

PCPCMI study meeting,
Roma, 10t-11 October 2014



Situation of international students in Europe

Sr Nathalie Becquart, xavière,
directrice SNEJV,
responsable nationale pastorale étudiante

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From International track to universal catholic(wo)man



Very thankful to

- Pontifical Council for the Pastoral Care of Migrants and Itinerant people
- SECIS
- Dr Hermann Weber from Germany
- Ms Roberta Canning from England
- International students



Welcome in Europe!

Introduction

- The first regional area for welcoming international students (IS)
- The second regional area for sending IS in the world : 800 000 european students all over the world
- Promoting international students move



Youth on
the Move

An initiative of the European Union



A key role in student mobility

Introduction

- A strong intra-Europe mobility
- Erasmus program : a major program for EU (European Union)
- An historic experience (university in the middle-ages)
- A tool for european influence today
- A way to help professional integration and immigration for qualified workers



University and the building of Europe

Introduction

- The Bologna Process has transformed the face of European higher education.
- Development of a European citizenship
- European Higher Education Area : Students and university teachers in network
- A story of european meetings : Erasmus babies!
- Building a European identity, developing cross-cultural skills





A turning-point in a changing environment

Introduction

- New global and multipolar world,
- New generation with digital post-modern culture
- Great transformations : internationalisation and teaching/transmission crisis
- From the medieval university to business style corporations :
 - to operate in the global market place,
 - student as a consumer/future firm worker
 - Human-values vision/profit vision

Listening to international students

Vinun from India to Paris

First of all, I missed my big family, Parents, Brothers&sisters, Aunts&uncle, Friends, colleagues in india. Even though i have a family in France, no one couldn't compensate that. I stayed in my uncle's home. My studies was abandoned by my uncle's family members. There were many problems regarding the mutual rights in the family. Why because I was new comer. And I had passed 6 months very hard without basic needs(proper food,clothes and shelter). I wanted to live my own. Indeed, need some money. But, no one helped me to find a part time job.

God's grace, I had found an internship in a company. When the third month of my internship passing, my visa was expired. My uncle helped me for the visa renewal process. That's why my aunt became jealous. There were many problems fabricated against me. Finally I was thrown out by my aunty. Because, my uncle also misunderstood on me. His brain was washed.

I didn't know where to go. Some nights were spent in the trains and some friends home. I couldn't find any location for me. Because, I didn't know anything in France. At the same time i wasn't speaking enough French. Inspite of that, my sincerity in my work, I was deserved for the encouragement of my employer. He helped me to find a lodging.

I was quite stressed out when started living my own. I needed some mental recovery&rest. Because my mind was totally absconded since one year. My loneliness made me to try to meet my uncle sometimes. But, I was not authorized to meet him

I felt my loneliness to much. I spent one year very lonely. In spite of that, I have started learning how to live in france. how to communicate with people. My loneliness taught me a lot. I had started exploring myself. Of course, I am still a good learner.

In the next year, I met Mathieu in my class. He took me to the chaplaincy sous-le-figuier. I could get some moral support, encouragement, teaching, preaching and friendship or at least some smiley faces. This is long destiny which is something personal. I hope you won't share this to anyone else.



I - The current structure of academic/university education in Europe

- A range of different systems (cf scheme)
- Towards unification with Bologna process
- Meetings between european ministers of Higher Education
- Mostly public + private higher education institutions
- Public expenditure on tertiary education

Educational systems

I - The current structure of academic/university education in Europe

- A range of higher educational system from 1 to 6/8 years
- Universities/Schools/Technical or professional Institutes
- Bologna system LMD (3,5,8 years)
- The European Higher Education Area : EHEA

Context of EHEA

I - The current structure of academic/university education in Europe

- EHEA countries have to implement reforms in very different contexts. Student numbers vary enormously (+ or – demographic changes).
- Differences also exist regarding the orientation and funding of higher education institutions. Similarly, responses to the recent economic crisis also differ in the region: while public expenditure increased considerably in some countries after 2008, there have been significant budget cuts in others.
- Yet, the result of the crisis has been an overall decline in public higher education expenditure.

The Bologna Process and its objectives

I - The current structure of academic/university education in Europe

- Common objectives for the higher education systems of 47 countries
- To serve an increasing range of societal demands
- higher education structures have been modified
- quality assurance systems developed,
- mechanisms to facilitate mobility established, and a range of issues for the social dimension of higher education identified.



II -The tendencies of student mobility towards Europe and from Europe

I - The current structure of academic/university education in Europe

- Diversity of international students
 - From Europe (Erasmus)
 - From all over the world
 - From conflict areas and southern countries with poverty
 - Student mobility and/or work immigration?
 - promoting excellence and mobility, but regulation, agreements, mastering immigration flows

Europe on the move

II - The tendencies of student mobility towards Europe and from Europe

• Top 10 destination countries:

- United States (18% of total mobile students)
- **United Kingdom (11%)**
- **France (7%)**
- **Australia (6%)**
- **Germany (5%)**
- **Russian Federation (4%)**
- Japan (4%)
- Canada (3%)
- China (2%)
- **Italy (2%)**

• Top 10 countries of origin of mobile students:

- China (694,400 students studying abroad)
- India (189,500)
- Republic of Korea (123,700)
- **Germany (117,600)**
- Saudi Arabia (62,500)
- **France (62,400)**
- United States (58,100)
- Malaysia (55,600)
- Viet Nam (53,800)

Regions that host the largest number of mobile students:

- North America and **Western Europe (57% of total mobile students)**
- East Asia and the Pacific (20%)
- **Central and Eastern Europe (10%)**

