MODALITIES AND ORGANIZATION ASPECTS AT THE UNIVERSITY OF BARI "ALDO MORO" ABOUT THE INTEGRATION PROCESS OF REFUGEE STUDENTS.

Lesson 1.
Results of Uniba training session aimed at administrative staff

Transnational Partner Meeting - Outcome 2

"Presentation of the draft of the leaflet to be diffused in the universities for the reception staff"

University of Bari "Aldo Moro" - 25th June 2022

Hints collected in October 2021

Which are the main strengths and weaknesses of the procedure currently used in yourinstitution?

Positive aspects	Negative aspects
Flexibility and customized services by University	Language (obstacle)
Counselling	Bureaucratic workload
University cooperation, networking	Intercultural illiteracy/lack of competence
	Difficulties in retrieving qualifications/evidence from origin countries
	National policy orientations in the higher education field
	Difficulties to coordinate, at local level, different departments, schools, etc.

Training via webinar for reception staff

Informative feedback and useful suggestions for a sound andeffective implementation of the MaxiPac_EU procedure

Two focus group discussion rounds: 25 and 27, January 2022 → *Reflections and suggestions for more sustainable procedure*

Participants to the training sessions
January 25th, 2022:
Serafina Pastore - Bari University
Amelia Manuti - Bari University
Marianna Colosimo - Bari University
Vera Nijs - Thomas More University
Els Voet - Thomas More University
Tkach Pavel - University of Lapland
Tiina Maki Petaja - University of Lapland

January 27th, 2022:
Serafina Pastore - Bari University
Amelia Manuti - Bari University
Marianna Colosimo - Bari University
Angelo Tramountanis - EKKE Greece
Alexandra Theofili - EKKE Greece
Polys Papadopoulos - EKKE - Harokopio
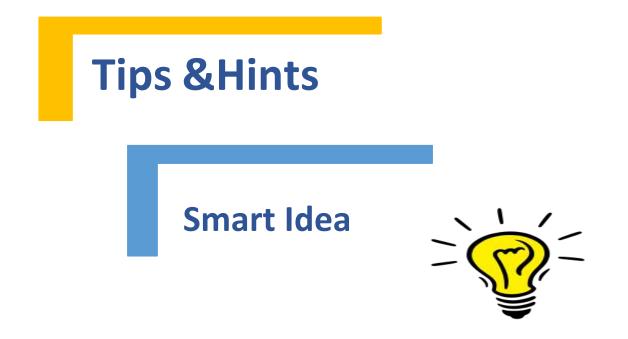University Athens -Greece

Topics covered by the training

What are the main criticalities and/or difficulties you see in the procedure currently usedfor the formal recognition of qualifications (degrees)and of the learning/skills/abilities previously acquired in informal and non-formal settings by students who are refugees and/or thirdcountry nationals?

If you have a look at the MaxiPac_EU procedure which practices/processes

do you feel that mostly need attention to ensure its feasible and effective implementation?

Which are your needs in terms of your professional competencies/expertise/knowledge to implement this procedure?

Results on the MaxiPac Procedure…step by step

Tips &Hints

Smart Idea

A feedback on the procedure from the administrative staff standpoint

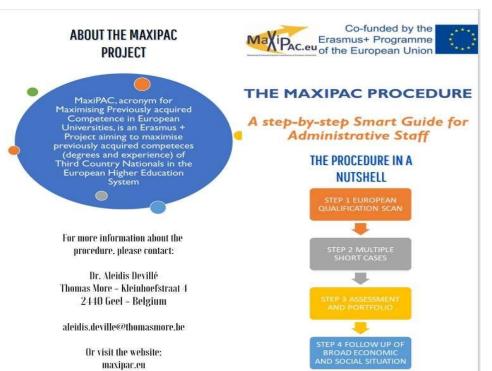| Step 1	Step 2	Step 3	Step 4
This is the most important and challenging step in terms of personal and relational competencies; Generally, language skills, soft skills (empathy, communication, openness to culture), technical skills (knowledge of the study fields) are needed in this phase;	This step seems not really helpful: it is not clear how the administrative staff can ensure a sound assessment of the learning previously acquired by students also with reference to specific disciplinary domains. Could it be useful administer a previous exam/test?	It is important to support students and the university staff in the process of recognition to optimize the time spent on the procedure; There could be difficulties in finding and organizing evidence in support, these are time consuming activities that could negatively impact on motivation especially if there are few conditions to go further; A general orientation by the local policy makers is recommended;	For some aspects it seems to overlap with the Step 1, being a moment dedicated to the reflection about the state of the art and about the possibility to project in the future. It has to be better specified in terms of aspects and processes to be managed to ensure that the third national student could complete the study program;

Step 4 Follow up of broad economic and social situation

The final step of the MaxiPAC procedure is the exploration of the broad economic, medical, psychological and social situation of the third-country national.

Tips & hints

Keep an eye on third country national students!
Monitor regularly the intention of the student to stay in the country where he/she studied.

ABOUT THE MAXIPAC PROJECT

MaxiPAC, acronym for Maximising Previously acquired Competence in European Universities, is an Erasmus + Project aiming to maximise previously acquired competeces (degrees and experience) of Third Country Nationals in the European Higher Education System

For more information about the procedure, please contact:

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maxipac.eu

THE MAXIPAC PROCEDURE

A step-by-step Smart Guide for Administrative Staff

THE PROCEDURE IN A NUTSHELL

STEP 1 EUROPEAN QUALIFICATION SCAN

STEP 2 MULTIPLE SHORT CASES

STEP 3 ASSESSMENT AND PORTFOLIO

STEP 4 FOLLOW UP OF BROAD ECONOMIC AND SOCIAL SITUATION

Step 1 European Qualification scan

This step is aimed to collect information about the third country nationals' qualifications, competencies and experiences, using the European Qualification Scan Form;
The MaxiPAC procedure needs to be clearly explained to the third countries national students in terms of: Expenses (e.g., in case of fees); Time; Efforts; Realistic chances to intake and complete the procedure; Students' expectations and institution's requirements.

Tips & hints

Be sensitive but also clear: preparing a detailed check list about the documents that third country national students need to provide is an effective strategy. Don't forget to ask about the motivations for the enrolment. If language is an obstacle, you can involve a senior international student or you can also use a translator device

Step 2 Multiple short cases

The second step of the procedure consists of submitting some short, written cases to the third country national who is interested in a particular program and would like to start a MaxiPAC procedure

Tips & hints

A comparative table of graduate and post-graduate degrees of your university should be useful in this phase.
Remember that students are very vulnerable in this phase, because they strongly rely upon the possibility that their qualification could be recognized; An ambassador, better if a senior student in the same situation, could be helpful to third country national students to guide them appropriately through the pros and contras of the procedure and to socialize better with the university context.

Step 3 Assessment and portfolio

The third step of the procedure is the preparation of a portfolio and the assessment. Possible pieces of evidence providing experience and competence could be evaluation reports, work experience, papers, reports of practical experience, reflections on cases, publications, final products or presentations, reports from the professional field in which he/she is mentioned, training certificates, etc.

Tips & hints

Develop a bullet list with the things needed for a sound and informative portfolio: it could be useful both for the professionals accompanying the students in this procedure and for the students who undergo such process.
It is also important to give students information about the "demands" of the course namely to inform them about the expectations that are implied in university, as for instance the need to accomplish internship before graduating and the need to discuss a dissertation that should be written down by them in the national language.