



Next Step

Preparing immigrants and refugees for higher education through gamification.



Erasmus+

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INTRODUCTION

This work is the result of an Erasmus+ project: Next Step teaching and learning: preparing immigrants and refugees for higher education through gamification. We aim to conduct primary research, design and develop an educational serious game. The game will prepare the participants for the transition into higher education and their overall integration by teaching academic vocabulary, related terminologies and other country specific information.

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HIGHER EDUCATION AND STUDENT LIFE IN BULGARIA

INTRODUCTION

With Universities offering Bachelor's, Master's and Doctoral Degrees, Bulgaria is well known within and outside the European Union as an attractive higher education destination. Combining the high quality of education with low-cost daily living, Bulgaria is the country of choice for students arriving from all over Europe.

This Country Report was compiled in order to provide information regarding higher education institutions in Bulgaria. More specifically, we aim to offer guidelines in regard to Bulgarian University admissions criteria, Degree requirements, application processes and fees, required documents as well as daily student living expenses and expectations.

I. UNIVERSITY ADMISSION IN BULGARIA

I.1. GENERAL ADMISSION CRITERIA

To get into higher education in Bulgaria, the prospective student must fulfill preliminary criteria or Prerequisite requirements. Those criteria depend on the program and course of study.

General Application and Admission requirements for Bachelor's Degrees:

Applicants should have completed secondary education. They should be eligible to continue their studies in institutions of higher education (university) in the country where the diplomas of secondary education were issued.

The grades in the applicants' diploma for secondary education relevant to the major applied for should be no less than 62% of the maximum grade, in accordance to the grading system in the country where the applicant has completed secondary education.

General Application and Admission Requirements for Master's Degrees:

Applicants should have at least a bachelor's degree of higher education (BA/BSc or MA/MSc).

The average grade of the diploma of higher education (BA/BSc) should be no less than the equivalent of "Good 4" according to the Bulgarian system of grades or 72 % of the maximum possible marks.

General application and admission requirements for PhD or postgraduate study:

Applicant students should have a master's degree of higher education (MA/MSc).

The average grade of the diploma of higher education (MA/MSc) is not less than the equivalent of “Good 4” according to the Bulgarian system of grades. In the Bulgarian grade system, the maximum mark is 6.

As with similar systems around the world, entry into a master program requires a previously completed bachelor program in Bulgaria or abroad, just as a doctorate requires a completed master's degree. Qualifications are evaluated and accredited through the National Evaluation and Accreditation Agency at the Council of Ministers.

I.1. BULGARIAN UNIVERSITY REQUIREMENTS

1. Diploma or high school certificate

The first requirement for studies in higher education institutes (HEI) in Bulgaria is a Diploma or Certificate proving successful completion of the previous stage of education. The applicant should have secured at least 62% especially in subjects relevant to their university studies. As a practice, university authorities have the right and obligation to choose their students among the best candidates.

2. Financial Assurance

The second requirement to study in Bulgaria is whether the candidate can secure financial support for its education plus costs of living in Bulgaria.

Bulgarian Universities are autonomous and set the tuition fees for foreign students independently. Depending on the University and chosen subject, the tuition fee varies from around 2500 Euro/year to 8000 Euro/year. This can also vary according to program (undergraduate, postgraduate or PhD).

For students attending Bulgarian or English language preparatory courses, the general fee is 1500 Euro to 4000 Euro/year.

The minimum cost of living in Bulgaria for a foreign student, including dormitory at the campus (double share basis), food, transportation and other miscellaneous is within the range of 2700 Euro/year.

3. Good health

The third requirement for entry in Bulgarian universities is that the applicant student must be in good health physically, mentally and without contagious disease. Health reports should be provided in the form of a medical certificate.

4. Passport

In order to be accepted to Bulgarian higher education studies, the applicant must also have a valid passport and other travelling documents.

Who can apply?

To study in Bulgaria, international students can apply as undergraduate, graduate, PhD, exchange, transfer, or simply visiting students, depending on the program they are interested in. Bulgarian higher education institutions are open to all international students who hold a secondary education certificate that makes them eligible for higher education in the country in which they have received their secondary education.

Undergraduate students

A Secondary Education Diploma is required. The duration of undergraduate programs is 4 years. After accumulating the required credits and submitting successful thesis defense students are awarded a BA or BSc. degree.

Graduate students

A Bachelor's degree is required. Students are enrolled in a Master's program at Graduate School with duration from 1,5 to 2 years (depending on the program). After accumulating the required credits and submitted a successful dissertation, students are awarded a MA or MSc. degree.

Ph.D. / Doctorate students

A Master's degree is required. Students are enrolled in a Doctoral program at Graduate School with duration of 3 years. When all requirements of the program are fulfilled students are awarded a Ph.D.

2. UNIVERSITY APPLICATION AND FEES

2.1. THE APPLICATION PROCESS

Application and Admission for high school diploma students:

International students with a high school diploma can apply to any University in Bulgaria. The university admission is based on the specific courses taken in high school or International baccalaureate (pre-requisites), the obtained grades and, for some competitive programs, a supplementary application that may include items such as a resume, personal statement, or reference letters. All this must be with personal documents such as copy of passport, birth certificate etc.

Application and Admission for university transfer students:

Students must have completed the equivalent of at least one year's study at any accredited international university, before they can be admitted to Bulgarian universities as transfer students. University transfer requests will be evaluated based on the student's university transcripts and space available in the requested program at the new university.

***Transfer students**

For transfer students, a Bachelor or Master's degree (according to the program the student is applying for) plus the transfer credit transcription of marks is required. Transfer students are students who have already studied at another institution of accredited higher education and would like to continue their education in Bulgarian university and obtain a Bulgarian diploma. The duration of their study depends on the period of study they have already completed. Upon graduation they receive a degree (Bachelor or Master), according to the chosen program.

Study in English, French or German in Bulgaria

Before applying, the candidate must have adequate language proficiency and, if not, look into the possibilities of acquiring it before or after their arrival in Bulgaria. It is important to know that all Bulgarian universities offering bachelor or Master's Degree Programs in English also offer English preparatory courses for those without adequate English language skills.

Degrees and coursework are being offered in English, German and French at an increasing rate, however they remain a minority in Bulgaria. International students wishing to study in Bulgarian language in Bulgaria must follow also one year of preparatory courses:

- English Programs
- French programs
- German programs

2.2. BULGARIAN UNIVERSITY TUITION FEES

Tuition fees for university study in Bulgaria are among the cheapest of the European Union countries. **European Union or European Economical Area country members can study at reduced tuition fee or benefit from a Bulgarian scholarship.** The only condition for receiving a Bulgarian scholarship is to learn Bulgarian and then pass admission exams alongside Bulgarian Students. Also note that the tuition fee for programs taught in Bulgarian language is slightly cheaper than programs taught in English.

Tuition fees in Bulgarian universities vary depending on university, specialty, language of study, undergraduate or graduate studies etc.

Tuition fees for European students:

European students can choose to study in either Bulgarian or in an international language (English, French, and German) depending on the available programs. EU students who wish to have their tuition fees reduced can choose to study in Bulgarian language and benefit from a Bulgarian Scholarship.

In summary, EU students in Bulgaria have 2 options of financing their university studies:

- Apply and study as every Bulgarian citizen; the candidate will have to study in Bulgarian language, but to get accepted they have to go through University entry exams (e.g. in Biology and Chemistry for medical studies, mathematics for technical studies, etc.) alongside all other candidates from Bulgaria and EU for the Government scholarship.
- Apply and study as a foreign EU citizen and as a self-paying student; then they must pay the full tuition fees.

Tuition fees for foreign EU and non-EU Students:

Foreign EU and non-EU students can apply to study in Bulgaria only as self-paying students. They must pay the full annual tuition fee, which is paid in 2 installments per year: half before applying for visa (if non-EU) and the remaining at the beginning of the second semester.

APPROXIMATE TUITION FEES:

Medical studies:

- General medicine: 6-year program; 5.000 to 8.000€/year
- Dentistry: 6-year program; 7.000 to 8.000€/year
- Pharmacy: 5-year program; 7.000 to 8.000€/year
- Healthcare Management: 3-year program; 4.000€/year

Technical studies:

- 4-year bachelor programs; 2.900 to 3.000€/year
- Industrial Automation and Robotics' Control
- Advanced Industrial Technologies (AIT)
- Electronic Engineering (English)
- Telecommunication engineering
- Information Technologies in Transport
- Industrial Engineering
- Computer Science and Engineering
- Mathematics and Computer Science
- Aeronautical Engineering
- Automotive Engineering
- Naval Architecture and Marine Technology

- Automation, Information and Control Technologies
- Civil engineer
- Architecture
- One-year English preparatory course: 2.500€

Technical studies: 2-year Master programs; 3.000 to 3.500€/year

- Mechatronic Systems
- Computer Science and Engineering
- Industrial Engineering
- Business Computing
- E-Management

Socio-economic studies: 2-year bachelor Programs: 3000 to 3900€/year

- International Hospitality Management
- International Business Management
- Business Information Systems
- Business and Management studies
- International Tourism Management
- Hospitality and Culinary Arts
- Software Systems and Technologies.

Socio-economic studies: 2-year Master Programs: 3000 to 3900€/year

- Bank accounts for tuition and registration fees
- Bank account for accommodation fee
- Student loan
- Financing your studies

2.3. BUGARIAN SCHOLARSHIP

In most Bulgarian universities, the admission is based on application file documents, without entry exams. Students who wish to benefit from a scholarship will have to pass an examination alongside Bulgarian students.

After the positive university decision, the application file is forwarded to the Ministry of Education, Youth and Science where the acceptance letter (certificate stating that the applicant is admitted as a student in Bulgarian university) is issued. **This letter is also important for those who need to apply for Bulgarian student visa.**

3. BULGARIAN STUDENT VISA AND APPLICATION DOCUMENTS

3.1. BULGARIAN STUDENT VISAS

European Union citizens do not need a visa in order to study in Bulgaria. All that is required is a valid passport or ID. However, if a student plans to stay longer than three months for their studies, they will need to register with the police and present proof of their student status. They will then receive a national identity card and temporary residence lasting up to five years.

Students from non-EU countries will need to apply for a Bulgarian student visa (D-type), which can be applied for either online or in person at their nearest.

The documents needed may vary depending on their nationality. For full details students should check with a Bulgarian embassy. However, the usual documents needed are:

- Acceptance letter from a Bulgarian university.
- Photocopy of passport, which should be valid for at least one year after intended period of study ends.
- Valid health insurance.
- Bank document showing proof of necessary upfront payment of tuition fees (typically half of an annual fee).
- A recent passport-sized color photograph, with a white background.
- Photocopies of any previous visas issued for travel to Bulgaria, the US or the UK, if applicable.
- After arriving in Bulgaria, students need to apply for a residency permit, which costs BGN 500 (approx. €255) and is valid for one year. The permit must be renewed every year during their studies. An application for a residency permit can only be submitted after full enrollment at university.

***Acceptance letter**

The acceptance letter (invitation to study in Bulgaria) or certificate stating that the applicant is admitted as a student in Bulgarian university is issued by The Bulgarian ministry of Education, Youth and Science. **The acceptance letter is one of the main documents required to apply for Bulgarian Student visa.**

3.2. APPLICATION DOCUMENTS

List of required documents to apply to a Bulgarian University:

- A completed Application form where the proficiency level of the applicant in Bulgarian language or other language of study has to be explicitly specified.
- A validated copy and a certified translation of the applicant's diploma of secondary education including a supplement specifying the period of attendance and the grades in different subjects. Applicants for Master's degree courses should present a validated copy and a certified translation of a diploma of higher education (Bachelor's or Master's) accompanied by a Transcript of Records.
- A document issued by a competent body certifying the applicant's eligibility to continue their studies in higher education institutions in the country in which they have completed secondary education.
- A medical certificate issued no earlier than one month before the application procedure, validated by the respective authorities in the applicant's country.
- A photocopy of the applicant's passport/identity card with the name legibly written in Latin alphabet and indicating the place and date of birth. Applicants with dual citizenship should also provide photocopies of their Bulgarian identity card/passport. Whenever there is a difference between the names on the two identity cards or passports, the applicant must also provide a notarized declaration of identity (or a certificate issued by the respective municipal authorities) stating that the different names belong to one and the same person.
- Four recent photographs of the applicant.
- Certificate of English (one of the following or their equivalent: TOEFL 550, IELTS 6.0 or Cambridge First Certificate), French or German proficiency for those wishing to study in international language. Note that if you are from English (French or German) speaking country or you have good command of the language and you do not have international recognized certificate, you can seat for a test on your arrival at Bulgarian high education institution.

*The documents stated above must be translated into Bulgarian and legalized according to the intergovernmental agreements. If such agreements do not exist, the documents must be validated, translated and legalized according to the standard procedures for legalization.

3.3. APPLICATION DEADLINE

Application deadlines to University studies in Bulgaria vary between Universities, study profiles and the origin of applicant students. In general, applicants for preparatory language courses (in Bulgarian or English) submit application documents by September 30th of the respective year.

The deadline for applicant students interested in direct studying in English, Bulgarian or other language without undergoing preparatory year depends on the university, program and origin of applicant.

Applicants and those with dual citizenship (one of which is Bulgarian) submit application documents:

1. for programs in Bulgarian: by the middle of September of the respective year,
2. for programs in English by September 30th of the respective year,

Applicants from EU countries and those who do not have dual citizenship submit application documents by the middle of July of the respective year for English or Bulgarian programs.



Source: <https://www.easyuni.com/bulgaria/>

4. UNIVERSITY STUDENTS' FINANCE

4.1. STUDENT LOANS IN BULGARIA FOR EUROPEAN STUDENTS

Student loans in Bulgaria are available for European (EU/EEA and Switzerland) students. Bulgarian student financial loans for European students studying in Bulgaria cover tuition fees and dependency. The student loan system in Bulgaria is sponsored by the government and provided by three Bulgarian based banks. It is open to students who hold citizenship of (EU/EEA) European Union/European Economic Area and Switzerland.

As in most of EU/EEA countries, the Bulgarian student loans for University tuition fees are paid directly to the university. The Bulgarian student loan for dependents is given directly to students.

Who can apply for Bulgarian student loans?

All Undergraduate (Bachelor's), Graduate (Master's) and Postgraduate (PhD) students are eligible to apply for a student loan, whether they are Bulgarian or simply EU/EEA citizens.

To be eligible to student loans in Bulgaria European students must meet some requirements.

4.2. REQUIREMENTS FOR SECURING A STUDENT LOAN:

- Applicants must be Bulgarian or simply citizens of States of the European Union / European Economic Area or of the Swiss Confederation.
- Applicants must be under 35 years of age.
- Loan applicants must be regular Bachelor, Master or Doctoral students at a legal state, or private university (full time students).
- Applicants must not have acquired the same academic qualification before.
- Applicants must have not been removed or suspended from their studies.

5. STUDENT LIVING IN BULGARIA

One of the main attractions of student life in Bulgaria is the relatively low cost of living, including accommodation, student tuition fees, public transportation and food.

5.1. FOOD

Food in Bulgaria is very cheap. Most universities have student restaurants on-site and in student campuses with superb meals at a surprisingly reasonable price: dinner or lunch cost approximately 1 to 2€.

Urban Transport in Bulgaria

All Bulgarian cities have some form of urban transport and taxi. Subway and Trams can be only found only in Sofia while buses, mini-buses, trolleybuses and taxis can be found in all cities. The cost of urban transport varies between cities and is usually around 0.5€ for a single ticket. Taxis are a reasonable option for urban transport too and the price per km is around 0.80 BGN (0.40€)/km.

Student health, safety and well-being in Bulgaria

If you possess European Health Insurance Card (EHIC), it will enable you to access state-provided healthcare in Bulgaria at a reduced cost, or sometimes for free.

Regardless of whether you have it or not, you are advised to either buy a medical insurance policy in the home country, which should cover Bulgaria, or buy one in Bulgaria.

	Monthly costs (€)	Obs.
Private accommodation	100 – 300	Big cities are more expensive
Student hostel room	35 – 70	Depend on quality of the hostel
Food	100 – 200	Live style of each person
Public Transportation	20 – 30	
Sport and leisure	50 – 100	
Electricity, Gas and Water	40	Average
Internet / TV Cable	15	Contract
Phone communication	10	Contract or prepaid

5.2. EUROPEAN YOUTH CARD

Who can have the Card? – The European Youth Card is a personal discount card, available to all young people under 30 years of age. You have to be at least 16 years old. **You don't have to be a student or a European citizen.**

There are 3 versions of the card in Bulgaria:

- Standard EYC
- EYC ISIC co-branded card
- EYC cobranded card with DSK Bank.

The EYC is available to everyone aged 16 and under the age of 30. The EYC ISIC is available to full time students aged over 12. EYC cobranded Bank Card is available for youth aged 18-30.

Cardholders can enjoy benefits when shopping, travel, looking for entertainment, culture, playing sports, communications, healthcare and education. **The EYC ISIC offers extra benefit for railway transport in Bulgaria (only full-time students, under the age of 26 are eligible to use the discount).**

The cards are distributed online and through appointed offices in 10 Bulgarian cities.

How to get the Card?

The card is available at the following sales points:

- Online at www.youthcard.bg
- Usit Colours Travel Agency - www.usit.bg
- Orange Center - 18 Graf Ignatiev str., Sofia - www.orangecenter.bg
- DSK Bank - www.dskbank.bg

6. LIST OF UNIVERSITIES IN BULGARIA

Humanitarian universities:

- Sofia University "St. Kliment Ohridski"
- Plovdiv University "Paisii Hilendarski"
- University of Rousse "Angel Kantchev"
- New Bulgarian University
- "St. Cyril and St. Methodius"
- University Veliko Turnovo
- "Konstantin Preslavski" University Shumen
- South-West University "Neofit Rilski"
- Burgas Free University
- Bourgas "Prof. Assen Zlatarov" University
- International College Albena

Universities of Economics:

- University of National and World Economy
- "D. A. Tsenov" Academy of Economics

- University of Economics Varna
- American University in Bulgaria
- Management, Trade and Marketing College Sofia
- European College of Economics and Management
- International Business School
- Higher School of Insurance and Finance

Technical and Vocational Universities:

- Technical University Sofia
- Technical University Varna
- Technical University Gabrovo
- University of Forestry
- University of Architecture, Civil Engineering and Geodesy
- University of Chemical Technology and Metallurgy Sofia
- Agricultural University Plovdiv
- University of Mining and Geology "St. Ivan Rilski"
- "Todor Kableshkov" University of Transport
- University of Food Technologies
- State University of Library Studies and Information Technologies
- College of Telecommunications and Post
- Agricultural College Plovdiv
- Higher School of Civil Engineering (VSU) "Lyuben Karavelov"
- Higher School – "Telematika" College
- College of Tourism – Blagoevgrad

Medical Universities:

- Medical University Sofia
- Medical University Pleven
- Medical University Plovdiv
- Medical University Varna "Prof. D-r Paraskev Stojanov"

Art Universities:

- National Academy of Music "Pantcho Vladigerov"

- National Academy of Arts
- Academy of Music, Dance and Fine Arts
- National Academy for Theatre and Film Arts
- Theatre College “Lyuben Groyes”

Sports Universities:

- National Sports Academy “Vassil Levski”

7. SURVEY – METHODOLOGY AND RESULTS

Overview

There were two types of Questionnaires developed, one basic for the project's target groups that include refugees, migrants and/or Roma people (depending on the partners' regions), and one complementary for the target groups' teachers, trainers and overall educators, in order to receive input from all angles.

Based on the official statistics, only 317 persons (with 261 of them being Syrians) received international protection status in Bulgaria for 2018 (<https://www.asylumineurope.org/reports/country/bulgaria/statistics>), which is a relatively low number if one takes under account the relevant numbers in many other Balkan countries. Therefore, OECON GROUP BULGARIA decided to focus its research on the Roma community, whose members are considered Bulgarian nationals but are still facing a lot of social barriers for entering the Higher Education Institutions and/or VET Schools.

In this regard, we were able to collect 6 Questionnaires from Roma educators and 20 Questionnaires from Roma individuals in Bulgaria, and their answers are presented below:

Part A: Demographics

19 of the respondents were male and only 1 female which is “explained” due to the sexual discrimination that exists within the Roma communities, where women's duties are considered to be with the family.

16 of the respondents were of the age 15-20, while 4 were above 21; this comes as no surprise because most Roma youngsters go to work in a young age instead of studying, either in official or unofficial terms.

All 20 of the respondents identify as Bulgarians in nationality and, also, all of them declare that they have lived in Bulgaria for their whole life.

Regarding occupation questions (that we have combined because of the “host country” factor that does not apply to Roma), most of those who answered the question (13 respondents) have mentioned the

services sector (such as delivery, waiter, driver, etc.) or just “worker”, while we also got 7 blank responses that we interpret as an absence of occupation.

Part B: Education

When asked if they are interested in academic studies, 19 of the respondents select yes.

Regarding the educational level they have completed, 15 identify secondary school, 1 no education and 3 primary school.

Regarding professional experience, all respondents gave the same reply as in the occupation questions.

Concerning the level of language, 15/19 respondents say yes, with the self-identified levels being C2 (9), C1 (3), B2 (1), B1 (2). Additionally, 11 respondents declare that they believe their language level is enough for academic studies. *Note that since Roma are raised in Bulgaria and speak Bulgarian fluently (along with the Romani language), this question may refer to another language.

Over question 7. the replies are shared, with the most common ones being “knowledge of general academic vocabulary”, “knowledge of domain specific vocabulary” and “writing an academic text”.

On question 8. only 1 person replies having already a diploma.

On 9. there is one reply answering “no” whether they need help in validation.

On 10. there is only one reply saying that the diploma has been translated.

Regarding the knowledge of the higher education system, 12/19 respondents declare “good/some knowledge”, while 7 say “no previous knowledge”.

Concerning the information they lack, the replies are various, such as “all information!”, “how to subscribe/enter/register”, “how much money”, “what are the lessons”, “how does the university works”, “how the exams work” etc.

In question 13. the replies are to a similar direction, i.e. “how to subscribe and what are my obligations”, “to prepare for exams and reading”, “self confidence and guidance”, “language skills/grammatic/vocabulary” etc.