Europe on the move

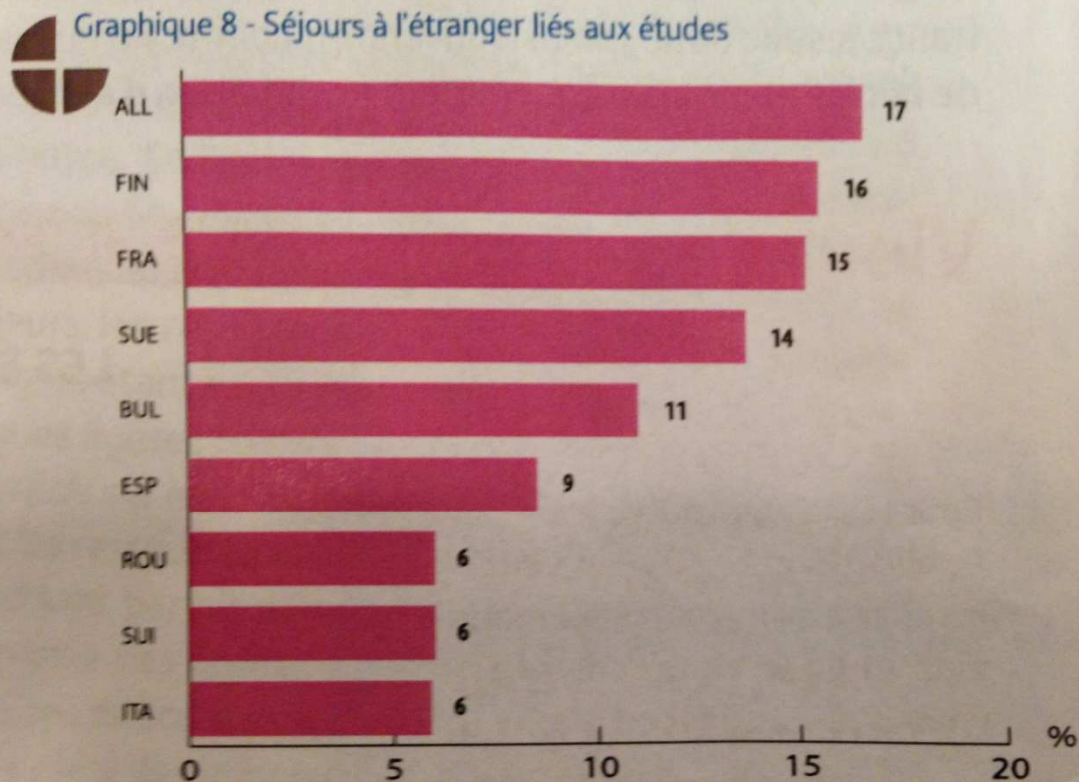
II - The tendencies of student mobility towards Europe and from Europe

- IS are coming from :
 - 1/ Asia(52,7%),
 - **2/ Europe (23,1%) = 1, 15 millions**
- Young european students have the highest mobility rate in the world
- the number of international students in Europe increased by 114% from 2000 to 2010.
- IS are going in :
 1. *US (16,5%)*
 2. **United-Kingdom (13%)**
 3. **Germany(6,3%)**
 4. **France (6,2%)**
 5. *Australia(6,1%)*



Europe on the move

II - The tendencies of student mobility towards Europe and from Europe



Données non disponibles pour la Grande-Bretagne

Lecture : 11% des étudiants bulgares déclarent avoir effectué au moins un séjour à l'étranger en relation avec leurs études depuis leur entrée dans l'enseignement supérieur.

The place of Europe is decreasing

II - The tendencies of student mobility towards Europe and from Europe

- A new global map for higher education : new emerging actors on the international market
- Before 2 majors areas : US and Europe, now new countries
- Very rapid transformation towards a multipolar world of higher education : Travelling is so easy now
- Investing in higher education : A key challenge for tomorrow
- Europe has new competitors that are very attractive
- Some eastern european countries try to develop higher education : Romania, Poland, Hungria, Russia try to attract more IS with the support of EU



The european context

II - The tendencies of student mobility towards Europe and from Europe

- A priority : to attract IS
- Regulation (conditions for IS)
- Economic crisis and unemployment : Fears and racism, increasing of populism in Europe, rejecting the strangers, closing frontiers
- Debates about IS and (illegal) immigration
- Student work, teaching in foreign languages



The european context

II - The tendencies of student mobility towards Europe and from Europe

- Democracies
- African and Chinese students
- The discovery of a secular democratic and individualist society for those who are coming from authoritarian systems

Paroles d'étudiants

Xiao, étudiante chinoise, baptisée à Paris

Le second choc culturel a été celui provoqué par mon arrivée à **Paris** en 2002. Mon rythme de vie d'étudiante au lieu de m'être imposé comme à Shanghai, était laissé à mon initiative. En même temps, les études que je faisais à Paris II Assas en information et communication, ne cessaient de me vanter les bienfaits de la liberté et de l'ouverture vers les autres, bref de la communication alors que naturellement les Chinois ont la tendance que vous savez à la ghettoïsation.

En trois ans, il m'a fallu, non sans mal, **passer d'une société de fermeture à une société de l'ouverture, d'une société où l'individu n'existait pas devant la toute puissance de la famille, à une société où régnait en maître l'individualisme.** J'ai du accepter l'idée que la réussite sociale n'était pas forcément et seulement financière mais qu'elle pouvait correspondre à l'intérêt du travail fourni. Mes voyages au Danemark, en Autriche, en Allemagne m'ont montré que les valeurs judéo-chrétiennes de la France étaient également des valeurs européennes. Je dois dire que cette découverte n'a pas été brutale. Elle s'est faite parfois au niveau du subconscient, en tout cas de manière très lente, par touches impressionnistes.

C'est ma découverte des valeurs judéo-chrétienne de l'Occident qui m'a d'ailleurs permis de mieux comprendre les réalités de la culture chinoise. Il est vrai que concernant cette dernière, j'ai du mal à séparer ce qui relève de la tradition millénaire chinoise de ce qui procède du conditionnement marxiste-léniniste que mes parents et moi-même avons subi. Il ne faudrait pas croire que ce conditionnement ait disparu à cause de la forte croissance économique du Pays. Il ne faut pas oublier que la Chine d'aujourd'hui est un pays où règne un capitalisme sauvage dirigé par un Parti communiste dont le slogan principal est : « *il est glorieux de s'enrichir* ». En ce sens, l'idéologie dominante de la Chine d'aujourd'hui va totalement à l'encontre des valeurs catholiques.



III -The existing political and economic policies

- Erasmus and Bologna process
- Attraction and regulation
(Unemployment and immigration)
- To be competitive in the marketplace for higher education with emerging operators
- To act on barriers to mobility: funding the journey and stay, persistent economic and social inequalities

Bologna process

III -The existing political and economic policies

- For building EHEA
 - Started in 1998 by France, Germany, Italy and UK : Sorbonne declaration in 1998, process developed in Bologna in 1999 with 29 countries
 - Now 47 countries, 56000 institutions, 31 millions of students involved in this european adventure
 - For developing mobility, visibility and attraction of EHEA, Bologna process has 3 main objectives :
 1. To organize studies in 3 cycles Licence – master – doctorate
 2. To develop tools for recognizing (EQF European Qualifications Framework)
 3. To implement a quality process
- Meetings with HE ministers : Prague (2001), Berlin (2003), Bergen (2005), Londres (2007), Louvain (2009), Budapest-Vienne (2010), Bucarest (2012) give orientations and precise reforms.

