

The Inclusion of Refugee students in all cycles of studies. The case of the University of Piraeus

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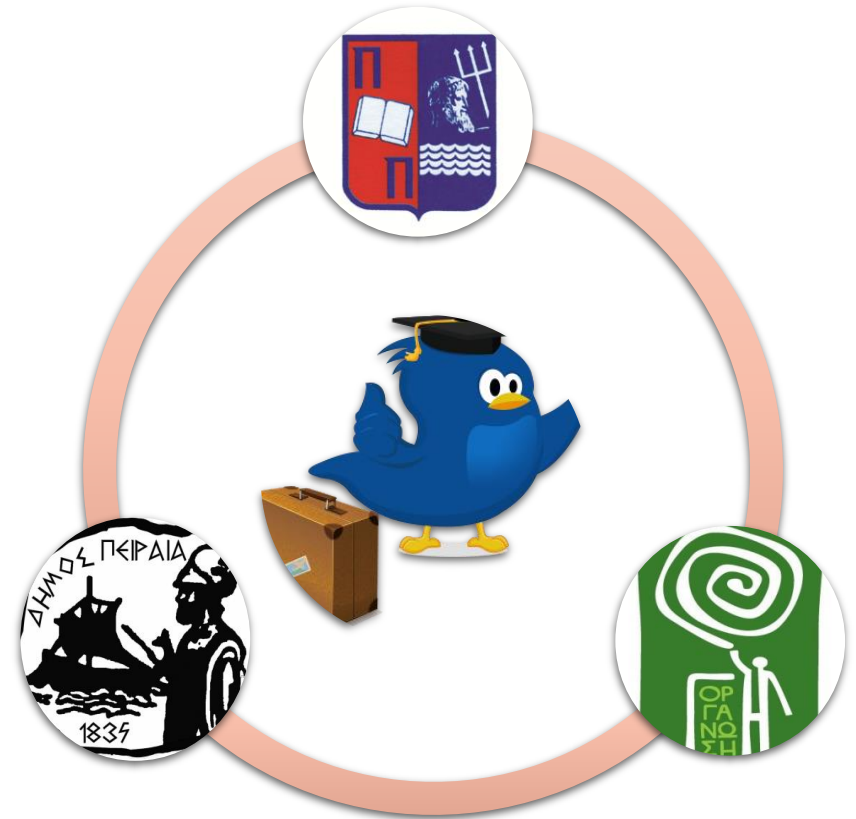
2016 : ERASMUS + KA103, OLS FOR REFUGEES .

In this program we have trained refugees to learn foreign languages through the ERASMUS + OLS platform with the main goal of integrating them into the European countries where they will live.

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The OLS FOR REFUGEES by the University of Piraeus was considered a **Good Practice** from the European Commission Head of Sector Erasmus + Higher Education, in the program ERASMUS + KA103.

The Municipality of Piraeus and the NGO Earth Organization assisted in this effort.



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- After the first experience, we had many applications from refugees who wanted to join the curricula of the University of Piraeus.
- The University of Piraeus has included in its strategy the possibility to offer courses to the appeals even though the refugees had not any certified documents.
- In the framework of the Jean Monnet Chair : The Jean Monnet Chair on European Union's Education, Training, Research and Innovation Policies , Bologna Center and in the framework of the ERASMUS + KA103 program, courses are offered to the refugees as a listener in Greek and English
- Refugees can be registered in the offered courses and they could have a workload, but this is not reflected as an official university diploma document.
- Informally without being given a degree. Greek law does not allow it
- Without the required qualifications, University of Piraeus could not accept refugees in the Departments of the University for the Second and Third Cycle of Studies.

