



# TOGETHER, MOVING FORWARD PROJECTS' PORTFOLIO.

## > **FOCUS:**

access to education for young people with refugee and migrant backgrounds

12 STUDENT-LED PROJECT IDEAS





# TOGETHER, MOVING FORWARD PROJECTS' PORTFOLIO.

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## FOREWORD

Higher education is not only instrumental in the pursuit and advancement of knowledge, skills and competence but also crucial to societal development and integration as it fosters peace through mutual understanding, tolerance and trust among diverse and multicultural people and nations. Although the right to education is enshrined in the 1948 Universal Declaration of Human Rights, this right is far from being realised for many people, especially in the context of higher education. Even with major international conventions (e.g. the 1997 Lisbon Recognition Convention), global targets (United Nations Sustainable Development Goals, 2015) and regional commitments (e.g. the 1999 Bologna Declaration) that reinforce the right to access quality higher education, persistent institutional and societal inequalities are still marginalising and excluding groups of potential students from accessing higher education.

By the end of 2018, there were 70.8 million refugees, asylum seekers and internally displaced people worldwide. 50% are under the age of 18<sup>1</sup>. **Displacement has a direct impact on equitable access to quality education.** At primary school level, where children acquire their foundation for lifelong learning, only 63% of refugee children have access to school. Access drops sharply at secondary level to just 24%. Higher education is integral to building refugee self-reliance, fostering inclusion in host societies, and developing the skills necessary to contribute to recovery and rebuilding after conflict. **Yet, at the end of 2018, only 3% of young refugees have access to higher education<sup>2</sup>.**

This project's portfolio presents an in-depth reflection on the aims, strengths, weaknesses and outcomes of some TMF supported initiatives, particularly focusing on advocacy works and grassroots initiatives promoting social inclusion and solidarity. We hope that these experiences inspire more student movements around Europe to take action.

The main challenges that refugees face in accessing higher education include:

- Prolonged, bureaucratic and ambiguous processes for attaining international protection status, VISA and work permits.
- Financial insecurity and insufficient funding.
- Inadequate language support provisions.
- Lack of information, guidance or understanding to navigate national university procedures, from the application stage, for example when prior learning and qualifications are not recognised, through to course support.
- Unfamiliar academic culture and pedagogical approaches.
- High exposure to stressful situations with simultaneous lack of mental health support.

Guaranteeing that any and every person that wishes to further their education has the equal right to do so requires stronger commitment and collaboration from all (educational) stakeholders at the grassroots, institutional, national and European levels. The *Together, Moving Forward* (TMF) programme provides the European Students' Union the vehicle to support student-led actions aimed at breaking educational and societal barriers and in doing so, ESU works to amplify the voice of students advocating for a better perception of EU citizens toward migration challenges.

Since its inception in 2016, the *Together, Moving Forward* programme has supported over 40 student-led initiatives around Europe promoting inclusive and open institutions and societies. The programme engages with several local youth and student activists, elected national student representatives, European institutions and other international organisations working in the field of access to higher education.

