenia many of migrants who enrol in higher education programs in Slovenia, want to study in Slovene for majority of foreign students come from the Balkan countries and they are linguistically speaking closer to Slovene language and do not wish to study in English.

At the centre we offer free Slovene language courses for all students studying at University of Ljubljana. Students have a three-week course, starting three weeks before the semester begins they can join the course. If then they also have a possibility continue the course in a Student Course, which changes fee, however, are cheaper to afford. We also

• Do Universities have services to recognize previous competences or academic credits?

N/a

Participation in higher education

• Do migrant students participate (enroll and complete) as much as their native peers?

See above.

• What are the effective integration programs at University level, for migrants students, to encourage enrolment and integration into University?

At the Faculty of Philosophy, they organize a reception day, at the beginning of October. In addition to the reception for the freshmen, there is a reception for foreigners to provide information for foreigners, about accommodation, subsidized food, transportation, faculty rooms, libraries, information system, compulsory attendance at classes and the like.

At the University, the foreigners also have a reception day, but hear more about these general things, about bonuses, about city transport, about health and social insurance, career counselling, tutoring system, learning language and so on.

We also have a special program for foreign students called Year Plus. This program was introduced as a response to the fact that Slovene legislation does not allow for foreigners to take a year to prepare themselves (e.g. to learn the language) before enrolling to a University, neither to obtain the status of a student before the enrolment. Therefore, year plus comes as solution intended for all foreign student, who are enrolled in an accredited study program, to apply for a "year plus" programme, while holding on to their student's status and all the benefits related to it.

This in practice means that migrants in their first year they enrol in the study program, and at the same time learn Slovene. If the gain 6 ICTS in one year for learning Slovenian (120 hours of teaching by qualified staff about the language, about Slovene culture, tradition, everyday life and living in the Slovene environment) and if they collect 24 ICTS in their study course - that is 30 ICTS altogether, the University allows them to re-enrol in the first year of the graduate study programme and to extend their student status for one year. This means that are allowed to study the first year of study programme in the period of two years without losing the students benefits. With this program, which is not a preparation year but an extended (first) year, the University strives to gain serious students who know what they want to study.

The vast majority of those who come here for studies and citizens of the SFRY and are mostly speakers of the South Slavic languages, that is, they are not completely lost with Slovenian language. They can easily gain enough language knowledge. Within first three months they usually reach a level that is sufficient for successful study. But also, University professors - especially professors, who speak Serbo-Croatian - communicate with migrant students (in the course of writing, consultations, oral exams) in Serbo-Croatian. This is a fundamental difference, as in the case of students from Syria, Turkey, etc. such adaptation to migrants' need is not possible. But migrants from Syria or Turkey are really isolated examples and just because they are so few, it's difficult for them to organize a group that would be appropriate for their level of language skills ...

like 460 students have applied for this Year Plus this year, and 420 have been accepted. We now have 18 groups out of 19 with speakers of Slavic languages. In only one group, there were 25 students without the speakers of Slavic languages.

Year Plus also includes activities that target integration in the society, we try to take advantage of all the free offer from museums, to parliament, to the European house, to keep foreigners informed regularly about what is happening, what kind of events there are going on and what they can all attend.

There is also a Slovene language and a Slovene culture aspect within the Year Plus, where they focus on specific aspects of life in Slovenia. Teachers aim to introduce migrants into Slovenian society. Since Slovenian students are not so open, some are very competitive. Therefore, additional attention is paid to building contacts with the majority community in order to avoid isolation.

We have a very good experiences with the Year Plus, - this is now the third year we offer this support to migrant studying at the University of Ljubljana.

Year Plus however is not regulated at the national level. In 2016, the strategy of internationalization of higher education was launched at the level of ministry and University of Ljubljana has included Year Plus as ad hoc solution within the financing pillar. Year plus was project-based, financially supported within the strategy of internationalization until 2017. Then universities had to find out their own, and now Year Plus is part of regular University's activities.

Following the example of our University, University of Primorska also took over this program and asked for licence to use the same name.

At the University of Ljubljana 600 to 800 students on the undergraduate level and 800 students at the postgraduate level attend Year Plus per year. Year plus embraces a quarter of all enrolled foreigners... 20% of them report that they get more than they expected and a small percentage of those who are not satisfied with it. The vast majority would recommend this program to others. However, we do not have any results concerning the effects of this programme on the integration of migrants e.g. if they really benefit from it in terms of getting better opportunities for integration in the labour market etc.

Learning outcomes

- **Do migrant students perform as well as their native peers?**

We do not have this kind of information.

- **Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession?**

- **How universities ensure, develop and measure these competences?**

Workshops on intercultural communication are still offered within University modules for University employees. Those are workshops for teaching in heterogeneous groups. We also participate in the preparation of education for higher education teachers, to give guidelines how to teaching in ethnically and culturally heterogeneous groups, because it turns out that us teachers, who teach Slovene as a foreign language, in fact have a lot of experiences with cultural diversity and how to communicate with foreigners.

We will also prepare teachers' education this year on how to work in linguistically heterogeneous groups, how to communicate with foreigners, how to adapt speech, terminology, expressions, to be as intelligible as possible to these students, thus adapting to students if they teach them in Slovene. This will be organized at the University level by teachers who teach foreigners.

Speaking about developing sensitivity and awareness for a cross-cultural and multicultural approach in their future profession, I can say that since the Bologna reform, from 2008 onwards, Slovenian studies have included subjects in the field of teaching Slovene as a foreign language, which involves topics related to multicultural awareness and sensitivity. These are optional classes, but still considerable proportion of students listen to at least some subjects in this field. At the same time, the Centre for Slovene in Slovenia organizes special education in the field of teaching Slovene as a foreign language.

Are professors aware, attentive to multiculturalism? Are they dealing with these issues? It's hard to speak in general. There are a lot of active individuals here in this area, so I guess they are quite aware of this.

Placement after the learning experience

- **Do University have specific program for placement of migrants' students (on the basis of national norms on refugees and asylum seekers)?**

N/A

Interview 2: Faculty of Economy and Business (University of Ljubljana)

About the institution

We have more refugees every year. At the moment we have around ten refugees. Last year, eight enrolled the study program, year before we had three. Three of them quitted, because of health problems. But we currently have about 10 or even more.

At our faculty we have altogether around 500 and 600 third-country nationals (without Erasmus students) out of in total 4,700 students. Most of the migrant students are from the former Yugoslavia – many of those wish to stay in Slovenia. But there are also many Ukrainians who also want to study and stay here, and the Russians, the Chinese. Then there also few students from Kazakhstan, from India. Students from the former SFRY do not pay any tuition fee since we have bilateral agreement with those countries.

Faculty of Economy and Business provides entire undergraduate program in Slovene and English (21 specializations), while on postgraduate level, there is 13 specializations available in English (out of 15 specializations, which are offered in Slovenian).

Awareness of your University on social responsibility

- **What does it mean “social responsibility” on the issue of migration for Universities?**

• Does University express in its vision end mission the awareness to advocate for a more inclusive society?

We get involved in different projects. For example, University is a partner in EU-funded project 'Academic Refuge', which aims to improve the capacity of European universities to assist refugees and threatened academics on campus and to promote understanding and respect for higher education values. Last year there was an event in Ljubljana academics, scholars and refugees shared their views about how to include refugees in higher education. Two refugees from our faculty and me attended the round table, where we discussed this and to tell their story. This project is Erasmus + project we have with the University of Oslo⁶. They also designed MOOC: Dangerous Questions - Why Academic Freedom Matters for Professors.

Universities are aware of their responsibility. Refugees can enroll in higher education or to continue their studies. We do not have the restrictions as they have in other countries, such as requirement of English language. We also accept them if they do not have any English language certificate. In this case they usually come to my office and we have an informal conversation to see how good their English is.

But I explain to them that it will be difficult to study if they do not have the sufficient language knowledge, but that they can of course try it anyway. Since courses are just a conversation, courses involve the textbooks, the exams, the lectures and so on.

Access to higher education

• Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers?

Yes, they have. At national level, migrants with permanent residency and refugees can study free of charge. Only those who have a temporary residence, they have to pay tuition fees. On the other hand, migrants from the Balkan countries do not pay tuition either since we have bilateral agreement with their states.

Language is one of the biggest obstacles for refugees. At our faculty, all of them attend in English programs. One was attending studies in Slovenian, but then he said that he did not know either Slovene or English well enough to study. So, he dropped out. He decided to learn the languages first so that he could then return to study. But generally, we probably have the highest numbers of refugees at our faculty because we have programs that are fully in English – undergraduate and master's – and it's easier for them to study in English as Slovenian. At the undergraduate level we are one of the few who have entire faculty program also in English. Most go to English programs, therefore knowledge of Slovene is not a prerequisite for success at our faculty.

Then we had two refugees with health problems, who likewise dropped out of but then they did not continue, they stopped studying during the year to take care of their health.

Others are enrolled but some of them face problems, especially those who are on master studies, since the gap in their knowledge is quite big. If they have completed a similar, economic faculty in their own country, whatever they have learned, they report that our program and courses have nothing to do with what they had learned at home. And they have a lot of problems. Two of the refugees we have, explained that what they learn about microeconomics and macroeconomics in Slovenia is quite different in their countries.

⁶ <https://www.uio.no/english/about/global/globally-engaged/academic-refuge/>

It's not difficult to get to the University, as far as enrollment is concerned, even with regard to documents, we are very flexible. We have such instructions that a refugee or asylum seeker has, he suggests. Even if it is, for example, a two-year enrollment - what it provides, on the basis of which we then decide. Their (lack of) pre-knowledge is one of the biggest problems.

• What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds?

Well migrants have the same benefits as Slovenian students, vouchers, subsidized food, public transport. The problem is accommodation, although they are entitled to housing in student dormitories, the (foreigners) will be the lowest on the scale, because Slovenians have priority. Some number is reserved for Erasmus, but not for migrants, they compete with Slovenes and therefore do not usually get it, because there is not enough of accommodation.

We have an agency Study in Slovenia - this is a national agency, which was founded to promote the internationalization of higher education abroad. And we also have special agency CMEPIUS, which then introduces measures for internationalization of higher education on national level.

• What University policies and services can ensure access and permanence into higher education for migrants?

• Do Universities have services to recognize previous competences or academic credits?

Yes, we have services to recognize previous competences or academic credits. Most of the migrants come to our faculty well prepared, they all have necessary document needed for legalization of their certificates. In principle, we do not face problems in this regard.

As regards documents and a certificate of English knowledge, this is not a precondition for enrolment. If they themselves assume that they will be able to study in English, they enrol the courses and programs that are in English – most of them attend English program.

But in the whole application procedure is very complicated for some migrants as we require a legalized original for enrollment, which means that if they come from a country that is a signatory to the Hague convention, only apostles are required. This is relatively easy. However, if the state is not a signatory to the Hague Convention, migrant must obtain three stamps from their Ministry of higher education, for the judiciary and for foreign affairs ... if Slovenia has an embassy in this country, they can go to the embassy, but if not then things get complicated. That is, if someone from Pakistan wants to enroll at our faculty, he/she must send all the documents to his embassy in Rome, which covers Slovenia.

• Do migrant students participate (enrol and complete) as much as their native peers?

• What are the effective integration programs at University level, for migrant students, to encourage enrolment and integration into University?

We have Year Plus for all migrants who wish to extend their first year of studies and conclude it in period of two years. In the meantime, migrants must attend Slovene language course and courses about Slovene culture. Of course, *refugees can join this*, even though they already have a Slovene language course offered within the ministry (for internal affairs). Migrants really like Year Plus, since it enables them to learn Slovene language for free.

In this year, we also have migrants who enrolled programs in Slovenian language. For these Year Plus is great to get more language knowledge. As explained, Year Plus allows us them to extend their student status for another year in order to complete their missing obligations. Year Plus could be considered as alternative for a “preparation year”, before starting with the studies, which in Slovenia we do not have.

We also have system of tutors. Tutors are Slovenians who help those who are on the student exchange. We do not have tutors for full time migrant students, because we do not have that many tutors. We have about 30 tutors, who are active and work with Erasmus students ... to cover additional 200 full-time migrant students, we would need at least 50 additional tutors, just for the full-time migrant students ... Therefore, I do all the communication with migrants to give them the information they need, including everyday life things, visa and housing. I give them this information through directing them to particular websites or useful links, When they arrive because they often come with a delay, I provide them with a tutor to help them with the accommodation, to go to the administrative unit, to arrange subsidized food vouchers and so on. This system works well, especially for those who are not from the Balkan countries. They usually need more support.

The new practice is also that those foreigners who have been with us for a year or more now help the new generation of migrants... but this practice is not set as a system, it is my self-initiative ... to connect migrants students to each other, I started it myself ... so that now I actually help with this idea of migrants helping migrants ... many of them are inclined to help someone else from his country ... to hang out, to go for coffee ... last year they were enthusiastic. Perhaps this year they will be even more ... it would be great if this could be introduced at the faculty level.

Then we also have tutors for subjects (study). This is very good for refugees. I often direct them to those students, who have experience with that subject and have passed the exam, to learn from them how to achieve good results and so on... this is good for everyone who has learning problems with a subject.

We do not have specific service to help students find accommodation - they only get information from us. But we do not go with them looking for accommodation. So, we only explain them what their benefits are, where they can get residence permit, health insurance, and so on. But these are only information in the brochure. The University now has an info point, an informative day for migrants. However this informative day in practice is only for those foreigners who can come to Slovenia without a visa (the EU, the Balkans, Ukraine), whole others must wait residence permit and this might take longer and cannot come to Slovenia to attend informative days or even to start their studies in time, at the beginning of the semester.

Learning outcomes

- **Do migrant students perform as well as their native peers?**
- **Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession?**

In particular, there is a lot of education for employed and professional staff from the point of view of intercultural competences and intercultural teaching. There were quite a few workshops at the University and the professors are invited. The workshops deal with questions such how to teach in culturally diverse class ...

As far as students and interculturality are concerned, and it seems to me that students get the awareness of multiculturalism from attending ethnically and linguistically diverse classes. At our faculty we have more than 70 nationalities. So, our student are embedded in an intercultural environment.

- **How universities ensure, develop and measure these competences?**
- **Do University have specific program for placement of migrants' students (on the basis of national norms on refugees and asylum seekers)?**

N/A

Interview 3: Rectorate of University of Maribor

About the institution

There are about 450 exchange students per semester, while the number of foreigners, who are regularly enrolled and come to UM for the entire course of studies, is around 920. IN total approximately 11-12% of all those enrolled are foreigners. Among them there are 4 refugees. Refugees mostly contacted the University mostly through non-profit organizations operating in the region.

The majority of students still come from the Western Balkans, the former SFRY, but some of them are Russians, Ukrainians. University is also targeting students from those countries where it recognizes a strategic potential (e.g. BRICS countries), a potential in the sense that University aims at recruiting foreign students.

The strategy of internationalization of higher education as was adopted in 2016 at the national level. In the same year UM adopted the strategic direction that is in force until 2020, following the strategy, with some activities that are financially supported for the integration of foreigners. The internationalization of higher education was brought to Slovenia by institutions of the EU, which aim to achieve with strategic documents for public higher education institutions to open up to a foreign market. EU expects to see at least 20% of foreign students at universities by 2020. Accordingly, they offer financial resources. Before that there was no strategy in the field of internationalization, this area was left to the institutions themselves.

Awareness of your University on social responsibility

- **What does it mean "social responsibility" on the issue of migration for Universities?**
- **Does University express in its vision end mission the awareness to advocate for a more inclusive society?**

Our University mentions social responsibility in its statute, where it is written that this University is sustainable and socially responsible University. Stemming from this we try to include aspects of social responsibility in all areas of activity. This is evident from the work programs and goals that we pursue. Concrete about migration, we understand our social responsibility primarily as responsibility to offer all those who live in our environment equal opportunities for studying as for citizens and help them to achieve this. We are working on certain ways to support the inclusion

of migrants, who do not speak the language, to offer them language courses, through tutoring in certain faculties and similar.

At UM, we are sufficiently sensitive to these minority communities, such as students with disabilities, students with special needs. Refugees have not yet emerged as a group of students for whom specific rules should be devoted or dealt with in a separate way. Since we simply do not have a lot of them enrolled. In principle, however, inclusiveness is our fundamental principle. We are working to ensure that migrants have the same conditions for studying as Slovenian citizens and through this we also implement our social responsibility.

Access to higher education

• Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers?

The issue of migrants is defined at the national level and as far as the University is concerned, in all our strategic documents, we have written that everyone who chooses to study at UM should have the same opportunities for studying and education. We ensure that migrants have equal opportunities for all the services we offer to students from career counselling to the tutoring system, we generally do not differentiate between students, they all have equal opportunities to study, and all are ultimately assisted to achieve a career.

• What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds?

In addition to the internationalization strategy, we also have the International Protection Act. The UM also takes note of this. This means, let's say, if a refugee wants to enroll in our University and does not have certificates, we cannot send him back to this country to collect the papers. A refugee must have access to education even if he or she does not have required standards of evidence. There are alternative ways to check eligibility.

Refugees also have adapted final exams (called matura), which are required for entering University. They only have to pass two subjects, while five are required for citizens. Matura is adjusted to their specific situation to encourage their enrolment, I think the only do mathematics and a foreign language.

Concerning other migrants, who come to Slovenia to study, it seems that Slovenia a bit special in this aspect. Slovenia has concluded bilateral agreements with the countries of the Western Balkans under which citizens of these countries can study here under the same conditions as Slovene citizens. This means they do not pay any tuition fees. In the last 4 years this was taken over by the ministry at the state level, and the government agreed that all citizens of the former SFRY should not pay school fees, this is a very important factor in entering, especially for those who come from the socially weaker backgrounds.

In general, the standard that Slovenia offers in the field of the rights of students, we are well ahead of the state of the western Balkans, but we are also doing well if we compare ourselves to Poland, the Czech Republic, Slovakia and this eastern part of EU.

As far as supporting the integration of students once they come here, the state does not have any concrete role and the higher education institutions are left to themselves. The initiative

for student support comes from the higher education institutions, however I can say that at the ministry they are keen on supporting us, especially because they also want report to Brussels that we have come to some percentage of foreigners who enrol at our universities.

We note, however, that those who manage to complete the enrollment they still have problems with starting their studies at the beginning of semester because they have problems with being granted residency permit, where the procedures are taking too long. The University, in accordance with the strategy, advertises, promotes, prepares studies in a foreign language, and in the end does not receive students are unable to come to Slovenia due to such bureaucratic procedures. We carry out the procedures we need. Then stop it elsewhere. In such cases we at the University have international office, which, offers assistance to students to arrange the papers, the translator if needed, help them fill out forms.

It has happened before that despite being rolled in the academic year, third-country nationals did not get residence permits in time. This in practice meant that we had a student who was actually enrolled and would have to attend classes but could not since he was still in his country for he could not enter Slovenia. In our country, the problem is that the applicant can only apply for the residence permit once he / she receives the enrolment certificate, and not, for example, when he or she is recognized as an eligible candidate for enrolment. Even more, in our country, it is not enough to be admitted to the University, one must also enrol. As it is that only on the basis of certificate of enrolment one can then apply for a residence permit. Prior to that, one must use a tourist visa to enter the country, if one can.

• What University policies and services can ensure access and permanence into higher education for migrants?

N/A

• Do Universities have services to recognize previous competences or academic credits?

Recognition of education is normally not a problem, if only you bring all the documents. If students come from the former SFRY, the procedure is easy, but if they come from some other third countries, this process may take longer because the verification is longer, sometimes it takes five procedures to ensure that one document is authenticated.

When submitting application for study, student also submits the application for recognition of education simultaneously. The University conducts the process very quickly if the candidate has all the documents. The problem that is observed in the recognition of education is when all verification must

The problems arise when students come, for example, from more exotic countries. Someone from Nigeria, for example, needed signatures from the director of their ministry, their court, our court, our embassy and the closest embassy was in Egypt and so on... it is complicated.

• Do migrant students participate (enrol and complete) as much as their native peers?

• What are the effective integration programs at University level, for migrant students, to encourage enrolment and integration into University?

We have an introductory week for freshmen on UM. Activities take place at faculties and centrally at the Rectorate. At faculties, they ensure that migrants have an easier start of the study itself, while at the Rectorate we provide information concerning the support services, e.g. career

centre, a library student council, association of students with disabilities, student dormitories etc. the activities are presented also in foreign language, in case there is large number of foreign students.

Already in that week for the freshmen we begin with language courses, financed by UM, and implemented by Faculty of Arts, which organizes the course and an examination. And for this they get credit points.

We also help them with residence permits, everything they need in terms of accommodation, our international service provides this support. Are there any differences between locals and foreigners? Do foreigners need more help than locals? Of course, but they find their ways. Those who do not plan this in advance are faced with the fact that accommodation is not available. Then our international service through our online portals offers accommodation. We also have an active FB group where foreign students can find accommodation ... they have some support. However, it seems to me that foreigners in this context are in worse position, that it is harder for them, that their starting position is worse.

But generally speaking, no one comes here on the first days of semester unprepared. They are all prepared in advance ... First is the application, then they look where they will be accommodated, the procedure is, if they are accepted, they enrol. Some students can live here also with some relatives and so on.

At the UM we also have system of tutoring, which is organized through the student council. The faculties all have this system, but it is not unified the level of the University. Each faculty adapts this system to its needs and capabilities. We do not have tutors for students with foreign citizenship separately. It is a system through which everyone can be offered help, especially through introductory tutorship, to get to know the faculty, to learn about the procedures that run at the faculty, the premises, the infrastructure, the local environment. With tutorship students get help in different ways in the integration into the environment, especially students who have special needs. Tutors are then divided into student-tutors and teachers-tutors. This system has been in place since 2004 and is developing.

Learning outcomes

- **Do migrant students perform as well as their native peers?**

We do not have this kind of information.

- **Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession?**

- **How universities ensure, develop and measure these competences?**

We have a variety of offices - International office - education and study department, scientific research service, quality service – which are all involved in monitoring the study, study process and study program, so that the student's experience improves every year. We have self-evaluations, where study program leaders assess what happened in an academic year in the field of study, determine how many students are enrolled, how many foreigners are there, what needs to be changed etc. the information goes into the action plan.

- **Do University have specific program for placement of migrants' students (on the basis of national norms on refugees and asylum seekers)?**

N/A

Interview 4: Career Centre (University of Primorska)

About the institution

Career Center is an institutional instrument that connects the University with the environment (other institutions, other companies). We make our programs by ourselves. University Career Centers in Slovenia were established through the Ministry of Higher Education in Ljubljana, Maribor, Nova Gorica and Koper and elsewhere, through project funds. The Ministry has issued three calls for the establishment and running of career centers in its initial stage. In these tenders, the Ministry has only determined what activities the Career Centers should pursue, so that the University centers are similar, but on the other hand they are also different. In our activities, foreigners and marginal groups are also addressed.

Our funding is set until 2020, then we will see what our activities deal with. I mean the Career Center will still exist because this is required by the national agency: however, our activities will be revised and upgraded with specific activities (consultations, workshops, visits to the working environment, events to which businessmen come). Our activities are not narrowly outlined, in fact our activities are tailor-made according to the needs of the environment, we work in.

