STEAMigPOWER
STEAM approaches at higher education for mIGrants, refugees and asylum seekers' emPOWERment

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A2: Report on the initiatives/courses directed to refugees/asylum seekers in Europe activity

WP3: STEAMigPOWER Intensive Program

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STEAMigPOWER

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DISCLAIMER

CONTENTS

ABSTRACT

This deliverable reports on the HEIs' initiatives/courses directed to refugees/asylum seekers in Europe, focusing on women, pupils and students (desk research and a questionnaire addressed to at least 60 institutions). In the first stage of this activity, the partners carried out desk research to identify HEIs which have a considerable number of refugee and/or asylum seeker as students and are offering initiatives and courses to them. In the second stage, quantitative and qualitative data has been collected via a questionnaire proposed to 111 Higher Education Institutions (HEIs) of eighteen European countries, six of which are participating in the project (Portugal, Italy, Spain, Greece, Turkey and Cyprus), reaching a total of 66 answers.

A working group composed by all partners analysed the answers. METU, as the leader of WP3-A2, has collected all the findings and clustered them in a document.

1. INTRODUCTION

The main idea of STEAMigPOWER is to equip migrants that the European Mediterranean countries are receiving, with appropriate tools and skills for a sustainable future. Stating HEIs' fundamental role and responsibility in refugees' socioeconomic integration, the STEAMigPOWER project proposes to develop 5 STEAM courses, related to environment, climate change and sustainable development study fields, which comes in line not only with European priorities but also with their home countries' needs.

WP3 is directly linked to the project's main objective number 2- Development and delivery of the 5-days on-site STEAMigPOWER Intensive Program (5 STEAM courses on Environment and Fight against Climate Change) and 4 - Development and delivery of the STEAMigPOWER Intensive Program Modules in online format, to be available at the VLE platform (aiming at reaching at least 500,000 migrants, refugees and asylum seekers).
 The project targets to attract and integrate migrants, refugees and asylum seekers into the HE, so that they are able to acquire the necessary educational tools to enter the workforce and to develop knowledge, skills, and values that lead to continued wealth and prosperity for themselves and for the communities they will integrate. Therefore, as a result of WP3, the aim is to map and cluster strategies and methodologies for STEAM in Europe, as well as mapping and clustering initiatives/courses directed to migrants, refugees and asylum seekers in European HEIs. This outcome is expected to provide a current appraisal of the situation regarding STEAM courses and other HE activities specifically designed to migrants, refugees and asylum seekers who have arrived in Europe in the last years.

This package is therefore designed to provide an in-depth and grounded understanding of the EU current needs in the HE integration of the target group, including also the social and cultural integration. This will support the development and definition of strategies and methodologies for the specific STEAM Intensive Programs.

The first part of this WP resulted a report on the state of the art of strategies and methodologies for STEAM in Europe (A1). In the first stage of this activity, the partners carried out desk research to identify HEIs and schools offering STEAM courses to whom they could address the questionnaire. In the second stage, quantitative and qualitative data has been collected via a questionnaire proposed to 25 professors of Higher Education Institutions (HEIs) and 20 teachers of secondary education of the six countries participating in the project (Portugal, Italy, Spain, Greece, Turkey and Cyprus), making a total of 45 answers. The answers of both education levels were analysed separately to check if there are similarities and/or differences in the needs and suggestions of both groups. The results showed that, teachers from different European countries agree with STEAM teaching and the use of new teaching instruments. The main idea emerged as a result is the need of a method/instrument that makes STEAM classes more attractive.

In the second activity of WP3, the main idea is to evaluate the current state of the HEIs with regard to the following variables:

- The number of registered migrants/refugees and asylum seeker students/researchers in the HEI.

- The types of initiatives offered (projects, orientation courses concerning the host country, language courses etc.) with examples.

- Courses aiming at enabling migrants/refugees and asylum seekers to develop skills for integrating themselves into the socio-economic life of the host countries.

- Specifically offered STEM/STEAM courses on environment, climate change and sustainability.