<sup>1</sup> UNHCR, [Global Trends, Forced displacement](#) 2018, 2019

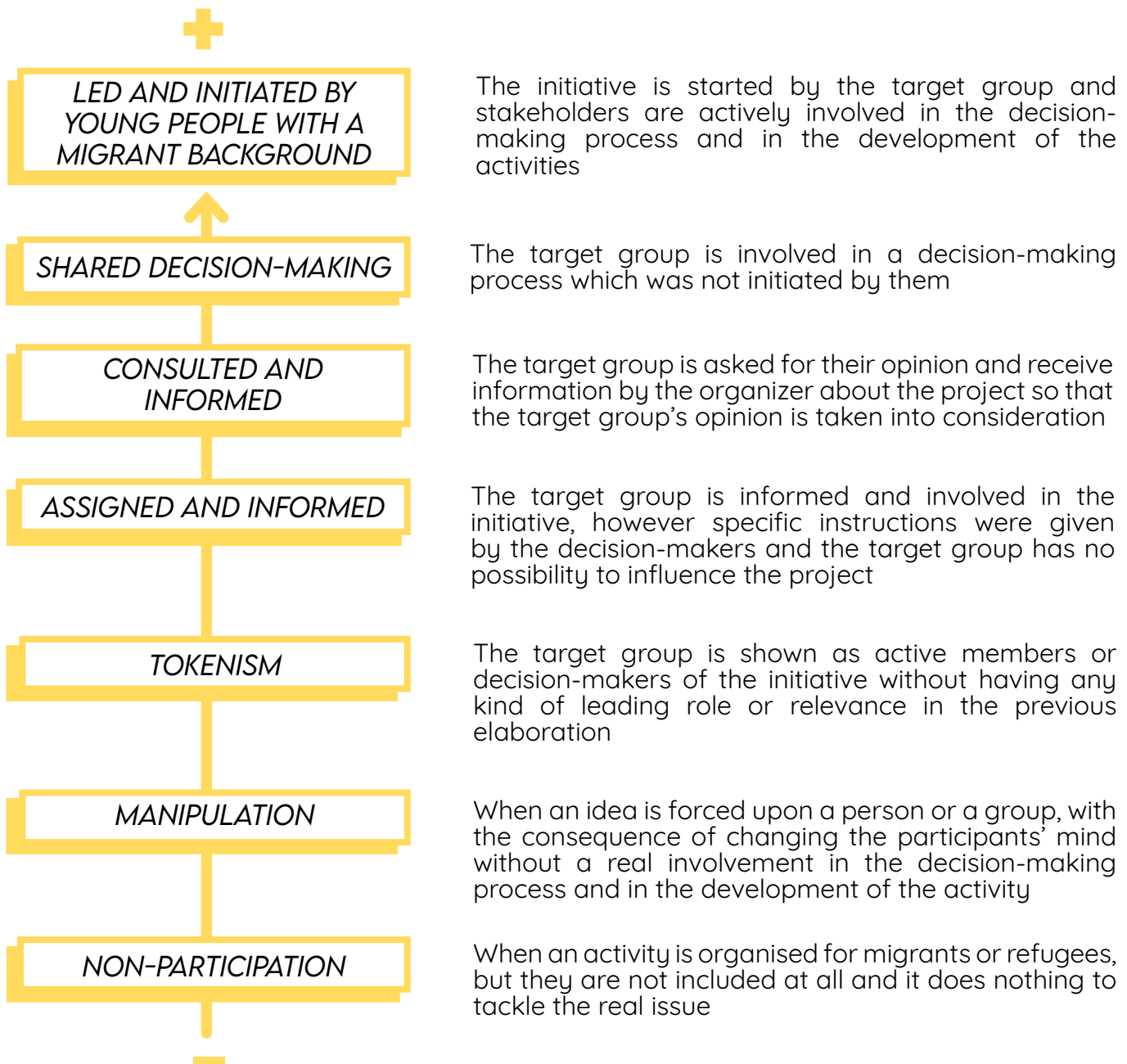
<sup>2</sup> UNHCR, [Stepping up, Refugee education in crisis](#), 2018. Online access: [unhcr.org/steppingup](https://unhcr.org/steppingup)

# THE LADDER OF PARTICIPATION

Through the Together, Moving Forward programme, we want to inspire change in our society, to reshape public discourse around forced migration and encourage student-led groups to address social inclusion of refugees and access to education and we believe that direct participation of young people with refugee and migrant backgrounds should remain essential.

Students' participation is the essence of the European Students Union. However, we need to ensure "meaningful participation" in order to avoid any damage and instrumentalisation. In concrete terms, the voice of students or young people with refugee or migrant backgrounds, has to be heard and included in the definition of the project needs and, as much as possible, in the decision-making processes.

The ladder of participation is a tool we can use to understand, step by step, the main levels of participation & inclusion of the target group (in our case: young people or university students with refugee or migrant backgrounds).



# > TOGETHER, MOVING FORWARD PROGRAMME.

## GOALS

- > Encourage students to take action on migrants' & refugees' living conditions and access to education
- > Build capacity for student to be more responsive to issues related to forced migration, focusing on social inclusion
- > Reshape public discourse around migration and confront hate speech in our societies

## ACTIONS

- > small grants to students and youth-led initiatives up to 10.000 EUR
- > capacity building seminars
- > advocacy
- > publication of projects' portfolios
- > communication & events

