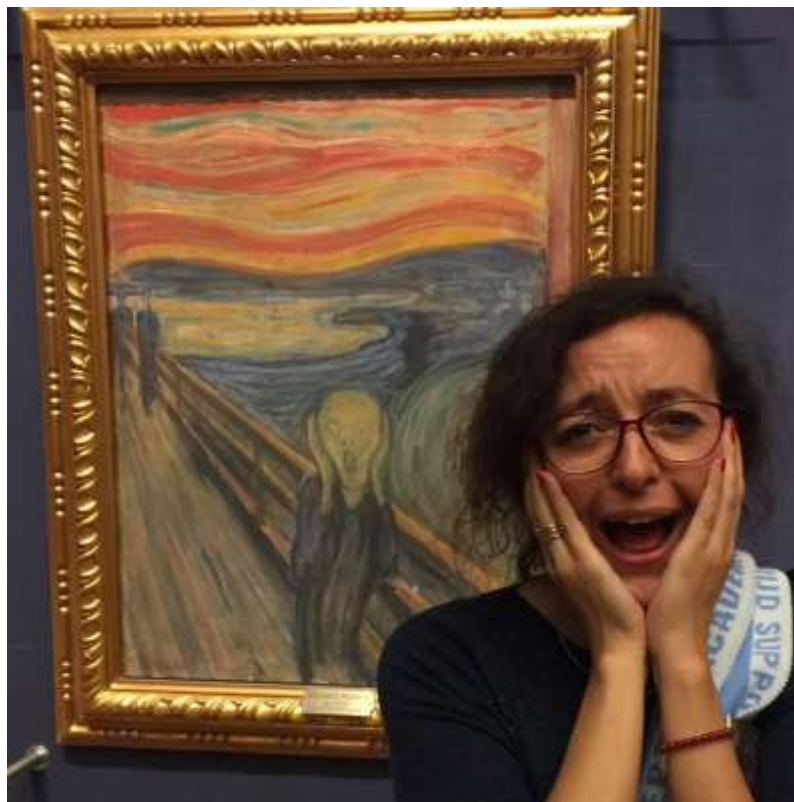


Report

Academic Refuge Staff Training University of Oslo 19-23 June 2017



Universita di Jyväskylä



SCHOLARS AT RISK
N E T W O R K



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Report on the ‘Academic Refuge’ Staff training,

Oslo, June 19-23, 2017

Report written in October 2017

Available on <https://www.uio.no/english/about/global/globally-engaged/academic-refuge/>

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1. Introduction

The following is a summary report of the ‘Academic Refuge’ staff training which was held at the University of Oslo on June 19-23, 2017, as part of the EU-funded ‘Academic Refuge’ project. The report outlines the preparatory work undertaken ahead of the training, the implementation of the training itself as well as its evaluation. The report will draw out the main learning points from the training which will be put to good use in the further development of the staff training curriculum. In 2018, the ‘new and improved’ curriculum will be available for use as an open educational resource.

While the pilot staff training in Oslo was carried out as a five-day integrated staff training week, the training curriculum will have three different components, a) values in higher education, b) hosting threatened and refugee scholars and c) welcoming refugee students to campus. In future trainings and workshops, the components could be used on a stand-alone basis and delivered as separate trainings.

2. Project background

‘Academic Refuge’ is an EU-funded Erasmus+ Strategic Partnership project. The project has two overlapping objectives:

1. Improve the capacity of European universities to assist refugees and threatened academics and;
2. Promote greater respect for academic freedom and greater protection for higher education values

Alongside increasing the capacity of European universities to support those who were forced to flee, the project encourages European universities to work together with refugees and threatened academics towards the longer-term broader goal of promoting respect for higher education values. This project raises greater awareness of the importance of academic freedom to a healthy higher education sector, the consequences for society at large when such freedom is repressed, and the steps we can take as a sector to protect higher education values.

The Academic Refuge project has 3 work packages:

1. Development and implementation of a staff training on Welcoming Refugees and Threatened Academics to European Campuses with a pilot staff training in Oslo 19-23 June 2017
2. Development and implementation of a Massive Open Online Course (MOOC) on academic freedom and higher education values (to be launched in Spring/Summer 2018)
3. Development of an electronic handbook on putting higher education values into practice (to be issued spring 2019)

Project facts

The full title of the project: An Erasmus+ Strategic Partnership to Promote Core Academic Values and Welcome Refugees and Threatened Academics to European Campuses

Project Acronym: Academic Refuge

Project period: September 2016-August 2019 (3 years)

Partners: University of Oslo (coordinator), Scholars at Risk Network, The UNICA network of Universities from the Capitals of Europe, University of Ljubljana

Associate partners: European University Association (EUA) and European Association for International Education (EAIE)

Project webpage: <http://www.uio.no/english/about/global/globally-engaged/academic-refuge/>

3. Application and selection process for the training

Call for Applications

Preparations for the staff training began in October 2016 with a consultative workshop hosted by the University of Oslo. Over the two days of the workshop, a range of partner organizations, experts, at-risk scholars, refugee students and academics helped project partners to refine the target group for the training and to identify the main needs to be addressed in a staff training curriculum. In December, a public call for expressions of interest in the training was issued, which was disseminated the project partners' networks, including:

UNICA network: newsletter to members and <http://staffmobility.eu/> website

Scholars at Risk: SAR newsletter, staff presentations, members' digest, email lists and SAR website

EAIE: Blog and website

EUA: Newsletter

UiO: Website, staff presentations and e-mail lists

UL: Various e-mail lists

In addition, the project set up a facebook page, and drew more general attention through media and social media including blogs, University World News, Nytt fra Brussel (in Norwegian) and more.

The Application and selection process

By January we had received 127 expressions of interest in the training, and by the full application deadline of March 6, we received 115 full applications.

The selection criteria were outlined in detail on the project webpage:

<http://www.uio.no/english/about/global/globally-engaged/academic-refuge/events/selection-criteria-academic-refuge.html>

We had originally intended offering forty places for a 5-day training and ten places for a 3-day training which would include just the higher education values component. Upon

receipt of a large number of high quality applications, the project partners revisited the original decision and agreed to increase the total number of participants to sixty. Participants were selected according to the selection criteria. All partners were consulted with regard to applications from their own network members, and then a small selection committee of three people went through the applications from university representatives that were not members of either the SAR or the UNICA networks. All applicants from UiO, UL and UNICA were selected. From amongst the SAR members who applied for a place, most were selected. In addition we selected twelve applicants who were not current members of the project partner networks. Out of the selected participants eleven were refugees or at-risk scholars.

The participants came from twenty different countries of residence within Europe. Among the selected participants there was a mix of experienced and less experienced university staff and around half of the group listed their primary interest as that of welcoming refugee students to campus. Most of the second half of participants were interested in questions relating to hosting at-risk and refugee academics, while a smaller number listed their primary interest as promoting academic freedom and higher education values. Approximately twenty-five of those selected were academic staff. Only three of those selected the 3-day option; the other academic staff were interested in the full 5-day training.

We offered places to sixty participants. Five of those cancelled close to the date of the training due to unforeseen circumstances such as illness. In the evaluation of the training 63 percent of the participants replied that they found forty to sixty participants to be a good number of people to include in such a training. The remainder of respondents were split between those who would have liked there to have been more participants and those who would have liked there to have been fewer. From the organizers' perspective, had we not been fortunate enough to have a good number of trainers available, a training for a group of less than 30 participants would have generally been easier to organize and implement and might have allowed for deeper learning in certain topic areas.



4. The programme for the staff training week

Below is a detailed outline of the schedule for the staff training week. The first day was dedicated to project team and board meetings, introductions to the project and to each of the participants, as well as introductions to the main topic areas in particular the higher education values component. The second day was dedicated to a participatory workshop on higher education values. Wednesday was a larger event open to the public, with panel discussions and keynotes addressing the three main topics covered by the training. Thursday and part of Friday morning were dedicated to training sessions on supporting refugee students, and at-risk scholars. The remainder of Friday morning was spent on plans for implementing the learning outcomes, evaluations, conclusions and award certificates. A summary of each of these days' sessions follows below.

4.a Monday 19 June 2017: Setting the Stage

Participants arrived on Sunday evening (June 18) and Monday morning. On Monday morning participants had the option to meet with the University of Oslo International Office for information about the university, its Erasmus+ cooperation activities and to meet with one of UiO's prominent researchers, Prof. Kalle Moene, to discuss the work of the Centre for the Study of Equality, Social Organization and Performance and its international cooperation programmes.

The Academic Refuge project team and project board held a joint meeting in the morning. This was the first time during the project that the project team and project board had the opportunity to meet together in person. The meeting included a discussion about the Academic Refuge project more generally, as well as some final planning, discussion of expectations and announcements relating to the training week. There was a positive atmosphere of expectations and team members were excited about the days ahead.

14:00-15:00 Academic Refuge Staff Week: Introductions

Rector Ole Petter Ottersen opened the training week with a formal welcome on behalf of the University of Oslo. Marit Egner (project coordinator, UiO) then introduced the project partners and provided practical information about the week ahead. Scholars at Risk's Executive Director, Robert Quinn, then discussed the ways in which the urgent need for more support for refugees and threatened scholars connects to the need for greater respect and attention to higher education values.

It was useful and necessary to include the brief introductions mentioned above, but based on feedback from participants it may have been of benefit to have dedicated a little more time to introducing the project and its goals in more detail. It became clear that many of the participants had limited knowledge about the Academic Refuge project and about the work of the project partners, and that while many participants had registered because of their interest in the topics of the training, a number of others had

applied because of the strong reputation of the University of Oslo rather than a deeper interest in the project itself and its goals.



15:00- 16:00 Meet the participants

The Session called “Meet the participants” was the first session in which participants were divided into smaller groups. We divided the participants into four core groups of twelve to sixteen in each group. Two of the core groups included participants whose primary interest was in supporting refugee students, while the two other core groups combined participants whose primary interests were in support refugee and threatened scholars, or promoting values in higher education.

During this session we first played a name game as an icebreaker activity in order to kick-start the process of getting to know each other. This was followed by an activity in which participants shared their expectations for the training week. Participants were asked to write down (on sticky notes) their *expectations, needs* and *fears* in relation to the staff training. The sticky notes were then affixed to the wall in the group rooms, so that both participants and organizers could revisit them during the week. During the evaluation on the last day of the training, we would come back to the expectations to see if they had been met during the week.

16:30-17:30 Global Perspectives: Challenges to Higher Education Values

The last session of the day addressed the current situation for university leadership, academic staff and students in a number of countries facing severe pressures on academic freedom and higher education values. Scholars and students discussed the situation in their home countries and the pressures they faced. It was at times challenging to maintain a sharp focus on the topic during the panel as speakers were bringing very diverse experiences and background to bear on the issue. Nevertheless, many participants still found it fruitful to feel more connected to the lived experiences of the speakers. In the evaluation, one participant commented “Good to hear real life examples and stories. Puts things in perspective”. Another suggested that in such a panel it might be useful to include a researcher with expertise on the question of refugee flows to provide a broader view on the situations in the countries from which large numbers

are forced to flee. In future trainings such a researcher might prove a good alternative resource in particular if there are no at-risk scholars or students already on campus or near to the location of the training.