EHEA (European Higher Education Area)

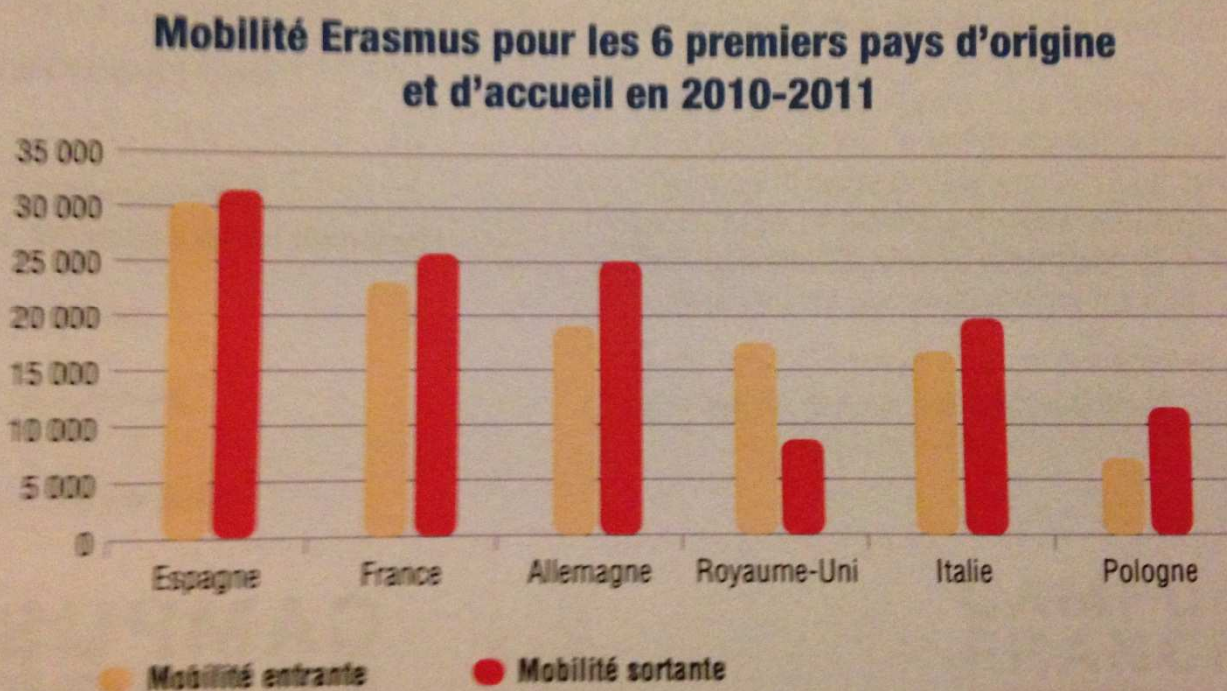
III - The existing political and economic policies

- After 25 years 47 countries : academic achievement, linguistic and socio-cultural aspects, development critical, european network
- Improving a european identity
- Objective UE for 2020 : 20% of graduates recipients of transnational mobility (internship or study)
- Priorities
 - Challenge to invest in higher education for the future
 - To give a well qualified higher education for all
 - To increase employability and to face european needs
 - To reinforce mobility



Erasmus

III - The existing political and economic policies



III -The existing political and economic policies

- England
- Germany
- France



England (Ms Roberta Canning)

III -The existing political and economic policies

- IS in all universities, very diverse
- Many came with unrealistic expectations
- Lack of money and intellectual preparation
- Secular society but relationships between universities and chaplaincies
- Hospitality and welcoming the stranger in chaplaincies

Germany (Kaad, Dr Hermann Weber)

III -The existing political and economic policies

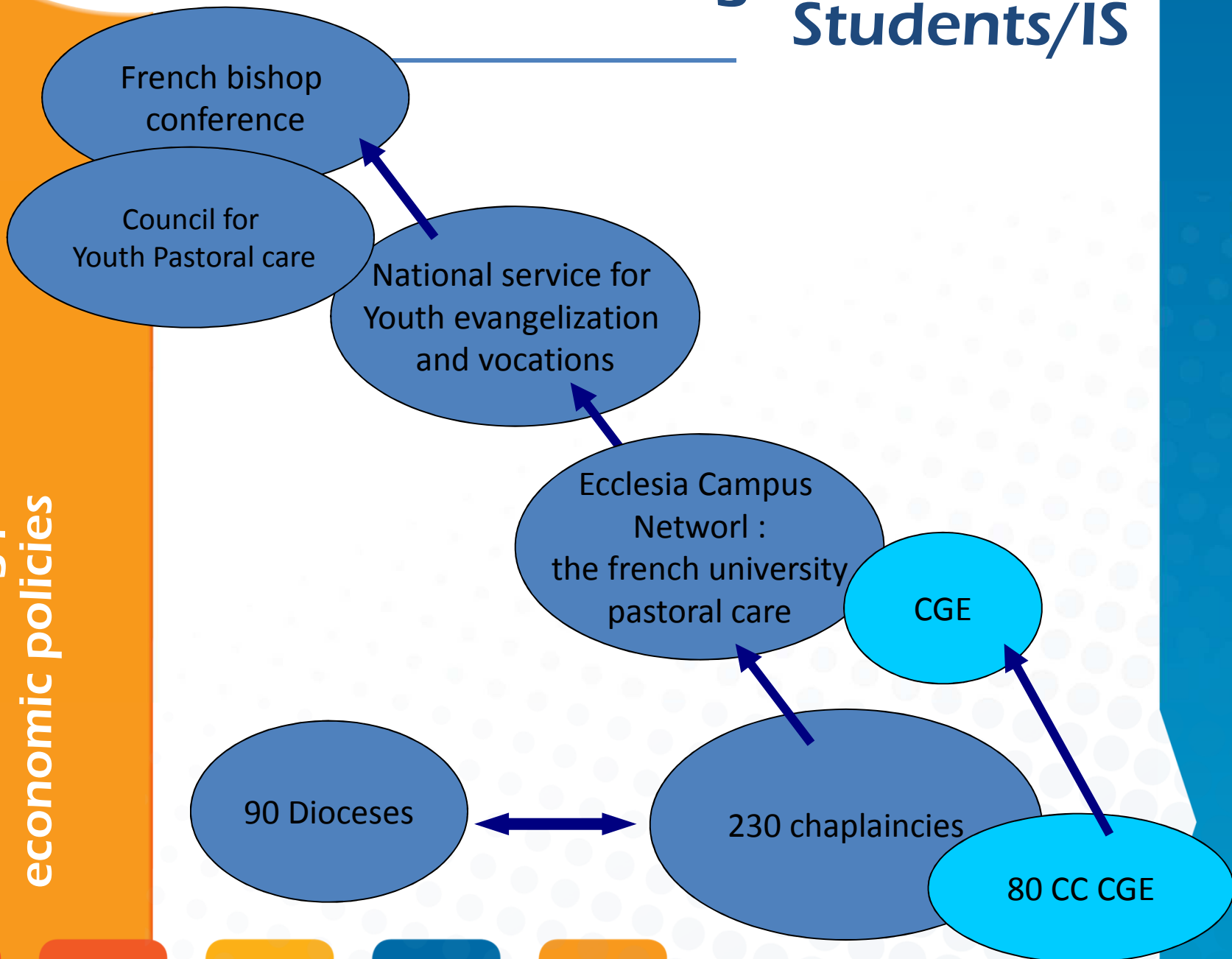
- German system of higher /tertiary Education with 423 universities of applied sciences
- From a formation of the whole personality (« bildung ») to a vocational-oriented education («Ausbildung »)
- Overdose of obedience implementing the Bologna-Reforms
- English language is increasing
- 3000 909 IS in 2013/2014 (China, Russia, Austria, India, Bulgaria, Turkey)
- DAAD biggest public agency for international academic exchange worldwide (→ 350 000 IS in 2020)
- University pastoral is an « agency » among others, « pressure » coming from muslim or Evangelical actors
- → Diversity moto (gender, culture, age...)