In 14. the main professional fields the respondents select are IT and technology, Psychology, Humanities, Engineering, Agriculture and Medicine. We have no replies for Law, Religion, Education, Economy and Art.

On 15. they say that they want to study the above mentioned fields mainly because “they have an interest from the past”, “they want to earn more money”, “they want to know more about computers”, “they want to help their community” and because “they like it”.

On 16. 11 of the respondents say “no previous education”, 7 say “technical school” and 1 “college”.

On question 17. all respondents answer “Bulgaria” or leave the answer blank – which we interpret as being in Bulgaria.

On questions 18 and 19, the professional level of the respondents in the fields they want to study and in the overall academic vocabulary is considered mostly “good”, “average”, “low” (multiple answers). There are also 3 answers “no knowledge” and 0 answers “excellent”.

On question 20. all persons fill in the Bulgarian language (scale 4-5), the Romani language (scale 4-5) and 10/19 declare the English language as well (scale 2-5).

Part C: ICT Skills

17/19 say they have their own mobile phone.

9/19 say they have access to a tablet.

14/19 say they have access to a laptop/PC.

In this regard, most respondents assess their skills positively regarding web surfing, e-mail using, social media, video games, etc.

However, during the last 2 years most of them declare to be using their devices mostly for entertainment, socializing and communication, and “rarely” for working, studying and/or shopping.

Moreover, all respondents declare to be using the referred devices often and/or very often.

Lastly, some identify to have received IT training in School and/or High School, some independently (in graphic design, MS Office, programming, coding, etc.) and 6 respondents do not reply, which we interpret as no specific training.

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HIGHER EDUCATION AND STUDENT LIFE IN BELGIUM

I. STRUCTURE OF HIGHER EDUCATION

All education programmes organised by Higher Education Institutions are structured according to the European Credit Transfer System. This is a system designed to enhance students' mobility between different countries. By providing a common frame and structure for education programmes, it aims to make them more compatible with international programmes. The system describes the workload and the learning outcomes of a study cycle in *credits*. These credits can be attributed to either individual educational components or to programmes as a whole

Higher Education is organised in two different types of institutions. *Colleges* offer professional and academic bachelor's diplomas that can be obtained in a period of at a minimum three academic years. *Universities* offer academic bachelor's diplomas of three years, master's diplomas of at minimum one year and doctorate studies. Universities also offer bachelor after bachelor and master after master programmes.

I.1. UNIVERSITY COLLEGES

Professional bachelor's diploma – 180 credits

A professional bachelor's diploma prepares students for the labour market and focuses on knowledge and skills that are important for a specific job. After attaining a professional bachelor's diploma, students can choose to continue their education with a second professional bachelor's diploma. They can also be admitted to an academic master's diploma granted that they first take a transition program.

Academic bachelor's diploma – 180 credits

An academic bachelor's diploma prepares students for further academic education, such as a master's diploma. In contrast to a professional diploma, an academic bachelor's diploma requires further academic education as a preparation for the labour market.

HBO-Education

The level of a Higher Vocational Education (HBO) qualification is situated between a diploma in Secondary Education and a professional bachelor's diploma. They offer a programme that strongly focuses on experience and skills directed at the labour market. These educational programmes are organised by Adult Education Centres in cooperation with universities or colleges.

I.2. UNIVERSITIES

Academic bachelor's diploma – 180 credits

An academic bachelor's diploma at a university is identical to an academic bachelor's diploma at a college.

Master's diploma – 60 credits

An academic master's diploma builds on the knowledge and skills of a preceding academic bachelor's diploma. It focuses on acquiring advanced knowledge and skills in the field of sciences or arts. Depending on the programme, a master's diploma takes at least one or two academic years to complete.

Doctorate

A doctorate is the highest level of specialisation in scientific research for a specific field. Higher Education Institutions can choose to accept someone for a doctorate if they have obtained a score of at least 70 % for a master's diploma.

1.3. FLEXIBLE LEARNING PATHS

When applying for a study programme, the student can choose for a standard learning path or an individualised learning path. A standard learning path can either be a fulltime track with 60 ECTS in one year, or a part-time track with 30 ECTS in one year. An individualised learning path is agreed on in consultation with the HEI and is adapted to the needs of the student. For refugees, a part-time or an individualised learning path is recommended, as they offer learning paths that are less burdensome and therefore more feasible.

2. CONDITIONS FOR ADMISSION TO HIGHER EDUCATION INSTITUTIONS

When applying for a study cycle with a Higher Education Institution, the applicant needs to assemble a file with specific documents to start the admission process for the HEI.

Secondary Education Diploma

Higher Education in Flanders builds on the knowledge and skills that are acquired in Secondary Education. Those who don't have a Flemish SE diploma, need to prove that they have acquired the knowledge and skills that comply with the Belgian attainment targets for SE. In order to do so, they can submit an application for equivalence of their diploma or certificate with the Higher Education Institution of choice. For an application for equivalence, the foreign diploma and scorecard are asked (with a certified translation if the diploma is not in Dutch, French or English). For refugees who aren't able to present these documents, the HEI can decide to agree on equivalence based on a competences audit.

If this institution decides that the foreign SE diploma is fully equivalent, the applicant has immediate access to a bachelor's diploma cycle study within this Higher Education Institution. They will receive a certificate of equivalence which should be added to the admission file. In case it is decided that the applicant does

not meet the general education requirements, they can sign up for a course at a Centre for Adult Education, where they can acquire the necessary skills to meet the attainment targets. After completing a study cycle for secondary education at a Centre for Adult Education, they will receive a certificate that will allow access to a bachelor programme.

Language proficiency certificate

Most bachelor's and master's education programmes in Flanders are taught in Dutch. Some programmes, mostly master's programmes, are taught in English. The language condition for admission is to have a B2 level of proficiency in the language that the course is taught in. For more information on the type of courses that are offered in English, consult the website of your institution.

In case you have a Flemish Secondary Education diploma, either from a secondary school or from an adult education centre, you automatically answer to the language condition for Flemish education programmes. In case you don't have a Flemish Secondary Education diploma, you need to present a certificate in B2 level proficiency in Flemish. This certificate can be obtained after taking language courses in adult education centres or university language centres. The same rule applies to education programmes in English: the applicant needs to deliver a certificate in B2 level of proficiency in English, or a diploma of SE or HE completed in English.

3. APPLICATION DOCUMENTS AND PROCEDURES

Some Higher Education Institutions might also ask the applicant to present one or more of the following documents in the admissions file:

- A copy of identity documents and the residence status. Refugees can present a copy of their electronic identity document (type A/B/C/F).
- A proof of financial autonomy. Applicants may need to prove that they have the financial means to pay for the complete study programme. Refugees who receive a living-wage from Social Welfare can add a copy of the receipt.
 - A certificate of the entry-level exam for doctor or dentist. Applicants who want to enrol in a study programme in medicine need to pass the entry-level exams first. Refugees with a diploma in medicine from outside the EU can follow a VLIR-track at a HEI. This is an individualised track where an exam determines which study components need to be completed in order to receive a diploma in medicine.

4. VALIDATION SYSTEM

As mentioned before, all study programmes in Flemish HEIs are structured according to the European Credit Transfer System (ECTS). An applicant enrolling in a HEI programme can receive an exemption for an individual educational component of the programme, if they can prove they have previously acquired these credits. The procedure for having these learning outcomes recognised depends on whether they have been acquired formally (qualifications) or informally (competences).

4.1. RECOGNITION OF DIPLOMAS OR QUALIFICATIONS: FORMAL LEARNING

Qualifications

Qualifications are diploma certificates, unit certificates or all proofs of studies obtained after the successful completion of a formal learning cycle. A qualification entails that the learning objectives have been determined and evaluated. This means that an exam has been taken after a learning cycle, with a certification as a result.

EVK Procedure

Every Flemish HEI offers the possibility to start an *Eerder Verworven Kwalificaties* or EVK procedure to have formerly acquired qualifications recognised. If these qualifications are recognised, applicants can receive exemptions for units in a study programme and thus shorten the study cycle.

To start an EVK-procedure, the applicant should directly contact the Higher Education Institution they want to enrol with. The institution will compare the qualifications of the applicant to the content of the programme they want to subscribe for. For this procedure, the applicant needs to present all relevant certificates or proof of studies. A table of contents with all the learning outcomes for a complete learning programme is also an example of a relevant proof of studies. An EVK procedure is free of charge.

If the Higher Education Institution decides that the qualifications are not equal to the requirements of the study programme, the applicant can be referred to an *Eerder Verworven Competenties* or EVC procedure to have their competences recognised.

4.2. RECOGNITION OF COMPETENCES: INFORMAL LEARNING

Competences

Where qualifications require a proof of study, competences can be recognised without a certificate or proof of study. A competence stands for a unit of knowledge, attitude, skills acquired through formal or informal learning processes. Competences ensure that someone can carry out quality performances for a specific profession or function.

EVC Procedure

Applicants who can't present the necessary documents, or who didn't have their qualifications recognised in a preceding EVK procedure, can start an EVC procedure. In this procedure, the competences that someone has acquired will be tested and certified with a proof of competence. With this certificate, the applicant can go to the Higher Education Institution to ask for exemptions in a study cycle or programme.

To start such an EVC procedure, the applicant should directly contact the Higher Education Institution of choice. Each HEI has an authoritative department concerned with EVC procedures. Flemish HEIs have high authority in recognising competences, and each HEI has its own regulation for EVC procedures. Even if all institutions follow the same basic steps for a procedure, it can vary for some topics. To know the exact procedure of a HEI, applicants can consult the website of the institutions.

Procedural steps

- Gathering of information
 - This first step is optional. The applicant can consult a mentor who will inform them about the procedure, the study programmes, the competences, etc. Each HEI has EVC mentors.
- Application
 - The applicant officially enrolls in the procedure by registering. From this moment on, the procedure for recognition of competences starts.
- Examination of competences
 - In this phase the applicant's competences are assessed by experts. The examination can consist of various methods, as explained below.
 - *Portfolio*
 - This will be the applicant's starting document, where all relevant documents are gathered to prove they have acquired competences. Examples of such documents are: evaluation reports, papers, a CV, certificates that haven't been recognised in an EVK procedure, ...
 - *Interview*
 - An interviewer will ask for specific examples that show that the applicant masters the competences. The interviewer will use the portfolio for this interview.
 - *Test*
 - This test can take various forms, such as a case study, a simulation or a knowledge test.
 - *Observation*
 - The behaviour of the applicant will be directly observed in a specific context.
- Recognition

- After a positive assessment, the assessed competences are recognised with a certificate of competence.

5. OFFICIAL EXAMS OF PROFICIENCY IN LANGUAGE

In principal Dutch is the language of instruction. However, foreign language courses, courses with foreign guest speakers and teachers, internationally oriented courses, courses in the framework of international developing cooperation, courses in the framework of international exchange programmes and courses for groups of foreign students are taught in another language. Course material may be in any language. Most institutions require proof of Dutch language proficiency for the programmes taught in Dutch and a preliminary language test for the programmes taught in another language.

The “Interuniversitaire Taaltest Nederlands voor Anderstaligen (ITNA)” is offered by the following institutions:

- Het Interfacultair Instituut voor Levende Talen, KU Leuven
- Linguapolis, Universiteit Antwerpen
- Het Talencentrum van de KU Leuven – campus Brussel
- Het Universitair Centrum voor Talenonderwijs, Universiteit Gent
- Het Academisch Centrum voor Taalonderwijs (ACTO), Vrije Universiteit Brussel

When you pass the ITNA you receive a certificate B2, or C1 with an extra test.

6. COST OF STUDIES

Are you eligible for a study grant?

In order to be eligible for an allowance, a pupil or a student must in principle be Belgian by 31 December 2018.

Allowance for those who are not Belgian

Even if you're not Belgian, you can get an allowance. You are eligible if you or your parents have been living, working or having worked in Belgium for some time.

You are an EU citizen

You will be a citizen of a member state of the European Union (EU) by 31 December 2018 at the latest and you have been living in Belgium continuously for 5 years.

You are an EEA citizen

You are a national of a Member State of the European Economic Area (EEA) and:

- In the 2 years prior to 31 December 2018, you worked in Belgium for at least 12 months with an employment contract of at least 32 hours per month.
- or
- On 31 December 2018, you were registered for 2 years as a self-employed person in the Crossroads Bank for Enterprises.

Your parents are EEA nationals

Your parents are nationals of a member state of the European Economic Area (EEA)* and on 31 December 2018 at least one of them is working in Belgium (or has worked in Belgium):

As an employee

With an employment contract of at least 32 hours per month, for a period of at least 12 months. These 12 months do not necessarily have to be consecutive, but they do have to be within a period of 2 years.

As a self-employed person

In that case, one of the parents must have been registered for 2 years in the Crossroads Bank for Enterprises or in the trade register.

Other categories

You are also eligible for an allowance if you belong to one of the following categories by 31 December 2018 at the latest:

- Pupils with a permanent residence permit
- Recognised refugees
- Victims of human trafficking. You must then have a certificate from a specialised reception service. Now they are vzw Payoke in Flanders, vzw Pagasa in the Brussels-Capital Region and vzw Sürya in the Walloon Region.
- Foreign pupils under 'subsidiary protection', i.e. with a temporary stay in Belgium because of a real risk of death in the country of origin.
- People from outside the EEA and their children who have been legally resident in Belgium for at least 12 months without interruption. Their residence permit has not been granted for the purpose of higher education or work and there is no asylum procedure in progress.
- Foreigners who have been admitted to a legal residence in Belgium on the basis of family reunification:
- Either with a person who is Belgian or who meets one of the other nationality conditions (assimilation with Belgian nationality).

- Either with a person who has been lawfully resident in Belgium for at least 12 months on 31 December 2018 in order to attend higher education or to work there. This person may also not be the subject of an asylum procedure.
- Refugee candidates whose application for asylum was declared admissible by 31 May 2007 at the latest and whose procedure is still pending on the substance. This is still very rare.

What types of contracts can you enrol in?

A diploma contract: This is an enrolment for a programme of study with a view to obtaining a diploma or certificate. E.g. enrolment for the 'bachelor of biology' programme.

A credit contract: This is an enrolment for one or more separate course units, with the aim of obtaining a credit certificate for those course units. E.g. Enrolment for the course unit 'Historical introduction to philosophy'.

An examination contract: Anyone who registers for an examination contract processes the material exclusively through self-study, and does not have all the advantages associated with the status of student. You can register for an examination contract for a program (with a view to obtaining a diploma) or one or more course units (with a view to obtaining a credit certificate for those course units).

Tuition fees for the academic year 2018 – 2019:

Degree or credit contract

Enrolment in:

an initial bachelor or master programme

an educational master programme

a transition programme

a preparatory programme

separate course units

	Fixed Costs	Variable costs per study credit
non-grant rate student	€ 238,30	€ 238,30
almost-grant rate student	€ 238,30	€ 4,10
grant rate student	€ 108,8	€ 0

Raised tuition fees with a lack of study credits:

Non-grant rate student: 11,40 euro per study credit

Enrolment in:

a bachelor after bachelor programme

a master after master programme

	Fixed Costs	Variable costs per study credit
bachelor after bachelor	maximum €476,50	maximum € 22,80
master after master	maximum €5.594,10	
master after master with special conditions	maximum €25.681,00	

Examination contract

Fixed costs: € 108,80

Variable costs: €4,10

7. OVERALL COST OF LIVING

Average personal expenses are about 850 euros per month. This includes accommodation, meals, study materials and travelling in Flanders. Some institutions have student restaurants where they offer meals at democratic prices.

Many universities and university colleges have rooms available for students or provide lists of local rooms for rent. It is advisable to contact your host institution for information. Some institutions offer accommodation between 200 and 300 euros per month. Renting a studio flat is more expensive, although you might find one for 400 euros per month. Financing your education by taking student jobs is possible, but fairly difficult.

You need adequate insurance before registering at all institutions (health, accident, third-party liability insurance). For more information contact your host institution.

8. GRANTS AND LOANS TO FINANCE THE STUDIES

SCHOLARSHIPS AND GRANTS

Foreign students can apply for a Flemish scholarship or grant if the following conditions are fulfilled:

EU citizens:

- One of your parents has worked in Belgium for at least twelve months in the past two years, or
- You have worked in Belgium for a total of at least twelve months, within any given period of two consecutive years in the past , or
- You have been living in Belgium with your family for the past five consecutive years.
- Non EU citizens:
- You have a permanent residence permit, or
- You are recognized as a refugee, or
- You are the beneficiary of subsidiary protection, or
- You have a residence permit, other than a student or work visum, which is valid for at least twelve months, or
- You are a recognized victim of human trafficking, or
- You have a residence permit as a result of family reunification with a member of your family who meets one of the above mentioned criteria.
- You are registered as a regular student.
- You meet the financial criteria (student support is means tested).

OTHER MEANS

The government or other official or private organisations in your home country may award scholarships. Other grants are subject to international cultural exchange programmes (postgraduate studies only) and should be applied for locally, e.g. from your ministry of education, a full year before the academic year begins. Several Flemish universities offer a small number of study grants.

The international organisations UNESCO, WHO, FAO, NATO, EOSR, EU, and service clubs offer scholarships. There are Erasmus mobility scholarships for students from one of the participating states in the Lifelong Learning Programme. For more details you must contact your local university.

Erasmus Mundus scholarships allow students from outside the EU to follow the Erasmus Mundus master course leading to a degree. In the Tempus and in the Erasmus Mundus External Cooperation Windows there are also mobility scholarships to allow students from outside the EU to come to study in the EU for a limited period.

9. SURVEY

Methodology

The survey was shared with teachers of Dutch as a foreign language and integration counsellors, who in turn shared it with their students. The response rate was relatively low, as only 10 students and 1 teacher filled out the questionnaire.

Answers

Part A: Demographics

In total, 3 females and 7 males participated in the questionnaire. 3 respondents are aged between 15 and 20, 4 respondents are aged between 26 and 30, 2 respondents are aged between 31 and 35, and 1 respondent is aged over 41.

The respondents' nationalities were very diverse: 2 respondents come from Palestine and 2 other respondents come from Turkey. Other respondents had the Dominican, Taiwanese, Greek, Nicaraguan, Burundian and German nationality.

Only 2 respondents have been staying in Belgium for a longer period of time: 1,5 years and 2,5 years. The other respondents have been staying in Belgium for only a short period of time, going from 2 weeks to 11 months.

Part B: Education and profession

When asked about their occupation in their home country, respondents mainly answered student (3) and sales (2). Other professions that were mentioned are engineer, diplomat and teacher. None of the respondents currently has an occupation.

With regards to their previous education, 3 respondents have only completed secondary school with a diploma. These are also the respondents who are in the age category 15-20. 2 respondents have completed post-secondary education (VET) and 4 respondents completed a college or university degree.

Only 3 respondents indicate to have any previous professional experience. 1 respondent has experience as a Barman and in ICT. Another respondent has worked as a diplomat in Chad, and another person has previously worked in sales for 1,5 years.

A third of the respondents hasn't completed a level of language in the host country before. Other respondents have completed a B1 level, a B2 level, C1 level, or a C2 level. Only the respondent with C2 level believed that their level of language was enough to continue in higher education.

All respondents have a diploma from their home country with them. A third of them indicated that their diploma hasn't been translated into the home country's language.

Part C: Participation in higher education

All respondents believed that they need to improve their general academic vocabulary to take part in higher education. There was also a high response in the need to improve their skills in writing an academic text. Other respondents indicated the need to improve their skills in formulating an answer and their knowledge of domain-specific vocabulary. Only 1 respondent indicated the need to improve their reading comprehension.

Half of the respondents indicated to have good knowledge of the academic system in Flanders. Only two respondents answered that they only have some knowledge, and one respondent indicates to have no knowledge at all about the academic system in Flanders.

Part C: Participation in higher education

When asked about the information they need to take part in the academic system, the answers were *language courses, information about academic tuition fees and the grading system and information about everything I need to be admitted.*

When asked about the support they need to take part in the academic system, the answers were mainly support in language. Other answers were financial support and information about the evaluation system.

The majority of the respondents are mainly interested in studying political science or economy. Other respondents also indicated IT and technology, and medicine. The main reason for respondents' choice for these domains is personal interest. One respondent indicated that there are more job vacancies in his area of interest.

With regards to their domains of interest, the majority of the respondents has a higher education degree in this area - 3 Bachelor and 2 Master. One respondent also received technical education. These degrees were obtained in Malaysia, the Dominican Republic, Palestine and India.

The proficiency level of vocabulary in the fields they would like to study in ranges from average (3) to good (6). The proficiency level in academic vocabulary ranges from low (1) to average (4) to good (4).

The languages spoken by the respondents are English (8), French (3), Dutch (6), Arabic (2), Spanish (2), Chinese, Turkish, Greek, Albanian, German, Malay language, Russian and Macedonian.

Part D: ICT Skills

With regards to the use of electronic devices, the mobile phone seems to be the most used device, as all respondents indicate to have access to their own mobile phone. Most respondents have access to a laptop and some have access to a tablet. Mobile phone and laptop also turn out to be the devices that are used most often, as opposed to tablet (only used often by two respondents).

Most respondents assess their skills in web browsing, social media and communication software very good to excellent. Skills in Office software and gaming are more average, as only half of respondents rate their skills here to be very good or excellent.

The most prevalent reasons to use electronic devices are work, studying, entertainment, socializing and communication. Respondents rarely use their devices for shopping, but often for reading and news.

Most respondents use their electronic devices very often (5) for work, studying, entertainment, socializing and communication. They rarely use their electronic devices for shopping, only 3 respondents indicate to use them very often for shopping. Respondents use their devices often for reading and news.

In the last two years, the mobile phone was used often (1) to very often (7). The tablet is never used or often in the case of two respondents. They often or very often use their laptop and the internet.

Only two respondents received professional training in IT, with one respondent having taken courses in gametechnology and webtechnology.

HIGHER EDUCATION AND STUDENT LIFE IN GREECE

LIGHTHOUSE OF THE WORLD, GREECE

The 'Lighthouse of The World' (Φάρος του Κόσμου) is a non-profit organization established in 2004 in one of the most challenging districts of Thessaloniki, called Dendropotamos. The organization is a personal initiative of Father Athenagoras Loukataris and operates as a centre for the protection of young Roma.

