INTEGRAL TOOLKIT

TO ASSESS AND SUPPORT THE INTEGRATION AND DEVELOPMENT OF STRATEGIES AND ACTIONS RELATED TO MIGRATION AND DIVERSITY AT HEIS

THE UNI(di)VERSITY TOOLKIT

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ABOUT UNI(DI)VERSITY

UNI(di)VERSITY aims to support European Higher Education Institutions to uphold their role towards **building inclusive societies in the era of migration**, with a view to promoting the **social inclusion of migrants and refugees**. The project is funded by the Erasmus+ programme of the European Union during the period January 2020 – December 2022.

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More information on the UNI(di)VERSITY Project can be found at: http://www.unidiversity.eu/

INTRODUCTION

INTRODUCTION

Welcome to the Uni(di)versity Toolkit on diversity.

The toolkit is a **set of instruments** that seek to support HEIs, and in particular, their **university staff and services** (international relations office, student services, faculties, research depart-ments, etc.) in their efforts to **integrate or develop actions on issues related to migration and diversity** through universities' social responsibility.
The challenge of this toolkit is to accompany university staff and services willing to engage in this process through a **tailor-made approach, from their starting point to the objective that they have set for themselves.**
For this purpose, the Toolkit will be conceived to offer users **the possibility to navigate and narrow down the selection of tools according to their profile, needs and objectives.**

The toolkit is divided into 6 sections that can be explored and adapted by the user according to their needs.
These sections are:

- **Institutional maturity on diversity and inclusion self-assessment tool.**
  The self-assesment tool, tested and validated through workshops and focus groups, provides a picture of the current state of the art of the institution's maturity level in rela-tion to migration related issues taking into consideration 4 main areas: governance, staff, accessibility and support services.
  We encourage HEI staff to use it to identify key elements to work and revisit it in order to check the progress achieved and the identification of new objectives.

- **Governance diagnostic tool (GDT).** It is a specific tool designed to map the perceived main action fields, key internal actors and types of actions implemented. This tool will help establish how the institution is positioned towards the fulfilment of its third mission and diversity management as well as what can be implemented and how.

- **Interview and focus groups' guides.** These guides will support HEI's staff to identify - through interviews and focus groups- the needs, expectations, challenges and oppor-tunities through an internal and external consultation process (e.g. secondary schools, NGOs, local authorities, etc.);

- **Policy canvas.** The policy canvas wants to support the development of a strategic plan providing a practical scheme where main aspects on migrant inclusion can be organi-zed visually in order to facilitate decision-making processes.

- **Resource section** with a set of links to bibliography and webinars that will allow to go deeper on topics such as universities' social responsibility, migration and inclusion poli-cies and strategies, ...

We encourage readers to use and adapt the different tools to their institutions' situations and particularities, coherently with their institutional strategies.

INSTITUTIONAL MATURITY ON DIVERSITY AND INCLUSION SELF-ASSESSMENT TOOL

Institutional maturity on diversity and inclusion self-assessment tool

This self-assessment tool is an instrument to support users to identify the maturity level of a specific HEI in terms of diversity and inclusion. It can also be implemented at different levels and in particular areas: a department, a Faculty, etc. The results are indicative and should contribute to identifying areas of work. Please, do not consider this tool as a test, rather as a self-positioning instrument.

Instructions. How to use the Institutional maturity on diversity and inclusion self-assessment tool

It is strongly recommended that the user read the questions before starting filling in the tool. With this first reading, the user will identify the type of information needed and, if it is the case, can collect it. Once the information has been gathered, it is the moment to start.

The tool has 18 questions divided in 4 main areas: governance, staff, accessibility and support services. Each of the questions has a range of possible answers (Likert scale from Strongly disagree (1) to Strongly agree (5)).

Example:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The governance body of the University considers that diversity and inclusion of migrants and refugees is a topic to work during their mandate					

The user will select only one of the different options of answer.
It is recommended marking the answer, not memorising it. In the example above, the user could have selected the option "Agree (4)". This means that the score for this sentence is 4.

After answering all the questions, the user will add up all the scores and get a final numerical result. With the final score, the user can position the institution based on the scales provided in the section Assessment results. The user will be able to identify in which of the phases the institution is placed and will be given a set of ideas to strengthen and improve particular areas of the institutional work on migration and inclusion.

Note:

- It is important to answer all the questions due to the fact that not doing it would affect the final result and, subsequently, the final assessment.

- As a self-assessment, the results are indicative

Now you are ready to start the self-assessment tool!

Presentation

UNI(di)VERSITY broadens the scope of intervention in two ways: It moves from a focus on sharing field practices towards sustaining institutional strategic planning, as this proved to be the most successful and sustainable approach to addressing such challenges. It expands the scope of intervention to address HEIs' responsibility towards inclusion, in relation to the migration phenomenon impacting European societies.

