

GUIDELINES  
FOR COIMBRA GROUP  
UNIVERSITIES  
ON SAFETY PROTOCOLS  
FOR MOBILITY



*Guidelines for CG Universities on safety protocols for mobility*

EDITORS

**KATARZYNA JURZAK, DOROTA MACIEJOWSKA**

AUTHORS (IN ALPHABETIC ORDER)

**NORICA BUTNARU**, *Alexandru Ioan Cuza University of Iasi, Romania*

**GIOVANNA FILIPPINI**, *University of Bologna, Italy*

**ELENA FONTANA**, *University of Pavia, Italy*

**GAIA GARANCINI**, *University of Pavia, Italy*

**VERONIKA HUNT ŠAFRÁNKOVÁ**, *Charles University, Czech Republic*

**KATARZYNA JURZAK**, *Jagiellonian University in Kraków, Poland*

**MERCEDES LOPEZ ROLDAN**, *University of Granada, Spain*

**DOROTA MACIEJOWSKA**, *Jagiellonian University in Kraków, Poland*

**ISABELL MAJEWSKY ANDERSON**, *University of Edinburgh, United Kingdom*

**PIERRE LOUIS MANOUVRE**, *University of Poitiers, France*

**GINA MARINESCU**, *Alexandru Ioan Cuza University of Iasi, Romania*

**CHRISTINE ROBUCHON**, *University of Poitiers, France*

**TERESA SILVA**, *Coimbra University, Portugal*

**LENKA ŠKRÁBALOVÁ**, *Charles University, Czech Republic*

PROOFREADING

**CLAUDIA BISUTTI**, *Erasmus trainee from the University of Cambridge*

**KEVIN IVES**, *international student at Eotvos Lorand University,  
intern at the JU IRO*

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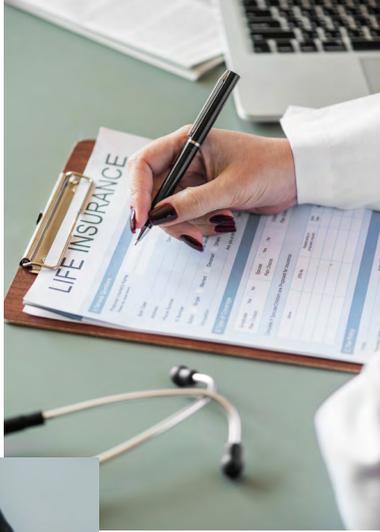
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**Giovanna Filippini**  
- UNIVERSITY OF BOLOGNA  
**Katarzyna Jurzak**  
- JAGIELLONIAN UNIVERSITY IN KRAKÓW  
**Dorota Maciejowska**  
- JAGIELLONIAN UNIVERSITY IN KRAKÓW  
**Mercedes Lopez Roldan**  
- UNIVERSITY OF GRANADA

# Networking for safety and security in mobility

## 1. AIMS OF THE GUIDEBOOK AND TARGET GROUPS

Over recent years, the international scene has been subject to many changes and new risk factors have arisen. Higher education institutions have developed a new awareness of these risks and threats and have tried to put measures in place to mitigate them.

The Universities of the Coimbra Group are also addressing the topic and are discussing the various elements to be taken into account in order to guarantee safe and sound mobility periods for their students and staff<sup>1</sup>.

The project of drafting safety protocol guidelines for mobility was conceived in the Academic Exchange and Mobility (AEM) working group of the Coimbra Group. The topic proved to be so demanding and interesting that a focus group was established with the aim of benchmarking member universities' experiences and preparing a toolkit, in the form of guidelines, to help single institutions tackle the issue and find proper and suitable solutions for it.

In particular, the guidelines aim to share the best practices for ensuring safety during international mobility and aim to help Coimbra Group members in creating effective safety procedures. However, the universal nature of the Guidebook

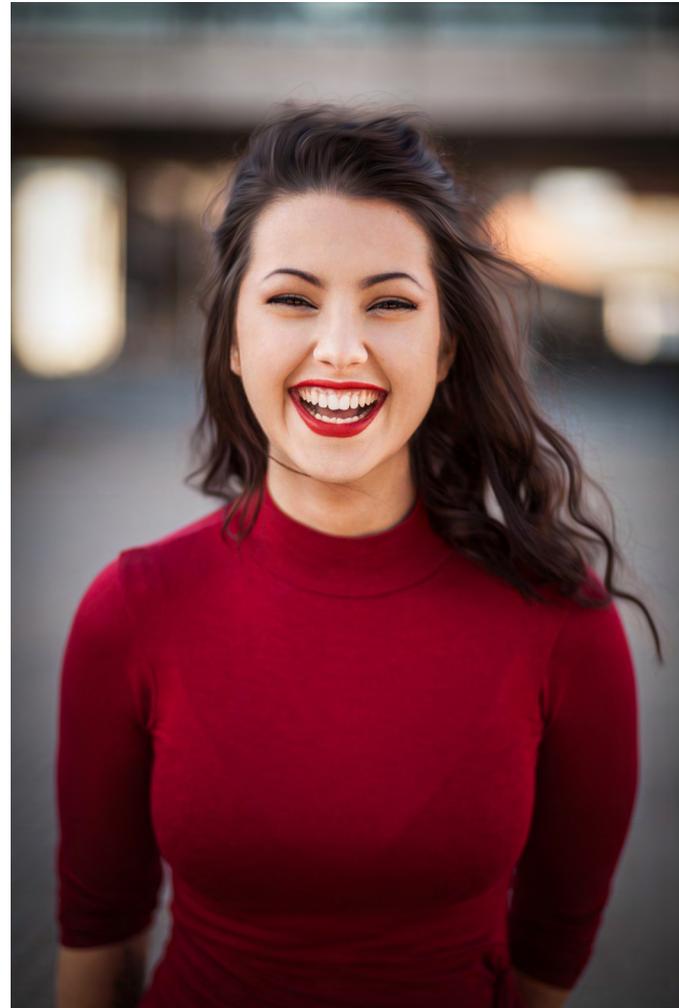
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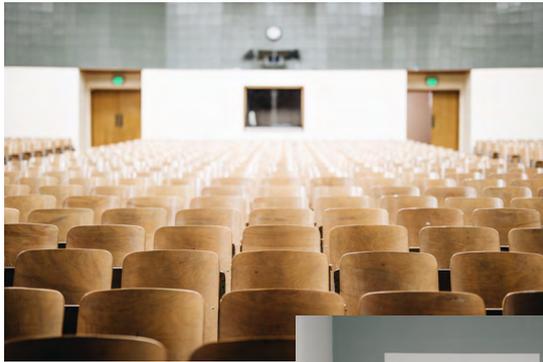
<sup>1</sup> In the entire guidebook, staff refers to academic and administrative employees of a university.

makes it helpful to other European security-conscious universities as well.

The guidelines are intended to define stakeholders, procedures and a communication plan to clarify the roles, duties and responsibilities of stakeholders involved in international mobility and raise awareness of the importance of risk assessment and pre-mobility preparation.

9 Issues regarding safety, security and well-being relate to everyone who participates in international mobility, namely students (including PhD students and candidates) and staff (both academic and administrative). For each of these groups a suitable protocol should be established. Even if some topics are the same or similar for all groups, measures to be undertaken and legal requirements may differ. Education paths, research and educational projects, academic co-operation and motives of personal development move thousands of students and staff, both academic and administrative, for a variety of purposes and to a variety of destinations around the world. Occasionally, emergencies may relate to persons with physical or mobility impairments or those affected by mental health issues. In rare cases unexpected incidents may affect special categories of people – university authorities, members of governing boards, deans etc. All of that may require the undertaking of extraordinary steps in order to ensure the safety and well-being of these persons and safeguard business continuity of the university.





Promoting and ensuring safety during mobility programs is considered a duty of each higher education institution, a task that can be accomplished in different ways. On one hand it is crucial to build institutional relations with reliable partners and to design institutional security plans; on the other it is also vital to assure individual preparation of all those in mobility, who need to be aware of the importance of safe behaviours and of following safety instructions given by home and host institutions.

The possible range of actions which may be undertaken by universities differ depending on the state / local legislation, available infrastructure and community expectations, to name a few. British universities have a more or less clear legal requirement of actions to be undertaken thanks to the ‘duty of care’ (SEE [CHAPTER 4: DATABASE OF GOOD PRACTICES: HOW TO CREATE A UNIVERSITY POLICY. DEALING WITH EMERGENCIES AND THE UNIVERSITY OF EDINBURGH EXPERIENCE](#)). Although similar legal institutions (due diligence, duty of care) exist in most European countries, they are rarely applied to publicly funded institutions.

In safety protocols it is also necessary to differentiate between incoming and outgoing mobility. Measures to be taken are different in cases of incoming mobility, when the internal situation is better known and necessary resources and communication channels are easier to access. Discussing the issue with colleagues from the Academic Exchange and

Mobility working group of the Coimbra Group we noticed it is more difficult to reach a certain standard of actions when it comes to outgoing mobility. Different legal orders, cultures and approaches, distances from home countries, time zones, language barriers, data protection systems and many others can be obstacles in solving problems quickly and efficiently. In Coimbra Group we represent 39 universities from 23 European countries. We strongly believe that our co-operation will help establish a common standard of actions to be taken in case of endangerment to the safety, security and well-being of the members of our communities no matter where they study or conduct their research. Therefore, we have decided to prepare the guidebook you hold in your hands. We do hope it will inspire you to assure that all persons participating in international exchange or mobility will 'have the opportunity to take full advantage of the possibilities for personal and professional development and learning (...) in a safe environment which respects and protects the rights of all persons'<sup>2</sup>.

<sup>2</sup> Erasmus+ Programme Guide, Version 1 (2018): 25/10/2017.  
[http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/files/resources/erasmus-plus-programme-guide\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/files/resources/erasmus-plus-programme-guide_en.pdf)  
(05.05.2018).



## 2. DEFINING SAFETY, SECURITY AND WELLBEING ISSUES REGARDING INTERNATIONAL MOBILITY OF STUDENTS AND STAFF

In most of the European languages spoken by AEM members there is only one word for safety and security (e.g. Polish ‘bezpieczeństwo’, French ‘sécurité’, Italian ‘sicurezza’, Spanish ‘seguridad’, German ‘Sicherheit’). Thus, we believe it is worth explaining the meaning and providing our readers with an overview of our understanding of crucial terms used in this guidebook.

According to the Merriam-Webster dictionary, safety is ‘the condition of being safe from undergoing or causing hurt, injury, or loss’<sup>3</sup>. Other dictionaries refer often to the condition of being protected from danger or risk (i.e. Oxford Dictionary), or to a state of being safe, thus ‘not in danger or likely to be harmed’ (i.e. Cambridge Dictionary)<sup>4</sup>.