- Courses that have a specific focus on women and pupils.

Therefore, this report presents the methodology, results, analysis and remarks related to A2.

2. HEIS' INITIATIVES/COURSES DIRECTED TO REFUGEES/ ASYLUM SEEKERS IN EUROPE, FOCUSING ON WOMEN, PUPILS AND STUDENTS

This activity aims to map and cluster initiatives/courses targeting migrants, refugees, and asylum seekers in European HEIs, providing a current assessment of the situation regarding STEAM courses and other higher education activities specifically directed at the migrants, refugees, and asylum seekers who have arrived in Europe in recent years. To achieve this goal, desk research was conducted by all partners, and a questionnaire was sent to several European HEIs, with the aim of addressing the following questions:

- What are initiatives/courses directed to migrants, refugees and asylum seekers in European HEIs?

- What is the situation in STEAM courses and other HE activities especially directed to the migrants, refugees and asylum seekers who are arriving in Europe in the last years?

- Are you specifically offering STEM/STEAM courses in one of the following branches/topics to migrants, refugees and asylum seekers?

    - STEAM courses related with Environment

    - STEAM courses related with Climate Change

    - STEAM courses related with Sustainable Development

- What are the EU current needs in the HE integration of the migrants, refugees and asylum seekers in Europe, including also the social and cultural integration.

- In your opinion, which are the nominees for the best practices on courses/seminars/other initiatives offered by your institution to migrant/refugee women and/or pupils? Please specify the reasons for considering them as best practices.

2.1 THE QUESTIONNAIRE

The questionnaire is titled as "Initiatives/courses directed to migrants, refugees and asylum seekers" and composed of 16 questions (Annex 1). Four of the questions are multiple choice and 12 are open ended.

Table 1 - The Questionnaire: Initiatives/courses directed to migrants, refugees and asylum seekers

No of questions	16
Multiple Choice	4
Open ended	12

2.2. THE SAMPLE

As foressen in the project proposal, a minimum of 60 HEIs should be analyzed regarding the initiatives/courses directed to migrants, refugees and asylum seekers, focusing on women and pupils. A total of 62 institutions were analyzed either through the questionnaire or desk research (Table 2).

Table 2 - The sample and the method of data collection

Country	Institution	Data obtained
Bulgaria	Sofia university "St. Kliment Ohridski"	Online
Bulgaria	Sofia university	Online
Estonia	Tallinn University of Technology	Online
France	Dauphine-PSL	Online
Greece	Aristotle University of Thessaloniki	Online
Greece	Aristotle University of Thessaloniki	Online
Greece	Hellenic Open University	Online
Greece	University of Ioannina	Online
Greece	International Hellenic University	Online
Italy	Sapienza University of Rome	Online
Italy	Università degli studi di Napoli Federico II	Online
Italy	University of Perugia	Online
Italy	CPIA "G. FOTI" VITERBO	Online
Italy	University of Tuscia	Online
Italy	UNIVERSITY OF CATANIA	Online
Italy	University of L'Aquila	Online
Italy	University of Camerino	Online
Italy	University of Teramo	Online
Nederland	Wageningen University	Online
Poland	University of Lodz	Online
Portugal	Faculdade De Letras De Lisboa	Online
Portugal	University of Coimbra	Online
Romania	"Dunărea de Jos" University of Galati	Online
Romania	Gheorghe Asachi Technical University of Iasi - TUIASI	Online
Romania	Ovidius University of Constanta	Online
Spain	Universidad Autónoma de Madrid	Online
Spain	Universitat Oberta de Catalunya (UOC)	Online
Spain	Universitat d'Alacant	Online
Spain	Universitat Autònoma de Barcelona	Online
Spain	Universidad Politécnica de Madrid	Online
Spain	Universidad Complutense de Madrid	Online
Spain	Universidade de A Coruña	Online
Spain	Universitat de Girona	Online
Spain	Universitat Politècnica de Catalunya	Online
Spain	UVigo	Online
Spain	University of Granada	Online

