

# TOGETHER, MOVING FORWARD PROJECTS' PORTFOLIO.

> **FOCUS:**

advocacy campaigns and grassroots initiatives supporting social inclusion of 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>.**

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.

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.

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

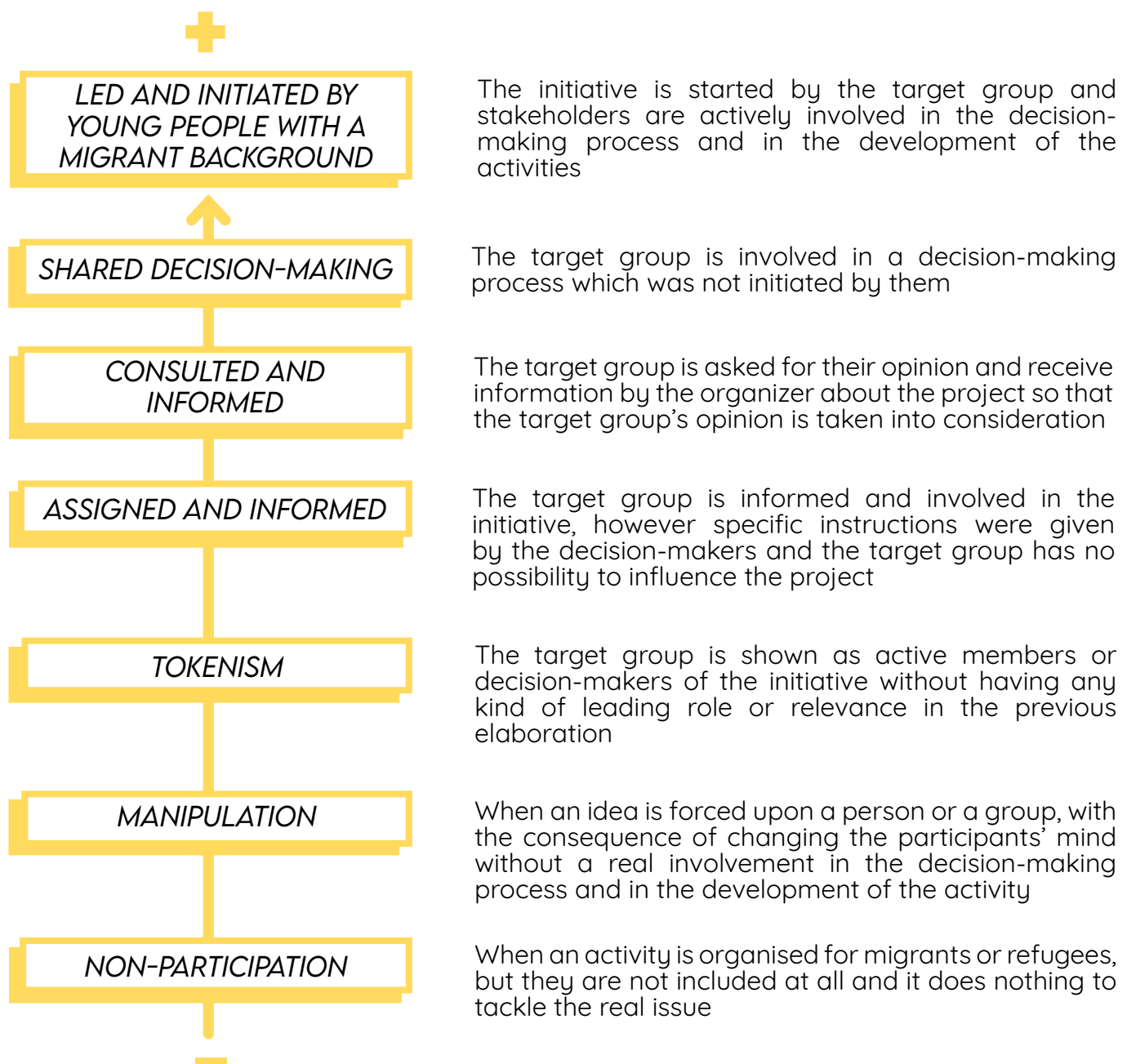
<sup>2</sup> UNHCR, [Stepping up, Refugee education in crisis](#), 2018. Online access: [unhcr.org/steppingup](https://unhcr.org/steppingup)