III -The existing political and economic policies

- A specific system with 2 realities
 - Universities : 80% of international students
 - « Grandes Ecoles » (engineer and business schools) very strong on international experience
- An agency Campus France for promoting and dealing with international students (with delegations in 110 countries),
- International service in each university or school, french campus abroad
- 5 catholic universities with a strong IS policy

Our Church organization for Students/IS

III -The existing political and economic policies





To serve local chaplaincies



LA PASTORALE
ÉTUDIANTE
EN
FRANCE



III - The existing political and economic policies



<http://www.jeunes-vocations.catholique.fr/pastorale-etudiante/presentation-du-reseau/presentation-de-la-pastorale-etudiante.html>



IV - Human and spiritual needs and demand of the international students

- A global and digital generation...
- But still a culture shock !
- And sometimes a religious shock in secularized societies (an other church/Islam..., an other relationship between state and religion)



International students = young2.0 /digital culture

- Screen culture/writing culture
- Image, video, sound, music
- Medias, web, advertising
- Google culture : question/research
- Individualism/personnalisation
- Feelings/emotional/affectivity
- Key word = CO,
sharing and interactivity



International students = young2.0

IV - Human and spiritual
needs and demand of the
international students

Engagement citoyen

Globalisation

Information instantanée

Gratification immédiate

Connectés

Impatients
(MAINTENANT)!
Pas dans 5 minutes

Horizontale

Rapidement ennuyés

Mobiles

Multi-tâches

Interdépendants

Adaptables



Facing many problems

IV - Human and spiritual needs and demand of the international students

- The cost of life : increasing poverty, need to work for studying
 - Administrative and visas problems
 - Problems for studying in an other teaching system
 - problems of accomodation
 - Racism, unfriendly attitude,
 - Solitude and depression
- Needs to be considered and respected

Paroles d'étudiants

Hilda, de la Roumanie à Paris

En entrant dans mes études supérieures, je n'ai pas rencontré de problèmes tout de suite. L'idée d'entrer dans la vie d'étudiante était même plutôt réjouissante : une nouvelle vie, un nouveau départ... Et puis je n'étais pas seule, j'étais accompagnée pour entamer ce nouveau départ.

Et puis, les doutes professionnels se sont installés : changement d'orientation, obstacles administratifs, problèmes d'argent. On se rend compte alors que l'on perd rapidement ce que l'on met du temps à obtenir.

Ma réelle difficulté a été mon isolement. Je pense que l'on néglige souvent ce mal-être que perçoivent les étudiants, mais un étudiant en proie aux doutes et en période de transition est souvent confronté à une solitude : pourquoi mon chemin n'est-il pas tout tracé comme les autres? Vais-je réussir à trouver ma voie? Je vaudrais certainement moins que ceux de ma promo qui eux ont réussi... Alors on se renferme, on s'isole



Winning or losing?

IV - Human and spiritual needs and demand of the international students

- Curiosity, intellectual searching, desire for studying, seeking for new horizons
- Open-mindedness or withdrawal
- Integration or isolation
- International elite or pauperization
- Lack of intercultural preparation



A journey towards a new identity

IV - Human and spiritual needs and demand of the international students

- Dealing with disillusion and disappointment
- Becoming different
- Staying or going home
- In France, 30% of foreign students stay to work, a major source of skilled workers



A step for growth

IV - Human and spiritual needs and demand of the international student

- Being listened to and supported
- Reflection : need to put words on his experience
- Learn to deal and discern between his native culture and new culture
- Overcoming failure
- Relationships with his family and his country (pressures, parental investment)
- Growing up in true freedom

Paroles d'étudiants

Benjamin du Burkina-Fasso

Une des épreuves difficiles que j'ai traversée est le décès de ma petite sœur au pays. Elle était partie subitement. Je n'avais que mes larmes pour pleurer. Je me sentais totalement impuissant. **Grâce à des amis (notamment ceux du figuier), j'ai pu traversé ce moment avec beaucoup de courage et j'en suis sorti grandi.** J'ai trouvé le réconfort avec la visite que j'ai rendue à la famille. Visite rendue possible grâce à mon entreprise.

Maintenant je suis mes cours, je continue de travailler dans mon entreprise et je donne des cours de soutien en maths à deux enfants de 4e. La vie continue et demain est un autre jour.