Spain	University of Lleida	Online
Turkey	Ağrı Ibrahim Çeçen University	Online
Turkey	Institution for Migration (Hacettepe University)	Online
Turkey	Afyon Kocatepe University	Online
Turkey	Ted University	Online
Turkey	Middle East Technical University	Online
Turkey	Eskişehir Osmangazi University	Online
Turkey	Gazi University	Online
Turkey	Hasan Kalyoncu University	Online
Turkey	Istanbul Medeniyet University	Online
Turkey	Gaziantep University	Online
Turkey	Van Yüzüncüyıl University	Online
Cyprus	Open University of Cyprus (State Uni)	Desk research
Cyprus	University of Cyprus	Desk research
Cyprus	University of Nicosia (Private Uni)	Desk research
Cyprus	Cyprus University of Technology	Desk research
Cyprus	European University of Cyprus (Private Uni)	Desk research
Cyprus	Frederick University (Private Uni)	Desk research
Cyprus	Neapolis University Pafos (Private Uni)	Desk research
Sweden	Linkoping University	Desk research
Germany	Humboldt-Universität zu Berlin (HU)	Desk research
Germany	Leipzig University	Desk research
Germany	University of Cologne	Desk research
Germany	University of Kassel	Desk research
Poland	University of Warsaw	Desk research
UK	University of East London	Desk research

2.3 IMPLEMENTATION

The questionnaire was implemented through 2 ways:

1. Questionnaire addressed and answered by European HEIs
2. Desk research from the partner institutions

On a first stage, the questionnaire was sent to the targeted institutions all over Europe. However, due to the limited number of responses received, and to mitigate the risk of not reaching the target number of respondents, it was decided to conduct desk research to gather answers for the questionnaire from several institutions. Thus, the presented data in Table 2, identifies the institutions reached and the methodology used to collect data.

2.4 DATA ANALYSIS

- Collected data was analysed through Qualitative Analysis. Qualitative data analysis (QDA) is the process of organizing, analysing, and interpreting qualitative data—non-numeric, conceptual information and user feedback — to capture themes and patterns, answer research questions, and identify actions to take to improve the product or the current state as for the case of this project. The qualitative method used however is Thematic Analysis that helps to identify, analyse, and interpret patterns in qualitative data (Graham Gibbs, 2018. Thematic Coding and Categorizing, Sage Publications. DOI: https://doi.org/10.4135/9781526441867).

- Quantitative Analysis is using statistical analysis to quantify and measure social phenomenon, seeking to identify where possible causal relationships, then reporting the findings numerically. In this report quantitative analysis were used to understand and present the data set and thus describe the sample and the results. We data we reported numerically is comprised of; the sample size, the number of institutions reached with online questionnaire, the number institutions added to the list with desk research, the number of missing answers, the number of registered migrants/refugees and asylum seeker students/researchers. (Connolly, Paul, 2007. Quantitative data analysis in education, Routledge (Abingdon UK & New York http://www.routledge.com) ISBN 978-0-415-37298-5 268 pp)

3. RESULTS

3.1 GENERAL

The status of answers for each question is given below.