Consecutively, ‘security’ is ‘the quality or state of being secure’ (free from danger or risk of loss), such as ‘freedom from danger (safety), fear or anxiety’<sup>5</sup>. The Cambridge Dictionary definition refers to ‘protection of a person, building, organization, or country against threats such as



<sup>3</sup> <https://www.merriam-webster.com/dictionary/safety> (05.05.2018).

<sup>4</sup> <https://dictionary.cambridge.org/dictionary/english/safe>; <https://www.oxforddictionaries.com/definition/safety> (05.05.2018).

<sup>5</sup> <https://www.merriam-webster.com/dictionary/secure>; <https://www.merriam-webster.com/dictionary/secure> (05.05.2018).

crime or attacks by foreign countries<sup>6</sup>. This term is also used to describe people responsible for ‘procedures followed or measures taken to ensure the security of (...) organisation’<sup>7</sup>. On the other hand, well-being means ‘the state of feeling healthy, being happy, comfortable, or prosperous’<sup>8</sup>.

As you likely noticed, these definitions create a broad framework for discussions focused on international exchange and mobility. The range of issues we decided to deliberate here reflects day-to-day problems we face working in international relations offices and ensuring students’ and staff’s safety, security and well-being.

13 First of all, we would like to point out that this guidebook was prepared mainly from the perspective of international relations offices’ representatives, which is a specific perspective, and the entire guidebook is an expression of our need to include the voice of people dealing with internationalisation within the university-wide security policies. We would like to stress that all university units are to some extent responsible for incoming and outgoing students. Staff cannot act as separate ‘silos’; they must co-operate strictly when it comes to safety and security.

<sup>6</sup> <https://dictionary.cambridge.org/dictionary/english/security?q=security+> (05.05.2018).

<sup>7</sup> <https://en.oxforddictionaries.com/definition/security> (05.05.2018).

<sup>8</sup> <https://en.oxforddictionaries.com/definition/wellbeing>; <https://dictionary.cambridge.org/dictionary/english/well-being?q=wellbeing+>; <https://www.merriam-webster.com/dictionary/well-being> (05.05.2018).



### 3. INTERCULTURAL COMPETENCE AS A FIRST STEP TO SAFE AND BENEFICIAL MOBILITY EXPERIENCE

In a study from 2006 Darla K. Deardorff surveyed top intercultural scholars interviewing them about the elements of the definition of the intercultural competence.

Those with 80% to 100% agreement among research participants were:

- abilities ‘to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes’ and ‘to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person’s own socialization, behaving appropriately and effectively in intercultural situations based on one’s intercultural knowledge, skills and motivations’
- ‘good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate’
- ‘transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of



understanding cultural differences), and intercultural sensitivity (focus on positive emotion toward cultural difference)<sup>9</sup>.

To achieve intercultural competence, which is a very complex construct based on cognitive, affective (emotional) and behavioural elements, some requisite attitudes as respect, openness, curiosity and discovery are necessary (Deardorff, 2006: 254). It may be a challenging task to address all these aspects in your pre-mobility cultural awareness training, so we advise to implement them in university internationalisation programme at different levels of academic education.

15 You may consider following forms of raising cultural awareness, creating equal and diverse university community:

- curriculum courses focusing on multiculturalism, diversity, equality
- workshops, trainings, MOOCs, campaigns
- seminars, conferences on equality and diversity
- creating and developing equality and diversity services addressed to students and staff (person of trust, ombudsperson, alternative dispute resolution, antimobbing and antiharassment policies, etc.)
- diversity week

- brochures, leaflets and posters
- publications in your international newsletter
- best post-mobility students' essay
- international students' buddies / ambassadors
- best international teacher / student award
- database of best teaching practices focused on diversity and equality
- summer schools
- training opportunities for students and staff

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<sup>9</sup> Darla K. Deardorff, *Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization, Table 2: Intercultural Competence Elements With 80% to 100% Agreement Among Top Intercultural Scholars*, in: *Journal of Studies in International Education*, Vol. 10, No. 3, Fall 2006, p. 249, DOI: 10.1177/1028315306287002.

*Workshop 1: What should I pack into my suitcase?*

- How do I initiate contacts? What is my personal image?
- What am I looking for during my stay abroad? What are my personal values?
- Will someone be interested in letting me know what are my strengths?
- My values and my lifestyle are important to my hosts - case study of those who have already participated in Erasmus+

**Get inspired!**

***JUst start with Erasmus+ (WystartUJ z Erasmus+);  
thematic workshops for Erasmus+ outgoing students***

### *Workshop 2: What is happening in my destination place?*

- Erasmus+ creates a full experience of the country's, university's and other students' culture. Sometimes Erasmus+ students tend to create a closed community in a foreign culture – kind of a closed space station on the alien planet. How to gain from diversity, how to avoid being trapped in „Erasmus soap bubble“? How to avoid risks and dangers and not to offend your hosts?
- Life of “Erasmus+ planet” or 24 hours of students' life during mobility
- Cultural differences – reality vs. stereotypes
- FAQ when you come to a host university – some technical issues
- “mistakes of my youth” or problems, slip-ups and lapses caused by intercultural differences

### *Workshop 3: What I want to take back home?*

- Erasmus + scholarship should be treated as an expedition from which we want to bring experiences and some “trophyies”. If you want to come back with valuable and enriching ones take a moment to think about yourself as about a guide to Mount Everest. Successful expeditions are well managed and experienced explorers are persistent but don't pursue their aims at all costs. Third workshop will help you to achieve your personal goals.
- what other Erasmus+ ‘travellers’ brought back, do I want the same, are my expectations different?
- how to define correctly: personal goals, elements of strategy, alternative scenarios
- possible difficulties – how to react, who can help me and how to use support?
- How can I increase my perseverance in achieving goals?

## Get inspired!

**A number of research works and projects in relation to the cultural awareness and cultural competences in the field of Higher Education have been carried out in the last few years. The following could be mentioned**

*Project “Network for Intercultural Competencies to facilitate Entrepreneurship (NICE)”, co-funded by the Erasmus+ Programme of the European Union, 2017-2020<sup>1</sup>:*

The project aims to “enhance students’ employability by helping them to develop intercultural competencies and entrepreneurial skills and teaching them how to apply these skills to global and societal challenges by working together in virtual transnational teams”. It especially encourages students who didn’t have occasion to participate in any kind of international mobility due to their personal or health situation.

### Planned project outputs:

- intercultural competence toolkit
- entrepreneurship toolkit
- collaborative online group discussion space
- handbook & framework for policy makers

The project is led by the University of Edinburgh in cooperation with other universities from the Coimbra Group.

SOME OTHER PRACTICES YOU WILL FIND IN OUR CHAPTER 7.3 DATABASE – INFORMATION SESSIONS ON CULTURAL AWARENESS – SOME PRACTICES FROM UNIVERSITY OF GRANADA.

<sup>1</sup> <https://www.nice.eu/> (07.05.2018).

**Lenka Škrábalová, Veronika Hunt  
Šafránková**

- CHARLES UNIVERSITY

**Teresa Silva**

- COIMBRA UNIVERSITY

**Dorota Maciejowska**

- JAGIELLONIAN UNIVERSITY IN KRAKÓW

**Katarzyna Jurzak**

- JAGIELLONIAN UNIVERSITY IN KRAKÓW

# Defining the role of the university and International Relations Office - scope of support

As we mentioned above, cooperation between universities is a basic step to ensure safety, security and well-being of students and staff during the mobility period. We want to stress that university units share responsibility for creating a space in which taking full advantage of opportunities provided by international exchange is possible. Especially when it comes to safety, security and well-being they must collaborate, learn from each other and inspire themselves. They must not be treated as independent, separated ‘silos’ under any circumstances.

## 1. DEFINING THE ROLE OF THE UNIVERSITY AND INTERNATIONAL RELATIONS OFFICE

The university’s role is to ensure that outgoing and incoming students have conditions allowing their personal development. Although modern universities provide a broad range of support services, students may or may not be willing to take advantage of them. Refusal to receive a university’s support, especially in cases of mental health issues, may exacerbate an already complicated situation of the student and their environment. Irrespectively, this kind of decision should always be taken voluntarily by the students, who usually are of age. Taking responsibility for themselves is one of the crucial skills that should be taught to them at the university.

However, it is crucial to bear in mind that in some countries (e.g. Ukraine, Belarus), due to the organisation of the educational system, underage students are enrolled at university. Although it is very unlikely that these students will go for mobility during their first year of studies, universities should have in place procedures corresponding to the needs of such students and their guardian(s).



### *Procedures regarding underage students at Jagiellonian University in Kraków*

About one hundred underage students enrol to programmes offered by Jagiellonian University every year. Although from the legal perspective they are still children (there are no special regulations on underage students at universities in Poland), they enter an adult environment with all its consequences. They live in dormitories, attend lectures, tutorials and workshops, work in labs and enjoy student life – taking part in events and parties.

We diagnosed several problems:

- legal aspects of admissions and enrolment
- data processing and data protection
- dormitory accommodation
- risks involved in certain study programmes
- participation in (mass) events organised by the University's units
- lack of legal and actual guardian at the University

We propose below mentioned solutions (some to be implemented from academic year 2019/2020):

- to provide support for underage students during on-going enrolment for the academic year 2018/2019
- to create a complex guidebook for underage candidates and their guardian(s) (from 2019/2020)
- to establish a support service for underage students (in 2018)
- to change regulations for dormitory accommodation to increase the level of safety for underage students (in 2018)
- to establish a rule of personal presence of underage students and their legal guardian during the enrolment process
- to add a new feature in the University's admissions programme which will help to identify underage candidates
- to ensure event organisers are aware of potential participation of underage students and provide adequate measures to provide them safety
- to oblige legal guardians to confirm they understand potential risks of occupational hazards related to the study programme (from 2019/2020)

Moreover, it is worth mentioning that the responsibility of the university towards students and staff can vary between countries due to different national legislation systems. Nevertheless, nowadays, both students and their families expect significant safety and security support, especially during mobility periods. As the mobility period is often a student's first experience abroad, far from home, alone in a melting pot of different cultures, languages and traditions, it is highly expected that the sending and receiving institutions guarantee relevant support.

In this chapter we focus on students mainly because they represent the largest mobility population and, although they are of age, they are often considered as 'young adults' who are more exposed to risks related to international mobility. It doesn't mean that faculty and staff do not need assistance from their home and host university, but we strongly believe that the scope of support should be different.