Ce que j'ai retenu : ***la grâce de Dieu nous accompagne là où sous sa main nous conduit. Dieu ne peut pas nous tenter au delà de nos limites. Les épreuves qu'il nous fait subir sont celles que nous pouvons supporter car il y a pire que ce qu'on croit être pire.***

Great thirst for catholic students

IV - Human and spiritual needs and demand of the international students

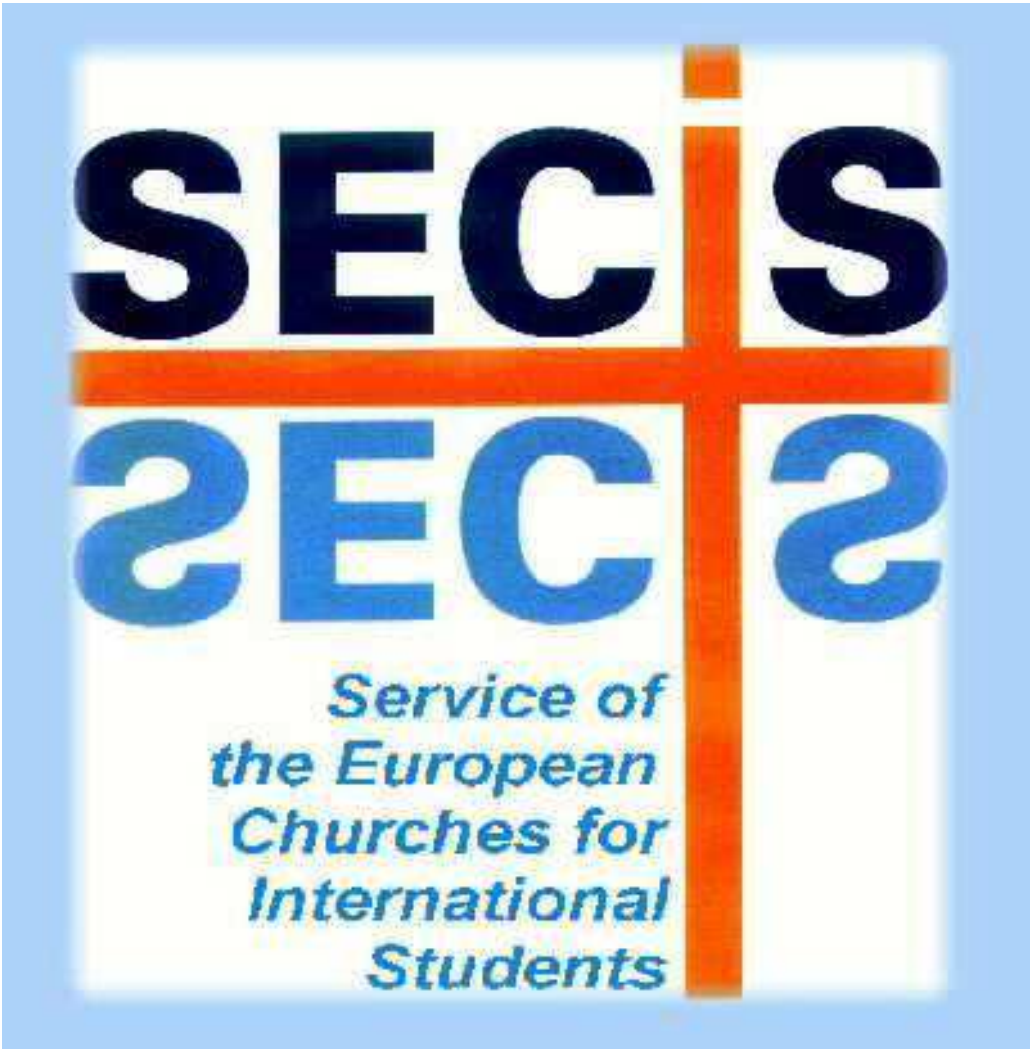
- **Spiritual thirst**
 - Need to be firm in the faith
 - Need for prayer and introspection
 - Need to pause, reflect, listening and support
- **Thirst for training**
 - Need of basis and keys for christian life
 - Need testimonies and teaching
 - Need to be reassured and supported
 - Need for human and Christian formation



V - The existing pastoral care in Europe towards IS

IV - Human and spiritual needs and demand of the international students

- Part of regular university pastoral care
- A great enrichment for university pastoral care
- Each year a European congress for university pastoral care (CCEE)
- A network of national university chaplains → european network for chaplaincies
- SECIS