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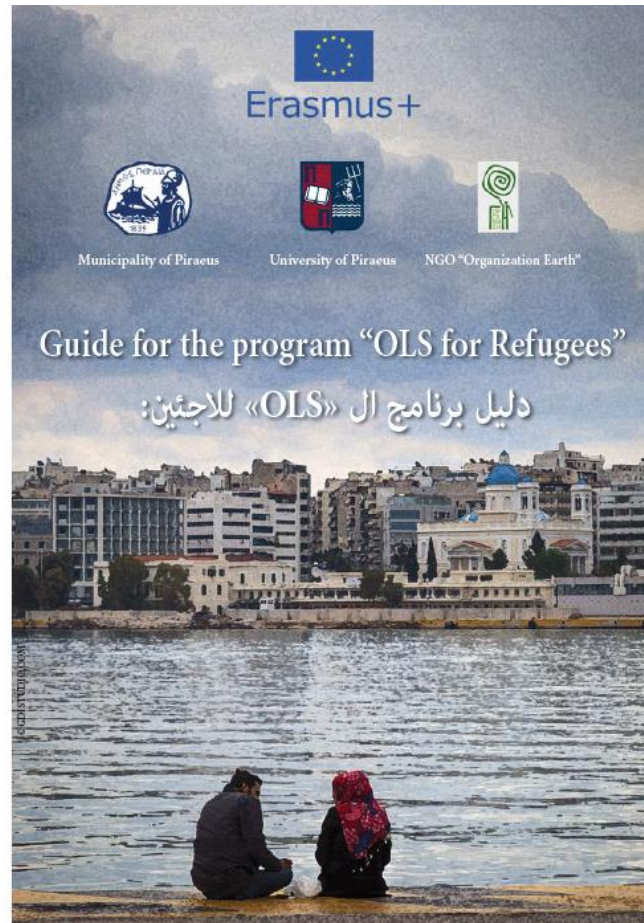
- The program has been successful since now
- Those who participated in the ERASMUS + OLS FOR REFUGEES program attended the courses, and joined the social life of the University in collaboration with ESN and volunteer students of the university.



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- The other guidance we follow is the ability for the refugees to be enrolled in the University of Piraeus Departments' as long as they could deliver an official document by their country that is issued as a High School Diploma with a Grade which could be considered passing.
- Those Refugees could obtain a Degree as long as they could follow the courses in the Greek language
- The University of Piraeus is available to welcome Refugees according the Greek Law in the Second and Third Cycle but since now, we didn't have any applications for Master Programs or Doctorate Thesis.