19:30-22:00 Welcome dinner

On Monday evening the University of Oslo hosted a dinner for all participants at the hotel where most were staying. Many people were tired from travelling, but seemed happy to have this opportunity to socialize with other participants and start sharing ideas.

4.b Tuesday 20 June 2017: Understanding and Promoting Higher Education Values

On the second day of the training, Robert Quinn and Lauren Crain of the Scholars at Risk Network led a workshop on understanding and promoting higher education values. To set the stage for these discussions, Dr. Christian Munthe, a professor of practical philosophy at the University of Gothenburg offered some thought-provoking reflections on 'Ethical Dilemmas in International Higher Education', including how ethical dilemmas arise and how to understand them within an academic setting.

09:30- 10:00 Overview and objectives

Tuesday's workshop aimed to foster discussion about how universities can promote higher education in a variety of settings. Facilitators proposed a framework to help participants identify, anticipate, and respond to challenges to higher education values within their institutions and within partnerships with other institutions. Participants were asked to engage with the workshop materials in three ways: as an active participant; as a future workshop facilitator; and as a critic of the workshop, to provide feedback on what could be improved.

As a starting point, facilitators argued that where higher education values are respected, higher education communities not only contribute necessary skills and services to society, but maximize the capacity of individuals to think for themselves and to make informed, creative contributions to their lives and to the lives of others. Facilitators proposed a definition of higher education values informed by international human rights law, UNESCO instruments, and civil society statements and including five core values: equitable access, accountability, institutional autonomy, social responsibility and academic freedom.

Participants then divided into their core groups to continue the discussion and divided into even smaller groups to work on exercises. All exercises and examples used in the workshop were hypothetical situations based on a composite of real-life examples and fictional elements, and did not represent any particular persons, institutions or authorities.

10:30- 11:00 Understanding Higher Education Values: Definitions & Standards

This unit introduced the term “core higher education values,” and participants together examined definitions of the five values, their general meanings, and their interrelatedness. Two small group exercises were then introduced with the goal of helping participants to identify the five core higher education values and understand their meaning. The exercises were called “Inviting Trouble” and “Strengthening ‘Patriotic’ Higher Education.” After working through the exercises in small groups, participants then reconvened and discussed both exercises as a larger group.



11:00-12:00 Understanding Higher Education Values: Lines and Line Drawing

This unit asked what, if any, boundaries there might be on academic inquiry and expression protected by core higher education values, and examined the questions of agency and consequences: who should have the authority to determine whether specific conduct or expression is protected? And what happens to someone who crosses a line?

Working on the exercise, “Lines, Line-Drawing and Consequences” in small groups, the key points discussed included the suggested distinction between “pure” or “traditional” academic freedom and “socially-engaged” academic freedom, and whether the proposed line between socially- engaged academic freedom and creative, artistic, personal or other ‘open’ expression made sense to participants.

13:00-13:45 Debrief of morning sessions/exercises; Overview of afternoon objectives

After lunch, participants came back together in a plenary group to debrief and discuss the morning’s exercises, with representatives from each small group sharing what they felt was most interesting in the exercises, and the areas they felt could be improved.

Rob Quinn provided an introduction to the afternoon’s sessions which would be dedicated to discussions about (a) how to develop proactive, pro-values procedures and practices at the home institution and in partnerships and (b) how to respond to challenging values-related incidents after they have occurred.

13:45-14:30 Ritualizing Higher Education Values

This unit introduced the idea of “ritualizing” pro-values norms, cultures and practices within each “home” higher education institution and in partnerships with other higher education institutions. Acknowledging that a clear institutional statement of values is a necessary first step in this regard, this unit encouraged universities to move beyond institutional statements of values to putting values into practice. Participants worked in small groups on Exercise 4, “Career Fair on Campus,” and Exercise 5 “Silence Is Golden,” which highlight the need to develop a dynamic range of transparent policies and practices to protect and promote values in practice.

14:45-15:45 Defending Higher Education Values

This unit recognizes that although the proactive approaches discussed in the prior unit are always preferred, these take time to develop and are not always readily in place before a challenging values-related incident occurs. This unit therefore presents strategies for responding to values-related incidents after-the-fact, encouraging participants to avoid ‘all or nothing’ approaches and to develop instead a range of response options tailored to each situation. Working in small groups on Exercise 7, “Defending Higher Education Values,” participants were encouraged to assess hypothetical incidents and brainstorm potential ways to respond.

15:45-16:30 Debrief of afternoon sessions, Exercises & Next steps

Participants then came together again in plenary to debrief and share their views on the afternoon’s exercises, with representatives from each small group discussing the key lessons learned and how they felt the exercises could be improved upon for future workshops.

Robert and Lauren then provided a recap on the day’s four learning units and proposed some next steps for participants to consider, including:

- Check if your institution has a statement of values and, if not, consider encouraging your institution’s leadership to prepare one.
- Be proactive about promoting values, and developing a conversation on higher education values in your institution.
- When there is a values-related incident, assess it, and review the response avenues we have suggested and add new ideas to the menu of responses based on your experience.
- Share with SAR and the project partners examples of incidents that have arisen in your own work as well as any best practices developed by you or your institution.
- Work with SAR and the Academic Refuge partners to bring increased attention of the importance of respecting higher education values.

4.c Wednesday 21 June 2017: The Role of Universities in Turbulent Times (Open event)

On Wednesday, we held a one-day special event open to the public as well as to the staff training participants. Keynotes, panelists and discussants at the event addressed current threats to academic freedom and related values, as well as the role of universities in welcoming and supporting refugees and scholars at risk. The event aimed to raise the profile of these issues with a wider group of interested organizations and institutions such as local government, politicians, civil society organizations, human rights organizations and educational institutions at all levels. Around 80 people attended the public event in addition to those trainer and participants present for the staff training. In all, there were around 150 participants.

09:00-09:20 OPENING REMARKS

The Master of Ceremonies for the day was Sinead O’Gorman, European Director of Scholars at Risk. Sinead welcomed participants, made some practical announcements and introduced the opening speakers. Rector Ole Petter Ottersen provided opening remarks on behalf of the University of Oslo, setting the tone for the day by emphasizing the role of the university in promoting values and showing solidarity with colleagues in situations where academic freedom is repressed. Ieva Serapinaite provided opening remarks on behalf of the Norwegian Centre for International Cooperation in Education (SIU) which is the National Agency for the Erasmus+ programme. Ms. Serapinaite discussed SIU’s work to promote academic values through the development of academic guidelines and priorities and by mainstreaming values in international programmes. Ms. Serapinaite also discussed SIU’s administration of the Students at Risk (StAR) programme, established in 2014 with the aim to identify students, who, due to their human rights activism, are at risk of being denied educational or other rights in their home country, and to provide them with an opportunity to complete their education in Norway.

09:20-09:40 KEYNOTE ADDRESS

Marc Cosyns, Principal Administrator in the Task Force Migration, European Commission provided a keynote entitled "The Refugee crisis, a crisis of values and solidarity". Mr. Cosyns provided a historical overview of migration into Europe, the causes and importance of the recent increase in migration into Europe, as well as the responses formulated by the European Union with a special emphasis on activities in the remit of research and education.

09:40-10:40 UNIVERSITY LEADERS PANEL: Higher Education Values Under Pressure

The University Leaders panel was moderated by Robert Quinn, Executive Director of Scholars at Risk. Speakers included Ole Petter Ottersen, Rector of the University of Oslo,

Marjan Dema, Rector of the University of Prishtina, Kosovo and Lan Anh Nguyeluu, Head of the Intercultural Institute of Psychology and Education at ELTE, Budapest.

Discussants explored how challenges to these values manifest in their domestic activities and in international partnerships. The discussion examined ways in which institutions have dealt with values-related challenges in different cultural and geographic contexts, raising different sets of concerns. Discussants also suggested steps the international education community might take to reinforce the role of the university as a critical venue for asking questions, and the pursuit of free inquiry. Speakers also shared some personal experiences confronting values-related questions in real-life.

11:00-12:00 TESTIMONY & DIALOGUE WITH STUDENT & SCHOLARS

After a short break, Professor Inga Bostad introduced the dialogues session with two scholars, Dr. Tarek Ahmad from Syria and Dr. Olga S. Hunler from Turkey, and a refugee student, Gabi Issa from Syria. This session was an opportunity for the audience to hear directly from scholars and students about the pressures that they have faced and the challenges that continue to face so many of their friends and colleagues who are still under threat. Dr. Bostad noted that she and her colleagues at the University of Oslo had found that one of the most inspiring aspects of welcoming at-risk scholars and refugee students to campus is when they have the opportunity to meet one-on-one with a scholar or student and hear his or her story of courage, resilience and dedication to their work. While these stories are often not without painful elements, they reinforce for us all the importance of our universities' efforts to assist, and what a difference it can make to students, scholars, their families and the wider academic community.

Gabi Issa from Syria then gave a testimony about his personal journey from his days as an English teacher in Al-Qahtaniyah (in north-eastern Syria) to his current position as a student of translation at the Vrije Universiteit Brussel. Gabi gave some details about his life in Syria, the circumstances that led to his departure, his personal experience of the journey out of Syria, his decision to go to Belgium, his experience of the new host country and his search for work/study opportunities, settling in at the host university, as well as his hopes for the future.

Dr. Hunler discussed the current state of academic freedom in Turkey and her own experience as a signatory of the Academics for Peace petition, describing the strong backlash against the signatories, including dismissals and forced resignations, criminal and administrative investigations, also noting the important solidarity among the signatories of the petition amidst the backlash.

Dr. Ahmed discussed the current conditions for academics still inside Syria, and the risks that they face, as well as some details about his own work in the field of the conservation of cultural heritage.

13:00-14:00 EUROPEAN POLICYMAKERS ROUNDTABLE

After lunch, Rector Ole Petter Ottersen moderated a roundtable discussion with important contributions from Minister Torbjørn Røe Isaksen, Minister for Education and Research in Norway, Marc Cosyns, Principal Administrator in the Task Force Migration, European Commission, Henriette Stoeber, Policy and Project Officer, European University Association, Christian Hülshörster, Director of the Scholarship Programmes Southern Hemisphere German Academic Exchange Service (DAAD). Panelists provided a constructive examination of the European higher education sector's support for refugee students and academics, and evaluated the response of the sector to date. They discussed the challenges their organizations face in implementing policies and programmes in support of refugees in higher education, identified best practices as well as gaps in current efforts and suggested ways in which support might be improved. For example, the Minister for Education and Research pointed to the pressing need for a comprehensive system of recognition of refugees' academic qualifications, while Christian Hülshörster discussed the scope for greater efforts regarding the mobility of refugee researchers across Europe. Henriette Stoeber from EUA described five factors that were found to be key in successful refugee welcoming projects at European universities: projects rooted in local context; collaboration on the local and regional level, as well as international; practice-tested activities; sustainability; and finally that the good practices were very often clearly rooted in the university's mission.