# TABLE OF CONTENT

<b>1</b>	<b>BELGIUM</b> ..... <b>8 - 9</b> <u>Raise Women Awareness Network - RWAN project</u>
<b>2</b>	<b>BELGIUM</b> ..... <b>10 - 11</b> <u>Linguapolis - Taalmaat project</u>
<b>3</b>	<b>BELGIUM</b> ..... <b>12 - 13</b> <u>National Union of Students in Flanders - Mobilisation of Flemish students for refugees project</u>
<b>4</b>	<b>DENMARK</b> ..... <b>14 - 15</b> <u>National Union of Students in Denmark &amp; Foreningen Studenterhuset - Student Refugees projects</u>
<b>5</b>	<b>FRANCE</b> ..... <b>16 - 17</b> <u>Union of Exiled Students - Together you are never alone project</u>
<b>6</b>	<b>FRANCE</b> ..... <b>18 - 19</b> <u>Universités et Réfugiés - Academic support and orientation for refugees project</u>
<b>7</b>	<b>GERMANY</b> ..... <b>20 - 21</b> <u>Shams and Freir Zusammenschluss von Student*Innenschaften - SHAMS project</u>
<b>8</b>	<b>ICELAND</b> ..... <b>22 - 23</b> <u>National Union for Icelandic Students - Student Refugees Iceland project</u>
<b>9</b>	<b>MOLDOVA</b> ..... <b>24 - 25</b> <u>Students' Alliance of Moldova - People Behind the Headlines project</u>
<b>10</b>	<b>POLAND</b> ..... <b>26 - 27</b> <u>Polish Hospitality Foundation - Student Refugee Kids project</u>
<b>11</b>	<b>SPAIN</b> ..... <b>28 - 29</b> <u>Students from Asociación Proyecto Roma - Students on the move for migrants and refugees project</u>
<b>12</b>	<b>UNITED KINGDOM</b> ..... <b>30 - 31</b> <u>Student Action for Refugees &amp; National Union of Students UK - Student Action for Refugees project</u>



# 1.

## RAISE WOMEN AWARENESS NETWORK

access to education and job market • women empowerment • workshops  
• entrepreneurship

### >PROJECT ID CARD.

- Raise Women Awareness Network project
- Belgium
- [www.rwan-initiative.org](http://www.rwan-initiative.org)
- [rwan.belgium@gmail.com](mailto:rwan.belgium@gmail.com)
- Facebook : [@RWANinitiative](https://www.facebook.com/RWANinitiative)

### >LOCAL REALITY.

Migrant women constitute the largest qualified yet unemployed group in Europe, as their skills and qualifications remain unrecognised. Furthermore, these women are often isolated and unaware of their social rights and opportunities, such as education, language courses, housing and many other integration programmes.



### >PROJECT'S OBJECTIVES.

- To support refugee and migrant women to access education and seek professional opportunities in order to become more active individuals in Belgian society;
- To create a safe space for dialogue, cooperation and sharing of ideas, experiences and contacts.

### >ACTIVITIES.

- **4 workshops** with speakers from different fields of expertise: legal firms and administrations, International students' offices, NGOs offering mentoring opportunities for refugees or support to create start-ups.
- Develop **partnerships** with Universities and NGOs for future collaborations to ensure continuity of project.
- Creation of a **website** for sharing relevant information and experiences.



## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Safe online space:** in parallel to the RWAN Facebook group (with more than 900 followers), there is a private group where migrant women based in Belgium can propose and discuss topics they would like to cover during workshops.
- **Legal obstacles:** due to legal and administrative requirements, it can be difficult to register an organisation officially, especially when it is led by students. It is easier to partner with an existing NGO to “host” the project, and support with administration.
- Building a **motivated team** takes time!



## > LADDER OF PARTICIPATION.

LED AND INITIATED BY  
YOUNG PEOPLE WITH  
MIGRANT BACKGROUNDS



*“We believe that many organisations are working to integrate refugee women into society, but language courses are not enough. We hope to encourage companies and universities to initiate other opportunities to empower refugee women as their social responsibility to ensure a better future.”*

## 2. LINGUAPOLIS

language programme • intercultural activities • informal learning

### > PROJECT ID CARD.

- Taalmaat project
- Belgium
- [www.uantwerpen.be/nl/centra/linguapolis/](http://www.uantwerpen.be/nl/centra/linguapolis/)

### > LOCAL REALITY.

It is quite challenging for international students and refugees to reach a sufficient level of Dutch to access University in Flanders. There's a difference between colloquial Dutch and the standard language which can become an obstacle when it comes to conversing with local students or understanding the course materials.

### > ACTIVITIES.

- Teams of 7 students were built, based on their departments – so that students can join their language buddy for a lecture.
- Organizing 3 activities (city-tour, museum & orchestra visits) as well as larger events (Christmas party, game night).
- The closing event was organised by the participants, with a focus on intercultural exchange (e.g. music, dance, poetry, etc.)

### > PROJECT'S OBJECTIVES.

Before accessing Universities, international students can join a preparatory programme to learn Dutch, where “prep-year students” are matched with “home students” to:

- practice their conversational skills in Dutch.
- create an intercultural understanding.
- familiarize prep-year students with campus life and engage local students to create new experiences and friendships.

### > LADDER OF PARTICIPATION.

CONSULTED  
& INFORMED





## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Former prep-year students** are now recruited as “home students” of the programme.
- **Fixing dates:** Setting-up a shared online calendar helped team members to organise joint activities.
- **Bridging and bonding:** Dedicating adequate time with the home-students was important to create a team spirit.
- **Evaluation and self-reflection:** It is important to ask the volunteers and participants about their feedback to ensure improvements in the future.
- **Sustainability:** for future editions, the team is planning to work closer with the lecturers to create joint learning exercises.