Altogether there are approximately 572 migrants enrolled at the University, out of 5000 students. Most of them are from the former Yugoslavia, but also from the countries as well, e.g. Ukraine, Russia and other countries. Most of them came to Slovenia for study reasons. Only few of migrants are ones, who immigrate before their study, lets say for family reunification reasons.

At the University of Primorska Mathematics, information and computer science as well as Management at the first level are conducted in English. We have an increased enrollment of migrants, because we also worked actively to engage more foreigners. We have exceeded our goal in the work program (8% of migrant students) and reached 11,6 % of migrants among students at our University. Some faculties work more on promotion, others less.

Awareness of your University on social responsibility

• **What does it mean “social responsibility” on the issue of migration for Universities?**

• **Does University express in its vision end mission the awareness to advocate for a more inclusive society?**

We are very open toward migrants and foreigners at the University. Our position is that we are ready to adapt and support them. This is written in our strategy. But we may have had problems in the past with our employees who did not wish to work with foreigners, e.g. they did not want to speak in a foreign language or do something extra for them. But these times have passed.

Social responsibility manifests mostly through self-initiative level of individuals. These individuals cooperate through different projects, internally and externally, for example with local NGOs. It is not a long-term strategy at the University level, but this responsibility is reflected in individuals' contributions, projects and the like.

Access to higher education

• **Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers?**

We had no refugees yet. Otherwise, this is regulated at national level and refugees, who do not have education certificates and documents necessary for enrollment at the University, they must pass an exam at the national examination center. This exam tests their general knowledge. In fact, there are only two subjects, which are supposed to be tested, that is mathematics and English. There are no pre-conditions for Slovene language, because in principle it is not a precondition to know Slovenian to apply for a University, at least not as one of the formal enrollment conditions. Generally speaking, refugees are treated as Slovenian citizens, however with some benefits e.g. they can enroll at the University even if they do not have all necessary documents.

We had one refugee years ago, but he had all certificates and he had no problems in this regard.

• What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds?

• What University policies and services can ensure access and permanence into higher education for migrants?

N/A

• Do Universities have services to recognize previous competences or academic credits?

Foreigners usually have no problems with their enrolment... if they meet the conditions, then they have free access to study programs, just like everyone else. Their education must be recognized, however. What can go with the originals if students originate from more "exotic" countries. Usually we check whether the candidates have an appropriate certificate from their high school that allows them to continue their studies in their own country. However, they wish to enroll in higher years or postgraduate studies then we might also check the content of their past academic, because some programs have requirements in this regard as well.

Those who come from the SFRY are easy to deal with. But if we have someone coming from less frequent country, we have to devote more time. Then we get all the information through ?? centers, which have all the lists of education and information. I can say that the system of education recognition is ok. For us it is essential to check if the person has an education that allows him to continue his/her studies in his/her home country. If it meets this condition, we have to take his application into account. The only question is what we will recognize, or the general or professional matura (national final exams), depending on what kind of certificate it has and what it has completed.

• Do migrant students participate (enrol and complete) as much as their native peers?

• What are the effective integration programs at University level, for migrants students, to encourage enrolment and integration into University?

Career centers are responsible for ruining of the tutorship system, which started in 2001. Tutorship is a system within the University as such. Within this system we have tutors-teachers and tutors-students, at all faculties, who offer help and assistance to students. Each study year there is call for tutors, some of them continue from previous years, some are new.

Talking about tutors-students, they start at the beginning of October, through introductory training for tutors. This where they get to know all the University services, the whole functioning of the University, so that they know all information they have to provide to other students.

We also have training for tutors, who deal with foreign students (migrants). With these tutors, we have separate meetings, and tutors meet separately at their faculties also. Tutors-teachers, for example, meet with tutors-students. At some faculties this system functions well, at others maybe less well. These groups of tutors are organized at faculty level. Tutor professor at each faculty had his own group of tutors of students from the faculty. There is also a committee for tutoring that decides which contents will go to these training sessions. In fact, there is a whole system of tutoring, there is also a rulebook on tutoring ...

Tutors for migrants deal with migrants who are enrolled at our University as well as those who come within the Erasmus exchange programme.

Tutors help migrants to go to arrange things at the administrative unit, they show them the local town, the restaurant with student food and the like. They also offer help, for example, lending them notes for study course, or any information related to the lectures and the study content. As a student to a student. At one of the faculties (FAMNIT) tutors are also organized to help with learning.

However, it is not like this at other faculties, at other faculties it is tutor-teacher who is supposed to help with learning and studying of migrants. Tutors-professors help students get the right information or to directly help them with some things related to study and individual courses.

This year, migrants get the contacts of their tutors when they come, and when they need them, they call them. One tutor is contact person for more students

We do not have formal evaluation methods of tutorship system. But for example, when we had a new training for tutors, migrant students, who have received assistance from tutors, have been invited to the workshop. They gave positive feedback. Many of them also decided to become tutors themselves. Because they receive assistance, then they often decide to offer help as well.

I still argue that there is no tutorship system might not be the best for our specific environment. It's great that you have someone to help you, but fact is that we have taken this system from a Western world and the problem arises as to how apply it, introduce it into our society. These are great things; however, there is lack of interest for tutorship among students to use it. Although the situation is improving, we obviously worked well on this.⁷

Migrants appreciate this system much more, also because they need tutors' assistance more their national counterparts. This year, tutoring began to be much more popular among students, especially among migrant students. We have about 30 active tutors, and around 200, who are appointed but not really active.

In addition to this, we also organize Orientation Days, which are completed in English.

Like the University of Ljubljana we too have introduced the system of Year Plus to formally enable migrants who are still learning the Slovene language to have one additional year to complete their first year of studies. The rule is that in the first year they must still collect 30 ICTS out of which at least 6 ICTS should be Slovene language. Year Plus is a direct response to the

⁷ The problem is that Slovenian students do not pay for their studies. This contributes to the fact that many of them are not interested in a career until they finish the diploma. In Western countries, where career centers and tutoring have a long tradition and where they pay for studies, things are different. The mentality of the Slovenian student population is such that they is not interested in this because she is given to them for free.

national strategy of internationalization of higher education system, which brought more and more migrant students - in order to allow these students to complete the first year of study in period of two years. The ministry supports us in this. However, this cannot be ultimate solution since this is *ad hoc* solution, not really regulated by law.... it's about the fact that universities have allowed migrants to be twice enrolled in the first year, and at the same time to retain all the benefits and treated as if they were enrolled only once.

Before entering second year students must then pass Slovene language exam and reach at least A2 level. They attend either courses at Faculty of humanities in Koper, where they teach Slovene as a foreign language, or they enroll in a Slovene course, which are then adapted to them, for example to those from the former SFRY and those who come from elsewhere, from another linguistics background. Then they visit these courses all year to pass the required level.

We have recognized that that there are certain problems that migrants cannot solve themselves. This is why we have also introduced Orientation Days. Orientation days are designed for migrants to provide them basic information in the course of these three, four days. We walk with them through the town, show them the points of interest, give them basic information on e.g. how an account is opened at the bank, to arrange them the student subsidized food benefits At the same time, we also help them with the formalities they have do at our local administrative units. The biggest problems are with the local administrative units, so we decided to arrange group visits to make these formal procedures faster and easier for all. We help migrants to fill in all forms, which makes it really faster then.

All foreigners receive an invitation to Orientation days, but all of them do not come. But there are still over 100 migrants attending this event every year. We also help them with information about accommodation, where to look for accommodation and so on. The share of beds we have in student homes can also be given to migrant students. Now the state too has introduced a amendment of the law to enable student with foreign citizenship to apply for student residences.

We also had an info point – a Facebook site, where they can contact us.

Learning outcomes

- **Do migrant students perform as well as their native peers?**

Migrant students tend to be very ambitious. They are very hard-working and those who come for the purposes of study finish all exams in time, some of them even enroll at postgraduate course. Migrant students in Slovenia mostly come with the purpose of studying because for some we have non tuition fees. In my opinion, they are more successful because they are more engaged and are much more concerned with their success.

- **Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession?**

Study programs are sure to follow the changes related to multicultural reality and are revised, kept up-to-date with changes that we all must follow.

- **How universities ensure, develop and measure these competences?**

N/A

- **Do University have specific program for placement of migrants' students (on the basis of national norms on refugees and asylum seekers)?**

All career centers also deal with foreigners and immigrants. We are not working with immigrants exclusively. What we do is we provide counseling, individually. That is, if an immigrant student comes to our office seeking help with integration in society and in pursuing study, we help him.

At the Career Center we try to adapt our activities to include foreigners. As a service, we do not want to act bureaucratic and want to get closer to migrants, e.g. by speaking other languages, providing all the information in English. We have published a brochure with basic information in six languages last year. As an institution we have adapted to the fact that we will have more and more foreigners.

We have workshops in a foreign language. These are workshops that are part of our regular work, workshops, where students acquire some additional competences so that they can then enter the labor market more easily. We offer educational courses, which deal with how to present themselves to employers, foreign language courses, computer courses, communication skills workshop etc. These activities are not meant exclusively for migrants, however we try to adapt to migrants, so we offer some workshops in foreign language. And also, individual consultations with foreigners are conducted in English. Migrants often come to us when they need certain information, e.g. for advice on studying, if they do not know how to proceed, for example if they want to continue their studies or find a job...

We also present our activities to students within information days at the beginning of semester.

3. GREECE

1 interview

Migration in Greece: Quantitative data

| QUESTION | SOURCE(S) | ANSWER |
|--|--|--|
| Total number of inhabitants | EUROSTAT at https://ec.europa.eu/eurostat/statisticsexplained/index.php/Migration_and_migrant_population_statistics http://worldpopulationreview.com/countries/greece-population/ | 2019: 11,132,355 2018: 11,142,773 - Non-national population: 816,100 (EU:211,2 & non-EU: 604,9) 2017: 11,1599,773 - Immigrants: 10.4 per 1000 inhabitants |
| Number and percentage of migrants present in your country | International Organization from Migration (IOM): The UN Migration Agency (Pdf file: Q1_2017_statistical_Overview) Dr. Eda Gemi Prof. Anna Triandafyllidou (Pdf file: Migration in Greece: Recent Developments in 2018) | As of 30 October 2018: People who relocated from Greece to Member States of EU are 21,999. Arrivals to Greece (as country of first arrival) by Month & Year: <ul style="list-style-type: none"> • 2015: <ul style="list-style-type: none"> ○ January: 1,505 ○ February: 2,563 ○ March: 6,785 • 2016: <ul style="list-style-type: none"> ○ January: 67,954 ○ February: 57,540 ○ March: 27,123 • 2017: <ul style="list-style-type: none"> ○ January: 1,520 ○ February: 1,185 ○ March: 1,702 In 2017: people who arrived in Greece 4,407: Cumulative arrivals by Nationality: <ul style="list-style-type: none"> • 1.94% Iran • 2.64% Cameroon • 3.41% Kuwait • 4.28% oPt • 5.67% Afghanistan • 6.49% Pakistan • 6.87% Algeria • 7.44% DR Congo • 9.88% Iraq • 15.25% Other • 36.14% Syria In 2017: Stranded migrants per month: <ul style="list-style-type: none"> • January: 62,434 • February: 62,464 • March: 62,301 |

| | | <table border="1"> <thead> <tr> <th>LEGALLY RESIDING IN GREECE (in August 2018)</th> <th>IN 31ST NUMBER</th> <th>% OF TOTAL RESIDENTS</th> </tr> </thead> <tbody> <tr> <td>THIRD COUNTRY NATIONALS (TCNS)</td> <td>520,260</td> <td>4.84</td> </tr> <tr> <td>TOTAL EU28 COUNTRIES' CITIZENS</td> <td>76,600</td> <td>0.71</td> </tr> <tr> <td>TOTAL IMMIGRANT STOCK</td> <td>596,860</td> <td>5.55</td> </tr> </tbody> </table> <p>Valid stay permits for third-country nationals (legal immigrant stock):</p> <ul style="list-style-type: none"> • 2016: 579,736 • 2017: 556,586 • 2018: 540,260 | LEGALLY RESIDING IN GREECE (in August 2018) | IN 31 ST NUMBER | % OF TOTAL RESIDENTS | THIRD COUNTRY NATIONALS (TCNS) | 520,260 | 4.84 | TOTAL EU28 COUNTRIES' CITIZENS | 76,600 | 0.71 | TOTAL IMMIGRANT STOCK | 596,860 | 5.55 | | | | | | | | | | | | | | | | |
|---|--|--|---|----------------------------|----------------------|---|-------------|-------|---------------------------------------|--------|--------------|--------------------------------------|---------|-------------|-----------------------------------|-------|-------|-------|--------------|------|------|-------|------------|-----|-----|-----|--------------|--------------|--------------|--------------|
| LEGALLY RESIDING IN GREECE (in August 2018) | IN 31 ST NUMBER | % OF TOTAL RESIDENTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| THIRD COUNTRY NATIONALS (TCNS) | 520,260 | 4.84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Number of national who leave the country</p> | <p>Hellenic Republic: Ministry of Migration Policy http://asylo.gov.gr/en/wp-content/uploads/2019/02/Dublin-stats_January19EN.pdf</p> | <p>Outgoing procedures:</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>TOTAL: 2013-2019</th> </tr> </thead> <tbody> <tr> <td>Outgoing requests to Member States</td> <td>5294</td> <td>22928</td> </tr> <tr> <td>Acceptances by Member States</td> <td>2631</td> <td>15722</td> </tr> <tr> <td>Rejections from Member States</td> <td>2225</td> <td>5313</td> </tr> <tr> <td>Transfers to Member States</td> <td>5460</td> <td>12340</td> </tr> </tbody> </table> | | 2018 | TOTAL: 2013-2019 | Outgoing requests to Member States | 5294 | 22928 | Acceptances by Member States | 2631 | 15722 | Rejections from Member States | 2225 | 5313 | Transfers to Member States | 5460 | 12340 | | | | | | | | | | | | | |
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| <p>Number of asylum request in the previous year</p> | <p>International Organization from Migration (IOM): The UN Migration Agency (Pdf file: Q1_2017_statistical_Overview)</p> <p>Hellenic Republic: Ministry of Migration Policy: http://asylo.gov.gr/en/wp-content/uploads/2019/02/Greek Asylum Service Statistical Data EN.pdf http://asylo.gov.gr/en/wp-content/uploads/2019/02/Dublin-stats_January19EN.pdf</p> | <p>Stranded migrants & asylum seekers trends:</p> <ul style="list-style-type: none"> • March 2016: 42,688 • March 2017: 62,215 <p>Asylum Applications:</p> <ul style="list-style-type: none"> • 2015: 13,187 (monthly average: 1,099) • 2016: 51,053 (monthly average: 4,254) • 2017: 58,642 (monthly average: 4,887) • 2018: 66,969 (monthly average: 5,581) <p>2018 asylum applications by gender and age:</p> <table border="1"> <thead> <tr> <th>AGE RANGES</th> <th>MEN</th> <th>WOMEN</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>0-13</td> <td>8616</td> <td>7686</td> <td>16302</td> </tr> <tr> <td>14-17</td> <td>4342</td> <td>1126</td> <td>5468</td> </tr> <tr> <td>18-34</td> <td>24685</td> <td>8830</td> <td>33515</td> </tr> <tr> <td>35-64</td> <td>7454</td> <td>3948</td> <td>11402</td> </tr> <tr> <td>65+</td> <td>121</td> <td>161</td> <td>282</td> </tr> <tr> <td>TOTAL</td> <td>45218</td> <td>21751</td> <td>66969</td> </tr> </tbody> </table> | AGE RANGES | MEN | WOMEN | TOTAL | 0-13 | 8616 | 7686 | 16302 | 14-17 | 4342 | 1126 | 5468 | 18-34 | 24685 | 8830 | 33515 | 35-64 | 7454 | 3948 | 11402 | 65+ | 121 | 161 | 282 | TOTAL | 45218 | 21751 | 66969 |
| AGE RANGES | MEN | WOMEN | TOTAL | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0-13 | 8616 | 7686 | 16302 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14-17 | 4342 | 1126 | 5468 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18-34 | 24685 | 8830 | 33515 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35-64 | 7454 | 3948 | 11402 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| TOTAL | 45218 | 21751 | 66969 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | 2018 asylum applications by country of origin: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--------------|---|-------------------|------|---------------------|--------------------------------------|-------------|-------|-----------------------|------|------|------------------------|---------|-------|---------------------|------|------------|------|------|------|---------|------|-----------|------|-----------------|------|--------------|--------------|
| | | <table border="1"> <thead> <tr> <th>COUNTRY OF ORIGIN</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>SYRIA</td> <td>13390</td> </tr> <tr> <td>AFGHANISTAN</td> <td>11926</td> </tr> <tr> <td>PAKISTAN</td> <td>7743</td> </tr> <tr> <td>IRAQ</td> <td>9731</td> </tr> <tr> <td>ALBANIA</td> <td>3319</td> </tr> <tr> <td>TURKEY</td> <td>4834</td> </tr> <tr> <td>BANGLADESH</td> <td>1552</td> </tr> <tr> <td>IRAN</td> <td>1763</td> </tr> <tr> <td>GEORGIA</td> <td>1460</td> </tr> <tr> <td>PALESTINE</td> <td>1519</td> </tr> <tr> <td>OTHER COUNTRIES</td> <td>9732</td> </tr> <tr> <td>TOTAL</td> <td>66969</td> </tr> </tbody> </table> | COUNTRY OF ORIGIN | 2018 | SYRIA | 13390 | AFGHANISTAN | 11926 | PAKISTAN | 7743 | IRAQ | 9731 | ALBANIA | 3319 | TURKEY | 4834 | BANGLADESH | 1552 | IRAN | 1763 | GEORGIA | 1460 | PALESTINE | 1519 | OTHER COUNTRIES | 9732 | TOTAL | 66969 |
| COUNTRY OF ORIGIN | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SYRIA | 13390 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AFGHANISTAN | 11926 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PAKISTAN | 7743 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ALBANIA | 3319 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| BANGLADESH | 1552 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IRAN | 1763 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GEORGIA | 1460 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PALESTINE | 1519 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| TOTAL | 66969 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Incoming procedures: | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Incoming requests from Member States | 8816 | 17473 | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Transfers to Greece | 19 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | |

Migration in Greece: qualitative data

Greece is a country with long history and, throughout its history there have been many periods of migration, national emigration and immigration. More recently, since WWII there have been significant waves of emigration of Greeks moving to many different countries, including the Soviet Union, Germany, the United States, Canada, and Australia. At the same time, Greece was - and still is - a host country for many immigrants from European and other third parties since the early 1832 (Hatziprokopiou, 2006; The UN Migration Agency, <https://www.iom.int/countries/greece>).

Emigration in Greece in the 20th century was triggered by several historical events, primarily the exchange of Greek and Turkish populations in the early 1920s, the civil war that followed the German occupation and World War II, and within country migration through urbanization. In recent years, significant waves of immigration to Greece started in 1989, when the first Balkan populations arrived to Greece as labor force, mainly from Albania (Hatziprokopiou, 2006).

Since 2010, a new era of migration has started in Greece. Due to the economic crisis in Greece, significant numbers of mainly young and well-educated Greeks have emigrated to European and other countries in search of occupational opportunities. Another important factor in recent waves of migration has been the war in Syria, which has caused a great number of refugees and immigrants to seek asylum in Greece, primarily as a mid-stop before heading towards other European countries.

Emigration has resulted in what has been termed a 'brain drain' whereby young educated people leave the country thus leading to a reduction in the country's resources, an associated decrease in population and an increase of the mean age of the population that remains in the country. In addition to the numbers of people that leave Greece, birth rates have also reduced, mainly because of socioeconomic factors such as increased unemployment and low income. All

this has resulted in an -0.16% growth rate for the country's population (<http://worldpopulationreview.com/countries/greece-population/>).

Furthermore, the increased flow of immigrants and refugees has fueled many economic, social, educational and health difficulties. Thousands of refugees are forced to live in poor conditions in underfunded 'refugee camps', while the Greek government has been trying to find extra resources to support them. The numbers of refugees in Greece increase daily, since there is a constant influx of refugees and because many of refugees already in the country have not been able to reach the desired European countries. Linked to this, examples of xenophobia and racism have started to appear at an alarming rate.

All these issues set challenges for the government but also for every Greek institution (schools, universities, organizations, health and mental health services). In education, new syllabi have to be created to be more versatile and to take into consideration the continuously increasing multiculturalism in the educational institutions as well as Greek society as a whole. Language difficulties, religious beliefs, culture and ethnicity need to be taken into consideration, when planning to provide services for refugees. Education and information about sensitive matters concerning these populations should be encouraged in any possible way. New occupational opportunities and integration are the main challenges in order to be able to deal effectively with the problems that stem from both types of migration.

Interview 1

| <i>Awareness of your University on social responsibility</i> | |
|---|---|
| <ul style="list-style-type: none"> • What does it mean "social responsibility" on the issue of migration for Universities? | |
| <ul style="list-style-type: none"> • Does University express in its vision end mission the awareness to advocate for a more inclusive society? | Both at a central level of the University administration and several University departments recognize the need to forge closer links with society at large as well as the market, and within this context to further social cohesion and inclusiveness. However, <u>there is no specific recognition of the need to include migrants and refugees in academic life.</u> |
| <i>Access to higher education</i> | |
| <ul style="list-style-type: none"> • Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | Admission to universities in Greece is regulated centrally by the Department of Education. Currently, there is no special legislation or policies for the registration of migrants (or refugees and asylum seekers) to Greek Universities. Migrants apply to register at a Greek University in the same way as any non-Greek student. Foreign students (this includes students whose parents are not Greek and who have grown up and attended school abroad, either in a EU or non-EU country. <u>The vast majority of these students studying in Greek universities are from Cyprus. These students are accepted in University through an application based on the school grades and knowledge of Greek. They are expected to obtain a level of B2 in Greek, which, however, experience has shown to not to be sufficient for University level study.</u> Cypriot students are accepted to Greek universities following a national |

| | |
|---|--|
| | entrance examination in Cyprus. |
| <ul style="list-style-type: none"> • What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds? | <p>As described above, there is currently no special provision to ensure access and permanence into higher education for migrants. Several universities (e.g. National Kapodistrian University of Athens, Aristotle University of Thessaloniki) offer specialist courses in Greek language for non-Greek speaking students. These courses are provided for free for one year. Furthermore, <u>specialist classes in Greek language for refugees have been organized in some universities (e.g. the University of Athens) but these are provided to the general population and are not linked to admission to University.</u></p> |
| <ul style="list-style-type: none"> • What University policies and services can ensure access and permanence into higher education for migrants? | <p>Universities in Greece do not regulate the process of registration, which is conducted at a national level. At Aristotle University of Thessaloniki, an Observatory for Vulnerable Social Groups has been set up. This committee aims to observe the academic progress of students from socially vulnerable groups, including students with disabilities, students from ethnic minorities, foreign students, migrants and refugees. The role of the Committee is only advisory and– to date – they have published three reports identifying the problems faced by these groups but no direct changes in policy with regards to supporting migrant students have resulted from this work. The main findings of these reports regarding non Greek students at Aristotle University (which is the largest University in Greece) are reported briefly below.</p> <p>Presentation of the findings of the Observatory – 2017 – summary of key findings</p> <p>The Observatory examined the percentage of students from vulnerable social groups, who are not completing their studies. The term ‘vulnerable social groups’ includes diverse groups, including foreign students and children of migrant Greeks.</p> <p>General findings</p> <p>Significant differences were found between different departments with regards to the numbers of students registered; 50% of all</p> |

students in the University (over 65.999 registered as undergraduate students in October 2015) are enrolled in 11 of the 41 departments.