The aim of the organisation is to provide any kind of support to underage minority groups or young people facing social exclusion, such as:

- Roma minors
- Young people living in care
- Young people having no educational training or professional background
- Young unemployed people
- Young people showing disruptive behavior and are at risk of acting in a criminal manner
- Young people without family due to inappropriate parental conditions (domestic violence, drug or alcohol addicted parents, mentally ill, parents imprisoned or parents who have abandoned their children).

The Head of the organization is Father Athenagoras Loukataris. He is a Christian Orthodox priest and founded the organization out of his desire and interest to help the people in need regardless of their religious cultural or social background. Father Athenagoras is the Mentor of the 16 children living in the centre. Moreover Father Athenagoras is responsible for the external representation of the organization and he has developed a wide network of supporting Institutions from the local society of Thessaloniki.

The "Lighthouse of the world" has an extensive network of volunteers from the local community of Dendropotamos but also from the broader community of Thessaloniki and Greece.

Currently, 16 young people are living under the protection of the organization. The Lighthouse of the World supports not only the residents within our own premises but also the broader young Roma community of Dendropotamos.

Some of the regular activities are:

- Food distribution

300 meals per day are prepared by volunteers in the facilities and are distributed to the poor people of the community.

- Professional Orientation Consultation

Psychometric tests take place from professional consultants in order to give guidance to the young people of the community in order to establish a qualitative professional path.

THE ORGANIZATION'S SUCCESSES AND ACHIEVEMENTS

Educational Robotics

This field is one of the most successful and promising activities of the organization. Over the years the 'Lighthouse of the world' have encouraged the young Roma to get involved with robotics by establishing two robotic teams in the community. The teams now participate every year in Robotic competitions such as the annual 'First Lego League' Greece. Moreover, in 2015, the Far.Go.Bots, team won the 1st prize in the category of "Research" in the Global competition, FLL World Festival, and the children consequently traveled to St. Louis of Missouri in USA.

-Sports and art

Weekly trainings (basketball, football, swimming, capoeira) and music, painting, arts

Throughout the 14 years of work, the Lighthouse of the World has managed to win several awards and distinctions:

- The State Department of USA awarded the LIGHTHOUSE OF THE WORLD as an exemplary practice of literacy and social inclusion of ROMA people.

- 2012 ARISTOTLE UNIVERSITY OF THESSALONIKI
- 2013 ANATOLIA COLLEGE OF THESSALONIKI
- 2014 SOCIETY OF CITIZENS OF THE EUROPEAN UNION
- 2016 STATE DEPARTMENT OF U.S.A

I. GREECE'S EDUCATION SYSTEM AND ITS ORGANIZATION

The Greek educational system is mainly divided into three levels: primary, secondary and tertiary, with an additional post-secondary level providing vocational training. Primary education is divided into kindergarten lasting one or two years, and primary school spanning six years (ages 6 to 12). Secondary education is comprised of two stages: Gymnasio (translated as Middle or Junior High School), a three-year school, followed by Lyceum (Lykeion) or Vocational Lykeion. Higher Tertiary education is provided by Universities, Technological Universities (T.E.I.) and Academies which primarily cater for the military and the clergy. Undergraduate courses typically last 4 years (5 in polytechnics and some technical/art schools, and 6 in medical schools), postgraduate courses (MSc level) courses last from 1 to 2 years and doctorates (PhD level) can take between 3 to 6 years.

All levels are overseen by the Ministry of Education, Research and Religious Affairs. The Ministry exercises centralized control over state schools, by prescribing the curriculum, appointing staff and controlling funding. Private schools also fall under the auspices of the Ministry, which exercises supervisory control over them. At a regional level, the supervisory role of the Ministry is exercised through Regional Directorates of Primary and Secondary Education, and Directorates of Primary and Secondary Education operate in every area. Tertiary institutions are nominally autonomous, but the Ministry is responsible for their funding, and the distribution of students to undergraduate courses. Currently the Greek government only recognises the degree programmes offered by the state-run universities although there are several private universities and colleges offering degree programmes that are validated by and overseen by American, British and other European universities. However the Greek government is currently under pressure to recognise these overseas programmes.

State-run schools and universities do not charge tuition fees and textbooks are provided free to all students. There are also a number of private tutorial schools, colleges and universities operating alongside the state education and providing supplementary tuition. These parallel schools (Greek: **φροντιστήριο**) provide foreign language tuition, supplementary lessons for weak students as well as exam preparation courses for the competitive Panhellenic national examinations. Most students typically attend such schools in the afternoon and evening in addition to their normal schooling – a fact that some would argue proves the lack of quality and competence within Greece's state education system.

Universities are structured into different faculties that are in turn subdivided into departments which constitute the basic organisational units; they are mainly responsible for planning and implementing educational programmes and granting diplomas. Each department is allowed to grant its own diploma and has considerable autonomy on educational matters. Departments may be subdivided into specific sections to better co-ordinate education and research; this subdivision has not been universally implemented.

University administration includes a Rector, supported by the two Vice-Rectors, elected every three years, a Rector's Council, consisting of the Rector and two Vice-Rectors, one student representative and one representative of the administrative staff, the Senate, the highest administrative body of the University, a large group consisting of the Rector and the Vice-Rectors, the Deans of the University Faculties, and Department Heads. Each department is represented by one representative from the teaching staff, the undergraduate students, administrative staff, and post-graduate student body.

Each Faculty consists of several departments administered by a Dean (who serves a three-year term), a Council including the Dean, department heads and an undergraduate student representative from each department. Small universities, such as the Athens University of Economics and Business, have no faculties.

Each Department is administered by a Department and Deputy Head (or President) elected for two years, the Administrative Council including the Department Head, Section Directors, and representatives of the students and the technical and administrative staff. The General Assembly of the Department consists of academic staff, and representatives from the student body, the technical staff and the administrative staff.

Where there are Sections, they are administered by a Director (elected for one year) and the General Assembly including the section academic staff and student representatives.

Collective administrative bodies at all levels are elected by academic staff and student representatives, and representatives of the assistant teaching, technical, and administrative staffs. Students have considerable voting power; in specific bodies (e.g. the election of Rectors, Vice Rectors, Deans and Heads of the Departments), the student participation rate is 80 per cent, higher than that of the academic staff.

There are 18 universities across Greece: 14 Technological educational Institutes (T.E.I.) have been created since 1984.

In Greece there is the distinction between Universities (A.E.I.'s), and T.E.I.'s, Technological Educational Institutes. The ministry has tried to address this negative perception, to normalise and correct these differences and abolish the distinction. Amongst employers, businesses, parents and society in general, universities (A.E.I.'s) are superior to, and are at a higher standard than T.E.I.'s.

The Technological Educational Institutes (T.E.I.), according to their founding framework law 1404/1983, belong together with the universities in tertiary education. According to the same law and their internal rules of operation, T. E. I are self-governing institutions and are under the supervision of the State, exercised by the Ministry of National Education and religious Affairs.

In our country there are fourteen (14) T.E.I with their bases in the cities and towns of: Athens, Heraklion (Crete) Thessaloniki, Kavala, Kozani, Larissa,, Mesolongi, Patra, Kalamata, Piraeus, Serres, Chalkida, Lamia and Arta.

Each T.E.I. is constituted by at least two faculties and each school faculty of at least two departments, corresponding to relevant specialties. The department is the basic academic unit. The department is divided into course groups. Each course group corresponds to a specific scientific and technological field.

Within the framework of their mission, the TEI maintain a two-way relationship with the respective production units and local economy of their region, coordinating their aspirations with those of the universities, in the joint effort of local economic development.

There is a freedom regarding academic teaching and the sharing of ideas. It is forbidden to impose only certain scientific opinions and ideas. The state supervision is exercised by the Minister of National Education and religious Affairs. The minister checks the legality of the actions of the institutions of the T.E.I.

A.E.I's are the educational institutions that provide the highest form of education in Greece.

The Universities, like T.E.I are guaranteed academic freedom in research and teaching, as well as the free expression and distribution of ideas. Common legislation applies to criminal offences committed within the University's premises.

All higher education institutions in Greece are public.

The attendance in most university faculties is comprised of four years, except for the departments of the Polytechnic schools, the agricultural, dentistry, pharmaceutical and fine arts, which are five years, while in the medical school the attendance is six years.

List of Universities:

- Athens School of Fine Arts
- Aristotle University of Thessaloniki (A.U.TH.)
- National and Kapodistrian University of Athens
- National Technical University of Athens
- Agricultural University of Athens
- University of Western Attica
- University of Patras
- University of Crete
- Technical University of Crete
- University of Ioannina
- Democritus University of Thrace
- University of Thessaly
- Athens University of Economics and Business
- Panteion University of Social and Political Sciences
- University of Piraeus
- University of Macedonia
- University of Western Macedonia
- University of Peloponnese
- University of the Aegean
- Ionian University

- Harokopio University
- Hellenic Open University
- International University of Greece (English: International Hellenic University, IHU)

Structure of the University:

Each University (or AEI) consists of schools. The school covers a section of related disciplines and ensures the interdisciplinary approach, communication and the necessary coordination regarding teaching and research. The school supervises and coordinates the operation of the departments, according to their study regulations.

Introduction to Universities:

The enrolment in undergraduate courses of departments/ schools of Universities is done in 4 ways:

- A. Panhellenic Examinations
- B. Special admission Examinations
- C. Qualifying Exams
- D. Transfer

Panhellenic Examinations:

The Panhellenic examinations are carried out in the 3rd year of daily Lyceum (Lykeio) as well as in the 4th year of evening General Lyceum. Candidates of these categories can declare their request in the computerised bulletin departments of the universities.

Special Admission Examinations:

Special admission examinations are required for the induction to the departments of the schools of fine arts because these faculties/departments do not belong to the system of Panhellenic examinations. These examinations are carried out in each school separately, according to ministerial decisions and are announced by the competent bodies of administration of these faculties and departments.

In addition, special admission examinations are carried out in the 3rd year of Professional Lyceum-Group A and in the 4th year of evening Professional Lyceum-Group A. Candidates in these categories can only claim positions in the universities of the technological sector.

Qualifying Exams:

Qualifying exams are performed in every department. The candidates for classification are holders of a Greek school diploma or the foreign equivalent.

Organisation / Bodies within each University:

Foundation Instruments

- A. Senate
- B. Rector's Council
- C. Rector
- D. Vice-Deans

School :

- A. General Assembly
- B. Quaestors
- C. Dean

Levels within the Department

- A. Assembly
- B. Board of Directors
- C. President

Sector divisions

- A. General Assembly
- B. Director

The teaching work is divided into six-month courses. A course is considered valid with the following criteria:

- a) The independent teaching of a course,
- b) The autonomous teaching of other discussion groups and teaching in small groups of students;
- c) The supervision of work or Diploma theses and
- (d) The organisation of seminars or other similar activities aimed at improving the knowledge of students.

The academic year begins on 1 September and ends on 31 August of the following year. The teaching work of each academic year is structured in 2 semesters.

The student enters the school at the beginning of each semester on dates specified by the leadership of the faculty and declares the courses chosen. If not registered in 2 consecutive semesters, the student is automatically rejected from the school.

Students who are proven to work at least 20 hours per week may be enrolled as part-time students, at their request approved by the school's leadership.

Students may, at their request to the leading staff of their school, discontinue their studies. The institution shall determine the procedure for establishing the cessation of studies, the supporting documents accompanying the application and the maximum time of interruption, and the possibility of exceeding that time limit. The Student property is temporarily postponed at the time of interruption of studies, unless this is due to proven health reasons or unforeseen circumstances.

Each semester includes at least 13 full weeks of teaching. The number of weeks to carry out the examinations is defined in the institution's body.

If for any reason the number of weeks of instruction held in a course is less than 13, the course is deemed invalid as the course has not been taught or examined, and if the examination is invalid and the grade is not calculated for the award of Qualification.

The examinations are conducted exclusively after the end of the winter and spring semesters for the relevant courses taught. Special care and assistance is given to students with dyslexia or any other difficulties and the institution adheres to certain procedures and internal rules depending on circumstances.

2. STUDENT LIFE AND BENEFITS

Universities have many groups in which one can register:

- Varied Sports clubs
- Theatrical groups
- Dance groups
- Music groups
- Film groups
- Photographic groups
- Thessaloniki Rhetoric Group

Many are well attended and successful.

Apart from these there are all kinds of groups in the university dealing with human rights issues with humanitarian, gender, LGBTQI groups. Movements, groups and ideas emerge from the faculties, some of which, through their actions and workshops, have influenced Greece's wider society.

Politics play a significant part in the life of universities and the education system. The student elections are not held under the guidance of the Interior Ministry, so they have a commonly accepted outcome that is

not disputed. This means that the student associations assume the responsibility for conducting them and counting their votes.

All political parties and ideologies are represented within the student factions.

The universities have free libraries for borrowing books and studying, a gym and daily dining at the 'leschi' or student canteen which are likewise free of charge.

Cost of Living for students in Greece:

With the great variety of student discounts, a reasonable and easily accessible bus network, student accommodation and reasonable rent rates available, Thessaloniki and Greece in general is ideally catered for student living.

Available languages:

Generally speaking all taught courses are in Greek however there are exceptions within some faculties, particularly in Masters programs, to study in English or another chosen language.

How one can study in Greece's universities coming from abroad?

All prior education and results must be officially recognized and accepted by 'DOATAP,' of the Greek Ministry of Education in order to commence studies in Greece. Additionally, all previous relevant documents must be officially translated in order to undergo this process of recognition.

Also the student pass gives a series of discounts to the student. Various stores (particularly during Greece's economic crisis) have a price list especially for students offering significant discounts. Buses, the Greek Post Office, cinema and theatres, ferry companies, furniture and electric stores, coffee bars, restaurants and fast food chains, mobile phone companies as well as museums and archaeological sites all offer student discounts and in some cases free admission.

The selection of students to be admitted to the universities' student accommodation are evaluated as follows:

1. Social criteria such as being an orphan, having special needs, or having a large family.
2. Declaration of the annual reported income of their parents – the income earned is the total income declared by the taxpayer.
3. The number of members of the candidate's family, which refers to parents and unmarried siblings under the age of 22.

4. In the case of a large family, the provisions of article 1 of 1910/1944 with title 'the amending and supplementing the legislation on the protection of Children', as amended by the provisions of law 860/1979 (GOV. A2), are taken into account.

Conditions of admission to Student Accommodation: F.E.S. E.

1. They have the status of student.
2. They are not graduates of any other higher school or institution.
3. Their families have a permanent place of residence different from the place where the student is located during his studies and they do not have private residence in the city where the Estia/Student Housing is located.
4. They have not reached 25 years of age

For exceptional cases, the Board of Directors decides on specific requests/proposals.

5. They have submitted an application for admission with all relevant supporting documents from the previous years up to the 15th of June each year (the deadline for applications) and new students within 25 days of the announcement of the results.

Student allowance:

Basic Conditions

The allowance is paid to undergraduate students of the universities and technology institutions of higher education of the high schools of tourism professions and the Hellenic Merchant Marine Academies, as well as the schools of University of Cyprus included in the system of Panhellenic examinations, if the other conditions are met.

It is granted to all undergraduate students of a family, if they reside in another city outwith the area of student residence.

It is granted for as many years as the student studies. Note however that the commencement of attendance coincides with the initial enrolment at the school or the department irrespective of the semester of registration. Consequently, a student enrolled in the academic year 2005-2006 (irrespective of semester, winter or spring) the attendance is provided for four years only.

Those in their second degree, irrespective of why they are continuing their studies, cannot apply or be accepted.

Student Economic Benefits:

Economic benefits will be granted with the below criteria:

- (a) if orphaned
- (b) if his/her parents are residents abroad
- c) if over 25 years old

Nationality of the student

The allowance is granted only to students of Greek nationals or nationals of other European Union countries, if the other conditions are met. Nationality is linked only to the student and not to the parents or guardians.

Family income

In order to grant the allowance, the annual family income of the preceding financial year cannot exceed the amount of thirty thousand (30,000) euro plus three thousand (3,000) euros for each child.

3. SURVEY: QUESTIONNAIRE AND STATISTICS REGARDING PUPILS IN THE AREA OF THE ORGANISATION 'LIGHTHOUSE OF THE WORLD'

The questionnaire consists of 57 students mainly from the schools of Dendropotamos, from children from the lighthouse of the world and the young Roma of Thessaloniki. Some of the children are refugees.

Of these 41 are boys and 16 girls: highlighting a male dominance in education within the Roma community. This is usually because of the social expectation of young women getting married, or because they have taken over the responsibilities of the house and the upbringing of their younger family members. With time, such misconceptions, as well as the general mindset, are changing due to higher levels of literacy and education in girls.

The majority of student participants in the survey were of 15 to 20 years (42 people) and from 21 to 25 years of age (13 people), while in some cases where some start the school at older ages we questioned people over the age of 30.

They are mostly of Greek nationality (45 people), since Roma are Greek citizens, Albanian by second-generation children who went to be educated in Greece (5 people) and the smaller number are of the refugee population: Syrian Pakistanis and Bulgarians.

Most of the children were born in Greece and have lived there from birth (50 people) while there are children of Albanian descent who came at a young age, as well as the refugees who live in our country from 2 to 6 years.

Regarding the question of Occupation in your home country and Current occupation:

The answers were mainly shop workers, waiters and in the fields of customer service or distribution.

57 said they would like to continue their studies on another level and proceed to university.

Which educational level have you completed? For Bachelor/Master/PHD, specify in which domain. (Mark the type of school you have a degree from and specify in which country you got each degree)

Most participants attended school, 32 said that they left school without a diploma and 12 had taken on or were in the process of progressing to other studies. Only 4 have already finished a college and 3 Post-secondary education.

For the question of whether or not they have any professional experience: (specifying where and in which domain) most respondents replied with sales, service, but those who had finished a college or a school replied with graphic design, hairdressing and jobs of a mechanical/technical nature.

As Greeks in origin have you already completed a level of language? (Between A1-C2 levels) 54 replied Yes and the 3 refugees No.

The majority (that is 39 people) completed the C2 level, with 9 people with C1. Nobody had completed any further level, but 2 had started (but not successfully completed) the higher courses (B2-A1)

Those who believe that this level is sufficient to attend the university was 16 since 41 believe that their level is not at the required level and that they had 'gaps' in their knowledge, and would fail if they made an attempt at any higher level.

They were asked what these 'gaps' were: 11 people chose to write that they had gaps in everything (all areas) listed.

In the question of whether they have a diploma from their country of origin, 52 replied negatively and 5 of the refugee-immigrant portion replied yes. Of these 2 responded positively to If you do not have a diploma, do you need help in validating your degree from your home country, as well as if a translation of the certificate is needed into your host's language? (Greek)

To question What knowledge do you have of the higher education system in your host country? (How to apply, when to apply, language proficiency level tests, student grants, etc.) 39 replied that they have no

knowledge, 14 replied they had some and only 4 that they have satisfactory knowledge of the education system.

What information about the academic system in your host country do you feel you lack in order to take part in it?

The majority replied that he would like to know how the university works, what the rules are, what the system is. How to take an exam to be admitted to a school. Which courses can be taken, for how long, which are compulsory and which not, how you are examined, and what opportunities and possibilities are offered by, or as a result of, each school and university. From the ability to get a loan, to stay in the Esties (student residences) to have access to services, libraries, products and so on.

Regarding the question: do you feel you need support or help to participate In the academic system? Almost everyone mentioned the subject of language, the improvement in language as well as the knowledge of English as a necessary second language for literature and lessons. Also grammar, the covering their lack of knowledge in the fields of spelling and grammar was noted as necessary as well as the assistance in any form of examinations and how they could pass successfully.

For the question about which occupation to follow, 13 chose other professions not listed such as police, cook, etc.

The field of IT technology gathered the preferences of 12 people, followed by engineering (10 people), then medical professions (9 persons), psychology (4 persons) economics, law and Journalism gathered four votes.

For the question of why they prefer this specific school or field, they feel that suits them or it offers Prospects, in their tackle against unemployment and their goal of being more financially comfortable.

They were then questioned if they had any previous education in their selected fields: 45 replied that they did not, 8 replied that they have completed a technical school, 3 having completed college successfully, and 1 that had studied a bachelor.

How is your proficiency level vocabulary in the field (s) you would like to study/work in?

27 replied no knowledge 8 that their knowledge is minimal, 8 moderate and only 14 that have good knowledge of the objective domain.

Respectively to the question How is your proficiency level in academic vocabulary? They replied as follows: 20 not good at all, 12 mediocre, 15 good and the one excellent.

In languages most people know English (31 people), 3 mentioned Romani as their language, 3 Turkish, 2 Albanian, 2 Arabic, 2 Bulgarian, 1 Urdu and 13 that they do not know any language except their mother tongue.

Regarding the use of technology most have and use mobiles (54 people) and computers (25 people) and tablets (14 people).

The question of how they grade their technology skills:

Web browsing 41 extremely well, 8 very well, 5 well with just 3 being at a poor or inadequate level.

These positive statistics change when we look at more specialized fields of computer and technology use. E Mail Skills: report that they have no skills, 5 that they know very little, 9 fairly well, 23 to be above average with 8 to saying their knowledge is extremely good. Similar figures are also found for the use of Office software (when not related to games and networking) no skills at 19, those who have minimum are 11, and the average at only 19, with 6 at a very good level.

Regarding social media we see another change: as the 47 have excellent knowledge, with 3 questioned being below average.

Communication: 31 are excellent with only 11 with no skills and those ones who do not have Skype, Viber and other modes of communication through the internet are only 3 to 4 people.

Video Games: The excellent level rises again to 37 people with only 5 saying they have no skills and never play and 7 to saying they have few skills.

The question as to why they have used technology in the last 2 years :

35 replied that they never made use of the technology for work, most probably because they have never worked, 4 replied often and 4 very often. In spite of being students and in asking if they make use of the technology for reading the 17 replied not ever, 22 sometimes with 7 and 6 respectively in often and very often. When we talk about social networking games and use of technology for fun the numbers climb significantly. In the use for games the 56 responded very often. The same in communication from a phone where the 51 responded very often and 6 often. The numbers fall when it comes to technology's use for shopping 32 of the children have never bought anything online and only 2 say they do it very often and 10 rarely.