*“Some participants of the project became more than language buddies, they became friends.”*

### 3.

## NATIONAL UNION OF STUDENTS IN FLANDERS (VVS)

access to education • small grants • local initiatives

### > PROJECT ID CARD.

- Mobilisation of Flemish students for refugees project
- Belgium

### > LOCAL REALITY.

Access to higher education and the recognition process is very limited for refugees in the Flanders due to the language requirements and lack of information. Combined with this, the public opinion toward people with refugee/migrant background is mixed, which easily results in political leaders not taking action on such issues.

### > PROJECT'S OBJECTIVES.

- To map the barriers students with refugee backgrounds face when accessing Higher Education;
- To raise awareness about the complexity of recognition of competences and qualifications;
- To support local student-led projects collaborating with diverse students, student representatives, academics and policy officers to discuss and propose clear recommendations and measures on accessibility of Flemish Higher Education Systems.

*“What we would do differently in a new project is starting out with refugees or a target group to make sure we are designing the project in the most useful way possible”*

### > LADDER OF PARTICIPATION.

ASSIGNED  
& INFORMED







## ➤ ACTIVITIES

- **Financial support to 3 local projects** in 3 different Belgian universities proposing activities to support refugees in accessing HE and developing language skills;
- **Meetings** to exchange experience and good practices from the 3 projects;
- **Organisation of a seminar** with (refugee) students, policy makers, NGOs and academics where students-refugees could present the barriers they face and discuss possible solutions and collaborations.

## ➤ ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Quality needs time:** It is important to give the local projects enough time to implement their activities and events.
- **Inclusion is not always easy:** the input of students with refugee backgrounds was taken into consideration by the very local projects, however it was more complex at the National Students' Union one.
- **Spillover effects:** After the project, 2 of the local initiatives were successfully selected for TMF financial support: The Taalmaat project (Linguapolis) focusing on language skills and the Maxipac project (H&H education) focusing on recognition of prior learning procedures for people with a refugee background who wish to access HE in Flanders.

# 4.

## NATIONAL UNION OF STUDENTS IN DENMARK & FORENINGEN STUDENTERHUSET

access to education • application café • buddy programme

### > PROJECT ID CARD.

- Student Refugees I & II projects
- Denmark
- [www.studentrefugees.dk/en/](http://www.studentrefugees.dk/en/)
- [info@studentrefugees.dk](mailto:info@studentrefugees.dk)

### > LOCAL REALITY.

Refugees and asylum seekers are facing several barriers when it comes to access Higher Education: lack of information, very complex and bureaucratic systems, tuition fees and municipal pressure to enter the job market as soon as possible. Asylum seekers are currently not allowed to access Higher Education.

### > PROJECT'S OBJECTIVES.

- To facilitate access to HE and integration to young people with refugee backgrounds (incl. asylum seekers).
- To develop a political and advocacy strategy supporting access to Higher Education for refugees and asylum seekers.

### > ACTIVITIES.

- **Research** to understand the legal procedures for young refugees who wish to access Higher Education.
- Creation of a **website**.
- **Recruitment of student volunteers** to guide refugees through the application process.
- **Application-café**s where students and prospective students can meet to prepare university applications twice a month, and **pop-up application-café**s in Danish regions.
- **Buddy programme** to support refugee students to have an easier start into university student life. Several activities and workshops are organised for the buddies throughout the semester to share their experience and knowledge.

## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Clear task divisions** in advance between partners to avoid overlaps and misunderstandings.
- **Training:** The student volunteers received special training on how to advise prospective students to apply to Higher Education.
- **Publicity:** Relying on social media as a marketing tool was not sufficient. Face-to-face presentation to adult education organisations was much more beneficial.
- **Sustainability:** While the National Union of Students DSF has launched the project, the International Students' House/Foreningen Studenterhuset has obtained the project concept to ensure continuity of the activities. DSF is now focusing on advocacy work to ensure access to Higher Education for asylum seekers and refugees.



## > LADDER OF PARTICIPATION.

ASSIGNED  
& INFORMED



*“The project managed to put refugees in the political agenda and in the working plan of the National Students Union for this coming year, which is a great step for the organisation!”*



# 5. UNION OF EXILED STUDENTS

access to education • guidance • advocacy • online platform

## > PROJECT ID CARD.

- Together you are never alone
- France
- [www.uniondesetudiantsexiles.org/fr/accueil](http://www.uniondesetudiantsexiles.org/fr/accueil)
- [contact@uniondesetudiantsexiles.org](mailto:contact@uniondesetudiantsexiles.org)
- Facebook : [@U.E.E.France](https://www.facebook.com/U.E.E.France)

## > LOCAL REALITY.

Lack of information about the right to education due to insufficient instructions from both local and national authorities. As a result, young people often abandon or postpone their studies. There is a need for a unified body to represent all exiled students and offer guidance to access Higher Education.