In general, students who have registered as a 'special category' seem to fare worse in terms of their academic trajectory, as reflected in the percentage of those who do not complete their studies within the expected time period ('non completers' - in the report this was defined as students in their 12th semester or more, for courses of duration 8 semesters, which is the most common length of undergraduate study in Greece).

Other students – comparison group - 24.4% 'non completers'

Students from the Muslim community in Thrace (268 students, 0.4% of all students. These students have completed their secondary education in a Greek school, have taken the national entrance examination and are accepted with a special ratio)- 17.9% 'non completers'

Children of Greeks from abroad. This heterogeneous group consists of the children of Greek citizens who have grown up and attended school abroad. It consists of students with at least one Greek parent who have finished school abroad (including Cyprus); children of Greek migrants abroad. Entrance to University: this group does not enter University through the national entrance examination; they are accepted based on their school grades and also take a test in Greek language. They are expected to obtain a level of B2 in Greek, which does not seem to be sufficient for University level study.

In 2015 there were 2346 students in this category (3.6% of all students)- 36.6% 'non completers'

In 32 out of the 40 departments with students in this category, the ration of 'non completers' is higher than the average across students; in 12 of these departments 'non completers' constitute 50% of the children of Greeks from abroad

Foreign students (this includes students with non-Greek parents who have grown up abroad, either in a EU or non-EU country). The vast majority of these students are from Cyprus (94.6%), 4.6% from EU

| | |
|--|---|
| | <p>countries and 0.8% outside the EU. Entrance to University: this group does not enter University through the national entrance examination. Cypriot students are accepted following national entrance examination in Cyprus; others are accepted through their school grades and knowledge of Greek. They are expected to obtain a level of B2 in Greek, which does not seem to be sufficient for University level study.</p> <p>In October 2015 there were 3445 students from this category, 5.3% of registered students in the University - 38.3% 'non completers'</p> <p>In 34 of 40 departments the ratio of 'non completers' is higher than average and in 8 departments, this ration rises above 50% of foreign students.</p> <p>Challenges identified in the report Gaps in knowledge/ prior education – easier to get accepted in courses than other students Gaps in knowledge of Greek language Financial difficulties Difficulties associated with cultural differences Stigma and discrimination due to ethnic origin Legal difficulties with visa etc.</p> <p>Suggestions for support Services for supporting students in their academic and learning strategies Specialised tutorials Tutorials in Greek language Provision of Greek language lessons for more than one year (currently provided for free)</p> <p>Suggestions for further investigation Systematic observation of the academic trajectory of students belonging in socially vulnerable groups Investigation of the factors that affect their development Investigate good practices and challenges Investigate students' views</p> |
| <ul style="list-style-type: none"> Do Universities have services to recognize previous competences or academic credits? | None at the moment |
| <p>Participation in higher education</p> | |
| <ul style="list-style-type: none"> Do migrant students participate (enroll and complete) as much as their native peers? | See report above |

| | |
|---|---|
| <ul style="list-style-type: none"> • What are the effective integration programs at University level, for migrant students, to encourage enrollment and integration into University? | <p>See report above</p> |
| <p>Learning outcomes</p> | |
| <ul style="list-style-type: none"> • Do migrant students perform as well as their native peers? | <p>See report above</p> |
| <ul style="list-style-type: none"> • Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession? | <p>We examined the curriculum of the Schools of Psychology, Education and Medicine at the Aristotle University in order to investigate to what extent multicultural issues and competences are taught at undergraduate level. Below we present a list of courses in each of these schools that either focus on issues related to migration on include lectures on such issues.</p> <p>School of Psychology At the undergraduate programme at the School of Psychology, several undergraduate courses focus on or include reference to psychosocial aspects related to migration, as described briefly below. The following courses focus on psychological aspects of migration.</p> <p>INTERGROUP RELATIONS AND THE SOCIAL PSYCHOLOGY OF RACISM</p> <p>INTERGROUP PHENOMENA: RELATIONS BETWEEN MINORITY AND MAJORITY GROUPS The following courses include lectures on issues that related to migration.</p> <p>SOCIAL PSYCHOLOGY II – Lectures include reference to theories and research that relate to issues of minority groups and migrants (e.g. stereotypes)</p> <p>COMMUNITY CLINICAL PSYCHOLOGY: Lectures include reference to theories and research on social determinants of mental health, including ethnic minority status, trauma and migration</p> <p>CLINICAL ASSESSMENT AND INTERVENTIONS IN PSYCHOLOGICAL HEALTH: Lectures include reference to cultural issues in psychological assessment and interventions</p> <p>PSYCHOSOCIAL PROBLEMS: ALTERNATIVE APPROACHES AND PRACTICES One of the lectures is given by refugees and immigrants</p> <p>CONTEMPORARY WORLD PROBLEMS AND THE SCIENTISTS' RESPONSIBILITY: Lectures on psychosocial issues of migration</p> |

| | |
|--|--|
| | <p>CRITICAL SOCIAL PSYCHOLOGY: Lectures include reference to theories and research on social determinants of mental health, including social inequality</p> <p>School of Medicine</p> <p>CROSS-CULTURAL PSYCHIATRY</p> <p>SOCIAL EPIDEMIOLOGY: SOCIAL DETERMINANTS AND HEALTH INEQUALITIES (postgraduate course)</p> <p>School of Primary Education</p> <p>GREEK AS A SECOND LANGUAGE: LEARNING AND TEACHING</p> <p>BILINGUALISM AND NEW LEARNING ENVIRONMENTS</p> <p>PSYCHOLOGY, MIGRATION AND THE SCHOOL</p> <p>SOCIAL MARGINALISATION AND EDUCATION</p> <p>ANTIRACIST, ANTISEXIST AND MULTICULTURAL EDUCATION</p> <p>TEACHING MATHEMATICS IN MULTICULTURAL CLASSROOMS</p> <p>HISTORY OF MINORITY EDUCATION</p> <p>MINORITIES AND MULTILINGUALISM IN EUROPE</p> <p>TEACHING APPROACHES TO MULTILINGUALISM</p> <p>EDUCATIONAL AND ETHNO-CULTURAL DIMENSIONS OF MINORITY EDUCATION</p> <p>ISLAM AND EDUCATION</p> <p>MINORITY GROUPS AND MATHEMATICS</p> <p>School of Early (Preschool) Education</p> <p>MINORITY GROUPS AND MULTICULTURAL EDUCATION IN PRESCHOOL CLASSROOM</p> <p>MULTICULTURAL CHILDREN'S EDUCATION</p> <p>BILINGUALISM AND EDUCATION</p> |
| <ul style="list-style-type: none"> • How universities ensure, develop and | <p>As discussed above, several courses at undergraduate level either focus on or</p> |

| | |
|---|---|
| measure these competences? | include reference to issues relating to migration and the issues faced by migrants and their inclusion in Greek society. As far as we were able to ascertain, this is the main way in which migration is included in the curricula of different Schools in the University |
| Placement after the learning experience | |
| <ul style="list-style-type: none"> Do University have specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | We were not able to find information on any such endeavour. |

Briefly describe any programme/project/practice/advocacy strategy/didactical tool that you experimented in order to exemplify and produce evidences on one or more of mentioned key questions.

Use as many lines as needed.

Typology

- Research programme/project
- Education/Curriculum within University
- Research programme
- Project (Horizon, Erasmus, AMIF, etc.)
- Third mission (public engagement, spin off, University consultant, ...)
- Other (Specify

Description

In addition to undergraduate studies, psychology undergraduates have a placement, with a duration of 2 months, during their last year of study. Some of the organizations that our students are placed are NGOs specifically working with migrant, refugees and asylum seekers.

The Aristotle University, including members of the School of Psychology, has participated as partner to the SUCRE programme, an Erasmus + programme that aimed to collect information about the access of refugees-migrants in higher education (academic needs, ways of admission, scholarships, academic & psychosocial support) and integrating it in a framework that reflect on the challenges and best practices about it. For more information see: <http://sucre.auth.gr/>

Place and date

Thessaloniki, 15/3/2019

3. PORTUGAL

Overview of the situation of human mobility in Portugal

Portugal has a strong national identity - it is the European country with the oldest borders. Before being recognised as a kingdom in the 12th century, its territory, inhabited by a group of people that occupied what is now the North of Portugal, but also areas of nowadays Spain, designated by Lusitans, was the destiny of many peoples: Phoenicians, Romans, Goths and Arabs. The Portuguese are, in its origins, a mixed race, having received imports of different cultures and languages.

In the XVth century, Portugal expands to Northern Africa and, then, starts the exploratory voyages by sea. Madeira archipelago is the first territory outside of the European continental platform to be populated. The maritime expansion took the Portuguese to Africa, America and Asia. The contact with different peoples, with diverse cultures, of other ethnic groups, led to the discovery of an extended humanity, made up of many men. Although the relationship established was that of the colonized-colonized, it eventually changed the personality of the Portuguese people, who mixed and led to the miscegenation and creation of new races, such as the Brazilian or the Cape Verdean.

Today, Portugal continues to be closely linked to Portuguese-speaking countries or historically-related territories such as Macau or Goa, in India. Organizations such as the Community of Portuguese Language Countries (Portuguese: Comunidade dos Países de Língua Portuguesa; abbreviated as the CPLP) or the Observatory of the Portuguese Language maintain and develop the privileged links with the different countries that constitute them. Migrants from these countries also have a status different from that of other origins.

Apart from the great mass of returnees and natives of the Portuguese-speaking African countries after the period of decolonization due to the civil wars that raged in Angola, Mozambique and Guinea Bissau, after 1975, until today Portugal has not experienced mass immigration, but this may happen in the future (via Spain, for example).

The Portuguese have a long tradition of emigration and a short experience of immigration. They know that migrations are not a new reality. In the nineteenth century many thousands of Portuguese emigrated to Brazil, a former Portuguese colony that became independent in 1822. The Portuguese also emigrated to other destinations - the United States (mainly from the Azores), Venezuela and South Africa (mainly from Madeira), Canada, etc. But the destination of choice was Brazil for the language.

In the 1950s and 1960s, the main destination became another: the Portuguese emigrated massively to continental Europe, especially to France, although this was a period of strong economic growth in Portugal. The African colonies - notably Angola and Mozambique - never attracted massive migration from the Portuguese, although, before the colonial war started there had been an increase of emigrants to those territories, seduced by the economical possibilities of these fast growing territories.

After the decolonization, Portugal had to cope with 600,000 Portuguese settlers who returned to Portugal and naturals of African and Asian countries (like East Timor) that ran from the war, after losing everything in Africa and Timor, the so-called returnees. With the Portuguese economy living a crisis and politics in turmoil, the worst was feared, but the adaptation was very successful. Even if there were difficulties and painful situations, the returnees were integrated, created enterprises and jobs and gave a very important contribution to help the national economy not to quibble. This experience shows that Portugal deals well with massive migrations, but of course the returnees spoke the language and a culture close to that prevailing in Portugal.

Overall Population

| Territories | Resident Population | | |
|--------------------------------|---------------------|------------|------------|
| | 2001 | 2017 | 2018 |
| Portugal | 10.362.722 | 10.300.300 | 10.171.114 |
| – Mainland | 9.874.675 | 9.801.106 | |
| + Nort | 3.688.037 | 3.580.390 | |
| + Centre | 2.348.162 | 2.237.640 | |
| + Lisbon Metropolitan Area | 2.665.212 | 2.827.514 | |
| + Alentejo | 776.225 | 715.019 | |
| + Algarve | 397.040 | 440.543 | |
| – Autonomous Region of Azores | 241.966 | 244.573 | |
| + Autonomous Region of Azores | 241.966 | 244.573 | |
| – Autonomous Region of Madeira | 246.081 | 254.622 | |
| + Autonomous Region of Madeira | 246.081 | 254.622 | 255.650 |

Sources/Entities: INE, PORDATA; Last actualization: 2018-11-07
<https://www.pordata.pt/en/Home>

Immigrants in Portugal

As stated in the *Immigration Report, Frontiers and Asylum – 2017*, of the Foreign Service and Borders (SEF), “the analysis of the evolution of the foreign population in Portugal implies the consideration of several legislative developments in recent years and their impact on the number of legal residents, the fact that Portugal has a ‘mixed register’ of migration, being historically simultaneously an emigration and immigration country, the impacts of the operationalization of immigration policies, as well as the Portuguese economic and social contexts and the countries of origin.” (p. 12)

The assessment of quantitative information should take into account all aspects which influence worldwide migration, as well as the following characterization of the foreign population resident in Portugal for 2017:

- The trend of an increase in the number of foreigners resident in Portugal, recorded in 2016, totaling 421,711 citizens with a valid residence permit (+ 6.0%);

- The structure of the ten most representative nationalities changed with the entry of the Italian (12,925), whose community increased by more than 50% compared to 2016 and (12,526), despite the year-on-year increase of 12.5% registered in 2017. It should also be pointed out that France, which in the previous year in this case, increased by 35.7%, maintaining a steep rise in the population of this nationality in our country, beyond Guinea Bissau;

- The entry of France (in 2016) and Italy (in 2017) into the structure of the ten nationalities seems to confirm the particular impact on foreign from the European Union countries of the attractiveness factors already pointed out in the Portugal as a safe country, as well as the tax advantages deriving from the regime for the non-habitual resident;

- The Brazilian nationality, with a total of 85,426 citizens, remains the main resident foreign community, having increased by 5.1% in relation to 2016, thus reversing the trend of decreasing the number of residents of this nationality which has been verified since 2011;
- With regard to citizens from the African continent, there has been a (decrease -2.8%), with a particular focus on those from the Portuguese official language. African countries migrants' acquisition of Portuguese nationality may be the main basis for this decrease;
- The potentially active population represents 81.6% of resident foreign citizens (82.3% in 2016), with preponderance of the large age group 20-39 years (176,028). This highlights the fact that the population over 65 (9.4%) has a relative weight and is higher than the population of young people between the ages of 0 and 14 (9.0%);

Foreign population with legal resident status as a % of the resident population: total and by sex

Proportion -
%

| Territories | Sex | | | | | |
|--------------------------------|-------|------|-------|------|---------|------|
| | Total | | Males | | Females | |
| Years | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 |
| Portugal | 4.1 | 4.0 | 4.5 | 4.2 | 3.8 | 3.9 |
| — Continente | 4.2 | 4.1 | 4.6 | 4.3 | 3.9 | 4.0 |
| + Norte | 1.2 | 1.4 | 1.3 | 1.4 | 1.2 | 1.4 |
| + Centro | 2.6 | 2.6 | 2.8 | 2.7 | 2.3 | 2.5 |
| + Área Metropolitana de Lisboa | 8.0 | 7.3 | 8.7 | 7.5 | 7.4 | 7.1 |
| + Alentejo | 3.0 | 3.4 | 3.3 | 3.7 | 2.7 | 3.1 |
| + Algarve | 16.4 | 15.6 | 18.1 | 16.6 | 14.9 | 14.8 |
| — Região Autónoma dos Açores | 1.4 | 1.4 | 1.7 | 1.5 | 1.2 | 1.3 |
| + Região Autónoma dos Açores | 1.4 | 1.4 | 1.7 | 1.5 | 1.2 | 1.3 |
| — Região Autónoma da Madeira | 2.7 | 2.6 | 3.1 | 2.8 | 2.4 | 2.5 |
| + Região Autónoma da Madeira | 2.7 | 2.6 | 3.1 | 2.8 | 2.4 | 2.5 |

Data according to the 2013 version of the Nomenclature of Territorial Units for Statistical Purposes (NUTS). Sources/Entities: INE | SEF/MAI, INE, PORDATA (Adapted by REMix UMA partner) Last updated: 2018-11-07 (<https://www.pordata.pt/en/Home>)

Foreign population with legal resident status: total and by certain nationalities

Individual

| Territories | Total | | Spain | | France | | United Kingdom | | Ukraine | | Romania | | Moldavia | | Other European countries | |
|-------------|--------|--------|-------|-------|--------|-------|----------------|-------|---------|-------|---------|-------|----------|-------|--------------------------|-------|
| | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 |
| Portugal | 436,02 | 416,68 | 7,20 | 12,52 | 4,576 | 15,31 | 15,37 | 22,43 | 52,47 | 32,42 | 26,42 | 30,75 | 21,067 | 5,207 | 38,89 | 64,04 |

| | | | | | | | | | | | | | | | | |
|----------------------------|---------------|-------------|-------------------|-------------|----------------------|-------------|------------------------------|-------------|------------------------------|-------------|--------------------------------|-------------|---------------|-------------|---------------------------------|-------------|
| | 0 | 2 | | 6 | | 9 | 1 | 1 | 2 | 0 | 5 | 0 | | | 4 | 1 |
| Região Autónoma da Madeira | 7,142 | 6,692 | 130 | 215 | 148 | 244 | 900 | 955 | 709 | 311 | 361 | 253 | 197 | 43 | 1,487 | 1,894 |
| Territórios | Angola | | Cape Verde | | Guinea Bissau | | Mozambique | | São Tome and Principe | | Other African Countries | | Brazil | | Other American countries | |
| Years | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 |
| Portugal | 27,307 | 16,764 | 50,887 | 34,806 | 23,842 | 14,951 | 3,347 | 2,814 | 11,402 | 8,478 | 8,886 | 8,174 | 106,704 | 83,061 | 8,845 | 11,047 |
| Região Autónoma da Madeira | 73 | 26 | 126 | 69 | 194 | 45 | 4 | 17 | 12 | 5 | 157 | 251 | 1,270 | 804 | 972 | 1,111 |
| Territórios | China | | India | | Nepal | | Other Asian Countries | | | | | | | | | |
| Years | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | 2008 | 2017 | | | | | | | | |
| Portugal | 13,313 | 22,698 | 5,457 | 7,901 | 560 | 7,435 | 9,095 | 15,518 | | | | | | | | |
| Região Autónoma da Madeira | 191 | 263 | 16 | 29 | 0 | 20 | 164 | 122 | | | | | | | | |

Data according to the 2013 version of the Nomenclature of Territorial Units for Statistical Purposes (NUTS). Sources/Entities: INE | SEF/MAI, PORDATA (Adapted by REMix UMa partner) Last updated: 2018-07-31 (<https://www.pordata.pt/en/Home>)

In January 2017, among the countries of the European Union (EU28), Portugal assumed the twenty-first relative importance of foreigners in the total number of residents, with only 3.9% of foreigners in total residents. With values below Portugal were only seven countries: Hungary (1.5% of foreigners in the total number of residents), Slovakia (1.3%), Bulgaria (1.1%), Croatia (1.1%), Lithuania (0.7%), Romania (0.6%) and Poland (0.6%).

Migratory Balance

According to the site of the High Commissioner for Migration (<https://www.acm.gov.pt/-/saber-mais-sobre-as-migracoes-portuguesas->), Portugal is today the country of the European Union with more emigrants in proportion to the resident population. The number of Portuguese emigrants exceeds two million, which means that more than 20% of Portuguese live outside the country in which they were born. Between 2010 and 2013, the number of departures from Portugal grew more than 50%. Between 2013 and 2014, emigration has stabilized at around 110,000 people per year.

| Place of Residence (NUTS - 2013) (1) | Migratory balance (N.º) for place of residence (NUTS - 2013); Annual |
|--------------------------------------|--|
| | Período de referência dos dados |
| | 2017 |
| | N.º |
| Portugal | 4 886 |
| Mainland | 6 237 |
| Autonomous Region of Azores | -1 396 |
| Autonomous Region of Madeira | 45 |

Migratory Balance (N.º) by place of residence(NUTS - 2013); Annual - INE, Demographic Data (https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&contecto=pi&indOcorrCod=0008269&selTab=tab0)

The United Kingdom is now the country where most Portuguese emigrate: 30,000 in 2013, 31,000 in 2014. The main destinations for the flows are Switzerland (20,000 in 2013), France (18,000 in 2012) and Germany (10,000 in 2014). Outside of Europe, the main destination countries for Portuguese emigration are CPLP: Angola (5 thousand in 2014, 6th destination country), Mozambique (4 thousand in 2013, 9th destination country) and Brazil (2 thousand in 2014, 11th country of destination).

Asylum – Refugees

In 2017, within the scope of international protection, Portugal continued to follow the crisis of migratory flows in Europe, in particular the massive flows from the Mediterranean through the Balkans and the Mediterranean Sea. The national response focused on the support for the management of inflows developing Greece and Italy - and assuming the responsibility of accepting applicants for international protection within the framework of the reinstatement and replacement. In national terms, from the quantitative view, there was a significant increase in the number in comparison to the previous year (+ 19.1%), registering 1,750, with the recognition of 119 refugee statuses and the concession of 381 certificates of residence authorization by subsidiary protection.

The SEF report for 2017 (<https://sefstat.sef.pt/Docs/Rifa2017.pdf>) refers the following conclusions:

- Increase in the number of requests for international protection compared to the previous year (19.1%), amounting to 1,750 applications, including those relating to the relocation mechanism in the context of the national commitments entered into with the EU;
- Of the requests made by European citizens (163), the 124 submitted by Ukrainian citizens (76.1%);
- The requests made by African citizens (711), Republic of Congo (158), Angola (121), Eritrea (67), Congo (58) and Guinea (42);

- The requests for international protection presented by citizens of Asian origin Countries (426), Iraq (283), Afghanistan (32), Pakistan (21) and Iran (18);

- Of the total number of applications, most were presented in the national territory and in terms of demographic characterization, the majority of applicants belongs to the age group between 19-39.

The statutes of protection granted in Portugal are mainly related to the 1951 Geneva Convention and to the legal instruments of the European Union which form part of the Common European Asylum System (Directives on the conditions to be met for international protection status, the Asylum Procedure, the Conditions of Reception, and the Regulations of Dublin and Eurodac) and the Constitution of the Portuguese Republic. The main indicators on asylum and international protection, in 2017 and as it had already occurred in 2016, show a significant evolution compared to that traditionally observed in Portugal. As an explanatory factor, there is the existing instability in several geographic areas.

Evolution of the number of international protection requests

| 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|------|------|------|------|------|------|------|------|-------|-------|
| 161 | 139 | 160 | 275 | 299 | 507 | 447 | 896 | 1.469 | 1.750 |

Source: <https://sefstat.sef.pt/Docs/Rifa2017.pdf>

As regards the commitments made by Portugal, in the framework of EU Decisions 2015/1523, 2015/1601 and 2016/1754 (the first two of 14 and 22 September 2015 and the last of 29 September 2016 respectively), by the end of 2017, Portugal had reinstated 1522 applicants for international protection, placing Portugal in the sixth position of the Member States of the European Union that replaced a greater number of applicants, and in the 8th position in the whole of the States Member States in relation to the percentage of compliance with their commitments. Considering only the year 2017, 741 applicants were reinstated, mostly from Greece and families of Syrian nationality. At the same time, as part of the European Migration Agenda, Portugal agreed to reinstall a total of 191 refugees in 2016 and 2017. Subsequently, under the EU/Turkey Agreement, Portugal decided to use its resettlement quota to accommodate Syrian refugees from Turkey. In this context, 171 refugees were received in 2017, 130 Syrian nationals from Turkey under the 1: 1 scheme and 41 from various nationalities, including Syria, Sudan, Eritrean and Ethiopian, from Egypt and Morocco.