In the question of what they used in the last 2 years the mobile holds first place at the top with 54 replying very often with just 2 to saying sometimes. Correspondingly low are the numbers in Tablet use with 30 replying they do not use tablets in their daily routine, 9 rarely, 4 sometimes only 11 to saying often and 3 of them very often. Somewhere in the middle is the use of computers that the children find at home, in

school or in the Internet café: with 18 never using a PC, 11 rarely 9 often and 11 very often. For the question of surfing 2 responded not often, 1 sometimes, 4 often and the remaining 50 replied that they surf the internet all the time.

Finally, the question of whether they have taken courses on technology most respondents, except for the very few positive answers referring to their computer lessons in school and the attendance of seminars, the reply was negative.

6. Teacher Survey

We asked 27 teachers within Dendropotamos' schools as well as within schools with refugees. All are of Greek origin.

Their involvement with Roma and refugee populations is between 3 and 4 years (since the largest influx of refugees took place within this time period)

Four years of experience within the community was the highest percentage, followed by three. There are a number of teachers with 10 years as well few at 15, with some working with the Roma community until retirement.

In your experience, are your students well informed about the higher education system in your country?

Do your students come to you for information about academic studies?

Do you have enough knowledge about the academic system to inform your students?

In which area(s) have you experienced the need to support or help in order to see further academic studies as an option for your students?

For this question most teachers focused on the support that Roma should have in order to continue their school and studies. There are structures that will support both the child and the family: to allow the student to have, and live within the right environment, in order to be able to focus on their studies.

The second section focuses on information on the opportunities given to education. To motivate and inform parents and children about universities and further higher education, in order for the youth and their families to understand the importance of education in their life.

Finally, teachers refer to a significant improvement in language. However also the need to make an effort to continue this increase of, and development of the children's language and other skills.

How many of your students would you estimate come from an academic background, i.e. either have parents with academic careers or have taken part in academic studies themselves in their home countries?

How many of your students would you estimate are at a language level that would suffice to successfully taking part in academic studies?

12 of the professors replied that there were few at the required sufficient level, 10 that they could make it, and 4 of them not at the required level.

What do you think of the idea of gamification as a complement to traditional language studies in a classroom?

All responses are positive: claiming it is a good idea, useful, smart that it will inspire students to make them see education with another eye and will make it more creative and understandable. They believe that gamification gives incentives, that it can be technology that is affordable and close to young people and their daily reality. Technology is the only common universal language of all since we all use the Internet. It also emphasizes skills rather than the classical concept of learning.

What domains do you think the game should include in order to be successful for the participants?

Vocabulary (16 replies)

General information about the academic system (14 replies)

Domain specific vocabulary (5 replies)

Conclusively, it seems the most important thing we should take into consideration is the general information about the Academic system and how it works.

Regarding other thoughts and ideas for this initiative the teachers stressed the game should be attractive, easy to use, not academic as such yet based on fun experiences and easy methods. It has also been noted how it would be good to have information on vocational training and education and not just for universities.

HIGHER EDUCATION AND STUDENT LIFE IN NORWAY

INLAND NORWAY UNIVERSITY OF APPLIED SCIENCES, NORWAY

INN University operates on six campuses in south-eastern Norway and have approximately 13 000 students and 952 employees.

Our institution offers 35 one-year study programs, 52 Bachelor programs, 31 Master programs and 5 PhD programs (plus one in cooperation with the Norwegian University of Science and Technology) in addition to a number of Teacher education and further education programs.

Our academic offer covers a vast number of subject areas: ecology and agricultural sciences, psychology, sports, law, music, pedagogy, health sciences, social sciences, teacher education, language and literature, biotechnology, film, tv and culture, tourism, animation and game sciences, economics, leadership and innovation.

Centre for lifelong learning (CLL) at the INN University is a leading actor since 1990 in the field of further and continuing education. CLL provides courses and study programmes to make organisations and individuals stay competent. CLL's core competence is development and implementation of flexible courses and study programmes. Their blended and online education models give the learners the opportunity to study independently of time and place and in combination with work. CLL take advantage of a variety of educational means and methods to motivate and encourage learning.

The Centre also undertakes cutting edge research and evaluation in these areas. CLL produces videos and multimedia resources adapted to the learner's professional background and preferences. CLL has 25 employees and with more than 30.000 active learners in their online and blended course portfolio, they are one of Scandinavia's largest providers of MOOCs ("Massive Open Online Courses").

I. STRUCTURE OF HIGHER EDUCATION

Higher education is in Norway defined as education and training provided at universities, specialised university institutions, university colleges, university colleges of arts, other public university colleges not under the auspices of the Ministry of Education and Research, and private higher education institutions.

Since the Quality Reform of 2002, higher education in Norway institutions offer:

- Several studies over one year. An annual program may form part of a bachelor's degree or give admission to a professional study.
- 2-year studies that give the title university college graduate. You can build for a bachelor's degree
- 3-year bachelor's degree. An education in which you specialize in a subject area. You can proceed to the master's degree.

- 2-year master's degrees. The education is a specialization in a subject area and is based on the bachelor's degree. Some universities and colleges offer five-year integrated master's (300 credits). In addition, there are some master programs of less than two years' duration.
- 3-year Ph.D. degrees. Which is the highest academic degree you can achieve in Norway. Builds on master's degree or equivalent. The program is a research education where the main part of the education is independent research work
- Professional study programs that last 6 years, qualify for specific professions such as doctor, veterinarian, psychologist and theologian. Some professional studies give the title a Master's degree.

Tertiary education also includes vocational colleges (ISCED 4 and 5) and practical courses of training with duration half a year to two years as alternatives to higher education. The academic year is 10 months and normally divided into two terms (semesters): Autumn term from mid August to mid December, Spring term from early January to mid June.

Professional study programs generally start in the autumn term, disciplinary studies may start in both the Autumn and Spring terms.

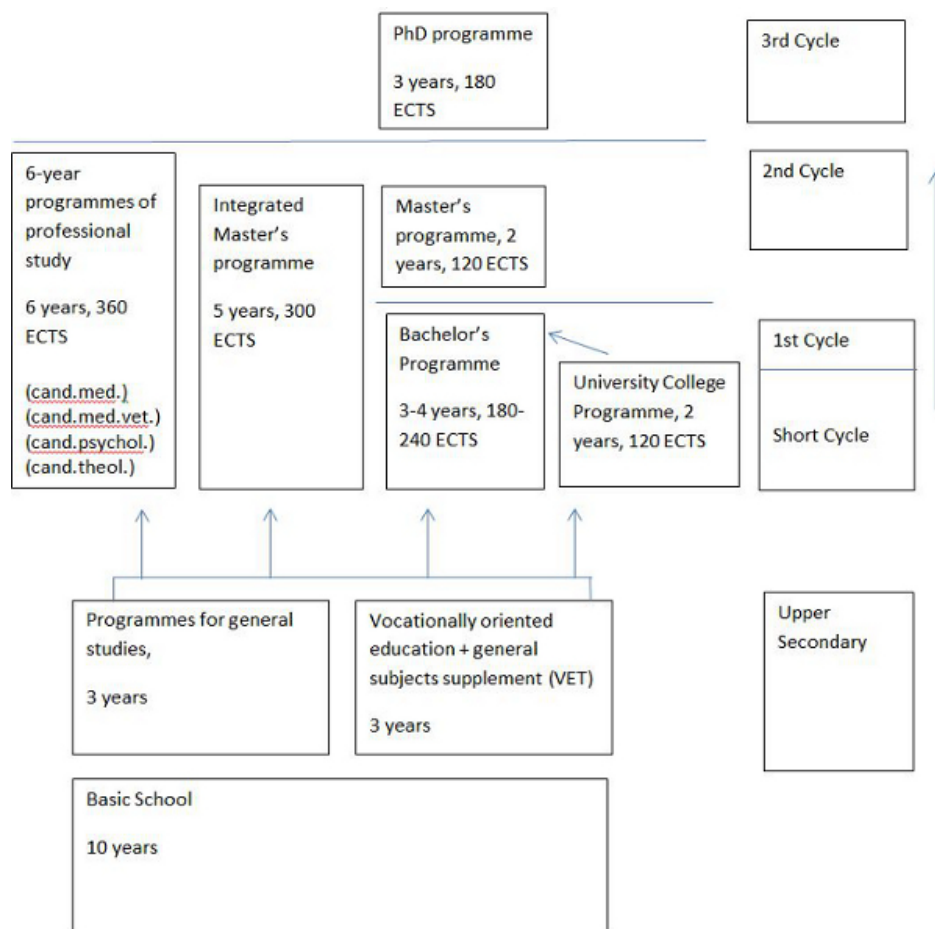


Table 1: The Norwegian Higher Education System (Source: norric.org)

2. AVAILABLE LANGUAGES OF STUDIES AND RELATED DEPARTMENTS

There are 22 universities and university colleges that offers study programmes in English. From one-year programmes to Ph.d's. [List of study programmes in English.](#)

3. CONDITIONS FOR ADMISSION TO HIGHER EDUCATION INSTITUTIONS

Most Norwegian universities and university colleges require a higher education entrance qualification to admit students. For applicants with a foreign education, the requirements are specified in a so-called GSU list (higher education entrance qualification for foreign applicants). This list contains information on basic education which qualifies for admission to universities and university colleges in Norway. For some countries, you are required to have higher education (must be a recognised program from a recognised institution of higher education in the country of origin in addition to secondary education from the country of origin. [Download the GSU list](#)

For some countries, higher educational attainment after secondary school from your country of origin is required. There are also language requirements for both English and Norwegian. Some studies also have other entry requirements in addition to that of higher education entrance qualification. Documents which are not in English, Norwegian, Swedish or Danish must be translated by an authorised translator.

If you come from a country outside the EU/EEA and wish to study in Norway, you must apply for a residence permit for studies. This is also called a study permit. You can apply for a residence permit to study at a university college or university, attend bible school or folk high school. You can also apply for a study permit if you are a skilled worker and are going to study Norwegian or take education to be recognized in Norway.

4. APPLICATION DOCUMENTS AND PROCEDURES AND DEADLINES FOR ADMISSION AND FOR END OF STUDIES

How to apply - The Norwegian Universities and Colleges Admission Service (NUCAS) coordinates the admission to ordinary undergraduate study programmes at all universities, university colleges, and some private university colleges in Norway. The NUCAS admission system is primarily meant for Norwegian citizens and individuals with a permanent or renewable residence permit in Norway.

15th April - The application deadline for applicants with secondary education from non-Nordic countries.

If you don't have *ID-porten*, choose "Proceed to alternative log-in methods" to log in.

Applicants must meet all requirements before **1st July**. Secondary school graduates must submit their school leaving certificate **before 1st July**.

Applicants with foreign secondary education will be assessed individually and the institutions you have applied to will decide who will be offered a study place. The assessment is based on the grade point average/grades from upper secondary school/high school, the grade or points in the examination in Norwegian amongst other things.

The enrolment offers are published on **20th July**. Applicants are asked to accept or decline the offer by the indicated deadline. Please note that admission to some programmes is highly competitive.

For questions, the applicants can contact NUCAS (Samordna opptak) directly.

Telephone: 21 49 56 09 (Service Hours: 09:00-15.00 Monday to Friday)
E-mail: sokerinfo@samordnaopptak.no

5. VALIDATION SYSTEM

The Norwegian grading system is stipulated in the Act on Universities and Colleges (§ 3-9), with the scales A-F and passed / non-passed. Today's character system was introduced to obtain a national grading scale that could be common to all higher education in Norway. UHR works for a common understanding of the use of this character system.

symbol	description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

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NOKUT's recognition of foreign tertiary vocational education is voluntary and is a tool to help immigrants in the Norwegian job market. It is up to employers to decide whether they require NOKUT's recognition or not. NOKUT uses the following criteria to decide whether or not to recognise your foreign tertiary vocational education:

- The education must be sufficiently documented by the school or education authorities in the country where it was achieved. Information about the required documentation will be available

on NOKUT's website, the applicant portal and guidelines. The education must be completed at the time of application.

- The education must be at the same level as accredited Norwegian tertiary vocational education (fagskoleutdanning). To assess whether a foreign education is at the same level as Norwegian tertiary vocational education, the education system in the country where the education was achieved, is compared to the Norwegian education system. The education must be on a level above upper secondary education, or equivalent prior learning. The education must provide competence that can be used in the labour market in the country where it was achieved, without further training.
- The education must have a content and scope equivalent to at least half a year.
- The education is normally recognized on the basis that one year of nominal study time in the country where the education was achieved, is equivalent to one year of nominal study time in Norway.

6. OFFICIAL EXAMS OF PROFICIENCY IN LANGUAGE

The Norwegian language requirement can be met in different ways, depending on the students' educational background. There are several tests in English and Norwegian. Examples of the different test available:

- Norwegian (393 hours, third-year level) from Norwegian upper secondary school: Norwegian (exam) or Norwegian as a second language (exam).
- [Test in Norwegian – advanced level, written test](#), (Test i norsk – høyere nivå, skriftlig) with a minimum score of "pass" (bestått) or 450 points if you took the test before 2009
- Norwegian for International Students, Level 3: examination for international students at Norwegian universities (Trinn 3)
- A minimum of 60 Norwegian university credits/ECTS in Norwegian language and social science for international students.
- [Norwegian Language test for adult immigrants](#) from Kompetanse Norge / Vox with the result B2 in all the 4 disciplines.
- You meet the Norwegian language requirement if you have attended 9 or 10 years of primary and lower secondary school where the language of instruction was Norwegian, and hold a Norwegian Leaving Certificate for lower secondary education.

If you are required to complete a year of higher education in order to qualify for admission, there is only one way for you to meet the Norwegian language requirement:

- Norwegian (393 hrs, third-year level) from Norwegian upper secondary school: Norwegian (exam) or Norwegian as a second language (exam).

English language requirement:

All applicants can meet the English language requirement by completing one of the following tests:

- English (140 hours) from Norwegian upper secondary school: written and oral exam.
- [TOEFL \(Test of English as a Foreign Language\)](#) with a minimum score of 500 points from TOEFL PBT (paper-based test) or 60 points from TOEFL iBT (internet-based test).
- [IELTS \(International English Language Testing Service\)](#), academic test with a minimum score of 5.0.
- [Cambridge ESOL Examinations](#): First Certificate in English
- [Cambridge ESOL Examinations](#): Certificate in Advanced English
- [Cambridge ESOL Examinations](#): Certificate of Proficiency in English
- [Pearson PTE Academic](#) with a minimum score of 51
- [The European language certificate \(telc\)](#): English B2
- [The European language certificate \(telc\)](#): English B2-C1 University
- [The European language certificate \(telc\)](#): all English certificates at C1-level

You can also meet the English language requirement if you have

- completed a university degree in English language and literature, where the subject English comprised the main component of the course of study.
- completed a minimum of one year of university studies taught in English in Australia, Canada, Ireland, New Zealand, Great Britain or the USA.
- completed an English language Masters' degree

Required documentation in Norwegian:

- Norwegian from Norwegian upper secondary school; the student must document Norwegian from upper secondary school (393 hours) with [kompetansebevis](#).
- Test in Norwegian- advanced level, written test; the student must document the test with certificate from Norsk språktest.
- Norwegian for International Students, Level 3; the student must document the result with transcript from the university or university college.
- 60 credits (ECTS) in Norwegian language and social science for international students; the student must document the result with transcript from the university or university college.

- Norwegian Language test for adult immigrants with the result B2 in all the 4 disciplines; the student must document the result with "prøvebevis" with the result B2 on all four disciplines.
- Norwegian language primary and lower secondary school; the student must have documentation of attending primary school with a confirmation from the school where the student was the first 7 years. The requirement is also documentation of lower secondary school (ungdomstrinnet) with Norwegian Leaving Certificate

Required documentation in English:

- English from Norwegian upper secondary school; the student must document English from upper secondary school (140 hours) with [kompetansebevis](#)
- TOEFL; the student must document TOEFL by ordering an official score report from [ETS](#). You must also upload your own copy of the TOEFL score report in the Samordna opptak application portal. You must provide Samordna opptak's DI code when you order an official score report, or when you take TOEFL. Samordna opptak's DI Code is 5166. If you have another case officer than Samordna opptak, you must provide this institution's DI code. When you have ordered the official TOEFL score report, please let your case officer know.
- IELTS; the student must document IELTS with Test Report Form.
- Cambridge ESOL Examinations; the student must submit your Candidate ID-number and Candidate Secret Number to your case handler for verification purposes.
- Pearsons PTE Academic; You must inform the test centre which institutions that will handle your application.
- Telc; the student must document telc with a certificate.
- University degree in English language or English literature; the student must document a degree with diploma and transcript of grades from your university.
- One year university studies in an English speaking country; the student must document your studies with transcript of grades from your university. You must have passed a minimum of 60 credits (ECTS) in an English speaking country.
- English language Master's degree; the student must document the degree with diploma and transcript of grades from a university. The language of instruction must be English and it must be mentioned in the documents

7. COSTS OF STUDY

7.1. OVERALL COST OF LIVING

Norway is an expensive country to study. An average student budget per month:

Cost of accommodation for students; NOK 4000 *

Food, insurance, media and other living expenses; NOK 8882 (from Sifos reference budget, 2017)

School material such as books; NOK 261

Transportation; NOK 442

Total: NOK 13.585

* Most institutions of higher education in Norway, will provide student accommodation. You apply for this through the student administration office. These units are subsidised, and there is usually a waiting list. The private market for rentals, will be more expensive. How much, will depend on where it is situated, and the size. As a rule, renting is expensive. It is also normal to pay up to three months' rent as a deposit, prior to moving in.

7.2. STUDENT BENEFITS

There are also a great variety of discount for students.

Public transport, restaurants, fitness centre, hairdressers, subscriptions; newspapers, museums, cultural events are some examples.

8. FORMALITIES

At the outset of your studies, there is a standard time for expectation of completion. How long you can remain a student, and the amount of time allowed for finishing your degree, comes down to the institutions regulations. This is likely to differ between the institutions. Some studies will not allow extensions at all. While others will extend the time of completion for up to one year, and in special circumstances even further. There is a need to apply for this.

If you fail your exam, there are rules and regulations which apply for solutions. It is usually possible to sit your exam up to three times, in the same subject. However, there are quite a few exceptions from this rule. In special circumstances, it is sometimes possible to have a fourth try. The student administration at the higher education institution, will have the rules for the different study-programs. It is possible to wait for another ordinary exam for a new attempt, or take part in a "continuations exam", which is a resit for those who failed their last attempt.

There are similarities between the rules of different institutions of higher educations in Norway, and they follow guidelines set by the government. However, all students need to gain information about their particular institution and these institutions' regulations. It is normal for a student to receive thorough information about which rules apply to them, the outset of their studies. Student administration will be of help, and there is easily available information about the subject on the institutions web-pages.

9. GRANTS AND LOANS TO FINANCE THE STUDIES

Norwegian public (state) higher education institutions do not have tuition fees.

In a few fields, there are still earmarked grants, for instance for the teaching of mother tongue and Norwegian as a second language to immigrant children, and for the teaching of Norwegian as a second language to adult immigrants.

Norwegian students (Norwegian citizen) are entitled to **loans** and **grants** from the State Educational Loan Fund (NSELF – Statens lånekasse). Students who have been accepted by a university, university college or other post-secondary education and fulfil certain basic criteria, have a right to educational support if they study at least half time. The support is reduced for part-time education. The basic support is meant to cover living costs and study material (books etc.). The amounts are universal for all students who are eligible for financial support. Students can apply for additional loan to cover tuition fees. A student may receive loans and grants for up to a total of eight years. Students may have a one-year delay in completing the education without losing their right to support.

Basic support is initially given as a loan; however, 40 percent of the loan may be converted to a grant for students who do not live at home with their parents. In order to receive the maximum grant, students have to pass all their examinations and not have income or assets exceeding certain limits.

There are additional grants for students who are on maternity leave, students with children, students who become ill and students with a disability. The size of the grant depends on the income of the student and the income of the spouse or cohabitant.

Foreign citizens could be entitled to financial support from Lånekassen provided they meet certain requirements. [Learn more](#).

10. SURVEY – METHODOLOGY AND RESULTS

Methodology

Two surveys, one for migrants and refugees, the other for educators, were developed by the NEXT STEP consortium under the leadership of the Swedish partner Medborgarskolan and are presented elsewhere in the compiled IOI report. The surveys were implemented in the EUSurvey system, and the links to the Norwegian versions of the surveys are:

- The migrants/refugees survey:
 - <https://ec.europa.eu/eusurvey/runner/NEXTSTEPSurvey2018?surveylanguage=NO>
- The educators survey:
 - <https://ec.europa.eu/eusurvey/runner/NEXTSTEPSurveyTeachers?surveylanguage=NO>

The Norwegian versions of the surveys were distributed to various learning centres as well as to relevant Facebook pages. To receive the required number of answers, we also used the project members' personal contacts.

Since there are no field for Host country, the number of answers from Norway is a bit uncertain. However, there were 21 migrants/refugees' surveys and 6 educators surveys who have written in Norwegian. The latter includes two participants from the related Erasmus+ projects ReGap and Advenus, to include the findings from these highly related projects in the results. It should be noted that the number of participants might be higher as there might be informants that did not write their answers in Norwegian.

In the following summary of the survey, the country specific and open answers have been emphasised to complement and enrich the compiled survey. Hence, not all answers are included.

Survey answers – the migrants/refugees' survey

Part A: Demographics

16 females and five males participated in the survey, representing the age from 15-20 to 41+ with the median on 35 years. They are from Vietnam, Syria, Serbia, Russia, Hungary, Ukraine, India, Somalia, Lithuania, Iraq, US and one born in Norway with Somali parents. Their time lived in the host country vary from a few months and up to 19 years.

Comparing their occupation in their home country with their current occupation is quite interesting, as many of the informants have another education in the host country, not using their original education. Examples here are teacher in their home country and kinder garden assistant in the host country, physiotherapist versus cleaner or electrician versus bus driver.

