

EURAXESS TOP IV

Making European research careers more attractive by developing new services and enhancing the current services of the EURAXESS network

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Glossary

Term Abbreviation	Meaning
RR	Refugee researcher
ERA	European Research Area
HEI	Higher Education Institution
FTE	Full-time equivalent

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Executive Summary

This training programme structure was put together in order to provide more support to refugee researchers (RRs) who take to Europe for protection, supporting quick labour integration with an emphasis on qualified employment inside and outside of research as well as entrepreneurship. It is primarily aimed at the staff of EURAXESS network members who already provide a variety of services to international researchers and takes the form of additional training, instructions and education on selected skills and topics that will refine and focus already existing counselling proficiency.

The goal of the programme is to foster the personal agency of RRs and enable them to make the best use of not only their existing skills and professional experiences, but also of the relevant resources that are available to them in the host country. The task team identified relevant subject matters that are particularly important for the labour market integration of RRs, with a strong focus on early career orientation and training, and defined five modules:

1. Module 1: Counselling techniques for the work with RRs
2. Module 2: Basic legal information for RRs
3. Module 3: Early career development counselling
4. Module 4: Skill development
5. Module 5: Support networks for RRs

As a general rule, time needs to be considered a defining factor: While RRs have already shown strong personal agency by reaching a safe host country, they cannot be expected to gather all relevant information needed to accustom themselves quickly to new surroundings without support. Like all researchers, RRs are exposed to the danger that extended periods outside of active research, training or employment pose to their careers: The likelihood of dequalification, meaning downward professional mobility through the devaluation of existing skills and experiences and a diminishing access to qualified employment, rises with time. By receiving comprehensive career planning support at an early stage, RRs are enabled to create their own individual paths and work towards a sustainable career in the host country, be it inside or outside of research, while minimizing the threat of dequalification.

To present the wealth of information of this report in a concise form, a [Guide on Labour Market Integration of RRs](#) has been published online. It also features results from "Bridge for Researchers in Danger Going to Europe Step II – BRiDGE II". The guide provides helpful information for RRs on the

integration in the European labour market as well as tools and resources for staff mentoring RRs that facilitate the integration of refugee researchers in the European labour market.

Introduction

The goal of TOP IV Task 3.4 “Refugee initiatives” was the creation of a training programme for the work with refugee researchers (RRs). The structure was put together in order to provide more support to RRs who take to Europe for protection and is primarily aimed at the staff of EURAXESS network members who already provide a variety of services to international researchers. The programme takes the form of additional training, instructions and education on selected skills and topics that will refine and focus already existing counselling proficiency.

Beneficiaries of TOP IV Task 3.4:

- CERTH – Ethniko Kentro Erevnas Kai Technologikis Anaptyxis, Greece
- RPF – Idryma Proothisis Erevnas, Cyprus
- TÜBİTAK – Türkiye Bilimsel Ve Teknolojik Arastirma Kurumu, Turkey)

Linked third party

- DLR PT – Deutsches Zentrum für Luft- und Raumfahrt e.v. DLR, Germany

For this programme, successful labour integration of RRs was defined as gainful (qualified) employment inside and outside of research as well as entrepreneurship (see Methodology). The goal of the programme is to support the personal agency of RRs and enable them to make the best use of not only their personal skills and professional experiences, but also of the relevant resources that are available to them. The task team identified relevant subject matters that are particularly important for the labour market integration of RRs, with a strong focus on early career orientation and training.

Time is considered as a defining factor: While RRs have already shown strong personal agency by reaching a safe host country, they cannot be expected to gather all relevant information needed to accustom themselves quickly to new surroundings without support. Like all researchers, RRs are exposed to the danger that extended periods outside of active research, training or employment pose to their careers: The likelihood of dequalification, meaning downward professional mobility through the devaluation of existing skills and experiences and a diminishing access to qualified employment, rises with time. By receiving comprehensive career planning support at an early stage, RRs are enabled to create their own, individual paths and work towards a sustainable career in the host country, be it inside or outside of research.

How to use this training programme

The modules of the training were compiled to not reflect, but to anticipate the needs of individual RRs who are still be in the process of adjusting themselves, have possibly limited knowledge about the host country, and are curious about possible perspectives. It needs to be noted that the general aim is not to replace existing professional support services, but rather to bring together input from different fields, create new connections, and expand existing information resources. It is highly recommended to keep an updated contact list of trained professional service providers from relevant fields ready if the need for in-depth counselling arises.

When planning training sessions, it should be considered that staff at European HEIs may already have prior experience with RRs or refugee students. Aside from polls to determine popular topics for training events, one possible option to dissipate the content among a larger audience would be to use a combination of short video formats and publicly accessible streaming platforms to create a library of training videos available for viewing on a national level.

The countries in the EURAXESS network cover a large spectrum when it comes to the number of RRs and their need for support, but also regarding legal frameworks, labour market conditions and employment opportunities, and the actual availability of services and funding for RRs and refugees in general. It is strongly advised that professional support services with experience from each field are invited to provide tailored input and training.

The training programme structure is flexible and can be easily adapted to national circumstances. The Austrian pilot training was conducted as a full-day event in Vienna for national HEIs, covering a broad array of topics; however, many other formats can be used as well: e.g. half-day formats; intensive short sessions as part of bigger meet-ups; 30-minute webinar sessions, addressing singular topics; or short video formats. The pilot training was designed based on the recommendations of the individual workshops and feedback from the focus group participants.

Materials used in the trainings can be made available online (e.g. the national EURAXESS portals) for further dissemination. Compilations can be promoted among the entire national research landscape as an entry point for the topic and further contacts. It is also suggested that these compilations are actively distributed to the governmental and non-governmental support organisations that provide counselling to newly arrived refugees.

It should be noted that information exclusively directed at RRs needs to be tailored by using simple language as well as translations into common foreign languages, and that dissemination efforts need to make use of all available channels (websites, mailing, social media, contacts at other organisations), including all existing contacts among RRs. Refugee communities have been found to be highly connected on local, national and international levels, using various communication tools and platforms that may be inaccessible to outsiders.

Methodology

This section outlines the basic concepts and terminology that were used throughout the project and the main activities that have been carried out to create the results.

The first step within the project was the conduction of literature research about the situation of RRs in Europe and worldwide, including studies that focus on the general situation of highly educated refugees and their successful long-term integration.

With this information, a survey was created to locate national services known to the members of the EURAXESS network that were considered “good practice” and particularly beneficial to RRs. The survey was put together in direct cooperation with the beneficiaries (RPF – Idryma Proothisis Erevnas, Cyprus; CERTH – Ethniko Kentro Erevnas Kai Technologikis Anaptyxis, Greece; TÜBİTAK – Türkiye Bilimsel Ve Teknolojik Arastirma Kurumu, Turkey) and the linked third party (DLR PT – Deutsches Zentrum für Luft- und Raumfahrt e.v. DLR, Germany) and conducted throughout the EURAXESS network. A total of 42 people took part in the survey (for results see Annex).

Using the results from the survey as input, four workshops were organised with experts and stakeholders to assess the respective national situation, and produce sets of recommendations:

1. Austria: Vienna, April 11, 2019
2. Turkey: Ankara, May 10, 2019
3. Greece: Thessaloniki, October 30, 2019
4. Cyprus: Nicosia, November 25, 2019

Overall, the results showed that challenges for RRs follow expected patterns and that, even though the situation of RRs cannot easily be compared across countries (e.g. differences in the accessibility of labour markets, availability of financial support to overcome language barriers), some of the challenges can be considered to be more “general” than others, and personal agency of RRs plays a major role (for recommendations see Annex).

Using all these results, a pilot modular training programme structure was put together to support quick labour integration with an emphasis on qualified employment inside and outside of research as well as entrepreneurship. It is primarily aimed at the staff of EURAXESS network members who already provide a

variety of services to international researchers and takes the form of additional training, instructions and education on selected skills and topics that will refine and focus already existing counselling proficiency.

One pilot training event was conducted in Vienna, Austria, on November 26, 2019.¹ For this test, the flexible structure of the training programme was adapted to a full-day training for employees of Austrian HEIs who work with international researchers. The training covered all modules, and the results were used to refine the final programme structure. A summary of the event and the materials that were used for the training can be found at www.euraxess.at/austria/news/euraxess-austria-pilot-training-services-f%C3%BCr-forscherinnen-mit-fluchthintergrund.

Defining and understanding the term “refugee researchers”

When talking about “refugees” or “refugee background”, the term usually refers to people who had to flee from their home country, including asylum seekers, all forms of protection, people with an unclear or temporary status, and rejected asylum seekers with temporary leave to remain. The definition of the United Nations High Commissioner for Refugees UNHCR sees a refugee as a person who has been forced to flee their country due to a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. In 2018, 29.4 million out of a worldwide total of 70.8 million forcibly displaced people were considered to be refugees, with about 3.5 million awaiting a decision regarding their formal claim for protection in another country. The rest were internally displaced persons (IDP) who had been forced to flee their homes but had not crossed an international border and still lived within the borders of their home country. The country that hosted most refugees was Turkey (3.7 million), while the European country with the largest numbers of refugees was Germany (1.1 million)². Only 16% of refugees worldwide were hosted in developed regions.

The basic rights of refugees

Refugees are protected by international law and entitled to a number of guaranteed rights:

1. The right to seek and enjoy asylum in other countries (Universal Declaration of Human Rights, Art. 14³)

¹ <http://www.euraxess.at/austria/news/euraxess-austria-pilot-training-services-f%C3%BCr-forscherinnen-mit-fluchthintergrund>

² <https://www.unhcr.org/globaltrends2018/>

³ <https://www.un.org/en/universal-declaration-human-rights/>

2. Non-refoulement: A refugee should not be returned to “the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion” (1951 Refugee Convention, Art. 33⁴). This rule provides the basis to the status of subsidiary protection that refugees may receive if they do not qualify for asylum yet are still individually threatened by harm.
3. Freedom of movement within the host country that offers them protection, giving refugees the right to choose their place of residence and to move freely.
4. Right to family life, right of access to education, access to justice, employment, property rights, free exercise of religion and religious education, access to public relief and assistance as well as equal treatment by taxing authorities.