The applicants who seek asylum are welcomed in the Bobadela CPR center, inaugurated in 2006 by the then United Nations High Commissioner for Refugees and current secretary general of the organization, António Guterres. Here, there is the conscience of the importance of the social, legal and integration support that is provided in the first months after arriving in the country. The process can take between three and five months. The SEF investigates and takes a decision according to the facts that are presented by the asylum seeker regarding his particular situation and what he faced in the country of origin. If the decision is positive in order to grant asylum in Portugal, the refugees will be granted temporary residence permits, they will be accompanied by the Social Security and can start working at that time.

On the other hand, if they have a negative answer, they may file an appeal and are referred to Santa Casa da Misericórdia, where they may have to wait up to a year. However, the Bobadela center may continue to provide support, if the applicant so desires, by assisting in the award of a lawyer. In the first contact with Portugal, it is the CPR that prepares the integration. The follow-up takes place in several areas, from assistance in case of health problems, enrollment of children in schools or day care centre, or even with Portuguese classes, which take place in the centre itself.

Autonomous Region of Madeira

In 2017, according to *Estatísticas Demográficas da Região Autónoma da Madeira 2017*, of Regional Directorate of Statistics of Madeira, published in 2018, the population living in the Autonomous Region of Madeira (RAM) was estimated at 254 358, from which 118 411 men and 135 957 women (the data differ from PORDATA, which indicates 254 622), which represents a decrease of the resident population, translating into an effective negative growth rate of -2.0 % (-6.1% in 2016). The trend of a population decline that began in 2011 continues, although it is less pronounced in the last 3 years.

By 2017, the population density of the RAM was 317.7 inhabitants per km². Funchal was the municipality with the highest value (1 373.8 / Km²), in contrast to Porto Moniz, which had the lowest value (28.7 Hab / Km²). The proportion of young people (population under 15) continued to decline in 2017, representing 13.9% of the total population (14.3% in 2016).

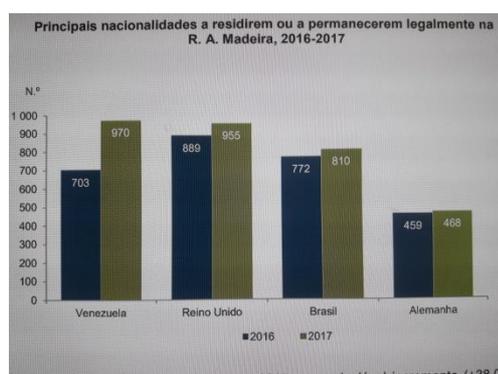
The population of Madeira represents 2.5% of the population of Portugal.

The data provided by the Foreigners and Borders Service (SEF) indicate that, as of December 31, 2017, the foreign population residing in the RAM totaled 6,720 persons (10.0% more than in 2016), distributed between holders of residence permits (6 692) and long-stay visas (28). Nationals of Venezuela (14.4%), the United Kingdom (14.2%), Brazil (12.1%) and Germany (7.0%) continue to represent the main foreign communities residing in the Region. **In 2017, Venezuelan citizenship registered a notable increase (+ 38.0%) in the number of foreigners holding residence permits in the Region (703 in 2016 and 970 in 2017).**

In 2017, a positive migratory balance for the first time in the decade slows the rate of decrease of the resident population in RAM.

Regarding the migratory balance, the positive value recorded results from the return to the RAM of emigrants residing in Venezuela, a flow that is more expressive than that of the outgoing migratory flow. This flow has been increasing due to the political crisis in Venezuela. In 2018-2019, the number of Brazilian migrants shows also a slight increase due to political and social changes in Brazil.

Main nationalities residing or remaining legally in AR Madeira, 2016-2017.



<https://estatistica.madeira.gov.pt/download-now-3/social-gb/popcondsoc-gb/demografia-gb/demografia-publicacoes-gb/finish/223-demografia-publicacoes/10054-estatisticas-demograficas-da-ram-2017.html>

The quantitative data on the flow of migrants does not however show the migrants who have Portuguese nationality (that in Venezuela and Brazil can be required up to the third

generation descendants). In July 2018, the Madeira Regional Government estimated that **4,500 emigrants in Venezuela had returned to the region since 2016**, a year in which socioeconomic and political instability worsened in that country. The Executive of Madeira predicts that the flow will continue during the future years. "We are aware that the flow can continue at this pace and, above all, until there is no improvement from the economic and social point of view in the country of origin," Jorge Carvalho, the regional secretary for Education, the Centre of Madeiran Communities and Migrations. (<https://www.dn.pt/pais/interior/quase-cinco-mil-emigrantes-na-venezuela-ja-regressaram-a-madeira-desde-2016-9651964.html>)

Access to higher education

In recent years international student recruitment programs for higher education have increased migrant flows of foreign students to various degrees of higher education in the different OECD countries. Some changes in the Portuguese legal framework of recent years, aimed at attracting international students to higher education, have influenced the evolution of foreign students in higher education. Decree-Law No. 36/2014 of March 10 established the status of the international student in 2014, based on the notion that the recruitment of foreign students allows to increase the use of installed capacity in institutions, which can be applied in enhancing the quality and diversification of education delivered, and has a positive impact on the economy.

The decree-law also provides that public institutions may set differentiated fees, taking into account the actual cost of training, and that these cannot be lower than the maximum amount fixed by law for the study cycle in question. To this end, it was defined as an international student because of the absence of Portuguese nationality, but excluded from this universe were nationals of Member States of the European Union, those who were third-country nationals already residing in Portugal two years ago, and those who require entry into higher education through the special access and entry regimes provided for in Decree-Law no. 393-B / 99, of October 2.

According to *Indicadores de Integração de Imigrantes RELATÓRIO ESTATÍSTICO ANUAL 2018* (Catarina Reis Oliveira & Natália Gomes(coord.)), of the Migration Observatory (Observatório das Migrações) there has been a notable increase in the number of foreign students in Portuguese higher education. In the academic year 2015/2016, **foreign students corresponded to 37,559 enrollees, registering a growth of 12% over the previous school year**. Since the beginning of this decade (2010/2011 school year), foreign students enrolled in Portuguese higher education presented a rate of change of + 72.1%. This increase in absolute values also had an impact on the relative importance of these students in the total number of Portuguese higher education students, with foreign students representing 10.5% of the total enrollment in higher education in 2015/2016 (plus 7.2 percentage points compared to the academic year 2000/2001, when foreign students accounted for only 3.3% of the total enrollment in higher education).

The panorama of the education before University level, according to the study cited above (p. 112), in the 2016/2017 school year, public elementary and secondary schools had students from 182 different nationalities, and on the whole the students of foreign nationality corresponded to 3.7% of the total number of students in the Portuguese school system (this proportion being 3.5% in the school year of 2015/2016). As in previous years, in the 2016/2017 school year about one-third of the foreign students had the nationality of an African country, especially the PALOP (African Portuguese Speaking Countries) students.

In relation to the nationalities of the students, one can observe some concentration of certain nationalities in some regions of the country, following the trends of dispersion for the total resident foreign population. In this context, it is observed that PALOP (12,126 students in the 2016/2017 school year), South America (mostly in Brazil) and Asia are more concentrated in the Lisbon region (85.1% of the PALOP students, 55% of the students in the South America and 54.6% of Asian students are in the Lisbon region). By contrast, the remaining groups of nationalities are more widely dispersed across the various regions of the country.

In the total of students enrolled in Basic and Secondary Education, in the academic year 2016/2017, Brazilians (29.5% of foreign students enrolled, corresponding to 11,419 students) are in first place. In the second and third positions Cape Verdean students (11.2% or 4,332 students) and Angolan students (7.8% or 3,029 students). The fourth and fifth positions were Guinea-Bissau students (7.1% or 2,743 students) and Ukraine (6.8% or 2,626 students) and sixth position belongs to Romanian students (6.1% or 2.351) (cf. p. 113).

At the University level, “the last decade was marked by the substantial increase in the number of foreign students in Portuguese higher education. In the 2016/2017 school year, foreign students accounted for 41,997 students, a growth of 12% over the previous school year, and an increase of + 92% over the beginning of the decade (2010/2011 school year). At the beginning of the century, foreign students more than tripled (from 13,000 students to 42,000). This growth, in absolute terms, also had an impact on the relative importance of these students in the total number of Portuguese higher education students. Foreign students accounted for 11.6% of the total enrollment in higher education in 2016/2017 (8.3 percentage points more than the 2000/2001 school year, when students accounted for only 3.3% of the total enrollment in education higher).” (p. 120)

The report states that in line with the trend of previous years, the areas of education and training that in the academic years in analysis gathered the largest number of foreign students were essentially three: "Social Sciences, Commerce and Law" (39.3% in the academic year 2015/2016 and 38.6% in 2016/2017), "Engineering, Manufacturing and Construction" (17.7% and 19.7%, respectively in the two reference years) and "Arts and Humanities" (13.1% in the academic year 2015/2016 and 12.7% in the academic year 2016/2017). Thus, about 70% of students of foreign nationality were concentrated in these three areas of education.

Foreign students enrolled in Higher Education in Portugal, according to the continent, in the academic year of 2016/2017:

| | |
|------------------------------|--------|
| - Europe | 16.467 |
| +European Union | 14.482 |
| + Eastern Europe | 1.001 |
| +Other Countries in Europe | 884 |
| CPLP | 21.104 |
| Africa | 9.334 |
| PALOP | 8.673 |
| Other Countries in Africa | 661 |
| - America | 13.460 |
| + North America | 506 |
| + South America | 12.813 |
| + Other Countries in America | 141 |
| Asia | 2.709 |
| Oceania | 27 |

Source: Survey on Enrolled and Higher Education Students, DGEEC / ME

In the University of Madeira, for the year 2018-2019, this is the panorama:

Number of students of foreign nationality, enrolled in 2018/19 in UMa, excluding external students and enrolled under mobility programs, by type of course

| 1.st Cycle | | 3º Ciclo | |
|---------------|------------|---------------|----|
| Nationality | Foreigners | | |
| Brazilian | 3 | German | 1 |
| British | 2 | Brazilian | 17 |
| Cape Verdean | 2 | Chinese | 1 |
| Italian | 1 | Colombian | 1 |
| Moldavia | 1 | Italian | 1 |
| Norwish | 1 | Saudi Arabian | 1 |
| Paraguaian | 1 | | |
| Polish | 3 | | |
| Romanian | 1 | | |
| South African | 35 | | |
| Ucranian | 1 | | |
| Venezuelan | 8 | | |
| 2º Cycle | | | |
| Brazilian | 94 | | |
| Bulgarian | 1 | | |
| Checa | 1 | | |
| Chinese | 1 | | |
| Sri Lanka | 1 | | |
| Venezuelan | 3 | | |

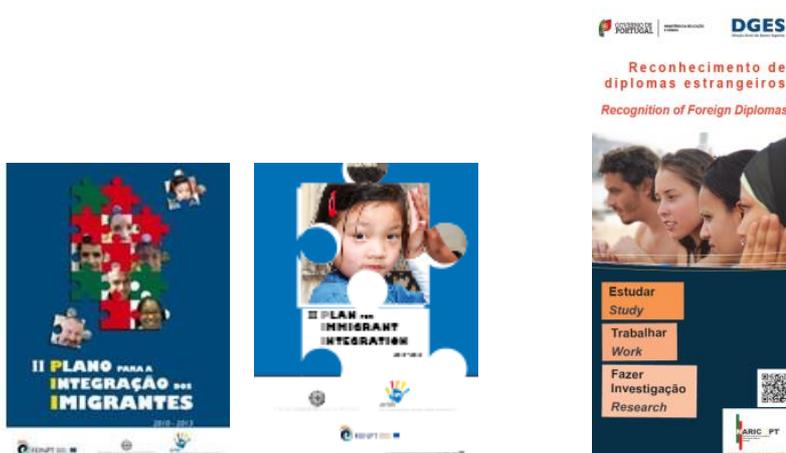
In the post-graduation there is one Pakistanese student. In Medicine, 1 Brazilian 1 Norwish an 1 Polish. In technical specialization courses:

| CTeSP | |
|---------------|------------|
| Nationality | Foreigners |
| Brazilian | 4 |
| British | 1 |
| Mozambican | 1 |
| South African | 1 |
| Venezuelan | 4 |

Across the country, foreign students are distributed differently by areas: they are more concentrated in the regions of Lisbon, North and Centre which show the highest concentration of Higher Education establishments in Portugal. In the academic year 2016/2017 the Lisbon region had 43.3% of the foreign students, followed by the North region with 28.1% and the Central region with 20.8%. The remaining regions of the country (Alentejo, Algarve, Autonomous Region of the Azores and Autonomous Region of Madeira) accounted for only 7.8% of the total number of foreign students. These are also areas with the lowest density of universities.

Integration programs at University level for migrants students and Social Responsibility

➤ II Plan for Immigrant Integration(PII)



The II Plan for Immigrant Integration (PII), approved by the Council of Ministers Resolution nº74 / 2010, of September 17, 2010, continued the social policies on the reception and integration of immigrants already included in I PII (2007-2009).

This Plan has as its objective the implementation of 90 measures distributed in 17 intervention areas and monitored by a Network of Focal Points of accompaniment made up of representatives of several ministries and coordinated by the High Commission for Immigration and Intercultural Dialogue (ACIDI).

The Ministry of Education and Science, through the Directorate General of Higher Education (DGES) is represented in the Network of Focal Points, participating as coordinator or partner in several measures in the scope of higher education, highlighting some activities:

- Development of an e-flyer on equivalence and recognition schemes (Decree-Law no. 283/83, of June 21) and degree registration (Decree-Law no. 341/2007, of October 12), available on the DGES (General Direction of Higher Education, dependent of Ministry of Science and Higher Education) website in pdf format;

- Creation of an online database for applications for equivalence and recognition under Decree-Law no. 283/83 of June 21, as well as for applications for registration under Decree-Law no. 341 / 2007, of October 12, with the aim of making processes more transparent and reliable;

- 10 training actions on recognition of foreign qualifications, promoted by the DGES, in the National Immigrant Support Centres (CNAI) and Local Support Centres for the Integration of Immigrants (CLAII)

- Development of “Strategic Plan for Migration (PEM): articulated transversal strategy based on policies that allow to maximize the resources available. Five priority policy axes: Axis I - Immigrant integration policies; Axis II - Policies to promote the integration of new nationals; Axis III - Coordination Policies of migration flows; Axis IV - Policies strengthening the migratory legality and quality of migration services; Axis V - Incentive policies, monitoring and support the return of national emigrant citizens.

- Skill Recognition Programs implemented in the universities: Regulation of Credits on Curricular Integration based on Professional Experiences and Formations: possibility of increasing the credit from non-degree courses and professional experience given by Higher Education Institutions or by entities in which there is scientific and pedagogical control of a Higher Education Institution.

- Creation in the Universities of Special Protocols for Refugees and Migrants and Centres for Migrant Support.

EXAMPLES:

- Due to the flow of migrants from Venezuela the Regional Government of Madeira and the University of Madeira signed a Protocol specially to help the students from Venezuela to apply the University or to continue their previous studies in the University of Madeira: “Ensino Superior Universidade Da Madeira “Apoio Ao Emigrante Da Venezuela” (“Higher Education University of Madeira: “Support to the Migrant from Venezuela”) (https://apoiovenezuela.madeira.gov.pt/images/quioes/Draft_UMa_GAEM.Venezuela_1906_2017_v1.pdf).

- Creation in the Student Offices of Special Assistance for Migrants on Legislation, Assistance of Social Services, etc. In UMA:
 - Student Support Office of the University of Madeira
 - Office of Social Support of the Social Services of the University of Madeira

CLAIM –University of Aveiro: Local Support Centre for the Integration of Migrants (CLAIM)

The installation project in the University of Aveiro of a CLAIM is a bet on the reinforcement of the institutional support that is intended to make available to the international academic community that, among students, technical, administrative and management personnel, researchers and teachers, has about two thousand and five hundred people.

This is a pioneering project of bringing CLAIM to a University campus for the first time. On the occasion of the inauguration the Ministry for the Presidency Mariana Vieira da Silva stressed: "But I'm sure this is only the first CLAIM to be born in a University. Others will try to follow this idea of the University of Aveiro that has from now on the responsibility of making this center work since this is the best way we can generalize this idea."

CLAIM wants to promote the reception and integration of the international community of the Academy, creating the necessary conditions for a positive experience for all those studying or working in the UA, minimizing possible constraints related to the regularization processes in the country and access to the various public services available, is one of the great objectives of the UA CLAIM.

The purpose of the new Centre will be to provide general information and specialized support in various areas such as regularization of the situation in Portugal, the attribution of nationality, housing, family reunification, professional matters, access to health services , education and training, entrepreneurship, among other subjects. The service is personalized and has the collaboration of qualified technicians for this purpose.

The CLAIM of the UA is part of the national CLAIM network, which includes the remaining 99 local and national centers that work in the area of migration. The Centre was born out of a close relationship and a strong commitment between the UA and the Office of the High Commissioner for Migration and aims to create a pioneering response at the national level, aimed at a very particular and challenging public, such as Higher Education.

➤ **Social Services/ Social Responsibility**

Special legislation for social services and access to all the social programs of the University; special access to scholarships for refugees; special access to scholarships for migrants with special international protection. Programs for placement of inbreeds and students in research centres of the University and Volunteer Programs.

➤ **Offer of Courses in Cultural Diversity and Cultural Studies**

Example: the University of Madeira offers a master in Literature, Culture and Diversity, a graduation on Cultural Studies and an Optional General Formation subject on Identity and Cultural Memory.

Annual monitoring of the performance of non-immigrant and immigrant students

Observatory of Migrations

(<https://www.om.acm.gov.pt/documents/58428/418987/Boletim+Estat%C3%ADstico+OM+%233+Estudantes+Estrangeiros.pdf/5ca44d3c-60b9-48e7-84dd-b385af001922>)

“Portugal was not only the context with the greater convergence of immigrant and non-immigrant students, recorded between 2006 and 2015, as this convergence is notable for having been achieved through substantive performance improvements by both groups, but particularly by immigrants. Among the OECD countries for which data are available, Portugal records the highest performance improvements of immigrant students (64 percentage points) and non-immigrants (25 percentage points) to science. These figures clearly outstrip the other best-placed countries, both with regard to immigrants (Italy and Denmark, with 31 and 25 points respectively), as well as non-immigrants (Norway and Israel, with improvements of 14 and 11 points, respectively). By contrast, there are countries where convergence has taken place, but only because of the fall in nonimmigrant outcomes, and others where the gap has widened.

Similar improvements were also observed in the performance of immigrant and non-immigrant students in mathematics and in reading in Portugal: from 2006 to 2015, non-immigrant students improved their performance by +25 percentage points and +23 percentage points, respectively. immigrant students who improved even more significantly (+50 pp. and + 71 pp., respectively). **Portugal emerges as the OECD country that has improved the performance of immigrant students in this last decade.**” (Oliveira, Catarina Reis e Gomes, Natália (2017), “Estudantes estrangeiros nos diferentes níveis de ensino”, Boletim Estatístico OM N°3, Coleção Imigração em Números (coordenação de Catarina Reis Oliveira), Observatório das Migrações. 978-989-685-091-3. <http://www.om.acm.gov.pt/publicacoesom/colecao-imigracao-em-numeros/boletins-estatisticos>)

4. ITALY

Migration in Italy: quantitative data

| QUESTION | SOURCE(S) | ANSWER | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---------|------------|---------|-------|---------|------|---------|------|----------------------------|------|---------|------|-------|---|--------|------|--------------------|------|------------|------|-------|------|-----------|------|
| Total number of inhabitants | <p>(1) https://www.istat.it/it/archivio/226919 Last retrieved 1.03.2019</p> <p>(2) http://dati.istat.it/ annual data Last retrieved 1.03.2019</p> | <p>01.01.2019: 60.391.000 (estimation) (1) Of which : 55.157 inhabitants with It. citizenship 5. 234 inhabitants of non-Italian citizens</p> <p>01.01.2018: 60.483.973 (2) 01.01.2017: 60.589.445 (2) 01.01.2016 60.665.551 (2)</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| Number and percentage of migrants present in your country | <p>(1) http://dati.istat.it/# Last retrieved 04.03.2019</p> <p>(2) https://www.tuttitalia.it/statistiche/cittadini-stranieri-2018/ Last retrieved 04.03.2019</p> | <p>People of non-Italian citizenship having their habitual residence in Italy. Following the definition provided by the OECD they are defined as foreign population. (https://data.oecd.org/migration/foreign-population.htm) These are people who have migrated from their own country of birth to their current country of residence and still have the nationality of their home country, it may include people born in the host country.</p> <p>As of 1 January 2019: 5.234.000 equal to 8,7% of the total population (estimation). (1)</p> <p>Year 2018: 5 .144.440 (2)</p> <p>Maschi: 2. 471. 722 Femmine: 2. 672 .718</p> <p>The largest foreign community in Italy is from Romania equivalent to 23% of the total number of migrant/foreigners present in the country. The Albanian foreign community is equal to 8.6% and the Moroccan one is equivalent to 8.1%.</p> <div data-bbox="750 1680 1372 1870" data-label="Figure"> <table border="1"> <caption>2018: Distribution of the foreign population in Italy by country of origin</caption> <thead> <tr> <th>Country</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Romania</td> <td>23,1%</td> </tr> <tr> <td>Albania</td> <td>8,6%</td> </tr> <tr> <td>Marocco</td> <td>8,1%</td> </tr> <tr> <td>Repubblica Popolare Cinese</td> <td>5,7%</td> </tr> <tr> <td>Ucraina</td> <td>4,6%</td> </tr> <tr> <td>Altri</td> <td>-</td> </tr> <tr> <td>Egitto</td> <td>2,3%</td> </tr> <tr> <td>Repubblica Moldova</td> <td>2,6%</td> </tr> <tr> <td>Bangladesh</td> <td>2,6%</td> </tr> <tr> <td>India</td> <td>3,0%</td> </tr> <tr> <td>Filippine</td> <td>3,3%</td> </tr> </tbody> </table> </div> <p>2018: Distribution of the foreign population in Italy by age and sex: Below is the age pyramid with the distribution of the foreign population residing in Italy by age and sex on 1 January 2018 on ISTAT data.</p> | Country | Percentage | Romania | 23,1% | Albania | 8,6% | Marocco | 8,1% | Repubblica Popolare Cinese | 5,7% | Ucraina | 4,6% | Altri | - | Egitto | 2,3% | Repubblica Moldova | 2,6% | Bangladesh | 2,6% | India | 3,0% | Filippine | 3,3% |
| Country | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | |
| Romania | 23,1% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Albania | 8,6% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marocco | 8,1% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Repubblica Popolare Cinese | 5,7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ucraina | 4,6% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Altri | - | | | | | | | | | | | | | | | | | | | | | | | | | |
| Egitto | 2,3% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Repubblica Moldova | 2,6% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bangladesh | 2,6% | | | | | | | | | | | | | | | | | | | | | | | | | |
| India | 3,0% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filippine | 3,3% | | | | | | | | | | | | | | | | | | | | | | | | | |

Year 2017 5 .046.994 (3)

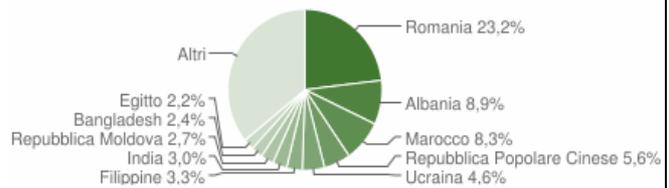
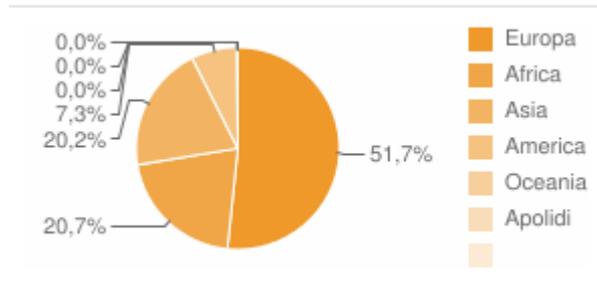
Male 2. 404. 129

Female 2.642. 899

The largest foreign community in Italy is from Romania equivalent to 23% of the total number of migrant/foreigners present in the country. The Albanian foreign community is equal to 8.6% and the Moroccan one is equivalent to 8.1%.