# 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

## ACTIONS

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# 1. STUDENTS' GROUP FROM THE BELGIAN INSTITUTE IN SOCIAL COMMUNICATIONS

arts • exhibition • workshops • family • women

## > PROJECT ID CARD.

- Brussels Family Portraits
- Brussels, Belgium

## > LOCAL REALITY.

When arriving to Europe, families often receive financial support. However, not much attention is given to the effect of migration on their family life, their expectations for the future and how to define their own space in the new country.

## > PROJECT'S OBJECTIVES.

- To create safe spaces for families
- To reflect on the relationships with their place of living and the impact on family life.
- To contemplate on the sense of belonging altogether.

## > ACTIVITIES.

- **6 workshops** on the topics of "Neighborhood" and "Family" where the participants took an active role through the use of different media (photos, sounds recording, writing workshops).

- **Final exhibition** to present the results of the workshops.

- **A handbook** presenting the evaluation and feedback.

- **Presentation** of the project in associations and schools.

## > LADDER OF PARTICIPATION.

CONSULTED  
& INFORMED



*"After two weeks of workshops, we had a genuine feeling that the activities managed to create an atmosphere of confidence and respect that led the participants to venture and express themselves".*





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

- **Partnerships with grassroots NGOs**, working with the same target group, will bring valuable support to promote the project activities to their own participants. After the project, one of the student leaders has decided to keep organising similar activities, volunteering with one of the partner NGOs.
- **To be aware of some language challenges:** the importance to propose simple glossary (vocabulary, concepts and methods), and leave the other participants the freedom to interpret if they want to.
- **Difficulty to encourage families who arrive very recently in Brussels.** Who might be overwhelmed with daily life activities. Instead, the participants were women and kids already well settled in Brussels and who had time and willingness to talk, reflect and participate in artistic activities. To ensure their active participation, a balance format was adopted with interactive sessions and presentations.
- **Open doors, open opportunities:** The workshops took place in a quite new and alternative space in the neighbourhood, where the participants were not used to go. New connexions were built between the group and the coordinator of the space.

## 2. ONLINE ENCYCLOPEDIA OF MIGRATION

online platform • facts & figures • workshops • school students • fake news

### > PROJECT ID CARD

- Online Encyclopedia of Migration project
- Several cities, Czech Republic
- [www.encyclopediaofmigration.org/en/](http://www.encyclopediaofmigration.org/en/)
- [info@encyklopedie.org](mailto:info@encyklopedie.org)

### > LOCAL REALITY.

The general lack of knowledge on migration as well as the fallacious information provided by the media tend to lead to populism.

### > PROJECT'S OBJECTIVES.

To provide objective information, supported by academic institutions, offering explanations of the situation of migration in some Middle Eastern countries (Syria, Iraq and Iran) to the general public, as well as, journalists and high school students in Central Europe.





## >ACTIVITIES.

- **Website** which includes a glossary of migration terms, migration flows and background information on countries of origin. Available in Czech and English.
- **3 pilot workshops** to present the online platform to high schools. More than 100 students and 10 teachers participated!
- **Creation of a detailed lesson plan** for high school teachers to cover the topic of migration in their classes in an interactive method.

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

- **Collaboration with Academia** is crucial to ensure quality and accuracy of the information, however it requires time and energy. As there were not enough resources available in the Czech Republic the team extended its collaboration with experts (Professors and PhD students) from other countries.
- **Media partnerships:** crucial to promote publicity for the project and encourage both journalists and teachers to use the platform.