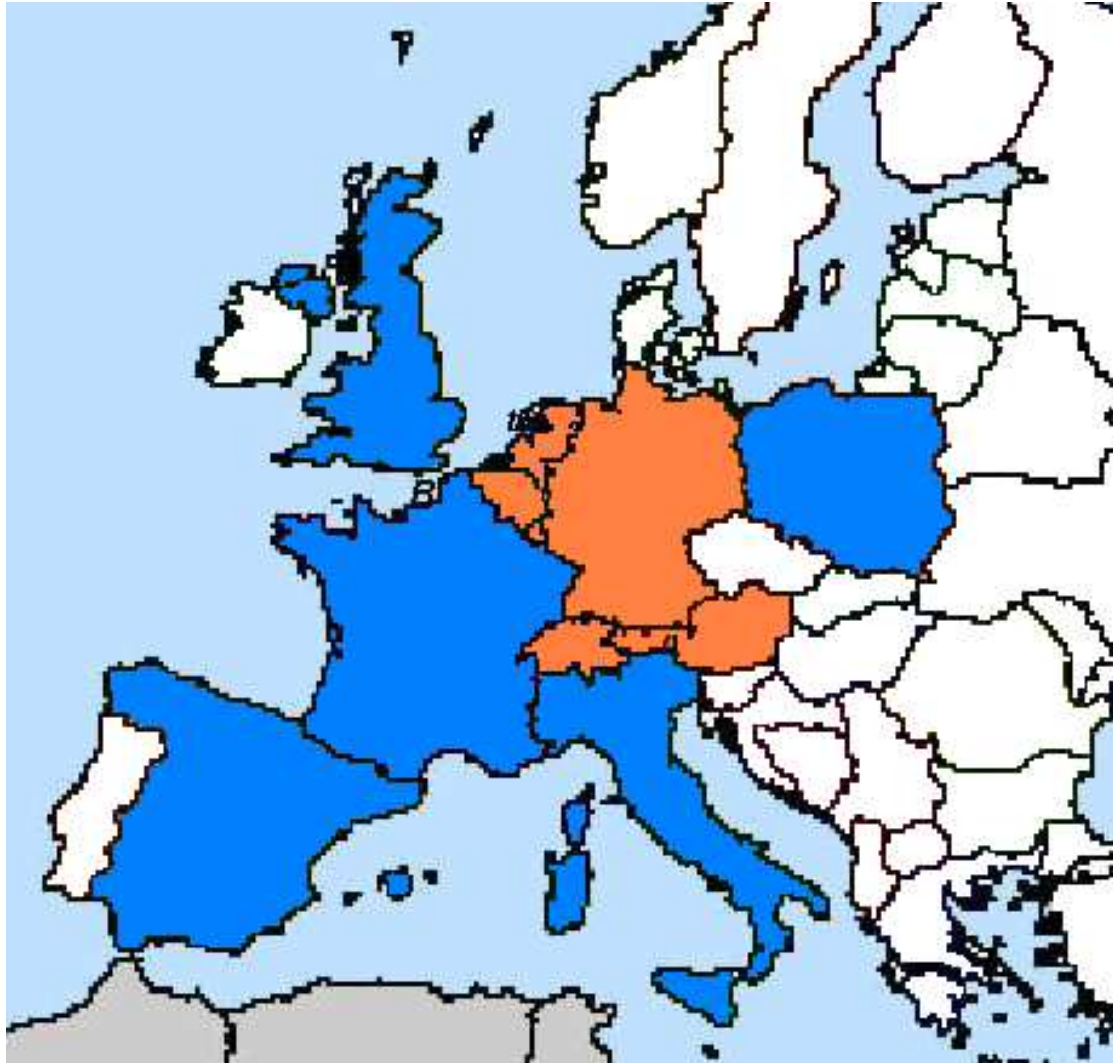
SECIS

2EC2

*Service of
the European
Churches for
International
Students*

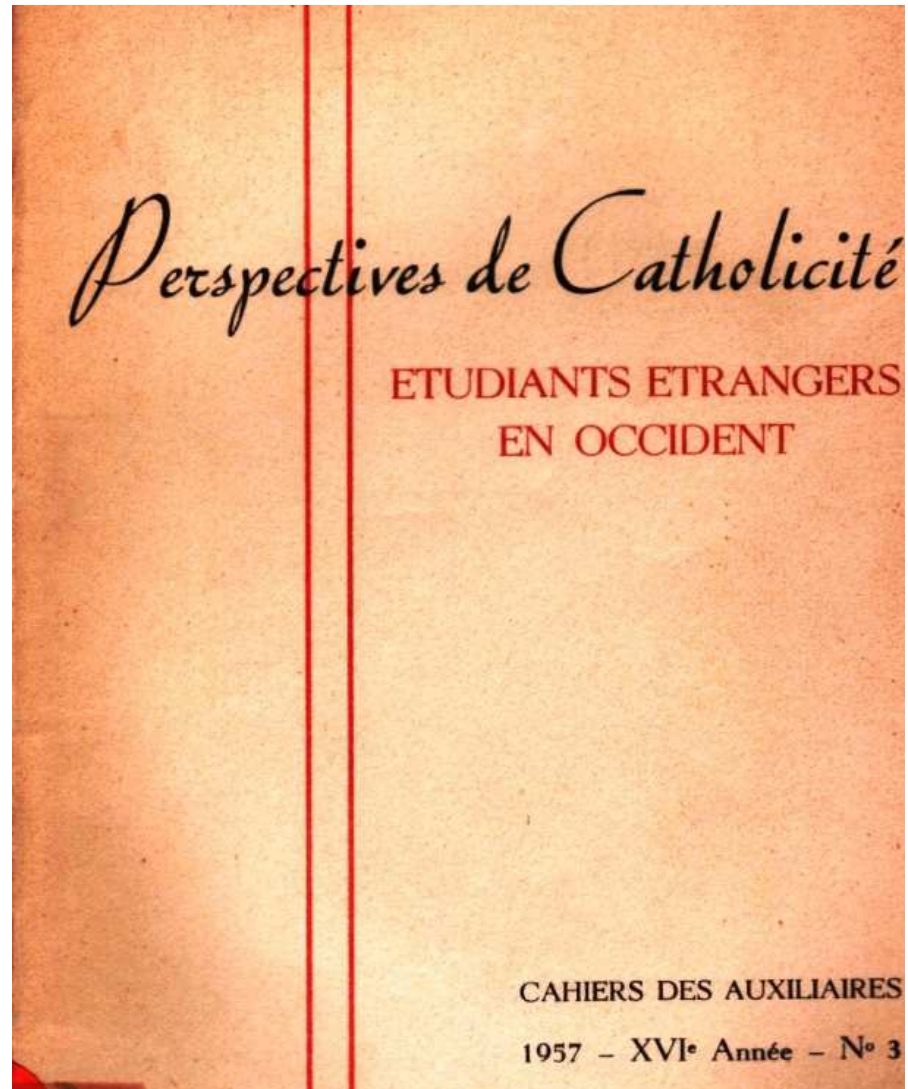


Members



- Belgium
- The Netherlands
- Germany (KAAD and EKD)
- Switzerland
- Austria
- Luxembourg
- France
- United Kingdom
- Italy
- Spain
- Poland

History



Belgium



Club van Eyck: Forum for intercultural activities with and for students from developing countries



Ontmoeting Buitenlandse
Studenten Gent vzw



Student's Welcome Club: Student association, recognized by the University of Gent



FENACA:

Fédération Nationale
des Centres
d'Accueil



The Netherlands



Germany



**Gemeinsame Zukunft in einer
gerechten Welt –**

Excellence and Responsibility



Switzerland



Justinuswerk



Mehr als je vorher ist die Ausbildung
der Schlüssel für eine wirkliche
Entwicklung.

Das Justinus-Werk hilft, eine Globalisierung der Solidarität zu verwirklichen.



**CITÉ
St-
J
U
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T
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N**



Austria

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AFRO ASIATISCHES INSTITUT SALZBURG

[AAI](#) [AKTUELLES](#) [ARCHIV](#) [KooperationspartnerInnen](#)

AAI



Afro-Asiatisches-Institut Salzburg

wo interkulturelles Leben stattfindet

Entwicklungspolitisches Bildungsprogramm
Internationale Studienförderung
Interkulturelles Veranstaltungsangebot

Ausgezeichnet mit dem Regionalitätspreises 2010!