The data analysis tool wants to support university to collect the relevant data concerning student body, staff, services, etc. and actions taken so far, in order to quick-scan / assess the institution's situation and maturity in relation to migration-related issues.

Please, read the following sentences carefully and indicate whether you strongly disagree, disagree, neutral, agree or strongly agree.

Governance

	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
The governance body of the University considers that diversity and inclusion of migrants and refugees is a topic to work during their mandate					
The governance body of the University has designated a position to work on inclusion of migrants and refugees					
The governance body composition is diverse in terms of representation of the local community					
There is an action plan to carry out specific actions to improve diversity and inclusion at the University					
There are appropriate financial and human resources to develop actions related to diversity and inclusion					
The University regularly publishes the goals and outcomes in terms of diversity and inclusion of migrants/refugees					

Staff

	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
University staff receives information related to diversity and inclusion activities at the University					
University staff receives training on intercultural competence, cultural codes, conflict management, anti-harassment legislation, etc.					
The University staff composition is diverse in terms of representation of the local community					

Access to the University

	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
The Organization has a knowledge -based on qualitative or quantitave information regarding the main obstacles of migrant/refugee students to access the university					
The University has tools for facilitating the recognition of prior studies of migrant/refugee students					
The University works jointly with local authorities, secondary schools, NGOS and/or rest of the civil society for improving the access of migrant/Refugee students to the University through different actions, for instance, accompaniment, meetings with role model students, etc					

Supporting migrants/refugees during their university years

	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
The Organization has buddy programmes and/or tutorial plans aimed at promoting the retention of migrant/refugee students, in particular, in the first years					
The University has scholarships aimed at supporting migrant/refugees with low incomes					
The University encourages the adoption of universal design for addressing different learning styles, for example					
The university encourages teachers to add in their bibliography and references authors from diverse ethnic backgrounds.					
The university encourages internships that are compatible with the administrative status and mobility of migrant/refugee students					
The university supports refugee/migrant students in their access to job market through offering internship opportunities, support in designing CV					

	(add up the scores obtained in the 18 questions)
Self-assessment results	

Please, add up the scores obtained in the 18 questions and identify in the following section (self-assessment results) in which of the phases the institution under analysis is.
In the assessment results, you will find a description of each of the phases and specific ideas and resources aimed at consolidating and moving forwards a more inclusive Organisation in terms of migration.

Self-assessment results:

The answers to these 18 questions will give a punctuation that will allow to locate the Organization in one of these 5 possibilities.

- **Building the fundamentals (18-32)**. The University as an organisation has the opportunity to think about, internally discuss and start to set up strategies and actions to address the topic of diversity and inclusion of migrant and Refugees within the institution.
It is the first phase where the University builds the fundamentals of its diversity and inclusion action.

  - List of Resources:

    - Good practices on Diversity and Inclusion at the University: Atlas for inclusion (https://www.unidiversity.eu/outputs/atlas/).

    - How to deal with resistance to changes. Main points and tips (https://ccdi.ca/media/1074/20150217-ccdi-report-addressing-fe ar-and-resistance-in-di-eng.pdf)

    - Needs of migrants and refugees: Higher education for refugees - UNE SCO Digital Library

- **Take off (33-47).** The University as an Organization and its governance body is aware of the importance of diversity and inclusion and is trying to develop strategies or actions regarding this topic.
To support these efforts, universities can use this list of resources:

  - Inspiring initiatives and potential contacts to know more about processes and challenges: Good practices on Diversity and Inclusion at the University: Atlas for inclusion (https://www.unidiversity.eu/outputs/atlas/).

  - Fostering cooperation between local authorities and civil society actors in the integration and social inclusion of migrants and refugees | European Website on Integration (europa.eu)

  - Global Framework for Refugee Education. UNHCR. https://www.unhcr.org/5dd50ce47.pdf

  - Uni(di) versity. Preparing interviews and focus groups to identify needs, expectations, challenges and opportunites of refugees and migrants students and staff. (Page 27)

- **Commitment (48-62).** The University has appointed a person responsible for diversity and inclusion, with human resources and with a budget that allows the university to develop specific actions, it is likely yielding its first fruits. The university is finding out new challenges and trying to come up with ways to overcome them.
Resources for supporting this new phase:

  - List of resources:

    - Boards and institutional diversity: Missed opportunities, points of le verage, TIAA Institute
https://www.tiaainstitute.org/sites/default/files/presentations/2017-02/_boards_and_institutional_diversity.pdf

    - Uni(di)versity. Mapping the main action fields, key internal actors and types of action to support diversity management in HEIS.