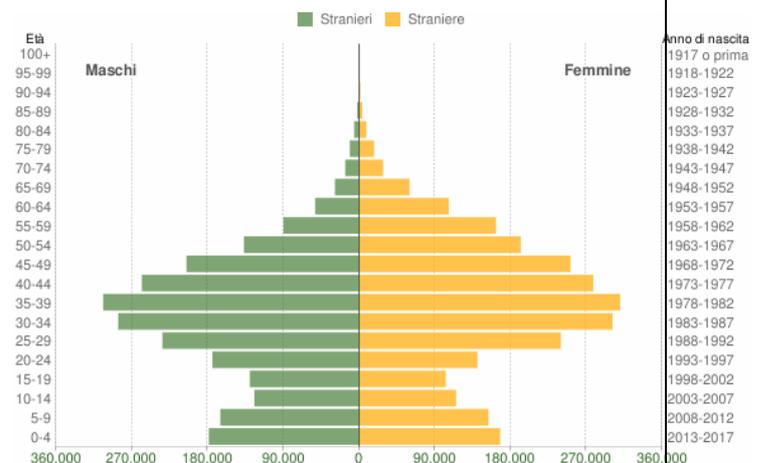
Distribution by geographical area of origin in 2017

(3) <https://www.tuttitalia.it/statistiche/cittadini-stranieri-2017/>



2017 Distribution of the foreign population in Italy by age and sex:

Below is the age pyramid with the distribution of the foreign population residing in Italy by age and sex on 1 January 2018 on ISTAT data.



Popolazione per cittadinanza straniera per età e sesso - 2017
ITALIA - Dati ISTAT 1° gennaio 2017 - Elaborazione TUTTITALIA.IT

Migratory Flow in Italy

Year 2019
 Arrivals to Italy from 1.01.2019 to 29.04.2019:
 722 (1)

(1) http://www.interno.gov.it/sites/default/files/cruscotto_giornaliero_29-04-2019.pdf
 Last retrieved 29.04.2019

| Nazionalità dichiarate al momento dello sbarco anno 2019 (aggiornato al 31 marzo 2019) | |
|---|------------|
| Tunisia | 130 |
| Algeria | 78 |
| Iraq | 62 |
| Bangladesh | 57 |
| Guinea | 36 |
| Senegal | 33 |
| Somalia | 25 |
| Iran | 22 |
| Eritrea | 11 |
| Nigeria | 11 |
| altre* | 52 |
| Totale | 517 |

*il dato potrebbe ricomprendere immigrati per i quali sono ancora in corso le attività di identificazione

Fonte: Dipartimento della Pubblica sicurezza

Year 2018:
 Arrivals to Italy from 01.01.2018 to 31.12.2018 :
 23.370 (2)

(2) http://www.libertacivilimmigrazione.dlci.interno.gov.it/sites/default/files/allegati/cruscotto_statistico_giornaliero_31-12-2018_0.pdf
 Last retrieved 01.03.2019

(3) http://www.libertaciviliimmigrazione.dlci.interno.gov.it/sites/default/files/alle_gati/cruscotto_statico_giornaliero_31-12-2017.pdf

Last retrieved 01.03.2019

| Nazionalità dichiarate al momento dello sbarco anno 2018 (aggiornato al 31 dicembre 2018) | |
|--|---------------|
| Tunisia | 5.181 |
| Eritrea | 3.320 |
| Iraq | 1.744 |
| Sudan | 1.619 |
| Pakistan | 1.589 |
| Nigeria | 1.250 |
| Algeria | 1.213 |
| Costa d'Avorio | 1.064 |
| Mali | 876 |
| Guinea | 810 |
| altre* | 4.704 |
| Totale | 23.370 |

*il dato potrebbe ricomprendere immigrati per i quali sono ancora in corso le attività di identificazione

Fonte: Dipartimento della Pubblica sicurezza

Year 2017 :
Arrivals to Italy from 01.01.2017 to 31.12.2017
(3)

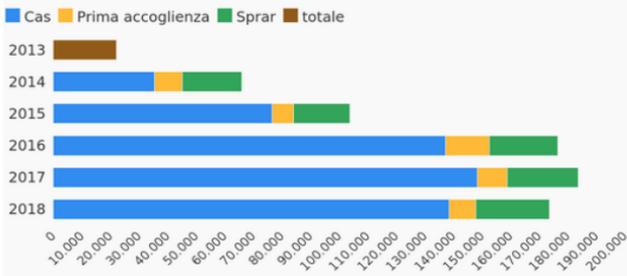
(4) https://armadilla.coop/wp-content/uploads/2018/11/Quaderno-Armadilla-n.11_2018_Immigrazione.pdf

Last retrieved 04.03.2019

| Nazionalità dichiarate al momento dello sbarco anno 2017 (aggiornato al 31/12/2017) | |
|--|----------------|
| Nigeria | 18.153 |
| Guinea | 9.693 |
| Costa d'Avorio | 9.504 |
| Bangladesh | 8.995 |
| Mali | 7.114 |
| Eritrea | 6.953 |
| Sudan | 6.172 |
| Tunisia | 6.092 |
| Senegal | 5.994 |
| Marocco | 5.928 |
| altre* | 34.712 |
| Totale | 119.310 |

*il dato potrebbe ricomprendere immigrati per i quali sono ancora in corso le attività di identificazione

Fonte: Dipartimento della Pubblica sicurezza

| | | <p>Migrants reception in Italy: Distribution of migrants: first reception, extraordinary reception and Sprar⁸ (4)</p>  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|-------------|---------------|-----------|----------------|----------|-----------|----------------|--------|-----------|------|---------|---------|---------|-----------|--------------|-----------|------|---------|---------|--------|-----------|--------|--------|-----|-------|--------|--------|--------|--------------------------|--------|-----|-------|-----|-----|--------|--------------------|--------|-----|-------|-------|-------|-------|------|-------|-----|-------|-------|--------|--------|-------------------------|--------|-----|-------|--------|-------|--------|-----------------------|--------|-----|-------|--------|-------|-------|---------|-----------|------|--------|---------|---------|-----------|---------------------|---------|-----|--------|-------|--------|---------|---------------------------|-----------|------|--------|---------|---------|---------|---------|---------|---|-------|--------|--------|---------|
| <p>Number of nationals who leave the country</p> | <p>(1) https://www.agi.it/d-ata-journalism/italiani-estero-quantison-4564494/news/2018-11-04/ last retrieved 27.04.2019</p> <p>(2) http://dati.istat.it/</p> | <p>In 2018 the number of nationals who left the country is: 246.338 (the total number is the result of the aggregation of the numbers that are reported in the table below)</p> <p>The data indicate the distribution between Aire (Associazione Italiani Residenti all' Estero) members' continents, together with the date of the registration to the Association. This shows the tendency of the new Italian emigrants to choose different countries compared to those who have emigrated in the past. (1)</p> <table border="1" data-bbox="742 1115 1476 1680"> <thead> <tr> <th></th> <th>Iscritti AIRE</th> <th>%</th> <th>ultimo anno</th> <th>1-5 anni</th> <th>5-10 anni</th> <th>più di 10 anni</th> </tr> </thead> <tbody> <tr> <td>Europa</td> <td>2.768.156</td> <td>54,1</td> <td>132.663</td> <td>421.174</td> <td>360.852</td> <td>1.853.467</td> </tr> <tr> <td>di cui UE 15</td> <td>2.055.300</td> <td>40,2</td> <td>104.224</td> <td>321.352</td> <td>26.514</td> <td>1.364.652</td> </tr> <tr> <td>Africa</td> <td>67.747</td> <td>1,3</td> <td>4.774</td> <td>15.281</td> <td>12.145</td> <td>35.547</td> </tr> <tr> <td>di cui Africa centro-sud</td> <td>36.736</td> <td>0,7</td> <td>1.344</td> <td>496</td> <td>569</td> <td>24.742</td> </tr> <tr> <td>di cui Africa nord</td> <td>18.036</td> <td>0,4</td> <td>2.039</td> <td>6.515</td> <td>3.741</td> <td>5.741</td> </tr> <tr> <td>Asia</td> <td>6.797</td> <td>1,3</td> <td>6.157</td> <td>2.277</td> <td>15.632</td> <td>23.411</td> </tr> <tr> <td>di cui Asia occidentale</td> <td>36.891</td> <td>0,7</td> <td>2.868</td> <td>11.344</td> <td>8.204</td> <td>14.475</td> </tr> <tr> <td>di cui Asia orientale</td> <td>28.395</td> <td>0,6</td> <td>2.895</td> <td>10.364</td> <td>6.888</td> <td>8.248</td> </tr> <tr> <td>America</td> <td>2.058.900</td> <td>40,3</td> <td>93.558</td> <td>347.985</td> <td>456.305</td> <td>1.161.086</td> </tr> <tr> <td>di cui America nord</td> <td>404.191</td> <td>7,9</td> <td>15.126</td> <td>5.545</td> <td>61.923</td> <td>271.692</td> </tr> <tr> <td>di cui America centro-sud</td> <td>1.654.709</td> <td>32,4</td> <td>78.432</td> <td>292.535</td> <td>394.382</td> <td>889.394</td> </tr> <tr> <td>Oceania</td> <td>151.662</td> <td>3</td> <td>5.803</td> <td>20.407</td> <td>20.966</td> <td>104.486</td> </tr> </tbody> </table> <p>Chart: @elisabetta_tola/formicablu • Fonte: Fondazione Migrantes, Aire • Get the data • Created with Datawrapper</p> | | Iscritti AIRE | % | ultimo anno | 1-5 anni | 5-10 anni | più di 10 anni | Europa | 2.768.156 | 54,1 | 132.663 | 421.174 | 360.852 | 1.853.467 | di cui UE 15 | 2.055.300 | 40,2 | 104.224 | 321.352 | 26.514 | 1.364.652 | Africa | 67.747 | 1,3 | 4.774 | 15.281 | 12.145 | 35.547 | di cui Africa centro-sud | 36.736 | 0,7 | 1.344 | 496 | 569 | 24.742 | di cui Africa nord | 18.036 | 0,4 | 2.039 | 6.515 | 3.741 | 5.741 | Asia | 6.797 | 1,3 | 6.157 | 2.277 | 15.632 | 23.411 | di cui Asia occidentale | 36.891 | 0,7 | 2.868 | 11.344 | 8.204 | 14.475 | di cui Asia orientale | 28.395 | 0,6 | 2.895 | 10.364 | 6.888 | 8.248 | America | 2.058.900 | 40,3 | 93.558 | 347.985 | 456.305 | 1.161.086 | di cui America nord | 404.191 | 7,9 | 15.126 | 5.545 | 61.923 | 271.692 | di cui America centro-sud | 1.654.709 | 32,4 | 78.432 | 292.535 | 394.382 | 889.394 | Oceania | 151.662 | 3 | 5.803 | 20.407 | 20.966 | 104.486 |
| | Iscritti AIRE | % | ultimo anno | 1-5 anni | 5-10 anni | più di 10 anni | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Europa | 2.768.156 | 54,1 | 132.663 | 421.174 | 360.852 | 1.853.467 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| di cui UE 15 | 2.055.300 | 40,2 | 104.224 | 321.352 | 26.514 | 1.364.652 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Africa | 67.747 | 1,3 | 4.774 | 15.281 | 12.145 | 35.547 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| di cui Africa centro-sud | 36.736 | 0,7 | 1.344 | 496 | 569 | 24.742 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| di cui Africa nord | 18.036 | 0,4 | 2.039 | 6.515 | 3.741 | 5.741 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asia | 6.797 | 1,3 | 6.157 | 2.277 | 15.632 | 23.411 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| di cui Asia occidentale | 36.891 | 0,7 | 2.868 | 11.344 | 8.204 | 14.475 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| di cui Asia orientale | 28.395 | 0,6 | 2.895 | 10.364 | 6.888 | 8.248 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| America | 2.058.900 | 40,3 | 93.558 | 347.985 | 456.305 | 1.161.086 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| di cui America nord | 404.191 | 7,9 | 15.126 | 5.545 | 61.923 | 271.692 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| di cui America centro-sud | 1.654.709 | 32,4 | 78.432 | 292.535 | 394.382 | 889.394 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oceania | 151.662 | 3 | 5.803 | 20.407 | 20.966 | 104.486 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

⁸ **SPRAR** is the protection system for asylum seekers and refugees (. It is the service of the Italian Ministry of the Interior that manages reception, assistance and integration projects for asylum seekers at the local level in Italy. The service was established by the law of 30 July 2002, n. 189, better known as the Bossi-Fini law.

CAS is the acronym for the Extraordinary Reception Centers. These centers are the ordinary mode of reception. These structures are identified by the prefectures, in agreement with cooperatives, associations and hotel structures, according to the procedures for awarding public contracts, having heard the local authority in whose territory the structure is located. The stay should be limited to the time strictly necessary for the transfer of the applicant to the second reception facilities.

| | | <p>In 2017 the number of nationals who left the country is 155.100 (2)</p> <p>More information on the migration of the Italians: https://www.ilsole24ore.com/art/notizie/2017-07-06/oltre-250000-italiani-emigrano-all-estero-erano-300000-dopoquerra-094053.shtml?uuid=AEuX6nsB</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--------|--------|--------|--------|--------|--------|---------|---------|------|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--|------|------|------|------|------|------|------|------|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| <p>Number of asylum request in the previous year</p> | <p>(1) http://www.ismu.org/ricerca/dati-sulle%20migrazioni/ Last retrieved 01.03.2019</p> <p>(2) http://ucs.interno.gov.it/FILES/AllegatiPag/1263/Int_00029 DATI RELATIVI AI RICHIEDENTI ASILO 2018.pdf Last retrieved 01.03.2019</p> <p>(3) http://ucs.interno.gov.it/FILES/AllegatiPag/1263/INT00029 Richieste asilo ed 2017.pdf Last retrieved 01.03.2019</p> | <p>Number of asylum requests in the following years:</p> <p>Year 2018: 49.165 (1)⁹</p> <p>Year 2008 – 2017 (2)¹⁰</p> <p>Number of asylum requests</p> <table border="1" data-bbox="735 862 1377 981"> <caption>RICHIESTE DI ASILO (PERSONE) DAL 2008 AL 2017</caption> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>TOTALE</td> <td>31.723</td> <td>19.090</td> <td>12.121</td> <td>37.350</td> <td>17.352</td> <td>26.620</td> <td>63.456</td> <td>83.970</td> <td>123.600</td> <td>130.119</td> </tr> </tbody> </table> <p>Number of approved asylum requests from:</p> <table border="1" data-bbox="735 1099 1377 1249"> <caption>ESITI RICHIESTE DI ASILO (PERSONE) DAL 2008 AL 2017</caption> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>TOTALE</td> <td>23.175</td> <td>25.113</td> <td>14.042</td> <td>25.626</td> <td>29.969</td> <td>23.634</td> <td>36.270</td> <td>71.117</td> <td>91.102</td> <td>81.527</td> </tr> </tbody> </table> | | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | TOTALE | 31.723 | 19.090 | 12.121 | 37.350 | 17.352 | 26.620 | 63.456 | 83.970 | 123.600 | 130.119 | | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | TOTALE | 23.175 | 25.113 | 14.042 | 25.626 | 29.969 | 23.634 | 36.270 | 71.117 | 91.102 | 81.527 |
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTALE | 31.723 | 19.090 | 12.121 | 37.350 | 17.352 | 26.620 | 63.456 | 83.970 | 123.600 | 130.119 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTALE | 23.175 | 25.113 | 14.042 | 25.626 | 29.969 | 23.634 | 36.270 | 71.117 | 91.102 | 81.527 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>http://dagliano.unimi.it/wp-content/uploads/2019/01/OssMg_3_Report.pdf (In Italy data has been available since 2005, unlike other European countries where are</p> | <p>Italy: Data disaggregated by sex, age, main countries of origins period 2005-2016</p> <p>In Italy between 2017 and 2018 there was a decrease of 61% of asylum seekers (126.550 in 2017; 49.165 in 2018). Most of asylum seekers were from Nigeria (10%), Bangladesh (8%), Pakistan (15 %).</p> <p>Stock of immigrants and recent arrivals</p> <p>Stock</p> <p>Recent Immigrants</p> <p>Thousand % of population Thousand</p> <p>%of immigrants</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

⁹ In Italy between 2017 and 2018 there was a decrease of 61% of asylum seekers. Source: <http://www.ismu.org/ricerca/dati-sulle%20migrazioni/> The data provided are slightly different if compared with those ones provide by the Italian Ministry of interior (Data by the It. Ministry 123.600 and data by Ismu 126.550), however the trend about the decrease of the asylum requests is confirmed by the two sources.

¹⁰ The information provided by the Italian Ministry of Interior are slightly different from the data provided by the OECD for a comparison see the link: https://www.oecd-ilibrary.org/social-issues-migration-health/data/oecd-international-migration-statistics/international-migration-database_data-00342-en Last retrieved 01.04.2019

| | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------------|------------------------|----------------------------|----------------------|----------------|-----|----------------------|-----|-----------|------------------------|------------------|------------------------|---------|-----|-----|-----|-----|--|--|--|
| available since 1996) Last retrieved 29.04.2019 | <table border="0"> <tr> <td>5,928</td> <td>10%</td> <td>547</td> </tr> <tr> <td>9%</td> <td></td> <td></td> </tr> </table> | 5,928 | 10% | 547 | 9% | | | | | | | | | | | | | | | | |
| 5,928 | 10% | 547 | | | | | | | | | | | | | | | | | | | |
| 9% | | | | | | | | | | | | | | | | | | | | | |
| <p>The above data correspond to the number of of recent immigrants. Recent migrants are defined as immigrants people who have been in the country for at most five years.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Distribution of immigrants by area of origin</p> | | | | | | | | | | | | | | | | | | | | | |
| <table border="0"> <tr> <td>Country EU</td> <td>Europe non-EU</td> <td>Africa and the Middle East</td> </tr> <tr> <td>Americas and Oceania</td> <td></td> <td></td> </tr> <tr> <td>35%</td> <td>21%</td> <td>17%</td> </tr> <tr> <td>13%</td> <td>Asia</td> <td></td> </tr> <tr> <td>14%</td> <td></td> <td></td> </tr> </table> | | Country EU | Europe non-EU | Africa and the Middle East | Americas and Oceania | | | 35% | 21% | 17% | 13% | Asia | | 14% | | | | | | | |
| Country EU | Europe non-EU | Africa and the Middle East | | | | | | | | | | | | | | | | | | | |
| Americas and Oceania | | | | | | | | | | | | | | | | | | | | | |
| 35% | 21% | 17% | | | | | | | | | | | | | | | | | | | |
| 13% | Asia | | | | | | | | | | | | | | | | | | | | |
| 14% | | | | | | | | | | | | | | | | | | | | | |
| <p>The table reports, the share of immigrants from each area of origin out of the total immigrant population.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Gender composition of immigrants and education rates of natives and immigrants</p> | | | | | | | | | | | | | | | | | | | | | |
| <table border="0"> <tr> <td></td> <td colspan="3" style="text-align: center;">Immigrants</td> </tr> <tr> <td>Natives</td> <td></td> <td></td> <td></td> </tr> <tr> <td>% Females</td> <td>%Lower secondary educ.</td> <td>% Tertiary educ.</td> <td>%Lower secondary educ.</td> </tr> <tr> <td>55%</td> <td>49%</td> <td>14%</td> <td>37%</td> </tr> <tr> <td>20%</td> <td></td> <td></td> <td></td> </tr> </table> | | | Immigrants | | | Natives | | | | % Females | %Lower secondary educ. | % Tertiary educ. | %Lower secondary educ. | 55% | 49% | 14% | 37% | 20% | | | |
| | Immigrants | | | | | | | | | | | | | | | | | | | | |
| Natives | | | | | | | | | | | | | | | | | | | | | |
| % Females | %Lower secondary educ. | % Tertiary educ. | %Lower secondary educ. | | | | | | | | | | | | | | | | | | |
| 55% | 49% | 14% | 37% | | | | | | | | | | | | | | | | | | |
| 20% | | | | | | | | | | | | | | | | | | | | | |
| <p>The table reports the share of immigrants that are female and aged 25 to 64 and by comparison, the corresponding shares among the native population.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>LONG TERM INTEGRATION</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Immigrant distribution by origin</p> | | | | | | | | | | | | | | | | | | | | | |
| <table border="0"> <tr> <td></td> <td style="text-align: center;">2005</td> <td style="text-align: center;">2016</td> </tr> <tr> <td>EU 15</td> <td>16%</td> <td>8%</td> </tr> <tr> <td>New EU Member States</td> <td>14%</td> <td>23%</td> </tr> <tr> <td>Extra-EU</td> <td>71%</td> <td>68%</td> </tr> </table> | | | 2005 | 2016 | EU 15 | 16% | 8% | New EU Member States | 14% | 23% | Extra-EU | 71% | 68% | | | | | | | | |
| | 2005 | 2016 | | | | | | | | | | | | | | | | | | | |
| EU 15 | 16% | 8% | | | | | | | | | | | | | | | | | | | |
| New EU Member States | 14% | 23% | | | | | | | | | | | | | | | | | | | |
| Extra-EU | 71% | 68% | | | | | | | | | | | | | | | | | | | |
| <p>Most immigrants are young and concentrated working age groups</p> | | | | | | | | | | | | | | | | | | | | | |
| <table border="0"> <tr> <td></td> <td style="text-align: center;">2005</td> <td style="text-align: center;">2016</td> </tr> <tr> <td>Under 25</td> <td>21%</td> <td>15%</td> </tr> <tr> <td>25-44</td> <td>54%</td> <td>49%</td> </tr> <tr> <td>45-64</td> <td>18%</td> <td>31%</td> </tr> <tr> <td>Over 64</td> <td>6%</td> <td>5%</td> </tr> </table> | | | 2005 | 2016 | Under 25 | 21% | 15% | 25-44 | 54% | 49% | 45-64 | 18% | 31% | Over 64 | 6% | 5% | | | | | |
| | 2005 | 2016 | | | | | | | | | | | | | | | | | | | |
| Under 25 | 21% | 15% | | | | | | | | | | | | | | | | | | | |
| 25-44 | 54% | 49% | | | | | | | | | | | | | | | | | | | |
| 45-64 | 18% | 31% | | | | | | | | | | | | | | | | | | | |
| Over 64 | 6% | 5% | | | | | | | | | | | | | | | | | | | |
| <p>Migration is balanced across gender. With respect to age, immigrants are concentrated in the young and working age groups of the population and this fact has become more pronounced over time.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>The share of naturalized immigrants is slightly decreasing</p> | | | | | | | | | | | | | | | | | | | | | |
| <table border="0"> <tr> <td></td> <td style="text-align: center;">2005</td> <td style="text-align: center;">2016</td> </tr> <tr> <td>Total immigrants</td> <td>37%</td> <td>27%</td> </tr> <tr> <td>EU 15</td> <td>76%</td> <td>77%</td> </tr> </table> | | | 2005 | 2016 | Total immigrants | 37% | 27% | EU 15 | 76% | 77% | | | | | | | | | | | |
| | 2005 | 2016 | | | | | | | | | | | | | | | | | | | |
| Total immigrants | 37% | 27% | | | | | | | | | | | | | | | | | | | |
| EU 15 | 76% | 77% | | | | | | | | | | | | | | | | | | | |

| | | |
|----------------------|-----|-----|
| New EU Member States | 29% | 12% |
| Extra-EU | 30% | 27% |

Naturalization rates over years of residence

| | 5 years | 10 years | 15-19 years |
|----------------------|---------|----------|-------------|
| Total immigrants | 9% | 10% | 23% |
| EU 15 | 41% | 49% | 56% |
| New EU Member States | 5% | 7% | 18% |
| Extra-EU | 9% | 10% | 21% |

Naturalization rates in Europe differ widely across countries, reflecting also differences in citizenship acquisition policies. Naturalization is the slowest in Italy and in Spain compared with the other European countries. Conversely, Sweden is the country with the fastest naturalization of foreign-born residents (74% after 10 years).