## >LADDER OF PARTICIPATION.

ASSIGNED  
& INFORMED



*“The so-called European migration crisis with all its attributes and impacts, according to our opinion, revealed that there is a need for accredited and verified information sources which would help the general public to navigate through and understand the development of this fast-paced, unstable and globalized world.”*

### 3. ACCESS FOR REFUGEES TO EDUCATION & THE NATIONAL UNION OF STUDENTS IN DENMARK

university tour • conferences • free education • temporary protection status

#### >PROJECT ID CARD.

- ARE University Tour: Access to Education for Refugees project
- Denmark
- <http://areactiongroup.wixsite.com/weare>

#### >LOCAL REALITY.

While there is a general perception that the Danish education system is quite accessible, refugees with a “temporary protection status” (article 7.3) do not have access to free education. Simply because of their asylum status.

*“In July 2019, the Danish Government promised to guarantee free higher education to all refugees (this means including refugees under the 7.3 article). For several years already, DSF played an important role to push this agenda forward... Discussions will continue in 2020 to make this change a reality.”*

#### >PROJECT'S OBJECTIVES.

- To inform students about the injustice young people with a temporary protection status are suffering
- To build bridges between organisations who are usually working independently on migration challenges

#### >ACTIVITIES.

**University Tour:** conferences were organised in 6 different Danish Universities to present and discuss the situation and challenges faced by people with 7.3 status and those with refugee backgrounds in terms of accessing Higher Education.

#### >LADDER OF PARTICIPATION.

CONSULTED  
& INFORMED







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

- **Creating partnerships:** When an organisation is newly established, it can be hard to find speakers and promote the activities. Here, the National Students' Union (DSF) expressed their immense support - in terms of providing speakers, and helping with the overall publicity.
- **Flexibility and adaptation:** The team expected 70-100 people at each conference however approx 20 people showed up. Minor technical issues as well as language barriers, such as setting the official language to English impacted the attendance.
- **Plan ahead:** building partnerships, creating a programme, fixing logistic issues and communicating about the events... always take more time than expected! It helps to start with 6 months in advance

# 4.

## ECOSILA

climate change • environment • climate refugee • workshops • friendships

### > PROJECT ID CARD.

- EcoSila project
- Lyon, France
- Facebook : [@EcoSila](#)
- [ecosilalyon@gmail.com](mailto:ecosilalyon@gmail.com)

### > PROJECT'S OBJECTIVES.

To promote social inclusion while raising awareness on environmental issues and taking practical actions for the protection of the environment.

### > ACTIVITIES.

• **2 camps** each expanding for 3 days focused on environmental issues and connecting young locals and newcomers.

• **Monthly workshops** on migration and environmental issues (ex. Mineral extraction in Congo, alimentation in the world from an environmental perspective) or cultural nights, such as a Ramadan dinner.

• Recruitment of **2 interns**, from the host country and a newcomer.



### > LOCAL REALITY.

A study by the UN estimates that there could be more than 200 million environmental migrants or “climate refugees” by 2050. The consequences of climate change must encourage European citizens to reflect on inclusion and integration policies... Often, newcomers feel isolated due to the lack of connections and initiatives with the host community.

### > LADDER OF PARTICIPATION.

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



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

- **Setting the date:** some dates such as public holidays might impact the number of participants. Instead of cancelling the workshop, proposing a Ramadan dinner can be a good solution!
- **Determining the duration:** organising a 5-day camp with too many activities might be quite demanding for the participants (and volunteers) Reducing the duration can have bigger results.
- **Inclusive team:** the coordinating team included 2 interns, one originally from France and a newcomer.



*“Newcomers presented ecological issues faced by their countries of origin. It helped to raise awareness among Europeans, but also highlighted the role newcomers can play in their new countries on environmental issues”.*



# 5. CAST YOUR VOICE

civic engagement and empowerment • workshops • active citizens

## > PROJECT ID CARD.

- Cast your voice project - empowerment for political participation of newcomers.
- Berlin & Hambourg, Germany
- [www.cast-your-voice.de](http://www.cast-your-voice.de)
- [cast.your.voice@web.de](mailto:cast.your.voice@web.de)

## > PROJECT'S OBJECTIVES.

To co-develop pathways and tools with newcomers in order to better raise their voice in the public and political discourse.