GUIDE



SOCIAL INCLUSION ACTIVITIES





OTHER EU FUNDED PROGRAMS

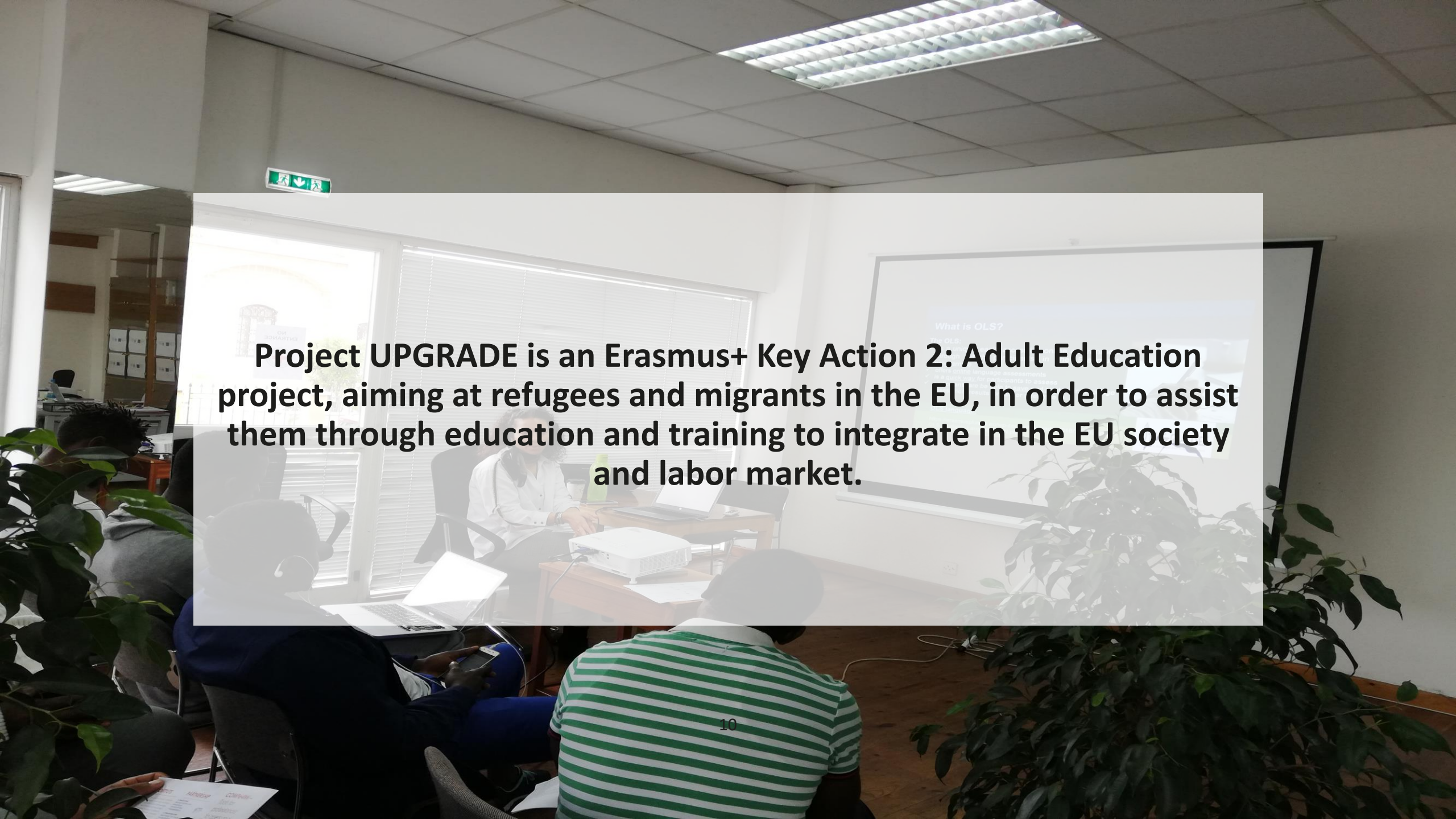


*Presentation of the project
“UP Skilling Refugees And Adult Educators”
ERASMUS + KA2
Academic Coordinator
Vice Rector
Prof. Pantelis Pantelidis*



Erasmus+



A photograph of a classroom or meeting room. In the foreground, several people are seated, viewed from behind. One person in the center is wearing a green and white striped shirt. In the background, a woman in a white lab coat is seated at a desk with a laptop and a projector. A large whiteboard is mounted on the wall, displaying a slide titled "What is OLS?". The room has large windows with blinds and a potted plant in the foreground.

Project UPGRADE is an Erasmus+ Key Action 2: Adult Education project, aiming at refugees and migrants in the EU, in order to assist them through education and training to integrate in the EU society and labor market.

The project's innovation and added value lies in the very fact that it does not merely seek to train trainers and refugees/migrants. The project goes beyond the training scheme as it incorporates the promotion of EU cultural diversity, access in OLS (Linguistic Support Tool) and the utility of EU Skills Profile Tool.

Upgrade Platform

A platform was developed in order to assist the refugees/migrants to integrate in the labor market and society of the EU



Module 1: Diverse identities and cultures in Europ...

[Summary](#)

[European Culture](#)

[Cross - Cultural Communication](#)



Module 2 : Sector Skills

[Summary](#)

[Entering the Food Service Industry Structure](#)

[Health Care Sector](#)



Module 3 : Soft Skills

[Soft Skills](#)

[Positioning yourself in the labour market](#)

[Succeeding a job interview](#)



Module 4 : Get to know EU Skills Profile Tool and ...