    - Inspiring initiatives and potential contacts to know more about pro-cesses and challenges: Good practices on Diversity and Inclusion at the University: Atlas for inclusion
(https://www.unidiversity.eu/outputs/atlas/).

    - Uni(di)versity. Canvas for strategic plans. (Page 35)

- **Consolidation (63-77).** The University has consolidated the diversity and inclusion ap-proach as a line of action, part of its third mission/social responsibility, and likely has a strategy and action plan. The University is aware of the needs and obstacles for a real inclusion of migrants and refugees and is capable of leading initiatives at a local, regio-nal, national and international level for improving this inclusion, that can be also social inclusion, not only academic.

  - List of resources.

    A guide for ensuring inclusion and equity in education, UNESCO
Guide

    - Uni(di) versity. Preparing interviews and focus groups to identify needs, expectations, challenges and opportunites of refugees and migrants students and staff. (Page 27)

    - Uni(di) versity. Canvas for strategic plans. (Page 35)

- **Trailblazer (78-90).** The university has reached a high degree of understanding of the obstacles and strategies to develop to introduce in an effective way inclusion of diversity in different spheres. It is likely that the university has a strong policy and clear strategies and resources for its development. It could be a good practice example and wants to deepen and improve its actions.

  - List of resources:

    - Inclusive Higher Education Access for Underrepresented Groups: It Matters, But How Can Universities Measure It? https://www.cogitatiopress.com/socialinclusion/article/viewFile/4163/4163

    - Uni(di) versity. Preparing interviews and focus groups to identify needs, expectations, challenges and opportunities of refugees and migrants students and staff. (Page 27)

    - Uni(di) versity. Canvas for strategic plans. (Page 35)

    - Re-define and evaluate the actions: Audits on diversity. There are different diversity audits to be applied at the HIE levels, please, find some examples:

      - Smile audit by Smile

      - Shaping diversity by Stifterverband

GOVERNANCE
DIAGNOSTIC TOOL (GDT)

GOVERNANCE DIAGNOSTIC TOOL (GDT)

The GDP wants to map the perceived main action fields, key internal actors and types of actions implemented. This tool will help to start a dialogue and reflection process on the main elements of inclusion and migration in educational institutions.and identify how the institution is positioned towards the fulfilment of its third mission and diversity management as well as what can be implemented and how.

Instructions.
How to use the Institutional maturity on diversity and inclusion self-assessment tool

Note: Please, identify the organization or part of the organization you want to apply the GDT. This tool can be used to analyse a HEI, but also a particular Faculty or a department.

The GDT is divided in sections or areas. Every section has questions that allow to go deep in the topic analised. The tool does seek to allow users of a clear idea of the dimension, impact and visibilization of migration and inclusion policies, strategies and actions at the organization. Due to the fact that this tool does not pretend to be exhaustive in the treatment of the all the topics (but pinpoints the main), the tool foresees a blank space for including particularities of the organization.

Some of the answers to the questions will be a yes or not, but the majority of them will need to have explanations and comments. The section at the right side of the column for questions provide a physical space to introduce all those comments.

Please, feel free to use the governance tool and identify the main elements that characterizes the style of governance in terms of migration and inclusion.

1 FRAMING MIGRATION AND DIVERSITY IN THE MISSION AND VALUES OF THE ORGANIZATION

2 INCLUSION OF REFUGEE/MIGRANT BACKGROUND PEOPLE AT DECISION-MAKING LEVELS

3 IDENTIFYING PROCESSES OF PARTICIPATION OF THE MIGRANT COMMUNITY IN THE DECISION-MAKING

4 SELF-AWARENESS ON UNCONSCIOUS BIASES AT DECISION-MAKING LEVELS AND THEIR IMPACT ON POLICIES, STRATEGIES AND ACTIONS

5 DESIGN AND IMPLEMENTATION OF INCLUSIVE POLICIES ON MIGRATION

6 MIGRATION AND INCLUSION.
ACCESSIBILITY AND RETENTION POLICIES

7 FUNDING AND HUMAN RESOURCES

1 FRAMING MIGRATION AND DIVERSITY IN THE MISSION AND VALUES OF THE ORGANIZATION

Questions

Are Inclusion and diversity key part of your institution fundamental documents? For instance, is inclusion and diversity mentioned explicitly in some of the following documents?:

● Mission and vision

● Institutional Strategies or Action Plans

● Communication strategies (internal and external communication)

● Recruitment and retention strategies (for students, administrative staff and teachers/researchers).

Is there a specific mention/specific action related to the topic of migration in the documents related to inclusion and diversity?

Are there specific human resources and budget allocated to work on actions/strategies related to the topic of migration?