In order to ensure a safe and smooth stay for all international students during their mobility period abroad, close cooperation and coordination among different university departments is necessary. Only efficient, well-coordinated management of cases can guarantee real success in prevention and reaction to crisis situations (e.g. interactions between international officers responsible for mobility and other units responsible for security, student affairs or legal issues). FOR MORE DETAILS SEE [CHAPTER 2. CRISIS COMMUNICATION](#).

Firstly, it is important to set up internal procedures and adopt formal regulation identifying the university's responsibilities and support that is able to be provided to students. At this stage it is vital to state clearly what is feasible and what is definitively not feasible.

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***When risk management is done properly, the end result will be a set of organisational structures and policies that will improve the overall delivery of all aspects of the institution's international education offerings – and not just in times of crisis.***

***It is therefore imperative for international educators to integrate risk analysis and subsequently risk management into the crisis management planning of their offices.***

***Regine Lambrech,  
International Education Consulting, CT, US.  
Source: EAIE***

## 2. SHARING RESPONSIBILITIES AND CREATING INTERNAL REGULATIONS

### RESPONSIBILITIES

Sharing responsibilities of safety and security support to mobile students and staff can vary between universities, however most European universities have comparable structures and hierarchies of responsibility. Usually we can identify the following groups:

- authorities directly responsible for staff/student mobility (Rectors being responsible for all decisions made by universities, Vice-Rectors for International Affairs / Student Affairs / Chancellors or other management)
- employees responsible for student / staff safety and security
- employees responsible for student / staff mobility
- health and safety inspectorate at the university
- employees responsible for security on campus
- faculty (student / staff tutors at the faculty)
- communication managers (spokespersons, press officers).

Firstly, it is recommended to appoint in the structure a person / team / unit responsible for safety and security.

This person / unit can be identified as a coordinator in emergency / crisis situations with their supporting team located in various units. Depending on the emergency, relevant units' representatives, once informed about the crisis situation, refer to the coordinator and then immediate actions are undertaken. Sometimes the coordinator activates representatives of relevant units. According to procedure, other stakeholders of the network can be included in the activity grid (e.g. spokesperson campus services etc.).

However, creating rules will not result immediately in a perfect and harmonised action-reaction system. The rules have to be properly communicated, the procedures trained and, in consequence, understood by all stakeholders involved. Ideally, all employees of the university responsible for staff / student mobility, staff / student safety, relevant university authorities and employees responsible for crisis communication should be trained and well informed to be able to react properly.

The Mobility Officers (employees of IROs, student offices, welcome centres), as the first contact point for globally mobile students / staff before departure and upon arrival, should be able to inform outgoings/incomings on emergency contact points, phone numbers and people responsible for safety at the university and should know what procedures should be done to prevent risks as far as possible.

MORE INFORMATION ON THIS ISSUE CAN BE FOUND:

- IN [CHAPTER 2](#) - CRISIS COMMUNICATION
- IN [CHAPTER 6](#) - PROFESSIONALISATION OF INTERNAL UNITS RESPONSIBLE FOR SAFETY, SECURITY AND WELL-BEING DURING INTERNATIONAL MOBILITY.

FOR THE PARTICULAR CASE OF CHARLES UNIVERSITY, SEE THE [CHAPTER 7.2](#) - ROLES AND RESPONSIBILITIES OF UNIVERSITY BODIES/UNITS – CASE STUDY OF CHARLES UNIVERSITY IN PRAGUE.



### *Responsibilities of International Relations Offices (IRO)*

The scope of IRO liabilities should include at least the following:

- to participate in the creation of internal regulations of safety in mobility
- to have procedures on different scenarios in place
- to seek for international exchange of approaches, policies, procedures and strategies via international networking
- to take part in decision-making processes at the university when it comes to establishing procedures, policies and strategies
- support the organisation of information campaigns prepared for international students, relevant university support services and staff of the university
- signalise new threats to relevant stakeholders responsible for decision-making at the university

### 3. CREATING INTERNAL REGULATIONS OF SAFETY PROTOCOLS FOR STAFF/STUDENT MOBILITY

Creation of internal regulations of safety protocols is the key step in helping a university to coordinate all actions related to efficient risk assessment, prevention and crisis management in mobility situations.

With regard to the complex structure of universities, management of 'safe mobility' should be based on an efficient employee network with identified roles and responsibilities. It requires commitment from authorities, all people responsible for procurement of safety and security, and all employees related directly or indirectly to student/staff mobility. Thus, to create an efficient network it is indispensable to:

- identify all stakeholders inside the university and define their roles and responsibilities
- identify stakeholders outside the university which will be the university contacts depending on the emergency
- describe processes indispensable for the prevention and proper response in an emergency (including crisis communication)
- describe processes for reviewing the effectiveness of prevention measures

FOR MORE INFORMATION SEE  
[CHAPTER 2. CRISIS COMMUNICATION.](#)



#### 4. HOW CAN UNIVERSITIES ASSESS RISKS?

Once internal regulations are implemented, the university should be efficient in assessing risks pertaining to mobility of its students and staff. What exactly is risk assessment in mobility? Dictionaries do not refer to the context of university or mobility as such. They usually give general definitions related to business or health issues.

##### RISK ASSESSMENT

*The identification, evaluation and estimation of the levels of risks involved in a situation, their comparison against benchmarks or standards, and determination of an acceptable level of risk.*

[Businessdictionary.com](http://Businessdictionary.com)

*Broadly speaking, a risk assessment is the combination effort of 1. identifying and analyzing potential (future) events that may negatively impact individuals, assets, and/or the environment (i.e., risk analysis); and 2. making judgements “on the tolerability of the risk on the basis of a risk analysis” while considering influencing factors (i.e., risk evaluation). Put in simpler terms, a risk assessment analyzes what can go wrong, how likely it is to happen, what the potential consequences are, and how tolerable the identified risk is. As part of this process, the resulting determination of risk may be expressed in a quantitative or qualitative fashion. The risk assessment plays an inherent part of an overall risk management strategy, which attempts to, after a risk assessment, “introduce control measures to eliminate or reduce” any potential risk-related consequences.*

[Wikipedia](https://en.wikipedia.org/wiki/Risk_assessment)





With reference to risk assessment in mobility we can hazard a parallel, slightly modified definition:

### **RISK ASSESSMENT IN MOBILITY**

*The identification, evaluation, and estimation of the levels of risks related to the potential or existing situation involving student(s) / staff in mobility and the commitment from the relevant representatives of the university to prevent the risk or to help the student(s) / staff in danger.*

The web sources provide us also with information on how to make a risk assessment:

*There are no fixed rules on how a risk assessment should be carried out, but there are a few general principles that should be followed.*

*Five steps to risk assessment can be followed to ensure that your risk assessment is carried out correctly, these five steps are:*

- 1. Identify the hazards*
- 2. Decide who might be harmed and how*
- 3. Evaluate the risks and decide on control measures*
- 4. Record your findings and implement them*
- 5. Review your assessment and update if necessary*

[\(\[rospaworkplacesafety.com\]\(http://rospaworkplacesafety.com\)\)](http://rospaworkplacesafety.com)

## RISK ASSESSMENT - USEFUL SOURCES OF INFORMATION ON RISKS IN HOST COUNTRIES

It is important to identify the institutions that might be involved in the response to emergency situations and / or crises in the country of destination.

In a situation of a natural disaster, such as a flood, earthquake or tornado, a terrorist attack, an accident or sudden illness you may have different types of institutions in charge of the situation. There is also another situation to take into consideration as a risk, that of endemic diseases that might affect visitors in a specific region.

- 29 Outgoing students and staff should be informed about the possible risks associated with the mobility and, consequently, university representatives (IRO or other relevant offices/ authorities) should make them aware that in most serious emergency situations they will be under the care of local services (those responsible for crisis management, security, public order etc.) or embassies (or consulates, although with a limited scope) and these institutions should be their first point of contact. In cases of minor risk, they can always have the possibility to refer directly to the host university which can mediate with its contacts in key institutions and also immediately notify the sending university. However, it should be remembered that universities may have limited possibilities of acting due to the regulations in force in



a given country. We should always make sure that our students or staff bear these guidelines in mind.

It is worth encouraging outgoing students/staff to register in the national support systems of travelers like in Poland, e.g. Odyseusz. Noteworthy is the following [travel risk map](#). Most countries have a database in the Department of Foreign Affairs where the citizens are encouraged to register before going abroad. This provides in advance information which might be vital for the home national authorities in the case of a serious emergency situation. Ideally you should make that registration compulsory to all of those members of your institution who go abroad.

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### *Examples of registration databases by country*

- [Italy](#)
- [Spain](#)
- [United Kingdom \(1\)](#), [United Kingdom \(2\)](#)
- [France \(1\)](#), [France \(2\)](#)
- [Poland](#)

Providing the students or staff on mobility with a list of the relevant contacts in case of an emergency situation is a wise and useful action. In a normal situation you have the mindset to look for the information yourself, but in a crisis

situation it will be safer to have the data in hand.

For a situation involving major issues, when a passport gets lost, if someone falls seriously ill, if someone is arrested etc., that is the time to contact the nearest embassy or consulate. That doesn't mean the embassy or consulate will solve the problem but it will give suitable advice for the situation.

### **RISK ASSESSMENT - USEFUL SOURCES OF INFORMATION ON VACCINATIONS AND ILLNESSES OF A HOST COUNTRY**

Students and staff should be directed to book and attend a pre-travel medical appointment (ideally one month in advance) with a travel medicine specialist. This is the safest and correct way to gather information about the possible medical hazards that can result from the future dislocation. Considering that these risks vary substantially depending on the geographic region, the travellers' health condition has to be taken into consideration, namely regarding to: recommended behaviours, the existence of mandatory vaccinations and/or the need to start the intake of specific pre-travel medication.

International Relations offices should provide links to the travel medicine centres that will issue the International Certificate of Vaccination or Prophylaxis according to the International Health Regulations from 2005 (further also: IHR 2005) of the World Health Organization (WHO). Bear in mind that according to IHR 2005, yellow fever is the

only disease for which proof of vaccination or prophylaxis may be required as a condition of entry to a State Party ([International Certificate of Vaccination or Prophylaxis](#)).

MORE INFORMATION ON HEALTH ISSUES CAN BE FOUND IN [CHAPTER 5: HEALTH ISSUES](#).



**Dorota Maciejowska**  
- JAGIELLONIAN UNIVERSITY IN KRAKÓW

# Crisis Communication

## 1. WHAT IS CRISIS COMMUNICATION?

Crisis communication in the context of university is a rapid sharing of information during an emergency or crisis with all relevant stakeholders:

- Academic community (students, faculty and staff)
- Non-academic community (parents/relatives, neighbours, the wider public and local, national and international authorities).