## > LOCAL REALITY.

In recent years, the western societal discourses are increasingly dominated by the migration agenda, however, refugees themselves are excluded from partaking in these discussions. The successful and sustainable integration of newcomers needs to go hand in hand with public participation.

## > LADDER OF PARTICIPATION.

CONSULTED  
& INFORMED



## > ACTIVITIES.

• **Workshops** where students with refugee backgrounds, living in Germany learned about how to be politically engaged, to develop their own concrete ideas and make a difference in the political public space (video, podcast, meetup café for newcomers and other society members to exchange on current political issues, etc).

• **Train-the-trainer handbook**

designed for organisations or individuals interested in conducting similar workshops.

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

- **Determining the target group** is crucial for a fruitful workshop atmosphere. Participants need to be at a stage of inclusion which enables their political participation. Once the target group is defined, it is easier to reach out to NGOs to help recruiting participants.
- **Weekend program and format** to find the right balance between interactive methods and presentations, to leave the group choosing the topics to debate. As political discussions can take time; the agenda needs to be flexible.
- **Follow-up initiatives:** some of the participants decided to start their own projects within their universities.



*“The majority of participants explained that they acquired knowledge to start their own projects (fundraising, public relations, project management, teamwork). Students also noted that it was particularly valuable to be able to share ideas for political engagement within the “safe space” only during the presence of other newcomer students with comparable backgrounds and experiences.*

## 6. ATHIRMA

common third • social inclusion • environment • social entrepreneurship

### > PROJECT ID CARD.

- Nature's Common Third: The garden of inclusion project
- Thessaloniki, Greece
- [www.athirma.com/post/together-moving-forward](http://www.athirma.com/post/together-moving-forward)

### > LOCAL REALITY.

The precarious living conditions of unaccompanied minors is underreported, where there is a lack of opportunities for young people to engage with the host Greek community.

### > ACTIVITIES.

The project follows the model of the “Common Third” by creating a commonly shared situation that symbolizes the relationship established among the participants.

#### • **Creation of a community garden**

where the group cultivated fruits, vegetables and herbs.

• **Workshops:** agriculture, youth work and working with young children & social entrepreneurship.

• **Organisation** of field trips with nursery school students



### > PROJECT'S OBJECTIVES.

Creating a safe space where a group of local students and unaccompanied minors can co-create, engage with creative activities and develop on different scales.

### > LADDER OF PARTICIPATION.

SHARED DECISION-MAKING





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

- **From A to Z:** The group of 8 young people decided to focus on agriculture. They were the decision-makers as they contributed to every phase of the circle, from preparing the land to branding their cultivated produce.
- **Direct Impact:** the school attendance and performance has improved significantly for unaccompanied teenagers who are participating in the programme.
- **Flexibility:** The unaccompanied minors involved in the project are living in governmental facilities, it is important to keep in mind that some of them might have to withdraw. To ensure flexibility it is crucial to have the possibility to offer spots for other participants to join
- **Inspirational model:** The project was recognised as a good practice by Erasmus+ projects: several NGOs are now interested in the “Common Third” model.



*“According the education coordinator of the unaccompanied teenagers, the attendance and performance in the educational activities has improved significantly. The young people act as role models for the rest of the residents and a lot of them have expressed an interest in joining our activities.”*

## 7. THE STUDENT COUNCIL OF THE SECOND CHANCE SCHOOL OF VOLOS

social inclusion • cultural activities • university and secondary school students • non-formal education

### > PROJECT ID CARD.

- R O U T E S – Reshaping Our Universe Through Educational Synergies project
- Greece
- <https://sevenroutes.weebly.com/>

### > LOCAL REALITY.

While the Government is supporting access to education for refugee children, young people (15 and above) are often excluded. As a result, these students have very little access to educational and cultural opportunities.