Comments and contributions (this field is aimed to write down comments, ideas, reflections, data, etc that can contribute to the discussion on the topic).
Feel free to use it as part of a working document

2 INCLUSION OF REFUGEE/MIGRANT BACKGROUND PEOPLE AT DECISION-MAKING LEVELS

Questions

Please, identify the main/s decision board/s of the institution you want to analyse:

- What are they?

- This/these identified decision board/s count/s nowadays with the presence of representatives with refugee or migrant background?

- What is the percentage of representatives in decision boards with refugee or migrant background nowadays?

- Are there analysis of the obstacles (invisible boundaries, glass-ceilings biases, ...) or enablers that avoid or promote the access of migrant/refugee background people to decision-making positions?

- The identified decision board/s has/ have a chair reserved for refugee/migrants groups?

- Is there a key position at the decision board aimed at working on promotion of in clusion and diversity actions, their follow-up and accountability? If so, is there a budget and human resources allocated to develop the mentioned actions?

Comments and contributions (this field is aimed to write down comments, ideas, reflections, data, etc that can contribute to the discussion on the topic).
Feel free to use it as part of a working document

3 **IDENTIFYING PROCESSES OF PARTICIPATION OF THE MIGRANT COMMUNITY IN THE DECISION-MAKING**

Questions

Does your institution introduces actively and encourages the participation in decision-making processes of migrant/refugee background communities (through particular actions/strategies , for example, design, implementation, monitoring or evaluation of inclusion and diversity policies)?

What degree and what type of participation (surveys, interviews, focus groups,...) and involvement of migrant/refugee background people and services linked to them was defined and implemented in the definition of inclusion in policy documents?

How does the organization reach out these communities?

Are there strategies at the governance level to involve the university community on inclusion/diversity actions? (training programs, incorporation of inclusion/diversity in institutional communications,..?

Does the communities feel represented and their needs identified in the processes of decision-making?

Comments and contributions (this field is aimed to write down comments, ideas, reflections, data, etc that can contribute to the discussion on the topic).
Feel free to use it as part of a working document

Questions

Are there mechanisms of identification of biases and self-biases on the topic of migration and inclusion at the level of the governing bodies?

Have there been analysis, research of trainings on the impact of biases and self-biases on the topic at the level of the governing bodies?

Are there actions identified in order to prevent the negative impact of biases and self-biases in terms of inclusion/diversity topics in decision-making levels?

**Comments and contributions (this field is aimed to write down comments, ideas, reflections, data, etc that can contribute to the discussion on the topic).
Feel free to use it as part of a working document**

5 DESIGN AND IMPLEMENTATION OF INCLUSIVE POLICIES ON MIGRATION

Questions

Does the organization specific tools or policies addressed to identify and meet the socioacademic needs of migrant/refugee background people (students, staff)?

Does the organization an strategy to reach out and promote the involvement and participation of migrant/refugee background communities in the design, implementation, monitoring and evaluation of inclusion and diversity policies? If so, what are the indicators that allow to measure the achievement or progress in terms of migrantion and inclusion?

Does the organization a policy of transparency and publicizes athe results of the inclusion and diversity policies in the area of migration?

**Comments and contributions (this field is aimed to write down comments, ideas, reflections, data, etc that can contribute to the discussion on the topic).
Feel free to use it as part of a working document**

Questions

Does the organization specific policy (or in the general policy foresees for migrant and refugees as well) for improving the access to the University studies and job positions taking into account the particular challenges of this group? Example, in the case of access to studies of migrant/refugee migrant students, is the HEI coordinating actions of mentoring or scholarships addressed to this community? Is working as well with primary and secondary schools to inform and encourage pupils to enrol at the University?

Are the different actions of the organization well known by the university community?

Are these actions coordinated in order to maximize their impact?

Does the organization foreseen specific actions to promote retention and success of migrant/refugee background people in their studies and job positions?

Does the university community receive training on intercultural competences, intercultural communication, etc to?

**Comments and contributions (this field is aimed to write down comments, ideas, reflections, data, etc that can contribute to the discussion on the topic).
Feel free to use it as part of a working document**

7 **FUNDING AND HUMAN RESOURCES**

Questions

Do the policies and actions on migration and inclusion identified above have a reasonable funding and human resources allocation?

**Comments and contributions (this field is aimed to write down comments, ideas, reflections, data, etc that can contribute to the discussion on the topic).
Feel free to use it as part of a working document**

What next? After proceeding to the governance diagnostic tool, the organization can proceed, among other actions, to:

- Develop meetings in key areas to facilitate the process of dissemination of key information

- Identify areas of improvement based on the diagnostic and good practices. In this regard, the Atlas on Inclusion (http://www.unidiversity.eu/outputs/atlas/) can support the identification of good practices

- To set up a transdisciplinary working group to explore possible actions to be taken at short, medium and/or long term

- Elaborate a working document with recommendations at different levels, that can be feed the policy canvas

INTERVIEW AND FOCUS GROUPS' GUIDES

INTERVIEW AND FOCUS GROUPS' GUIDES

The identification of needs, expectations, challenges and opportunities of internal and external stakeholders are necessary to design and implement policies and strategies on migration and inclusion.