The procedure of applying for protection gives all applicants certain basic rights and protection for the duration of the process, but the process itself is not harmonised internationally and can be subject to national policy decisions, with the possibility of producing different outcomes over time. This becomes visible in the varying rates of protection for given countries of origin of asylum applicants among European states.⁵ With the respective state being responsible for carrying out the process, there are also variations in the rights and resources asylum seekers are provided with, like housing, language courses, or quick access to the national labour market. Also, EU regulations allow only one application for asylum at a time and tie the asylum seeker to that country for the duration of the process, impeding them to move within the EU. Essentially, the act of applying for protection in a given country will have far-reaching ramifications for the individual refugee, not only for the outcome of the procedure, but also for the social and economic integration into the host society.

Services for researchers

The EURAXESS network supports international researchers and their families through a finely tuned system of services and information channels. The definition of “researcher” is clear, with four broad profiles that encapsulate characteristics that apply to all research careers⁶:

1. First Stage Researcher (R1) – PhD candidate or equivalent. Early stage researcher with less than 4 years FTE research experience.
2. Recognised Researcher (R2) – PhD holder or equivalent, not yet fully independent. Experienced Researcher with more than 4 years FTE research experience or has a doctoral degree.

⁴ <https://www.unhcr.org/1951-refugee-convention.html>

⁵ <https://www.migrationpolicy.org/programs/data-hub/charts/asylum-recognition-rates-euefta-country-2008-2017>

⁶ <https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors>

3. Established Researcher (R₃) – Established Researcher with a developed level of independence. Experienced Researcher with more than 4 years FTE research experience or has a doctoral degree.
4. Leading Researcher (R₄) – Leading his/her research area or field.

There is a basic (and ever evolving) understanding of the needs of international researchers, their personal challenges that are tied to the situation, the structural challenges of new surroundings, the general challenges of being a foreigner in a host country, and the various types of support they require. International researchers usually have become migrants on their own terms, on their own free will, and use their personal freedoms to actively pursue their professional careers and move to a new country of their choice in the process, while

1. having full documentation of their academic degrees and their scientific work and functioning bureaucratic structures in their home country that can provide support if the need arises;
2. having access to the labour market and qualified employment in the host country of their choice;
3. having a reliable network in their home country that can provide various types of support (in most cases);
4. having the option to return to their home country on their own terms at any time.

There is also a clear political mandate: The career paths of researchers show an increasing push towards cross-border mobility, which is acknowledged in national and EU education as well as in research programmes and migration policies. At the same time, data indicates that in many countries highly educated migrants have problems securing adequate qualified employment, and that they are overall almost 50% more likely than their native-born counterparts of being over-qualified for their job.⁷

The ERA Roadmap 2015-2020 Priority 3 addresses the open labour market for researchers directly: “At European and national levels, authorities should encourage openness and the circulation of international talent by reinforcing a welcoming culture for EU and third-country researchers and reducing obstacles to mobility.”⁸ Yet, even within the European Union, there are diverging legal standards for researchers who are third-country nationals, with some countries even taking exception from the respective EU Students and Researchers Directive⁹.

⁷ https://read.oecd-ilibrary.org/education/skills-on-the-move_9789264307353-en#page6

⁸ <https://era.gv.at/object/document/1845>

⁹ <https://eur-lex.europa.eu/eli/dir/2016/801/oj>

Refugee researchers

Being researchers, RRs would face some of the usual challenges if they were to continue their profession, plus numerous additional ones that are specific to their situation:

1. Refugees are actively fleeing from danger and have limited choices regarding host country; seeing that access to education and employment as well as the access and extent of support services vary between countries, each country may offer different perspectives for career development.
2. Several types of trauma can arise prior, during and after the process of fleeing to a host country.
3. Refugees cannot safely return to their home country on their own terms and might have limited freedom of movement.
4. Even though refugees may still have personal networks in their home countries, in many cases these are unable to provide material support and in turn might even be dependent on the refugees themselves.
5. Refugees may lack documentation and cannot rely on support from bureaucratic structures in the country they fled from.

At the same time, the term "RRs" is also not clear-cut. Next to the case of researchers who were driven from their home country and applied for protection in a host country, there are other scenarios that might lead to researchers being in a similar situation, but without the corresponding legal status. Two basic scenarios can be seen as representative:

- Researchers who have a well-founded fear of persecution for reasons covered by international law, but, instead of fleeing, have the chance to accept a professional position or join a study programme in a host country that allows them to move to that country without having to apply for protection.
- Researchers who moved abroad in order to further their work or studies, but have found themselves virtually stranded due to changing situations in their home country that have led to a well-founded fear of persecution for reasons covered by international law and made it impossible for them to return.

In these scenarios, researchers have a residence status that is tied to their enrolment at a HEI or their employment, but they cannot return to their home country on their own terms. Loss of the basis of their current legal status could force them to apply for protection; however, having already spent some time abroad, they might be excluded from some of the programmes that provide support to RRs.

The situation of RRs

Though needs are individual, there are theories that allow to make general assumptions. The Hierarchy of Needs, originally proposed by Abraham Maslow, is a theory from the field of psychology that helps understand the universal driving motivations behind human actions. It stipulates a system with a base of fundamental physiological needs (like food, water, warmth), and higher level needs that address psychological well-being (e.g. belonging to a community, engaging with others) and self-fulfilment (e.g. identity, purpose, and legacy). These levels can be thought of as overlapping, meaning that they can be pursued at the same time, even though the individual might consider some more essential at any given moment due to various factors and influences.¹⁰ The needs of refugees (whose lives are strongly influenced by external factors) can be generally considered to fall into certain patterns as well, with clear priorities, even though they also will overlap, basically following a similar arrangement of “satisfaction – connection – meaning” as proposed by Maslow:

1. Securing one’s own personal safety
2. Caring for the safety of family and friends who also fled or stayed behind
3. Securing financial/material support in the host society, either via support structures, by gaining access to employment, or self-employment
4. Acquiring proficiency in the language of the host country as well as other skills needed to regain agency

Additional aspects address considerations regarding access to relevant professional networks and information, the usability of existing skills and the question about the (career) perspectives that the host society can offer (these can also be put in contrast to other countries that might be within reach).

Key concepts of the adaptation of refugees to a host society refer to four different archetypes that help understand the underlying processes and the direction they may take on an individual level. Integration (an ongoing process of maintaining one’s own culture while engaging in interactions with other cultures) is only one possible outcome (usually the desired one), next to assimilation (with individuals not maintaining their own cultural identity and forgoing it in favour of the host culture), separation (avoiding contact with the host culture in order to preserve their own), and marginalisation (the minimisation of contact to others altogether, while doing little to no maintenance to one’s own culture)¹¹. These possible outcomes are

¹⁰ <https://www.simplypsychology.org/maslow.html>

¹¹ https://www.un.org/development/desa/family/wp-content/uploads/sites/23/2018/05/Robila_EGM_2018.pdf

affected by experiences gathered before, during and after the process of seeking a secure host society, as well as by the current environment, with structural, social and cultural aspects influencing each other.

Gainful employment is generally considered one of the main factors to facilitate integration, since it provides opportunity for interactions with the host society, for learning the local language, and for building a future and regaining agency and financial independence. When looking at the ways how refugees find employment (providing they have access to the labour market), three intermingling pathways emerge:

1. Seeking and seizing opportunities: This path relies heavily on personal agency and requires the ability to identify and use opportunities as they arise.
2. Making use of social capital: This path makes use of the structures that offer support to refugees in the host society, meaning support services, NGOs, volunteers and host families, all of them with their own specific roles and resources.
3. The acquisition of post-migration human capital: Each European country's labour market has their unique particularities, and additional training might provide substantial advantages when looking for employment, with the most obvious skill being language proficiency.

The HEIs in the EURAXESS network can provide support for all three pathways, though resources are usually limited. They can foster personal agency of RRs; help RRs build social capital in the host society by providing access to networks and information about the labour market, about job culture, application and hiring processes; provide support during the process of validation of pre-existing qualifications; and provide direct work experience and skill development through internships and access to training courses.

There are, however, limits to the employment-oriented approach. The first problem are the hurdles that RRs face when trying to enter labour markets:

1. Legal barriers (restricted access to labour while being an asylum seeker and the duration of the asylum procedure are often cause for massive delays; access to some professions is regulated and requires the possession of specific professional qualification, whose validation can facilitate integration in the labour market)
2. Advanced language and other skill requirements for qualified employment (generally, there are few advanced language courses that focus on scientific language, and financial support for RRs for these courses is not a given)

3. The danger of devaluation of human capital (foreign education and previous work experience might be disregarded by possible employers; time spent out of employment or training will add to this effect, as will time spent in underqualified employment)
4. Unfamiliarity with the local customs of job search (this touches on national labour and wage bargaining as well)
5. Outright discrimination against foreigners or, more explicit, “refugees”

Another possible obstacle is that refugees have a higher prevalence of trauma-related mental health disorders than the regular population and expecting them to quickly meet high functional requirements in terms of social integration and financial independence can create additional pressure. And finally, the simple fact that the European research labour market is highly competitive, and RRs have systematic disadvantages that might exclude them from long-term careers altogether, makes a move for other qualified professions a rational choice.

These challenges touch upon legal, economic and social realities in the host society, and solving them all would require long-term concerted lobbying efforts on national and international levels. Though the EURAXESS network may be helpful in this effort, the more immediate option is to provide RRs with information and support for their ongoing skill development in order to secure qualified employment in and outside of research, once access to the labour market is established, without losing too much time without training.

Modules of the structured training programme for the labour integration of refugee researchers (RRs)

Module 1: Counselling techniques for the work with RRs

This module provides basic information, strategies and techniques for the handling of immediate counselling situations with people who may have been severely traumatised. The module covers the following topics:

1. Contacts of professional psychological support services
2. Provide insights into the situation of refugees and their needs
3. How to identify frequent signs of trauma
4. How to use basic instruments to create safe and constructive counselling situations

Notes

Experienced trainers can be recruited from support services for refugees that offer psychological counselling and trauma care. Also, many universities run their own psychological counselling centres and are often experienced in supporting migrants.

The input will generally focus on basic aspects of involuntary migration; the stress associated with the loss of networks, status, relationships and native communication; the insecurity tied to unsettled legal status; the shapes trauma can take and how the trauma effects can remain hidden until the life circumstances of the person begin to stabilise again. It will also raise awareness that, even though trauma requires treatment, there should be no stigma attached to it.

Practical input should focus on the creation of secure counselling situations by focusing on the “researcher”, not on the “refugee”; keeping reliable and regular timetables; providing simple, useful input (“In this office / At this university / In this country these things work like this: ...”); showing regard for language learners by using simple language; generally not asking for the reasons for escaping unless the RRs address them themselves.