## > PROJECT'S OBJECTIVES.

To support access to education for exiled students by:

- Providing **information** about educational opportunities and student support services offered in France.
- Providing one-to-one **support** to the exiled students throughout the registration process.



## > ACTIVITIES.

- **Booklet, Website and Facebook page** offering guidance to access Higher Education in France, details of international students' offices, and a blog where refugee students can publish articles - available in Arabic and French.
- **Workshops** (open to 25 participants per workshop) to support exiled young people in claiming their right to education by presenting academic and financial opportunities and guiding them through the procedure to access Higher Education.

## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Facebook page:** to communicate on UEE's activities with exiled students. Posts are done in French, Arabic, Pashto and English. In less than a year, more than 3.000 people are benefiting from the advice/tips/deadlines shared by @U.E.E.France!
- **Administrative obstacles:** it was difficult to legally register the association and to open a bank account. Time, motivation and a dedicated team helped to overcome the barriers.
- **Building partnerships, building trusts:** thanks to the expertise developed by the volunteer team, some Universities directly contacted the UEE to organise workshops in their premises.



## > LADDER OF PARTICIPATION.

LED AND INITIATED BY  
YOUNG PEOPLE WITH  
MIGRANT BACKGROUNDS



*“The Union exists since 2018, its members are refugees from different nationalities, French students and asylum seekers from different Universities. We are also looking for honorary members such as judges in the National Court of Asylum or activists who are supporting refugees.”*

# 6. UNIVERSITÉS ET RÉFUGIÉS (UNIR)

access to education • guidance • cultural activities • workshops

## > PROJECT ID CARD.

- Academic support and orientation for refugees project
- Paris, France
- [www.uni-r.org](http://www.uni-r.org)
- [contact@uni-r.org](mailto:contact@uni-r.org)

## > LOCAL REALITY.

Due to lack of reliable information and insufficient support from academic institutions, it is very difficult for young migrants and refugees to access the Higher Education system, while their skills and qualifications remain unrecognized.

## > PROJECT'S OBJECTIVES.

UniR promotes education as a tool towards sustainable socio-economic integration, and proposes programmes which offer adequate space to exchange ideas and knowledge and to ultimately reach academic and professional success.

## > ACTIVITIES.

- **Personalized academic support** and orientation to review students' academic experiences, to explore possible university programs, to submit applications, and to complete administrative procedures. As a result, 180 applications were successfully submitted.

- **Cultural activities** (museums, festivals, etc.) once a month helped the students to learn about different subjects, to get to know one another and to feel more comfortable exploring the city.

- **Professional orientation workshops** were organised to discover a diversity of professional and academic opportunities and sectors. Participants are meeting experts and other people with refugee backgrounds who have created businesses and successful careers.

- French **language courses** and English language summer school.

- **Communication projects** for increased visibility and outreach (website development and social media).





## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Reach out:** some foundations and private partners can show immense support for material and supplies (e.g. computers for students, etc.)
- **Partnerships:** social and start-up incubators (e.g. SINGA) can assist with expanding the organization's professional network.

## > LADDER OF PARTICIPATION.

LED AND INITIATED BY  
YOUNG PEOPLE WITH  
MIGRANT BACKGROUNDS



*“Each team member comes from a different nationality and distinct professional background. The single facet that brings us all together, is that everyone is either currently enrolled, recently graduated or has been educated through the French higher education system”.*

# 7. SHAMS AND FREIR ZUSAMMENSCHLUSS VON STUDENT\*INNENSCHAFTEN

access to education • Partnerships and networks • guidance • workshops

## > PROJECT ID CARD.

- SHAMS project
- Germany
- [www.fzs.de](http://www.fzs.de)

## > LOCAL REALITY.

- General lack of information for young people with refugee backgrounds who want to access Higher Education;
- Lack of communication between the refugee/migrant community and the organizations working with refugees and migration issues.

*“In the future we would like to better advocate for asylum seekers and refugees, by lobbying the regional governments and university administrations to improve their application processes for accessing the German Higher Education system.”*

## > PROJECT'S OBJECTIVES.

To create an independent network where prospective refugee students, student organisations, social workers, NGOs and universities can exchange information and provide academic, administrative and legal guidance to refugees.