For this reason, the UnidiversiKit introduces a particular section where the user can find guides to interview o develop focus groups with defined stakeholders. The semi structured questions are not comprehensive but help to establish a framework to be developed in line with existing objectives and needs.

This guide has two parts:

● The identification of stakeholders.
This is a vital part. The user could fins tips to identify external and internal stakeholders, their main characteristics and potential contributions.

● The semi structured questions to be developed in the framework of an interview or focus group.

Let's start with the identification of stakeholders.

To do this, the user can use the following template:

Name of the stakeholder	
Description of the main objectives and actions	
Where is the stakeholder located (outside the university -external- of inside the university -internal) [1]?	
What is their importance in terms of the universities' migration and inclusion actions/strategies/policies?	
Current relationship between the stakeholder and the university (coordination, cooperation, beneficiary of actions, opposition, no relation for the moment...)	
Contact details	

[1]Examples of external stakeholders are NGOs, secondary educative institutions and or individuals part of the target group, public administrations. Exemples of internal stackeholders are members of the target group at the university, trade unions, students' unions, particular units or services (such as students Services, mentoring or buddy programmes), policy and decision-makers (decisions boards, for example).

The user will need basic information of the stakeholder.
This information can be obtained through:

- Personal knowledge or experience

- Peers knowledge or experiences

- Mention in key documents of the University on migration and inclusion

- Reliable information obtained on websites

- Participants in inclusion projects

It is important to identify and limit the stakeholders to those who have the more impact on the policies and strategies.

Tip for the users.

- Once stakeholders have been identified and contacted, the user can introduce and conduct interviews or focus groups.
Both of them are tools largely used in social research and it is recommended that their conduction should be done by specialists that can organize and facilitate the processes, identify indicators and analise the information.

- It is recommended that the user or the person who will conduct the interview or focus group could record the session with the previous permit of participants . If recording is not possible, it will be useful the presence of a relator that can collect the main ideas and contributions, both individually and, in the case of focus groups, agreements and discussions of the group participants.

- In the case of focus groups, it is vital to select a maximum of 5-7 persons. Even though there are different strategies for forming groups, it is important to consider that all the participants expertise is valuable, and all of them should have their time to talk avoiding monopolising time or topics of conversation.

- In the case of focus groups, the facilitator/moderator should take care of the existence of power unbalances among participants. If is the case, they should establish techniques to ensure the respect for each participant and ensure that their voice appears and is listened.

- Time.
It is important to define timings. For interviews, 1 ½ hour is average time. For bfocus groups 2 hours – 2 ½

- Presentation.
Even though it is obvious, it is important to remind that presentations are a must.
The presentation should cover:

  - Presentation of the facilitator, the aims and objectives of the session, rules and space for doubts.

  - Identification of the person (name, surname and position)

- ○   Identification of the organization and main fields. If the person comes as individual, the identification of their experience and relationship with the University

- At the end of the session, the facilitator should inform participant/s of the timing for information return.

The interviews and focus groups items to be discussed have been divided into three sections:

- Questions to external consultation process

- Questions to individuals with migrant/refugee background

- Questions for internal consultation process: staff with migrant/refugee background

Guide of questions for external consultation process:

Presentation on tips

Once this presentation has finished, the facilitator can use this set of questions:

- What are the particular actions that as stakeholder (your organization or you) develop to improve the migration and inclusion topics?

- Which challenges do you think migrant/refugee background students experience in their educative journey and, in particular, in their access to the University?

- What are the strategies or good practices identified that contribute to supporting the access and the sense of belonging to the University community for migrant/refugee background people?

- What are the key aspects that you consider the university should reinforce, ensure or implement for being more inclusive?

- According to your knowledge and your experience (and if possible, data), do you think that migrant/refugee background people are represented and included in the educational system, in particular, in HEIs?

- Do you think that there are spaces at the institutional level that incorporate and take into account the needs and voices of the migrant/refugee background community at the University?

- What kind of measures do you think could be adopted to make migrant/refugee back ground community feel more included, in particular, in the HEIs?

- Are you aware of any example of actions or policies that supports and promotes refugee/migrant socioacademic inclusion into higher education (as student or staff)?

Questions to individuals with migrant/refugee background and part of the university community (students and staff):

- How welcome do you feel in the university?