Module 2: Basic legal information for RRs

This module covers fundamental knowledge about legal procedures and access to the education sector, funding and employment for RRs. The target is for staff to be able to counsel RRs and provide them with an introductory overview that helps assess the current situation, available resources and perspectives. The module includes basic information about:

1. The national asylum procedures, average duration of processes, statistics etc. and impact for RRs
2. Recognition of academic degrees: prerequisites contacts, added costs and financial support
3. The legal situation regarding the access to higher education for RRs, covering all stages and types of protection
4. The current legal situation regarding the access to (qualified) employment for RRs, covering all stages and types of protection
5. Available funding sources and legal limitations of access for RRs, covering all stages and types of protection

Notes

Depending on the respective topic, experienced trainers can be recruited from a variety of sources, including public organisations or NGOs who provide legal counsel to refugees, ministries, international offices of HEIs and federal funding agencies.

Legal input will generally focus on the particularities of the national asylum procedures and their impact onto the chances of RRs getting access to training measures, study programmes, and qualified employment. The content should also address relevant details such as the impact of various types of protection, the ability of RRs to travel abroad for conference attendance or research stays, or the impact of an application for protection on a possible later attempt to gain residence through employment and vice versa.

Content related to access to study programmes and the recognition of qualification should include information about the legal process, related costs and, if available, funding and support schemes.

National employment agencies should be involved on the topics of access to labour markets, self-employment, and employees' rights, as well as financial support. Depending on the national situation, scholarship agencies should be involved as well.

The website www.asylumineurope.org provides a comprehensive overview of asylum policies and practices in Europe.

For input about the recognition of academic degrees: All national ENIC NARIC contacts can be found through the official ENIC NARIC page: www.enic-naric.net/country-pages.aspx. The EU list of regulated professions that require the possession of a specific professional qualification can be found here: <https://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=regprofs>

Module 3: Early career development counselling

This module aims to make the benefits of already existing early-stage career orientation and related information available to RRs, especially if the respective HEI already provides said services to researchers. The counselling should also touch on career development outside of research, with alternative paths in the private sector, in the public or NGO sector, in international organisations or in entrepreneurship. The information that can be imparted in this module covers a broad field:

1. The national research landscape, R&D organisations, possible employers, relevant funding schemes and research policies; the European research area
2. National labour markets, public training services and support, with a focus on information and statistics about qualified employment inside and outside of research
3. Self-employment as a career alternative, support structures and funding schemes for entrepreneurs open to RRs
4. Existing career counselling services that are provided by national HEIs
5. Existing career counselling tools and services that are provided through EURAXESS
6. *Optional input for HEIs: How to set up career development services for researchers*

Notes

The goal of this module is to foster the personal agency of RRs by enabling them to make informed decisions about their options regarding their professional future in the host country. This is in line with many of the services the EURAXESS network already provides to international researchers. The module should offer input on all fields of employment that are open to international researchers, be it inside research, in public and private organisations and companies, in international organisations, and through self-employment.

Depending on the topic, experienced trainers can be recruited from existing career centres at HEIs, public employment services, national and local funding agencies for research, innovation, entrepreneurship etc.

EURAXESS Career development resources and tools for researchers and organisations can be found at <https://euraxess.ec.europa.eu/career-development>

Module 4: Skill development

This module aims to provide staff with more input about available support options for the skill development and training of RRs. In contrast to Module 3, “early career development counselling”, it focuses on specific available courses, training and internship programmes, all other types of active skill development and training support for RRs, and the respective funding sources for HEIs interested in expanding their programmes. The module covers the following topics:

1. Academic and other relevant skill development training programmes available for RRs, as well as (external) funding sources open to RRs
2. General skill development and training courses provided by non-academic support services
3. Relevant funding schemes for HEIs willing to train RRs
4. Mentoring programmes for RRs, including peer mentoring

Notes

In the wake of the events of 2015/2016, many European HEIs created their own initiatives to support what were expected to be considerable numbers of academically trained refugees, especially from Syria and Iraq. Many of these initiatives provided quick support for refugee students while making effective use of existing resources and, with time, were transferred into continuing services. An overview of the respective national landscape can be attained through the various mapping initiatives that emerged as well, e.g.

- EUA Refugees Welcome Map <http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/48> and
- inHERE Higher Education supporting Refugees in Europe <https://www.inhereproject.eu/>
- BRIDGE - Bridge for Researchers in Danger Going to Europe, European Directory of Services for Researchers in Danger <https://www.uni-bielefeld.de/International/projects/bridge/experts.html>
- Guiding Refugees via European Exchange and Training (GREET) <https://acaevents.events.idloom.com/greet-compedium>

Internship programmes should receive special attention: They are extremely valuable tools and not only offer the opportunity to gain work experience, insight into the respective field and contacts, but also add to

the confidence and agency of the individual doing the internship. Academic internships, in addition to the obvious career benefits of training research-relevant skill sets and gaining work experience at an HEI, will also provide insight into the national scientific landscape and create valuable opportunities for networking.

Regarding funding for training programmes, see Module 2.

Module 5: Support networks for RRs

This module addresses the existing networks that support RRs, providing an overview over possibly suitable funding or placement programmes. Seeing that RRs generally have personal agency, contacts in academia and access to information via the internet, this module is likely to create more impact in raising awareness for the situation of RRs among staff, and might open up the possibility of the respective HEI joining (additional) networks. This type of information can also be useful for general awareness raising and national lobbying purposes. The module covers the following topics:

1. International support networks for RRs; the types of support they provide to RRs and HEIs; current network members and membership experiences
2. National and/or regional support networks for RRs and the types of support they provide to RRs (if available)

Notes

Several international networks provide support to researchers in danger and cooperate with HEIs to host them for extended periods of time in safe host countries. Funding for these networks is often raised through donations, and joining a network will not guarantee that the respective HEI will host a RR anytime soon or that the HEI will receive external financial support for hosting (the possible lack of hosting experiences of national HEIs should be considered when looking for trainers who could provide input in a training session).

Some of the organisations are open to provide input through video calls (e.g. Skype). RRs who have received assistance through these networks could also be recruited directly as trainers and provide not only information, but also first-hand insights. However, it needs to be considered that some of these researchers may try to keep a low profile and avoid publicity in order to protect family members who are still in their home country.

One possible additional benefit of this module could be general awareness raising: Attempts to raise attention for the problems RRs face and the potential benefits they can bring to the host country can be used on the national level as part of an effort to lobby for more funding for research projects that involve or focus on RRs. Other possible lobbying effort could focus on assistance from refugee support and unemployment services, or faster access to the labour market for RRs inside and outside of research.

Further reading

A New Aspect of Internationalisation? Specific Challenges and Support Structures for Refugees on Their Way to German Higher Education https://link.springer.com/chapter/10.1007/978-3-319-77407-7_15

Academic Cooperation Association ACA: GREET thematic webinars: Integration of highly-skilled refugees – the role of European higher education community; Students with refugee background: Entering the job market – Cooperation with stakeholders; Scholars with refugee background - How to create sustainable career paths? <http://www.aca-secretariat.be/index.php?id=1109>

Asylum Information Database (aida) www.asylumineurope.org

BRIDGE - Bridge for Researchers in Danger Going to Europe, European Directory of Services for Researchers in Danger <https://www.uni-bielefeld.de/International/projects/bridge/experts.html>

Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing <https://eur-lex.europa.eu/eli/dir/2016/801/oj>

ERA Portal Austria: European ERA Roadmap 2015-2020 <https://era.gv.at/object/document/1845>

EURAXESS Austria Pilot Training: Services für Forscher/innen mit Fluchthintergrund (Austrian Pilot Training for the Work with Refugee Researchers) <https://www.euraxess.at/austria/news/euraxess-austria-pilot-training-services-f%C3%BCr-forscherinnen-mit-fluchthintergrund>

EURAXESS Career development for researchers and organisations <https://euraxess.ec.europa.eu/career-development>

EURAXESS Research profiles descriptors <https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors>

European Commission: Regulated Professions Database <https://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=regprofs>

European Network of Information Centres in the European Region – National Academic Recognition Information Centres in the European Union ENIC-NARIC, country pages www.enic-naric.net/country-pages.aspx

European University Association EUA Refugees Welcome Map <http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/48>

Eurydice: Integrating Asylum Seekers and Refugees into Higher Education in Europe: National Policies and Measures https://eacea.ec.europa.eu/national-policies/eurydice/content/integrating-asylum-seekers-and-refugees-higher-education-europe-national-policies-and_en

Free Digital Learning for Inclusion of Migrants and Refugees in Europe: A Qualitative Analysis of Three Types of Learning Purposes <http://www.irrodl.org/index.php/irrodl/article/view/3382>

Guiding Refugees via European Exchange and Training (GREET)

<https://acaevents.events.idloom.com/greet-compendium>

Guide on Labour Market Integration of Refugees Researchers

<https://www.euraxess.at/austria/guide-labour-market-integration-refugee-researchers>

Higher education for refugees: Lessons from a 4-year pilot project

<https://link.springer.com/article/10.1007/s11159-015-9484-y>

inHERE Higher Education supporting Refugees in Europe <https://www.inhereproject.eu/>

Integrating refugees into higher education – the impact of a new online education program for policies and practices <https://www.tandfonline.com/doi/abs/10.1080/23322969.2018.1483738>

Introduction: higher education for refugees

<https://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=googlescholar&v=2.1&it=r&id=GALE%7CA280196410&sid=classroomWidget&asid=bo6bfoc4>

Johannes Kepler Universität Linz: Evaluierung Hochschulbildungsangebot für Geflüchtete: MORE. Erfahrungen und Erkenntnisse

https://www.jku.at/fileadmin/gruppen/119/AES/Veranstaltungen/aktuell/10030_rr_de_v1_o.pdf

Migration Policy Institute MPI: Asylum Recognition Rates in the EU/EFTA by Country, 2008-2017

www.migrationpolicy.org/programs/data-hub/charts/asylum-recognition-rates-euefta-country-2008-2017

Norwegian Agency for Quality Assurance in Education NOKUT: Toolkit for Recognition of Refugees' Qualifications

https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_utdanning/veiledere/toolkit_for_recognition_of_refugees_qualifications.pdf

Organisation for Economic Co-operation and Development (OECD): Skills on the Move - Migrants in the Survey of Adult Skills https://read.oecd-ilibrary.org/education/skills-on-the-move_9789264307353-en#page6

Österreichische Bundesregierung: 50 Punkte – Plan zur Integration von Asylberechtigten und subsidiär Schutzberechtigten in Österreich

https://www.bmeia.gv.at/fileadmin/user_upload/Zentrale/Integration/Nationale_Integrationsfoerderung/50_Punkte-Plan.pdf

Refugee crisis in Greece: the forthcoming higher education challenge

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5555986/>

Science in Exile – A documentary film about RRs by The World Academy of Sciences

<https://twas.org/article/science-exile>

The 1951 Refugee Convention <https://www.unhcr.org/1951-refugee-convention.html>

The Politics of Higher Education for Refugees in a Global Movement for Primary Education

<https://refuge.journals.yorku.ca/index.php/refuge/article/view/34718>

UN Refugee Agency UNHCR: Trends at a Glance <https://www.unhcr.org/globaltrends2018/>

United Nations Department of Economic and Social Affairs (UNDESA): Refugees and Social Integration in Europe https://www.un.org/development/desa/family/wp-content/uploads/sites/23/2018/05/Robila_EGM_2018.pdf

Universal Declaration of Human Rights <https://www.un.org/en/universal-declaration-human-rights/>

Zentrum für Soziale Innovation ZSI: Science in Asylum – Spotlight on refugee scientists in Austria <https://www.zsi.at/en/object/project/3890>

All sources verified on January 28, 2020.