Most immigrants are married, and immigrant marriages are prevalent
Share of immigrants living with a partner in the Italy , and share of immigrants married to another immigrant

| | 1995 | 2016 |
|------------------------------------|------|------|
| Immigrants living with partner | 53% | 54% |
| Of which with an immigrant partner | 56% | 70% |

About one in two immigrants cohabits with their spouse. In 2016, around 70% of spouses were immigrants.

Distribution across education levels in 1995 and 2016, by gender

| | | Total | | Women | |
|------------|------|-------|------|-------|------|
| | | 1995 | 2016 | 1995 | 2016 |
| Men | | | | | |
| 1995 | 2016 | | | | |
| Natives | Low | 50% | 39% | 50% | 37% |
| 50% | 40% | | | | |
| | High | 12% | 19% | 13% | 21% |
| 12% | 16% | | | | |
| Immigrants | Low | 46% | 47% | 43% | 42% |
| 50% | 53% | | | | |
| | High | 13% | 13% | 14% | 16% |
| 11% | 9% | | | | |

Distribution across education levels in 1995 and 2016, by country of origin

| | | 1995 | 2016 |
|----------------------|------|------|------|
| EU15 | Low | 41% | 35% |
| | High | 17% | 23% |
| New EU Member States | Low | 27% | 33% |
| | High | 11% | 10% |
| Extra-EU | Low | 51% | 53% |
| | High | 12% | 13% |

Immigrants and natives have very a similar likelihood of being high educated. The pattern is quite constant across the last two decades. **Italy has the**

lowest share of University-educated natives and immigrants (20 and 14% respectively).

At the EU level, about one third of immigrants have tertiary education, one third at most upper secondary, and the remaining third has at most completed lower secondary education, however there are significant differences in immigrants' education across member states, which broadly reflect the educational level of natives: countries with higher shares of University-educated natives also have higher fractions of immigrants with tertiary education. Among the countries with a large share of immigrants, Denmark, Ireland, Norway, Sweden, Switzerland and the UK all have more than 38% of University-educated natives and immigrants.

Distribution across employment status in 1995 and 2016

| | Natives | | Immigrants | |
|------------|---------|------|------------|------|
| | 1995 | 2016 | 1995 | 2016 |
| 2016 | | | | |
| Employed | 63% | 65% | 68% | |
| Unemployed | 4% | 7% | 7% | |
| Inactive | 33% | 29% | 25% | |
| | 64% | 10% | 26% | |

Distribution across employment status in 2005 and 2016, by origin

| | EU15 | | New EU Member States | | Extra-EU |
|------------|------|-----------|----------------------|------------|-----------|
| | 2005 | 2016 | 2005 | 2016 | 2005 |
| 2016 | | | | | |
| Employed | 62% | 60% | 71% | 67% | 69% |
| Unemployed | 6% | 8% | 5% | 11% | 7% |
| Inactive | 32% | 32% | 24% | 22% | 24% |
| | 63% | 10% | 27% | | |

The table reports the share of employed, unemployed and inactive immigrants aged 25-64, by main areas of origin defines as EU15, New EU Member States and Extra-EU

Immigrants are more likely to be in the bottom decile of the income distribution in all years and countries, in Italy immigrants are between 7.7 and 13.4 percentage points more likely to be in the 10% of the population with lowest income and over the last 20 years, in Italy the immigrant-native employment gaps increased .

Migration in Italy: qualitative data

Italy is a country with a long history of emigration and a very short experience of immigration. The reasons for Italian emigration reside in the poverty and lack of jobs and income opportunities caused by poor agriculture, which pushed Italians from both the North and the South to look for

better chances abroad. Italians have accounted for the largest voluntary emigration in recorded history, with 13 million leaving between 1880 and 1915.

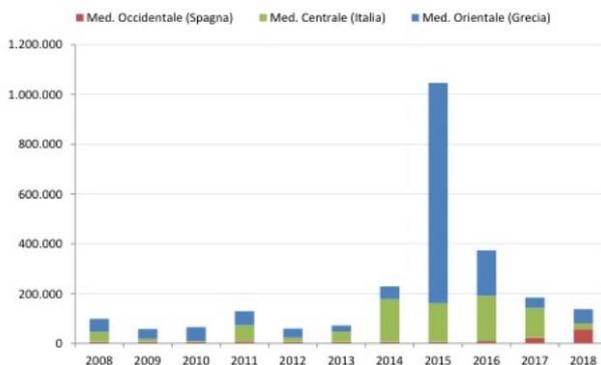
Immigration flows began in Italy tentatively from the mid-1970s and continued throughout the 1980s (1986 was the year of the first law on immigration). It became a mass phenomenon in the 1990s, after the fall of the Berlin Wall. In those years Eastern European migrants become the most represented in Italy (IOM, 2011).

The immigrants community were half a million in 1987, exceeding one million only ten years later and one million and a half in 2002, the 2 million in 2004, 3.5 million in 2006, to reach the 5 million mark in 2010¹¹

“More recently, political and economic developments far beyond Italy’s borders have brought inflows of asylum seekers and migrants from diverse regions, including Eastern Europe but also sub-Saharan Africa, the Middle East, and Asia.

By accident of geography, Italy has played an outsized role in the current European migration crisis, receiving more than 335,000 irregular arrivals via the Mediterranean during 2015-16. Flows during the first half of 2017 outpaced those over the same period a year earlier, presenting Italy and the European Union new challenges in curbing asylum seeker and migrant journeys across the often treacherous sea. As a peninsula in the middle of the Mediterranean, Italy represents a logical passage for maritime arrivals who intend to move onward to reunite with relatives or find work in Germany, Sweden, and other Northern European countries. Since the collapse or destabilization of authoritarian regimes in North Africa and the Middle East following the Arab Spring in 2011, growing numbers of people fleeing civil war and instability have departed for Europe, a phenomenon that came to a head in 2015 and 2016 as EU countries were overwhelmed by the scale of new arrivals. Italy, Greece, and the Balkan countries have represented the first destinations for these asylum seekers, and under European asylum regulations, must provide them with reception and assistance¹².

Arrival of immigrants in the Mediterranean (2008-2018)¹³



Fonte: Elaborazioni Fondazione Leone Moressa su dati Frontex

“ To cope with the situation, in 2015 the European Commission proposed the European Agenda on Migration, a strategy aimed at managing the immediate challenges and creating lasting instruments that can better address the different aspects of the phenomenon: management of

¹¹Page 9 https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european_migration_network/reports/docs/emn-studies/migration-policies/it_20120412_organisationasylummigrationpolicies_it_version_final_it.pdf Last retrieved 29.04.2019

¹² Source : <https://www.migrationpolicy.org/article/emigration-asylum-destination-italy-navigates-shifting-migration-tides> Last retrieved 29.04.2019

¹³ <https://www.lavoce.info/archives/58494/e-colpa-degli-stati-se-la-ue-non-ha-una-politica-sui-migranti/> Last retrieved 29.04.2019

external borders, system of asylum, legal migration”¹⁴ “...In Italy immigration since the last four years is basically stable, just over 5 million people. The economic difficulties have drastically reduced the new entries...” “Although Italian media and politicians continue to speak in the media of invasion and emergencies there is a general decrease of people arriving by sea”. “The 2018 Report of the Leone Moressa Foundation shows that the presence of foreigners in Italy not only contributes to maintaining the demographic but also the productive relationship in a certain balance. The foreign workers are 10.5% of the total workers. These 2.4 million employees produce an added value of 131 billion. Most of these perform low-skilled (and therefore laborious and low-paid) jobs. Also important is the contribution of foreign entrepreneurs who represent 9.2% of the total and is a figure growing in the last 5 years (of 16.3%) in contrast with the decrease of Italians (-6.4%). Foreign workers declare 27.2 billion euros and pay 3.3 billion IRPEF. Furthermore, their social security contribution amounts to 11.9 billion euros, which helps to finance Italy's social protection system. These data that underline the positive aspect of immigration is not seen as such by public opinion: the majority of Italians (55%) believe that immigrants do not contribute to the well-being of Italy but they are a serious problem. “...Also the latest government decree "Immigration and security" (n. 113/2018) and the continuous comments of the Interior Minister Matteo Salvini continue to combine immigration as a national emergency”¹⁵

“While Italy received more requests for asylum than almost any other country, it rejected more than half of them. Little over 40 percent of applicants were granted any protection in the first instance and fewer than 10 percent received full refugee status, well below the EU-wide total of 23 percent. A controversial agreement signed by Rome with the Libyan authorities and militias last summer reduced arrivals by 70 percent.”¹⁶

Overview of the situation of human mobility among the European countries¹⁷

One in ten residents of the European Union is an immigrant. Most immigrants live in EU15 countries and have been in their current country for more than five years. The number of immigrants in the EU has increased by about two million per year over the last two years. Non-European migrants account for less than half of the foreign population. The share of tertiary educated immigrants and natives is strongly correlated across countries.

In 2017 the number of immigrants in the European Union was 53.1 million, roughly 10% of total population. Most of them (48.2 million) live in a EU15 country, where they account for 12% of total population.

Between 1995 and 2016, the number of immigrants has increased in all the main migration countries in the EU. In 2016, the countries with the largest share of immigrant population were the United Kingdom and Sweden with 14.6 and 20% of foreign-born population respectively.

In 1995, around one third of immigrants were from Western EU countries. This share decreased over time and by 2016 at most one in four immigrants were from EU15 countries, while the majority came from outside the EU.

¹⁴Translated in EN from <https://www.lavoce.info/archives/58494/e-colpa-degli-stati-se-la-ue-non-ha-una-politica-sui-migranti/> Last retrieved 29.04.2019

¹⁵ Page 5-6 Translated in English from https://armadilla.coop/wp-content/uploads/2018/11/Quaderno-Armadilla-n.11_2018_Immigrazione.pdf

Last retrieved 29.04.2019

¹⁶ Translated in EN from <https://www.thelocal.it/20180320/italy-2017-asylum-requests> Last retrieved 29.04.2019

¹⁷ 3rd Migration Observatory Report “Immigrant Integration in Europe, Tommaso Frattini (University of Milan and Centro Studi Luca d’Agliano) with Natali Vigezzi (Centro Studi Luca d’Agliano) February 2019, pp.7-12. Last retrieved 29.04.2019
Elaboration on EU LFS data 2017
http://dagliano.unimi.it/wp-content/uploads/2019/01/OssMg_3_Report.pdf

In 2016, the highest shares of immigrants from the New EU Member States are in Germany (22%), Italy (23%) and the United Kingdom (21%).

Migration is balanced across gender. With respect to age, immigrants are mostly young and belong to working age groups of the population. This has become more pronounced over time. The quality of the healthy status of immigrants compared to that one of natives cannot be directly interpreted because of lack of reliable data however when migrants are on average healthier than the native born this effect is called "Healthy Immigrant Effect- HIE) and it is now under investigation in many countries. (more information at: <https://ijphjournal.it/article/view/7532> <https://www.demographic-research.org/volumes/vol40/4/default.htm>) Last retrieved 29.04.2019

In the last 20 years migration seniority increased everywhere except for Germany and Sweden, where the share of immigrants residing in the country for more than 10 years declined between 1995 and 2016. Old people prefer to come back to their native countries (Saumon effect). The highest increases in immigrant seniority happened in Italy and especially in Spain, where the share of immigrants residing in the country for more than 10 years increased from 25 to 68%.

- The share of high educated immigrants reflects that of natives in all the countries and years considered. However, immigrants present a more polarised distribution across education levels with higher shares of low educated compared to natives. This feature has become more pronounced over the last 20 years, especially in Germany, France and Sweden.

- Employment opportunities for low educated immigrants relative to similarly educated natives are smaller than for those with high education in Sweden and the United Kingdom. In other European countries, low educated immigrants perform better, in relative terms, than the high educated ones.

The occupational distribution of immigrants relative to natives worsened significantly in the last twenty years:

- Immigrants tend to be more concentrated than natives in the bottom part of the occupational distribution: this feature increased significantly in 2016 with respect to 1995 in all countries.

- The comparison between earlier and more recent immigrants shows that recent immigrants' occupational distribution is more different from natives than that of earlier immigrants. The difference in their relative occupational distribution did not change very much over the last 20 years.

We then ask you to answer briefly some key questions to help us better understand the current situation in universities in Europe, starting from your own experience.

Please note that we have distinguished six levels of analysis:

Awareness of your University on social responsibility

Teachers' training and education in order to respond to intercultural society

Access to higher education for migrant students

Participation of migrant students in higher education

Migrant students' learning outcomes

Placement of migrant students after the learning experience

Although some questions might seem similar they refer to different phases of inclusion and integration of migrant students into the higher education system. Please let us know if this architecture corresponds to your understanding as well or let us discuss on how to modify it.

INTERVIEWS –

In Milan (IT) Armes Progetti interviewed the representatives of the following three Universities:

1. University of Milan, known as la Statale, <http://www.unimi.it/ENG/> It is a public, multidisciplinary teaching and research institution that offers 8 Faculties, 2 Schools, 136 study courses, 31 Doctoral Programs and 63 Specialization Schools; one of the largest universities in Europe with about 60.000 students and a permanent teaching and research staff of about 2000.
2. Bocconi University or UniBocconi, https://www.unibocconi.eu/wps/wcm/connect/bocconi/sitopubblico_en/navigation+tree/home . It is a private University in Milan, founded in 1902 and specialized in the teaching of economic, social, legal, managerial and political sciences;
3. Catholic University of the Sacred Heart <https://www.ucsc.it/>, founded in 1921, it is a private Italian Catholic-inspired University, with headquarters in Milan and other offices in Brescia, Cremona, Piacenza and Rome.

FIRST INTERVIEW – UNIVERSITY of Milan– LA STATALE

On March 27th, 2019 Armes Progetti interviewed Mrs. Marta Farina and Mrs. Simona Visconti persons in charge of the International Students Office. Foreign students in Milan University are around 1000 (one thousand) a year; 700 are European citizens and the majority comes from France, Spain and Portugal.

The percentage of student enrollment that need a study visa is established by the Ministry of Foreign Affairs on annual base.

The political refugees and asylum seekers enrolled at Milan University (10/ten every year) come mainly from Pakistan, sub-Saharan Africa Center, Iran, Iraq, Syria and recently also from Venezuela. Syrian refugees are distinguished by their educational level: in addition to their native language, all of them speak English and many also French and have a high school diploma.

| <i>Awareness of your University on social responsibility</i> | |
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| 1. What does it mean “social responsibility” on the issue of migration for Universities? | There is no perception about this issue |
| 2. Does University express in its vision end mission the awareness to advocate for a more inclusive society? | Milan University offers specific academic courses about multicultural approach/subjects https://www.unimib.it/ugov/degreecourse/129912 . |
| <i>Access to higher education</i> | |
| 3. Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | Political refugees and asylum seekers and students with no study visa have the same opportunities of EU students and their access to academic courses is allowed after they receive the validation of curriculum of 12 years studies certified by CIMEA (http://www.cimea.it/en/index.aspx see below). Unlike those who arrive with a study visa, they are not required to have a B2 certification. Also language certification is not required. For some undergraduate programs is necessary to apply for an admission test. Asylum seekers waiting for a recognition of political refugee status cannot enroll in degree courses but they can take courses and exam and once they get political refugee status, the exams are recognized and validated.. |

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| <p>4. What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds?</p> | <p>Since 2016 there are facilitations for political refugees through scholarships established by the CRUI, (Italian University Rector Conference https://www.cruai.it/cruai-english.html)¹⁸. There are 100 scholarships offered each year and the awarded students are exempted from paying tuition fees and receive accommodation and full board in the University residence. Every year scholarships are granted through an open call and based on merits. In Lombardy scholarships can be assigned also at regional level.</p> |
| <p>5. What University policies and services can ensure access and permanence into higher education for migrants?</p> | <p>For refugees and asylum seeker (who have not been granted with a scholarship) each University can decide autonomously their academic policy. At Milan University political refugees are assigned to the lower income bracket and they pay the first and only instalment of 156 euro (2019) for year..</p> |
| <p>6. Do Universities have services to recognize previous competences or academic credits?</p> | <p>Since 1984 there is service at national level, CIMEA – Information Centre on Academic Mobility and Equivalence - http://www.cimea.it/en/index.aspx that is engaged in the field of information and consulting services relating to the procedures for recognition of academic qualifications and issues relating to Italian and International higher education and training. A few years ago it was created a “National coordination for recognition of refugee qualifications”, a network of Italian universities, chaired and coordinated by CIMEA. CIMEA is the official Italian Centre within NARIC- National Academic Recognition Information Centres, network of European Union and of ENIC – European National Information Centres, network of the European Council and of Unesco.</p> |
| <p>Participation in higher education</p> | |
| <p>7. Do migrant students participate (enroll and complete) as much as their native peers?</p> | <p>There is a high dropout rate of students attending University studies mainly because there is a lack of integration at linguistic level. Usually migrant students and in particular political refugees and asylum seekers, prefer to enroll in courses taught in English, due to linguistic problems. Most attended faculties are those of Political Science, Computer Science where lessons are taught in English.</p> |
| <p>8. What are the effective integration programs at University level, for migrants students, to encourage enrollment and integration into University?</p> | <p>Many migrant students come from the reception centers. Their first contact is with a national territorial network - SPRAR- The Protection System for Asylum Seekers and Refugees. Ten refugees enroll every year at University of Milano -one of the largest universities in Europe with about 60.000 students and a permanent</p> |

¹⁸ CRUI call for scholarship 2019 http://www2.cruai.it/cruai/Bando_protezione_internazionale_2018_ENG.DEF.pdf

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| | <p>teaching and research staff of about 2000- These migrant students are very motivated and each one is supported by the educators provided by the SPRAR (Protection System for refugees and asylum seekers) for their enrolment to the University.</p> <p>In other Italian universities, such as Sassari, Turin, Cagliari, Catania, there are more requests (50/year) than in Milan refugees because in those towns there less possibilities than in Milan to find an employment.</p> |
| Learning outcomes | |
| 9. Do migrant students perform as well as their native peers? | <p>Considering the dropout rate, support should be offered from a didactic point of view and the need for an appropriated trained tutor is very high. There is already a tutor for each degree course but there is the need of specific ones for refugees or asylum seekers¹⁹.</p> <p>It is necessary a greater linguistic education for all foreign citizenship and University should be one of the actors.</p> <p>In Milan the linguistic courses for foreigners are organized by the Municipality and/or by non- profit organization however they are not enough to cover the needs and sometimes of low quality.</p> |
| 10. Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession? | <p>A multicultural approach is already practiced in some faculties as Political Sciences with several courses.</p> <p>To support cultural integration it is necessary to create</p> <ol style="list-style-type: none"> 1. Civic education courses to learn about the laws, rules of behavior of the host country and the role of men and women in a democratic country. 2. Involvement of native peers students. At Luiss University in Rome, meetings between foreign students are organized, where native language should not be spoken. |
| 11. How universities ensure, develop and measure these competences? | <p>In 2002, Milan University created a graduated course on linguistic and cultural mediation. http://www.cosp.unimi.it/offerta_didattica/K01.htm</p> |
| Placement after the learning experience | |
| 12. Do University have specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | <p>There is not a specific programme, however the University of Milan wants to organize a working group with the Municipality of Milan in 2019/20 on this topic.</p> |

SECOND INTERVIEW- Milan Bocconi University

On April 15th, 2019 interview with Carlo Devillanova Professor of Economics of Migration. Bocconi University. Bocconi University is ranked in the QS World University Ranking, published by London-

¹⁹ The need of the training of tutors should be taken into consideration in the REMIX online course.

based QS among the first 20 Universities and Bocconi's worldwide performance in the Social Science segment over the last three years is as follows:

- 2019, Social Sciences & Management, 16th rank
- 2018, Social Sciences & Management, 11th rank
- 2017, Social Sciences & Management, 17th rank

In 2018 Bocconi University, had 10.741 full time enrolled students (FTE) with a percentage of 11% of international students but there are no one political refugees or asylum seekers.