Figur 1 Norwegian Minister of Education and Research Torbjørn Røe Isaksen with representatives from SAIH and UiO

14:00-15:00 WELCOME TO CAMPUS: VOICES FROM THE FRONT LINE

The final session of the day sought to bring the daily work of hosting refugee students/scholars to life for the larger audience so speakers were encouraged to tell stories and to give examples from their work in this area. The session was moderated by Karen-Lise Knudsen who is Chair of the Scholars at Risk Norway, and speakers included Karolina Catoni of the University of Gothenburg, Jacqueline Couder of the Vrije Universiteit Brussel, and Rose Anderson, Scholars at Risk Network.

16:00-17:00 Visit to the Viking ship museum

Training participants were then guided to a bus, and were provided with some delicious Norwegian snacks (the Kvikk lunch chocolate bar was a major hit!) which they happily enjoyed all the way to the Viking Museum. After a guided tour of the museum participants had an evening free to spend however they chose. Most people took the ferry back and many had a nice evening together continuing their conversations over dinner and drinks.



4.d. i. Thu 22 June 2017 Welcome to campus Academics track

On Thursday, the content of the training was split into two separate tracks—(1) supporting refugee students track and (2) supporting threatened and refugee academics track. Within each of these tracks there was a further division of participants into smaller core groups, as described below. Before participants were divided into the two separate tracks there was a plenary session for a presentation by the Norwegian Agency for Quality Assurance in Education (NOKUT).

09:15-10:30 NOKUT presents on recognition of refugee qualifications:

Marina Malgina from NOKUT gave an excellent presentation on the question of recognition of refugees qualifications and the development of the European Qualifications Passport for Refugees. The latter project is based on methodology developed in connection with the establishment of NOKUT's Recognition Procedure for Persons without Verifiable Documentation (UVD-procedure) and the pilot project NOKUT's Qualifications Passport for Refugees. The UVD procedure was developed for applicants with foreign higher education that is education at the level of university / university college, who cannot be granted general recognition due to missing, insufficient or unverifiable documentation. This procedure is targeted for refugees and persons in a refugee-like situation. Participants were very engaged with the presentation and asked lots of practical questions which our NOKUT colleagues answered with great competence and clarity.

11:00-12:00 At-risk scholars and refugee academics: Getting Started

The at-risk scholars and refugee academics track consisted of four sessions over two days led by SAR staff Rose Anderson and Sinead O’Gorman, with important additional input from Shreya Balhara (SAR) and Ella de Lange (UAF, Netherlands). This track focused on practical steps for welcoming at-risk and refugee scholars into universities, including planning for a scholar’s visit, key steps for successful integration and professional development for scholars, and post-placement considerations. There were a total of twenty-eight participants who selected this track, including university representatives and eight SAR scholars who were invited in order to share their insights and experiences with other training participants. Some of the representatives in the room had experience hosting at-risk scholars before, while others were new to this work. All had important insights to bring to the proceedings and the workshops aimed to be an open space for sharing and learning.

This first session was dedicated to a discussion of the factors to consider when setting out to host a scholar. Facilitators began with a brief introduction to SAR’s process for receiving and assessing applications from scholars seeking assistance, including from candidates who are still in their home countries, others who are temporarily displaced outside of their home countries but without stable residency status in the new host country, and others who are in the asylum-seeking process or who have already secured refugee status in a European country. The process involves gathering and reviewing applications from scholars which include a CV, statement of risk, references, work samples, and any risk corroboration that an applicant can provide. When candidates meet SAR’s criteria for scholarship and risk, SAR then works to match them with university hosts, and offers guidance to universities and scholars through all steps from pre-arrival through to the end of the visit.

Participants were provided with hypothetical case examples of two scholars seeking assistance and asked to discuss in small groups. The case examples were based on a composite of real-life examples and fictional elements, and did not represent any particular persons, institutions or authorities. Through the prism of the individual case, participants then discussed the elements that make a good fit between a scholar and a university. These included, amongst others, geography, discipline/field, language skills, scholars’ credentials, teaching/research skills, interests and experiences, timeline and available budget. University representatives and scholars shared examples from their own experience, asking questions and learning from each other.

13:00:14:15 Funding and Arrival: Academics

Many universities have the desire to host scholars but come up against challenges in securing funding. SAR has found over the years that flexibility and creativity on the part of the host institution are key in this regard. This session looked at the different funding models for placements including fundraising within the university, in-kind support (e.g.

campus accommodation, meals, tuition waivers, office space, computers, language or training fees, academic travel support etc), third party funding (e.g. academic associations, fellowships, human rights organizations, research grants for regional studies, emergency grants for travel), joint hosting (e.g. two universities joining forces to offer a position, or a city and a university working together to place a scholar) and more.

Participants then worked in small groups on an exercise on the costs of hosting a scholar, and the potential sources of funding. They were provided with a sample worksheet which they completed and then discussed the results in small groups.

Participants then went through a checklist of steps to take in planning for a scholar visit, and discussed possible challenges that may arise during the visit, sharing the ways they had dealt with these at their institutions. SAR facilitators and university representatives discussed the support measures that are often needed in order to make the visits a success, including immigration and visa support/sponsorship, assistance with arranging schooling for a scholar's children, access to free language training, assistance finding suitable accommodation, orientation, mentoring, health insurance and due regard to any security concerns (many scholars may not wish to be listed with their name/photo on the university website or be comfortable with others knowing about the risks they have faced. Such wishes will need to be carefully accommodated by the host institution).

14:45- 15:45 Integration, Career Support, Transition

In the last session of the day participants discussed important topics of connecting scholars with research, networking and career support opportunities. Facilitators emphasized the invaluable role played by academic mentors at the host institution in supporting the scholars' efforts to reconnect with research, including through sharing advice on publishing opportunities, accessing research funds, and how best to contribute to existing projects. It was noted that university career services are often underutilized by visiting scholars; facilitators encouraged scholars and university representatives to use the existing support infrastructure within their institution including career centres, job search materials and advice, professional development classes and networking opportunities.

The groups also discussed post-visit/ transition concerns and the advice that SAR shares with scholars about how to plan for the end of their placement. In general the post-visit options include seeking opportunities in the current country, moving to a new position in a new country, or returning home. The most important factors usually weighed in these decisions include security (whether it is safe to return), academic profile/experience (where can the scholar best contribute his/her expertise), family considerations and immigration/residency/legal status. Early planning is key-- at least 6 months ahead, keeping in mind academic hiring timelines in the relevant countries. A backup plan is also essential in case one scenario does not work out. With SAR scholars, SAR staff asks them to be in touch at the 6-month mark and to share their plans for the coming year so that we discuss their plans and how we can support their next steps. SAR

has also developed workshops for scholars that address transition-related issues and impart practical advice about the academic job search. In this session, Ella de Lange from SAR's partner organization the Foundation for Refugee Students (UAF) shared UAF's experiences conducting job search trainings for scholars in the Netherlands and Belgium.

15:45- 16:00 Wrap-up: Academics

Facilitators summarized the key areas discussed, the main questions raised, and identified some points to follow up on the following morning. Most participants agreed that the main challenge of Thursday's workshop was one of time—there was so much to learn from each other and not enough time to go deeply into some of the areas discussed. One of the key takeaways shared by the university representatives was the value of hearing directly from scholars in small group discussions about their experiences and how other universities have addressed common challenges around funding, integration, and transition issues, particularly as they plan to host scholars in the future. For the scholars, the workshop was a unique opportunity for them to share their experiences with universities engaged on these issues and to meet fellow SAR scholars.

5.d.ii Thursday 22 June Welcome to Campus - Refugee student track

The refugee student track included the 32 registered participants who had, in the application process, listed their primary interest as that of supporting refugee students. The facilitators in this track were Kris Dejonckheere and Marta Rachlewicz from UNICA and Anna Buverud and Marit Egner from UiO. For part of the training the participants were divided into the two core groups of 15-16 participants or smaller groups. There was a large span of experience between the participants, but we did not separate the experts from the beginners. Such separation could be considered for future training sessions, to ensure active participation and relevant learning outcomes for all participants. It seems the most beneficial option would be to perform part of the group work in the same-level groups, and part of the group work in groups which mix beginners and more experienced participants. That way we could accommodate everybody: the beginners would have time to learn from colleagues with more advanced knowledge of the topic, and the experts would have time to exchange best practices and 'dig more deeply' into the topic.

When we planned this session, we expected the participants to be rather familiar with areas such as admission and language barriers, while less experienced in the next steps of really integrating the refugee students into their institutions. With the limited time available, we planned for one 60 min session on the topics Bridging programmes, Guidance/ Widening participation, Language support, Funding and Admission/ recognition. Then we had one 75 min session with casework on integration and inclusion and finally a 60-minute session of sharing experiences from the case work in smaller groups. A general comment to the day, based on the experiences from both

organisers and participants, was that we should have allocated much more time to these discussions.

Welcome to campus session 11.00-12:00:

At the beginning of this session we divided the group (of 30) into 5 small break-out groups on a random basis (counting 1,2,3,4,5), with the exception of the 5 pre-defined contributors who presented a specific topic to be discussed. The contributors were well chosen and had a lot of valuable expertise to share. However, their ability to efficiently manage the time and their respective groups varied. The idea of organizing the discussion around the contributors was a good one, however it would have been beneficial to 1) envisage much more time for each group to discuss each topic 2) reserve more time to prepare the sessions beforehand individually with each contributor (this time a short coffee break was used for that purpose, and not everybody showed up on time to discuss their contribution).

The topics/ contributors were the following:

- Bridging: Anna Buerud
- Guidance/ Widening participation: Elena Valbusa
- Language support: Mohammad Salman
- Funding: Marianne Julie Davies
- Admission/ recognition: Marta Amador Lopez

At the beginning, we assumed that the contributors would rotate 3 times, which would give each group around 10 minutes to briefly discuss four out of the five possible topics on a 'speed dating' basis. This was however an overly ambitious assumption and already at the beginning of the session we changed the concept taking into account the immediate feedback from the participants. Eventually, the contributors rotated only once which meant that they addressed two out of the five groups with their topic. They started with a short (5-10 minute) presentation of the topic (general/theoretical or based on their personal experience), and subsequently the small group discussed 1) challenges 2) solutions and 3) ideas for each of the topics. The responses were put up on the wall and could also feed into the later sessions of the day.