Annex

1 Network-wide survey on services particularly beneficial to RRs

1.1 Introduction

The goal of Task 3.4 (Refugee Initiatives) was the creation of an easily adaptable “pilot training” for the work with refugee researchers (RRs). Part of this process was the conduction of a survey among the members of the EURAXESS network who are professionals working in the field of European higher education. The aim of this survey was to see which national services are known to the respective members of the EURAXESS network and considered “good practice” and particularly beneficial to RRs. The survey was created in cooperation with all beneficiaries and LTP and conducted between February 5 and February 20, 2019. The invitation to participate was sent via EURAXESS Extranet to a total of 1,251 recipients, and 42 people took part in the survey. The majority of responses came from universities (70%) some from governmental and not-for-profit organisations. Participating countries include Belgium, Bulgaria, Croatia, Denmark, France, Germany, Hungary, Sweden, Switzerland, Turkey, UK, Venezuela.

Various initiatives have tried to map the relevant European initiatives for refugee students and researchers, and projects such as www.inhereproject.eu provide an excellent overview and analysis of the existing services and their scope and range. An additional question intended to gather information about the national access to labour markets for RRs; however, this question almost always remained unanswered. An obvious conclusion would be that there was little knowledge about this topic among the participants.

The other survey categories:

1. dedicated information resources,
2. dedicated support and/or information services in the field of recognition of degrees for study and employment purposes,
3. dedicated language courses for advanced proficiency in the domestic language,
4. bridging programmes,
5. HE funding programmes,
6. dedicated academic mentoring programmes, internship programmes, training programmes, or employment opportunities,

7. online learning resources, short academic courses, full degree programmes and MOOCs,
8. dedicated publishing tools and initiatives.

Each category came with a short summary of the topic and an example, if available. Participants were invited to provide a short summary, weblinks and, if available, contact information of national services and initiatives that were thought of as exemplary.

1.2 Description of survey categories

Being highly qualified can mitigate the effects of involuntary migration. However, in addition to the various threats of becoming displaced and being on the run, being a refugee researcher carries the danger of losing access to research infrastructure and falling out of synch with the highly competitive field of scientific research and thus wasting past efforts and investments. A variety of initiatives and services try to support highly skilled refugees by providing them with access to various training activities and tailored integration measures. This survey aimed to identify particularly helpful or “exemplary” services that are currently being offered across Europe. A challenge in this regard, however, is the diverse European legal landscape that sees a variety of limitations and access restrictions for refugees to employment and funding.

- **Do you know dedicated information resources for highly skilled refugees?**

Lack of information appears to be a problem for highly skilled refugees and displaced researchers, who not only find themselves in a new environment, but also experience the pressure of resuming their studies or work as soon as possible.

Example: [oead4refugees](#) provides information for refugees who are living in Austria and want to continue their studies or have their degree recognised for work purposes.

- **Do you know dedicated support and/or information services in the field of recognition of degrees for study and employment purposes for highly skilled refugees?** The Lisbon Recognition Convention (LRC) provides signatory countries with the legal basis for the recognition of degrees of third country nationals in Europe. The individual national technicalities can vary and may even provide enough flexibility to handle the absence of documentation.

- o Recognition of degrees for study and employment purposes: Dedicated information and support services; funding for required additional training; handling of cases with lack of documentation.

Example: ENIC-NARIC, national processes, universities; the Austrian Integration Fund (ÖIF) provides financial support for the recognition of qualifications

<https://www.berufsanerkennung.at/en/professional-recognition/financial-support/>

- Validation of skills acquired through work experiences
Example: Qualifications Passport for Refugees (NOKUT), VINCE Project <https://vince.eucen.eu/>
- **Do you know dedicated advanced language courses in the local language for highly skilled refugees?** Proficiency in the local language (and/or language of instruction) does not only support integration, it may also be part of admission requirements for studying, teaching, or other employment. Bridging programmes provide a variety of benefits, from required training to facilitating the integration of incoming students and researchers from different academic backgrounds.
 - Language courses
Example: University preparation programmes <https://oead.at/en/to-austria/university-preparation-programmes/>
 - Dedicated funding, reduced rates
Example: Online Linguistic Support (OLS) for refugees https://ec.europa.eu/programmes/erasmus-plus/resources/online-linguistic-support_en
 - Bridging courses for enrolment, additional credits, access to regulated professions, general employability
Example: BRiDGE <http://www.uni-bielefeld.de/International/projects/bridge/bridge.html>
- **Do you know bridging programmes for highly skilled refugees?** Bridging programmes provide a variety of benefits, from required training to facilitating the integration of students and researchers from different academic backgrounds.
Examples: BRiDGE
- **Do you know HE funding programmes that are open to highly skilled refugees?** It is no surprise that financial security is a high-priority subject in the hierarchy of needs for refugees. Investing time in language courses, study programmes or training instead of joining the low-skilled labour market as soon as legally possible might seem counter-intuitive to many refugees, increasingly so if they have to provide for others. Robust funding schemes can help keeping highly skilled refugees in their respective employment field.
 - General HE funding programmes (language, education, labour, training)
Example: Asylum holders can qualify for Austrian Federal Aid for Students, same rules apply.
 - Dedicated HE funding programmes for refugees (language, education, labour, training)
Example: Asylum seekers in Austria can join university courses for orientation and language training <https://uniko.ac.at/projekte/more/index.php?lang=EN>

- Dedicated scholarship programmes for refugees
Example: Scholar Rescue Fund <http://www.scholarrescuefund.org/> Example: Philipp Schwartz Initiative <https://www.humboldt-foundation.de/bewerben/foerderprogramme/philipp-schwartz-initiative>
- Fee waivers (study and preparation programmes)
Example: Partial waiver for refugees for language and preparation courses at University Preparation Programme Vienna <https://vorstudienlehrgang.at/en/vienna/>
- Support for living costs, travel grants
- Accommodation support (housing or financial support for students)
- **Do you know dedicated academic mentoring programmes, internship programmes, training programmes, or employment opportunities for highly skilled refugees?** *Examples: Internships for Refugees at Vienna University of Economics and Business; dedicated programmes for interview training and academic CV writing; mentoring networks; interim or transitional employment.*
- **Do you know online learning resources, short academic courses, full degree programmes and MOOCs that are dedicated to highly skilled refugees?** A variety of virtual learning platforms aimed at refugees that provide access to language courses, short and full degree programmes and training have already been created. In addition to that, numerous institutions and organisations use webinars and other tools for video and audio streaming in order to reach a geographically diverse target group, taking into account the additional financial burden that frequent travel to information or training events can constitute.
 - Language courses
Example: Online Linguistic Support (OLS) for refugees https://ec.europa.eu/programmes/erasmus-plus/resources/online-linguistic-support_en
 - Short courses and full degree programmes
Example: Kiron Open Higher Education for Refugees <https://kiron.ngo/>
 - MOOCs
Example: <http://moocs4inclusion.org/>
- **Do you know dedicated publishing tools and initiatives for displaced researchers?** While being somewhat of a novelty field, dedicated channels exist that allow refugee researchers to publish their latest work.
Example: The Journal of Interrupted Studies publishes both complete and incomplete articles <http://jis-oxford.co.uk/index.html>

- **Can you give us a short input regarding the general accessibility of the national labour market for highly skilled refugees?**
 - Is there a way for asylum seekers to gain access to the labour market during the asylum process in your country?
 - Does your country have a legal distinction regarding the access to the labour market for “research” positions” and “all other employment”?
 - What is the average length of the asylum process in your country?

2 TOP IV, Task 3.4 Survey Result Catalogue, by category

Category 1: dedicated information resources for highly skilled refugees

1. Alexander von Humboldt Foundation (Germany)
2. BRIDGE Projects (BRIDGE & BRIDGE II) (International)
3. Cara – Council for At-Risk Academics (GB / International)
4. EURAXESS National Portal Turkey (Turkey)
5. German Academic Exchange Service DAAD (Germany)
6. Information for refugees, University of Copenhagen (Denmark)
7. Mapping Funds for at-Risk Scholars (Germany)
8. Meetings with Refugee Researchers and Relevant Public Institutions (Turkey)
9. Pause programme (France)
10. Refugee Support Initiative "Welcome", Zagreb (Croatia)
11. SCIREA project (Greece)
12. Student Refugees (Denmark)

Category 2: dedicated support and/or information services in the field of recognition of degrees for study and employment purposes for highly skilled refugees

1. Cara – Council for At-Risk Academics
2. CEU Open Learning Initiative, Budapest (Hungary)
3. Council of Higher Education (Turkey) yok.gov.tr/en
4. Guide to diploma recognition (Denmark)
5. Scholars at Risk Network – SAR (USA / international)
6. Swiss ENIC (Switzerland)

Category 3: dedicated advanced language courses in the local language for highly skilled refugees

1. Caritas Integration support (Bulgaria)
2. CBSI Sprogcenter – City of Copenhagen Language School (Denmark)
3. DAAD NRWege (Germany)
4. Language Courses (Denmark)
5. Refugee Integration Center "SOL" (Croatia)