### > PROJECT'S OBJECTIVES.

- To develop intercultural communication and enhance social networking between local university students and refugee/migrant students.
- To offer rich cultural and educational opportunities to all the participants in the project through an organized series of non-formal activities.

### > LADDER OF PARTICIPATION.

SHARED DECISION-MAKING



*“This project offers newcomer students the opportunity to get familiarized with the place they are living in, to cooperate with local residents and students to acquire new skills. All the activities support integration in the local community through the expression of creativity and individuality.”*



## > ACTIVITIES.

- **Building a group** with local and newcomer students to ensure a positive group dynamic.
- **Implementation of 7 different Routes** in cities and surrounding mountain trails where the participants interacted with the history, culture, mythology, religion, nature and local residents. The newcomer students get familiarized with the place they are residing in, while presenting about their own countries and cultures.
- **Booklet, project film and final event** presenting the project's outcomes.

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

- **Partnerships:** when working closely with other organisations, it is very important to define and agree upon a common vision. Organising several face-to-face meetings will ensure an effective cooperation.
- **Opening up:** it is essential to involve the local community and various stakeholders to ensure visibility of the objectives and maximise the impact of the project.
- **Always have a plan B...** to foresee unpredicted issues and have alternative solutions.

## 8. UNION DEGLI UNIVERSITARI

hate speech • advocacy campaign • summer camp

### > PROJECT ID CARD.

- Roots of Inclusion
- Italy
- <http://www.unionedegliuniversitari.it/>
- Facebook :  
[@UnioneDegliUniversitari](https://www.facebook.com/UnioneDegliUniversitari)

### > LOCAL REALITY.

Italy is one of the main arrival points in Europe for migrants. In parallel, the public discourse is dominated by anti-migrant feelings and fake news.

### > PROJECT'S OBJECTIVES.

To support alternative narratives on the topic of migration and develop an advocacy strategy for the National students' Union.



### > ACTIVITIES.

- **Revolution Camp:** A summer camp where 300 students partake in several workshops. In 2018, the focus was on inclusion and society, with special sessions on international protection, advocacy strategies to counter hate speech and create alternative narratives.
- **Advocacy handbook** in Italian for student activists with an action plan to ease the inclusion and access of people with migrant/refugee backgrounds to Higher Education.
- **“Know your rights”** leaflet in English to be distributed to young people living in migration centers to briefly present key concepts related to their right to education and opportunities to access HE.



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

- **Bottom-up approach:** The priorities covered by the advocacy handbook were proposed by local students' unions, since they are engaged with young migrants and are more experienced with evaluating the needs and introducing recommendations in policy-work.
- **Strategic advocacy work:** The advocacy handbook helped the organisation to set up priorities to work on at the national level and insure that it is included within the Union's future agenda.
- **Board changes:** when projects are quite long, it is important to find solutions to ensure continuity between activities. Political Board changes can lead to some delays.



## > LADDER OF PARTICIPATION.

ASSIGNED  
& INFORMED



*"Some local unions have already started working on the advocacy work, but thanks to the handbook, which has just been distributed, we want to start straightaway on the implementation of those measures, with a coordination of activities at the national level".*

# 9.

## STUDENTS' ALLIANCE OF MOLDOVA

tackling fake news and hate speech • media campaign

### >PROJECT ID CARD.

- People Behind the Headlines
- Chisinau, Moldova

### >LOCAL REALITY.

Due to unreliable and biased information coming from the media (fake news) and considering the political reality, the local population lacks knowledge and understanding on the migration question.

### >PROJECT'S OBJECTIVES.

To raise awareness about the situation of refugees in Moldova and particularly in regards to the students with refugee backgrounds.