Caritas



Land Salzburg

Osterrömisches
Entwicklungszusammenarbeit

KHG Unipfarre Salzburg

UNIVERSITÄT
SALZBURG

Katholische
Frauenbewegung

Afro Asiatisches Institut Salzburg Wn. Philharmonikergasse 2 - 5020 Salzburg

Luxembourg

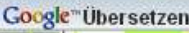
Lieu d'initiatives et de service des étudiants au Luxembourg



Feel free to contact: info@lisel.lu
Phone 26 44 01 01; Mobile 621358168;

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Sprache auswählen 

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SUMMERTIME

Hi students, enjoy your holidays;
If you stay in Luxembourg during July and August, don't cry, just come to LISEL;
Students will welcome you every thursday and friday from 7pm to 9 pm for barbecue, games and other climate related fun and nonsense

LISEL is a student service, where we match needs and competences of students supported by a professional team, EVS and other volunteers

LISEL is a place where everyone is welcomed, respected in his differences and challenged to grow together in humanity

LISEL is hosted at N°5 , avenue Marie-Thérèse in Luxemburg-city, building A, (side entrance), at 3' from Hamilius, opposite to the municipality park

LISEL offers

International student encounters every **Friday evening** from 7:00 p.m. to 10:00pm for discussing and sharing, dancing and fun, eating and enjoying

Personal counseling and support on **Monday** and **Wednesday** between 10:00 am and 2:00 pm , on **Thursday** and **Friday** from 4:00 to 7:00 pm.

Special activities, see next pages...

Contact

NEWS TABLE

Support to Newcomers at Uni-Lu during whole summertime.

Opinion

Do you prefer public social security for students even if it will be more expensive?

☐ yes
☐ don't know yet
☐ no

Do you agree with private health insurance for students even if the coverage will be less good?

Common activities

- **annual conference**
- **exchange of information on the situation of the international students in different countries**
- **constitute documentation on the subject**
- **co-ordination of activities of the Church in the international area of the universities**

Common activities

- **representation of the members at international organizations in order to give notice of the views of the Church**
- **promotion of common projects in favor of international students, concerning their guidance (mainly on pastoral level) in a spirit of inter-religious dialogue and intercultural exchange**

SECIS Board



**SECIS Executive Board with Sr. Assunta (Vatican):
P. Dr. Avin Kunnekkadan SVD (NL), Dr. Hermann Weber (D),
Prof. Dr. Pierre Devos SJ (B) and Marco Cattaneo (CH)**

Joint Projects



European Seminar:

Visiting the
EU-Parliament
in Strasbourg



At the heart

V - The existing pastoral care in Europe towards IS

- Hospitality and Welcoming programs
- A safe place where they can be actors
- Solidarity, help for integration
- Learn to live together
- Facing racism/extremisms
- Accommodation and financial support
- Listening and counselling

Paroles d'étudiants

Hilda, polonaise, 25 ans

Je ne connais personne ni dans la résidence ni dans l'école où j'étudie. **J'ai peur de perdre ma foi dans les soirées Erasmus**, de ne pas être capable de faire mes devoirs dans la résidence etc. Comme je suis de l'Europe de l'Est, les administrateurs m'ont maltraité, j'ai presque pleuré.

Je souhaiterais garder ma relation avec Dieu, parler avec des jeunes de mon âge, me promener dans le centre ville etc.

Est-ce que vous pouvez m'aider en me donnant une adresse d'une groupe chrétien?



Mobility and evangelization

V - The existing pastoral care in Europe towards IS

- Mentoring : the central role of « elder brothers and sisters » who were IS
- Leadership training
- Youth evangelization by the youth
- Promoting integral personal development with training program
- Before and after mobility : preparation for departure and reflection on the experience when coming back

Paroles d'étudiants

Sako, ivoirien arrivé en France

Lors de ma première messe, un homme me dit cette phrase que j'ai du reste écrite sur mon agenda de l'époque: « ...je ne suis rien mais je te souhaite d'être heureux, sois heureux toute ta vie, en me serrant avec délicatesse dans un signe d'amour la main de ses deux mains. Alors, j'ai reconnu l'accueil du Christ, l'Emmanuel, mon cœur en a été rempli de joie » ! Ce témoignage, que je partage avec vous m'ouvrit à la culture de l'autre. Cette rencontre me permit de comprendre que **le voyage même universitaires ouvre à l'accueil, l'accueil à l'acceptation de la diversité culturelle, qui fait de nous témoins du Christ dans le Monde, nous révélant sans cesse qu'aux yeux de Dieu, nous sommes toutes et tous ses enfants bien-aimés.**

A la question de savoir : *Voyager, étudier ailleurs, découvrir une autre culture quelle expérience spirituelle ? Je fais cette réponse : « Ici (France et dans le monde où je serais appelé à y aller) je vis ma foi de Chrétien, comme si j'étais là-bas (au Gabon). La découverte d'une autre culture est complémentaire de ma culture d'origine pour Être agréable au Christ. Aussi pour le vivre, je prie le Seigneur, lui qui nous envoie comme messenger de sa parole pour que l'Unité des Chrétiens soit une réalité au-delà des frontières.*



Annual meeting for IS in France

V - The existing pastoral care
in Europe towards IS

 **WEEK-END INTER-NATIONS** 
Aumônerie catholique des étudiants de Saint-Denis

Ouvert à tous les étudiants



Foi et solidarité, ici et là-bas
Du vendredi 4 mars au soir au dimanche 6 mars
Saint-Denis (93)

 **Pastorale étudiante**

Renseignements: SNEJV-Pastorale étudiante @: pastorale.etudiante@gmail.com / Tél: 01.72.36.69.20
Pour s'inscrire: http://bit.ly/Week-end_Inter-Nations_2011

Reportages photos







Weekend Inter-nations : mars 2009

- Thème: « Défi de la rencontre interculturelle et du dialogue interreligieux »
- Plus de 140 étudiants présents
- Jeu-formation sur l'interculturel
- Conférence sur les repères chrétiens pour le dialogue interreligieux
- Visite de la mosquée de Créteil
- Visite de la Synagogue de Créteil



Weekend Inter-nations : mars 2009



LISEL, Luxembourg

V - The existing pastoral care in Europe towards IS

- Luxemburg has one 10 years old University with 6000 registered students, of whom 50% are not of Luxemburgish origin.
- LISEL welcomed last year increasing numbers of students; actually some 350 students are in its network, participating to one or more of the large variety of proposals. More and more are Master and PhD students; regarding their origin: 1/3 are Europeans (many Erasmus students), 1/3 Asians (mainly from China and India) and 1/3 Africans (majority from Cameroon and Senegal). In general Europeans stay 1- 2 semesters, Asians stay 1 -2 years and Africans stay for a longer period. (...)
- **With a group of students, LISEL elaborated a lobby document regarding several improvements to be made to Luxemburg legislation, regarding access to studies, access to the country, scholarships aso. Actually we lobby specifically against discrimination of students older than 27 or 30 years, regarding questions of summer jobs and health insurance costs.**
- As University will move from the actual 3 campuses in Luxemburg and Walferdange to a single campus in Esch-Belval, except for law and finance, LISEL will start in autumn this year a second office in Esch, combined to a second-hand-shop for students.