Table 3 - Number of questions "not" answered

N.º Question	Question	No of institutions did not answer the question *
3	Please tell the number of registered migrants/refugees and asylum seeker students/researchers in your institution, if any? (Optional)	39
4	What kinds of initiatives (projects, orientation courses concerning the host country, language courses etc.) do your institution offer? Please provide examples, if any.	5
5	Are there any courses focusing on enabling migrants/refugees and asylum seekers to develop skills for integrating themselves into the socio-economic life of the host countries?	3
6	If your answer is yes, what initiatives/courses etc. do you provide to reach the following goals within the framework of socio-economic integration? [Knowledge of the socio-economic structure of the cultural life of the host country]	40
6	If your answer is yes, what initiatives/courses etc. do you provide to reach the following goals within the framework of socio-economic integration? [Enabling digital skills for reaching online educational contents and courses]	57
6	If your answer is yes, what initiatives/courses etc. do you provide to reach the following goals within the framework of socio-economic integration? [Other]	61
7	Are you specifically offering STEM/STEAM courses in one of the following branches/topics to migrants, refugees and asylum seekers? [STEAM courses related with Environment]	51
7	Are you specifically offering STEM/STEAM courses in one of the following branches/topics to migrants, refugees and asylum seekers? [STEAM courses related with Climate Change]	59
7	Are you specifically offering STEM/STEAM courses in one of the following branches/topics to migrants, refugees and asylum seekers? [STEAM courses related with Sustainable Development study fields]	58
8	If you answer "yes" to any of the options, please specify with the name of the STEM/STEAM course.	52
9	Please add the syllabus/content of the course, if available.	57
10	If the document of the course syllabus/content is not available, please provide a link or information about the course.	52
11	Do these courses have any specific focus on women and pupils? [Women]	55
11	Do these courses have any specific focus on women and pupils? [Pupils]	55
11	Do these courses have any specific focus on women and pupils? [No]	35

12	If yes, please provide further information on how it is focusing on women and pupils.	54
13	Are you aware of any initiatives/courses/projects specifically focused on women and/or pupils? If yes, please specify (if possible, provide a link for further information).	37
14	If you are offering courses on Climate Change/Environment/Sustainable Development, to which extent are these courses dealing with the impacts of these issues on women and pupils' lives?	43
15	In your opinion, which are the nominees for the best practices on courses/seminars/other initiatives offered by your institution to migrant/refugee women and/or pupils? Please specify the reasons for considering them as best practices.	39

* The numbers include the received responses to the questionnaire as well as information collected through desk research
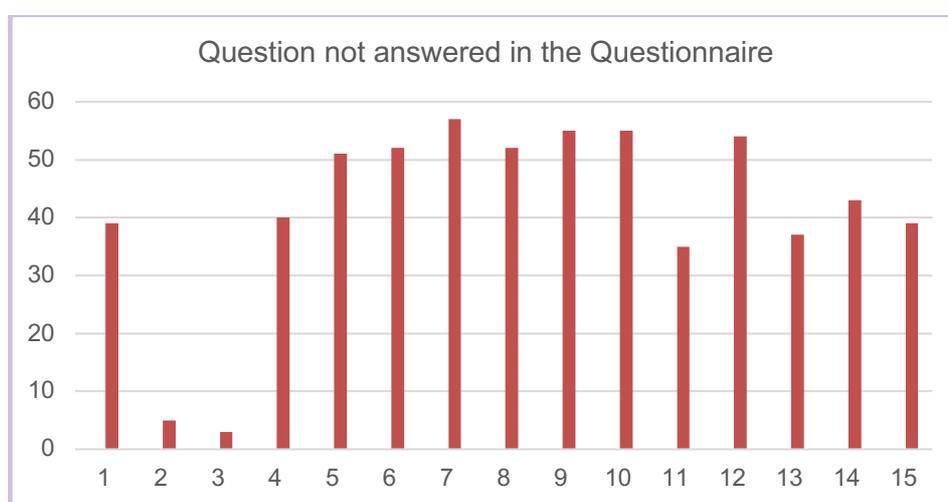

Figure 1 - Questions not answered in the questionnaire

As seen in the Table 3 and Figure 1, 8 questions out of 16 were not answered by most of the respondents. The unanswered questions are mainly related to STEAM courses focused on women and pupils. Consequently, it can be concluded that although there are courses available for migrants in the HEIs in Europe, they generally lack a specific focus on women and/or pupils.

For 39 institutions out of 60, the question regarding the emphasis on the impacts of issues related to environment, sustainability, and climate change on women and pupils was left unanswered.

We also conclude from the above data that, 39 institutions out of 60 have no data related to the number of migrants in their institution.