### >ACTIVITIES.

- **Media campaign** (5 videos, 5 articles and 4 infographics)
- **Analysis paper** presenting the situation of refugee students within the Higher Education system.
- **Forum** meeting open to students and non-governmental organizations interested in topics of migration.

### >LADDER OF PARTICIPATION.

ASSIGNED  
& INFORMED



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

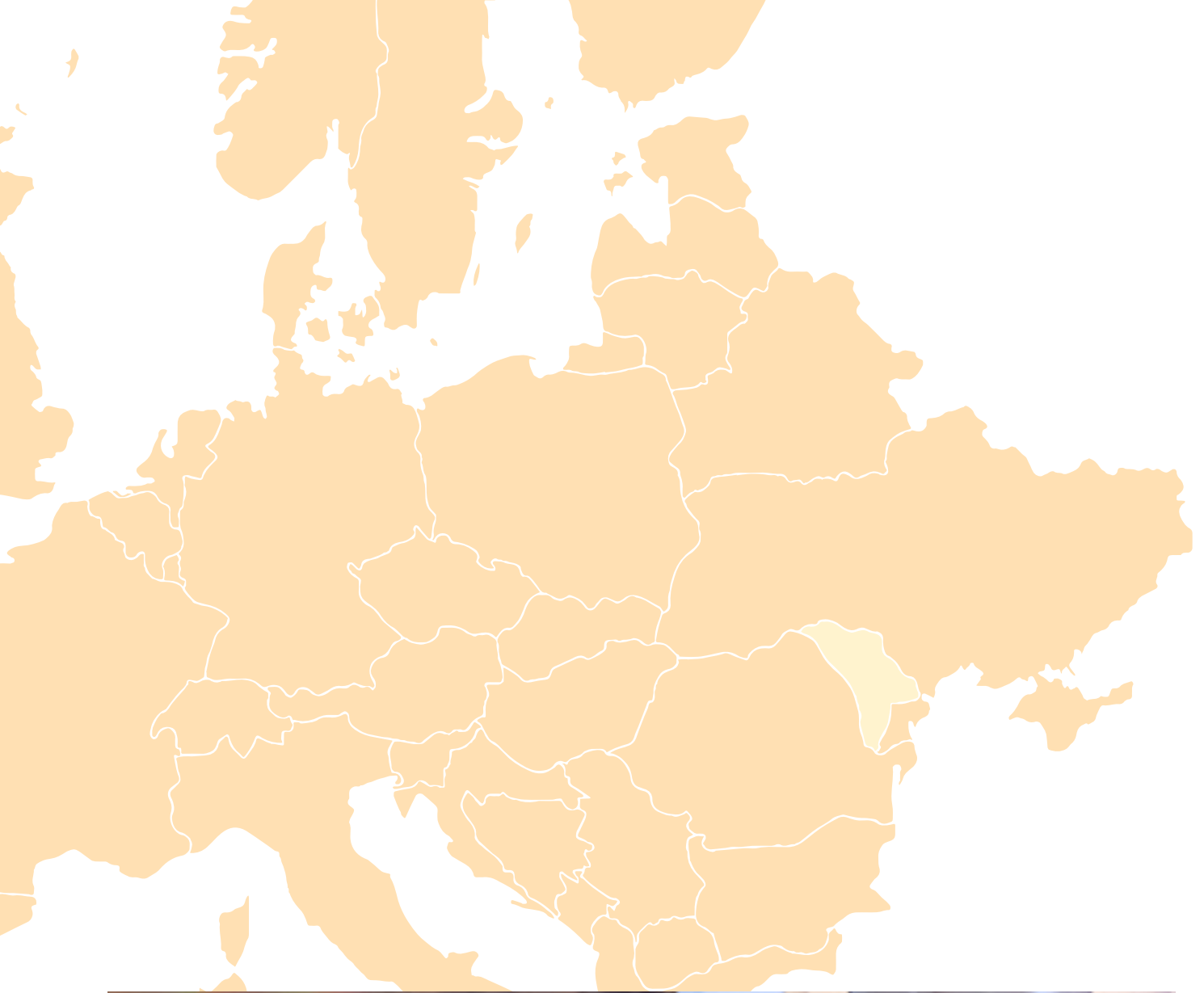
#### • Inclusion in decision-making:

while the coordinating team noticed a lack of commitment from students with refugee backgrounds, they also recognised that they have only been engaged in the very last phase of the project. The lack of participatory approach, such as excluding refugee students from decision making and preparatory roles often leads to lack of commitment and disengagement.