[Online Linguistic Support](#)

[EU Skills Profile Tool](#)



Use the OLS Platform!

[Find a License](#)

[Join the Platform](#)

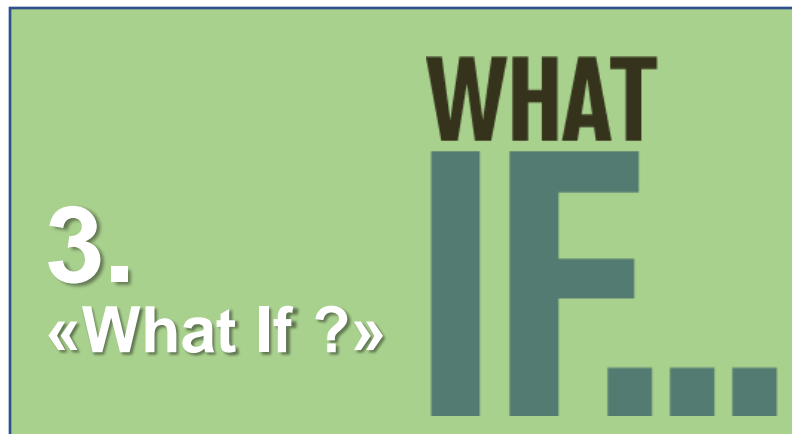
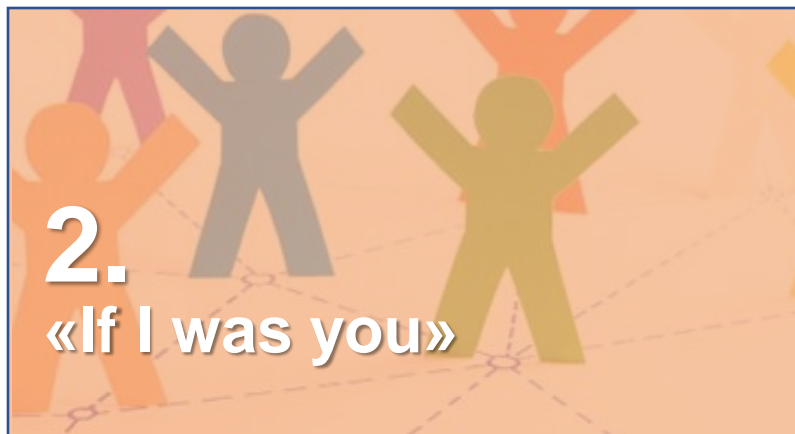
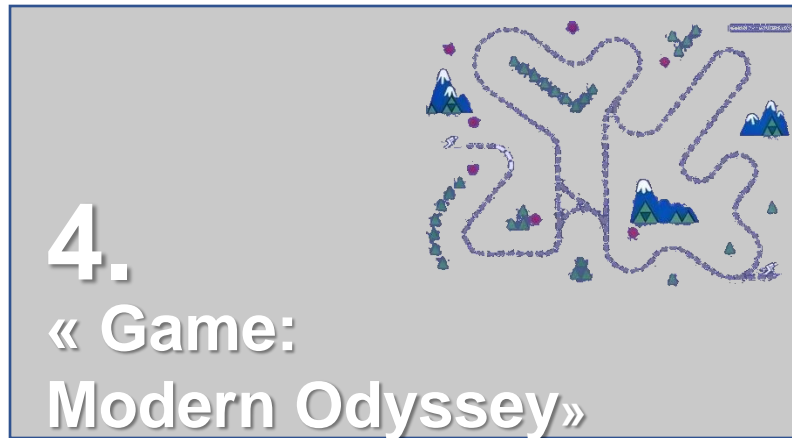