To avoid random, chaotic and delayed reactions to crises or emergencies and to prevent media miscommunication and second-guessing by the public, crisis communication should be carefully planned.

Communication methods and their management are a crucial part of the planning process. Efforts put into its preparation will strongly influence the university's reputation in the world. Improper reaction can undermine future consideration of a university as a safe place of choice for studies, mobility or research visits by international students and faculty/staff.

A clear plan helps guide the decision-making process and neutralise the crisis by providing indispensable, real data. The plan should include both communication and recovery aspects. If we include the communication and recovery

checklists to the plan they will facilitate the management of the whole process. Moreover, we should take into account that the plan has to define the roles, responsibilities and protocols that will guide the university in emergency or crisis communications. Such an organised plan can be considered a real strategic crisis communication system.

## **2. WHY IS IT IMPORTANT TO COMMUNICATE EMERGENCIES OR CRISES?**

As mentioned above, the way we communicate in an emergency or a crisis influences the public view of the university. The three most pertinent key actions regarding crisis communication can be considered as the following:

- To communicate facts promptly
- To update communicators systematically as the situation develops
- To inform public / people that person or community undergoing a crisis/emergency receive support and that indispensable services /operations are continued

How to communicate?

- Quickly
- Honestly
- Accurately (by avoiding opinions on facts we are not aware of)

Truthful and timely messages reaching all stakeholders involved should be considered the basis for good and efficient crisis communication. However, we have to bear in mind that on one hand communicators have to be easily available and truthful, on the other we cannot forget personal data protection and respect for privacy.

Minor crisis situations also require our prompt reaction and communication.

## **3. CRISIS COMMUNICATION (CC) PLANNING AND TEAM BUILDING**

The first step in CC planning and team building is to define who should constitute a regular communication grid at the university.

Depending on circumstances and university structures, the crisis communications team should involve the following representatives:

1. Representatives communicating internally and externally to the public:

- Rector/President
- Vice-Rectors/Vice-Presidents
- Spokespeople/news and communications services
- The crisis communication advisor / coordinator

appointed previously by the authority  
(Rector / President)

2. Representatives communicating internally, connecting with the hosting institution or the person in crisis, as needed:

- Representatives in charge of safety and security or the crisis communication advisor/coordinator
- Representatives of mobility office (IRO, Erasmus+ Office, others relevant)
- Other faculty/staff as needed

The CC plan should also define audiences to whom communication is addressed. Depending on the circumstances, different representatives of the CC team should be involved in the process of communication:

- Communicators to students – the person responsible for public and media communication should be the authority in charge of student affairs (Vice-Rector for students affairs); spokesperson; for internal communication – the person in charge of student safety or the crisis communication advisor; depending on the situation, for further communication it can also be an IRO / Erasmus+ representative
- Communicators to faculty and staff – for public and media communication, they should be the authority





in charge of faculty and staff; spokespeople; for internal purposes: the person in charge of employee safety, depending on the situation; for further communication it can also be an IRO / Erasmus+ representative.

- Communicators to parents and trustees – the authority in charge of student affairs; the person in charge of student safety; CC advisor, sometimes an IRO / Erasmus+ representative
- Communicators to neighbours or city community – authorities of the university; spokespeople
- Communicators to community leaders – authorities of the university; spokespeople
- Communicators to national/international leaders – authorities of the university; spokespeople
- Communicators to police, border control or other local/national/international security institutions – authorities in charge of student/faculty/staff affairs; person in charge of student safety; CC advisor

The second step is to define responsibilities of the CC team:

In crisis situation:

1. Convening: The person appointed by the authorities to the position of crisis communication advisor/coordinator decides, based on the emergency level (emergency levels are described below), if the CC team needs to gather to make quick decisions on



communication strategy. In cases when immediate steps are needed, the authority can respond without consulting the CC team. Later, they can develop CC strategy with the team.

2. Preparing communication strategy (how the university should proceed step-by-step): the CC team defines when the communications need to be sent, who should communicate to whom, what communication tools need to be used and how to cooperate with the emergency team working on the solution to the problem, if possible.
3. Follow up meetings (after the release of the first messages to the public): in order to analyse the dynamics of situation development, verify the efficiency of messages released and re-think the strategy (sometimes modifications may be needed due to the evolving situation), frequent follow-up meetings may be required.
4. Communication with other university representatives: frequent and timely communication between the CC team and other university representatives involved in the emergency situation guarantee success of the communication strategy.
5. Determining who will be responsible for specific processes: who will tweet, who will put messages on Facebook, university webpages or other sites, who will update relevant systems, who will answer the emergency line, who will contact relevant

institutions and who will monitor the situation.

6. Creating separate social-media account: it is important not to put information referring to the emergency on the regular, daily information account. The public can have difficulties with finding relevant posts scrolling between a wide range of information. It can also be confusing for the audience.

In the process of preparing the CC plan:

1. Preparing contact list of all CC team members. Such a list should be available in every university's unit dealing with mobility, safety and security, as well as in all units hosting mobile students/faculty/staff and obviously in the offices of authorities. It could also be available on the university's web page/intranet. The list should include phone numbers (also mobile numbers) and e-mail addresses.
2. Preparing a short CC guide available in every university's unit dealing with mobility, safety and security, as well as in all units hosting mobile students/faculty/staff. The short guide should define necessary steps to be undertaken as the first reaction of the staff/faculty in case of emergency. The Jagiellonian University Rector's Proxy for safety and security developed a system of binders including a numerous cards defining basic and more elaborated procedures related to crisis situations.



3. Preparing communication checklists aims at speeding up activities and avoiding mistakes or negligence in the communication process.
4. Activating a phone line that we can direct all callers to during a crisis situation.
5. Training students in proper behaviours in an emergency. Internet is a powerful mass media communicator. Despite all the efforts of the CC team in transmitting reliable and relevant information to the public, students can pass erroneous, unproven reports on Facebook and Twitter, can post videos and comments showing only selective extracts from the whole situation, which disrupts the CC team's message and undermines its credibility. Proper training can make students aware of such a hazard and reduce miscommunication and second-guessing.
6. Training personnel to prepare people to give interviews when required.
7. Training and engaging Student Union. When crisis affects some students, it is a crisis for all students—they should be well-informed by the CC team to be able to spread the information further to the entire student community. Students may decide to give interviews that may not be positive. Since the CC team may have limited control of this, it is important to communicate with the Student Union in a timely manner and try to prevent difficult circumstances.

The third step is to choose the tools of communication:

There are numerous tools facilitating accurate and prompt communication. We have to be mindful that the first communication in the earliest stages of crisis is the most important and decisive for the further perception of the situation by the public/people involved. Usually communication should appear within the first 30 minutes.

Depending on the nature of the crisis/emergency, different tools are to be used.

We can distinguish two types / groups of crises / emergencies that differentiate the communication tools and channels:

- The crisis situations are usually related to one (eventually to more) person and require absolute respect of privacy, eg mental health crises, individual accidents, the death of a person caused by illness or accident, etc.
- The crisis situations affecting one or more people, when the public is a testimony or the information reaches the public and needs to be informed.

In case of the first type of situations, the communication and interaction will be developed on the level of sending and hosting institutions involved, the family of the person in crisis and eventually other institutions, such as police, hospital etc. The phone calls, e-mail messages or special crises platforms will be most relevant.

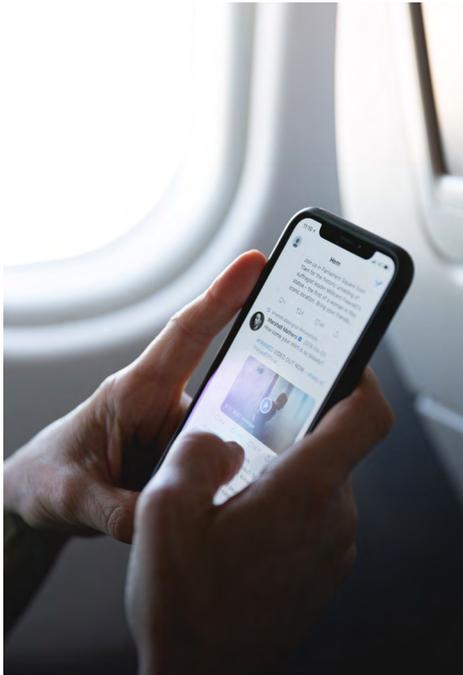


However, depending on national legislation, the information transfer and contacts with family or other institutions will be more or less easy. Each institution has to follow the national regulations and adapt the information flow and data protection policy to its own crisis communication procedures. However, it is important to remember that universities always should consider risks and potential damage caused by not sharing information.

Very useful in crisis communication are systems/interactive maps identifying outgoings in the world; platforms/internal IT resources designed for crisis communication.

In case of the second type of situation, there are various tools / communication channels to be used:

- Spokespeople's statements to mass media (radio, television, Internet, newspapers)
- Social media (Facebook, Twitter or other social communication platforms)
- E-mails; phone calls
- Special platforms, intranet and other
- The choice of tools depends on the emergency and the evolution of the crisis situation, as well as the public response to the university's message





#### 4. LEVELS OF EMERGENCY

Except for the appointment of the Crisis Communication team and defining the tools to be adopted, it is greatly beneficial to define a priori possible Levels of Emergency determining engagement of appropriate university and extra-university stakeholders. Concerning mobility, we could create tentative levels of categorisation:

##### **Level 1**

Would be the most severe, engaging the wider public, university authorities, media and all stakeholders responsible for mobility.

We can list here such situations as:

- Natural disasters causing injuries or death of mobile participants (earthquakes, floods, hurricanes and other)
- Severe accidents (bus accidents with injured and/or dead mobile participants, plane crashes, building collapses, large-scale panic at mass events)
- Terrorist attacks, street shootings etc.
- The use of guns on campus
- Politically motivated crimes

## **Level 2**

Would refer to individual severe cases requiring intervention and involvement of specialists as well as of authorities and staff:

- Hate speech
- Persecution
- Beating
- Mental crisis

## **Level 3**

41 Could refer to less severe individual cases usually engaging staff:

- Non-life-threatening accidents and diseases of mobile students / staff
- Slight mental crisis caused by cultural unawareness
- Petty crimes

## **5. TEMPLATES OF THE CC PLANS – GOOD PRACTICES**

There are numbers of well-prepared CC plans by universities worldwide, especially at US universities, as well as recommendations on CC. Although they do not refer to global mobility and usually are part of the general university crisis management strategy, they can be mentioned here as a basis for further arrangements.

We provide here links to various universities' web pages defining CC plans:

- [washington.edu](http://washington.edu)
- [emergency.duke.edu](http://emergency.duke.edu)
- [ysu.edu](http://ysu.edu)
- [webpages.acs.ttu.edu](http://webpages.acs.ttu.edu)
- [ucop.edu](http://ucop.edu)

In October 2018 Jagiellonian University in Kraków will host two day [Resilience course organised by the Association of Chief Security Officers \(AUCSO\)](#).