- **Strong partnerships** with international organisations

*"Our main findings are that people with refugee backgrounds need to be treated as humans first, students/parents/professionals second and at last, as refugees".*

Based on the results of this first edition, the team has decided to run a second project. Students with refugee backgrounds selected activities, based on their interest (workshops on how to access the job market & to be involved with NGOs) and co-developed the project. You can read more about it on [TMF projects' portfolio on access to education](#)





# 10. POLISH HOSPITALITY FOUNDATION

homework • school children • mentoring • family

## > PROJECT ID CARD.

- Student Refugee Kids project
- Warsaw, 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 (students) 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

*“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”*

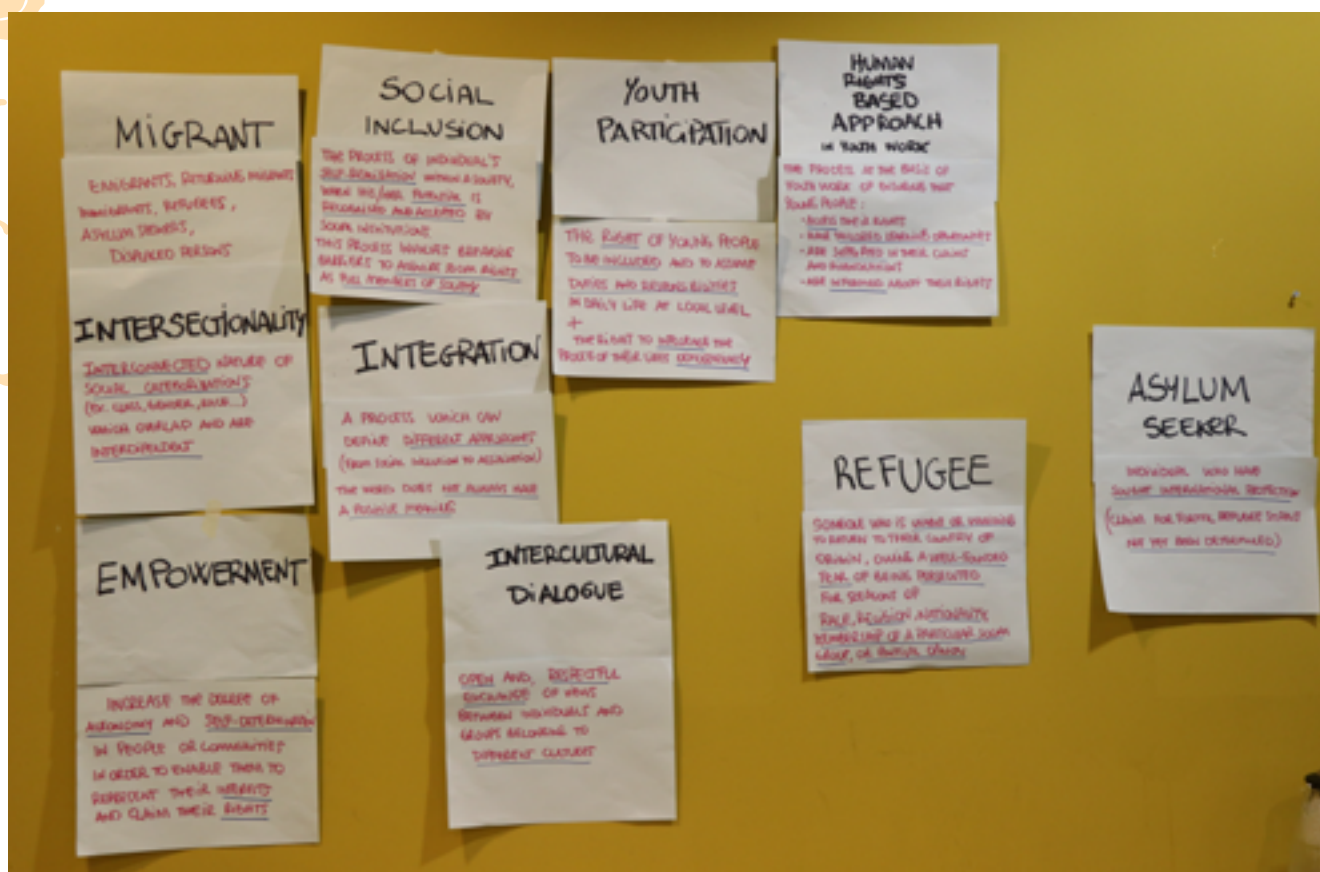
## > LADDER OF PARTICIPATION.