The session became a bit rushed. Everybody felt the need for much more time to discuss these topics. In fact, the lack of sufficient time left the participants, the contributors and the facilitator a little frustrated at the end of the session.

The following solutions could be suggested for next trainings:

- a) In an ideal situation, a whole day would be devoted to the 'Welcome to campus session'. Each of the 5 topics would have a dedicated session of 1h15/ 1h30, which would start with a 10-minute presentation of the topic from a contributor and be followed by structured exchange in sub-groups or a panel discussion with more experienced participants, closed by Q&As.

- b) If the time is limited, the session could be a half-day session. The format would be as explained above, but instead of plenary, the various topics would be tackled during two parallel sessions. The participants would subscribe in advance to a specific topic and each person would be able to choose and participate in two out of the five topics.
- c) Finally, if only 1h30 is available, the group could be divided into five small break-out groups (as was the case in the pilot training). Each group would discuss only one of the five topics and then share their 1) challenges 2) solutions and 3) ideas with the whole group of 30 participants. It was easy to ask some participants to prepare short presentations, but important to prepare them well for the chosen format.

Integration and inclusion – Refugee students 13:00-14:15

Participants were in their core groups and divided into small groups of 7-8 participants based on diversity within the group. Each of the 4 small groups were given a different case to resolve.

Expected Learning outcomes:

- Sharing of experiences on academic and social inclusion of refugees in higher education
- Insight into how academic and social inclusion can be important for both the refugee students and the welcoming institution
- Be able to propose, discuss and assess different initiatives for including refugees in higher education institutions

The topics of the four cases:

- Case A: The Refugee Assistance Plan
- Case B: The Refugee Introduction Semester
- Case C: The Bridging Programme (Two sub-groups negotiating)
- Case D: The New Students to the Study Programme

In this session there was more time to concentrate on one case. In particular, the group that was divided into two groups that had to negotiate and see the situation from different perspectives found this exercise very useful. Still, some people wanted even more time to discuss the cases and/or to discuss their own experiences in this area. Each participant had to prepare to describe their case and report on the discussion of the small group during the next session.



Sharing of best practices – Refugee students

The group of 30 came together again, and participants shared the discussions from the integration and inclusion session with a small group of 4 people from each of the 4 case groups in the afternoon session. After going through their short reports, they were to continue a follow up discussion on a topic of their choice from the day.

Expected Learning outcome:

- The participants will be able to draw on different contributions they have heard during the day to describe, compare and discuss different challenges, approaches and potential solutions.
- The participants will have learnt about issues and examples from other participants that they will bring home to investigate further.

This session seemed to work out according to plan. Some people would have liked a bit more structure, while others would have liked to have even more time for an open discussion.

General comment on the day's programme:

The content delivered on this day could have been covered over several days. Many participants were very hungry for hearing about the experiences of others and sharing their own. For a next training, this content should be spread over 2 days. It would also be good to include a poster session where all participants were invited to share their initiatives. It was, however, appreciated by some participants to have had a chance to reflect upon issues or challenges that they had not yet addressed at home.

5.e. Friday 23 June 2017: The way forward

Due to reports of long queues at Oslo airport because of ongoing construction we tried to compress the Friday programme to ensure that participants would be on time for their flights. All sessions were therefore quite hurried. This was of course not ideal, but necessary.

For the first part of Friday morning, participants remained divided by track—at-risk/refugee scholars and refugee students. The refugee students track discussed the transition from exception to system: How to mainstream and make efforts to support refugee students permanent. Anna Buverud from UiO gave an introduction to how the University of Oslo is trying to mainstream the refugee initiatives and make sustainable systems for welcoming refugees to campus. Participants received a “hot off the press” report from the Academic Dugnad programme at UiO. After the introduction, participants discussed the topic based on their own experiences.

The Academics track continued their discussions described under Thursday above on how best to plan for the end of a scholar’s first university placement, including assessing post-placement options such as return, contract renewal or a move to a new institution/country. Participants also discussed questions of employability and the resources being developed in different European countries to assist with academic job search skills.

The Pyramid of Planning

In this session, facilitators used a technique called the pyramid of planning in order to frame participants’ thinking about implementing their learnings from the training upon return home. Their planning might involve developing newer more ambitious larger projects, but it might just as easily involve more modest improvements to procedures or enhancements to existing activities. The participants were asked to begin with the big picture longer term goals for their work upon return, moving to the more immediate concrete tasks that they would like to implement in the nearer term.

Return to the Learning Expectations

In this session participants returned to the learning expectations that they discussed on the first day of the training. Participants remained divided by track (refugee students v academics). Participants sat in a circle and the expectations, needs and fears were placed in the middle. Participants could pick one or two and could volunteer to explain how they felt about if and how their expectations, needs or fears were met. Participants offered frank, honest and helpful suggestions on ways in which the training might be improved for future events. This helpful feedback is detailed further in the evaluation section below and will be very useful in the further development of the training curriculum.



Concluding Remarks and Award of Certificates

This concluding session needed to be cut very short for the practical reasons mentioned above. Marit Egner provided a summing up of the week's learnings and each participants was awarded a certificate from the staff training. At the end of the training we had a lunch for those who did not have to rush to the airport and who had the time to continue the conversation.

5. Staff training written material

The participants received a variety of written material ahead of and during the training week. Some of this was material produced by the partners or other entities previously with funding from other grants while there were a couple of publications prepared and timed more specifically for the event.

UiO produced a training booklet for the staff training including presentations of the project, the project partners and team, the staff training programme and all the staff training participants. This booklet was very useful for participants to connect with each other and learn about each other.

Scholars at Risk had already (with other grant funds) prepared a draft Guide for Discussion on Promoting Values in Higher Education. The staff training would be the occasion to test the material in the guide and to see how it worked in practice. Based on the learnings from testing the guide, Scholars at Risk is producing a separate Facilitator's Guide to assist facilitators who wish to implement their own trainings, workshops or discussions on higher education values. Some of the training participants found that the information presented in the draft guide was too dense or that it required a more advanced understanding of the topic than they already had. In their production of the new Facilitator's Guide Scholars at Risk is taking this valuable feedback into account and revising the content accordingly.

The Scholars at Risk institutional representatives at the University of Oslo and Gothenburg University produced a practical guide to welcoming at-risk scholars to campus. This was published online and free of charge by the European Association for International Education (EAIE) and was available just in time for the staff training.

The University of Oslo published its report from the Academic Dugnad programme for refugees just in time for the staff training.

The project team also provided participants with some recommended background reading including a report by the European Students Union entitled: “Refugees Welcome?” This report was published earlier in 2017, but not connected to the project. Participants were also pointed the EUA Refugee Welcome Map. In future trainings, more relevant reports, articles and websites in the area of refugee students will also be collected and distributed to participants.

During the staff training participants were provided with a number of written hypothetical cases. The case examples were built on real experiences or composites of real situations. As outlined in the evaluation, many of the participants found several of the cases too complicated especially the cases used to facilitate discussion of topics that were new to them. This was particularly so for the cases used on Tuesday during the training on values in higher education.

Generally, the participants indicated that they were very happy with the material they received.

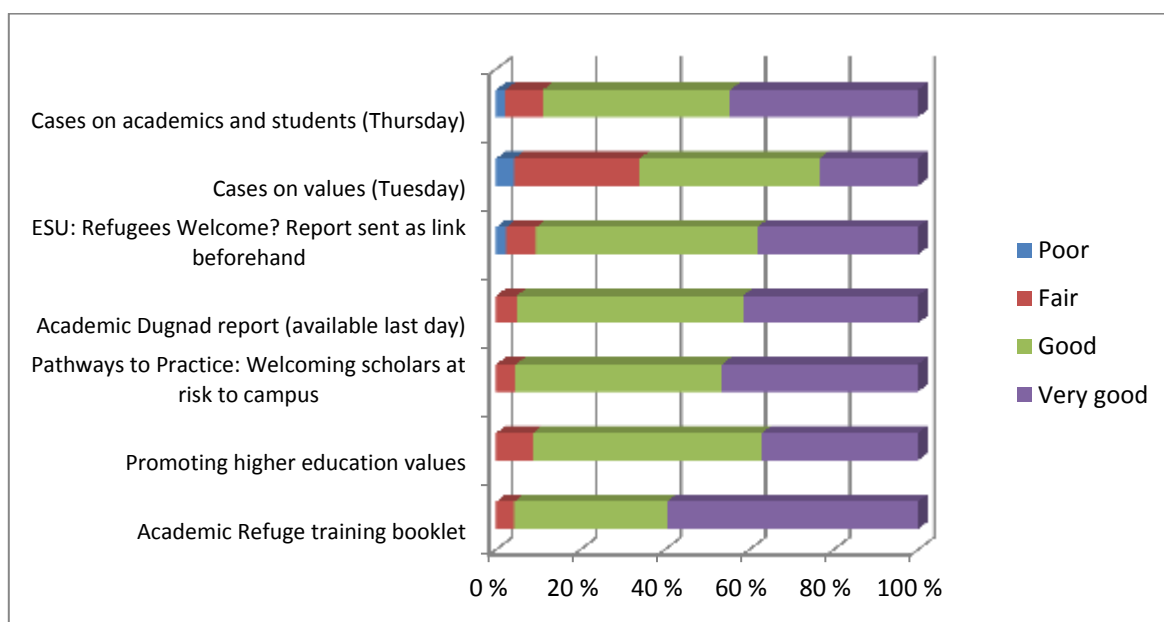
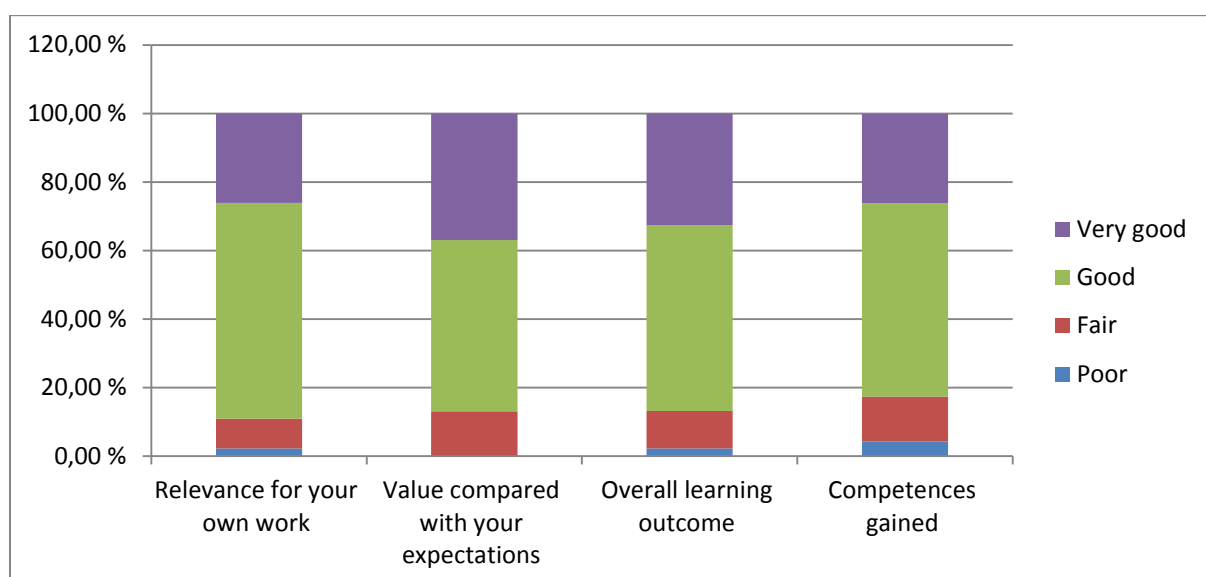


Figure 2 How much the participants appreciated the written training material. Percentage. N=47.