Part B: Education

Most of the informants (18) are interested in academic studies in their host country's universities. Regarding which educational level they have completed, most answered college or university degree. Only one answered no education, one secondary school with a diploma and a couple post-secondary education (vocational education/training). All, with the exception of the youngest participant, have professional experience in a range of domains.

15 of 21 has completed a level of language, and of these, three have completed A2, six B1, four B2 and two C2. Of those who have completed a level, only about 50% think that the level they have completed is enough to successfully take part in academic studies.

Pointing out language domains that needs to be improved to be able to successfully take part in academic studies, the answers were fairly evenly distributed among general academic vocabulary (seven checks),

domain specific vocabulary (nine checks), reading comprehension of academic texts (10 checks) and writing an academic text (10 checks). Four also checked for more knowledge in formulating an answer to an open-ended question.

Validation of diploma: 18 of 21 have a diploma from their previous education with them in their host country, of these eight confirm it has been translated, and four of 21 said that they needed help in validating their degree from their home country.

The knowledge level of the higher education system in their host country is fairly high among the participants. Of those who answered this question, seven have good knowledge, eight some knowledge, and only two have no previous knowledge.

Question 12 in part B, what information about the academic system in you host country do you feel you lack in order to take part in it, the following issues were mentioned:

- Can you get a free scholarship to study abroad, and I am entitled to user-controlled personal assistance as a wheelchair user?
- General information and requirements for language tests
- How can I go to school here in Norway with my foreign education? How can I get a loan to pay my education?
- Guidance and more info on different options
- The grade system
- One of the answers were quite special, leaving doubt whether it was serious or not:
- "Nothing, anyway, I will neither go to school nor work. NAV (the Norwegian Labour and Welfare Administration) pay for everything. I do not have great ambitions like white people. Enough with nice house. Car and food. Don't want to sweat and work."

The next question (no. 13) is closely related to the previous: In which area(s) do you feel you need support or help to participate in the academic system? Here the most common answer was help to pass the B2 language test, but an advisor to ask was also mentioned.

Regarding their proficiency level vocabulary in the field(s) they would like to study / work in, as well as in academic vocabulary (in general) the answers ranged from low to excellent, but most answered good or better.

Part C: IT Skills

All informants have their own mobile phone, and have also access to both tablets and laptop/PCs. Further, they have all good or even better skills in web browsing/Internet surfing and e-mail. The answers varied a bit more for social media and communication software, but were still pretty high. When it comes to

computer and video games, the answers varied much more, which is particularly interesting for the NEXT STEP project. Here, we see big variations – from no skills/poor up to excellent skills.

Most informants had used electronic devices and the Internet at least sometimes (and many frequently) for working, studying, entertainment, socialising, communication, shopping, reading and news the last couple of years.

As we also can derive from these answers, the informants had used mobile phone, tablet, laptop/PC and Internet the last two years.

The last question, whether the informants have received any professional training in any internet and computer skills, those who answered, had received training in school and at the university.

Survey answers – the educators' survey

The number of years the educators had worked with the target group varied from only 1 year up to 30 years, and most of them think they have enough knowledge about the academic system to give information. They all agree (except for one uncertain) that the students are not well informed about the higher education system in their country. How often students come to them for information about academic studies, varied from never/rarely to often.

So, what did the educators answer on the open question when they were asked in which area(s) the target group had experienced that they need support or help in order to see academic studies as an option?

The answers varied a lot:

- If they are good enough in Norwegian and if they have the common subjects / study specialization subjects needed.
- They are uncertain about admission requirements and feel insecurity about income hedging.
- Secondary school, colleges, universities, NOKUT, SAK, plus others.
- Many people think that the way forward is simply too long, that there are far too many demands that it will take years to fulfill. So motivation against discouragement, encouragement that they will do it. But otherwise, things are like:
 - Formal qualification requirements
 - Approval of own education from home country
 - Funding
 - Language requirements
- The majority of the students / refugees I have worked with are not eligible to start higher education. They have a long run ahead of them with elementary school and language training,

before they can get started with higher education. It may seem insurmountable for them to overlook what is needed to get where they want. Many have the desire to take higher education, but perhaps not the belief that they will manage. Good guidance and mapping in relation to requirements and specifications is good, to give them something to work against. Easily accessible information, at an understandable level. Specify what they need to get in where they want. Experienced good to share stories of others who have managed to get it, and have reached their goals.

The next question in the Educator's survey is related to the previous one: "In which area(s) have you experienced they need support or help in order to successfully take part in the academic system?"

- We do not follow them after they have finished high school but we have had someone who has contacted us because they are unable to complete college. The common denominator here has been for poor Norwegian knowledge, health and that they work too much to have time to study.
- Many people fail to reach the B2 requirement both in writing and orally
- Approval of education. Norwegian and English. Assessment of formal. Contact different instances
- To succeed, it is a great strength to have a network, a study group or someone else who follows up. It is also important to understand the culture and school system in the new home country. How to study? Study technique etc.
- Everyone needs information about how the system is built up in the country where they live now. Which criteria for intake, level language tests. Duration of education. Support they are entitled to during education, in relation to status stay.

Of those students who have a high level of language knowledge (question 10), the educators checked almost all categories for which vocabulary domains the target group needs to improve in order to successfully take part in academic studies: a) Their knowledge of general academic vocabulary, b) their knowledge of domain specific vocabulary, c) reading comprehension of academic texts, d) writing an academic text and e) formulating an answer to an open-ended question.

Asking the educator what they think of the idea of gamification as a complement to traditional language studies in a classroom (question 11), the answers were mostly positive or awaiting:

- Can be a good way to get words and expressions relevant to the education they want (provided the game is aimed at current education)
- Positive
- Has no experience with this
- In general, there are a lot of "fancy" learning resources that cost more than it's worth
- Is open to it. Sounds exciting.

- Everything that helps motivate learning is good, including external motivation.
- I have good faith in using game activities as an addition to learning resources. In a previous project, related to the target group and the development of web resources, several brought up "gamification" in initial focus groups with mapping. They wanted to bring in game elements with a reward / score, requiring right answers to proceed etc. The majority of our students have good ICT skills, and use smart phones.

Asking from a predefined list what domains the educator think should include in order to be successful for the participant, all choices were selected: General information about the academic system, general academic vocabulary and domain specific vocabulary.

On the last question, "Do you have any other thoughts about how the game can be adjusted to suit the specific target group?", the following feedback were given:

- It must provoke curiosity. It should have a progression that makes them not fall off too fast - feel mastering.
- General information can be obtained in other ways.
- Vocabulary must be built stone on stone in a professional context. I don't know how games can solve this challenge. In general, I think there is too much focus on digital learning methods that are not always as educationally convincing.. But now I am just an old lady who is not as "forward-looking" as the commercial players in the market and their academic disciples.
- Many want to become a health worker or nurse. It is actually the only thing I come to now.
- Here I mean it is important that there is something in the game that the target group can identify with, preferably that it contains people / cases that have a similar background to themselves. Moreover, it is important that the language is simple and clear, often use audiovisual elements to explain things.
- Experience, the target audience you are trying to reach is in no way homogeneous. There are many with very different backgrounds, from all over the world. It is extremely difficult to develop resources that reach everyone on their level. Although NEXT STEP is aimed at higher education, those who will use the resources being developed will be at different levels when they search for the information. Some early in education, and others ready to start higher education. It is therefore important to go for a basic level of information, which means that all groups can understand the information they convey.

Conclusion

Both surveys give support to the aim of NEXT STEP. Achieving higher education for refugees and migrants in a new country is difficult, take time and effort, and many obstacles will occur. Even if the answers varied a lot, it can be concluded that the e-learning resources with gamification elements should focus on information about the various aspects of higher education, requirements and so on (that is information

provided in the first part of these country reports). Language is the key to success, and academic vocabulary is lacking. We should therefore discuss whether the courses also should include language comprehension tasks as well. Not to forget, motivation is also very important, to encourage the target group to not give up. According to the Norwegian survey, all (or close to all) refugees and migrants have smart phones and quite high ICT skills

HIGHER EDUCATION AND STUDENT LIFE IN SWEDEN

MEDBORGARSKOLAN, SWEDEN

Sweden has a long tradition of liberal adult education (*folkbildning*), a type of non-formal learning which is characterised by being 'free and voluntary', offered outside the school system. Liberal adult education in folk high schools (*folkhögskolor*) and adult education associations (*studieförbund*) that are not restricted to state-determined curricula or syllabuses. Each folk high school or adult education association decides on the content and organisation of their own educational offerings. They provide shorter and longer special courses.

Medborgarskolan is a Nationwide Study association in Sweden which provides a rich offering of courses and educational programmes – everything from study circles where a small group meets a few times in their leisure time, to full year courses aimed at achieving skills for a new area of work.

Being an Adult civil education organisation we are also a large organiser of cultural events, with thousands of concerts, lectures and public debates nationwide. An important aim in involving all citizens in society is involving foreign-born Swedes to learn about culture and traditions in Sweden, as well as public information, language training, and other educational initiatives to facilitate integration. For this purpose Medborgarskolan arranges public lectures about the Swedish and helps immigrant groups to organise study circles in language training, health and democracy among other subjects. It is also important to bring people from different cultural backgrounds together so that they can achieve an understanding about differences in cultural and religious backgrounds.

As a non-formal study organisation Medborgarskolan has many projects aiming to encourage low skilled/qualified adults to lifelong learning, such as helping disabled persons to have a more meaningful life through participation in non-formal learning, language learning for immigrants and refugees, or cultural activities for elderly persons. Medborgarskolan has worked in several projects aiming towards integration of immigrants and refugees and helping other vulnerable groups, such as the disabled or elderly to strengthen their skills and competences, in order to enable them for further studies and work, or for taking part in society services.

I. STRUCTURE OF HIGHER EDUCATION

The Swedish Higher Education system is arranged according to the European standard. Students can enrol in bachelor's, master's and PhD programmes. A bachelor's programme is also known as an undergraduate programme and lasts for three years at minimum, for 180 ECTS credits. This study cycle follows a secondary education degree. A master's programme is also known as a graduate programme and can be one or two years long, for 60 or 120 ECTS credits. This study programme builds on the knowledge acquired in a bachelor's programme. PhD or doctorate programmes involve research over several years,

ending in a dissertation. The duration of a PhD programme varies depending on the university. Institutions of higher education in Sweden can be either a university college (*högskola*) or a university (*universitet*). There is no difference in the degrees offered by universities and university colleges. The main difference is that universities can award PhD degrees where most university colleges cannot.

A **degree programme** at a Swedish university is made up of a number of courses in a particular field of study leading to a specific degree. **Courses**, sometimes known as modules in other countries, are the building blocks of each programme. Each semester, programme students follow one large course or several smaller courses.

Instead of applying for a full degree programme, it is also possible to apply for admission to some courses directly. When you apply for and enrol on a course rather than a programme, you are only registered for that specific course. When you apply for and enrol on a programme, you will then register for many courses over the duration of a programme.

The Swedish academic year is divided into two semesters: Autumn semester (from end of August to mid-January with a break for Christmas holiday) and Spring semester (from mid-January to the beginning of June).

Full-time studies in Sweden correspond approximately to a 40-hour week, although the lectures or seminars may only be a few hours each week. The rest of the time is spent reading and working on group projects and other assignments.

The courses mainly run for period of several weeks, after which an examination is given directly. After the examination, a new course begins. In some programmes, there are several parallel courses, with an examination at the end of the semester.

The structure of individual courses varies with the subject area. Technical programmes often include a high proportion of classroom and lab hours, whilst courses in the social sciences may involve fewer classroom hours and more independent and group work.

Courses usually include various types of meetings, including lectures, seminars and laboratory sessions with varying group sizes. Seminar groups can be as small as a few students whilst lectures can be up to a few hundred. The aim is to develop critical thinking and collaborative skills, and students are expected to be active participants in all forms of meetings. Required reading and independent work is usually extensive, regardless of your field of study, and students are expected to come well-prepared to class.

Examinations usually take the form of written or oral tests, laboratory work, group work or special projects. Most programmes conclude with a degree thesis or project.

Two slightly different terms are used in Sweden to describe institutions of higher education: university (*universitet*) and university college (*högskola*). The main difference is that universities have the right to award PhD degrees while many university colleges don't. However, some university colleges do offer PhDs. There is no difference in the bachelor's or master's degrees offered by universities and university colleges, and many university colleges are called 'university' in English.

After submission of the application and supporting documentation, the university will assess the eligibility for the relevant programmes or courses. The grades will be translated into the Swedish grading scale using set formulas.

Sweden is unique in that there is a coordinated admissions system for courses and programmes at all universities on the same application (www.universityadmissions.se or www.antagning.se). Application can be submitted one month prior to deadlines which are 15th of April and 15th of October each year.

2. COSTS FOR STUDYING

A person with temporary or permanent residence permit has the right to study for free at Swedish universities. It is also possible to apply for a student permit which is done before entering the country.

Application and tuition fees apply for students who are not citizens of an EU/EEA/Nordic country or Switzerland studying at the bachelor's or master's level.

The **application fee** is SEK 900. This fee is paid as part of your online application at Universityadmissions.se.

Tuition fees in Sweden vary depending upon the subject though the average fee for master's programme is SEK 129,000/year while bachelor programmes are generally less expensive.

3. CONDITIONS FOR ADMISSION TO HIGHER EDUCATION INSTITUTIONS

Since 2013 the Swedish Council for Higher Education has been responsible for the assessment and recognition of foreign qualifications at both upper-secondary and post-secondary levels. It took over this responsibility from the Swedish National Agency for Higher Vocational Education and two former public agencies: the National Agency for Higher Education (*Verket för högskoleservice*) and the Swedish National Agency for Higher Education (*Högskoleverket*).

In the education system, for entry requirements and recognition of qualifications

- Higher vocational education

Validation for entry requirements and recognition of qualifications

Providers: education and training providers

- Higher education

Validation for entry requirements and recognition of qualifications Provider(s): HEIs

For entry to a bachelor's programme, all students must have successfully completed their upper secondary education. Secondly, they need to be able to demonstrate proficiency in English Course B.

Proficiency can be demonstrated by means of an internationally recognised test, such as TOEFL, IELTS, etc. For entry to a master's programme, students must have a bachelor's degree from an internationally recognised university. Secondly, they need to be able to demonstrate proficiency in English. To be admitted to a PhD programme, students need to have a university degree equivalent to a bachelor's degree or higher with a focus in the same subject as the intended field of study. Furthermore, a high level of English is required.

For a student to be eligible for a doctoral studentship requires that he or she have been admitted to a third-cycle programme. Admission to a third-cycle programme requires a 60- or 120-credit master's degree and a total of 240 credits earned, of which 60 credits have to be from second-cycle courses.

A position as a lecturer at a higher education institution requires a first-cycle qualification, but in practice additional qualifications are required. To be eligible for a position as a senior lecturer or a research associate requires a doctoral degree, i.e. having written a doctoral thesis that has been assessed and approved by other experts in the field.

4. OFFICIAL EXAMS OF PROFICIENCY IN LANGUAGE

4.1. SWEDISH FOR IMMIGRANTS

The Swedish National Agency for Education has published supporting material for assessing the prior knowledge of Swedish For Immigrants (SFI) students. The supporting material deals with the preparatory assessment for SFI studies in relation to the education as a whole, but also with what aspects that can be assessed and which assessment methods that can be employed. The assessment of a student's circumstances provides a basis for adapting the education in order to enable the student to reach his or her own objectives, as well as the aims for the education as

laid down in the syllabus and the knowledge requirements for the individual courses. The circumstances that are assessed include previous studies, previous experiences and the need for special support. The supporting material will be updated during the autumn of 2017 with information on the new course integration for SFI and on validation.

Swedish for immigrants (SFI) is provided within the framework of the municipal adult education system. SFI is advanced language education which aims at giving adult immigrants basic knowledge of the Swedish language. In SFI, students with a mother tongue other than Swedish will learn and develop a functional

second language. The education should provide language tools for communication and active participation in daily, societal and working life. SFI also aims to provide adult immigrants who lack basic reading and writing skills the opportunity of acquiring such skills. SFI should give students who are not functionally literate or have a different writing system training in reading and writing.

4.2. TISUS – TEST IN SWEDISH FOR UNIVERSITY STUDIES

Tisus is recognised by all the universities in Sweden as a statement of eligibility regarding Swedish language proficiency and concern those who aim to study at Swedish universities but have completed, or are about to complete, their upper secondary education in a foreign country. Tisus is an examination at the advanced level and designed according to needs expressed by students and university teachers. It consists of a three part examination including:

Reading (75 min.)

Candidates read texts testing different kinds of comprehension. The questions require understanding of vocabulary, context and overall content.

Writing (150 min.)

Candidates produce a text prompted by e.g. diagrams and short texts. Students have to discuss, argue, describe or compare issues raised in the texts. Guidelines are given, e.g. purpose, genre and recipient. Total length of expected output is about 400 words.

Speaking (30 min.)

Candidates are tested by two teachers, one acting as interlocutor and the other as assessor. Candidates begin by introducing themselves as they would in a real life interview. The interaction which follows is based on both visual and textual prompts. Probing questions are asked by the interlocutor in order to elicit descriptions, arguments, hypotheses and analyses. The use of communicative strategies is regarded as an important part of the interaction.

Weighting of components

Each component is equally weighted.

If a candidate fails one component it is possible to take that part of the examination again, within a period of one year.

Results

There are two grades: Pass (Godkänd) and Fail (Underkänd).

Enrolment to Tisus is personal and the fee is binding. It is not refunded if the candidate decides to cancel the enrollment or doesn't show up for the test. The fee is 1 600 SEK (approx. €150) for a full test and 600 SEK (approx. €55) for a complimentary test. The fee has to be paid with a debit/credit card together with the application. Tisus takes place twice a year, in the spring and in the fall, and the application time starts about two months in advance. The test can be taken at the following places:

- The University of Linköping
- The University of Lund
- The University of Malmö
- The University of Stockholm
- The University of Umeå
- The University of Uppsala

It is also possible to take Tisus abroad but this application is treated separately and first has to be approved by the university.

4.3. ADULT EDUCATION

In addition to standard secondary education, Sweden offers a well-developed adult education system at secondary and post-secondary level, referred to as *komvux*. In addition, Sweden boasts a growing number of independent schools for general secondary education. An example are the *Waldorfskolan*, based on the principles of anthroposophy. The quality of the education offered by these independent schools is considered in Sweden to be equal to that of standard education. Both adult education and education at independent schools is recognized and subsidized, in part or in full, by the Swedish government. Completing secondary education at such educational institutions is sufficient for admission to higher education, provided the general and specific admission criteria for the relevant curriculum are met.

4.4. EXAMINATION AND GRADING SYSTEM

There are several types of examination ways at Swedish universities.

Written examination (Salstentamen)

A written exam with a time limit. The type of question varies depending on the subject. They can be questions about pure facts, investigative tasks where you must reason through a question, or a problem that must be solved.

Take-home examination (Hemtentamen)

A written test that is completed at home. The questions in a take-home exam often require you to reflect on a specific question. You can use other resources in support of your answer.

Oral examination (Muntlig tentamen)

You meet with a teacher and discuss the subject being examined. The discussion usually lasts a few hours. The teacher asks questions that require facts as the answer, or asks that you reflect on a topic. An oral examination can be one-on-one or in a group.

Written assignment (Inlämningsuppgift)

A task that is to be completed individually or in a group.

Memorandum (Promemoria, PM)

You can be asked to write a PM (memorandum) about a topic where you discuss it at length. This type of assignment is also called an essay or paper.

Laboratory session (Laboration)

You must have successfully completed one or more assignments in a laboratory. Laboratories almost always require the student to describe their work and results in a report. Laboratories can be completed in a group.

Group work (Grupparbete)

Students are divided into groups where each is required to complete an assignment together. Grades, however, are given individually.

Academic paper (Uppsats)

An academic paper can be required for an examination, but at a certain level it can also be required in order to complete a specific degree. Academic papers are generally rather large assignments that can take up to an entire semester to complete.

You are always assigned a supervisor (a teacher) to support you in your work on the academic paper. The supervisor helps with advice and feedback on your arguments and research methods. When an academic paper is completed, it must be defended. This is called public discussion or ventilerings (in Swedish) of your academic paper. What this means is that, at a seminar, you answer questions about your paper and listen to feedback. Questions are asked by one or more fellow students (opponenter) that have been assigned to review your paper.

How many times can you re-take an examination?

The number of times you can sit for an examination is basically unlimited. However, universities may limit the number of times you can take an examination for some courses. This information must be included in the course plan. You must be able to repeat an examination at least 5 times. If the examination involves placement, the number of times must be at least two.

If you haven't passed an examination during the academic year the course is offered, it is possible the course can be changed. If this happens, you'll be required to read the new course literature in order to attempt the examination in another academic year.

Grading

Most universities follow a standard grading scale, as follows:

- VG (Väl godkänd) - Pass with distinction
- G - (Godkänd) - Pass
- U - (Underkänd) - Fail

Individual universities may choose to use another scale.

5. STUDY COUNSELLING

If you are not sure of what to study, you can see a study counsellor which is a service provided by all universities in Sweden. They can answer questions about the labour market and what programme would suit you in accordance with your qualifications and interests.

6. VALIDATION SYSTEM

In the proposal developed by the Swedish National Agency for Higher Vocational Education, the Swedish Qualification Framework is divided into eight levels, covering all levels of the public educational system from primary school to the highest higher education qualification. The qualifications framework will also cover non-statutory learning outcomes that result from learning at work, in personal life or through involvement in associations. For every level there is a descriptor describing the learning outcomes in terms of knowledge, skills and competence.

Levels 6-8 also include the three levels in the framework for higher education. The chart above illustrates the proposed correspondence between the SeQF and the EQF.