“Include European Union Values - IncludU” Jean Monnet Project, 2016-18

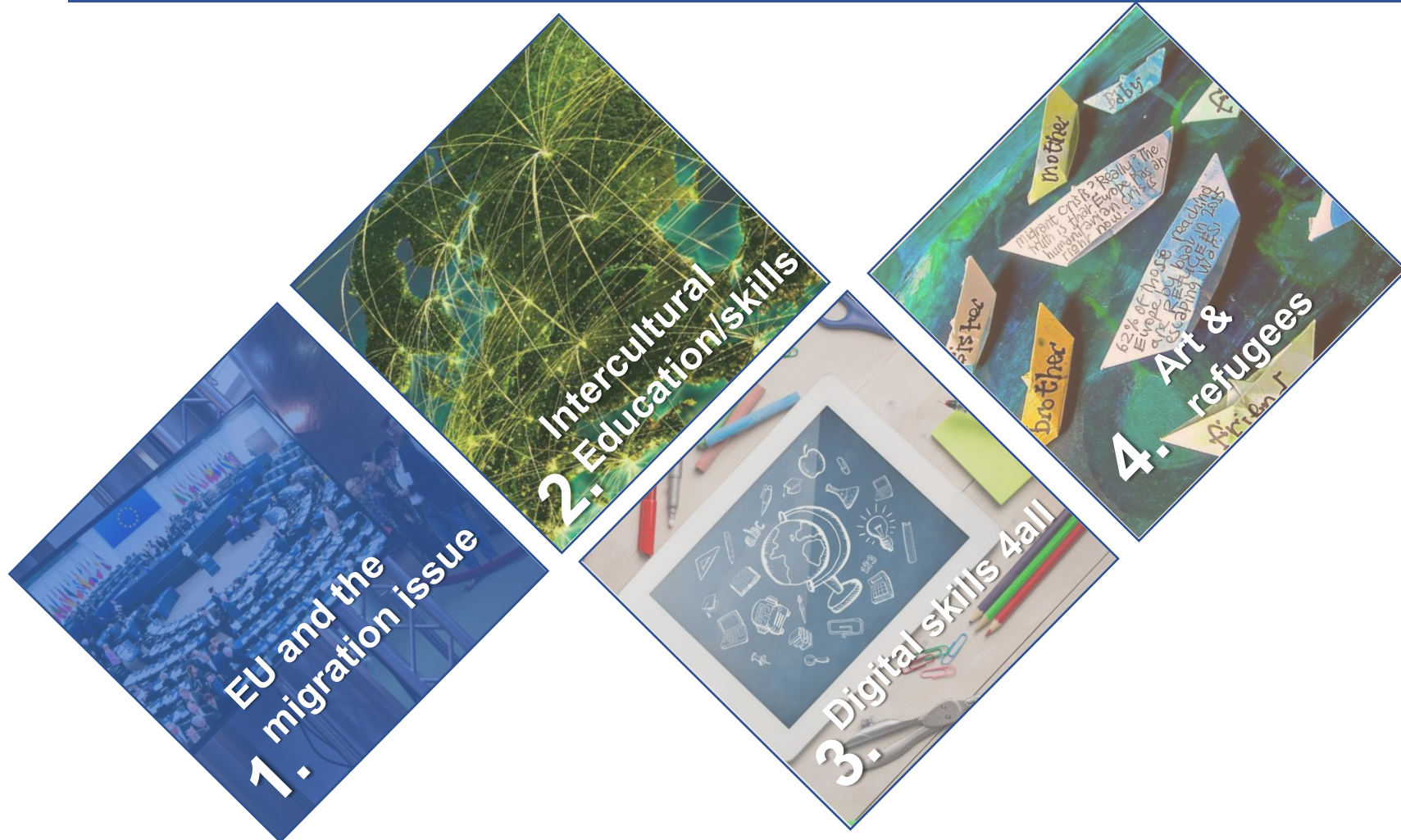
Academic Coordinator: Ass.Prof. Foteini Asderaki

Raise awareness on EU values regarding the migration crisis

Workshops for students



Workshops for teachers



Raise awareness on EU values regarding the migration issue

Live library: Senior citizens and refugees shared their life stories with young people and educators of upper secondary, vocational and intercultural schools.