Category 4: bridging programmes for highly skilled refugees

1. BRIDGE Projects (BRIDGE & BRIDGE II) (international)
2. CEU Open Learning Initiative (Hungary)
3. "Foreningen Nydansker" Mentoring Program (Denmark)
4. Horizon académique (Switzerland)
5. REST – Refugee Employment Support and Training (international)
6. Zukunftskolleg Bridge Fellowships (Germany)

Category 5: HE funding programmes that are open to highly skilled refugees

1. Basic Integration Education IGU (Denmark)
2. DFG – German Research Foundation (Germany)
3. Foundation for Refugee Students UAF provides grants and loans (Netherlands)
4. Institute of International Education IIE – Scholar Rescue Fund (USA / international)
5. Philipp Schwartz Initiative of the Alexander von Humboldt Foundation (Germany)
6. Science4Refugees (international)
7. SU – The Danish students' Grants and Loans Scheme (Denmark)
8. TUBITAK National Funding Mechanisms – some funding refugees can apply with flexible eligibility condition (Turkey)
9. Volkswagen Group Funding for Refugee Scholars and Scientists (Germany)
10. Wissenschaft.Niedersachsen.Weltoffen / Science.Lower.Saxony.Open – Three-year scholarships

Category 6: dedicated academic mentoring programmes, internship programmes, training

1. BRIDGE Projects (BRIDGE & BRIDGE II) (international)
2. DTU Career Mentoring Program (Denmark)
3. *EUA map (Belgium / international)*

4. Inclusive Internationalisation – fast-track programme for newcomers with completed or interrupted PhD-studies (Sweden)
5. Refugees in Science (Netherlands)
6. “Universitetsvän” (university friend) Mentoring programme at the University of Gothenburg (Sweden)
7. Volkswagen Group Funding for Refugee Scholars and Scientists (Germany)

Category 7: online learning resources, short academic courses, full degree programmes and MOOCs that are dedicated to highly skilled refugees

1. *Institute of International Education Fellowships IIE per Coursera (USA / international)*
<https://refugees.coursera.org/>
2. InZone (Switzerland)
3. Kiron (Germany) (bachelor level only)
4. Migration Matters (Germany)

Category 8: dedicated publishing tools and initiatives for displaced researchers

No answers.

3 TOP IV, Task 3.4 Full Survey Result Catalogue, by country

3.1 Bulgaria

1. Caritas Bulgaria integration support

Categories: language courses.

For persons granted refugee or humanitarian status, there is the Caritas Sofia Centre for Integration of Refugees and Migrants "St. Anna" in the town of Sofia that provides social counselling, psychological support, Bulgarian language courses, address registration, personal physician registration, home and employment assistance, art activities, mentoring programmes and other activities supporting the integration process in the Bulgarian society. For asylum seekers accommodated at the reception centres of the State Agency for Refugees, Caritas Sofia implements its "Refugees project", through which volunteers participate in activities for training and education of children, young people and elderly people such as lessons in Bulgarian and English, cooking courses, applied arts, music, theatre and other kinds of activities. Caritas implements also "Play and Learn" project, through which Caritas employees organise play and entertainment activities for children and youths, Bulgarian language lessons, science, arts, sports, as well as preparatory courses in Bulgarian for children of school age. For people staying in the Special Homes for Temporary Accommodation of Aliens in Busmantsi and in Lyubimets, Caritas Sofia organises informal learning activities and art activities.

Website: <https://caritas.bg/en/causes/refugees/activities-refugees/>

3.2 Croatia

1. Refugee Integration Centre "SOL", Zagreb

Categories: language courses

Persons and families granted international protection in Croatia receive organised support in the centre. Activities will focus on learning Croatian as the first step of integration and retraining as a pathway to employment. The centre will further conduct intercultural meetings between locals and refugees in order to create a relationship of trust and future cooperation. Special "Women for Women" workshops will prepare female refugees for an independent life in new surroundings.

JRS Croatia provides psychosocial support, legal counselling, Croatian language courses and women's workshops for asylum seekers living in the country's reception centres. JRS Croatia also accompanies those already granted some form of international protection by visiting them in their

homes, facilitating mediation with governmental agencies, encouraging their employability and organising events with the local community.

Website: https://jrseurope.org/news_detail?TN=NEWS-20180405032733

2. Refugee Support Initiative "Welcome", Zagreb

Categories: information resources

The "Welcome" Refugee Support Initiative brings together individuals and civil society organisations to provide support to refugees in the field. Together with the Institute for the Development of Education (IRO), the "Welcome!" civil society initiative aims to advocate the development of sustainable education policies tailored to the specific needs of refugees as vulnerable groups in access to higher education. The aim of advocacy activities is to contribute to the creation of mechanisms that will enable refugees residing in Croatia to successfully integrate into the Croatian higher education system and the recognition of previously acquired qualifications for the purpose of entering the higher education system or continuing to study.

The initiative provides support to refugees – including humanitarian aid, coordination with local organisations, as well as information about current entry and exit procedures from Croatia. They also co-ordinate with the Croatian Red Cross, the Asylum Coordination and public institutions. Additionally, the website – welcome.cms.hr – provides public communication with updated news stories and useful information for refugees, such as driving laws or dictionary.

Website: <https://welcome.cms.hr/index.php/hr/>

3.3 Denmark

1. Basic Integration Education IGU

Categories: funding programmes

Programme by Jobservice Denmark with 2-year support for Basic Integration Education, open to refugees between 18 and 40 who have been legal residents of Denmark for less than 5 years: 32-37 hours of work per week plus a total of 20 weeks of full-time education programme. People can find their own position as an intern or in a subsidised job with public or private companies and apply for the funding.

The University of Copenhagen matches all IGU employees with mentors.

Online information source: <http://refugees.dk/en/facts/integration-jobs-education/igu-basic-integration-training-programme/>

2. CBSI Sprogcenter – City of Copenhagen

Category: language courses

The job centre offers advanced Danish language education for foreigners who receive unemployment benefits, cash benefits or integration benefits.

Website: www.kk.dk/cbsisprogcenter

3. DTU Career Mentoring Program

Category: mentoring programmes, internship programmes, training

The Nydansk Association (Foreningen Nydansker), an educational and vocational membership organisation with over 100 private and public companies that supports the integration of immigrants in the labour market, regularly collaborates with companies on mentoring programmes for highly educated refugees. The mentor programme runs for 6 months as a joint coordinated effort, where the company's employees have the opportunity to volunteer as a mentor for a highly educated refugee within the same professional field. DTU Career Mentoring Program is a collaboration with the Technical University of Denmark.

Online information resources:

- Video: <https://www.youtube.com/watch?v=pXvJXO3gZZU>
- Website: <https://www.foreningen-nydansker.dk/mentorindsatser/samarbejde-med-virkomheder/howto-guide-for-hojtuddannede-flygtninge>

Guides:

- Mentoring Program for highly skilled refugees – a hands-on guide <https://www.foreningen-nydansker.dk/mentorordninger-vaerktojer/erhvervsmentorkorpset/91-online-guide-final/file>
- Welcoming highly skilled refugees to your workplace – a hands-on guide <https://www.foreningen-nydansker.dk/mentorordninger-vaerktojer/erhvervsmentorkorpset/119-welcoming-highly-skilled-refugees-to-your-workplace/file>

4. Guide to diploma recognition

Category: information about recognition

Refugees can have their diploma, degree or certificate assessed and recognised in various ways. The Danish Agency for Science and Higher Education provides assessments of foreign qualifications (free of charge).

Website: <https://ufm.dk/en/education/recognition-and-transparency/recognition-guide>

5. Information for refugees, University of Copenhagen

Categories: information resources

Information for refugees about study programmes and job opportunities at the University of Copenhagen

Website: <https://refugees.ku.dk/>

6. Student Refugees

Categories: information resources

Student Refugees believes that education should be accessible to all in Denmark, regardless of their background. It offers two programmes: Application Café (personal guidance and provision of information) and Buddy programme (activities and workshops for the buddy teams throughout the semester)

Website: <https://studentrefugees.dk/en/>

7. SU – The Danish students' Grants and Loans Scheme

Category: funding programme

Language courses for refugees are 100% sponsored by the municipalities in Denmark.

Websites: <http://www.su.dk/english/> and <http://www.su.dk/english/su-as-a-foreign-citizen/>

3.4 France

1. Pause programme

Category: information resource

The Pause programme offers funds and help to academic and research institutions wishing to welcome researchers who are in a situation of life-threatening emergency. It funds an important part of the researcher's salary and provides information and administrative help.

Website: www.college-de-france.fr/site/en-program-pause/

3.5 Germany

1. DFG – German Research Foundation

Category: funding programmes

The DFG is the self-governing organisation for science and research in Germany. It serves all branches of science and the humanities. In organisational terms, the DFG is an association under private law. Its membership consists of German research universities, non-university research institutions, scientific associations and the Academies of Science and the Humanities. DFG offers options for scientists and academics who have fled their home countries. So far this has allowed mainly young refugees in the doctoral phase to get support by being integrating in established projects.

Website:

www.dfg.de/en/research_funding/announcements_proposals/2017/info_wissenschaft_17_17/

2. German Academic Exchange Service DAAD

Category: information resources

The DAAD has developed a set of targeted measures to enable universities to offer those who wish to study and possess sufficient academic qualification access to higher education.

Website: <https://www.daad.de/en/information-services-for-higher-education-institutions/expertise-on-subjects-countries-regions/refugees-at-higher-education-institutions/>

3. DAAD NRWege

Category: language courses

The funding programme enables NRW universities to offer study guidance for refugees and German language courses in preparation for as well as during studies. Language Courses in Universities up to C1 (Admission threshold).

Website: <https://www.daad.de/en/information-services-for-higher-education-institutions/further-information-on-daad-programmes/nrwege/>

4. Mapping Funds for At-Risk Scholars

Category: information resources

Mapping Funds is a collaborative digital mapping effort to analyse diversified support networks and funds attributed to At-Risk Scholars in Turkey. It aims to sustain continuity of scientific production of at-Risk Scholars, expand the dialogue among scholar commons and open space for actors that construct the edges around the nodes.

Website: <http://mappingfunds.com/en-US/Articles/List>

5. Philipp Schwartz Initiative of the Alexander von Humboldt Foundation

Category: funding programmes

The Philipp Schwartz Initiative provides universities and research institutions in Germany with the means to host threatened foreign researchers for a period of 24 months on a fully funded research fellowship. An extension is possible under a co-financing model. The Initiative is funded by the Federal Foreign Office, with generous additional support from the Alfried Krupp von Bohlen and Halbach Foundation, the Andrew W. Mellon Foundation, the Fritz Thyssen Foundation, the Gerda Henkel Foundation, the Klaus Tschira Foundation, the Robert Bosch Foundation, the Stifterverband, and the Stiftung Mercator.