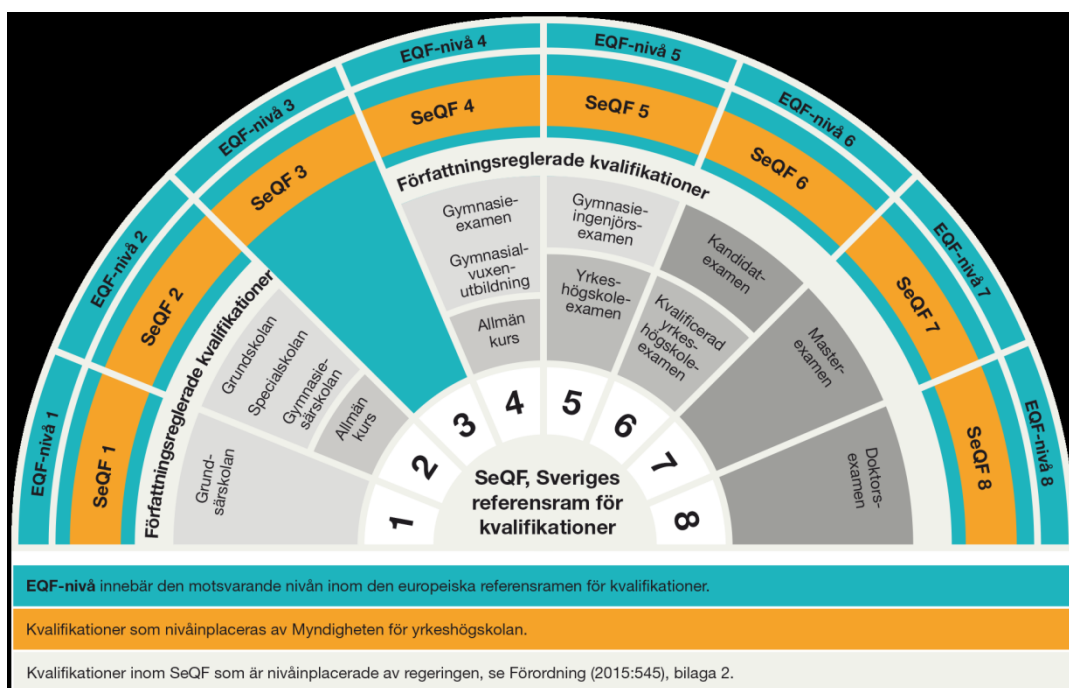
A person who has experience from a profession but lacks documentation can receive assistance to have his or her professional skills assessed. The assessment consists of a validation through practical and theoretical tests.

To date 25 validation models for different industries have been developed in Sweden, comprising approximately 140 professional roles. For more details, click the link for the industry participant responsible for the model.

Development and production of validation is provided, *inter alia*, by *Valideringscentrum i Göteborgsregionen* (Validation Centre in the Gothenburg Area) and *Valideringscentrum i Malmö* (Validation Centre in Malmö), where validation methods for some twenty professional fields have been established in cooperation with adult education providers, the national employment agency (*Arbetsförmedlingen*) and social partner organisations. Various industries have developed around 25 national validation models comprising some 150 professional roles, most of which can be found on the web site www.valideringsinfo.se, which is managed by the Swedish National Agency for Higher Vocational Education. The national employment agency procures validation services on a national scale, both according to the industry models and according to the courses included in the national subject syllabuses for the vocational programmes. In adult education, validation can be done for all types of schools and courses.

During the period 2004-2007, the National Delegation for Validation (*Valideringsdelegationen*), appointed by the Swedish government and with its head office in Norrköping, was active in promoting and coordinating the development of validation in Sweden. Since 2009 the Swedish National Agency for Higher Vocational Education has been responsible for coordinating and supporting a national framework for validation, as well as promoting, together with the authorities concerned, the participation of the education system and the industries in the development of strategies, methods and information in the validation field.

The criteria and guidelines below are based on the validations that are currently available in the national framework for validation. The table below clarifies the distribution of functions and responsibilities and indicates what entities are responsible for different types of validation.



The chart illustrates the proposed correspondence between the SeQF and the EQF.

7. STUDENT LIFE AND BENEFITS

7.1. LIVING COSTS

Living costs in Sweden depend on personal lifestyle and where you live. The big cities are generally more expensive. An average monthly budget could look like this:

Food: SEK 2,000

Accommodation: SEK 4,070

Local travel: SEK 550

Phone/internet: SEK 300

Hobby/leisure, miscellaneous: SEK 1,450

Total: SEK 8,370 (around €815)

The availability of student accommodation varies considerably from place to place. It's usually easier to find accommodation in small and medium-sized towns and cities, while finding a room can be more challenging in larger cities, especially Stockholm and Gothenburg and in the traditional student cities of Lund and Uppsala.

Monthly rent costs vary considerably between locations. For a student room or a room in a student flat, monthly rent ranges between roughly SEK 2,500 and SEK 6,500, with smaller towns at the lower end of the scale and Stockholm at the high end. On the private market, costs can be higher, especially in cities. If you're living in private accommodation, make sure to find out which costs your monthly rent covers. In

the majority of cases, your monthly rent will cover heating and water, but depending on your contract, you may be responsible for paying for electricity, internet or other costs.

Many students choose to live in a student residence hall, also known as a dormitory, or in a building of student flats. Most residence halls have 10–15 single rooms in each corridor, often with a shared television room and kitchen. In some cases, rooms will have en-suite toilets, while others may have shared facilities for the corridor. Female and male students live in the same corridor. Both residence halls and student flats usually offer shared laundry facilities for the building. Sometimes a small fee will be charged for laundry, but in most cases laundry is free of charge for residents.

Students are responsible for cleaning their own rooms and the shared kitchen. Although rooms are usually let with basic furniture, you'll usually need to provide your own blankets, pillows, sheets, towels and light bulbs. Some utensils may be available but you'll often have to buy your own plates, cutlery, pots and pans, and other kitchen utensils. These are sometimes available to let through your student union.

Unlike in some other countries, student accommodation in Sweden is nearly always managed by organisations or companies separate from the university itself. However, most universities help to arrange housing in halls or flats for international students. The university will have information on the local student housing companies and organisations and how to sign up. Often, you will have to join a queue system, where you apply for available rooms or flats based on how long you've been in the queue.

7.2. STUDENT CARD FOR DISCOUNTS

A student card is needed in order to get the student discounts which include public transportation, course literature, computers and electronic devices, pharmacies, newspapers, online streaming services, telephony, glasses, gyms, restaurants, supermarkets, etc. When you apply for the student card (www.studentkortet.se) you will have to prove that you study and then you will be eligible for all discounts.

8. GRANTS AND LOANS

Higher Education in Sweden is free for citizens of an EU/EEA member state or Switzerland, as well as for people with residence permits in Sweden. Doctoral studies are also free for everyone. As a student you will still need money for food, housing and books. The most common way of managing financially while studying is to apply for student finance from Centrala studiestödsnämnden, CSN. This consists of a grant, which you do not need to repay, and an optional loan that you must start to repay after finishing your studies.

You are entitled to 240 weeks (six years) of student aid and loans and you can choose to only receive the grant. How much money that translates into depends on the pace of your studies (25% - 100%) and if you have an additional income that exceeds the earned income allowance ("fri belopp"). The loan has to

be repaid after your studies (earliest six months after you finished study with CSN aid) and will include an interest rate of 0,16%.

The grant adds up to maximum 809 SEK (€75)/week for 100% studies but if you have children you are entitled to extra child allowance (from 153 SEK or €14/week depending on how many children you have).

The loan adds up to maximum 1860 SEK (€173)/week for 100% studies but if you have worked before with a specific minimal income and you have reached the age of 25 you are eligible to a higher amount.

In order to be eligible for grants and/or loans the following criteria have to be fulfilled:

- The education has to be eligible for CSN aid
- You have to be registered to your courses
- You have to study at least 50% for a period of three weeks
- You have to be below the age of 57
- You can't have it together with certain other grants
- If you have studies before, you need to have completed those studies
- You can't have unpaid debts to CSN

A refugee's right to Swedish student finance (information from CSN about New Arrivals in Sweden)

You will normally be entitled to Swedish student finance if you belong to one of the following categories:

- If the Swedish Migration Agency has given you a residence permit because you are **a refugee or in need of protection**.
- If the Swedish Migration Agency has given you a residence permit on grounds of **particularly distressing circumstances**.
- If the Swedish Migration Agency has given you a residence permit based on the temporary law that limits the possibilities of being granted a residence permit in Sweden. One example of such a permit is the residence permit for **upper secondary school studies** under the upper secondary school act.
- If you have been given a placement in a **foster family** or in an **HVB home** by a Swedish authority, you will normally be entitled to Swedish student finance. In that case, you must
 - be younger than 20 years
 - have a valid residence permit
 - be able to present the placement order issued by the authority.

Your residence permit must be valid

You must have a valid residence permit but it does not matter if it is permanent or temporary. Your right to student finance comes into force earliest as of the week you are given your permit.

What happens if you fail an exam and don't complete your studies?

To continue receiving student aid, students must complete their studies with approved results (i.e. no less than 62.5% has to be approved during the first 40 weeks of study, after that the approved results should be no less than 75%). Students who do not pass the CSN requirements can start receiving new grants and loans when they have passed the requirements. CSN may consider such circumstances that have affected the study results that the student has not been able to affect, such as illness.

9. LIST OF UNIVERSITIES IN SWEDEN

Public Universities

- Uppsala University
- Lund University
- University of Gothenburg
- Stockholm University
- Karolinska Institutet
- Umeå University
- Royal Institute of Technology
- Linköping University
- Swedish University of Agricultural Sciences
- Luleå University of Technology
- Karlstad University
- Örebro University
- Mid Sweden University
- Linnaeus University
- Malmö University

Public University Colleges

- University of Borås
- Dalarna University College
- University College West
- Halmstad University
- Mälardalen University College
- Blekinge Institute of Technology

- Kristianstad University College
- University of Skövde
- Swedish National Defence College
- Stockholm University of the Arts
- Södertörn University
- Royal College of Music, Stockholm
- Royal Institute of Art
- University College of Arts, Crafts and Design
- Gävle University College

Private Universities and University Colleges

- Chalmers University of Technology
- Stockholm School of Economics
- Jönköping University Foundation

10. REFERENCES:

Studyinsweden.se, official resource on studying in Sweden built and maintained by the Swedish Institute, <https://www.studyinsweden.se>

National Board of Student Aid, Centrala Studiestödsnämnden (CSN), <https://www.csn.se/languages/english.html>

Swedish Qualification Framework <https://www.seqf.se/>

Student card benefits and discounts, <https://www.studentkortet.se/>

11. SURVEY – METHODOLOGY AND RESULTS

Part A: Demographics

Out of 28 participants, 19 were females and nine were males representing all age groups (see table below). They come from Croatia, Ivory Coast, Kazakstan, France, Afghanistan, Mongolia, Greece, Turkey, The Philippines, Russia, Ukraine, Brazil, Gambia, Malaysia, US, Syria, Iran, The Czech Republic, Germany and Colombia. Their time lived in the host country vary from a few months and up to 4,5 years.

Comparing the participants occupation in their home countries with their current occupation shows that those with highly qualified jobs, in areas of law, journalism, informatics, banks and one midwife were now students. It was also those with highly qualified jobs that still practiced the same occupation: IT system

architect, English teacher, cartographer and two lawyers. One waiter, teacher, wine importer and economy assistant didn't state any occupation in their new country and four former students from Germany were working as au-pairs in Sweden.

B: Education

Out of the 28 participants 25 were interested in academic studies in Sweden and of those 20 participants already had a university diploma. Seven had completed upper secondary education in their home countries. The level of completed Swedish studies was from intermediate to high, but 17 indicated that they didn't consider their level to be high enough to successfully take part in academic studies. However, ten participants thought they would.

Seventeen participants had their diploma from previous education with them in Sweden, while ten didn't. Five participants stated they would like help to validate their education. Twelve had already had their diplomas translated into Swedish.

A vast majority (16) expressed that they had some previous knowledge of the higher education system in Sweden, six said they had good knowledge and four no knowledge what so ever.

When asked about the information they need about the academic system in Sweden, they answered the formalities such as application procedure, costs, how to get grants and loans and how to find student accommodation.

Part C: ICT-Skills

With regards to the use of electronic devices, everyone stated they have access to their own mobile phone. Only four stated they don't have access to a tablet and five that they don't have access to a laptop.

Most participants assess their skills in web browsing, e-mailing, social media and communication software to be very good to excellent. Skills in computer and video gaming are generally stated to be low to very low. Electronic devices are used for work, studying, entertainment, social media, communication and reading, to a lesser extent for shopping.

Four participants answered that they had professional training in internet and computer skills: the Office software, the Adobe software (Photoshop, Illustrator, Lightroom, InDesign) and MBA online.

12. TEACHER SURVEY

Four teachers took the teacher survey and they are all Swedish by nationality. One of them has been teaching Swedish for foreigners for two years, two teachers for three years and one for more than forty years.

Two indicated that their students are well informed about the academic system in Sweden, one said yes and one didn't know.

Three teachers said their students often ask them about academic studies and one said never.

One teacher said to have enough knowledge to inform them, while three indicated they didn't.

The areas where the teachers had experienced their students needed support in order to see academic studies as an option were the following:

What rights do asylum seekers have to study and where to find the correct information about the system.

Information about economy, grants and loans.

To raise their knowledge of Swedish.

To raise their knowledge of English.

Critical thinking rather than copying.

Study techniques.

Formalities (how and when to apply, prerequisites, etc.).

Studies that will lead to a job.

The teachers indicated that their students mainly come from an academic background and that some of them are already on a level of Swedish where they would be able to successfully take part in academic studies. All of them stated that their students need to improve their academic vocabulary, their reading comprehension of academic texts as well as their writing of the same.

The teachers were enthusiastic about the idea of gamification as a complement to traditional language studies in a classroom. They suggested it includes general information about the academic system, general as well as domain specific academic vocabulary. They also suggested role plays with relevant dialogues, images to clarify and the ability to play with or against other participants that you don't know.

HIGHER EDUCATION AND STUDENT LIFE IN TURKEY

I. STRUCTURE OF HIGHER EDUCATION

Higher education is the whole of education at all levels based on secondary education and covering at least four half terms. In higher education, associate, undergraduate and postgraduate (master and doctorate) levels are being done. (<http://www.osym.gov.tr/TR,1371/tanimlar.html>) Higher education is the level of education that students who have completed secondary education can enroll (Gölpek & Uğurlugelen, 2013). In this case, according to the achievements of the university entrance exam in Turkey is carried out by enrolling in higher education institutions.

Students are enrolled in higher education institutions with the university entrance examination. Before the enrollment, students and student families spend a period of choice. Associate degree and undergraduate students settle in universities according to the order of exams held by ÖSYM. In these elections, practices, education and professional fields are effective. Moreover, the fact that universities are open to cooperation with industry or national or international collaborations are also effective factors in the selection. Another aspect is that the university structures and competition have reached many different dimensions and that information technologies have brought competition to a global scale. Universities in Turkey also take its share from the competition. This competition can be about education, teaching, research or community service.

In Turkey, due higher education institutions and parent organizations of their importance have taken place in 1982 Constitution (Article 130) and are defined as follows: "In order to train human resources in accordance with the needs of the nation and the country in an order based on contemporary education-teaching principles, it is aimed to provide education, scientific research, publication and consultancy at various levels based on secondary education, and universities with scientific autonomy ...". Top organizations in the field of higher education in Turkey are The Council of Higher Education and Interuniversity Council.

Like exist in the world, in Turkey there are usually three main levels of the education system. These; respectively consisted of primary, secondary and higher education. As mentioned above, higher education covers university, college, academia, such as all levels (associate degree, bachelor, master and doctorate) educations at an educational level. The two most important functions of higher education are to produce science and to train highly qualified manpower. The theories that constitute the main source of higher education are universities. Because other higher education institutions are also established depending on universities. In Article 3 of Higher Education Law No. 2547, **higher education institutions** were deemed as: "University and high technology institutes and the faculties, institutes, colleges, conservatories, research and application centers within their body and a university or high school institute of higher technology institutes

and a university or high technology institute and vocational high schools established by foundations, provided that they are not intended for profit purposes." **University** is defined as follows: "Higher education with scientific autonomy and public legal personality, scientific research, publishing and consulting, faculty, institute, college and similar institutions and units of higher education institution."

In this context, itemized higher education institutions in Turkey can be defined as follows:

- In the Higher Education Law No. 2547, **the faculty** is defined as follows: (Higher education, scientific research and publication, units of higher education which can be connected to it.) Faculties generally consist of departments with 4 years of undergraduate education. Under these sections branches of science are existed. Medical schools provide 6 years of education. Training is provided in various fields; business, economics, econometrics, engineering, education, communication, agriculture.
- In the same article of the Higher Education Law, the **Higher School** is defined as a higher education institution that focuses on the education of a specific profession. In the high school, vocational and a practical training is provided. The teaching at these schools is also at the undergraduate level. The high schools which are very similar in terms of organs and functioning of faculties are providing education in different fields. These can be listed as follows; 1. School of Physical Education and Sports, 2. Health School, 3. State Conservatory, 4. School of Tourism and Hotel Management, 5. School of Nursing, 6. School of Foreign Languages, 7. School of Civil Aviation, 8. School of Maritime Management and Management School 9. Physical Therapy and Rehabilitation, 10. School of Applied Sciences, 11. School of Transport and Logistics, 12. School of Banking and Insurance, 13. School of Jewelry Technology and Design.
- The **institute** is defined as follows: " It is a higher education organisations in universities and faculties, that conducts graduate education, scientific research and application in more than one similar and related sciences.". So institutes are essentially organisations that providing master educations in universities (master and doctorate). The **high-tech institute** is a higher education institution with a high level of research, education, production, publication and consultancy, public legal personality and scientific autonomy.
- When describing the higher education system in Turkey, especially emphasising on **Vocational School (VHS)** are also beneficial. With the decree law no. 41 issued in 1982, vocational high schools have been included in the university system. Vocational High School defined as a "higher education institution which provides two-year education, two or three semesters per year, aims at raising qualified manpower for specific professions" in the law.

- **Conservatories** are defined as a "higher education institution that educates artists in music and performing arts." Conservatories are not included in each university but they are located in leading universities.

In higher education, what kind of education forms of education are clearly stated in the Law. Accordingly, according to Article 3 / u of the Law No. 2547 "type of education in higher education is formal, open, external and non-formal". These types of education are defined as follows in the aforementioned Law:

- **Formal Education;** It is a kind of teaching which students are obliged to attend the courses and applications in the teaching process.
- **Open Education;** It is a kind of teaching which is made to students through radio-television and educational tools.
- **External Training;** In certain branches of higher education, it is a type of education which is obliged to attend only mid-term and final exams without obligation to attend. The students who follow this education take some of the required courses with the required compulsory courses in the courses to be organized at the appropriate hours outside the working hours.
- **Non-Formal Education;** it is a kind of teaching which aims to give knowledge and skills to different sections of society.

There is also **distance education**, but this concept is not defined in Article 3 / u of Higher Education Law No. 2547. However, in the 4 / f article of "the principles and procedures related to distance education in Higher Education Institutions" issued by the Council of Higher Education defines , "it is planned that the teaching activities in Higher Education Institutions are planned and conducted based on the information and communication technologies. The teaching which is given simultaneously without the necessity of being in the same place

Formal education including the obligation to attend the courses and practices in the teaching process; First education and second education. **Secondary education** is carried out by using the same physical infrastructure and space, during the hours after normal formal teaching and teaching is carried out by current teaching staff. If we compare formal and secondary education;

- In the evening hours, they go to school, usually after 5 pm.
- Students who want to work have the opportunity to find a job more easily because the daytime hours will be empty.
- It has the same degree as the first education.
- They are taught by the same lecturers.
- The diploma is the same in both teaching.
- The course numbers are the same. There is no difference in the quality of education.
- School entrance hours are different.

- Secondary entrance examinations are generally lower than formal education. Exceptionally, it may be high in some universities and departments.
- Because school activities take place during the day, they often have to go to school for extra activity.

Distance learning and open education is a study area where learning processes are carried out based on information and communication technologies with learning resources and the interaction of learners who are physically distant from the learning resources in the context of time and / or space. Open education and distance education is an interdisciplinary field of study. Different concepts are used to express this field and its applications. Open education, distance education, e-learning, internet-based education, web training, web-based instruction, non-formal education, flexible learning and virtual education are the most common ones in our country. Although there are small differences between these concepts, they are generally used interchangeably in the universal literature. In Turkey, for practical reasons completely open education, distance education and e-learning concepts are used to express different applications (Aydin, 2011). In this context, open education is being used for applications that provide widespread education with relatively low cost and with internet support to large masses. Such training opportunities greatly Open Education Faculty in Anadolu University in Turkey, is provided through the Faculty of Economics and Business Administration began in 1982. Within distance education, as 35% of students in higher education in Turkey to serve a very high rate. World ranks third in terms of size among mega universities. In addition, Open and Distance Education and Open Education Faculties have been established in Istanbul University and Erzurum Atatürk University in which faculties were let them to present that kind of education.

On the other hand, the concept of distance education refers to the applications that provide the programs included in face-to-face (formal) education programs via internet-based distance learning, and which sometimes require students to come to campuses for different reasons, such as exam or practice courses. In contrast to open education programs, fewer students are admitted to these programs. Many universities offer distance education with the permission and encouragement of Higher Education Council (YÖK). Some of these universities are Sakarya University, Ankara University, Istanbul University, Gazi University, Bilgi University and Atılım University (Aydin, 2011).

In **distance education**, the number of students in each course or branch is limited to 200 in associate degree program, 150 in bachelor's degree program and 50 in master program. Lessons are given simultaneously by the instructor him/herself by establishing an interaction between the students and between the students and the instructor with the simultaneous tools such as videoconferencing, virtual classroom, forum applications. In accordance with the general principles regarding the placement of students in higher education institutions, students are accepted to associate degree, bachelor's and master's programs which are decided to be distance education. If some courses in the daytime and evening education programs are given both by formal and distance education, the students register for their preferred course type during the course registration period. Assessment and evaluation activities related

to distance education courses within the scope of distance education programs can be conducted face-to-face or in electronic environment with or without supervision, using the assessment methods (homework, projects, applications, written, oral, etc.) determined in accordance with the curriculum program approved by the senates of higher education institutions, or as a centralized examination. It is essential that midterm exams are conducted in an unattended electronic environment if required, and final exams and make-up exams are supervised in a live or electronic environment. The effect of unattended measurement and evaluation activities on overall success cannot be more than 20% in distance education. Procedures for assessment and evaluation related to courses in the curriculum of distance education programs are announced before the preference stage for newly enrolled students. The fees determined by the Council of Ministers shall be taken as the basis for the distance education fee to be taken for the courses within the scope of the programs to be conducted by distance education of higher education institutions. In the programs, material fees are determined on a cost-based basis by the relevant university administrative board, not exceeding the tuition fee for the faculty or program.