Tahani Alkamell, Teacher in Syria



Tahani Alkamell was a teacher in Syria, together with her husband and 4 children were obliged to leave their life in Syria and travel to a safer place. Her two sons are already in Germany working, trying to get some extra money, while the rest of the family is still in Greece and is struggling to leave the country and meet the rest of their family in Germany.

«Rescues of immigrants-refugees in the area of Lesbos Island»: Dimitrios Daskalou, Sub-lieutenant of Navy of Lesbos and Michael Kapitanellis, Sub-lieutenant of Navy of Lesbos



The two coast guards explained to the audience through a really sensitive speech their live-experiences trying to save refugees in the Aegean Sea.

“From Imvros to Nea Smirni”: Giannis Katopodis



Mr Katopodis is the Director of the movie “From Imvros to Nea Smirni” in which he shows the difficulties people faced when they have to leave their life and families from the island of Imvros and find a safer place which in this case was the city of N. Smirni.

Arash Himati, MSc, Informatics and Telematics, Harokopio University



Arash Himati is a refugee coming from Afghanistan. He came to Greece for a better future. Arash is the Representative of Afghan Community now in Greece and already doing his Master in Harokopio University. Arash explained how difficult was for him not only to arrive in Greece but also to be accepted by its society.



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



UC Leuven
Limburg
MOVING MINDS



Teacher preparation for migrant school inclusion - TEACHmi

Project Number: 612216-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN

ERASMUS + KA3

ACADEMIC COORDINATOR

Dr. Christina Kontogoulidou

Adjunct Lecturer / Head of the IRO,





Project Main Goals

1. The project aims to provide effective tools, teaching material and guidelines to teachers of multicultural classes as well as school leaders in order to facilitate the integration of students with migrant backgrounds in schools.
2. The developed tools will be effectively used in order to guide teachers and educators, school leaders and policy makers in the field on making schools more inclusive, particularly when school staff has to deal with controversial or sensitive issues related to intercultural diversity in the educational systems.
3. The project aims to address the inadequacies in teacher training, tools and competences with regard to inclusive practices to be rolled out in European multicultural classrooms. The project will provide efficient and innovative teaching solutions to teachers, empowering them to be able to develop appropriate attitudes and values regarding multiculturalism and diversity in schools.
4. The project will also address the inclusion of newly arrived migrants in good quality education, by assessing knowledge and validating prior learning.

TEACHmi ADDED VALUE

- Creation of Toolbox → Teaching languages of schooling for students with migrant background and integration practices.
- E-Learning and Networking platform
- Curriculum and material elaboration for induction classes





MUSIC - Making Universities ready for Social Inclusion and Cultural diversity 2019-2022





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



Summary of the project

With the significant increase of enrolled international students, the role of university-employees becomes more important at all levels of the academic system. The project assumes that the integration of refugees, migrants and international students into the higher education system promises great opportunities, as it also enforces the internationalization of higher education and the promotion of positive developments in universities. (Borgwardt 2016).

The MUSIC-project ("Making Universities Ready for Social Inclusion and Cultural Diversity") develops a comprehensive program for employees at European universities to break down barriers for international students, namely migrants and refugees, in the use of educational and administrative services.

A MOCCS will be created in order to educate the staff of the Universities.

Through the qualification of employees of different work areas and different occupational groups within the "microcosm university" the social inclusion of these groups is promoted.

CONCLUSION

- Since our well organized obtained experience, I could state that the Greek HEI's have accomplished the trials to integrate the refugees through the European Commission funding projects. They managed to create the circumstances and the tools in order the refugees to gain skills, experiences in the Labor Market, the Social Life and Culture of the European Union.
- In conclusion, we could declare that there isn't an institutionalized legal framework that might favor the procedures of integration of refugees researchers at risk.



**Thank you
for your
attention**