- Do you feel included in the classroom/work position (with equal treatment and opportunities than non-refugee/migrant background people)?

- Have you experienced conscious or unconscious bias in your learning/work environment for your background?

- And in the framework of interpersonal relationships, do you feel also included and your opinions and comments considered and respected?

- Which challenges do you experience in your university? Do you think that these challenges have a link or connection with your refugee/migrant background?
  If so, please could you develop the idea?

- Do you feel represented in the decision boards?

- What kind of concrete measures do you think the organisation you work for should promote to migrant/refugee staff in leadership positions?

- Do you feel that your voice has been listened and attended particular needs and situations that will improve you participation/sense of belonging at the University level?

- Do you think that are explicit actions, strategies and or policies addressed to support refugee/migrant background people?

- What kind of measures or changes do you think could contribute to make you feel more included in terms of social and academic inclusion?

- In your opinion and experience, which are the topics, matters, circumstances that impact on the adoption of measures or changes for making the university a more inclusive organization for migrant/refugee background people?

- Is you could do a wishlist to make your university more inclusive, what would you introduce?

Guide of questions for internal consultation process: internal stakeholders

● What are the main actions that the service, area of the university,... where you develop your activity is implementing in terms of migration and inclusion?

● In your opinion and expertise, what are the internal and external challenges that inclusive actions and policies have at the university level?

● What are the opportunities that you identify in these moments for improving the inclusion of refugee/migrant background people at the leadership level, representation of the university community,...?

● What are the key elements that the university should mobilize for improving migrant inclusion? What should be the "mobilizing" strategy?

● What are the internal and external alliances needed to develop a sustainable strategy in terms of migrant inclusion?

● Have you identified conflicts or resistance at the moment of introducing or developing migrant inclusion actions? How do you think the university should address the conflict and resistance?

● Are you aware of biases that can impact the representation and inclusion of migrant/refugee background people?

● What do you think is the role of training in the migrant inclusion topic?

● At what extent the current budget and human resources located to develop migrant inclusion actions impact on the implementation and results of actions addressed to migrant inclusion?

The analysis of the answers should facilitate to fill in the following template:

	Internal	External
Challenges		
Opportunities		
Good practices		
Measures to take		

POLICY CANVAS

POLICY CANVAS

Introduction

The policy canvas wants to support the development of a strategic plan providing a practical scheme where main aspects can be organized visually in order to facilitate decision-making processes.

For these reasons, Unidiversikit has developed a quick and easy to fill in template with the following concepts:

● Diversity and Inclusion of migrants/refugees:

Mission	Is inclusion central in this three items (at least formally)
Vision	
Values	How migrant inclusion is addressed (explicitly, implicitly)?

● Situational analysis:

○ **Target public/s**: Aim: Identify who will be the "beneficiary/ies" of the policy. Guide questions: Who is/are the beneficiaries? What are their main characteristics? How to reach them? What kind of participation will they target public have during the process?

○ **Internal and external stakeholders**. Aim: Identify key and relevant stakeholder. Guide questions: What are the main internal and external stakeholders to take into account on for carrying out successfully the policy? What aspects of the stakeholders are relevant for the policy? (To identify stakeholders, please, check the Interview and focus groups' guides section)

○ **Change management**: resistance. Aim: To identify potential or real resistances to the changes that the policy can carry out and introduce strategies to overcome these resistances. Guide questions: Who might offer resistance to the policy? Why? In which way this resistance might appear? How to manage positively this resistance?

- ○ **Impact and benefits**. Aim: Identify the potential/foreseen impacts (negatives and positives) of the policy for beneficiaries and stakeholders.
  Guide answers: What are the foreseen implications and results (positive and negative) of the policy for beneficiaries? And for stakeholders? For the organization?

- ○ **Problems vs opportunities**. Aim: to identify the scenarios.
  Guide questions: What are the hurdles that the policy has to tackle? And what are the opportunities that the policy offers to the beneficiaries and the organization?

- ○ **Intervention**: actions Aims: According to the information collected on stakeholders, resistances, impacts, problems/opportunities. Identify the main actions to develop the policy.
  Guide questions: Are there previous experiences or good practices from which the organization can learn? What does the organization have to do? Who has to do what? How can the organization monitor and evaluate the development of the policy and their impacts? How are the beneficiaries and stakeholders involved?

- ○ **Costs**. Aim: Identify the costs of the policy.
  Guide questions: What are the costs identified? Are all the costs included?

- ○ **Financial and human resources**. Aim: Identify the budget needed and the human resources necessary for the design, implementation and evaluation of the policy.
  Guide questions: Is there any budget available? Are there proper human resources (trained, experienced, eager to work on the development of the policy)? The budget and the human resources identified, would be sustainable on the time?

