



- TOWARDS EMPOWERED MIGRANT YOUTH IN SOUTHERN EUROPE

Higher Education for Third Country National and Refugee Integration



The project is co-funded
by the Asylum, Migration
and Integration Fund of the
European Union

Aims



- Explore links between integration and education policy & practice
- Analyse and compare the access barriers to higher education for TCNs and refugees
- Devise concrete recommendations

Scope:

Third country national (TCN) students, defined as citizens of a state that is not a member of the European Union (EU), nor a citizen of Iceland, Lichtenstein, Norway or Switzerland.

Specific focus, within the group of TCNs, to **refugees** who are under any form of international protection have particularly urgent societal integration needs.

Methodology

NATIONAL LEVEL	INSTITUTIONAL LEVEL		INDIVIDUAL LEVEL
Access barriers	(A) Access barriers	(B) Current integration approaches & challenges	(TCN/refugee)

- **Desktop research: legal & policy framework**
- **Survey: representatives of higher education institutions (HEIs)**
- **Interviews:**
 - **Ministries and other national and regional level government bodies responsible for higher education policy & for integration policy**
 - **ENIC NARIC representatives**
(European Network of Information Centres in the European Region (ENIC), National Academic Recognition Information Centres in the European Union) (NARIC)



Structure of the report

1. Higher Education and the Integration of Third Country Nationals: Mutual Benefits
2. Third Country National Migration & Integration in Europe: Figures & Policies
3. Integration through Higher Education: Key Findings from the TandEM Countries
 - Links between Integration Policy and Higher Education
 - Higher Education Policy
 - Higher Education Practices
 - TCN Student Voices
4. Main Challenges to Higher Education Access and Integration through Higher Education Participation
5. TandEM Project Recommendation
6. Country Reports



Main findings & Recommendations

I

- ✓ (Higher) education can play a crucial role in the societal integration of migrants thus contribute to social cohesion.
- ✓ There are clear benefits of integrating TCNs into higher education:
 - empowering on social and economic levels,
 - contribute to the work force and the talent pool, and become active citizens,
 - contribute to HEI's internationalisation and global connectivity.
- ✓ Conditions set by national level policies and by institutions for access to – and success in – HE are diverse, yet challenges faced by TCNs are fairly similar across the TandEM countries.



Main findings & Recommendations

II

- 1. Recognise the potential of the higher education sector's contribution to integration**
 - It is part of HEI's social responsibility to ensure to that their student body reflects societal diversity.
 - Policy levels should review institutional practices and consider upscaling, linking to action plans and future policies.
- 2. Increase policy support for participation in higher education as a means to integration**
 - European and national level integration policies should not only consider basic, but also higher education as means to integration, ensuring fair access conditions.
- 3. Provide targeted funding**
 - Targeted scholarships and other direct support should be made available via EU and national programmes – to refugee students & institutions that offer additional services to host them.



Main findings & Recommendations

III



4. Enhance multi-stakeholder, transectoral policy development and implementation

- Dynamic approaches to integration through higher education participation should involve TCNs themselves and should link all relevant sectors, agencies and actors: on EU and national policy levels as well as at HEIs.

5. Consider integration as a two-way process

- Successful integration is reciprocal. Measures should address the target group and their hosts. EU and national policy levels should communicate better about positive impact of integration projects to help overcome negative perceptions.

6. Ensure equal treatment of national/EU students and refugee students in higher education policy and practice

- In HE policy and practice refugees are often treated as TCN students, but they face additional barriers and their integration needs are more urgent. They should be treated equally to domestic or EU students in terms of admissions, fees and support, and EU and national HE policy.

Main findings & Recommendations IV

7. Address the information gap and streamline procedures

- European and national levels should invest into information materials and training for staff working directly with the target group, esp. newcomers, to include at least basic information on HE access. HEIs should increase their outreach efforts.

8. Include the perspective to higher education access in integration and language courses

- European and nationally funded courses should offer option to reach the language level necessary for HE access, and include HE system information. Institutions should open up their language courses to potential future students.



Thank you for your attention

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