Milan Bocconi University has an Undergraduate School, a Graduate School, a School of Law and a PhD School. **SDA Bocconi School of Management**, founded in 1971, takes care of the post-experience management education. Bocconi grants Bachelor, Master of Science, and PhD degrees in Management, Economics, Law and other disciplines. It also offers a number of post-experience programs, and administers hundreds of advanced managerial courses for managers and professionals working in private and public organizations..

| <i>Awareness of your University on social responsibility</i> | |
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| 1. What does it mean "social responsibility" on the issue of migration for Universities? | For the Bocconi University social responsibility means to invite the best professors from all over the world. No political refugees or asylum seekers are enrolled. |
| 2. Does University express in its vision end mission the awareness to advocate for a more inclusive society? | Bocconi University was the first University to introduce in 2002 academic courses in English. Today dozens of courses are taught in English and it is also possible to learn other languages such as Italian, French, Spanish, German or Mandarin Every year, Bocconi University provide internships and exchanges for about 4.000 students in European and non-European countries, and enrol more than 1,600 international students. The World Bachelor in Business degree - developed with the Hong Kong University of Science and Technology and the University of Southern California-Marshall School of Business - allows students to spend a year studying in each location. |
| <i>Access to higher education</i> | |
| 3. Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | For the Bocconi University a migrant is somebody who lives in a country other than that one of his nationality. Students coming from other countries than Italy are considered migrants. Students can enrol if they pass admission tests. There are non-refugees or asylum seekers enrolled in Bocconi University. |
| 4. What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds? | The person interviewed said that should be given the possibility to economic migrants to access University on merit as it was in the United States, between the First and Second World War without following administrative procedures to recognize previous competences or academic credits |

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| <p>5. What University policies and services can ensure access and permanence into higher education for migrants?</p> | <p>In order to attract the best students regardless of their family income, therefore, a financial aid policy has been established, in addition to that is already provided for by the Italian law on the "right to study".</p> <p>In 2011, Bocconi provided financial support to almost 1,800 students offering merit-based and need-based scholarships, for a total amount of almost 24 million euros.</p> <p>https://www.theguardian.com/education/blog/2012/feb/20/University-access-based-merit-measure last retrieved 30.04.2019</p> |
| <p>6. Do Universities have services to recognize previous competences or academic credits?</p> | <p>Bocconi University follows the rules given by MIUR, the Ministry of Education, Universities and Research (cf First interview section n.6)</p> |
| <p>Participation in higher education 3</p> | |
| <p>7. Do migrant students participate (enroll and complete) as much as their native peers?</p> | <p>No answer</p> |
| <p>8. What are the effective integration programs at University level, for migrants students, to encourage enrollment and integration into University?</p> | <p>Students attending Bocconi want to focus their studies on Economics, Management and Finance and the programs are among the best in the world. The QS World University Rankings listed us among the ten best institutions in Europe in these fields, while the Financial Times ranks their Master degrees in Finance and Management among the top ten worldwide.</p> <p>https://www.topuniversities.com/universities/bocconi-University Bocconi has embraced the opportunities that come with globalization, forging agreements with over 250 international partner school/ universities.</p> |
| <p>Learning outcomes</p> | |
| <p>9. Do migrant students perform as well as their native peers?</p> | <p>Italian students, with higher secondary preparation usually perform better than foreign /migrant students</p> |
| <p>10. Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession?</p> | <p>Bocconi keeps its offer in line with an ever-changing society: programs that delve into data analysis and political science to create new jobs opportunities and innovation.</p> <p>In advanced education courses in Political Science with focus on topics of public policy analysis students will understand the complex political, economic and social dynamics of the modern world, how national and international institutions deal with them and how to have an active part in such contexts. They will acquire advanced training in the methods of analysis and study of public policies and the institutions which lead the decision making process not only in Italy but worldwide.</p> |
| <p>11. How universities ensure, develop and measure these competences?</p> | <p>No answer</p> |
| <p>Placement after the learning experience</p> | |
| <p>12. Do University have</p> | <p>Bocconi has, like all Italian universities, the Student Work</p> |

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| specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | Placement program |
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Finally, we ask you to give us some information and to authorize us to quote the practice you have illustrated, in the documents that Remix will produce.

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| My Institution | University Bocconi |
| My position | Professor of Economics of Migration |
| I consent to quote experiences | Yes |

THIRD INTERVIEW – MILAN (IT) UNIVERSITA' CATTOLICA

On April 16th 2019, an interview was organized with the Manager of Global Engagement and International Education

Università Cattolica enrolls 37,000 students, has 12 faculties in five cities: Brescia, Cremona, Milan, Piacenza and Rome.

In Milan are taught courses in : Economics and Law, Literature and Philosophy, Law, Banking and Insurance and Financial Institutions, Science of Education, Political and Social Sciences.

In Piacenza and Cremona: Economics and Law, Agrarian Food and Environmental Sciences

In Brescia: natural and mathematical physics sciences. In Rome Medicine.

For the first time, on 2018, two political refugees were enrolled in the University while asylum seekers can't follow academic courses unlike Milan University, because there is no national law that regulates the matter every Universities can decide by themselves. Moreover refugee status is the only sanctioned and defined by the international law: Geneva Convention signed in 1951 and ratified by 145 member states of the United Nations. Italy accepted this definition in the law number 722 of 1954.

About the lexical debate:

1. <https://www.iom.int/key-migration-terms#refugee>
2. <https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration>
3. https://www.lemonde.fr/les-decodeurs/article/2015/08/25/migrant-ou-refugie-queelles-differences_4736541_4355770.html
4. <https://www.ilpost.it/2015/08/21/al-jazeera-migranti/>
5. <https://www.ilpost.it/2015/08/26/migranti-rifugiati-profughi-richiedenti-asilo/>

| Awareness of your University on social responsibility | |
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| 1. What does it mean “social responsibility” on the issue of migration for Universities? | Up to today, in Cattolica University, there has been no activity, no University procedure with regard to social responsibility. Moreover, in the next years attention to political refugees and asylum seekers will be one of the indicators for the evaluation of the University by the ANVUR. In fact the University system in Italy, is subject to evaluation, every two years by the ANVUR (National Agency for Evaluation of the University and Research |

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| | Systems). https://rio.jrc.ec.europa.eu/en/organisations/national-agency-evaluation-University-and-research-system-anvur last retrieved 29.04.2019 Among the activities carried out by ANVUR it is drawing up of reference parameters to ensure the correct allocation of resources to the Universities. |
| 2. Does University express in its vision end mission the awareness to advocate for a more inclusive society? | Until 2018 Università Cattolica had never political refugees or asylum seekers. Thanks to the possibility of CRUI 100 scholarships (cf. first interview n.4), in 2018, two political refugees students submitted the applications and were granted. The first student, from Ivory Coast, is enrolled in Political Science, Institutions and International Relations, a course a three year degree; the second student, from Afghanistan, enrolled in Education Science. Students received a scholarship for an amount of 5.174.66 euros per year, renewable for a second year if they obtain 20/60 CF in one academic year. Scholarship provides accommodation services (board and lodging) and no cash is given to the students. |
| Access to higher education | |
| 3. Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | No answer |
| 4. What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds? | 100 annuals scholarships given by CRUI, (Italian University Rector Conference) include total exemption from tuition fees and accommodation with full board. (Cf First interview section.4) |
| 5. What University policies and services can ensure access and permanence into higher education for migrants? | There is no coordination at national University level for political refugees and asylum seekers. There is no guideline at national level. Every University does what it deems most correct. Today according to the law n. 270 of 2004 art. 6 for all the students there is a check on the preparation that takes the form of admissions tests or recovery courses if there are gaps in the subject in which they are registered. The choice depends on the University |
| 6. Do Universities have services to recognize previous competences or academic credits? | (CF First Interview n.6) In addition at Università Cattolica there is also a didactic commission, composed of professors in charge to evaluate the student's previous study/academic careers. |
| Participation in higher education 3 | |
| 7. Do migrant students participate (enroll and complete) as much as their native peers? | No data |
| 8. What are the effective integration programs at University level, for | (Cf. First interview. 8) At Università Cattolica Italian language free courses are organized at SELDA, |

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| migrants students, to encourage enrollment and integration into University? | the Linguistic Service Centre of the University. |
| Learning outcomes | |
| 9. Do migrant students perform as well as their native peers? | No data |
| 10. Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession? | Università Cattolica, through its internationalization process of academic programs and services, is certainly attempting to create the type of environment and opportunities, inside and outside of class, to promote the learning and acquisition of soft skills, such as cross-cultural sensitivity and awareness among its students. Curriculum development, especially of those programs that are taught in English and where a significant percentage of the student is international, are carefully designed to contribute to the development of such skills and provide the students with new skills to be used in the global professional world. Additionally, Università Cattolica has a strong tradition in international mobility, with over 2500 of students that go abroad to study or in job placement. Such mobility is facilitated and encouraged by all the University faculties and departments, to ensure that the student community has access and opportunities for multicultural exposure. |
| 11. How universities ensure, develop and measure these competences? | Università Cattolica is in its early phase of development of assessment tools to measure the acquisition of these competences, but we are not yet in the position to truly measure and confirm whether these skills are in fact successfully taught and acquired by the students. The University do get valuable feedback from employers that the students graduated in the University demonstrate to have the kind of sensitivity and awareness that is desirable in prospect employees, so at least the University know that some of the efforts that are made are appreciated by the employers and effective for the students. |
| Placement after the learning experience | |
| 12. Do University have specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | All Italian Universities have placement services (Internships and <i>Job Placement</i>). |

Briefly describe any programme/project/practice/advocacy strategy/didactical tool that you experimented in order to exemplify and produce evidences on one or more of mentioned key questions.

Use as many lines as needed.

Typology

- Research programme/project
- Education/Curriculum within University
- Research programme
- Project (Horizon, Erasmus, AMIF, etc.)
- Third mission (public engagement, spin off, University consultant, ...)

Other (Specify)

Description

Since 2016 Armes Progetti has created a course “Cultural Sustainability and Cultural Rights” in collaboration with the Department of International Legal and Historical Political Studies of Milan University. The topics are about the meaning of cultural rights in different contexts and different countries. The course is attended also by several students from non European countries.
<https://www.spo.unimi.it/wp-content/uploads/Laboratorio-Filippo-Scuto-Diritti-culturali.pdf>

Identify key aspects of the experience (through key words)

Target

Students of different nationalities

Duration

Three months

Networks involved and activated

M&E tools and principal results

Place and date Milan April 24th, 2019

Fourth Interview: University of Bari

| Awareness of your University on social responsibility | |
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| <ul style="list-style-type: none"> • What does it mean “social responsibility” on the issue of migration for Universities? | <p>The value we are bringing to the issue of human mobility is relative to human capital and cultural capital of migrant students, which is often wasted and it is not exploited to the detriment not only for them, but also for the host community.</p> <p>Our framework and our vision are the enhancement (to the maximum of possibilities) of the skills and cultural capital that these students can make available to the community.</p> <p>This is the theme of the social responsibility of our University as a cultural institution: the maximum enhancement of human capital.</p> |
| <ul style="list-style-type: none"> • Does University express in its vision and mission the awareness to advocate for a more inclusive society? | <p>The vision, relating to the enhancement of human and cultural capital, and the mission, aimed to the strengthening this cultural value as a strategic and important resource for humanity, respond to the need to support the construction of an inclusive society.</p> |
| Access to higher education | |
| <ul style="list-style-type: none"> • Do migrants, including refugees and asylum seekers, have the same opportunities to access quality higher education as their native peers? | <p>The opportunities are specific because the holders of international protection often cannot produce the original documentation of their qualifications. We have introduced a procedure called "finalized recognition" which produces a certification of comparability through the connection with the entitled ministerial institution named CIMEA. Based on this recognition we enrol Refugees to the educational offer of our University which otherwise they could not have continued their studies. This specific procedure was activated in 2017.</p> <p>The discourse of the same opportunities is very theoretical, it is a kind of formal equality; about a substantive level we must activate conditions that concretely make that these students enrol in the courses. There are equal opportunities in terms of principle, but specific opportunities in terms of substantial access to education. Many universities do not yet do that, declaring a formal principle of equality but without providing procedures that, beyond the theoretical level, allow access to education.</p> <p>We take in charge the migrant student and accompany him/her in the enrolment to the courses or in the abbreviation of the same. It is a total and not just formal charge of declaration of the equal opportunities.</p> |
| <ul style="list-style-type: none"> • What policies and measures (facilities, services, etc.), at national level, can ensure access to higher education for migrants, especially those from low socio-economic backgrounds? | <p>From the point of view of national policies, the finalized recognition is foreseen by the labour market reform. The legislative tools are there and we must put the universities in a position to guarantee the request of the migrant and the presence of a specific guarantee service that this right, expressed theoretically but also legally in the various reforms, is then actually exercised.</p> |

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| <ul style="list-style-type: none"> • What University policies and services can ensure access and permanence into higher education for migrants? | <p>The recognition of titles which is called finalized recognition. When there are resources, we do external projects that allow us to provide this service and take in charge the migrant student in the accompaniment and enrolment to the courses.</p> <p>There may be specific accompanying projects for placement, certification, put in transparency of previous skills and soft skills, but they concern extra situations that can be achieved with external funds; the service is managed by University researchers.</p> <p>As CAP we are an entitled subject of the regional system of put in transparency and certification of skills and we have responded to an expression of interest in the region aimed at providing this service for a fee. The theme of resources and how universities must find them to guarantee these services remains.</p> |
| <ul style="list-style-type: none"> • Do Universities have services to recognize previous competences or academic credits? | <p>We tested it on two subjects, two refugees who had many experiences in Italy in intercultural mediation. We putted in transparency their skills and they have done an exam and have been recognized.</p> <p>It was an experiment made in 2018 for the figure of intercultural mediation technician with the aim of seeing if this system was sustainable and also for an interest in internal applied research: we work in an interdisciplinary team made up of sociologists, assessment experts and labour psychologists.</p> <p>The region will start with an experiment on another figure, but a structured system does not yet exist. As part of the FAMI projects, we implemented a soft skills recognition and released a folder that helped users with job placement.</p> <p>CFU recognition has not yet been done, in the sense that this kind of need has not arrived. Clearly, the system allows it, connecting to the teaching centers, to the departments and requesting the recognition of specific credits. Sometimes, some refugee users have asked for recognition to the educational commissions of the study courses where they were going to enrol.</p> |
| Participation in higher education | |
| <ul style="list-style-type: none"> • Do migrant students participate (enroll and complete) as much as their native peers? | <p>Universities are the titled subjects and must guarantee an answer about a request for recognition by a migrant, an applicant or a refugee. If a refugee requires the recognition of his/her educational qualifications the University, based on its own autonomy but also on the right to study of migrants, must respond within a limit of 60 days. The possibility of appeal by the migrant student is foreseen. This is a legal aspect but also a social aspect to be taken into consideration.</p> |
| <ul style="list-style-type: none"> • What are the effective integration programs at University level, for migrants students, to encourage enrollment and integration into University? | |
| Learning outcomes | |
| <ul style="list-style-type: none"> • Do migrant students perform as well as their native peers? | <p>Specific data and ad hoc research would be needed to answer the question. We perceive that the levels of learning are different also in relation to the competences in entry possessed: who arrives with a more developed knowledge of the Italian language has higher performances. This can be seen from the credits they acquire and</p> |

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| | which are necessary for obtaining and using scholarships. We realize that the level of entry affects both migrant students and, in general, all students. Surely the desire of redemption and success by migrant students is much stronger and there is a more marked realization push. The monitored learning outcomes are those aimed at requesting the subsequent annuity of the scholarships. |
| <ul style="list-style-type: none"> Do students develop sensitivity and awareness for a cross-cultural and multicultural approach in their future profession? | Migrant students match with a different cultural systems and they are pushed within a very strong intercultural perspective in which they must necessarily deal with other systems. |
| <ul style="list-style-type: none"> How universities ensure, develop and measure these competences? | There are no specific monitoring systems for lack of external resources. We are currently working on the issue of diversity management and will return the results based on this model which is specific to a FAMI funded project. |
| Placement after the learning experience | |
| <ul style="list-style-type: none"> Do University have specific program for placement of migrants students (on the basis of national norms on refugees and asylum seekers)? | We work with the placement office and the rector's delegate is one of the researchers of the scientific committee of the CAP. Communication is very direct even if there are no specific activities for migrant users. It is an integrated University service and the institutional communication between the two offices is fundamental. |

Briefly describe any programme/project/practice/advocacy strategy/didactical tool that you experimented in order to exemplify and produce evidences on one or more of mentioned key questions.

Use as many lines as needed.

Typology

- Research programme/project
- Education/Curriculum within University**
- Research programme
- Project (Horizon, Erasmus, AMIF, etc.)
- Third mission (public engagement, spin off, University consultant, ...)
- Other (Specify

Description

C.A.P. - Centro Servizio di Ateneo per l'Apprendimento Permanente **(University Service Center for Lifelong Learning)**

The C.A.P. is a service of the University of Bari that was born from the results of two FAMI projects carried out from 2012 to 2015 and set up in 2015 to promote lifelong learning processes, certification and accreditation of skills acquired in formal and informal contexts. For the pursuit of this purpose it is considered of primary importance the adoption of a network working methodology with the institutional and University referents involved in various modalities on the issues in question, including the Repertory of Professions of the Puglia Region, the Board of Department Directors, the Student secretariat and the University Placement Service. The C.A.P. has as mission the enhancement of "cultural capital" as a fundamental and strategic resource for humanity.

The activities carried out are:

- preliminary work and consultancy for the request of the finalized recognition of formal qualifications, previously acquired, or partial recognition of individual educational credits for EU citizens and non-EU citizens;
- put in transparency of the professional and extra-professional experiences and recognizing the learning acquired "on the job", in informal and non-formal contexts to start the procedure of recognition of professional qualifications based on Repertory of professions published by the Puglia Region (www.sistemapuglia.com);
- recognition of the experience as CFU which can be used in the degree courses provided by the University of Bari to continue or start a University education course;
- assessment and certification of soft skills.

The CAP operates on three levels of evaluation and certification:

1. recognition of previous academic qualifications for academic integration;
2. the recognition of on-the-job learning aimed at certifying the professional qualifications recognized by the Puglia Region;
3. vocational / aptitude recognition in relation to the put in transparency of soft skills of service users.

THE CAP is the only reality that, in addition to the recognition of qualifications (which other universities do), has put together three levels of recognition: titles, professional skills and soft skills. The Center offers a chance of inclusion through a service that has many costs: the certification of skills is a complex and lengthy process that requires know-how within individual organizations. We have been working on these issues for three years and as a good practice we still cannot interface with other Italian academic systems that carry out this type of activity. The costs of the human resources to be employed are considerable and the question related to the ownership of the services of identification, assessment and certification of skills remains open, especially for a migrant target.

Identify key aspects of the experience (through key words)

- Enhancement of human and cultural capital.
- Inclusion practice based on the mechanism of mutual convenience, for those who ask and for those who host, a mechanism that is at the base of the creation of dialogue.

Target

Citizens, EU and non-EU citizens.

Mostly holders of international protection.

Duration

From 2012 to 2015 with two FAMI projects.

Constitution in 2015 and ongoing.

Networks involved and activated

The CAP adheres to various national and transnational networks to consolidate and make more effective the actions in which it is engaged and collaborate with other institutions and organizations for the pursuit of its objectives.

REFUGEES WELCOME MAP

<https://www.eua.eu/101-projects/541-refugees-welcome-map.html>

OIM - Organizzazione Internazionale per le Migrazioni

<https://italy.iom.int/>

SKILLS2WORKS

<https://iom-nederland.nl/en/migrant-integration/skills2work>

CIMEA - Centro di Informazioni sulla Mobilità e le Equivalenze Accademiche

<http://www.cimea.it/it/index.aspx>

ENIC NARIC - European Network of Information Centres in the European Region

<https://www.enic-naric.net/>

RUIAP - Rete Universitaria Italiana per l'Apprendimento Permanente.

<http://pro2.unibz.it/projects/blogs/ruiap/>

CNVQR - Coordinamento Nazionale di valutazione delle qualifiche dei Rifugiati

<http://cimea.it/valutazione-qualifiche-rifugiati/>

M&E tools and principal results

During the second programme, the CAP advisory path was concluded in 2017 for 229 young migrants and refugees. Among them, 66 were women and 166 men, aged between 16 and 35. The cultural capital of those people is medium-high: they often have a degree and a master, though largely misrecognised by the Italian learning system. Among the 229 young migrants, only 33 attended elementary school, 39 middle school and 98 high school, 57 have a degree and two a PhD. They mostly come from Pakistan, Georgia, Albania, Nigeria and Bangladesh. Another goal of the service has been the possibility for 102 people to start a certification process of soft skills (for example, communication, teamwork, decision making, etc.) acquired through prior learning and working experience even in informal settings. They have actively participated in self- and group-assessment sessions, taking to the definition of a professional profile that for most of them has been useful in their job search.

(Source: Scardigno, F. (2018). Recognition of the cultural capital of young refugees: the CAP (centre for lifelong learning) as an academic experience of inclusion in Italy. In *Between insecurity and hope. Reflections on youth work with young refugees* (pp. 101-112). Youth Knowledge book 24. Council of Europe publishing)

Kindly attach any available documentation that can contribute to a better understanding of your practice.

- **Company profile**

Finally, we ask you to give us some information and to authorize us to quote the practice you have illustrated, in the documents that Remix will produce.

| | |
|--------------------------------|---|
| My Institution | University of Bari "Aldo Moro" |
| My position | Prof. Fausta Scardigno – President of the CAP (University Service Center for Lifelong Learning) |
| I consent to quote experiences | YES |

Firenze-Bari, 03/06/2019

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Fifth Interview: University of Messina

The University of Messina has requested to become silent partner in the Remix Project. It is particularly active on the refugees crisis since the majority of arrival from the Mediterranean sea arrived in Sicily and in Lampedusa and Pozzallo. In order to respond to the challenge, the University has created an ad hoc interdepartmental centre, that is presented below.

Presentation of initiatives carried out to promote multicultural integration and access to higher education for refugees and migrants

In August 2016, the University of Messina completed the internal procedure that led to the establishment of an inter-departmental University Center called: "Center for migration, social integration and intercultural communication". The Center was born with the spirit of putting the complex of ideas, actions and interventions for the enhancement of human capital of refugee citizens into a system. It acts as an internal collector for the interaction with the various competent University offices for specific services and as an internal and external promoter of planning for the development of activities and initiatives aimed at integration, under many aspects. In particular, the Centre's activities are aimed at asylum seekers/holders and/or other international status, such as subsidiary and humanitarian protection. By Statute, the Center deals with:

- institutionalize a unified procedure with regard to the recognition of qualifications obtained by holders of international protection and the validation of soft skills and professional skills of users;
- Re conceive and implement innovative services for the enhancement of the training and professional experiences of students and graduates of the University of Messina, in particular foreign citizenship;

↓ attract external resources through the formulation of project proposals, including by fostering partnership, which contribute to the pursuit of the purposes of the Center".