6. Evaluation of staff training week

The training week was evaluated by an external evaluator as well as by two project team members with expertise in the area of evaluations. Participants were also asked to evaluate the training in person on the last day of the training week and were asked to complete two online evaluations—one shortly after their return home and the second three months after the course.

The results of the evaluation (without participants' narrative comments) are available as an appendix to this report. In short, based on responses to the online evaluation form, most participants' overall impression of the training was good or very good. The great majority of the participants found the training relevant or very relevant and felt the training met their expectations. They also felt the overall learning outcome was good or very good and that they gained good competencies.



Figur 3 Overall satisfaction with the training (N=47)

Most participants found all course material (Academic Refuge training booklet, Promoting HEV, Pathways to Practice, Academic Dugnad Report, ESU: Refugees Welcome? Cases on academics and students) to be either good or very good. However, they expressed some reservations about the materials used for the values component of the training. Regarding core groups, most participants felt that their group dynamic was good or very good.

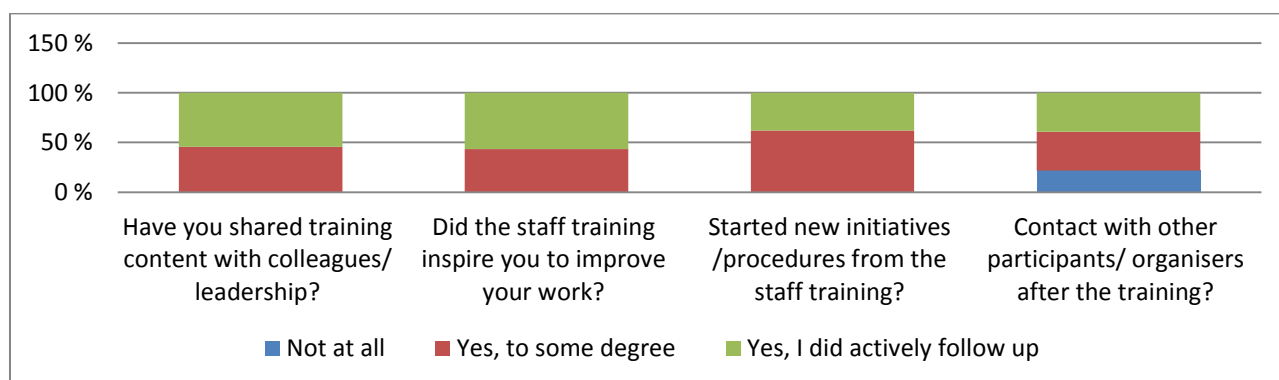
Participants differed in their views about the open event held on Wednesday. Some did not appreciate the panel structure which allowed very little time for engagement with the audience. Others would have liked to have heard from more refugee students/scholars instead of policymakers. While others wanted more time for the audience to really engage with the policymakers.

In general there were several areas mentioned by a number of participants in which there is room for improvement in future trainings. These included:

- 1) Discussion time: Nearly all participants would have liked more time for discussion with other training participants. This would also have allowed for deeper learning. There was too much content for the time available. In particular participants would have liked to have dedicated more time to the topics addressed in the second half of the week: welcoming at-risk scholars and refugee students (Thursday and Friday sessions).
- 2) Complexity of materials for values training: Many participants found the case examples and presentations too intricate and complex for the time available to understand them, and also given that the topic was very new to most. Some felt that they did not have much to contribute to the discussions.
- 3) Relevance of the values component to administrative staff: Some struggled to see the relevance of this part of the training for their own work. It was suggested that more time was needed explaining the connections between this component and the practical matters of hosting threatened and refugee scholars. On the other hand, several others said they were inspired by this part of the training and would work to raise awareness at home about the need for greater attention to respect for higher education values.
- 4) The two-track structure: Several participants expressed that ideally they would have liked to have had access to the learning on both supporting refugee students and hosting at-risk academics, instead of having to choose between tracks.

Impact of the training-- Reporting three months later

After three months participants were asked if and how they had followed up on the training. The majority of participants said they had shared some of the staff training content or new ideas with their colleagues and/or leadership. They also said the training inspired them in their work. Some were active in the preparation of new materials for refugee students, others had applied to join the Scholars at Risk network. The majority of participants did implement or planned to implement activities, initiatives and procedures they learned about during the staff training. The majority of participants also stayed in touch with other participants, which shows the training was also a great opportunity for networking.



Figur 4 Evaluation 3 months later (N=23)

7. Practical preparations and organization of the Academic

Refuge Staff Training

The staff training was held on-site at the University of Oslo, where all sessions were held in meeting rooms around one lobby area which was used for breaks. It was very convenient to have everything in one area. Rooms were booked half a year in advance. We had made a block booking for hotel guests at a nearby hotel eight months before, but despite the early booking the nightly rate was still more expensive than the Erasmus+ rate per night. This was a challenge for some participants. Some participants would have liked to stay in the city center, but most participants spoke positively of the accommodation which was 10 min walking distance from the university campus.

The speakers for the one-day open multiplier event were funded on different parts of the Erasmus+ funding or by the project partners themselves. Travel arrangements were made by the different project partners accordingly. This seemed to work rather OK. It would, however have been more efficient if we had a separate travel budget for the multiplier event.

With regard to preparations for the event at the host university, UiO had a small team of three people who took most of this one. This included the project coordinator, who also was the primary contact for participants, and two colleagues. One was responsible for preparing the booklet in cooperation with the graphic designers. She also prepared list of responsibilities and contributed to other logistical planning. A third colleague was in contact with the caterers and other suppliers. During the staff week itself we had two student assistants. One was responsible for the smooth operating of all technical equipment, setting up PPT presentations and testing microphones etc. The other was responsible for registrations, questions, and practical arrangements and catering. It was useful to have extra hands at peak times, but there were of course quieter periods during the sessions where the students were much less busy. The extra back-up was very much appreciated.

We had two social evening events and one tourist activity. According to the evaluation, about 80 percent found this well balanced. The Welcome dinner was at a restaurant and required moderate preparations. On Wednesday late afternoon, all participants were taken by bus to the Viking ship museum. This seemed well received. Participants got in free of charge, and afterwards they could go back to the city by ferry. Many participants went out for dinner in small groups afterwards.

The farewell party was held in an informal style in a UiO venue in the city centre. We had tapas from catering and wine bought at the wine shop, not through the catering. We had music and dancing, but no speeches. There was a lovely atmosphere at the event. Afterwards, many participants enjoyed a nice evening together in the city centre.

There was no funding available in the Erasmus+ strategic partnership project funding for costs related to actually running the staff training. It was only funding for individual travel and accommodation. This is a bit strange, as there are obvious costs involved in the running of staff trainings. The University of Oslo had to set aside some budget for a number of these costs connected to the staff training such as catering, social events, local transport etc. Otherwise it would have been difficult to run the staff training. On the other hand, most potential participants had access to Erasmus+ staff mobility funding from their home institutions. Therefore we were able to include more participants than the Erasmus+ project funding allowed for.

8. Proposals for further development of the curriculum

The pilot staff training week provided a perfect opportunity to test the draft training curriculum and the feedback received from participants is now being put to very good use in our revisions of training materials.

In future trainings there will be much greater flexibility in how facilitators can use the training materials. In this pilot staff training we were bound by various regulations of the Erasmus+ programme. For example, funding could not be provided for staff trainings that were shorter than five days for administrative staff. We also wanted to include the multiplier event (Wednesday) as part of the staff training week, so that the participants from outside the project would have the opportunity to meet the training participants. The two major strands of feedback from participants included (1) We had a lot of content for the time available. (2) While many of the participants whose primary area of interest was supporting refugee students reported finding the Tuesday sessions on values in higher education interesting and challenging it was not clear to them how the learning in this area might be directly applicable to their own day to day work.

When developing the materials we are taking this very valuable feedback seriously. We are creating a curriculum which can be used very flexibly-- separating the content into modules that can be combined or separated. We are diving the content into three main modules, but we feel strongly that each module should include some elements of the other two. In particular we will make a concerted effort to communicate why the promotion of values in higher education is important for not only those working within a university but for society in general, and to ensure that the materials can be used more easily by those without a background in human rights or law.

Proposed modules:

- a) Values in higher education (1-1 ½ days)
- b) Welcoming scholars at risk to campus (1-2 ½ days)
- c) Welcoming refugees to campus (2-3 days)

Each of the modules should be flexible enough to adjust to the time available and the experience level of participants.

All the modules could be combined with a contribution from a SAR-scholar or refugee describing the pressures they faced and/or about the situation for academic freedom and other higher education values in the home country. The modules could also be combined with a lecture or shorter presentation from an academic staff person from the host institution researching relevant topics.

Our plan is for the curriculum to be in the form of trainers/facilitators' guides to running similar training activities. Much of written material will be new; while there will also be links to existing materials and resources.

a) Proposed further development of curriculum—Promoting values in HE

Based on the feedback received from workshop participants and organizers a facilitator's supplement is being prepared for the training component on promoting values in higher education. The supplement is designed to lead potential workshop facilitators through the content units, highlighting key learning outcomes, and opportunities for more advanced discussion. It also provides exercises for facilitators to introduce for small group or plenary discussion, including the purpose of each exercise as well as participatory facilitation techniques and charts to help aid discussion.

The training curriculum will contain four units:

- Unit 1: What Are "Core Higher Education Values"?
- Unit 2: Lines, Line-Drawing, and Consequences
- Unit 3: Values at Home and in Partnerships
- Unit 4: Defending Values

Exercises

The curriculum also contains 8 exercises to bring the values-related challenges more easily to life for learners.

Exercise 1 "Inviting Trouble" and Exercise 2 "Strengthening 'Patriotic' Higher Education" aim to help learners identify each of the five core higher education values as encountered in common situations and to explore their interrelatedness.