The policy canvas is an exercise that allows the organization to understand the goal of the policy and the main aspects that impact on the design, implementation, monitoring and evaluation.

You can use the template or adapt the guide questions and, fill in it. The canvas is a work in progress document, it means that you can come back to it as part of the monitoring process with the aim to refine and rethink/reflect on the process of designing, developing and evaluating the policy.
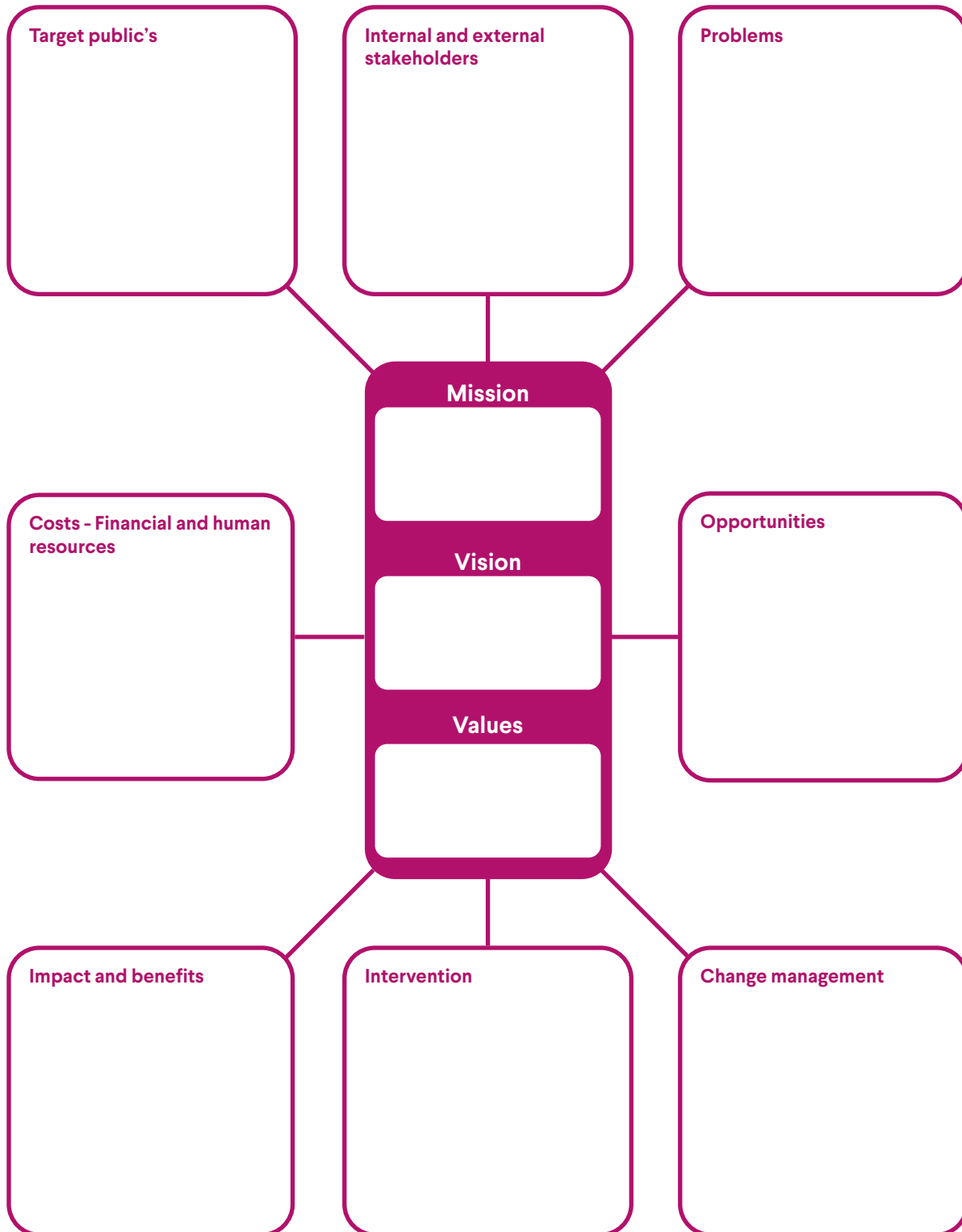
Steps recommended to take:

- **Preparation**

  ○ It is necessary to be aware of the type of information the process needs: identification of the goals of the policy, the target group and its characteristics, stakeholders, main impacts.

  ○ According to the needs in terms of information, a pre-process can be designed. Some of the instruments set on the Toolkit can be useful, for instance, the governance diagnostic tool and the **Interview and focus groups' guides can be useful to identify stakeholders, and also potential target groups and ideas to act.**

  ○ Definition of the profiles of participants and their commitment during the process. The process accepts a first round of technical staff and a second round of political and technical staff. It is recommended to set up a group of 6-7 people maximum, with one facilitator.