State universities in Turkey set their academic structures and programs with “YÖK” ‘s approval. State universities are not able to determine the number of undergraduate students themselves; The number recommended by the university is approved by YÖK. However, state universities can determine the number of graduate students themselves.

Higher education institutions enrolled in the degree programs at the associate, undergraduate and graduate level, if the students successfully complete the course credits and other obligations; can take diplomas of **associate degree, bachelor's, master's degree or doctorate degree.**

- **Associate Degree:** It is a higher education which covers four semesters based on secondary education and aims to train intermediate manpower, which constitutes the first stage of undergraduate education.
- **Undergraduate level education:** It is a tertiary education covering at least eight semi-annual (4 years) programs based on secondary education.
- **Master's degree:** Master's degree program with four semesters, two semesters of which is completed with thesis astudy.
- **Doctorate:** After completing a bachelor's or master's degree program, it is a degree or a step that is accessed by examination and scientific work in science. Ph.D. education consists of a minimum of 6 semesters and a minimum of 4 semesters upon completion of a postgraduate program. Ph.D. is the highest academic degree.

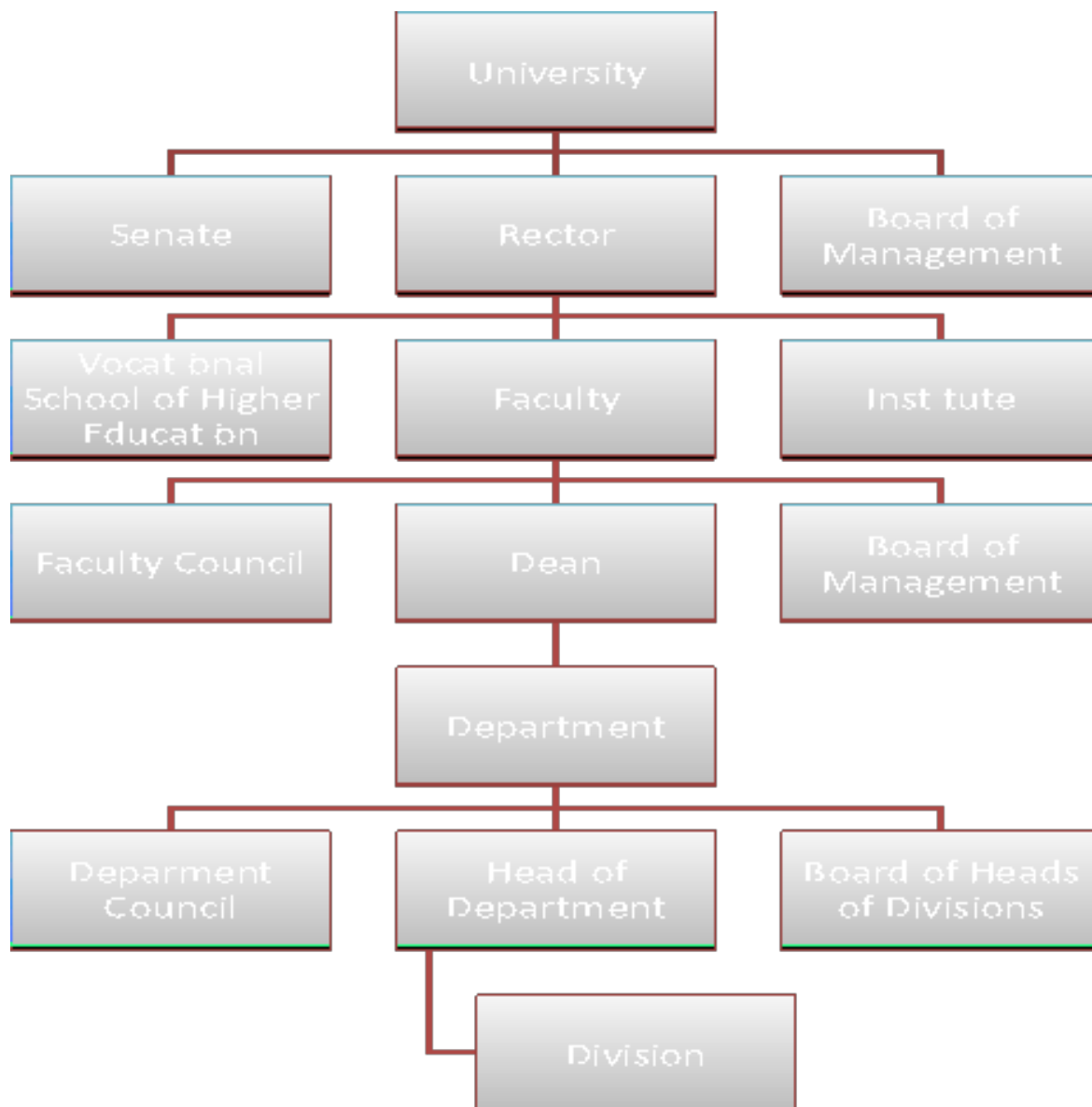


Figure 1: Organization Chart of the Universities in Turkey

2. AVAILABLE LANGUAGES OF STUDIES AND RELATED DEPARTMENTS

The current working language for the transition to higher education is Turkish. Every student who wants to take the exam and be successful should know Turkish perfectly. Refugee students also have the opportunity to enter some universities without examination. Some universities can only accept refugee students by looking at their grade point averages. However, this is not a condition for every university. In other words, every refugee who wants to go without any examination, without any diplomas, cannot enter universities such as ITU, ODTÜ, Bogaziçi, etc. such as high-ranking universities. In addition, if student want to attend to any foreign language teacher, foreign language and literature, interpreting at the university can take the exam in one of the languages English, German, French, Arabic and Russian.

English is the language of instruction in some universities in Turkey, some in a certain amount of English, and certain amount of Turkish, some are also applied in the Turkish language. The departments that offer education in English are accepted by the students with a very high score and it is thought that the education in these departments is the best in foreign language. In addition to this, Galatasaray University offers a full French education and some parts of Marmara and Yeditepe University offer French education. In addition to the Turkish-German University, which is fully equipped with German language, German language courses are offered in parts of Marmara University and Yeditepe University.

Foreign language preparatory class cannot be opened except for vocational foreign language courses in programs with a completely Turkish language; only foreign language preparatory class education may be offered upon the decision of the university authorities and upon the approval of the Council of Higher Education; students who do not succeed in this preparatory class are not interrupted and continue their education. Students who cannot successfully complete the preparatory class of the programs which are fully or partially foreign language in two years will be dismissed from the program.

Students who have been dismissed from the preparatory class of the programs in which the language of instruction is fully or partially foreign language can register to an equivalent program in which the language of instruction is Turkish in their university. In addition, if these students do not have an equivalent program at the university of which they are enrolled, if the students request, with condition of the student's university entrance score is can not be lower than the base score is provided that the language of instruction can be placed centrally in one of the programs in Turkish once the student has been registered by the Measurement, Selection and Placement Center (ÖSYM) for one time.

Relevant departments in universities are as follows;

- Engineering Departments (Industry, Electronics, Electrical, Electrical-Electronics, Computer, Mechatronics, Software, Automotive, Construction, Machinery, Textiles, Mining, Chemical, Metallurgy, Shipbuilding, Space, Aircraft, Food, Environment, Geology, Geophysics, Petroleum and Gas, Forest, Agriculture, etc.)
- Architecture Departments (Architecture, Interior Architecture, Industrial Design, Landscape Architecture, City and Regional Planning)
- Departments of Economics and Administrative Sciences (Business Administration, Economics, Econometrics, Economics, Finance, Public Administration, Political Science, International Relations, etc.)
- Faculty of Sciences and Literature (Foreign Languages and Literatures, Translation and Interpreting, Philosophy, Physics, Chemistry, Mathematics, Molecular Biology and Genetics, Psychology, Sociology, History, Turkish Language and Literature, Archeology, etc.)

- Faculty of Education (Computer Education and Instructional Technology Education, Educational Sciences, Mathematics and Science Education, Foreign Language Education, etc.)
- Dentistry, Pharmacy, Medicine, Nursing, Veterinary Medicine
- Law
- Fine Arts (Graphic Design, Sculpture, Ceramic and Glass, Textile and Fashion, Music, Painting, Film Design, Cinema, Traditional Turkish Arts, Photography, etc.)
- Theology (Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts, Religious Culture and Moral Education)
- Communication (Journalism, Public Relations and Publicity, Radio Television and Cinema)

3. CONDITIONS FOR ADMISSION TO HIGHER EDUCATION INSTITUTIONS

In Turkey, student recruitment for Higher Education Institutions of associate and bachelor's degree programs, placement center and a special aptitude test is applied.

Central placement; Higher Education Institutions Exam (YKS) is conducted by the Measurement, Selection and Placement Center (ÖSYM). Those who are in the last year of secondary education (high school or equivalent schools, open education high schools) or graduates of a secondary school can apply to the exam. Students who are going to take the exam are trained according to different fields such as Numerical, Verbal, Equal Weight and Language and take the exam according to these fields.

The first stage of the two-stage exam is the Basic Proficiency Test (TYT), and the second is the Field Proficiency Test (AYT). The Basic Proficiency Test of the 1st Session of the YKS is compulsory for all candidates. Field Proficiency Tests with Session 2 are optional. Candidates with a score of 150 or above from the TYT score over 500 points may choose two-year associate degree programs (a program in vocational colleges) and, if they exceed 180 points, it is being calculate their TYT points and earn a Bachelor's degree program attending. TYT has Turkish, Basic Mathematics, Social Sciences and Science Tests. AYT, Turkish Language and Literature, Social Sciences-I (History-I, Geography-I), Mathematics, Social Sciences-2 (History-2, Geography-2, Philosophy Group, Religion Culture and Moral Knowledge) and Science (Physics, Chemistry, Biology) is subject to tests according to the area of application. Candidates who score 180 points over 500 points from AYT can choose undergraduate programs. Candidates are placed on undergraduate programs, TYT and AYT points, and secondary education (high school in Turkish Education System) by ÖSYM. In addition, when graduates of vocational high schools enter the exam, they can receive additional points in the placement process for associate degree programs related to the field of graduation.

In addition, candidates who wish to study in a foreign language department at the university enter the Foreign Language Test (YDT) which has the 3rd Session of YKS. YDT is available in German, Arabic,

French, English and Russian. There is a separate question book for each language in the foreign language session which is given to candidate that they notify during application.

Students are admitted to the Faculty of Fine Arts, Faculty of Education (Art and Business Teaching Program), University for Disabled People (Graphic and Ceramics etc.) and State Conservatory in accordance with the principles approved by the University Administrative Board determined by the related unit "Special Ability Exam". Students who wish to apply for these programs must have at least a score determined by the Senate without being added to the TYT "Secondary Achievement Score (OBP)".

It is obligatory for the students who have completed the placement procedure to make their final registration at the registration dates determined by the ÖSYM every year.

4. APPLICATION DOCUMENTS AND PROCEDURES (BUREAUCRATIC)

The application documents and procedures of the transition to higher education are given below;

- The student who is going to apply must be graduated from secondary or at last class in secondary education.
- Applications to the YKS are made between February and March every year.
- Candidates who have a valid photo and training information in the OSYM Candidate Processes System for the application of the exam can apply individually via the internet at <https://ais.osym.gov.tr>.
- Candidates who do not have a valid photograph and / or educational information in the OSYM Nominee System can apply for applications from ÖSYM Exam Coordination Offices or one of the defined application centers. The addresses of the application centers are located in the in "Guide and Application Information" of the ÖSYM website <http://www.osym.gov.tr>.
- Candidates who will apply for YKS application in a application center must go to the application center in person.
- Among the documents required to be kept on the person on the way to the application center "complete and properly fulfilled YKS Candidate Application Form" and "birth certificate or the Republic of Turkey Identity Card or valid unexpired original passport" is located. The followings are also considered as valid identity;
 - Pink / Blue Cards belonging to the leave of Turkish citizenship and their legal heirs,
 - Identity Card of the Turkish Republic of Northern Cyprus (TRNC), which has no passports,
 - T. C. In the process of obtaining the ID Card, with photograph, sign and sealed "Temporary Identification Document" issued by the Ministry of Interior General Directorate of Population and Citizenship Affairs until the receipt of new identification cards.

- Candidates applying to YKS will deposit the exam fee for that year according to their chosen sessions to any of the banks specified in the guide or by credit card / debit card from ÖSYM's <https://odeme.osym.gov.tr> internet address.
- Candidates applying for the exam and paying the exam fee, can obtain the Exam Entrance Documents with Turkish ID numbers and passwords from the ÖSYM website at <https://ais.osym.gov.tr>.
- It is obligatory for the candidates to take the following two documents:
 - Exam Entry Document for the relevant session (SGB)
 - Identity Card or the Republic of Turkey Identity Card or valid unexpired original passport (or any of the above documents)

Candidates who are not nationals of a foreign national or of any other state may apply for the exam, but if they do not pass Turkish citizenship before the commencement of higher education programs, they are not placed in the quota of higher education programs to be included in the 2019-YKS Higher Education Programs and Quotas Guide. Foreign nationals of higher education programs placement process in Turkey are not within the scope of YKS, placement process are examined beyond the principles and procedures of Board of Higher Education, is carried out by the concerned universities. These exams, which are called Foreign Students Examination (YÖS), are conducted by each university within their own body and announced on their websites. YÖS exam questions differ from other university admission exams. Universities that accept YÖS explain the quotas themselves. YÖS exam results are announced by universities. YÖS is an evaluation exam consisting of two tests. One of these tests "Basic Learning Skills Test" aims to measure the candidates' abstract thinking abilities. This test is based on the language as little as possible, however, there are both Turkish and English explanations of the questions. "Turkish Test" aims to measure the level of comprehension in Turkish written statements. Basic Learning Skills Test score is based on the acceptance of students to universities. However, in recent years, some universities have begun to consider the Turkish test result.

The application documents and procedures at the registration stage are given below.

- The candidate's ÖSYM result document
- The original or approved copy of the diploma that the candidate has received from the secondary education institution graduated from or the new dated graduation certificate.
- If the candidate is placed on an additional score but the field is not specified in the diploma or graduation certificate, the official document indicating the school and field graduation (in the diplomas of the graduates of the METEM programs as the name of the school, the name of the center organizing the diploma is written.)
- 12 pcs 4.5cm x 6cm size photo
- Document on payment of contribution / education fee

- Original or university approved copies of other documents determined before registration and announced by the university

5. VALIDATION SYSTEM

At the national scale, offering an average annual candidates exam services over 10 million and the scale of our country and ÖSYM is the only examination center in the world, and a verification system to transition to higher education with reliable in the exams applied and the mission of being fair measure selection and placement organization in Turkey.

Until the 1960s, universities accepted only part of their high school graduates without examination. Faced with a demand that exceeds the quota, faculties have often carried out the selection work in one of the following ways.

- To accept the candidate according to the order of application within needed quantity
- To accept the graduates of science or literature branch of high schools by taking into account the quality of the education given in the Faculty,
- Sorting the applicants according to their degree in high school.

With the increase in high school graduates and high school equivalent school graduates being given the right to apply to higher education, the student selection methods outlined above could not meet the need; faculties have begun to organize entrance examinations for their own purposes. In order to participate in the exams, the students had to run from the city to the city; the fact that they could not participate in one of the exams and the same days and hours could cause serious complaints between the applicants and their parents. Since the 1960s, some universities have begun to organize entrance examinations for themselves; Afterwards, some universities have tried to act together.

The increase in the number of candidates required the use of informatics methods and tools in the examinations such as preparation of multi-question and objective tests, application, scoring, selection and placement, reporting the results. In 1974, the Interuniversity Council decided to conduct the university entrance exams from a single center and on 19 November 1974, the Interuniversity Student Selection and Placement Center (ÜSYM) was established. The selection and placement of students to universities was carried out by this center until 1981.

In 1981, the Center was converted into a subsidiary of the Council of Higher Education with the name of Student Selection and Placement Center (ÖSYM) with articles 10 and 45 of the Higher Education Law no. 2547. With the Law no. 6114 dated March 3, 2011, the Authority became a public institution with administrative and financial autonomy and became a public institution with a special budget and it was named "Measurement Selection and Placement Center".

There are different applications related to transition from secondary to higher education in the world. In our country, the system was developed with the changes in the historical process in the university entrance system and in 2017 the university entrance system was finalized.

ÖSYM Presidency, as mentioned above, when executing the students the task of choosing the university in the organization, according to the historical development and the needs of Turkey, added the new exam every year since 1981, it has been transformed into an institution that performed about 50 test. Some of these exams are given below:

- Examinations of the Ministry of Justice (Judiciary-Administrative Judiciary)
- Academic Staff and Graduate Education Entrance Examination (ALES)
- Vertical Transfer Exam (DGS)
- Electronic Foreign Language Exam (e-YDS)
- Ministry of Interior District Governor Candidate Exam
- Occupational Health and Safety General Directorate Occupational Health and Safety Expertise Exam (OHS)
- Public Personnel Selection Examination (Undergraduate - Teaching Area Information - Associate Degree - Secondary Education) (KPSS)
- Court of Auditors Candidacy Qualification Exam
- Level Examination for Higher Education Diploma Equivalency in Medical Doctorate
- Entrance Examination for Medical Specialization (TUS)
- Entrance Examination for Minor Theses in Medicine (YDUS)
- Foreign Language Proficiency Test (YDS)

6. OFFICIAL EXAMS OF PROFICIENCY IN LANGUAGE

The universities, which partially or entirely make education from a foreign language, are subjecting their enrolled students to a proficiency exam in the foreign language to be used in the education. For students who are inadequate, a foreign language preparatory education is applied, which will be determined by the Council of Higher Education. The university senate determines how foreign language proficiency will be gained by the preparatory class or other means and how the foreign language knowledge level will be measured. The duration of preparatory training is maximum two years. Students who cannot successfully complete the preparatory class of the programs which are fully or partially foreign language in two years will be dismissed from the program. The passing grade of the Foreign Language Proficiency Exam by the universities is generally 60. However, those who have an equivalent score from internationally recognized exams (such as TOEFL IBT, IELTS, PTE ACADEMIC) are also considered to have acquired foreign language proficiency.

Yunus Emre Institute has developed an examination to measure the language proficiency of those who learn Turkish as a foreign language. This exam is called Turkish Proficiency Exam (TYS). Turkish Proficiency Exam is an exemption test in which reading, listening, writing and speaking skills are measured. Candidates who successfully pass this exam are given a Turkish Proficiency Certificate. In order to facilitate the admission of foreign students to universities and to evaluate Turkish levels on the basis of the correct criteria, Turkish Proficiency Exam is of great importance. TYS exam takes place in two sessions. In the first session, the reading, writing and listening skills of the candidates are measured and the speech levels are measured in the second session. The first session consists of a total of 165 minutes, including reading 60, listening 45 and writing 60. In the second session, it consists of 15 minutes, 5 of which are independent conversations and 10 bilateral conversations. The total duration of the two sessions is 180 minutes. Candidates on condition that who get a score at least 50% (12,5 points) in each field, with a score 55-70 in total are B2, C1 with a score of 71-88, candidates with a score of 89-100 are C2 Turkish Proficiency Certificate is given.

Temporary Protection Syrians are increasingly demanding to participate in language courses in order to better communicate with people around them, to study in Turkish universities and to access job opportunities. Syrian youth possess the necessary knowledge of the language and academic requirements may apply to universities in Turkey are still welcome. The Council of Ministers announced that tuition fee will not be taken from Syrian students who are studying in state universities for the 2016/2017 academic calendar. The decision of the Council of Ministers is renewed annually.

Many civil society organizations and community centers in the country organize free language programs. Free language programs can also be offered through Public Education Centers. The courses offered within these programs are documented by the Public Education Centers. Public Education Centers currently offer only A1 and A2 courses. The language courses are opened when 12 or more people demand it. Information on the language courses in the city of residence can be obtained from the United Nations High Commissioner for Refugees (UNHCR) (Association for Solidarity with Asylum Seekers and Migrants) (HRDV) / HRDF (Human Resource Development Foundation).

TÖMER LANGUAGE COURSES

Students who want to study in universities in Turkey, need to finish academic language program (tomer) and the end of the program are required to show success at least C1 level (there are six different levels under the program: A1, A2, B1, B2, C1, C2). It also organizes special TOMER programs by YTB (Presidency of Turks Abroad and Related Communities) in some cities and camp areas.

Persons wishing to study at universities are required to learn the language requirements of the university they are going to apply to. Some universities consider the language level at the B2 level sufficient for

enrollment in undergraduate programs, provided that the student reaches C1 until he / she has completed the study period.

The TÖMER program can be expensive if the program fee is paid by the student; However, this program is the most recognized and valid program among Turkish language programs. The United Nations High Commissioner for Refugees (UNHCR) continues to support Syrian students living in camps or urban settings with higher education scholarships. In addition to language training support, students are provided with advice on application procedures for Turkish universities, and students can receive additional academic support to help them prepare for YÖS examinations. The TÖMER scholarship package in urban settings includes program fees, textbooks for language education, examination fees, monthly allowance and some social activities.

TEMPORARY PROTECTION BENEFICIARY SYRIANS WHO WISH TO ENTER THE TOEFL TEST METHODS IN TURKEY

UNHCR was informed that they were having trouble because of the adoption by the examination centers of identity documents issued by the Turkish authorities in some of the Syrians under temporary protection in the registration process carried out in Turkey or TOEFL exam day. TOEFL follows a strict policy on identity documents required to participate in the exam in order to prevent counterfeiting. Many Syrians who live in Turkey are facing problems due to take place between the current acceptable identification documents by the failure to provide criteria for people who want to enter outside their country for the TOEFL exam and of their given identity documents by the Turkish authorities TOEFL test centers.