Exercise 3 "Lines, Line-Drawing and Consequences" assists participants (1) to understand different standards of protection for expressive conduct (specifically, academic freedom versus general free expression), (2) to identify the relevant criteria in categorizing such conduct (e.g., context, actor, purpose), and (3) to understand the risks resulting from categories (e.g., too narrow, too broad, or imposed from outside the higher education sector).

Exercise 4 "Career Fair on Campus", Exercise 5 "Silence is Golden", and Exercise 6 "Government Delegations" encourage learners to be proactive when it comes to putting core values into practice. It can be difficult to dedicate time and financial resources for values issues in the absence of an incident or crisis, and this exercise asks participants to

generate suggestions of practical, pro-values activities that have been or might be attempted, as well as feedback on the suggestions listed in the guide.

Exercises 7 and 8 "Defending Higher Education Values" allow the learner to practice assessing values-related incidents, with an emphasis on expanding the list of response options and mitigating damage to institutional priorities and individuals, without sacrificing important values principles or stakeholder interests.

Charts

Curriculum materials will also include a number of charts and diagrams accompanying the exercises/case examples:

Diagram 1 (for Exercise 1 and 2)

During the discussion of one or more exercises, facilitators may ask participants to identify issues relating to each value in each exercise, and put check marks (✓) in each box until all values are identified for each exercise. If more time is available, instead of check marks facilitators may wish to write a brief description of each issue raised in each box.

Value	Exercise #	Exercise #
Academic Freedom (AF)		
Institutional Autonomy (IA)		
Accountability (ACC)		
Equitable Access (EA)		
Social Responsibility (SR)		

Diagram 2 (for Exercise 3)

During the discussion of the exercise, facilitators may invite participants to raise their hands to indicate in which column each example belongs. Facilitators should emphasize how fluidly examples can move between boxes when there are subtle changes in facts, making the questions of agency ("who decides") and consequences ("what happens next") even more important than where on the chart examples are located.

Example	A	B	C	D	E
1. Conference presentation					
2. Newspaper					
3. Social media					
4. Campaigning on campus					
5. Organized student protest					
Questions: Good: WHERE in the chart should each example be located? (Why there?) Better: WHO should decide where each example is located? Best: WHAT are the consequences of locating the example in each box?					

Diagrams 3, 4 and 5 (for Exercise 7, but may be adjusted for Exercise 8 or other exercises)

Diagram 3 and 4: Stakeholder/partnership assessment and Incident assessment

During the discussion of the exercise, facilitators may invite participants to rank on a scale of HIGH, medium (MED) or LOW each criteria for each example situation, asking what facts led participants to rank criteria at different levels. Facilitators emphasize the

role of the framework and criteria in understanding complex situations and encouraging meaningful discussion about options, even among participants who favor different criteria or perspectives.

3.

Example	Stakeholders / partnership duration	Institutional role / commitment	# of people	Academic component
Turkey				
China				
Egypt				
Other?				

4.

Example	Harm	Identity of victims	# of victims
Turkey			
China			
Egypt			
Other?			

Diagram 5: Response assessment

During the discussion of the exercise, facilitators should first invite participants to indicate which form of responses- dialogue-focused or program-focused- are most appropriate in each situation, inviting discussion of why participants suggested different types of responses.

5.

Example	Dialogue-focused responses	Program-focused responses
Turkey		
China		
Egypt		
Other?		

b) Proposed further development of curriculum -- Supporting at-risk scholars

The materials under development for this component of the curriculum include:

1) Facilitator's Guide

The How to Host Facilitator's Guide provides guidance on running a workshop based on the Scholars at Risk publication, *How to Host*. Through such workshops, facilitators can mobilize support within their own institution or other institutions for hosting at-risk scholars and plan ahead for common questions and challenges that arise throughout the hosting process. Participants will work with anonymous case examples, which will help them gain insight into the considerations necessary in hosting at-risk scholars, enabling them to develop an action plan, share best practices, and identify opportunities for support and cooperation in hosting at-risk scholars.

2) 4 learning modules

Unit 1: Planning a scholar's visit: Strategies for success

Unit 2: Funding and arrival: Common funding approaches and pre-arrival steps

Unit 3: Integration and inclusion: Helping scholars to make the most of a placement

Unit 4: Transition: End of visit considerations and scholar's next steps

3) Exercises and handouts

Handouts 1 and 2: Two sample scholar profiles and Host a Scholar Worksheet: Working with anonymized case examples, participants work in small groups to identify a potential placement for a scholar and identify strategies for support, capturing key learnings and questions in the Scholar Hosting Worksheet.

Exercise 1: Budget for hosting a scholar: Participants work together to identify common costs involved in hosting at-risk scholars and discuss the various types of direct and indirect support that, when combined, can enable a university to provide appropriate support for an at-risk scholar.

Exercise 2: Questions to Ask Checklist: In plenary or small groups, participants identify critical questions to ask of scholars regarding immigration, travel, family needs, arrival and other important topics for planning a successful visit.

Exercise 3: Responding to the unexpected: Working in small groups, participants develop strategies to respond to an unexpected development regarding the scholar's needs, as an addendum to the sample scholar profiles.

Exercise 4: Progress Report: Participants receive a mid-year assessment of their sample scholar's academic progress and performance and identify opportunities to enhance support, as a way of understanding integration, inclusion, and transition needs.

c. Welcoming refugees students to campus (2-3 days)

Main topic: A module on Welcoming refugees to campus will cover welcoming refugees, both students and academics.

Target group: From the pilot training we saw that this topic is of interest to both academic and administrative staff. Most of the sub-topics will be relevant to both groups.

Some main elements that should be taken into the curriculum:

- Introductory session with training context and icebreaking activities
- If relevant based on the composition of participants: background information on refugees in the world and attacks on higher education
- Some input from a refugee student, refugee academic, at-risk scholar or similar to facilitate identification with the users of the university services that we want to improve
- Session(s) on topics relating to the early phase for the refugee:
 - Guidance/ Widening participation
 - Funding issues for participants and universities

- Language support
- Admission/ recognition of credentials
- Bridging courses
- Options for connecting academics/professionals to the institutions
- A session relating to academic and social integration and inclusion of refugees when they have been accepted to the institution as students or staff including special needs
- A session on mainstreaming activities to make them permanent and systematic
- Possibilities for participants to present their own initiatives and experiences to the others
 - Plenty of time for discussion during the programme
 - Ask experienced participants to present
 - Poster session where all prepare to present, with a poster each
- Case work with real cases and/or fictive cases based on real experiences
- Preparing for how to follow up at home (e.g. the pyramid of planning) and evaluation

Written Material

The curriculum for the hosting refugee students component will include an Academic Refugee Trainer’s Guide covering the topics discussed during the training. Participants will also be given a list of useful reference materials produced by other organizations or the project partners including for example the EUA refugees welcome map and the ESU report on Refugees Welcome. We look forward to sharing the final draft of the curriculum with you in the coming months.

9. Conclusion

It became clear to the organizers very quickly after the application process for the training opened that there was a great demand across European universities for opportunities to share knowledge and experience in the area of welcoming threatened and refugee students and academics to campus. While it would have been wonderful to have been able to provide a training to all of the well-qualified applicants, apart from the obvious budgetary considerations it would have been very difficult to maintain a high quality of training with an even greater number of participants. In any case one of the primary goals of the training, beyond the learning outcomes for the fifty-five participants was to test the training materials so that a new and improved curriculum could then be made available to a much broader audience after the training and offered as an open educational resource.

Alongside revising the training materials and curriculum, the Academic Refugee project team is now working on the project’s second major output—the development of a Massive Open Online Course (MOOC) on the importance of academic freedom in society, with a working title “Are some questions too dangerous to ask?” We plan to launch the

MOOC in June 2018. We will ensure that training participants receive any relevant notifications in the coming months.

We offer our sincere thanks to the Erasmus+ for funding the Academic Refuge project and for the Norwegian Centre for International Cooperation in Education (SIU) for the follow up and support. Your invaluable support made the training week possible.

We are very thankful to all of the training participants for the insights and experience you shared during your time with us in Oslo, and especially for your feedback on the training itself. The curriculum will be greatly improved for future users because of your valuable input. We are delighted with the level of follow-up activities we have seen from participants even at this early stage, and we look forward very much to staying in touch.

Finally, we remind you again that we are encouraging all training participants to consider organizing a training or workshop on these issues for staff at your own institution or for those at other institutions in your network. It is through this multiplier effect that we believe the project can truly reach its fullest potential.

10. APPENDICES

A. Detailed Schedule – Academic Refuge Staff Training Week

DETAILED SCHEDULE – ACADEMIC REFUGE STAFF TRAINING WEEK

All sessions will take place at UiO, Blindern Campus, Sophus Bugge's House

Monday 19 June 2017: Setting the Stage

9:00-13:00 **Arrivals/Private Meetings**

11:00-12:30 **Presentation of the University of Oslo** Optional
Seminarrom 1

13:00-14:00 **Registration and coffee** Vestibylen

14:00-15:00 **Academic Refuge Staff Week: Introductions** Plenary
Auditorium 2

- Welcome by Rector *Ole Petter Ottersen*, UiO
- Presentation of the project partners: UiO, UNICA, UL, SAR
- Setting the stage, *Robert Quinn*, SAR
- Presentation of the week programme, *Marit Egner*, UiO
- Q&A/Discussion

15:00- 16:00 **Meet the participants** Core groups

- Meet your Core Group
- Participants' Expectations of Learning Outcomes

16:00-16:30 **Break with coffee/tea**

16:30-17:30 **Global Perspectives: Challenges to Higher Education Values**
Plenary

Moderator: *Inga Nymo Riseth*, President of SAIH

Discussion with academics from Turkey, Yemen and a student from Zimbabwe

19:30-22:00 **Welcome dinner** Optional

Tuesday 20 June 2017: Understanding and Promoting Higher Education Values

09:00-09:10	Overview of the Day	Plenary
09:10-09:30	Ethical Dilemmas in International Higher Education <i>Prof. Christian Munthe</i> , University of Gothenburg	Plenary
09:30-10:00	Overview and morning objectives Rob Quinn & Lauren Crain, SAR	
	<ul style="list-style-type: none"> - Introducing training units and learning objectives - Definitions and origins of core higher education values - International standards & instruments protecting values 	
10:00-10:15	Break	
10:15-10:30	Group photo	
10:30- 11:00	Understanding Higher Education Values: Definitions & Standards - Issue-spotting exercise & discussion	Core groups
11:00-12:00	Understanding Higher Education Values: Lines and Line Drawing Exploring consequence of drawing clear lines between expression or conduct considered “academic” or “not academic” including case examples and group exercises.	Core Groups Seminarrom 3-4
12:00-13:00	Lunch	
13:00-13:45	Debrief of morning sessions/exercises Lauren Crain Overview of afternoon objectives Rob Quinn & Lauren Crain, SAR	Plenary
	<ul style="list-style-type: none"> - Developing proactive, pro-values procedures and practices at home and in partnerships - Responding to incidents after-the-fact, including stakeholder, partnership and incident assessments 	
13:45-14:30	Ritualizing Higher Education Values Procedures and mechanisms universities can implement to proactively reaffirm their values commitments— <i>Rob Quinn</i> , SAR	Plenary
14:30-14:45	Break	