**Katarzyna Jurzak**  
- JAGIELLONIAN UNIVERSITY IN KRAKÓW

# Safety and Security

It is crucial to take into consideration both incoming and outgoing students and staff when organising a university-wide system to ensure safety and security. When planning your activities addressed to incoming persons, do not hesitate to invite to cooperation partners from outside the university who are local experts: police, municipal guards / police, NGOs etc. On the other hand, your international partners will help you shape procedures related to outgoing students and staff. Cooperation within international networks which focuses on safety and security in general (e.g. The Association for Chief Security Officers - AUCSO, [www.aucso.com](http://www.aucso.com)) or its specific topics (e.g. Academic and Educational Mobility of the Coimbra Group) became a golden standard for innovative, internationalised universities that put safety first. Something unpredicted may always happen but having procedures in place increases the professionalisation of reactions to certain scenarios.

## **1. HOW TO PREPARE SAFETY-ORIENTED WELCOME GUIDE?**

In order to make your incoming students and visitors safe and informed about possible risks related to your country / city, universities should provide them with a general introduction about the country and level of safety and security (statistics, general advice etc.).

*Underage students – additional words of advice*

(SEE MORE IN [CHAPTER 1: DEFINING THE ROLE OF THE UNIVERSITY AND INTERNATIONAL RELATIONS OFFICES – SCOPE OF SUPPORT](#))

Bear in mind that some of your international students may be underage, which from a legal and practical point of view means that they are children. Their parents or legal guardians may not be able to come immediately when something dangerous happens. In some countries there are companies which provide guardian services or special legislation for the protection of children under the age of 18 (e.g. UK, Germany), which helps to shape internal university procedures.

In others, for example Poland, the legislation is very scattered and the phenomenon begins to be noticed. Remember that in many situations (medical care, mass events such as student festivals, police interventions etc.) your underage students may not be allowed to act on their own and you will need to have not only relevant procedures in place, but also certain legal statements and authorisations.

Your community should also be aware of that fact, especially when they organise events for international students (administration of alcohol etc.).

## WELCOME TO OUR COUNTRY

When preparing a welcome message to your incoming guests, bear in mind its main goals:

- to welcome incoming students, staff and guests in your country
- provide them with basic information about your country and city
- to present relevant information on safety and security or any particular threats
- to explain why you focus on safety and security issues

## HOW TO DO IT?

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### WELCOME:

- Remember that for some of your incoming students it may be their first time to live abroad, away from friends and family. Also, your incoming staff and visitors may be concerned about their safety, especially when mass media provides reports on incidents related to terrorism or hate crime. Assure them you treat safety and security issues seriously and will respond to their concerns. Give them substantial advice on issues they should be aware of and remind them that we all are responsible for our safety. Encourage them to seek new opportunities and shape their mobility abroad into a fascinating



journey through language, culture and science.

- Ask a person in charge of international student / staff affairs to write a short welcome letter containing a positive message on your efforts to keep them safe
- Write a general welcoming paragraph stressing your commitment to ensure the safety, security and well-being of all your students, staff and visitors

### **BASIC INFO ABOUT CITY/COUNTRY:**

- Provide your incoming students, staff and guests with basic information about your country and city. Give them background information and substantial tips which decrease the possibility of becoming a victim of crime: what should be avoided when they enter your country, how to behave, where to find help etc. Most incidents related to safety and security could have easily been prevented if people had taken more personal responsibility to protect themselves and their property and if they had been aware of the risk. Remember to give positive messages and let them know what they should be aware of. Encourage them not to take the unnecessary risks that they wouldn't take at home. Remember there are no 'incident-proof' countries and cities. Most of the contemporary risks and threats can happen anywhere in Europe. You should make people aware of them but also teach them to keep in mind they

are responsible for their choices. In the very first moment, most of us in a new place are a little bit lost. Help them find their way to gain the most from mobility in your country and city.

You should consider preparing a message on:

- number of inhabitants of your country / city
- size and characteristics of the student population in your city (numbers, nationalities, cultures, languages)
- what makes your city the best choice for international students / staff / visitors (e.g. cheap, comfortable and safe public transportation available 24/7, easily accessible public services for international visitors in the city, sport and leisure opportunities etc.)
- flat rentals
- public transportation
- smoking and drinking in public spaces
- regulations on drugs (also so-called 'soft' or new psychoactive substances)
- city crime prevention programmes / policies for visitors

When preparing the message:

- use infographics where relevant / possible
- use data provided by police or departments responsible for safety and security in your city
- show data relevant for the medium you use – you will probably speak more than write

### **PARTICULAR THREATS**

Think about some risks and threats which are particular for your region / city. They may be geographical, social, sport related, cultural etc., such as: earthquakes, air pollution, rival sports teams and special events which may cause a threat to freshmen. As we wrote above, you don't want to scare your visitors, but rather to make them aware that they should avoid certain public spaces during local derbies, be careful when participating in a big music festival in the city centre or avoid outdoor sports activity when an air pollution alert is raised.

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**FIRST AID  
CASE**

*Why do you focus on safety and security issues?*

- We want to ensure that all of our visitors have a safe and secure stay to be sure they gain the most from their mobility
- We believe that in a safe and secure environment people achieve more
- Risks are present everywhere, but with a certain level of knowledge you can avoid most of them
- You make your university more attractive, which helps to increase international cooperation
- In some countries it is a legal duty to care about students and staff or to ensure safety and security at the university premises



**Get inspired!**

**You may find the following advice  
and practices useful**

[imperial.ac.uk - Safe and Secure](https://www.imperial.ac.uk/safe-and-secure)

[Study Abroad Guides and Tips](#)

[Handbook on Safety. Measures in Case of Accident or Crisis. Abo Akademi University](#)

[Safe Student UJ - personal safety](#)

[Welcome Guide 2017, International Students Office Jagiellonian University in Kraków](#)

[Health and Safety Roles, Responsibilities and Organisation at University of Bristol, \(2\), \(3\)](#)

Provide your visitors with general information about places where they can find help, such as:

- Police
- Municipal police / guard
- Other forces / services provided by city or country
- Commissioner of Human Rights / Ombudsperson

Include one-two phrases about accessibility of the services for international visitors. State to what extent your university may provide help in accessing some public services (e.g. whether they can count on assistance from the mayor's office when registering their stay etc.).



## 49 2. CAMPUS & UNIVERSITY PREMISES

Provide your guests with basic information on your premises which is relevant to their study, research or teaching programme:

- structure of your campus (one or more campuses, buildings around the city etc.)
- general safety and security data from your campus (if available)
- general advice on how to stay safe on campus or on other university premises
- safety and security rules in halls of residence (evacuation, internal regulation, disciplinary





- committee etc.)
- safety and security rules / procedures on campus (where to find them, where to go when needed, which services are provided)
- any surveys related to feelings of safety and security
- how the university ensures the well-being of students and staff

Good practices:

- Short safety notice translated in two languages in the rooms of each residence hall – general evacuation rules
- Short safety notice in visible places of university buildings (in two or more languages) on safety rules, evacuation, important numbers, a short version of procedures



### **3. VICTIM OF CRIME (INCLUDING HATE CRIME)**

#### **TROUBLES WITH LAW**

Although we rarely think that we may become a victim of crime during our mobility, it is good to know how to react, just in case. International students and staff, by definition, may be more exposed to crime motivated by hatred because of their nationality, skin colour or religion.

## HOW TO REACT TO HATE CRIME?

Hate crime is an act motivated by hostility or prejudice towards an aspect of the victim's identity. In the handbook prepared for foreigners by the Polish Ministry of Interior and Administration, you could find the following examples of crimes motivated by hate:

### HATE CRIME

*All forms of expression (spoken, written, graphic representations etc.) mocking, degrading, abusing, accusing people or other entities as well as threatening them or instilling a sense of threat in them due to their actual or alleged identity trait.*

*Hate speech is the public expression of beliefs that depreciate, denigrate, and dehumanise a group of people due to some identity traits. We are dealing with hate speech also in the case when genocide, crimes against humanity or war crimes are publicly denied, trivialised or justified. One example of hate speech is xenophobic, anti-Semitic, and racist slogans and drawings, e.g. on walls or in the media.'*

### BIAS-MOTIVATED CRIME

*These are acts of physical, verbal, psychological and sexual violence, cyber violence (on the internet), harassment, blackmail and other forms of violence motivated by prejudices and targeted at people or property in connection with their actual or alleged belonging to specific groups or based on a link to such a group. A hate crime will be any criminal offence of the nature described above.'*

Source: A. Teutsch, M. Stoch, A. Kozakoszczak, A. Mazurczak (legal assessment), A document concerning the prevention of discrimination and bias-motivated crime for students, doctoral students, and university teachers, Fundacja Autonomia, prepared at the order of Katarzyna Jurzak – Rector's Proxy for Student Safety and Security, Jagiellonian University in Kraków, Just & Safer Cities For All – Local actions to Prevent and Combat Racism and All Forms of Intolerance, JUST/2014/RRAC/AG/BEST/6673.

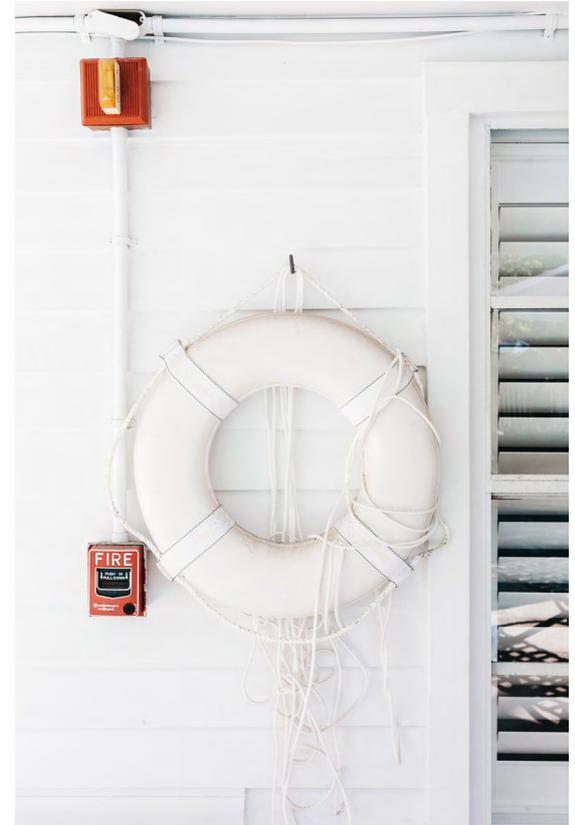
We advise the preparation of procedures / notices / website content which:

- explains legislation applicable to hate crime (with links to public websites of police and other offices responsible for combating discriminatory violence in your country) including access to interpreters free of charge
- lists places where a victim may find help – police, NGOs, others
- explains what kind of help your university may provide if the crime occurred outside its premises
- explains what happens if you are a victim of crime committed at the university premises or by a university community member

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Good practices from JU:

- JU guidebook on hate crime: how to react, where to seek help, police procedures, helplines and relevant NGOs can be found [here](#)
- [JU map of police stations in Kraków](#)
- A person to whom you may go in case of being a crime victim (Rector's Proxy for Student Safety and Security)
- In Poland, the description of victim's rights and duties that is translated into several languages is available on the [website, in English](#)). For all



victims of crime who do not understand Polish, the state provides an interpreter. The presence of an interpreter is mandatory while conducting activities concerning a person having no command of Polish. It is free of charge

Although it seems implausible, it may happen that your incoming guests will be charged with crime. At Jagiellonian University we had only few cases, but it was always very challenging for the person affected, their home university and the hosting institution as well. Most of those cases took place because certain behaviour was not considered as criminal by the perpetrator, but it was legally forbidden in Poland.