3.2 ANALYSIS OF QUESTIONNAIRE ITEMS

Table 4 - Number of registered migrants/refugees and asylum seeker students/researchers

Country	Institution	No of registered migrants/refugees and asylum seeker students/researchers
Bulgaria	Sofia university "St. Kliment Ohridski"	692

Estonia	Tallinn University of Technology	-
FR	Dauphine-PSL	About 60
Greece	Aristotle University of Thessaloniki	-
Italy	Sapienza University of Rome	6 -25 refugees
Italy	Università degli studi di Napoli Federico II	20 - 30
Italy	University of Perugia	-
Nederland	Wageningen University	17
Poland	University of Lodz	few dozens
Portugal	Faculdade De Letras De Lisboa	350
Portugal	University of Coimbra	81
Romania	"Dunărea de Jos" University of Galati	over 55 thousand persons-days of accommodation
Romania	Gheorghe Asachi Technical University of Iasi - TUIASI	3 migrants
Spain	Universidad Autónoma de Madrid	5
Spain	Universitat Oberta de Catalunya (UOC)	27 asylum seekers/refugees 3,569 migrants
Spain	Universitat d'Alacant	35 students 4 professors
Spain	Universitat Autònoma de Barcelona	50
Spain	Universidad Politécnica de Madrid	> 10
Spain	Universidad Complutense de Madrid	38
Spain	Universidade de A Coruña	7
Spain	Universitat de Girona	10
Spain	Universitat Politècnica de Catalunya	10
Türkiye	Ağrı Ibrahim Çeçen University	-
Türkiye	Institution for Migration	50
Türkiye	Afyon Kocatepe University	1681
Türkiye	Ted University	-
Italy	University of L'Aquila	-
Italy	University of Camerino	-
Italy	University of Teramo	-
Türkiye	Afyon Kocatepe University	-
Türkiye	Ted University	-
Türkiye	Middle East Technical University	-
Türkiye	Eskişehir Osmangazi University	-
Cyprus	Open University of Cyprus (State Uni)	-
Cyprus	University of Nicosia (Private Uni)	-
Cyprus	European University of Cyprus (Private Uni)	-
Cyprus	Frederick University (Private Uni)	-
Cyprus	Neapolis University Pafos (Private Uni)	-
Sweden	Linkoping University	-
Germany	Humboldt-Universität zu Berlin (HU)	-
Germany	Leipzig University	-
Germany	University of Cologne	-
Poland	University of Warsaw	-
UK	University of East London	-

As presented in Table 4, the highest number of migrants are registered in Spain, with 3.596 migrants/refugees and asylum seeker students/researchers enrolled in Universitat Oberta de Catalunya, in Turkey (Afyon Kocatepe University), with 1681, and in Bulgaria (Sofia university St.

Kliment Ohridski), with 692. The numbers are between 1 to 350 in other countries, as far as the collected data is considered.

INITIATIVES OFFERED BY THE EUROPEAN INSTITUTIONS

Several of the institutions that completed the questionnaire offer language courses to migrants. Examples include Bulgaria, Cyprus, Estonia, Poland, Romania, Spain, Türkiye and Portugal. We would also like to highlight the following remarks:

⇒ In France, however there are programs of adaptation for students coming from Ukraine and countries affected by war.

⇒ In Greece, there are several types of projects and training programs, including:

- projects and educational programs that offer guidelines, training material, improved skills and training of practitioners,

- projects that offer accommodation and support. In Italy, for scholars at risk,

- projects that support and facilitate volunteering among immigrants and strengthen networks and exchange of knowledge in the field of migrant volunteering, especially on a transnational European level,

- open courses especially directed to MRASSR concerning language courses.

⇒ In Italy, there are programs such as;

- University corridors for refugees;

- SAR - Scholars at risk;

- Autonomous initiatives to support Afghan students as well as Ukrainian students.

There are also some specific initiatives to grant support and special services to migrant students and asylum seekers as well as refugees (Tandem, Mentorship, Salass, …).

⇒ In Romania, refugees have full access to courses, possibilities to register to the existing study programs, dedicated training courses on Romanian Language.