14:45-15:45	Defending Higher Education Values	Core Groups
	Case studies implicating higher education values on home campuses and in international partnerships	
15:45-16:30	Debrief of afternoon sessions/exercises	Plenary
	Lauren Crain	
	Wrap-up	
	Rob Quinn, SAR	
	Recap and feedback from discussants & participants on each of the four learning units	
	Next steps	
	Lauren Crain, SAR	
Evening	Free	

Wednesday 21 June 2017: The Role of Universities in Turbulent Times (Open event)

09:00-09:20	OPENING REMARKS	Plenary
	<i>Ole Petter Ottersen</i> , Rector of the University of Oslo	
	<i>Ieva Serapinaite</i> , Norwegian Centre for International Cooperation in Education (SIU)	
09:20-09:40	KEYNOTE ADDRESS	Plenary
	<i>Marc Cosyns</i> , Principal Administrator in the Task Force Migration, European Commission	
09:40-10:40	UNIVERSITY LEADERS PANEL: Higher Education Values Under Pressure	Plenary
	Panelists:	
	<ul style="list-style-type: none"> - Moderator and a view from the USA: <i>Robert Quinn</i>, Executive Director, Scholars at Risk Network - <i>Ole Petter Ottersen</i>, Rector of the University of Oslo, Norway - <i>Marjan Dema</i>, Rector of the University of Prishtina, Kosovo - <i>Lan Anh Nguyenluu</i>, Head of the Intercultural Institute of Psychology and Education at ELTE, Budapest 	
10:40-11:00	Break	

11:00-12:00 TESTIMONY & DIALOGUE WITH STUDENT & SCHOLARS

Plenary

Moderator: **Inga Bostad**, UiO

- Testimony by **Gabi Issa**, Refugee Student from Syria: My way into a European University
- Dialogue with Dr. **Tarek Ahmad** from Syria & Dr. **Olga S. Hunler** from Turkey

12:00-13:00 Lunch

13:00-14:00 EUROPEAN POLICYMAKERS ROUNDTABLE

Plenary

Evaluating European Higher Education responses to the refugee crisis; identifying gaps, looking to the future

Moderator: **Ole Petter Ottersen**, Rector of the University of Oslo

Speakers:

- **Torbjørn Røe Isaksen**, Minister of Education and Research, Norway
- **Marc Cosyns**, Principal Administrator in the Task Force Migration, European Commission
- **Henriette Stoeber**, Policy and Project Officer, European University Association
- **Christian Hülshörster**, Director of the Scholarship Programmes Southern Hemisphere German Academic Exchange Service (DAAD)

14:00-15:00 WELCOME TO CAMPUS: VOICES FROM THE FRONT LINE

Plenary

Moderator: **Karen-Lise Knudsen**, Chair of SAR Norway

Speakers:

- **Karolina Catoni**, University of Gothenburg,
- **Rose Anderson**, Scholars at Risk Network
- **Jacqueline Couder**, Vrije Universiteit Brussel (tbc)

15:00-15:30 End of the open event/Break

15:30-16:00 Bus to Bygdøy for staff training participants

Optional

16:00-17:00 Visit to the Viking ship museum

Optional

Bygdøy, Short intro to the exhibition from the museum

Ca. 17:00- Return to Oslo by ferry, evening free

Thu 22 June 2017 Welcome to campus

09:00-09:15 **Intro to the day** Plenary

09:15-10:30 **NOKUT presents recognition of refugee qualifications:**

Plenary

Refugee qualifications passport, refugees without verifiable documents, students at risk

- **Hanne-Gerd Nielsen**, Head of Section for Recognition, NOKUT
- **Marina Malgina**, Head of Recognition of Refugees' Qualifications, NOKUT

10:30-11:00 **Break**

11:00-12:00 **Theme: Welcome to Campus, two parallel sessions**

11:00-12:00 **Welcoming refugee students to campus:** Parallel

- ✓ Early phase challenges for potential refugee students
- ✓ Recognition, language, practicalities
- ✓ Discussion of major challenges and best practices

12:00-13:00 **Lunch**

13:00-14:15 **Theme: Integration & Inclusion: Refugee Students** core groups

- ✓ intercultural challenges
- ✓ Inclusion and support during studies
- ✓ Discussion about the best practices for supporting the integration and inclusion of refugee students

14:15-14:45 **Break**

14:45-15:45 **Sharing of best practices: Refugee students** Parallel

15:45- 16:00 **Wrap-up and Practical Announcements: Refugee Students**
Parallel

11:00-12: **At-risk scholars and Refugee Academics** Parallel

- ✓ Selection process, funding, immigration, good practices
- ✓ Brief good practice presentations from SAR members followed by discussion

12:00:13:00 Lunch

13:00:14:15 **Integration & Inclusion: Academics** core groups

- ✓ Reconnecting with research
- ✓ Making the most of a placement
- ✓ Discussion of best practices

14:15-14:45 **Break**

14:45-15:45 **Sharing of Best Practices: Academics** parallel

15:45- 16:00 **Wrap-up and Practical Announcements: Academics** parallel

19:00-22:00 **Farewell Party in the Stables of the Professor Residence,**
Optional UiO City campus

Friday 23 June 2017: The way forward

09:00:10:00 **The Way Forward: Refugee Students** **Parallel**

- ✓ From exception to system: How to mainstream and make the efforts permanent

09:00:10:00 **The Way Forward: Academics** **Parallel**

- ✓ Post placement planning: Planning next steps with SAR scholars and refugees, assessing options, renew, return, move
- ✓ Employability questions, Academic job search skills

10:00-11:00 **The Pyramid of Planning** Core groups

- ✓ What next steps will I take when I return home?
- ✓ Return to the learning expectations—Did we learn what we expected?

11:00-11:15 **Break**

11:15 -12:00 **Return to the Learning Expectations** Plenary

- ✓ Highlights from the core groups
- ✓ Lingering questions, suggested content for future trainings

12:00- 12:30 **Concluding Remarks and Award of Certificates** Plenary

12:30-13:30 **Lunch/End of programme**

B. Selection Criteria for the Academic Refuge staff training

The Academic Refuge project has received over hundred expressions of interest for the staff training in June 2017, and in the selection of participants for the training we will use the criteria below.

This staff training week is aimed at academic and administrative staff of all levels, especially those involved in welcoming refugees and threatened academics on campus or in promoting academic freedom. The staff week will put a strong emphasis on sharing experiences and exchanging good practices between colleagues from many European universities facing similar challenges. We expect all applicants to have interest in at least one of the topics of the staff training week.

- Understanding academic freedom and related higher education values
- Welcoming refugees and threatened academics on campus

Higher education teaching staff may choose to complete a 3-day module: 19-21 June ([See criteria for the 3 day module further down](#)).

Selection criteria for the 5 day staff training week 19-23 June 2017

You may apply if you have an academic or administrative position in a higher education institution or an organization in a related field. We expect all applicants to be available for the five days 19-23 June.

The following selection criteria will be applied.

Category 1: Applicants from Scholars at Risk and UNICA member institutions will be prioritized for places (1-2 persons maximum per member institution). University of Ljubljana, as a project partner, has a separate quota.

Category 2: Additionally we will seek to select a number of participants who are (one or more of the following):

1. Refugee academics or professionals currently in teaching, research or administrative positions
2. Members of the two associated partners in the project; European University Association (EUA) and European Association for International Education (EAIE)
3. From Europe, particularly Eastern and Southern Europe (incl. Balkan and Turkey).

4. With the most relevant background and interests for the programme topics (e.g. experience with welcoming refugees and threatened scholars and/or promoting academic freedom and higher education values).

Applicants in category 1 will have an opportunity to apply for funding from the Academic Refuge project to cover transport and accommodation. This application for funding is integrated within the training application form.

Selection criteria for the 3 day intensive module for teaching staff 19-21 June 2017

You may apply to participate in this training module if you have an academic position (e.g. Dean, Professor, Lecturer or Researcher) in a higher education institution. We expect all applicants to be available for the three days 19-21 June.

The following selection criteria will be applied.

Category 1: Applicants from Scholars at Risk and UNICA member institutions will be prioritized for places (1-2 persons maximum per member institution). University of Ljubljana, as a project partner, has a separate quota.

Category 2: Additionally we will seek to select a number of participants who are (one or more of the following):

1. Refugee academics currently in teaching or research positions
2. Members of the two associated partners in the project; European University Association (EUA) and European Association for International Education (EAIE)
3. From Europe, particularly Eastern and Southern Europe (incl. Balkan and Turkey)
4. With the most relevant background and interests for the programme topics

Applicants in category 1 will have an opportunity to apply for funding from the Academic Refuge project to cover transport and accommodation. This application for funding is integrated within the training application form.

C. Evaluation report (next page)

Report from ‘Evaluation of Academic Refuge Staff Training 2017’**Collected results per. 26. September 2017 11:16**




- Delivered replies: **47**
- Commenced replies: **0**
- Number of sent invitations: **0**

Without text answers**Evaluation of the Academic Refuge Staff Training 2017**

The Academic Refuge Staff Training 2017 was a pilot for the Academic Refuge training curriculums. It is really important for us to get your feedback so that we can improve the training. Below we ask you to assess the value of the training. Use the scale and supplement with comments that you think can help us improve the programme.

What is your main area of interest among the Academic Refuge main topics?

We understand that you can have more than one of these interests, but indicate which one is your main focus.