- **Implementation**
  Reminder: the policy canvas is a tool to facilitate the identification of goals and the decision-making process. It is not necessary take the final decisions in the moment of the elaboration of the canvas. The canvas can be revisited all whenever it is necessary.

  ○ A facilitator will conduct the sessions of the policy canvas, moderating the discussion and supporting the decision-making process.

  ○ The number of sessions can vary depending on the complexity of the policy but should be between 2 and 5. Each session should have a length of 70 minutes maximum.

  ○ All the information previously gathered in the preparation phase is allocated in the canvas.

  ○ The guide questions can support the type of information needed and also can support the debate and reflection on the related topics.

○ The group agrees on the final draw.

○ The result of the canvas is submitted to the relevant authorities.

Target public's	Internal and external stakeholders	Problems

Mission

Vision

Values

Costs - Financial and human resources		Opportunities

Impact and benefits	Intervention	Change management

RESOURCES

RESOURCES

- Atlas of migration https://bluehub.jrc.ec.europa.eu/migration/app/atlas.html?

- Atlas of inclusion, Unidiversity project https://www.unidiversity.eu/outputs/atlas/

- Migrants and their Descendants: Social Inclusion and Participation in Society https://fra.europa.eu/en/project/2015/social-inclusion-and-migrant-participation-society

- Integrating Asylum Seekers and Refugees Education and Training Eurydice Report https://op.europa.eu/en/publication-detail/-/publication/f1bfa322-38cd-11e9-8d04-01aa75ed71a1/language-en

- ECRE https://asylumineurope.org/

- Erasmus + Inclusive education in Europe: Learning from Erasmus+ https://education.ec.europa.eu/news/inclusive-education-in-europe-learning-from-erasmus

- Erasmus+ Project results https://erasmus-plus.ec.europa.eu/projects

- Estudio sobre las necesidades de la población inmigrante en España: tendencias y retos para la inclusión social ACCEM https://www.accem.es/estudio-las-necesidades-la-poblacion-inmigrante-espana-tendencias-retos-la-inclusion-social/

- European Commission, Higher education for migrants and refugees https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/higher-education-for-migrants-and-refugees

- Moon Johnson, Ed.D., Joshua (2014) "Back to the Basic: Meeting the Needs of Part of the Higher Education Administration https://scholarworks.uvm.edu/tvc/vol35/iss1/18/

- Hugh Bushera, Nalita Jamesb, Anna Pielab & Anna-Marie Palmerb, School of Education, University of Leicester, Leicester, UK Transforming marginalised adult learners' views of themselves: Access to Higher Education courses in England https://www.researchgate.net/publication/265341531_Transforming_marginalised_adult_learners%27_views_of_themselves_Access_to_Higher_Education_courses_in_England

- inHERE Good Practice Catalogue https://www.inhereproject.eu/outputs/good-pratice-catalogue

- inHERE Living Lab webinars: https://www.inhereproject.eu/outputs/living-lab

- inHERE Guidelines for University staff members: https://www.inhereproject.eu/outputs/guidelines-for-university-staff-members

- inHERE Recommendations: https://www.inhereproject.eu/outputs/recommendations

- IOM International Organisation for Migration https://www.iom.int/

- Refugee Education Initiatives https://www.refugeeeducationinitiatives.org/

- Smile, Diversity audit

- United Nations Network on Migration
  https://migrationnetwork.un.org/

- European Qualification passport for refugees:
  https://www.coe.int/en/web/education/recognition-of-refugees-qualifications

CONCLUSIONS

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The set of instruments contained in this Toolkit provide an starting point to universities and its members for the discussion and reflection on institutional cultures and "imagineries", the interaction with other stakeholders and realities and, above all, seeks to increase institutional engagement with the processes of inclusion and diversity.

The different instruments allocated in this toolkit want to be useful when a complex organization as a University is planning to design, rethink, monitor or evaluate initiatives and strategies related to inclusion, in particular, of marginalised groups, for instance, refugee and migrant background students. This toolkit wants to provide support in this process, and for this reason, we encourage the user to explore these instruments, revisit them and adapt them to the needs and circumstances of each organization.

All in all, the UNI(di)VERSITY project wants to contribute to move forward in the process of more and better inclusive universities and seeks contribute to address the debate on this critical issue and support decision-making through flexible, dynamic and specific instruments, where a holistic approach and participation are vital.

INTEGRAL TOOLKIT

**TO ASSESS AND SUPPORT THE INTEGRATION
AND DEVELOPMENT OF STRATEGIES AND ACTIONS
RELATED TO MIGRATION AND DIVERSITY AT HEIS**