Who is eligible for a Philipp Schwartz fellowship? Threatened researchers from any academic field and any country of origin who

- have completed their doctorate or a comparable academic degree (PhD, CSc or equivalent)
- do not reside or have not been resident outside their own country for more than three years; researchers who hold German university entrance qualifications ("Bildungsinländer") are not eligible
- possess the language skills required to successfully conduct their research projects
- possess academic qualifications (e.g. publications)
- possess potential to be integrated into the (research-related) job market
- have not yet been funded in the context of the Philipp Schwartz Initiative
- persons that have access to residence in safe countries due to multiple citizenship and German citizens are not eligible for nomination
- multiple nominations of one person by several institutions are not permitted

The Humboldt Foundation imposes no restrictions with regard to country of origin or current location if the threat can be confirmed in accordance with the programme guidelines. If an institution is interested in hosting a threatened researcher, but is not aware of a specific person, they are invited to contact the Scholars at Risk Network (SAR) and the Council for At-Risk Academics (CARA). Both organisations are experienced in placing threatened researchers and are able to make suggestions accordingly.

Website: <https://www.humboldt-foundation.de/bewerben/foerderprogramme/philipp-schwartz-initiative>

6. Zukunftskolleg Bridge Fellowships

Category: bridging programmes

Bridge Fellowships aim

- to support new research initiatives at the university which are in the process of formation (e.g. collaborative research centres, research groups);
- to enhance and advance areas of research at the university which are already strong by supporting postdoctoral researchers with distinctive and complementary expertise who can fill niches in ongoing projects;
- to support threatened foreign researchers by giving them the opportunity to be integrated into the German academic system.

Website: <https://www.uni-konstanz.de/zukunftskolleg/fellowships/bridge-fellowship/>

7. Volkswagen Group Funding for Refugee Scholars and Scientists

Category: funding resources; mentoring programmes, internship programmes, training

Fellowship Programme for Guest Researchers, additional modules within the context of currently funded research projects; employment and continuing academic knowledge production.

Online information resources:

- https://www.volkswagenstiftung.de/sites/default/files/downloads/MB_110_e.pdf
- <https://www.volkswagenstiftung.de/en/funding/our-funding-portfolio-at-a-glance/funding-for-refugee-scholars-and-scientists>

8. Wissenschaft.Niedersachsen.Weltoffen / Science.Lower.Saxony.Open to the World – three year scholarships

Category: funding programmes.

To scientists who need to take refuge, have been displaced or are otherwise forced to leave their homes, this call offers a three-year research-scholarship and therefore a temporary research and employment perspective in Lower Saxony, providing employment and continuing academic knowledge production.

Online resources:

www.mwk.niedersachsen.de/download/119943/Ausschreibung_Wissenschaft.Niedersachsen.Weltoffen.pdf (in German)

3.6 Greece

1. SCIREA – Science4Refugees in Aegean Archipelago

Category: information resources

SCIREA organises project webinars, seminars, fellowships, and matchmaking events to attain the following goals:

- Screening the training needs of highly skilled scientist refugees living in the Greek islands in relation to the foreign labour market dynamics
- Creating webinars and an accompanying e-book (application preparation, CV, degrees translation) to help with applying for a European university or a research institute (in English, Farsi, Arabic)
- Organising “tailor made” life-long learning seminars dedicated to highly skilled refugees; estimated >100 participants
- Organising 50 months of Fellowships (<600 euros each) for experienced researchers’ refugees (3-12 months internship duration) for short research/training stays on its premises in various laboratories and scientific fields
- Organising match-making events of the highly skilled refugees with the academic community
- Organising dissemination events to show the refugees’ progress and achievements to the academic community and to the public sector

Website: <http://scirea.aegean.gr>

3.7 Hungary

1. CEU Open Learning Initiative (OLive), Budapest

Category: information about recognition; bridging programmes

The Open Learning Initiative (OLive) at Central European University focuses on opening access to higher education for refugees and asylum seekers. Established in January 2016, it runs two non-degree programmes. The Weekend Programme (OLive-WP) is designed for asylum seekers and refugees in Hungary and runs every Saturday, with two terms during the academic year, from September to June. The University Preparatory Programme (OLive-UP) is full-time (10 months/AY), fully funded and accepts students with a refugee status from any of the European Economic Area countries. OLive-UP prepares students for higher education study (MA and BA levels) at international universities. OLive is funded by the Erasmus+ programme of the European Commission and by the Open Society Foundations.

Website: <https://olive.ceu.edu>

3.8 International

1. Bridge for Researchers in Danger Going to Europe BRiDGE – Projects I and II

Categories: information resources; bridging programmes; mentoring programmes, internship programmes, training.

BRiDGE gives an all-in-one solution for the localised guidance of refugee researchers (RRs) in the European Research Area (ERA) and enables the 40 EURAXESS country members in the ERA to identify and utilise the potential of RRs across Europe.

BRiDGE I: Support of early and late stage postdoc researchers and professors of all ages, especially those displaced in Germany, Switzerland, Bulgaria, Greece, and Turkey. Priority will be given to researchers with an asylum-related status. The measures are nevertheless also open to researchers without asylum, such as threatened scholars, if capacity is given. The case-to-case support focuses on career development advisory services, training, and academic and non-academic mentoring for the RRs. It also offers instructive and motivating materials to academic and non-academic mentors, trainings for academic and non-academic mentors and refugee researchers. It promotes best practices in the EURAXESS network through trainings and activities, and forms a network and pool of experts visible on the EURAXESS Science4Refugees site.

BRiDGE II: Support the long-term careers of highly skilled refugee researchers and their integration into the labour markets of the European Union member states and its associated countries. It provides high-quality guidance, mentoring and training for refugee researchers, especially postdocs and professors displaced for more than two years in Greece, Bulgaria, Serbia, Austria, Switzerland, Germany and Sweden. It also provides 300 career case plans, and thus activates and supports 190 academic and 90 industrial mentors, along with EURAXESS network members. It is launching four peer groups and provides 45 internships/months for refugee researchers. The project trains and involves additional EURAXESS staff members across the European Research Area and provides course materials, guidelines and tools for further public use. In addition, it supports dual career and gender equality measures by introducing a quota and piloting a dual career study for refugee researchers.

Website: www.uni-bielefeld.de/International/projects/bridges.html

2. **Cara – Council for At-Risk Academics**

Categories: information resources; support of recognition

Cara provides urgently needed help to academics in immediate danger, those forced into exile, and many who choose to work in their home countries despite serious risks. Cara also supports higher education institutions whose work is at risk or compromised.

Website: www.cara.ngo

3. **EUA map**

Categories: mentoring programmes, internship programmes, training

EUA provides a map of the initiatives and activities of higher education institutions and related networks and organisations in supporting refugee students, researchers and academic staff.

Website: <http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/48>

4. **IIE Institute of International Education Fellowships**

Categories: Funding programmes; online learning

Website: <https://www.iie.org/> / <https://refugees.coursera.org/>

5. **Kiron online University**

Category: online learning

Open Higher Education for Refugees – Kiron enables access to higher education and successful learning for refugees through digital solutions.

Website: <https://kiron.ngo/>

6. **Migration Matters**

Categories: online learning

Migration Matters produces short, educational videos on topics related to migration, diversity, and belonging. All are available free to the public.

Website: <http://migrationmatters.me/>

7. **REST project – Refugee Employment Support and Training**

Category: bridging programmes

The REST project focuses on employment and integration of refugees in the labour market and provides workshops and matchmaking events with employers in order to create and apply a comprehensive training and support system for enterprises and organisations that want to employ and integrate refugees at their workplaces.

Website: <https://rest-eu.org>

8. Science4Refugees

Categories: funding programmes

The Science4Refugees initiative and EURAXESS portal provide research refugee friendly internships, part-time and full-time jobs, access to a European Research Community, as well as a complete range of information and support services on working and living in Europe.

Website: <https://euraxess.ec.europa.eu/jobs/science4refugees>

9. Scholars at Risk Network SAR

Category: support of recognition

Scholars at Risk (SAR) is an international network of more than 500 universities, colleges, research centres and associations in 39 countries collectively working to protect threatened scholars and to promote academic freedom and related higher education values. SAR assists hundreds of scholars each year through temporary positions at network member institutions, direct in-country assistance to threatened scholars and their families as well as advice and referrals for scholars and their host campuses. Scholars unable to return safely at the end of an initial visit typically seek follow-up placements through the global SAR network member institutions and partners. Membership is not required for placement assistance, although members benefit from additional services including research, advocacy and training opportunities for academic staff and students, conferences, and workshops on best practices in hosting scholars and promoting values.

Website: www.scholarsatrisk.org

3.9 Netherlands

1. Foundation for Refugee Students UAF

Categories: funding programmes

UAF supports refugees with grants and loans, so that they can attend a course of higher education. These funds are intended only for tuition fees, language courses, books, a computer, travelling expenses and other costs related to their studies. Website: <https://www.uaf.nl/en/about-us/>

2. Refugees in Science

Categories: mentoring programmes, internship programmes, training

NOW provides funding for selected institutions in the Netherlands for the employment of refugees with an academic background for a project for a duration of up to one year in order to contribute to making Dutch science and the academic labour market accessible to refugee scientists with demonstrable refugee status. At the same time, these scientists will enrich Dutch science with the

expertise they bring. By making short-term funding available, NWO will offer this group of scientists the opportunity to join current Dutch research projects and to build a network. This will give them a chance to actively share knowledge and expertise, to familiarise themselves with the Dutch scientific system, and to resume the career and/or research line that was interrupted in their home country. This funding can therefore provide an entry into Dutch science and thus expand the opportunities for these scientists in the longer term.

Website: <https://www.nwo.nl/en/calls/hestia-impulse-refugees-science>

3.10 Sweden

1. Inclusive Internationalisation

Category: mentoring programmes, internship programmes, training

Four universities in West Sweden created a fast-track programme targeting newcomers with a refugee background who have started or completed PhD studies. The programme provides them with guidance into the Swedish academic system and necessary tools for a future career within or outside academia. It includes seminars and workshops, as well as individual coaching and professional networking opportunities

Website: <https://www.gu.se/en/about-the-university/vision-and-values/initiatives-for-newcomers-and-integration/inclusive-internationalisation>

2. “Universitetsvän” (University friend), University of Gothenburg

Category: mentoring programmes, internship programmes, training

This programme allows to meet a mentor and university friend at the University of Gothenburg.