## > ACTIVITIES.

- **Recruitment of student volunteers (with migrant background)** interested in offering counselling services to refugees.
- **Workshops** and distribution of booklets to prospective refugee students.
- **Personal counselling** for young people with refugee backgrounds who are interested in applying for university programmes.

## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Bureaucratic language:** the German language used by Higher Education Institutions is often very complex. Recruiting people with expertise in the academic field and/or good translators can become a good asset.
- **Mobility:** refugee shelters and camps are often far from the central cities, which created additional barriers for the volunteers who were determined to provide personal counseling to prospective refugee students.
- **Expertise of the team:** Having a lawyer on the team was very much needed, to ensure both the quality and accuracy of the information shared with the target group.

## > LADDER OF PARTICIPATION.

*LED AND INITIATED BY YOUNG  
PEOPLE WITH A MIGRANT  
BACKGROUND*





## 8. NATIONAL UNION FOR ICELANDIC STUDENTS



access to education • online platform • application cafés • peer learning

### > PROJECT ID CARD.

- Student Refugees Iceland project
- Iceland
- [www.studentrefugees.is](http://www.studentrefugees.is)
- [info@studentrefugees.is](mailto:info@studentrefugees.is)

### > LOCAL REALITY.

General lack of information and guidance for asylum seekers and refugees who want to access Higher education in Iceland.

### > LADDER OF PARTICIPATION.

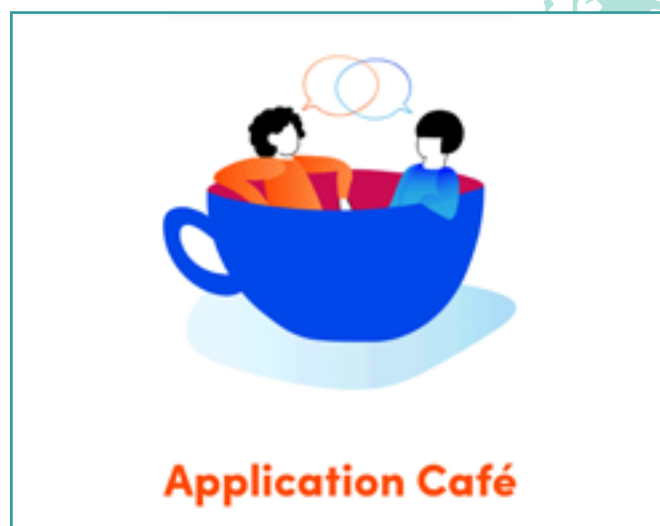
CONSULTED  
AND INFORMED



### > PROJECT'S OBJECTIVES.

Based on the Danish project "[Students Refugees](#)", this project aims to:

- Adapt the information from the Danish website to the Icelandic context (requirements and application process).
- To support refugees who would like to access Higher Education.



Application Café

### > ACTIVITIES.

- **Creation of a website:** to display relevant information and make sure the website is fully accessible for refugees.
- **To recruit Icelandic student volunteers** and train them with the support of the Danish team.
- **Application-café**s where local students assist prospective refugee students in preparing their university applications.



## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Reliable information:** to ensure reliable and consistent information on the website, strong partnerships with organisations is crucial (e.g Red Cross, ENIC/NARIC);
- **Accessibility:** as accessing Higher Education is quite complicated, it is important to simplify the steps of the process on the website, as well as run beta tests with prospective students.
- **Sustainability:** rotation of elected representatives is common within student movements. To ensure the project's continuity, it is essential to set up a specific working group for the entirety of the project duration which is independent from any political mandate;
- **Multiplying knowledge:** the Icelandic Students' Union worked very closely with a similar successful project in Denmark and learnt from their expertise and experience.



*“The first Application Cafe was a real success. We were expecting people to be shy and not to show up. But it turned out to not be true as we received more refugees than we had even expected. Another highlight is the amount of interested and talented volunteers that applied to volunteer for the project, and continue to apply to work within Student Refugees. These two highlights together seem to show that there is both an interest in and a need for this kind of project.”*

## 9. STUDENTS' ALLIANCE OF MOLDOVA

access to education • capacity building • social inclusion • cultural exchanges • non-formal education • volunteering opportunities

### > PROJECT ID CARD

- People Behind the Headlines project
- Moldova
- Facebook : [@peopleheadlines](https://www.facebook.com/peopleheadlines)

### > LOCAL REALITY

Due to their status, many young people with refugee backgrounds tend to feel isolated, misjudged and unaware of educational/volunteering opportunities in Moldova.