An important opportunity to immediately put to good use the intention to develop quality project activities on the issues of migrant integration occurred in conjunction with the start of the administrative procedure for setting up the CEMI. The University of Messina, in the Temporary Association of Purpose with the Research Centre "G. Arnao" of Palermo, in fact responded to the Public Interest Demonstration of the the Sicilian Region to co-plan interventions financed through the resources made available to the regions by the Ministry for the Interior through the Asylum, Migration and Integration Fund (FAMI). Once the regional tender was won, the outcome of the executive planning developed below was also fully favourable and, between April 2017 and December 2018, a series of initiatives and activities were carried out to implement the regional immigration plan, as from funded projects :

| ACTION | TITLE | € Financing |
|---|----------------|--------------------|
| 01- Qualification of the school system in multicultural contexts, also through actions to combat school drop out /dispersion | Inter-AZIONE | 434.000,00 |
| ACTION | TITLE | € Financing |
| 02- Promotion of access to integration service | Inform-AZIONE | 409.000,00 |
| ACTION | TITLE | € Financing |
| 03- Qualified information services, through regional and territorial communication channels | Comunic-AZIONE | 76.000,00 |
| ACTION | TITLE | € Financing |
| 04- PromozioPromotion of the active participation of migrants in economic, social and cultural life, also through the enhancement of associations | Ide-AZIONE | 287.000,00 |

With regard to the first action and therefore to the "Inter - AZIONE" project, the University of Messina coordinated a research on the linguistic and school integration problems of migrants both from the scientific point of view and from the linguistic and social integration difficulties encountered by the world of associations and institutions. This action made it possible to develop an interesting partnership with various second-level schools in Messina, Agrigento, Palermo, Ragusa and Syracuse. The objectives of the research concerned the statistical analysis of the phenomenon, the identification of typical cases and the identification of good practices at European and international level for the implementation of ad hoc operational plans. Through the activity of CEMI, scalable intervention prototypes characterized by a multidimensional approach can also be validated. "Inform - AZIONE" is the project that concerns more specifically the activities of the Interdepartmental Center of the University of Messina. In fact, the most important

objective concerns the coordination by the University of Messina of a regional Observatory on immigration, which represents an important point of reference for all interested Public and Private Subjects. The project, already foresees also within this action a field research aimed at the publication of annual reports on the migration phenomenon in Sicily. Furthermore, two training interventions were carried out: the first aimed at the staff of the Public Bodies involved in the reception and information system and the second aimed at cultural mediators and psychologists, in order to transmit to the main support figures, knowledge and skills in optical systems and define common reception and integration practices. The CEMI's great interest is also the implementation of a model of recognition of qualifications and skills based on the integration between the economic system, education and the labor market through the sharing of the experience started by the University of Messina in collaboration with the CAP - Center for Lifelong Learning of the University of Bari which also gave a practical guide to validate the qualifications and skills of migrants. The project that refers to action 03 "Comunic - AZIONE" has been about intercultural communication. UniMe has, at its disposal, its own e-learning platform for Italian language courses and linguistic training courses aimed at the social integration of the migrant. 10 seminars organized - two in Palermo and one for each of the other Sicilian provinces. The themes have ranged from critical analysis of journalistic texts dealing with cultural diversity to journalistic writing theory and technique on cultural diversity; from the theory and practice of journalism in the press offices for interculturality to the theory and technique of intercultural web writing. "Ide-AZIONE", finally, is the project that more than others has allowed the broad and participatory involvement of society, understood in the broadest sense, without distinction between migrant and native communities. Inspired by the idea that it is the culture of the Mediterranean that links peoples, sport, food, traditions will be the levers of integration on which the University of Messina has gathered the energies of everyone, organizing, in particular, the events Sport without borders and Food Fest in Messina, Trapani, Caltanissetta and Partinico (PA). In the same period in which UniME constituted the CEMI, the CRUI - Conference of the Rectors of Italian Universities - published a call for applications for the allocation of 100 scholarships, valid for the 2016/2017 academic year for students with international protection and in possession of a qualification valid for enrollment in a degree course, master's degree or selected research doctorate. This initiative was a result of the signing, on July 20, 2016, of the Memorandum of Understanding between the CRUI and the Ministry of the Interior aimed at supporting the continuation of the deserving young students, who were forced to leave the country of origin. of international protection. Thanks to this opportunity, the University of Messina has started the first experiences in the field of recognition of educational qualifications and the promotion of integration through higher education: currently, three more refugee students of Eritrea, Lebanese and Malian origin are enrolled. Among the initiatives already completed, the CEMI also includes in its curriculum the collaboration for the realization of the research entitled "Building the basic evidence on the migrant and refugee crisis in the European Union - World Bank migrant / refugee survey". The work, of supranational interest, is the result of an agreement between the Central Directorate for Immigration and Asylum Policies of the Ministry of the Interior - Department for Civil Liberties and Immigration - and the World Bank. Operationally, the Ministry has identified CESPI as the implementing entity of the research project - the Center for International Political Studies which has commissioned CEMI for the coordination and implementation of research for the Sicilian territory. The research was carried out, with the supervision of the World Bank referents, in Italy between December 2016 and March 2017. Among the projects already financed, managed by CEMI, currently under construction, we report:

FAMI 2014-2020 - Specific Objective 1. Asylum - ON1 national objective - letter b - Interventions in favor of Foreign Minors in psychosocial vulnerability conditions. "FARO project funding: intervention for the prompt identification of psychosocial vulnerabilities of foreign minors from landing to first reception and strengthening of the reception system in the provinces of Catania, Messina, Palermo, Ragusa, Siracusa". Leader Terre Des Hommes, UniME partner - CEMI, UniPA (science departments for health promotion and maternal infant care) and the Political Education Institute "Pedro Arrupe" of Palermo. The project will last 24 months, UniME-CEMI will carry out a training course per year on the legal aspects related to taking charge of unaccompanied foreign Minors, each composed of 3 modules of 10 hours.

FAMI 2014 - 2020 - NATIONAL TARGET 2 - EXPERIMENTAL LANGUAGE TRAINING SERVICES. Financing "KEY WORDS: tools for integration" project in which UniME - CEMI coordinates WP1 for the realization of an Action Research and experimentation of an innovative teaching method to facilitate the learning of the Italian language to migrant learners. WP output will

be a publication edited by UNIME and collaborates with WP2 FORMATORS UPDATE for the delivery of at least 4 update paths of n. 25 hours each and addressed at least to 70 recipients, including teachers and operators of Italian L2 operating in different contexts. For immediate feedback on activities, results and initiatives <https://www.unime.it/it/centri/cemiSixth>

Sixth Interview University of Bologna University Corridors

The interview to Professor Stefania Varani, parasitologist and professor of biology, of UNIBO concerns the so-called University Corridors realized by the University of Bologna and called "UNICORE". This project has been indicated to our attention by Angelo Pittaluga, officer of UNHCR Italy that is collaborating with the University of Firenze and other Universities in Italy, in particular La Sapienza in Roma, Bari and Catania, in drafting a Manifesto for Inclusive Universities, that is still unofficial. The inclusive University Manifesto focuses on the condition of young refugees who intend to continue their studies and research in the country of asylum, and is born of the awareness that their cultural, technical and intellectual experiences, developed by refugees in various parts of the world, can be a great resource for Italy and for Europe in general. Furthermore, through adherence to the Manifesto, the Universities contribute to the realization of the so-called "Third mission of the University", favoring the enhancement and use of knowledge to contribute to the social, cultural and economic development of the whole Society. This Manifesto was partially inspired by the Manifesto for inclusive learning issued by UNIFI in 2018, that does not concentrate only on tertiary education, but on the role of education and training in the integration of refugees and asylum seekers.

The key issues of the UNHCR led reflection, in terms of social responsibilities of Universities, are:

1. Access to information and guidance
2. Support for registration and recognition of qualifications
3. Scholarships and other incentives
4. Humanitarian corridors for refugee students (the issue at stake in this interview)
5. Participation

The principles of the Manifesto are:

1. Equality and non-discrimination. Full respect for the human person is promoted without distinction of gender, nationality and origin, guaranteeing equal access to services and equal career opportunities, avoiding all forms of discrimination and exclusion.
2. Hospitality. An academic culture based on hospitality and where hospitality is promoted, through the integration of teachers, researchers and students of different backgrounds and their accompaniment and guidance within the institution, with particular regard to refugee students.
3. Knowledge. The scientific knowledge of issues related to forced migration and asylum is promoted, in order to spread greater awareness on the situation of the countries of origin, on the causes of migration and on the fundamental rights underlying the right of asylum. This knowledge, in addition to boosting a greater understanding of the phenomenon, can foster and strengthen the necessary dialogue between students, researchers and teachers of different nationalities, and favour the inclusion of refugees.
4. Integration. In the academic environment, integration is promoted, understood as a dynamic and articulated bidirectional process, in which both professors, researchers and foreign students are actively involved, who must be prepared to integrate without renouncing their cultural identity, both local communities and educational institutions, which have the task of developing policies and programs sensitive to the needs of a diverse population.
5. Enhancement of differences. Opportunities for mutual acquaintance between students, researchers and teachers of different origins and nationalities are facilitated, with a view to promoting a climate of exchange, inclusion and a shared sense of belonging, enhancing the different cultural heritages as an element of stimulation and enrichment for the University.
6. Participation. The active participation of refugees in academic life is encouraged, facilitating the establishment of refugee student and researcher associations, and involving these representations in moments of public confrontation and other institutional events.

More information on the Corridors are available in the call for application that is reported below, but we can highlight that the project, unique in Italy, is the result of a long term preparation and a

series of trials and error and a continuous work of networking within the University, but also with Ministries, the Catholic Church and civil society. The recruitment has been terminated and 5 refugees all from Eritrea and residing in Ethiopia will arrive in Italy soon in order to start their academic experience.

UNIBO has always shown great interest and commitment in the refugee and human mobility theme. The pro-rectorate for international relationships, represented by Professor Alessandra Scagliarini, is particularly active in University exchange with African countries. There is a model story of opening of exchanges with Eritrean refugee students studying in Bologna since 2004. It was all based on the individual initiative of single University members at the beginning and then become the programme UNICORE that is under development. A small fundraising group was set up to create scholarships for students, from secondary to higher education. It took them two years and UNHCR helped in the relationship with the Ministry of Foreign Affairs in order to find and establish a legal way. It was all to be written. Three students, from Eritrea and Sudan, graduated over the years and they obtained a scholarship for reasons of income and merit. Good practice has been built on the goodwill of volunteer. Moreover, it was a gorgeous human experience. An Eritrean student came through the programme became president of a migrant association started from there. We need to build University corridors: reproduce what had worked. UNIBO wants to choose motivated people to study, after they finished the bachelor, and intend to select the best ones (meritocracy). Pro-rector puts a part of the funds, ERGO entitled to the study of Emilia Regional Agency. University, UNHCR, through with the Ministry of Foreign Affairs (partner) succeeded in obtaining 5 visas for study purposes. Local model: mixed support network on the experience lived. Caritas Italia. The Bishop, Monsignor Zuppi, financed the operation. Intelligent project: it finances what UNIBO fails to cover. We ask the Diocese and Caritas to support families. We already identified 5 bridge families: we call them reference family. Migrants bind to families. A network that was formed before. Eritrean Next Generation Italy obtained funding for bureaucratic integration: we looked for volunteers. Specially created counter that can also be used by all other migrants. First Eritrean brother who is now the social worker. He must know how to move. Very effective international student counter, but lacked tutoring pieces in between. Federmanager and Manager Italia fund the part of the selection in Ethiopia, so that refugees can graduate and then enter the world of work. They chose to involve engineers in the selections. The young refugees will arrive in September: there has been a pre-registration at the University. A University commission has been established for evaluation, future employability (in collaboration with Federmanager), and selection in Ethiopia was carried out directly by Professor Stefania Varani and Federmanager. Each candidate had to pass an in-depth 40-minute interview. The selection process was accurate and serious. The experience for refugees takes more money than are available through scholarships, and they are looking for fundraising even on a voluntary basis. The selection is accurate also because of escape risks for refugees, that is often high. Very few would like to return home after graduating. In this patch, there are only refugees from Eritrea, but Somali and South Sudanese applied (the latter are considered international students and therefore not refugees). Very few women have applied since their academic career is different: women often opt for three-year nursing degrees.

From the web site

<https://www.unibo.it/en/services-and-opportunities/study-grants-and-subsidies/exemptions-and-incentives/uni-co-re-University-corridors-for-refugees-ethiopia-unibo-2019-21>

UNI-CO-RE was created to allow refugee students in Ethiopia to continue their academic career at the University of Bologna.

The project is promoted by the Alma Mater and UNHCR Italy - UN Agency for Refugees and carried out thanks to the support of: Italian Ministry of Foreign Affairs and International Cooperation, Archdiocese of Bologna, Caritas Italiana, ER.GO – Regional Board for the Right to Higher Studies of Emilia-Romagna, Federmanager Bologna - Ravenna, Gandhi Charity, Manageritalia Emilia Romagna, Next Generation Italy.

UNI-CO-RE will be carried out experimentally for the academic years 2019/2020 and 2020/2021. Refugee students will be selected through a special **call**.

Benefits

Beneficiaries of the UNI-CO-RE project will benefit of support in:

- pre-enrolling at the Italian Embassy in Ethiopia and carrying out immigration procedures
- applying for admission to second cycle degree programmes of the University of Bologna
- integrating in the local student life and community

Beneficiaries of the UNI-CO-RE project will receive financial benefits, consisting of:

- up to 1.000 € for expenses to be faced before the arrival in Italy: flight tickets, Visa and preparation of supporting documents
- 3.200 € to be paid during A.Y. 2019-20, according to merit criteria
- 3.200 € to be paid during A.Y. 2020-21, according to merit criteria

The students will also be supported in the application for Er.Go benefits. Documents required for proving the economic condition will be simplified. Student, who have correctly completed the application and are included as winners in the ranking lists, can receive for A.Y. 2019-20 and 2020-21:

- a study grant worth 5.192,56 € per academic year
- accommodation in Er.Go. student shared dorm (whose price will be deducted from the Er.Go. study grant)
- a budget of 600 € for catering services
- full tuition fee reduction (in any case the student must pay €157,64 in regional taxes, the duty stamp and insurance premium – amount subject to change - for A.Y. 2019-20 and 2020-21)
- possible regional tax reimbursement of 140 € if merit requirements are met
- the support of a volunteer student for the first year.

UNI-CO-RE benefits are assigned for A.Y. 2019-20 and A.Y. 2020-21. Maintenance merit requirements are applied.

Requirements

You can participate in the project if:

- you reside in Ethiopia and you have been granted refugee status in collaboration with UNHCR
- you are in possession or you are about to obtain a first cycle degree from a University in Ethiopia that allows you to continue your studies in the second cycle. The qualification must be obtained in 2017, 2018 or until July 2019 (European calendar)
- you are interested in enrolling in a second cycle degree programme of the University of Bologna provided in English, without restricted access, on the campuses of Bologna, Cesena, Forlì, Rimini.

Times and methods

- Publication of the call for applications: **15 January 2019**
- Applications deadline: **the deadline is postponed to 26 February 2019 at 16:00 CET**

- Publication of results: **April 2019**
The application must be submitted exclusively through [Studenti Online](#).

Detailed information are available in the [call for applications](#)

Other interesting experiences:

The project "Education without Boundaries" of UNINETTUNO

Italy, thanks to its geographical position, but not only for that, has been historically and keeps on being a veritable bridge to the Mediterranean Sea; a bridge that peoples, civilizations and cultures pass through. The dialogue made up by exchange, confrontation and interaction is a key element that could not be separable from whatever action aiming at bringing the two edges closer to each other; an open dialogue, where everybody is equal, where everybody can access education and knowledge, by not being denied due to his/her origin.

Acknowledging the sharpening of the immigration emergency that involves the Arab countries and the Sub-Saharan countries, as well as the whole Europe as to the reception of the migrants, the International Telematic University UNINETTUNO contrived an Internet-based portal, "Education Without Boundaries", www.istruzioneesenzaconfini.it. UNINETTUNO is the only University in the whole world where teaching and learning are carried on in five languages (Italian, French, English, Arab, Greek), in which thousands of students, coming from over 163 countries, are currently enrolled. "The technological network – UNINETTUNO's Rector, Prof. Maria Amata Garito, states – promoted the creation of a network of people, intelligences, able to connect and share their knowledge and that along with several lecturers coming from various universities of the Arab World (Syria, Egypt, Jordan, Lebanon, Tunisia, Morocco etc.) developed a virtual area for higher education and the spreading of knowledge in the Euro-Mediterranean Area". Thanks to this international experience, UNINETTUNO made out of internationalization an active instrument for cooperation, and that allowed to plainly create the "**University for Refugees - Education without Boundaries**" www.istruzioneesenzaconfini.it, in order to let refugees and immigrants access the University from anywhere across the world.

This tool makes it possible the recognition of educational qualifications, previously earned by refugees and migrants in their countries of origin, and the recognition of their professional competences in order to facilitate their access to our University's degree, master's and vocational training courses.

It is the first tool in the world, realized in English, French, Italian and Arabic, allowing refugees and immigrants to access and continue their University education or enroll for vocational training and retraining courses; studying in the different languages of the hosting countries; spread language and Arab World culture courses among the citizens of the hosting countries; promote knowledge about the regulations and the laws that govern reciprocal rights and duties.

The "**University for Refugees - Education without boundaries**" www.istruzioneesenzaconfini.it has already yielded its first results.

His name is Harout, he is the first Syrian refugee in Lebanon who enrolled to the degree in Information Engineering, delivered by the International Telematic University UNINETTUNO thanks to one of the 50 scholarships, that are delivered for free by the University and devoted to refugee students entitled with international protection. Even in a moment of international fear, the purpose is that of boosting and sustaining the academic path of the immigrants holding the status of refugee, and of contributing to their vocational integration in the hosting country. The new technologies, in particular e- Learning, can help enhance the reception of the refugees; a reception that passes through a qualified training, aimed to develop vocational competencies by means of a new distance teaching approach, where knowledge is spread by a new model of University, the University of the 21st Century, where every citizen of the World can study and learn without limits of space, time and place thanks to the Net.

Harout is thirty years old, was born in the town of Aleppo where he accomplished his Bachelor in Chemistry. At this point, he has got the status of political refugee in Lebanon, and hoping that

peace would come back soon in his country, he can make his dream come true: achieving the study path he kicked-off in Syria by attaining an academic title recognized in Europe.

Besides Harout, 60% out of the students enrolled to the portal the “University for Refugees - Education Without Boundaries” are Syrian refugees in Germany; they, too, googled the tools to resume their interrupted academic path, and to make their study dream come true, despite their refugee status.

The “University for Refugees - Education Without Boundaries” is developing a great laboratory towards true integration, in order to value good immigration, dialogue, peaceful coexistence among peoples and international cooperation.

The International Telematic University **UNINETTUNO** has a long and consolidated experience in distance education, delivered also in collaboration with several universities of the Arab World including Algeria, Egypt, Jordan, Lebanon, Morocco, Syria, Tunisia and Turkey. UNINETTUNO allows the recognition of the study paths of thousands of foreign students and makes them earn study titles recognized in Europe and in the Arab World.

So doing, UNINETTUNO offers foreign students the tools that enable them to acquire knowledge and expertise allowing them to play a constructive role in the social, cultural and economic life of the hosting Countries.

The Portal

In the "Education without Boundaries" portal, beside an information section on the Project, the student will be able to access the following services:

- UNINETTUNO Educational Offer
- Enrolment in the degree, master’s and vocational training courses;
- Recognition of academic qualifications;
- Recognition of professional skills;
- Language learning courses;
 - I learn Italian - The Treasure of the Letters
 - I learn arabic - The Treasure of the Letters
 - OLS language courses for refugees: German, English, Spanish, French, Italian, Dutch, Portuguese, Bulgarian, Czech, Danish, Greek, Croatian, Hungarian, Polish, Rumanian, Slovakian, Finnish, Swedish.
- Health Services;
- Mutual Rights and Duties.

Educational Offer

The student who wishes to continue or start University studies can enroll for the following degrees and master's courses of the International Telematic University UNINETTUNO:

| First-Cycle | Degree |
|--------------------|---------------|
|--------------------|---------------|

- Economics Faculty

- | <u>Economics</u> | <u>and</u> | <u>Business</u> | <u>Management</u> |
|--|------------|-----------------|-------------------|
| Paths: | | | |
| ○ <u>Economic and Corporate Governance - study program</u> | | | |
| ○ <u>Culture, Tourism, Territory and Corporate Value - study program</u> | | | |
| ○ <u>Business management - study program</u> | | | |
| ○ <u>Financial management - study program</u> | | | |
| ○ <u>Business management (with the Berlin School of Business & Innovation) - Description</u> | | | |

- Law Faculty

- Business, Labor and New Technologies Law
paths:
 - Workplace Safety Law- Study Programs
 - Business Legal Operator - Study Programs
 - Law of the Digital Society - Study Programs

- Engineering Faculty

- Civil and Environmental Engineering
Paths:
 - Structures and Infrastructures - Study Programs
 - Construction, Survey and Topography - Study Programs
- Management Engineering
Paths:
 - Economics path - Study Programs
 - Production path - Study Programs
- Computer Engineering
Paths:
 - Information and communication technologies engineering - Study Programs (with Helwan University)
 - Computer Engineering - Study Programs

- Cultural Heritage Faculty

- Conservation and Valorization of Cultural Heritage
paths:
 - Operator and Expert in Cultural Heritages and Digital Memory - Study Programs
 - Operator and Expert in Cultural Heritages and Landscapes: Language and Codes for Mediation

- Psychology Faculty

- Psychosocial Disciplines

- Communications Science Faculty

- Communication Sciences
paths:
 - Communication for media companies and advertising - Study Programs
 - Communication for institutions in digital society - Study Programs

Second-Cycle

Degree

Courses

- Economics Faculty

- Business management and digital technologies

- Engineering Faculty

- Civil Engineering
Paths:
 - Building Science and Planning - Study Programs

- Structures and Infrastructures - Study Programs
- Management Engineering
Paths:
 - Management of Industrial Processes - Study Programs
 - Energy Systems - Study Programs
 - Industry 4.0 - Study Programs
- Computer Engineering
Paths:
 - Big Data - Study Programs
 - Programming and security- Study Programs

- Psychology Faculty

- Cognitive Processes and Technologies
Paths:
 - Cognitive Processes and Technologies - Study Programs
 - Human Computer Interaction and e-learning - Study Programs
 - Tecnologie di supporto clinico alla persona - Study Programs
 - Social media and communication - Study Programs

MASTER

- Master in Energy Management
- Master in Strategies and Techniques of Project Management
- Impact of traumatic and/or stressing experiences: prevention and intervention strategies
- First-level Master'S Course IN "Cultural Heritage and Enogastronomy"
- Master in Global Journalism
- Master in European Law and Policies
- Master's Course in Euro-Mediterranean Cultures and Policies
- Global MBA (in partnership with LSBF - London School of Business and Finance)
- MA in Investment and Finance(in partnership with LSBF - London School of Business and Finance)
- MA in Strategic Marketing(in partnership with LSBF - London School of Business and Finance)
- MA in International Business Law(in partnership with LSBF - London School of Business and Finance)
- MA in International Tourism, Hospitality and Event Management (in partnership with LCCA - London College of Contemporary Arts)
- MA in Fashion Retail and Luxury Management (in partnership with LCCA - London College of Contemporary Arts)
- MA in Media and Communications (in partnership with LCCA - London College of Contemporary Arts)
- Master of Laws in Chinese Business Law (Realized in collaboration with Open University di Hong Kong)
- Master of Science in Health Management (Realized in collaboration with Atheneum Liberal Studies)
- Master in "Water Awareness, Consciousness, Knowledge and Management" (Realized in collaboration with Water Academy SRD)
- Global MBA (in partnership with - the Berlin School of Business & Innovation)
- MA in Fashion Retail and Luxury Management(in partnership with - the Berlin School of Business & Innovation)
- MA in International Tourism, Hospitality and Event Management (in partnership with - the Berlin School of Business & Innovation)

- MA in Finance and Investments (in partnership with - the Berlin School of Business & Innovation)
- MA in Strategic Marketing (in partnership with - the Berlin School of Business & Innovation)

Professional Training Courses

Other University contacted and involved:

University of Palermo

University of Catania

University of Siena

University of Firenze

Others: UNHCR, CIMEA, European Association of Universities Refugee Welcome Map

Outside of Italy

University of Den Hague