CONSULTED  
& INFORMED



## > 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. This relationship is an integral aspect in their social inclusion.
- **Holistic and expert-based approach:** experts (psychologist, lawyers, cultural mentors) provide trainings and support to the school students, their parents and the volunteer team.
- **Motivating school students** is sometimes a challenge as they face many difficulties and responsibilities. The tutor always need to be creative to encourage students to keep studying.
- **Engagement:** the current project coordinator started as a mentor in the first edition of the project.



11.

**MAREENA**

intercultural activities • arts • fight against hate speech

**> PROJECT ID CARD.**

- In Refugee Shoes
- Bratislava, Slovakia
- <https://mareena.sk/>

**> LOCAL REALITY.**

Slovakia hosts the least number of refugees in the EU, however the Slovak society has extremely negative attitudes towards refugees and migrants. A recent survey organized by the Slovak Youth Council shows how young people from the 18-24 age group tend to vote for far-right nationalist parties in parliamentary elections.

**> LADDER OF PARTICIPATION.**

CONSULTED  
& INFORMED



*"There is a small number of organizations working with refugees in Slovakia. Because of the current reality, when young people are prejudiced against foreigners, several teachers and professors from primary schools have approached us. Today, we see the same need and demand at the university level".*



## > PROJECT'S OBJECTIVES.

To raise awareness among students on the topic of forced migration.

## > ACTIVITIES.

- **Role game** "Escape to Peacestan" to reflect on the concept of migration.

- **Stand-up show** with a young migrant comedian.

- **2 movie screenings** on the topic of migration in Slovakia followed by open discussions with a moderator.

- **Exhibition** in cooperation with Arts faculties and students.

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

- **Planning with partners:** when partnering with Universities, it is better to prepare the project plan before the summer break, as the administrative bodies are usually inactive during the break.

- **Plan B:** it is better not to assign one person for an activity, as last minute changes can always happen.

- **The use of arts and non-formal education** is always efficient in achieving objectives, and to reach a wider audience, however evaluating the impact is a bit difficult.

### • Geographical coverage:

Cooperation with Universities in the regions are crucial, as most projects are implemented solely in the capital city where the attitudes toward migrants are often more positive.



# 12.

## STUDENT ACTION FOR REFUGEES & NATIONAL UNION STUDENTS UK

access to education • advocacy & campaign • event • student • activism

### > PROJECT ID CARD.

- Student Action for Refugees
- United Kingdom
- [http://www.star-network.org.uk/index.php/campaigns/equal\\_access](http://www.star-network.org.uk/index.php/campaigns/equal_access)
- [@theSTARnetwork](#)

### > 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 student leaders and staff in the HE 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 HE” and the “Equal Access Campaign and campaigning tactics”
- Organise a **conference** for students, Student Unions, refugees, HE 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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