### > ACTIVITIES

- **Four formal trainings**, with 20 young people:

- >> Public speaking
- >> How to apply for an opportunity and complete application (CV, cover letter and interview preparation)
- >> How to give powerful presentations
- >> Activities for coordinating and consolidating a team

- **Informal activities** were also organised, e.g. cultural quiz, country presentation and NGO fair.

- **Brochure** with tips for youth who want to apply to universities, internships or volunteering opportunities.

### > PROJECT'S OBJECTIVES

- To encourage young people with different backgrounds in acquiring knowledge as a tool for integration.
- Bringing refugees, migrants and local youth together in a safe space;
- To build and expand participants' networks.

## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Partnering up:** partnerships are essential in assisting with the promotion of the project, recruiting participants and helping with logistics.
- **Continuous involvement:** some of the participants from the first edition of the project returned as organisers for the second edition.
- **Spillover effect:** Some participants of the activities have started cooperating with the organisations involved in the NGO fair and further partnerships are planned in the future.

## > LADDER OF PARTICIPATION.

SHARED  
DECISION-MAKING



*“We were glad to see the interest that the participants showed during the NGO fair in testing the knowledge they acquired during the 4 trainings and applying for the invited NGOs”*

# 10. POLISH HOSPITALITY FOUNDATION

homework support • school children • mentoring • family

## > PROJECT ID CARD.

- Student Refugee Kids projects
- Poland
- [www.polskagoscinnosc.org/en/](http://www.polskagoscinnosc.org/en/)
- [kontakt@polskagoscinnosc.org](mailto:kontakt@polskagoscinnosc.org)

## > LOCAL REALITY.

In Poland, school students can spend up to 6 hours after school to do homework – which is a record-high for children in the EU. While some refugee children receive assistance at school, there is a lack of institutional support proposed outside of school to facilitate the process of equal learning in comparison with their Polish peers.

## > PROJECT'S OBJECTIVES.

To support refugee children in doing homework and improving their Polish with volunteer tutors.

## > ACTIVITIES.

- **To train local** mentors to provide educational, psychological and legal support.
- **To pair up** local mentors with school pupils to help them with their homework and Polish language





## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Step by step:** while the first aim of the project is to assist with homework and Polish language... with time and confidence, children finally took part in summer camps and trips with their classmates!
- **The “Polish friend”:** the volunteer tutor also built strong relationships with the family and mentored them with their needs (work, administrative duties, accommodation, etc.). This relationship is an integral aspect in their social inclusion.
- **Holistic and expert-based approach:** experts (psychologists, lawyers, cultural mentors) are very important, as they are providing training and support to the school students, their parents and the volunteer team. At the beginning of the semester, professional workshops are organised for the volunteer tutors to help them in their supervision tasks. During the semester, volunteers have the chance to meet one of the specialists to talk about their challenges, doubts, and difficulties.
- **Motivating school students** is sometimes a challenge as they face many difficulties and responsibilities. The tutors always need to be creative to encourage students to keep studying. As a motivation, the tutors organise entertaining activities such as picnics, excursions to the cinema or to the swimming pool. But it's important to leave the kids to decide what they want to do!
- **Engagement:** the current project coordinator started as a tutor in the first edition of the project, and is now also working with another NGO advising on professional careers for migrants. Also, many tutors are also encouraging their friends to join the project, as tutors.

## > LADDER OF PARTICIPATION.

CONSULTED &  
INFORMED



*“Thanks to these interactions, our volunteers become friends of the families, and thus they are cultural mentors for them, a trustworthy person, whom they could contact whenever they are in need of consultation about Polish culture, reality, or everyday life issues”*

# 11.

## STUDENTS FROM ASOCIACIÓN PROYECTO ROMA

access to education • unaccompanied minors • right to education

### > PROJECT ID CARD.

- In Refugee Shoes project
- Spain

### > LOCAL REALITY.

A lack of educational initiatives for migrant teenagers in Spain and a rise of xenophobic discourses and racist encounters towards migrants.

### > PROJECT'S OBJECTIVES.

To present, discuss and support the right and access to education for unaccompanied minors residing in Ceuta.

### > ACTIVITIES.

- **Online and face-to-face meetings** between the volunteer students and minors to define the project's priorities.
- **5-day meeting** in Ceuta with 48 minors focusing on educational activities to empower the participants.
- **Surveys** to assess the minors' needs and communicate it with the educational institutions to ensure they have access to education.



*“We want to continue working with unaccompanied minors, so that when they leave the center they can have support and adequate knowledge about legal and administrative procedures, access to housing resources, education, training and work. We understand the young people have to build their personal and social autonomy in decision making and public debate.”*

## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Orientation & Preparation:** to guarantee that the volunteers are ready to deliver quality work and are fully informed & aware about the target group, the University students were trained in International protection/protection of unaccompanied minors and in how to educate without exclusion.
- **Stronger together:** volunteers and NGOs who are involved realized the need to partner with local administration, unions and NGOs in order to achieve the project's objectives.
- **Importance of technicalities:** especially when working with minors, the team needs to take into consideration requirements such as the timing of the workshops (when to leave and go back to the shelter), and data protection.