Website: <https://goteborg.se/wps/portal/enhetssida/sprakvan-och-flyktingguide/aktiviteter/mentorprogrammet-universitetsvan/>

3.11 Switzerland

1. Horizon académique, University of Geneva.

Category: bridging programmes

Duration: one academic year

An academic and social integration programme, first offered to for people in the asylum field (N, F, B-refugee or C refugee permit) who have had to interrupt a degree course, university studies in their country and / or who have already completed one or more courses. Since 2018, it has also been open

to family reunification and Swiss returning from abroad. Its goal is to enhance and strengthen the skills of university-level refugees and other populations with similar needs. It also aims to trigger a process of empowering participants in relation to their professional integration in Switzerland. The programme is offered in partnership with the Office for the Integration of Foreigners of the Canton of Geneva (BIE) and with the support of private foundations. The programme is divided into four dimensions:

- a. Academic, professional and social follow-up
- b. Access to the academic world with auditor status
- c. A "Language and Integration" course, accompanied by tutoring students
- d. An academic Horizon community, including student mentoring

Website: www.unige.ch/horizon-academique/

3. InZone, University of Geneva

Category: online learning

Services in Europe: First, a series of rapid response modules and e-learning pathways, training humanitarian interpreters to facilitate communication for the influx of refugees who have recently arrived on Europe's shores.

Second, in partnership with the UN Refugee Agency, an annual summer school on Higher Education in Emergencies, which brings together practitioners and professionals from across the globe to explore cutting-edge approaches to higher education in contexts of conflict and crisis.

Third, together with UNHCR, the Connected Learning Consortium, a consortium of higher education actors that aims to promote connected learning at higher education level in fragile contexts.

Website: www.unige.ch/inzone/who-we-are/

2. Recognition / Swiss ENIC

Category: support of recognition

Swissuniversities provides recommendations of recognition for foreign higher education qualifications as well as a diploma background report for refugees with insufficient documentation. Regulated occupations or professions are subject to legal restrictions and requirements. In such cases, official recognition of a foreign qualification must be obtained from the appropriate agency (per field).

Online information resources:

- Diploma Background Report:

<https://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/Lehre/ENIC/Refugee-E.pdf>

- Website: <https://www.swissuniversities.ch/en/services/recognition-swiss-enic/>

3.12 Turkey

1. Council of Higher Education (Turkey)

Category: support of recognition

Website: www.yok.gov.tr/en

2. EURAXESS National Portal

Category: information resources

Website: www.euraxess.org.tr/

3. TUBITAK National Funding Mechanisms

Category: funding programmes

TUBITAK has national funding mechanisms for foreigners and those programmes have specific panels for refugees.

Online resources:

- <http://tubitak.gov.tr/en/scholarship/postdoctoral/international-programmes/content-2216-research-fellowship-programme-for-international-researchers>
- <http://tubitak.gov.tr/en/scholarship/postdoctoral/international-programmes/content-2221-fellowships-for-visiting-scientists-and-scientists-on-sabbatical-leave>
- <http://tubitak.gov.tr/en/scholarship/postdoctoral/international-programmes/content-2236-co-funded-brain-circulation-scheme2-cocirculation2>
- <http://tubitak.gov.tr/en/scholarship/postdoctoral/international-programmes/content-2232-international-fellowship-for-outstanding-researchers>

4 Results of four national workshops and recommendations for the work with RRs

4.1 Introduction

Part of TOP IV Task 3.4 was the creation of recommendations as a result from a network-wide survey and a total of four national workshops.

The national workshops were held in Austria (Vienna, April 11, 2019), Turkey (Ankara, May 10, 2019), Greece (Thessaloniki, October 30, 2019) and Cyprus (Nicosia, November 25, 2019). Each workshop was attended by experts and stakeholders and produced their own sets of suggestions and recommendations. Overall, the results show that challenges for RRs follow expected patterns and that, even though the situation of RRs cannot easily be compared across countries (e.g. differences in the accessibility of labour markets, availability of financial support to overcome language barriers), some of the challenges can be considered to be more “general” than others, and personal agency of RRs plays a large role.

National workshops in Top IV, Task 3.4 Refugee Initiatives

1. Austria: Vienna, April 11, 2019 (hosted by OeAD – Austrian Agency for International Cooperation in Education and Research)
2. Turkey: Ankara, May 10, 2019 (hosted by TÜBİTAK – Türkiye Bilimsel Ve Teknolojik Arastırma Kurumu)
3. Greece: Thessaloniki, October 30, 2019 (hosted by CERTH – Ethniko Kentro Erevnas Kai Technologikis Anaptyxi)
4. Cyprus: Nicosia, November 25, 2019 (hosted by RPF – Idryma Proothisis Erevnas)

4.2 Workshop 1: Austria

Vienna, April 11, 2019

The national workshop took place on April 11, 2019 in Vienna. A Vienna-based, self-organised group of RRs (many of them come from Syria and Iraq and have been living in Austria for years) provided valuable input prior to the workshop by compiling a list of recommendations and calls for action that they consider to be particularly valuable for their current situation and future prospects.

In the workshop, the participating experts and stakeholders with direct experience in counselling, recognition of qualifications, internship programmes and mentoring discussed their respective activities, providing insight into current practices, learnings and challenges for RRs. The participating institutions were the Austrian Academy of Sciences; the Austrian Counselling Centre for Migrants; the Austrian Centre for Social Innovation ZSI; the Vienna University of Economics and Business; and ENIC NARIC AUSTRIA.

As in other European countries, the number of newly arriving refugees has fluctuated over the past decade, peaking in 2015 and 2016, mostly as a direct result of armed conflicts in Syria, Iraq, and Afghanistan. However, over the course of the last century, Austria has repeatedly experienced larger groups of refugees, mainly in the 1950s (Hungarian Revolution), 1960s (Prague Spring), and 1990s (Balkan Wars), meaning that the country has also repeatedly integrated larger groups into the Austrian education system. The existing structures are open to refugees; for example, under certain conditions, asylum holders can apply for federal scholarships for PhD programmes. New initiatives for refugee students were created after 2015, but usually focus on Bachelor and Master level programmes.

4.2.1 Results and recommendations from the workshop

1. The general consensus was that providing information to and communication with the target group can be a challenge due to problems with dissemination, and that all available communication channels need to be used, including personal contacts of RRs. Experiences show that refugees show agency by using available tools and platforms to create their own communication networks, often using their native languages. Building contacts with RRs that can relay information to other refugees through these channels can be a very valuable asset.
2. There appears to be a general problem with Austrian employers and foreign qualifications, with a certain lack of confidence regarding their value. Austrian employers would contact the Austrian ENIC and ask them about their certificates on foreign academic degrees. It was the general consensus that the level of trust into the validity of foreign qualifications needs to be increased.
3. Since 2015, selected internship programmes for students and junior researchers with a refugee background have been created by universities and research institutions in order to provide entry points into academia and employment, giving participants the chance to gather experience and create new, personal networks. Institutions had problems to locate extra funding for these programmes and offered few positions, with long intervals between them. In the course of time, these programmes have met diminishing demand, with several possible factors being present: A social stigma associated with programmes officially branded “for refugees”; the pressure on refugees to pick up regular employment quickly or enrol in courses provided by national

employment services; the probability that with increasing time, RRs will adjust to a career outside of academia. The recommendation was made to advertise regular, more frequent internship programmes to RRs as well to meet demand that, albeit constantly present, might come in low numbers only. It was also suggested to plan meetings and information events at times that might not interfere with prior appointments the RRs may have, e.g. employment service meetings, language courses etc.

4. Commitment to mentoring programmes appears to be a problem, with mentees and mentors quickly falling out of touch. The main hurdle here seems to be the point that the mentor-mentee relationship is something that builds on trust, which needs time to develop and commitment from both sides. The recommendation was made to revamp structures and put more focus on the cultivation of a local networking culture among RRs.
5. High unemployment numbers hurt refugees, even highly educated ones, more than migrants and much more than natives. Unsuccessful job hunting also leads to rising disappointment and stress on a personal level and holds the danger of the individual ending up in low-skilled employment, below their actual qualification and income tiers. Career counselling / planning advice is something that is still quite unusual and not widely available for refugees in Austria since in many cases, it would also involve a much higher level of care, support and added cost than Austria is currently able to provide (a notable mention was made in this regard to Norwegian programmes for refugees as exemplary). Refugees in general have been known to have a tendency of thinking that their already existing qualifications have little value in Austria and therefore aspire to get new degrees from Austrian HEIs to improve their chances for qualified employment. The recommendation was made to provide better early-stage counselling for RRs that helps them make educated decisions regarding their future career path, the skills needed to follow that path, and the training resources that are required.

4.2.2 Suggestions from RRs based in Vienna

1. Facilitating nostrification procedures for diplomas and abolish the letter of confirmation requested from the employer. Nostrification and letters of confirmation take too long (sometimes a year or more) and make it impossible to establish an employment relationship.
2. Encouraging companies, research institutes and universities to involve researchers with a refugee background and to provide internships for 6 to 12 months.
3. Supporting researchers with a refugee background with German and English intensive courses.
4. Developing a monitoring programme for the respective field of the researchers with a refugee background.

5. Additional study places for researchers with a refugee background within the framework of doctoral and postdoctoral programmes.
6. Protecting the diplomas of researchers with a refugee background; no compulsion to work in unsuitable industries such as cleaning, construction or tourism.
7. Nominating an official contact person (e-mail) at the Federal Ministry of Education, Science and Research, to whom fugitives can turn with official concerns.
8. The Federal Ministry of Education, Science and Research should issue a document concerning the recognition of diplomas as important support in the application process.

4.3 Workshop 2: Turkey

Ankara, May 10, 2019

The national workshop took place on May 10, 2019 in Ankara. Attendees were representatives from TÖMER (Turkish and Foreign Languages Research and Application Center), Ankara Development Agency, Higher Education Council, Directorate General of Migration Management, Directorate General of International Labor, Yunus Emre Institute, Turks Abroad and Related Communities Presidency, Türk Kızılayı, International Labour Organization Office in Turkey, United Nations High Commissioner for Refugees and Turkish Employment Agency. The EURAXESS team and stakeholders discussed the problems and solutions of refugee researchers who are looking for access to the European labour market. The task team also used a questionnaire to query refugee researchers in Turkey and discussed the results during the workshop.