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Provide your guests with basic information about laws, local customs and traditions which may expose them to trouble:

- Any unique regulations which may be strange to your incoming guests – for example, in Poland: drinking alcohol (even beer) in public spaces is prohibited and may cost you a fine; you may be fined for smoking in certain places; you may be fined for jaywalking or crossing the street on a red light)
- Local customs and traditions: for example, in Poland during Independence Day there are organised marches which may be considered by some guests as threatening; a day of a football match between two

rival teams may be considered as dangerous by some international guests

- List all traditions and local customs which may affect your international guests

#### 4. SEXUAL VIOLENCE AND ASSAULT

Studying and working in a safe environment is a basic right. This is why your institution should have in place procedures regarding sexual violence and assault. In different countries, social norms may be different, but in most of them sexual harassment, bullying, assault etc. are considered unethical, unwanted, unacceptable and illegal.

Provide your international guests with information about:

- Where to go and how to report such behaviour at university
- What legislation is related to such incidents
- Any psychological help provided
- Legal counselling
- Anti-discrimination campaigns
- Consent and how to prevent violence

Good practice:

- If you have experienced sexual violence or assault,

you can receive support from University units and beyond. All students can turn to the Rector's Proxy for Student Safety and Security in case of sexual harassment or gender-based violence, particularly if a person related to the University (friend of the University, a course instructor / teacher etc.) is behaving towards them in a way that they perceive as inappropriate (eg being sexually suggestive, imposing oneself, sending unwanted messages, especially of a sexual character, and making sexual advances of another nature)

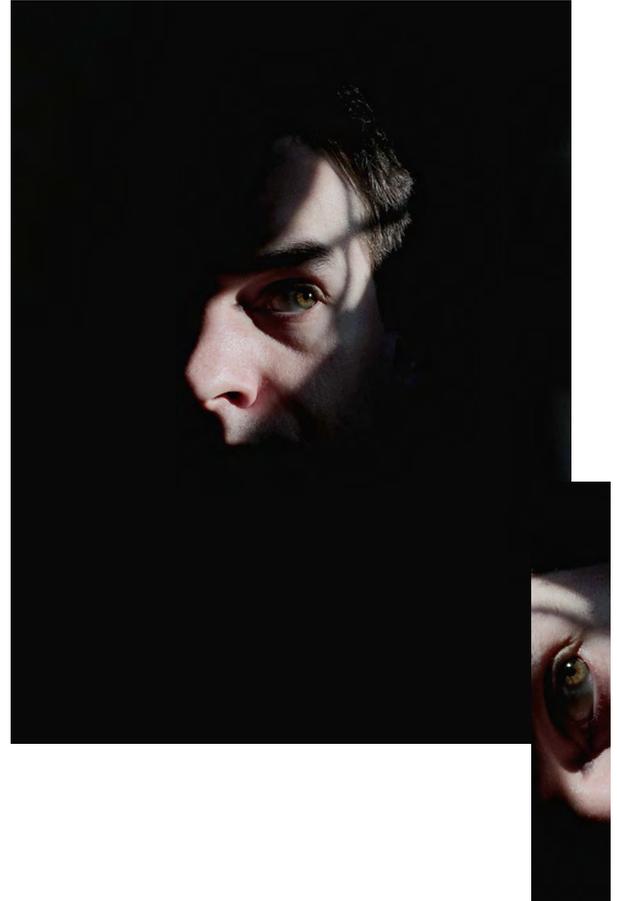
- [Consent and how to prevent sexual violence](#)

## 54 5. DISAPPEARANCE OF A PERSON

Disappearance of a person refers to a situation when a person's location is unclear, when his / her status is unclear. Due to the lack of information about his / her life, health or freedom, it is necessary to find this person on provide him / her help.

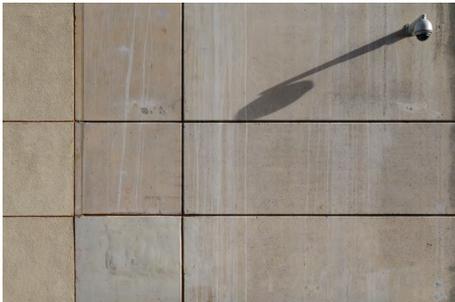
Provide your guests with information:

- what does it mean according to the law
- where to go for help in such a case
- what the university can and can't do (show the boundary of university / police / family reaction)





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*Good practice*

JU guidebook relating to Polish law on this topic - see the relevant chapter in [Student Handbook 2017/2018](#) and in the [CHAPTER 7.5 - PROCEDURE AND GUIDELINES FOR THE DISAPPEARANCE OF A PERSON - JAGIELLONIAN UNIVERSITY HANDBOOK 2017/2018](#)

[Imperial College London Missing Student Policy](#)

## 6. DISCIPLINARY PROCEEDINGS

Rules regarding the above-mentioned procedures according to the law and internal procedures – where to go, how to report, what are the main steps in the process.

***Get inspired!***

***You may find the following advice  
and practices useful***

Jagiellonian University provides their international students with a brief description of disciplinary procedures and rights which may be downloaded [here](#). Additionally, during Orientation Day students are informed about the regulations in place (at the beginning of the winter and summer semester).



## 7. OUTGOING STUDENTS AND STAFF

The preparation of your outgoing students and staff is similarly important, especially when your students and staff are planning their trip to a country on the ministry of foreign affairs warning list.

Provide them with at least basic information on which safety and security aspects they should take into consideration before going abroad. They should consider, for example, these actions:

- to check general information about the destination country provided by your ministry of foreign affairs and national office responsible for public health
- to check the Global Peace Index and Global Terrorism Index
- to register their travel in university systems
- to register in a travel system provided by your ministry of foreign affairs
- to collect important numbers – for example, embassy and consulates, the nearest hospital, police station etc.
- to make a copy of their ID, passport and other relevant and important documents – take one with you and leave the other at home



**Isabell Majewsky Anderson**  
- UNIVERSITY OF EDINBURGH

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# Database of good practices: how to create a university policy – Dealing with emergencies and the University of Edinburgh experience

This chapter describes emergency and crisis management policy and procedures set in place within the University of Edinburgh. The policy also provides a framework for dealing with evacuations resulting from a terrorist attack or natural disaster. Information and guidance on how it should be followed is set out in the University's Go Abroad Policy. The Policy helps students to plan and prepare for study or research abroad, and includes a protocol for dealing with an emergency evacuation and / or crisis management situation. It also serves as a guide to all staff responsible for supporting students as they prepare for travel.

In the UK, universities have a duty of care that extends to all staff and students on formally-approved university business, academic study or research at home or in another country. Naturally, it does not extend to students and staff on holiday abroad, or students undertaking their own work, voluntary activities, or independently-organised internships or visiting friends or family.



## 1. THE POLICY

### PRE-TRAVEL CONSIDERATIONS

All students going abroad on academic business or for academic study / research are required to read the University of Edinburgh Study Abroad Handbook which provides comprehensive guidance on all aspects of preparing for a period of study or research abroad. All staff involved in the planning or preparing of students for a period abroad must also review the guidance on what to do in the event of an emergency situation arising and whom to contact.

There is a process of documentation that is required before travel: all students travelling overseas participating in study or research are required to complete a travel risk assessment which is then approved by an appropriate staff member. This is especially important for travel to hazardous locations (as defined by the UK Foreign and Commonwealth Office), as these trips will need to be referred to insurers for confirmation that coverage can be placed and may attract an additional premium to the University. The University will only provide travel and medical insurance once the Insurance Office has received confirmation that the Assessment has been completed and approved by an appropriate staff member.

**The University's Travel Policy provides the following protection to staff and students:**

<b>cover</b>	<b>what does it mean</b>	<b>policy limits</b>
Medical and Emergency travel expenses (including repatriation and emergency evacuation)	If you require medical treatment whilst you are abroad, there is cover for costs	Unlimited
Loss, theft or damage to personal baggage, including laptops, mobiles etc. Single article limit of £1000 per item	If your personal belongings are lost, stolen or damaged, the Policy covers the cost repair or replacement	£10,000 (inner limit of £3500 for business equipment), ie if you are using any equipment belonging to the University during the trip
Lost or Delayed Baggage	If your baggage is delayed or lost during your trip, there is cover in place to purchase emergency items until your bag is returned to you	£750
	If your bag is not returned to you, the policy covers the cost of replacing your belongings with items of a similar cost and specification	£10,000
Money	Loss of money	£10,000
Cancellation / Curtailment	If your trip is cancelled or curtailed due to circumstances beyond your control (usually illness to you or a family member for whom you are responsible)	£10,000

The British Foreign and Commonwealth Office defines countries where there is a medium or high-risk of an incident occurring. In this case the University seeks additional support from its global security advisers Red 24. The company provides a full range of support, including travel safety and risk management, resolution and mitigation in the event of kidnap for ransom and extortion, as well as trained security drivers, suitable vehicles and one or more close protection officers if the incident requires.

Crucially, schools are also required to enter into an Agreement ([USEFUL DOCUMENTS ON SAFETY AND SECURITY IMPLEMENTED BY CG UNIVERSITIES: 2. DRAFT AGREEMENT BETWEEN SCHOOL AND STUDENT – UNIVERSITY OF EDINBURGH](#)) between the school and the student that explains that in the event of a crisis, should the University decide to recall students from an institution or a country, it will communicate this decision and will provide the necessary support and information on how to proceed. The University's decision is final and the student must adhere to the instruction. If the student fails to do so, the University may take the decision not to award credit for the course of study undertaken abroad. This is because in such situations the University would not be able to assure the safety of our students, the quality of the student experience and / or the quality of academic standards.