UNHCR, for the Syrians living in Turkey, is in contact with the organization's procedures makes for a better understanding of the TOEFL test. UNHCR was informed about the Syrian living in Turkey ETS / TOEFL website (identity documents that can not complete), situated on people that they were required to comply with the general procedures.

7. DEADLINES FOR ADMISSION AND FOR END OF STUDIES

After successfully completing 4 years of secondary education, secondary school students take the exam for higher education. For the exam, it completes the application process between the dates specified by the ÖSYM (in February-March each year) and enters the exam on the same day with the students who are planning to switch to all higher education at the date determined by the ÖSYM (in June each year). According to the score obtained from the examination, then the university's choice is made from the ÖSYM site. Preference results are announced at a date determined by ÖSYM. According to the result of the preference determined by the student, the students who meet the required department make the university enrollments by completing the necessary documents for registration. The final stage is to wait for the opening date of schools.

If the enrolled department is associate program, it is a two-year program. However, associate degree programs must be completed in maximum four years. The undergraduate program is 4 years. Undergraduate programs should be completed in maximum seven years. In addition, undergraduate programs (such as dentistry) with a duration of five years must be completed in a maximum of eight years, and undergraduate programs (such as medicine) with a six-year period of study must be completed within a maximum of nine years. Students are not dismissed due to non-payment of the tuition fee or tuition fee within the maximum period and not renewing the registration. However, the students can be dismissed from the registrations by the decision of the university authorities and the approval of the Council of Higher Education and the non-payment of the tuition or tuition fee for four consecutive years.

8. COST OF STUDIES

In higher education institutions, current service costs per student are calculated by the Higher Education Council taking into account the characteristics of higher education programs. Tuition fee is taken from students for each semester in formal education, education fee is taken from students who are in secondary education and distance education. The tuition fee for each semester is taken from the foreign students without any distinction between primary or secondary education. The fees and tuition fees and the procedures and principles related to the implementation are determined by the President of the Republic by the end of June each year. The amount of the tuition fee and the tuition fee for the foreign students shall be determined by the President.

Students who cannot graduate from the two-year associate degree and four, five and six-year undergraduate programs at the end of these periods, except for the preparatory class education of the diploma programs, will receive the contribution and tuition fee for the related semester. For the students enrolled in the double major program, the contribution period of the diploma program and at the end of an additional year a contribution will be taken. Students who cannot graduate from the master programs in the period of study determined by the Council of Higher Education shall receive a contribution according to the provisions of this article.

Student contribution and tuition fees are paid at the beginning of the relevant semester. Those who do not pay the contribution or tuition fee within the period and whose excuses are not accepted by the board of the related higher education institution cannot register for that period and benefit from the rights of the student. The contribution fees of the primary education students who have difficulty in payment can be given as contribution fee credit by the Higher Education Credit and Dormitories Institution.

Except for the preparatory class, the **secondary education students** who are successful in the minimum courses determined for each semester and who have taken these courses in the first 10% of the first semester according to the average of the students who have taken these courses pay the fee as much as primary education students pay.

Except for the preparatory class, the primary education students who are successful in the minimum courses determined for each semester and who take the first 10% of the students according to the average of the students who take these courses, pay the half of the student contribution fee to be paid in the next semester.

Private universities, namely the Foundation Universities, provide paid education and their fees vary. The general pattern of the education and training fees of the city and the university is changing between 25 thousand TL and 35 thousand TL per year. This value is around 50 thousand TL for the Faculty of Medicine. The fees of associate degree departments are around 15 thousand TL per year.

Except these, there are exam fees for language proficiency;

YÖS fee	About 50 US dollars, depending on university
Foreign language proficiency exams	Depending on universities
TOEFL iBT® Exam Fees	180 US Dollars
Tömer Language Courses	It varies according to the institution providing education. For each language level, a fee of TL 750-900 is paid.
Turkish Proficiency Exam	It differs according to countries and can be viewed from this link; https://tys.yee.org.tr/index.php?option=com_content&view=article&id=83&Itemid=470

9. OVERALL COST OF LIVING

During the university education period, many cost items such as accommodation, meals, transportation fees, social life can be shown as the cost of general living. Students can choose to stay at the state dormitory, private dormitory, apartment or house. State dormitories vary between 168-285 TL according to the number of students staying in the room. Breakfast and dinner are included in the price. Private dormitories vary between 500-1000 TL according to the city where the student will study at university. Private dormitories also have breakfast, lunch, dinner and school service in some dormitories. Apart is the accommodation, where two or three people stay in the same apartment, giving everyone the same fee, electricity-water-heating facilities are provided free of charge, and where the food is only self-owned. The apartments have 1 room for each student. The common living area is bathroom, toilet and kitchen. Apart prices vary according to the city, the average is 400-900 TL. The houses where students can stay are

divided into two as furnished and unfurnished. In the furnished houses, students come with a single suitcase and do not pay anything other than electric-water-heating-meals. In unfurnished houses, the student is obliged to provide all the items that he can use. Furnished houses vary according to the city, but the average is between 1000-1500 TL. Unfurnished houses vary according to the university degree of residence and the year of construction of the house, but homeowners who learn that the student will stay will be able to demand a minimum rent of 1000 TL at least 500.

Food, social life expenditures and travel allowances vary according to the city where the students live and the university they study. Depending on the preferences of the students, these costs will vary depending on the lifestyle and income.

According to the report of HSBC Group “Value of Education: Cost of Success”; school fees of a university student in Turkey, accommodation, total expenditure during the training process, including bills and living expenses is to find average of 87 thousand TL. Parents stated that their children spent an average of 49 thousand TL during their university education. The results of the study show that the students have tried to close the difference of approximately TL 38 thousand by working in part time jobs. In Turkey every 4 students out of 5, work from 4 to 4.9 hours per day a part-time job, while in the course of time is 2 hours per day. More than half (53%) of part-time students stated that they work because of financial need, while 38% stated that they worked to gain experience to help them find employment after university graduation. According to the report, average spending distribution throughout the educational process of university students in Turkey are as follows:

Accommodation: 18.265 TL	School fee: 13.134 TL	Food and market: 11.277 TL	Bills: 8.697 TL
Credit card/ personal credit/ student credit: 8.592 TL	Cloths, accessories: 6.731 TL	Fun: 6.250 TL	Restaurant/cafes: 5.858 TL
Transport: 4.517 TL	Academic book: 1.927 TL	Holiday: 1.102 TL	Spor/fitness: 675 TL
Others: 725 TL			

10. STUDENT BENEFITS

The Higher Education Credit and Dormitory Institution offers dormitory facilities for university students. Dormitory applications of preparatory, first class and intermediate class students; After the exam results are announced by ÖSYM, it is done via e-government portal. Students who are not able to complete their education in the normal education period are provided with dormitory accommodation in 1 more

academic year. Considering the economic conditions of the students, the monthly dormitory fee is 168 TL. In addition, the monthly fee of high-quality private dormitories is between 180-285 TL. In order to provide healthy, balanced and inexpensive nutrition for the students living in dormitories, there are service places such as restaurants, canteens and cafeterias. The price of the meals is reduced by at least 35% of the average market prices, and the quality of the kitchen, warehouse, equipment, materials used and the compliance with the hygiene requirements are constantly checked by dieticians and dormitory managers. Meals are served as a la carte or table d'hôte. Daily nutrition assistance to students living in dormitories; By September 17, 2018, the total amount of breakfast is 4,00 TL and the dinner allowance is 8,50 TL. Students in the dormitories of the dormitory fees and without the cost of security hosted students; 22,50 TL daily nutritional aid is provided.

Some of the universities provide students with low wages for their dormitories. In private universities, scholarship students are provided with free accommodation in dormitories during the period of their scholarship.

Students benefit from public transportation services by the municipalities in the provinces where they are trained.

Students who are granted scholarships by the Higher Education Credit and Dormitories Institution or those who are required to receive services by taking the conditions for getting scholarship, can be employed in temporary jobs in the universities where they study.

II. FORMALITIES

There is no restriction in the higher education examination and can take as many exams as required. Each year, the examination fee is deposited, the registration can be entered as many times as required. Success or failure does not matter.

If the enrolled department is associate program, it is a two-year program. However, associate degree programs must be completed in maximum four years. The undergraduate program is 4 years. Undergraduate programs should be completed in maximum seven years. In addition, undergraduate programs (such as dentistry) with a duration of five years must be completed in a maximum of eight years, and undergraduate programs (such as medicine) with a six-year period of study must be completed within a maximum of nine years. Students are not dismissed due to non-payment of the tuition fee or tuition fee within the maximum period and not renewing the registration. However, the students can be dismissed from the registrations by the decision of the university authorities and the approval of the Council of Higher Education and the non-payment of the tuition or tuition fee for four consecutive years.

Students who cannot successfully complete the preparatory class of the programs in which the language of instruction is fully or partially a foreign language within two years are dismissed from the program.

Students who have been dismissed from the preparatory class of the programs in which the language of instruction is fully or partially foreign language can register to an equivalent program in which the language of instruction is Turkish in their university. In addition, if these students do not have an equivalent program at the university of which they are enrolled, if the students request, with condition of the student's university entrance score is cannot be lower than the base score is provided that the language of instruction can be placed centrally in one of the programs in Turkish once the student has been registered by the Measurement, Selection and Placement Center (ÖSYM) for one time.

However, at the end of these periods, in order to graduate from the education institution of which they are registered, senior students are given two additional exams for all courses they fail. At the end of these exams, those who have reduced the number of failed courses to five courses, three semesters for these five courses, four semesters for the students who fail up to five courses without taking additional examinations (two academic years in the institutions which are taught on the basis of class passing); those who fail a course are given the right to enter the exams of the course they are unsuccessful in. In order to graduate from the program they have followed, they are given the right to graduate from the courses they wish to raise their grade point averages for the students who have been dismissed due to failing to obtain their grade point average (in terms of passing grade). Students who do not attend the examinations, three consecutive academic years or three years in total, are deemed to have waived their right to unlimited examination and cannot benefit from this right. Students who have unlimited use of rights continue to pay tuition / tuition fee per course of study. However, these students cannot benefit from other student rights other than the right to examination. Open education students are not restricted to these periods, provided they benefit from student rights.

For the students who fail to fulfill their obligations to attend the courses in the year-end and year-end exams in accordance with the provisions of this article, they are required to attend one of the preparatory classes and first-grade courses in the first year and to students who fail three courses in the intermediate classes, three exams are given. Students who lose their grades in the intermediate classes, including the preparatory class, are given the right to take an exam at any of the three courses they wish. Those who are given the right to take exams, are admitted to the exams which will be opened at the beginning of each academic year by the universities or high technology institutes if they apply regardless of whether they have a year-end or a year-end examination. At the end of the exams, those who succeed in all the courses they are responsible for are re-enrolled and resume their education. The period in which the students take this examination is not counted from the period of study. Students who participate in these exams cannot benefit from student rights in any way.

12. GRANTS AND LOANS TO FINANCE THE STUDIES

The Higher Education Credit and Dormitories Institution grants scholarship or study credits to the successful and needy students of higher education in accordance with the provisions of the Law on

Granting Scholarship / Credit to Higher Education Students. However, foreign students cannot benefit from these supports.

In addition, there are various institutions that offer scholarships to university students. Some of them are;

- HACI OMER SABANCI FOUNDATION,
- SOCIETY VOLUNTEERS FOUNDATION,
- ISTANBUL CHAMBER OF INDUSTRY FOUNDATION,
- ISTANBUL CHAMBER OF COMMERCE,
- VEHBİ KOÇ SCHOLARSHIP,
- SABANCI FOUNDATION,
- 21st CENTURY EDUCATION AND CULTURE FOUNDATION (YEKÜV),
- ALARKO TRAINING AND CULTURAL FOUNDATION,
- UNION FOUNDATION,
- TURKISH EDUCATION FOUNDATION (TEV)

Apart from these foundations, various state universities and private universities offer scholarships for successful students.

In addition, there are many scholarship opportunities for students who cannot complete their education due to the conflict in Syria. Many governments, universities and private organizations provide scholarships for international students. The following programs are examples of these opportunities:

- DAAD (GAEP) (German Academic Exchange Programme)
- Chevening Scholarships from England (Chevening Scholarships)

13. SURVEY – METHODOLOGY AND RESULTS

The survey is applied to 2 different groups; teachers and students. 20 students and 16 teachers responded to the questionnaire.

13.1.ANSWERS FROM STUDENTS

- 6 of students are male and 14 of them are female.
- There are 5 Syrian, 10 Iranian, 2 Iraqi, 2 Azeri and 1 Afghan students
- 19 of them are between 15 and 20 years old, and 1 is between 21 and 25 years old.
- Generally, they have been in Turkey for over 3 years. The one has been residing the longest time in Turkey for 7 years.

- Two of them has an occupation. One of them works as a pharmacy employee, as worked in his home country. The other works in the field of gastronomy.
- 6 students responded to the first question "Are you interested in academic studies in your host country's universities?" as No; thus, they didn't continue the questionnaire. Rest of 14 students responded to the whole questionnaire.
- 4 students have various Professional experience such as, pharmacy, gastronomy, beauty and skin care, translation from English to Arabic.
- Two students have already completed a level of language which are B1 and B2. However, 4 students think that the level they have completed is enough to successfully take part in academic studies.
- In Part B for the 7th question the respondents are following;
 - My knowledge of general academic vocabulary – 5
 - My knowledge of domain specific vocabulary – 3
 - Reading comprehension of academic texts – 3
 - Writing an academic text – 1
 - Formulating an answer to an open-ended question – 1
- 5 of them have a diploma from their previous education with them in their host country.
- 3 of them responded the next question as Yes; they need help in validating their degree from their home country.
- Diplomas of the 4 individuals have been translated into the host country's language.
- 5 of the respondents have no previous knowledge of the higher education system in the host country. 7 of them have some knowledge, and 1 of them has good knowledge.
- In Part B for the 12th question the responses are as follows;
 - 4 of them mentioned about the lack of grammar.
 - I don't have enough information about universities, its point system, quota. In addition, which courses I'm going to have an exam, I do not know which courses to have at the university.
 - There is a lack of orientation issues.
 - I have inadequacies to understand what I read.
 - We have no knowledge about the participation of foreign students in higher education.
 - I'm having trouble reading. I can't communicate very well with my friends. I'm being ostracized by some friends in class. I have difficulty in understanding some sentences. For this reason, I think I am inadequate in language education.
 - School clubs because I used to participate in many school clubs one of them is the German School clubs. I helped people coming from Germany to know a lot more about the USA Also. In the USA we had a program called ESL-ENL which was for people who can't speak English. I used to help to teach in that program. I would like to see that

program in Turkey too. Due to the fact that there are many people like me who want to learn more Turkish, and it could be TSL.

- They don't teach the English language enough.
- In Part B for the 13th question the responses are as follows;
 - 2 of them needs support or help about grammar.
 - 3 of them mentioned the support for the lessons such as Turkish, Chemical, Biology, Maths, Physics and English.
 - I need to improve my Turkish and be informed about higher education.
 - I need proper guidance by our teachers.
 - I need support and help in Language and Computer areas.
 - I don't think that I need help in any think as long as its in English.
- In Part B for the 13th question the responses are as follows;
 - 3 Medicine, 3 IT and technology, 3 Law, 3 Other, 2 Humanities, 2 Psychology, 1 Art, 1 Journalism, 1 Education, 1 Architecture, 1 Engineering
- They are interested in studying/working in the above-mentioned fields because they believe that there is a profession they can do, the best fields that suit and reflect them, they have been interested since childhood or they love or have a passion for it.
- Only 2 of them have had the previous education in the above fields in technical school in Turkey.
- Regarding to the question "proficiency level vocabulary in the field they would like to study/work in", 4 of them responds as Good, 6 as Low, 2 as Average and 1 as No knowledge.
- Regarding to the question "proficiency level in academic vocabulary", 5 of them responds as Low, 3 as Good, 3 as Average and 2 as No knowledge.
- There is only one person knows 4 languages. 5 people know 3 languages, 3 people know 2 languages, and 4 people knows only one language. Generally, their Turkish language level is "Good enough to use for work". 4 of them mentioned as "Advanced, suitable for any professional activity".
- All of the respondents have a mobile phone, but only 3 of them have access to a tablet. 9 of them have access to a laptop/PC.
- Regarding the 5th question in Part C;
 - For web browsing, 6 of them assess their skills as Very Good, 2 Excellent, 2 Good, 3 Average and 1 Poor.
 - For e-mail, 5 of them assess their skills as Good, 3 Very Good, 1 Excellent, 1 Average, 2 Poor, 1 Very Poor and 1 No skills.
 - For Social media (e.g. Facebook, Twitter, Instagram, etc.), 5 of them assess their skills as Good, 3 Very Good, 4 Excellent and 2 Average.
 - Fro Communication software (e.g. Skype, Viber, WhatsApp, etc.), 6 of them assess their skills as Very Good, 1 Good, 4 Excellent and 3 Average.

- Fro Computer and video games, 4 of them assess their skills as Very Good, 3 Good, 2 Ecellent, 2 Average, 1 Poor, 1 Very Poor and 1 No skills.
 - Fro Office software (e.g. word processing, spreadsheets, presentation program, etc), 3 of them assess their skills as Very Good, 3 Good, 1 Excellent, 5 Average, 1 Poor and 1 No skills.
- Regarding the 6th question in Part C; in the last two years, they use their electronic devices and the internet for;
 - Working: 8 of them responses as Never, 3 Often, 2 Sometimes and 1 Very Often.
 - Studying: 6 of them responses as Often, 4 Sometimes, 2 Very Often, 1 Rarely and 1 Never.
 - Entertainment (e.g. watching shows/series, gaming): 6 of them responses as Often, 6 Sometimes and 2 Very Often.
 - Socializing (e.g. social media like Facebook, Twitter, Instagram): 7 of them responses as Often, 5 Very Often, 1 Sometimes and 1 Rarely.
 - Communication (e.g. phone calls, e-mails): 7 of them responses as Often, 4 Sometimes, 1 Very Often and 2 Rarely.
 - Shopping: 4 of them responses as Rarely, 3 Sometimes, 3 Never, 2 Often and 1 Very Often.
 - Reading: 4 of them responses as Very Often, 3 Sometimes, 3 Often, 1 Rarely and 1 Never.
 - News: 4 of them responses as Often, 4 Sometimes, 2 Very Often and 3 Never.
- Regarding the 8th question in Part C; in the last two years, they use;
 - Mobile phone: 10 of them responses as Very Often and 4 Often.
 - Tablet: 7 of them responses as Never, 3 Rarely, 1 Often, 1 Sometimes and 2 Very Often.
 - Laptop/PC: 5 of them responses as Sometimes, 3 Often, 3 Very Often, 2 Rarely and 1 Never.
 - Web browsing / Internet surfing: 5 of them responses as Very Often, 5 Often and 3 Sometimes.
- Regarding the last question, 6 of them didn't get training in any internet and computer skills. 2 of them got computer course. One of them received training on Microsoft office applications for 1 month. The other one got Javascript 3 months, CSS web language 3 months and HTML web language 1 month. Another one got IED-DDP course during 2 years.

13.2.ANSWERS FROM TEACHERS

- According to responses of teachers, they have been working with the specific target group for averagely 4 years. The extreme points are as follows; one of them has been working for 1 year, and another one has been working for 10 years.

- 4 of them believes that the students are well informed about the higher education system in Turkey. On the other hand, 11 of them don't think so. One of them doesn't have any idea.
- 3 of them responded that the students "Often" come to them for information about academic studies. However, 9 of them mentioned as "Rarely", and 3 of them said "Never". One of them didn't indicate anything.
- Half of the respondents consider that they have enough knowledge about the academic system to inform the students. On the other hand, 5 of them haven't enough information, and 3 of them aren't sure themselves.
- Regarding to the 6th question, the teachers share the following ideas;
 - 10 teachers think that they should be trained in Turkish.
 - Material and spiritual support
 - They don't need support or assistance for higher education. Since they are vocational high school students, they are exempted from most courses at the university. Extra student placement quota is also available. That's why I think they don't need support.
 - Financial support, Self-esteem development studies, Academic studies, University promotion and excursions
 - Students need to be guided. There is no information on higher education. Since they are in vocational high schools, their primary objectives are to finish high school and have a job.
 - They need to acquire academic knowledge and skills. Most students do not study because they can go to higher education even though the exam result is bad.
 - Entry to higher education system, Programs that they may prefer, Language proficiency test and assessment system
 - After graduation from higher education, they need information about job opportunities.
- Regarding to the 7th question, the teachers share the following ideas;
- They cause they get financial support and do not suffer from anything.
- 9 of the teachers estimate that "Very few" students come from an academic background. 3 of them consider "None" of them have like a background. Lastly, each 2 of 4 teachers mentioned as "Some" and "Many".
- 6 of teachers estimate that "Very few" students are at a language level that would suffice to successfully take part in academic studies. However, while 4 of them responded as "Some" students are sufficient, the other 4 thought "None" of them. 2 of the teachers consider "Many" students can successfully take part in academic studies.
- Regarding the 10th question, the responses are as follows;
 - Their knowledge of general academic vocabulary – 7
 - Their knowledge of domain specific vocabulary – 4
 - Reading comprehension of academic texts – 10

- Writing an academic text – 6
 - Formulating an answer to an open-ended question – 8
- Regarding to the 11th question, all of the respondents are of the same mind that it makes a positive contribution to the students. They think the students can learn more easily and effectively. Also, it will be effective in socialization and language development. However, there should be not too long and non-boring activities.
- Regarding the 12th question, the responses are as follows;
 - General information about the academic system – 9
 - General academic vocabulary – 9
 - Domain specific vocabulary – 10
 - Other – 1
- Regarding to the 13th question, some teachers share the following ideas;
 - The script should be prepared according to the field knowledge and academic vocabulary.
 - It should be suitable for age groups and be appropriate to language and culture levels.
 - Vocabulary games can be used to increase vocabulary sets and vocabulary usage.