COURSES FOCUSING ON ENABLING MIGRANTS/REFUGEES AND ASYLUM SEEKERS TO DEVELOP SKILLS FOR INTEGRATING THEMSELVES INTO THE SOCIO-ECONOMIC LIFE OF THE HOST COUNTRIES

Depending on the answers given, 23 institutions in Europe offer courses focusing on enabling migrants/refugees and asylum seekers to develop skills for integrating themselves into the socio-economic life of the host countries. These countries are, Cyprus, France, Greece, Italy, Nederland, Poland, Romania, Spain, Turkey and Germany.
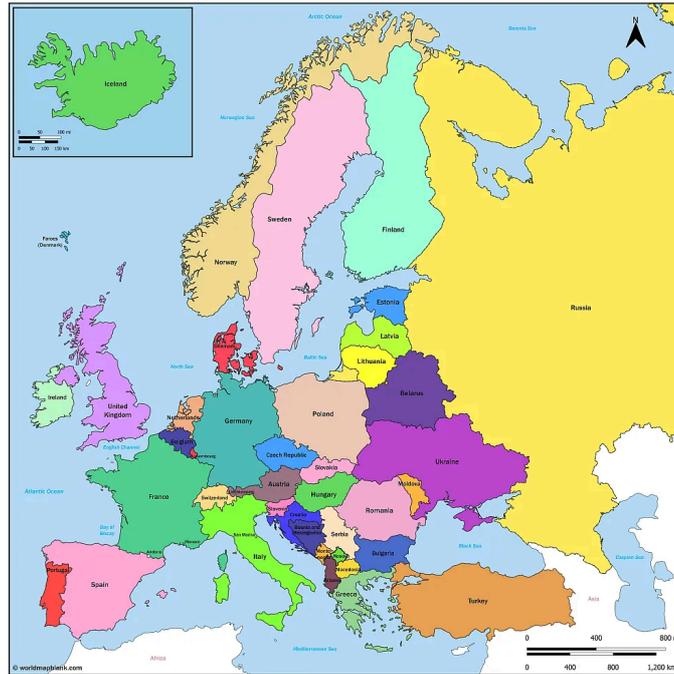
Figure 2 - Map of Europe

INITIATIVES/COURSES TO PROVIDE SOCIO-ECONOMIC INTEGRATION

Although 23 institutions reported that there are courses in their institutions focusing on enabling migrants/refugees and asylum seekers to develop skills for integrating themselves into the socio-economic life of the host countries, only a few reported course details. Several examples are listed below:

⇒ Cyprus: Module on the History of Cyprus, where the students can become familiar with all periods of Cypriot history, from ancient times to modern one.

⇒ Cyprus: the Occupational Therapy Program has the aim to teach migrants the socio-economic culture of Cyprus

⇒ Germany: social counselling service; german free language courses

⇒ Germany: Project "Zukunft gestalten" ("Shaping future")

CampusClub

Buddy Programme;

⇒ Germany & Spain: Mentoring programme

CONTENT OF STEM/STEAM COURSES OFFERED TO MIGRANTS, REFUGEES AND ASYLUM SEEKERS

ENVIRONMENT COURSES FROM UNDERGRADUATE PROGRAMS

Followings are several examples given by the Sofia University "St. Kliment Ohridski" (Bulgaria), and the University of East London (United Kingdom):

Ecology and Environmental Protection
Bioresources and their conservation
Biogeography
Landscape ecology
Hydrology Courses from master's programs
Zooecology
Hydroecology
Natural ecosystems
Agroecosystems and their conservation
Habitat diversity
Climate Change Courses from undergraduate programs
Sustainable Development study fields
Settlements and urbanization processes
Academic English, English for IELTS
Education and Employability Pathways, A-Z on How to Apply for University
Academic Tutoring, Public Speaking
IT Access, IT Microsoft Certification
Creative Writing and Storytelling, Podcasting

SYLLABUS LINKS TO COURSES/INITIATIVES DIRECTED TO MIGRANTS, REFUGEES AND ASYLUM SEEKERS

Linköping University (Sweden):
https://liu.se/en/education/course/714g45
https://liu.se/en/education/course/761g34
https://liu.se/en/article/qualifying-course-in-swedish-for-citizens-outside-eu-eea