## **2. WHEN TO EVACUATE – AND HOW THE DECISION IS MADE**

An Emergency Protocol Panel has been established at the University of Edinburgh to decide when to evacuate and to oversee the process of doing so. The composition of the Panel includes the following senior University office bearers:

- University Secretary
- Director of Finance
- Director of Student Funding and Scholarships
- Director of Health and Safety
- Director of Edinburgh Global

In the event of a crisis abroad, for example a terrorist attack or a natural disaster, any member of the Emergency Protocol Panel that the University has established for this purpose, can instruct the University's insurers or its agents to proceed with evacuation. If the Emergency Protocol Panel members need to be contacted out-of-hours, contact needs to be made through the 24-hour University Emergency number and the relevant Panel members will then be contacted directly. This ensures that emergencies can be dealt with 24/7.

The University of Edinburgh's procedure for dealing with emergency evacuation and crisis management for students on overseas study or research is as follows:

- If the Foreign and Commonwealth Office (FCO) changes its Travel Advice to warn against all travel to a country or even an area within a country where any staff or students are on official University business (including related professional activities), then the decision should be immediately taken to arrange their evacuation.
- There will be occasions when the FCO advises against all non-essential travel but does not raise the security level to advise British citizens in the country to leave immediately. In these circumstances the School / Subject Area with staff and students in the country should seek advice from the Emergency Protocol Panel in order to use their expert knowledge to assess the risk to staff and students. The Emergency Protocol Panel has the final authority to determine whether students and staff should be evacuated. This will be made in consultation with Red 24 who will inform the decision. Our duty of care and legal obligation for the welfare of the student is paramount.
- There may be a situation where other countries will instruct their citizens to leave a country, before the FCO acts. Under such circumstances, the Univer-

sity will be guided by the action of the FCO and the advice from Red 24. It will treat a group of students or staff in the country as a single cohort, and treat all in the same manner, irrespective of nationality.

- The Emergency Protocol Panel should always be consulted as soon as possible in order to ensure that swift action is taken.
- Where a decision to evacuate staff and students has to be taken by a Head of Subject Area or Head of School out of normal hours (eg at night, or over a weekend), the actions taken will always be supported and honoured financially by the University.



### 3. AFTERCARE OF STUDENTS AND DEBRIEFING

Any emergency crisis situation has implications in securing student welfare and providing on-going support and counselling should it be needed. Either Edinburgh Global or the school (if they have arranged the visit directly) will make the necessary arrangements to provide this support as well as debriefing the students on their experience.

Edinburgh Global will also alert the Press Office to any emerging crisis where students or staff might be evacuated as soon as possible and the Press Office will prepare a statement in case they receive press enquiries. This ensures central coordination and consistency of communication.

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Dealing with emergencies requires appropriately trained and skilled staff who are experienced in managing and responding to volatile situations that may rapidly deteriorate and who have the expertise to respond quickly and decisively, in line with University policy. Given climate changes and the turbulence in global politics, the necessity for this function is rapidly growing in the higher education sector.



**Gina Marinescu,  
Norica Butnaru,  
Alexandru Ioan Cuza  
- UNIVERSITY OF IASI**

Cooperation between staff from international offices and student health centres / services is essential in ensuring appropriate support services for the exchange students who may experience physical or psychological problems during their mobility.

Other services and members of the academic community (education abroad advisors / tutors, admissions offices, student residence managers and administrators, student associations and networks) could bring an invaluable input to initiate or develop existing health programmes and resources for exchange students.

All the services involved in managing student exchanges should thus set up a campus network with specific roles and responsibilities, whose purpose would be that of preventing crises and effectively handling emergency situations. Furthermore, in order to optimise their experience abroad, both incoming and outgoing students should be properly informed on specific health requirements and access to healthcare services in the host country. Learning about health and safety issues in the host country represents an essential step in planning a study or training mobility abroad.

# Health issues

## RECOMMENDATIONS BEFORE ARRIVAL:

- Inform students about health requirements in the host institution / country: insurance, medical certificate / immunisation and screening record, specific immunisations (for exchange students studying medicine), medical record (health history)
- Suggest students to carefully check their current health insurance coverage

## RECOMMENDATIONS UPON ARRIVAL:

- Include health related information in the welcome package: brief description of on-campus health services and their working schedule; printed materials with useful information on students' access to medical services (on and off campus, emergency telephone numbers, pharmacy locations)
- Invite healthcare professionals to deliver brief presentations during the orientation day(s) / week
- Organise health orientation sessions (if possible sessions may include tours of the medical offices and counselling centres on campus)
- Distribute health promotion materials in English (related to on- and / or off-campus wellness programmes for nutrition, fitness, stress management, alcohol awareness, smoking, drug use, safe sex etc.)





## 1. VACCINATIONS

International students are recommended to become aware of specific immunisations which may be required in the host country or other countries where they intend to travel during their mobility.

A reliable source of information on immunisations and vaccines is provided by the World Health Organization (WHO), which plays a coordinating role of the International Health Regulations [\[click\]](#).

The WHO Expert Committee on Biological Standardization is responsible for the establishment of the International Biological Reference Preparations and for the adoption of WHO recommendations and guidelines.

WHO recommendations for routine immunisation: [\[click1\]](#), [\[click2\]](#).

The WHO list of vaccines for travellers include:

- vaccines for certain destinations
- vaccines demanded by certain countries
- routine vaccines to be reviewed before travelling

## **EU exchange students travelling inside the EU**

The European Centre for Disease Prevention and Control (ECDC) – an EU agency established in 2005 – has developed a platform providing vaccine schedules in all EU countries as well as the possibility to compare national immunisation schedules in EU countries. [\[click\]](#)

## **EU exchange students travelling outside the EU**

International students might be required to send proof (health history form with mandatory immunisation documentation) of adequate immunisations against measles, mumps, and rubella (MMR), tetanus, diphtheria and polio (TDaP), varicella and meningitis before their arrival. For some countries or regions, requirements might also include Hepatitis A and B vaccines, among possibly other vaccines, and a tuberculosis screening. The host university should inform newly admitted international students about these requirements.

## **2. INSURANCE**

Health insurance provides students with protection in case of an unexpected injury or illness during their study / training mobility abroad. Medical services not covered by health insurance can be very costly. Most universities require their international students to provide proof of insurance or offer students the possibility to enrol in their own student health insurance plan.

EU students travelling inside the EU can use their European Health Insurance Card which gives them access to immediate health coverage within another EU host country. However, they often need to register in the national healthcare system once they arrive at their study destination.

### *EHIC*

A free card that gives you access to medically necessary, state-provided healthcare during a temporary stay in any of the 28 EU countries, Iceland, Liechtenstein, Norway and Switzerland, under the same conditions and at the same cost (free in some countries) as people insured in that country.

[Source](#)

EU students travelling outside the EU should check if their insurance plan covers the requirements communicated by the host institution. For instance, all international students in the US under the J-Exchange Visitor program must meet the minimum coverage requirements, which include certain levels (different from institution to institution) of coverage and deductible amounts per accident or illness, as well as coverage for medical evacuation and repatriation of remains. All international students need to verify their current health insurance coverage with their insurance provider before the departure abroad. They should learn about restrictions and exclusions. The most common insurance exclusions (no benefits for doctor visits, prescriptions, hospitalisations) refer to: pre-existing conditions, dental and vision, maternity, alternative medicine, (organised) sports, treatments for substance and alcohol abuse, mental health and outpatient prescriptions.

**Non-EU students travelling inside the EU need to contact the host institution in order to find out about specific requirements related to their health insurance. They might need to purchase a private health insurance plan and ensure that it is valid in the host country and other EU countries they plan to travel to, so that they can have coverage as needed.**

The insurance plan has to meet the Schengen Visa insurance requirements (insurance validity for the entire duration of the



mobility in a Schengen country, medical expenses, medical evacuation and repatriation coverage of approximately 30,000 euros.

### 3. PUBLIC HEALTH ISSUES

Despite the differences between the national health policies of EU member states, the general aim of their health systems, services and medical care is to improve public health. Brief assessments of the effectiveness and accessibility of the EU countries health systems' performance may be accessed [here](#).

Campus health professionals or international officers could include a brief presentation of the healthcare system in the host country within the programme of the orientation days / week. Thus, the international students would become aware of the available on-campus and off-campus health services, which might differ from the services in their home countries. Accurate contact information for local health care providers, on-campus physicians, counselling and psychological services, as well as a list of emergency contacts should be included in the arrival package. Also, mentions are to be made on how local medical care is to be paid for and any other practical matters (arranging appointments, documentation required, co-payments and reimbursement claim forms).





## ***EU exchange students travelling inside the EU***

Mobile students` access to public health services during an exchange study mobility in another EU country (as well as in Iceland, Liechtenstein, Norway and Switzerland) is made based on their European Health Insurance Card (EHIC), which is issued by the national health insurance provider of their home country.

The EHIC gives access to healthcare under the same conditions and costs as the insured citizens of that country. The EHIC does not cover planned treatment and private healthcare, it does not replace travel insurance and does not guarantee free medical services in the host country.

In order for EU mobile students to check the information about treatment, coverage and costs in their EU host country, they may want to access the following EC dedicated web page: [Unforeseen medical treatment](#).

**Hospital treatment** for registered international students is usually free of charge in university and public hospitals, which have a contract with the national healthcare system. Except in the case of an emergency, in order to be admitted to the hospital, or to consult a specialist, in most cases a referral from a doctor is required. A valid EHIC and passport are also needed.

**On-campus medical services** offered to students may include:

- medical consultations and therapy:
  - preventive medicine
  - curative medicine
- issuance of medical certificates
- family planning and counseling:
  - contraceptive counseling
  - special case counseling

#### 4. MEDICINES, PRESCRIPTIONS

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When choosing their health insurance plan, international students might need to check if it includes a prescription coverage plan, particularly when they are currently taking medication. In most cases, students will have to pay up front for the prescribed medication and then file a claim for reimbursement. Medicine prescribed by public health service practitioners, as well as over-the-counter medicines, may be partially charged (some EU countries – Lithuania, Portugal, Poland, Romania - have official lists of medicines subsidised by the health care system) whilst others may be charged in-full.





In order to obtain a new prescription, international students should make an appointment with a local doctor (general practitioner), and have with them their former prescription and a medical letter or medical report (e.g. some recent results of common lab tests).

Mobile students who take medication on a regular basis may want to bring a sizable supply with them or have their medication sent by mail from home in order to avoid being charged at full cost or to find out that the prescribed medication is not available in the host country.