V - Proposals for a greater coordination and coopération

- Listening to the youth IS who should be the protagonists of IS pastoral care
- IS = experience of migration : a strong human and spiritual experience : transformation of identity
 - The question of sense of life
 - Great spiritual search
- Linked to university pastoral care/youth ministry
- Internet and facebook network

Paroles d'étudiants

Léa, française partie en Espagne

Le retour en France n'a pas été évident ... 20 degrés de moins au moment le plus chaud de la journée, plus le temps d'aller en terrasse prendre le petit déjeuner, plus de tapas, se limiter à une sortie par semaine, impossible de laisser traîner la vaisselle dans l'évier, il faut travailler pour se refaire des finances, revivre en famille, impossible de se lever à 16h...et préparer l'année prochaine, rédiger des lettres de motivation (que faire ?) dossiers et tout et tout avec la tentation perpétuelle de refaire son sac et de partir à l'autre bout du monde et y rester, toutes mes certitudes avaient été bouleversées... **j'ai eu tellement de mal à me réadapter, à accepter cette évolution dans mon projet de vie, je me suis dit qu'il n'y avait que le Christ pour m'aider, je décide donc de commencer sérieusement un accompagnement spirituel.**



Being a catholic/universal church

V - Proposals for a greater
coordination and
cooperation

- To build bridges between countries/cultures and between the student world and the Church
- Church is a big global network!
- We all work for universal church
- Not only for our diocese/chaplaincy/organisation !
- Global and not only local oriented



To emphasize

V - Proposals for a greater
coordination and
cooperation

- Cross-cultural meeting
- Learning intercultural skills for intercultural meeting and communication
- Experience of interreligious dialogue
- Hospitality and welcoming church tradition
- Mentoring between younger and elder,
- Synergies and work in network between christian families, parishes, chaplaincies, catholic residences...

Recomendations from SECIS

V - Proposals for a greater
coordination and
cooperation

Principles for pastoral actors

- Caritas
- Leadership promotion for development and peace
- Dialogue with new generations in a secularized world
- Interfaith dialogue and mission

Paroles d'étudiants

Michele, étudiante brésilienne pour 1 an en France

Je suis arrivée en France dans le cadre d'un programme de mobilité académique – *Erasmus* à l'Université Paris-Est-Créteil. **Au départ, je venais juste pour un programme d'échange mais j'ai vécu bien plus que cela !!!**

Lorsque je suis arrivée à Paris, j'étais toute seule, je ne connaissais personne mais grâce à Dieu **j'ai beaucoup de chance car dès mon deuxième jour en France, j'ai découvert l'Escale Etudiants (aumônerie catholique des étudiants de Créteil) et à partir de ce jour là, ma vie a commencé à changer.**

Par l'aumônerie qui propose un service d'aide à la recherche de logement, j'ai trouvé un hébergement chez les Petites Sœurs de l'Assomption à Ivry. J'ai aussi eu l'occasion d'approfondir ma foi et j'ai pu rencontrer plein de gens de nationalités différents.

A l'Escale j'ai reçue une vraie famille car j'ai été très bien accueillie. Là-bas, on pouvait se reposer, discuter avec les amis. En fait, il y avait toujours la possibilité d'échanger avec quelqu'un à n'importe quel moment car il y avait toujours du monde à l'Escale. Et tous les jeudis, il y avait la soirée d'aumônerie qui nous permettait de retrouver tout le monde. J'attendais toujours avec impatience cette soirée du jeudi où l'on priait, on discutait et on mangeait tous ensemble !! On discutait de sujets très intéressants et actuels. Chrétiens et musulmans réunis, on avait aussi des échanges interreligieux et on pouvait aussi présenter nos pays !! Quand on était ensemble, on faisait la fête et on s'amusait !!!

Recomendations from SECIS

V - Proposals for a greater
coordination and
cooperation

- Preparation and motivation in the home country
- Integration/welcome in country of destination
- Counselling during studies (juridical/administrativ, psycho-social, spiritual)
- Intercultural/-religious dialogue
- Preparation for life/re-integration/networking
- Systemic/didactical « model » of specific and interconnected pastoral for international students

Key partnerships

V - Proposals for a greater
coordination and cooperatio

- At a Bishops' conference and diocesan level
- Cooperation and partnerships between
 - university pastoral care
 - office for migrants
 - national and diocesan offices for Universal mission (relationships with foreign churches
 - The role of international communities and (new) movements ?



Learn to deal with diversity, tensions/conflicts

V - Proposals for a greater
coordination and
cooperation

- Between students and chaplains/pastoral agents : coresponsibility
- Between students from different culture and faith
- Team building
- Developing communion through diversity
- Laboratory for living-together



Key today's challenges for international students

V - Proposals for a greater coordination and cooperation

- Training free and confident men and women
- Training enlightened conscience
- Training for ethical judgment
- Training in diversity management
- Training actors for peace and democracy
- Training to critical and responsible attitude to information and media
- Training adjusted commitment



Key today's challenges for international students

V - Proposals for a greater coordination and cooperation

- Training Christian anthropology
- Training to the social teaching of the Church
- Training Christian roots
- Training missionary disciples

Conclusion : the call and impact of Pope Francis





Helped by Pope Francis style and orientations

Conclusion

- Evangelii Gaudium : a good roadmap
- To develop a « culture of encounter »
- Missionary disciples
- A « poor church for the poor »
- Emphazing communication and communion
- Innovation, creativity, audacity, pragmatism

Witness of faith, Mentor of trust, Pilgrim of confidence

Conclusion





WYD : a successful meeting for IS!