Answer	Number of	Percentage	
Values in higher education	6	12.8%	
Threatened and refugee academics	18	38.3%	
Refugee students	23	48.9%	

How experienced are you in your main area of interest

Answer	Number of	Percentage	
introductory	10	21.3%	
Medium	22	46.8%	
Experienced	15	31.9%	

Your overall impression of the staff training:**Response distribution (raw data)**

	Poor	Fair	Good	Very good
Relevance for your own work	1	4	29	12
Value compared with your expectations	0	6	23	17
Overall learning outcome	1	5	25	15
Competences gained	2	6	26	12

Response distribution (%)

	Poor	Fair	Good	Very good
Relevance for your own work	2.2%	8.7%	63%	26.1%
Value compared with your expectations	0%	13%	50%	37%
Overall learning outcome	2.2%	10.9%	54.3%	32.6%
Competences gained	4.3%	13%	56.5%	26.1%

Course material**Response distribution (raw data)**

	Poor	Fair	Good	Very good
Academic Refuge training booklet	0	2	17	28
Promoting higher education values	0	4	25	17
Pathways to Practice: Welcoming scholars at risk to campus	0	2	21	20
Academic Dugnad report (available last day)	0	2	22	17
ESU: Refugees Welcome? Report sent as link beforehand	1	3	22	16
Cases on values (Tuesday)	2	14	20	11
Cases on academics and students (Thursday)	1	4	20	20

Response distribution (%)

	Poor	Fair	Good	Very good

Academic Refugee training booklet	0%	4.3%	36.2%	59.6%
Promoting higher education values	0%	8.7%	54.3%	37%
Pathways to Practice: Welcoming scholars at risk to campus	0%	4.7%	48.8%	46.5%
Academic Dugnad report (available last day)	0%	4.9%	53.7%	41.5%
ESU: Refugees Welcome? Report sent as link beforehand	2.4%	7.1%	52.4%	38.1%
Cases on values (Tuesday)	4.3%	29.8%	42.6%	23.4%
Cases on academics and students (Thursday)	2.2%	8.9%	44.4%	44.4%

What do you think would be a good number of participants for the staff training?

The training had 60 registered participants (55 actually attended as some fell ill etc.)

Answer	Number of	Percentage	
-20	0	0%	
21-30	3	6.5%	
31-40	6	13%	
41-50	14	30.4%	
51-60	15	32.6%	
61-80	7	15.2%	
81-100	1	2.2%	

Which core group did you attend?

Answer	Number of	Percentage	
Group A1 (Rob)	13	27.7%	
Group A2 (Lauren)	10	21.3%	
Group B1 (Marta)	13	27.7%	
Group B2 (Anna)	11	23.4%	

How do you evaluate the group dynamics in your core group?

Answer	Number of	Percentage	
Poor	0	0%	
Fair	2	4.3%	
Good	24	51.1%	
Very good	21	44.7%	

Learning outcomes and evaluation by days (please refer to the programme)

Day 1: SETTING THE STAGE (Monday 19.6)

Response distribution (raw data)

	Poor	Fair	Good	Very good
Presentation of the project, objectives and aims	0	4	21	18
Global Perspectives: Challenges to Higher Education Values (Turkey, Yemen, Zimbabwe)	1	5	23	16

Response distribution (%)

	Poor	Fair	Good	Very good
Presentation of the project, objectives and aims	0%	9.3%	48.8%	41.9%
Global Perspectives: Challenges to Higher Education Values (Turkey, Yemen, Zimbabwe)	2.2%	11.1%	51.1%	35.6%

DAY 2: Understanding and Promoting Higher Education Values (Tuesday 20.6)

Response distribution (raw data)

	Poor	Fair	Good	Very good
Plenary Session: Ethical Dilemmas in International Higher Education (Munthe)	0	5	27	15
Plenary Session: Understanding Higher Education Values: Definitions & Standards (Quinn)	0	6	22	19
Ritualizing Higher Education Values (Quinn)	0	7	24	16

Response distribution (%)

	Poor	Fair	Good	Very good

Plenary Session: Ethical Dilemmas in International Higher Education (Munthe)	0%	10.6%	57.4%	31.9%
Plenary Session: Understanding Higher Education Values: Definitions & Standards (Quinn)	0%	12.8%	46.8%	40.4%
Ritualizing Higher Education Values (Quinn)	0%	14.9%	51.1%	34%




Response distribution (raw data)

	Poor	Fair	Good	Very good
Core Groups: Understanding Higher Values: Lines & Line Drawing	2	8	20	15
Core Groups: Promoting Higher Education Values	4	8	21	12

Response distribution (%)

	Poor	Fair	Good	Very good
Core Groups: Understanding Higher Values: Lines & Line Drawing	4.4%	17.8%	44.4%	33.3%
Core Groups: Promoting Higher Education Values	8.9%	17.8%	46.7%	26.7%

How did you find the balance between the amount of content and the time available in the core groups?

Answer	Number of	Percentage	
Too much content for the time available	27	60%	
Well balanced	15	33.3%	
Too much time for too limited content	3	6.7%	

How well was the content adjusted to your level of existing knowledge?

Answer	Number of	Percentage	
Too basic	5	11.1%	
Well balanced	36	80%	
Too advanced	4	8.9%	

How experienced and familiar with the topics covered did you feel compared to the majority of participants?

Answer	Number of	Percentage	
I felt more experienced than the majority of participants	10	21.7%	
I felt equally experiences as the majority of the participants	25	54.3%	
I felt less experienced than the majority of the participants	11	23.9%	

DAY 3: THE ROLE OF UNIVERSITIES IN TURBULENT TIMES (OPEN EVENT) Wednesday 21.6

Below we ask you to assess the value of activities of the open event. Please evaluate and measure the learning impact.

Response distribution (raw data)

	Poor	Fair	Good	Very good
Key note address (Marc Cosyns)	6	13	22	5
University Leaders Panel (Quinn, Ottersen, Dema, Nguyenluu)	1	9	22	14
Testimony & Dialogue with Student and Scholars	1	5	22	16
European Policymakers Roundtable (Isaksen, Cosyns, Stöber and Hülshörster)	4	8	19	14
Welcome to Campus: Voices from the Frontline (Knudsen, Catoni, Couder and Anderson)	0	11	23	10





Response distribution (%)

	Poor	Fair	Good	Very good
Key note address (Marc Cosyns)	13%	28.3%	47.8%	10.9%
University Leaders Panel (Quinn, Ottersen, Dema, Nguyenluu)	2.2%	19.6%	47.8%	30.4%
Testimony & Dialogue with Student and Scholars	2.3%	11.4%	50%	36.4%
European Policymakers Roundtable (Isaksen, Cosyns, Stöber and Hülshörster)	8.9%	17.8%	42.2%	31.1%
Welcome to Campus: Voices from the Frontline (Knudsen, Catoni, Couder and Anderson)	0%	25%	52.3%	22.7%

Day 4: WELCOME TO CAMPUS (Thursday 22.6)

Please evaluate and measure the learning outcomes of the NOKUT session on recognition of education.

Answer	Number of	Percentage	

Answer	Number of	Percentage	
Poor	1	2.4% 	
Fair	2	4.8% 	
Good	18	42.9% 	
Very good	21	50% 	

Which parallel session did you attend 11:00-12:00?

Answer	Number of	Percentage	
Welcoming refugee students to campus	24	54.5% 	
At-risk scholars and Refugee Academics	20	45.5% 	




Below we ask you to assess the value of activities in this parallel session.**Response distribution (raw data)**

	Poor	Fair	Good	Very good
Content	1	1	21	20
Learning outcomes	2	7	15	20
Importance of the activity for your own work	1	6	14	23



Response distribution (%)

	Poor	Fair	Good	Very good
Content	2.3%	2.3%	48.8%	46.5%
Learning outcomes	4.5%	15.9%	34.1%	45.5%
Importance of the activity for your own work	2.3%	13.6%	31.8%	52.3%

How did you find the balance between the amount of content and the time available?

Answer	Number of	Percentage	
Too much content for the time available	30	68.2% 	
Well balanced	12	27.3% 	
Too much time for too limited content	2	4.5% 	

Which core groups did you attend 13:00-14:15?

Answer	Number of	Percentage	
Integration & Inclusion: Refugee Students (Anna/Kris)	10	22.2% 	
Integration & Inclusion: Refugee Students (Marta/Marit)	15	33.3% 	
Integration & Inclusion: Academics	20	44.4% 	




Below we ask you to assess the value of activities in the core group.**Response distribution (raw data)**

	Poor	Fair	Good	Very good
Content	0	2	23	19
Learning outcomes	0	6	20	18
Importance of the activity for your own work	0	6	14	22

Response distribution (%)

	Poor	Fair	Good	Very good
Content	0%	4.5%	52.3%	43.2%
Learning outcomes	0%	13.6%	45.5%	40.9%
Importance of the activity for your own work	0%	14.3%	33.3%	52.4%

How did you find the balance between the amount of content and the time available?

Answer	Number of	Percentage	
Too much content for the time available	26	61.9% 	
Well balanced	14	33.3% 	
Too much time for too limited content	2	4.8% 	

Which parallel session did you attend 14:45-16:00?

Answer	Number of	Percentage	
Sharing of best practices: Refugee students & Wrap up	23	52.3% 	
Sharing of best practices: Academics & Wrap up	21	47.7% 	

Below we ask you to assess the value of activities in the parallel session.




Response distribution (raw data)

	Poor	Fair	Good	Very good
Content	0	5	17	22
Learning outcomes	0	7	19	17
Importance of the activity for your own work	0	9	12	22



Response distribution (%)

	Poor	Fair	Good	Very good
Content	0%	11.4%	38.6%	50%
Learning outcomes	0%	16.3%	44.2%	39.5%
Importance of the activity for your own work	0%	20.9%	27.9%	51.2%

How did you find the balance between the amount of content and the time available?

Answer	Number of	Percentage	
Too much content for the time available	23	52.3% 	
Well balanced	18	40.9% 	
Too much time for too limited content	3	6.8% 	

DAY 5: THE WAY FORWARD (Friday 23.6)
Which parallel session did you attend 09:00-11:30?

Answer	Number of	Percentage	
The Way Forward: Refugee Students	23	57.5% 	
The Way Forward: Academics	17	42.5% 	

Below we ask you to assess the value of activities in the parallel session.

Response distribution (raw data)

	Poor	Fair	Good	Very good
The way forward	0	3	19	20
The pyramid of planning	0	4	21	17
Returning to the learning expectations	2	5	16	16

Response distribution (%)

	Poor	Fair	Good	Very good
The way forward	0%	7.1%	45.2%	47.6%
The pyramid of planning	0%	9.5%	50%	40.5%
Returning to the learning expectations	5.1%	12.8%	41%	41%

Organisational and practical issues

Response distribution (raw data)

	Poor	Fair	Good	Very good
How do you evaluate the course team organising the programme?	0	2	8	35
How informative was the communication before the event?	0	0	10	34
How do you evaluate the practical organisation of the event?	0	1	6	37

Response distribution (%)

	Poor	Fair	Good	Very good
How do you evaluate the course team organising the programme?	0%	4.4%	17.8%	77.8%
How informative was the communication before the event?	0%	0%	22.7%	77.3%
How do you evaluate the practical organisation of the event?	0%	2.3%	13.6%	84.1%

Response distribution (raw data)

	I would like less	Well balanced	I would like more
We had two optional evening events. Would you like more or less joint evening events.	0	39	6
We had one tourist activity. Would you like more or less joint tourist activities?	0	34	10

Response distribution (%)

	I would like less	Well balanced	I would like more
We had two optional evening events. Would you like more or less joint evening events.	0%	86.7%	13.3%
We had one tourist activity. Would you like more or less joint tourist activities?	0%	77.3%	22.7%

Thanks for helping us to improve!

Nettskjema v136.0