4.3.1 Results and recommendations

1. Information Services for Refugee Researchers

Questions to the participants of the survey here concerned information services available for refugee researchers. The focused on which information services, online resources and channels they used while settling in Turkey and whether they were familiar with EURAXESS. The result was that the awareness about information services, online resources and EURAXESS are low. In the questionnaire participants asked for more information days on information services and online resources for refugee researchers.

The main solution for this issue, as stakeholders in workshop agreed, is to use EURAXESS as efficiently as possible, promote it as widely as possible and then integrate resources together into the portal and use it as a common source for information. Examples of information services used by participants are ScienceDirect, LinkedIn and EURAXESS. Portals mentioned as good practices were (<http://www.goc.gov.tr>,

<http://cv.yok.gov.tr>, <https://www.turkiye.gov.tr/>, <https://www.ytb.gov.tr>). It has been proposed by the stakeholders to add the UNHCR helpdesk (<https://help.unhcr.org/turkey/tr/information-for-syrians/>) to the EURAXESS portal.

In addition, to improve the information services, a study will be conducted on the guidance of the researchers in consultation with the data team in the “Türk Kızılayı” community centres in 16 provinces, collecting the needs and informing refugees about information services and how to use them efficiently.

The promotion of the “Göç İdaresi” mobile application to researchers via EURAXESS is also requested. “YTB Türkiye Mezunları Portalı” and the Ministry of Education’s portal has been recommended by stakeholders to be better integrated in the EURAXESS portal.

It was agreed that the info notes and brochures prepared by the stakeholders should be included in the relevant topics, and all the headings under the EURAXESS portal were reviewed and updated by the stakeholders.

2. Recognition of degrees and finding qualified employment

Questions here concerned the recognition of degrees and finding qualified employment, challenges for recognition of qualifications and difficulties in finding qualified employment.

The participants of the survey stated that there are several difficulties in finding a job, in the recognition of qualifications as well as with the Turkish exams, caused by language barriers.

Stakeholders said that there are “Refugee Level Tests” conducted to determine and guide refugees to proper jobs. If refugees succeed in these tests, they receive a certificate instead of recognition and can use this document for a variety of job applications. Improvements for tests are planned and the promotion of these tests will also be made through participants of the workshop.

It was emphasised that the difficulties in recognition processes are well known. They have already been improved significantly but in order to improve recognition processes further it is necessary to receive information from the schools where the refugees came from. The list of recognised schools can be accessed from the website (<https://Okultanima.yok.gov.tr>).

3. Language and bridging courses

Questions here were about which language or bridging courses refugees attended in Turkey.

Some of the participants answered TÖMER (Turkish and Foreign Languages Research and Application Center) and some of them mentioned that they did not participate in any courses.

Stakeholders of the workshop mentioned that learning Turkish is an important aspect of integration and a priority for them. Most of the stakeholders are actively working on teaching Turkish. It was stated that working refugees could not participate in language programmes due to time restrictions. In addition, it was

stated that participation and attendance in Turkish language education is not at the desired level as the quality of the courses does not meet the quality requirements of foreign researchers. There is an UNHCR Support for language training available.

4. Financial supports

Questions here concerned financial support. Suggestions and experiences about financial supports provided were collected from participants. The result was that knowledge about financial support provided is limited. Workshop stakeholders mentioned that there are several support programmes available for refugees; however, they will need to be promoted more efficiently. TÜBİTAK suggested that every stakeholder creates an EURAXESS account and publishes opportunities through the portal. ILO carries out activities such as access to the labour market for employees and job seekers and currently, there is a support programme for Syrian companies. The information on the ILO webpage will be integrated in the EURAXESS portal. Also, there are several TÜBİTAK funds that support refugee researchers as well. An info note will be sent to the meeting participants. TÜBİTAK will work on facilitating the participation of refugee researchers in these funds.

5. Networking Tools & Mentoring Activities

Questions here concerned networking tools and mentoring activities. Participants were asked about their usage of any networking tools (Science4Refugees, Research Buddies Initiative, etc) and experiences with them.

For the networking tools, most of the respondents answered that they did not know them and did not have any information. For mentoring activities, "HRM Mentoring for HRM Trainees" and "CARA NGO" were mentioned. There are only two initiatives known by refugee researchers.

It was decided to work on raising awareness by stakeholders by implementing provisions as decided in the first chapter of the workshop "Information services and online resources".

4.4 Workshop 3: Greece

Thessaloniki, October 30, 2019

The national workshop took place on October 30, 2019 in Thessaloniki. The discussion panel included representatives from academia (universities and research centres), the public sector (municipality of Thessaloniki), the private sector and NGOs. The organisers used the event to present their current activities in the projects BRiDGE and BRiDGE II that focus on support for the long-term careers of highly skilled refugee researchers and their integration into the labour markets of the European Union member states and its associated countries, providing high quality guidance, mentoring and training activities for refugee researchers. The panel used the event to identify challenges for refugee researchers in Greece and formulate a list of recommendations to tackle these challenges.

4.4.1 Challenges

1. The language barrier: The Greek language courses are not mandatory for the refugee researchers. Except at the Aristotle University's School of Modern Greek Language, refugee researchers can learn the Greek language only from the courses organised by NGOs.
2. Refugee researchers prefer to move to Northern and Central Europe instead of staying in Greece.
3. Recognition of the qualifications: In Greece, the process for recognition of degrees is long, with many bureaucratic implications. The refugee researchers need to collect many official documents from their country of origin, something that makes the recognition process almost impossible taking into consideration that refugee researchers are coming from war zones.
4. European Qualifications passport is an option for refugees' researchers, but it cannot substitute the university degree recognition. The Greek education system requires the official recognition of the university degree.
5. In the programme of the Municipality of Thessaloniki for refugees, only one refugee from the 790 taking part in the programme has a bachelor degree, and he managed to be accepted with a scholarship for master degree studies at the University of Macedonia. However, as his bachelor degree is not recognised, he will only receive an attendance certificate instead of a master degree at the end of his studies.
6. Another important barrier for refugee researchers is the absence of embassies of some origin countries in Greece.

7. Most of the refugee researchers in Greece work as labour workers, because their degrees are not recognised.
8. There are still a lot of intercultural barriers between refugees and the Greek population. Enterprises are therefore often reluctant to employ refugee researchers.

4.4.2 Recommendations

1. Language courses should be offered on a bigger scale by public organisations, with participants receiving an official diploma after the end of the courses, which will be very helpful for studies or job opportunities.
2. The recognition of qualification process should be readjusted in a more flexible way to give refugee researchers the opportunity to continue their studies or to be more attractive for job opportunities.
3. Initiatives in place should be set by the Greek government to motivate potential employers to hire refugee researchers.
4. More programmes should be implemented to facilitate the smooth social integration of refugee researchers in the host societies and academic and business environment.

4.5 Workshop 4: Cyprus

Nicosia, November 25, 2019

The national workshop took place on November 25, 2019 in Nicosia as part of a larger EURAXESS event in the form of a round table discussion with representatives of all major national research organisations / universities and NGOs supporting refugees (such as UNHCR, Cyprus Refugees Council, miHUB etc). The team from Cyprus has stated that this was the first time that the issue has been addressed on a national level.

The discussion revealed that there is no mechanism recording the qualifications of asylum seekers in Cyprus and that there are no possibilities to access this type of information about refugee researchers. It was also stressed by the attending organisations that they were not aware of any refugee researchers currently or previously present in Cyprus.

The discussion then turned to the general situation of refugees in Cyprus, the needs for assistance, frequent challenges and possible improvements. According to the attending organisations, asylum seekers reaching Cyprus face major obstacles that they need to overcome which don't relate to their educational / research background.

Results of the workshop included the establishment of a new communication channel between the national stakeholders and the creation of a list of challenges and recommendations for Cyprus, while raising awareness for the situation of refugee researchers and for the availability of helpful tools.

4.5.1 Challenges

1. Cyprus is the top refugee receiving country by share of population in the EU: in 2018, Cyprus recorded an 70% increase in asylum applications - currently there are approximately 11,000 persons under International Protection and about 13,000 asylum seekers residing in Cyprus
2. Due to the disproportionally large number of applications, it takes more than a year for an asylum seeker to be recognised as a refugee in Cyprus
3. Asylum seekers can only work in designated sectors in Cyprus according to the relevant Decree of the Minister of Labour, Welfare and Social Insurance – research is not one of them
4. Language requirements
5. Lack of a mechanism recording the qualifications of refugees in Cyprus
6. Recognition of existing qualifications (some don't even have the documents with them)
7. Interrupted studies due to crisis and flight, and the impact of time loss

8. Gaps in professional competencies required to gain employment
9. Lack of communication between NGOs and research centres
10. Systematic disadvantage due to limited access to resources
11. Impact of refugee status on the personal level

4.5.2 Suggestions

1. Signing of transnational agreements to facilitate procedures
2. Post jobs created on the <https://www.helprefugeeswork.org/> portal
3. Career development / mentoring scheme for refugee researchers
4. Creation of special curricula for refugees
5. Commitment of academic institutions in the framework of the Global Compact on Refugees / Global Refugee Forum for Member States' commitments. Commitments for access / mobility of immigrants and refugees. (e.g. on education issues.)
6. Greater flexibility in public universities e.g. language, qualification issues, changing educational policies for vulnerable groups.
7. Change of Ministerial Decree to also allow research work for asylum seekers
8. Creation of communication channels between NGOs supporting Refugees and Research Organisations, have a picture of whether there are qualified refugees who could meet the job requirements that are announced from time to time
9. Facilitating nostrification procedures for diplomas, it takes too long and make it impossible to establish an employment relationship
10. Encouraging companies, research institutes and universities to involve researchers with a refugee background and to provide internships for 6 to 12 months
11. Development of a monitoring programme that will record the thematic field of the researchers with a refugee background
12. Support for researchers with a refugee background with Greek and English intensive courses
13. Additional study places for researchers with a refugee background within the framework of doctoral and postdoctoral programmes
14. Protection of the diplomas of researchers with a refugee background; no compulsion to work in unsuitable industries such as cleaning, construction or tourism.
15. Nomination of an official contact person (e-mail) at the Research and Innovation Foundation, to whom fugitives can turn with official concerns.