Cyprus University of Technology (Cyprus):
https://www.cut.ac.cy/faculties/languagecentre/courses/other-programmes/)
https://www.cut.ac.cy/students/news-and-events/article/?languageId=1&contentId=482300

Wageningen University (Netherlands):
https://wur.osiris-student.nl/#/onderwijscatalogus/extern/cursus

Faculdade de Letras de Lisboa (Portugal):
https://www.iclp.letras.ulisboa.pt/curso-gratuito-de-portugues-para-refugiados-da-ucrania/

COURSES ON CLIMATE CHANGE/ENVIRONMENT/SUSTAINABLE DEVELOPMENT

The following course titles are reported by the TED University:

- Sustainability in education

- initiative that focuses on promoting sustainable practices

COURSES THAT HAVE A SPECIFIC FOCUS ON WOMEN AND PUPILS

There are just a few answers related to the given courses focused on women and pupils. Following are some examples:

- Counselling for women –The equal opportunities office at the University of Kassel advises (future) students of all genders and support to combine university studies with mother-/fatherhood and childcare or in case of discrimination.

- STEAM Courses held in secondary schools at Universitat Politècnica de Catalunya (Spain)

- Courses with the purpose to allow the integration of migrants are offered by secondary schools (University of Teramo, Italy; University of Camerino, Italy; and, University L'Aquila, Italy)

4. CONCLUDING REMARKS

With WP3, our aim is to provide a current appraisal of the situation in STEAM courses and other HE activities especially directed to the migrants, refugees and asylum seekers in Europe.

This package is designed to provide a comprehensive and grounded understanding of the EU current needs in the HE integration of the target group, including also the social and cultural integration. This is expected to support and facilitate the development and definition of strategies and methodologies for the specific STEAM Intensive Programs that will be created within the project.

The analysis of the answers to the WP3-A2 questionnaire reveals several key findings regarding the initiatives and courses offered to migrants, refugees, and asylum seekers in European institutions.

Regarding language courses, institutions in Bulgaria, Cyprus, Estonia, Poland, Romania, Spain, Turkey, and Portugal offer such programs specifically to migrants. Additionally, the French HEI that responded the questionnaire provides adaptation programs specifically for students from Ukraine and war-affected countries. Various educational activities are available for Ukrainian refugees, including open classes in physics, mathematics, and sociology, in University of Warsaw (UoW). Additionally, lectures are provided for unenrolled students at the UoW Faculty of Economic Studies, while courses in Polish as a foreign language are offered. There are also workshops focusing on psychological well-being, with online meetings on mindfulness and compassion during crisis situations. The HEIs in Greece offer a range of projects and training programs, including educational programs, accommodation and support services, as well as language courses tailored for migrants. Italian institutions have a range of initiatives, such as university corridors for refugees, support programs for Afghan and Ukrainian students, and specific services for migrant students and asylum seekers. Additionally, Romanian institutions grant full access to courses and training programs on the Romanian language for refugees, with a focus on developing skills for socio-economic integration. University of East London offers Open Learning Initiative (OLIve): 12-week course for refugees and asylum seekers in the UK to introduce refugees and asylum seekers to Higher Education (HE). They also have an Information and Research Hub (in conjunction with the OLIve) to act as an accessible online hub for refugees and asylum seekers living in the UK who are interested in accessing training and further details in relation to seeking HE within the UK.

Courses focusing on socio-economic integration were also reported by the participant institutions, examples of some include content related to STEM/STEAM courses, environment, climate change, sustainable development, settlement and urbanization processes, academic English, employability pathways, IT access, creative writing, and storytelling.