## > LADDER OF PARTICIPATION.

CONSULTED &  
INFORMED





# 12. STUDENT ACTION FOR REFUGEES & NATIONAL UNION OF STUDENTS UK

access to education • advocacy & campaign • student activism

## > PROJECT ID CARD.

- Student Action for Refugee project
- United Kingdom
- [www.star-network.org.uk/index.php/campaigns/equal\\_access](http://www.star-network.org.uk/index.php/campaigns/equal_access)
- Facebook : [@theSTARnetwork](https://www.facebook.com/theSTARnetwork)
- The project was supported twice by TMF, in 2017 and 2018

## > LOCAL REALITY.

Asylum seekers and refugees throughout the UK do not have equal access to higher education. Considered as “international students” they have to pay international fees without loan support from the government or the right to work to fund their studies.

## > PROJECT'S OBJECTIVES.

- To lobby Higher Education institutions and policy makers to create more scholarships for refugees and asylum seekers
- To educate students leaders and staff in Higher Education sector on the topic of access to education for refugees



## > ACTIVITIES.

- **Create guides** and leaflets/posters/films to encourage students to join local STAR groups and start campaigning.
- **Deliver training** for 1,500 students on “barriers to access Higher Education” and the “Equal Access Campaign and campaigning tactics”
- Organise a **conference** for students, Student Unions, refugees, Higher Education staff and partner projects about the Equal Access Campaign.

## > ANY CHALLENGES, SOLUTIONS AND TIPS TO SHARE ?

- **Timing:** important to make sure the annual conference does not clash with deadlines/exam period or holidays.
- **Board of the organisation:** students with a refugee background are part of the political board deciding the strategy of STAR.
- **Partnerships:** it is crucial to maintain strong relationships with students' unions to ensure continuity and sustainable impact.
- **Ensuring local participation:** 35,000 volunteers students across the UK are campaigning and involved in STAR.



## > LADDER OF PARTICIPATION.

SHARED DECISION-  
MAKING



*"We will continue with the Equal Access campaign, training and empowering students to campaign on campus. We will continue to provide support to universities and policy makers to enable them to create Equal Access policies"*

## RESOURCES

- Council of Europe. 2015. Compass: Manual for Human Rights Education with Young people. Strasbourg, CoE. “Compass” is the reference manual for people working on youth and human rights. It exists in 30 languages and proposes concrete non-formal activities to be used in and outside schools.

**More information at:** <https://www.coe.int/en/web/compass/home>

- Council of Europe and European Commission. 2018. T-Kit 4: Intercultural learning. Strasbourg, CoE. This training kits series proposes non-formal education activities to be developed with young people on intercultural learning and human rights.

**Available at:** <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

- European Students’ Union. 2019. Resolution on Improving the Accessibility of Higher Education for people with refugee backgrounds and seeking asylum. Brussels, ESU.

**Available at:** [https://www.esu-online.org/wp-content/uploads/2019/12/BM77\\_Resolution\\_TMF.pdf](https://www.esu-online.org/wp-content/uploads/2019/12/BM77_Resolution_TMF.pdf)

- European Students Union, OBESSU, AASU & others. 2019. Global Students Demands on Refugees and Migrants’ Education. Geneva.

**Available at:** [https://www.esu-online.org/wp-content/uploads/2020/01/1.-Global-students-demands\\_final.pdf](https://www.esu-online.org/wp-content/uploads/2020/01/1.-Global-students-demands_final.pdf)

- European University Association, Refugee Welcome map.

**Available at:** <http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/48>

- OBESSU, Seeds for Integration programme. Similar to Together, Moving Forward, the Seeds for Integration programme was supporting secondary school students to take action on inclusion of young refugees.

**More information at:** <https://seedsforintegration.org/>

- UNESCO. 2018. Global Education Monitoring Report 2019: Migration, Displacement and Education - Building Bridges, not walls. Paris, UNESCO.

**Available at:** <https://en.unesco.org/gem-report/report/2019/migration>

- UNHCR. 2019. Stepping Up: Refugee Education in crisis - 2019 Report. Geneva, UNHCR.

**Available at:** <https://www.unhcr.org/steppingup/?fbclid=IwAR36aJnR9zALsKxygQLU76eiG-1Xsfo6laPIkl1EPgfTFg7IDrSx85xS5Rc>

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