The analysis of the answers to the WP3-A2 questionnaire, titled "Initiatives/courses directed to migrants, refugees and asylum seekers", highlight the efforts made by European institutions. These efforts aim to provide language courses, socio-economic integration programs, and educational opportunities to support the integration of migrants, refugees, and asylum seekers into their host countries. These initiatives seek to enhance their skills, language proficiency, and overall chances of successful integration into the local societies. However, the overall results obtained from the questionnaire reveal a significant gap: there is no defined strategy for educating migrants, refugees and asylum seekers in the HEIs in Europe in terms of STEM/STEAM. At the same time, the initiatives directed to pupils and woman, who are more likely to experience challenging integration processes, are barely inexistent. we conclude that there are numerous activities specifically aimed at Ukrainian refugees rather than individuals with refugee status, regardless of their country of origin. This highlights some disparity in the treatment of this community. Based on the analysis on the A2 questionnaire, we have reached the conclusion that there is a strong need to design and hold STEAM courses to attract the targeted groups to study in

the designated study fields. This need is particularly crucial due to the shortage of skilled labour in Europe. In this regard, the outcomes of STEAMigPOWER project show great promise in addressing this demand and fulfilling the identified need.

5. ANNEX 1 - QUESTIONNAIRE

STEAMigPOWER Intensive Program: Initiatives/courses directed to migrants, refugees and asylum seekers_Questionnaire

Glossary of Terms:

1. Migrant: At the international level, no universally accepted definition for "migrant" exists. In the EU/EFTA context, a migrant is a person who establishes their usual residence in the territory of an EU/EFTA Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another EU/EFTA Member State or a third country. (*Please consider that regular international students are not considered migrants in the context of this questionnaire. For the definition of "international student", please refer to: https://www.migrationdataportal.org/themes/international-students)

2. Refugee: A refugee is a person who has fled their own country because they are at risk of serious human rights violations and persecution there. The risks to their safety and life were so great that they felt they had no choice but to leave and seek safety outside their country because their own government cannot or will not protect them from those dangers. Refugees have a right to international protection. (Definition by Amnesty International)

3. Asylum Seeker: An asylum seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country, but who hasn't yet been legally recognized as a refugee and is waiting to receive a decision on their asylum claim. (Definition by Amnesty International)

Questions:

1. Country

2. The name of Higher Education Institution

3. Please tell the number of registered migrants/refugees and asylum seeker students/researchers in your institution, if any? (Optional)

4. What kinds of initiatives (projects, orientation courses concerning the host country, language courses etc.) do your institution offer? Please provide examples, if any.

5. Are there any courses focusing on enabling migrants/refugees and asylum seekers to develop skills for integrating themselves into the socio-economic life of the host countries?

- Yes

- No

6. If your answer is yes, what initiatives/courses etc. do you provide to reach the following goals within the framework of socio-economic integration?

Options:

- Knowledge of the socio-economic structure of the cultural life of the host country

- Enabling digital skills for reaching online educational contents and courses

- Other

7. Are you specifically offering STEM/STEAM courses in one of the following branches/topics to migrants, refugees and asylum seekers?

Options:

- STEAM courses related with Environment

- STEAM courses related with Climate Change

- STEAM courses related with Sustainable Development study fields

- STEAM courses related with Environment

- STEAM courses related with Climate Change

- STEAM courses related with Sustainable Development study fields

8. If you answer "yes" to any of the options, please specify with the name of the STEM/STEAM course.

9. Please add the syllabus/content of the course, if available.

10. If the document of the course syllabus/content is not available, please provide a link or information about the course.

11. Do these courses have any specific focus on women and pupils?

Options:

- Women

- Pupils

- No

12. If yes, please provide further information on how it is focusing on women and pupils.

13. Are you aware of any initiatives/courses/projects specifically focused on women and/or pupils? If yes, please specify (if possible, provide a link for further information).

14. If you are offering courses on Climate Change/Environment/Sustainable Development, to which extent are these courses dealing with the impacts of these issues on women and pupils' lives?

15. In your opinion, which are the nominees for the best practices on courses/seminars/other initiatives offered by your institution to migrant/refugee women and/or pupils? Please specify the reasons for considering them as best practices.

16. Additional Comments/Suggestions