Pharmacy locations and any useful information on how to get free or reduced cost prescriptions (based on certain types of insurance or on the grounds of low income) can be included in the welcome package for international students.

## **5. SEXUAL HEALTH, PREGNANCY, ACCESS TO CONTRACEPTION**

Taking into account the high rates of unplanned pregnancy and, at the same time, the possible discomfort in accessing sexual health information, it is recommended that during the orientation days / week, healthcare professionals deliver a brief information session about access to sexual health services in the host country and distribute leaflets on contraception and sexually transmitted infections. Types of contraception available in the host country (condoms, pills,

contraceptive injections, implants, intra-uterine devices, emergency contraception) should also be mentioned.

Contraceptive prescriptions are generally obtained from the student health centres, from a general practitioner or a local doctor. By carefully consulting their health insurance policy, international students could learn more about the contraceptive coverage so that they have access to contraception if they plan on becoming sexually active during their stay abroad.

The host institution should reassure the international students that, by accessing sexual health services or counseling, they do not have to concern themselves with uncertainty on privacy and confidentiality issues and should not fear staff being critical or judgmental.

## 6. MENTAL HEALTH ISSUES

On-campus individual counseling sessions are an excellent opportunity for exchange students to talk to a mental health professional about various psychological and emotional issues, such as academic and social concerns, anxiety, depression, alcohol or drug abuse. In most cases, counsellors provide free crisis assessment, referrals, support / therapy groups etc. International students should become aware of the existing on-campus counseling and psychological services, as they may provide consultation and intervention, all complying with standard strict confidentiality policies.

During their work with students, academic and administrative staff members may be able to identify from an early stage worrisome changes in students' behaviour or appearance. In some cases, concern might be expressed by family members and / or peers.



Warning signs which may indicate the onset of mental distress:

<b>Academic performance-related indicators</b>	<b>Physical indicators</b>	<b>Psychological indicators</b>
<ul style="list-style-type: none"><li>• Sudden decline in the quality of assignments and grades</li><li>• Frequent absenteeism (missed classes and / or appointments)</li><li>• Increasingly disorganised performance</li><li>• Repeated requests for preferential treatment: extension of deadlines, task re-assignments</li><li>• Recurrence of disconcerting themes in written or creative works (graphic violence, targeted threats, despair, hopelessness or suicidality)</li><li>• Ill-suited disruptions during lectures and seminars</li></ul>	<ul style="list-style-type: none"><li>• Marked changes in outward appearance (personal hygiene, precarious grooming and dresswear, extreme weight loss or gain)</li><li>• Excessive and repeated fatigue</li><li>• Disturbance in sleep patterns</li><li>• Indications of alcohol intoxication and / or drug abuse</li><li>• Signs of spatial disorientation, vertigo</li><li>• Garbled, tangential, disconnected, or slurred speech</li><li>• Out of context or bizarre behaviour</li><li>• Indicators of bodily abuse (e.g. scarring or bruising patterns)</li></ul>	<ul style="list-style-type: none"><li>• Change in style of interpersonal interaction (e.g. sudden aloofness or nonchalance)</li><li>• Outbursts of anger or excessive tearfulness</li><li>• Unusual or disproportional emotional outbreaks</li><li>• Anxiety or panic-related reactions</li><li>• Verbal abuse toward peers (e.g. taunting, badgering, intimidation)</li><li>• Direct statement of self-harm and / or self-injurious behaviour (e.g. self-infliction of cuts)</li><li>• Onset of delusions and paranoia</li><li>• Clear signs of suicidal ideation</li></ul>

Once noticed, students manifesting such warning signs of mental distress should not be left unattended and should be provided with immediate specialised assistance.

***DO'S and DON'TS***  
***when identifying a student in distress***

***DO***

- 
- Talk with the student in private.
  - Stay calm and listen carefully.
  - Express your genuine concern for the student's well-being and safety.
  - Try to look at matters from the student's perspective so as to avoid being judgmental.
  - Determine your immediate role in providing the student with help.
  - Encourage the student to accept professional assistance whenever needed.
  - Immediately refer the student experiencing acute psychiatric distress to a psychological therapist and / or psychiatrist.

***DON'T***

- 
- Approach the student in front of their peers, as it may cause embarrassment.
  - Judge or minimise the student's thoughts or feelings.
  - Ask 'Why' because it can sound judgmental.
  - Be defensive or personalise what the student is saying.
  - Take too much responsibility for the student's safety upon your own shoulders.
  - Make promises you can't keep (e.g. maintain confidentiality to the detriment of the student's safety).

**Elena Fontana,  
Gaia Garancini**  
- UNIVERSITY OF PAVIA

# 76 Professionalisation of internal units responsible for safety, security and well-being during international mobility

## 1. INTRODUCTION

During the process of managing incoming and outgoing students and staff partaking in international mobility, each university must identify the different structures / figures responsible for managing the various aspects of international mobility, both IN and OUT. The structures which are already in place have so far been able to take care of issues related to **safety, security and well-being (hereafter SSW)** only occasionally and in response to the specific needs of the participant. The purpose of this chapter is to offer and suggest good practices for the effective training of specific figures responsible for SSW. We therefore propose the following programme.

## 2. THE TRAINING PROGRAMME

### IDENTIFY THOSE RESPONSIBLE FOR SSW AND DEFINE THEIR INDIVIDUAL ROLES

In each university, international mobility (both IN and OUT) is managed by different agents (International Relations / Erasmus+ offices, academic coordinators). It is necessary to define who amongst these, or in addition to these, are formally responsible for SSW and under which role.

We suggest to involve in international mobility those working with the 'safety and security' structure, the legal department

and the structure responsible for the management of insurance products.

**DEFINE THE TOPICS COVERED BY THE TRAINING OF THOSE RESPONSIBLE FOR SSW**

We suggest that the training deals with the following themes:

- Regulatory aspects of international law: entry, residence and legal status of the foreigner (visas, entry and expulsion procedures), right to health care, social security and judicial law by country / geographical area
- Cultural, anthropological, historical, political, geographical and social aspects:
  - customs often demand compliance of conduct in a public setting, even by foreigners; non-compliance could possibly provoke violent reactions, especially in the case of 'not well-received' foreigners due to political and / or religious reasons;
  - many countries commonly experience significant natural disasters (earthquakes, floods, hurricanes etc.) or health problems (epidemics), which one must be aware of and appropriately prepared for;
  - the presence of political regimes or, worse, the absence of any form of government, implies





## PROVIDE TRAINING TO THOSE RESPONSIBLE FOR SSW

By its very nature, SSW training will have to remain effective and not be soon forgotten (especially if the person responsible is not frequently asked to employ the acquired knowledge and does not have his / her own training in the matter).

Therefore, we propose that training be provided as follows:

- Either internal experts at the university or external experts should be identified on the topics mentioned above. They will train those responsible for SSW, providing them with a broad overview of these issues. The training of those responsible could then be appropriately adapted and made available to individuals on mobility through online educational tools.
- The individual expert trainers will form a network of experts to whom SSW representatives will turn to solve specific problems.

## FINALLY, WE PROPOSE THAT THE FOLLOWING PRACTICE BE ADOPTED IN CG:

- Identification of experts within CG Universities who can constitute a CG network of experts in the SSW field
- Organisation of joint training activities on these issues that can be shared within the CG through a training or a MOOC



# Database of Coimbra Group Practices

## 1. TRAVEL ISSUES FROM A FRENCH PERSPECTIVE - CASE STUDY OF THE UNIVERSITY OF POITIERS

*Pierre-Louis Manouvrier, Christine Robuchon, UNIVERSITY OF POITIERS*

In order to prepare for their mobility, students and staff must follow the administrative procedures of visa acquirement or work permits and ask themselves questions about health prevention and risk management. It's important to take note, however, that countries have different policies regarding visas and residence permits. Depending on their status, that is, student or staff, procedures also differ. This section provides advice and establishes procedures in order to help students and staff find the most relevant information and facilitate their mobility. You will also find information to prevent travel and health problems.

In this chapter, we present travel issues organised and coordinated in France, by French universities, with a special focus on the University of Poitiers as an example of a university in the European Union. Most of the information associated with these topics are available on the University website, which provides advice to its staff and students interested in studying and working abroad. The website of the UP presents administrative procedures for both incoming and outgoing participants.

National institutions such as the Ministry of Foreign Affairs,

Campus France and Euraxess also give practical information for newcomers, according to their status (student, PhD candidate, staff).

In this section, we will focus on legal obligations of participants interested in enrolling in French universities, but also of nationals planning to study or work abroad. The following information is up-to-date at the time of publishing but is subject to change.

### **VISAS, TEMPORARY STAY PERMITS (EU/NON-EU CITIZENS) INCOMING STUDENTS**

The following are some of the questions participants should ask themselves when applying for a study or work mobility in France: How long will I stay? Do I need a visa? If yes, what kind of visa?

Procedures also differ and one has to wonder how long does it take for a visa to be processed by the authorities? Where can you get the information? What documents are needed? All foreign nationals coming to study in France must be able to submit statutory documented evidence at the border of the reasons for their stay, their means of support and their accommodation arrangements. All the details regarding coming to France and studying here may be found here: [\[click1\]](#), [\[click2\]](#).



## DOCUMENTS NEEDED

Every non-EU citizen planning to enrol in a French university requires:

- A valid passport
- A visa
- A proof of pre-registration written by the French university
- A completed application on the [Campus France website](#). The Campus France procedure offers foreign students the possibility to file and follow their application online. In addition, it allows higher education institutions to pre-register foreign students, without the need for students to send an application to France.
- The required conditions regarding financial means and health insurance. Students without scholarships from the French government, a foreign government or international organisations and who are not beneficiaries of other programs must demonstrate that they have sufficient means to study in France. The sum, 615 euros per month, corresponds to the monthly basic allowance paid by the French government to foreign students who have been awarded a scholarship.

### *Specific case*

Foreign students with a foreign secondary school diploma who wish to enrol in pre-graduate studies at a French university must apply for preliminary admission (demande d'admission préalable, DAP). This is done at your local French embassy or through Campus France. This formality concerns only those students who wish to enrol in the first year of university. Students who wish to enrol in a higher level of studies must contact the university directly, or follow the Campus France procedure, if applicable. Students wishing to enrol in a selective undergraduate course must follow the admission post-bac (APB) procedure (this procedure is changing on 15 January), except those wishing to enrol in a University Institute of Technology (IUT) and who reside in a country where the Campus France procedure exists. These students must follow the Campus France procedure exclusively.

## RESIDENCE PERMIT (STUDENT)

A residence permit is required to stay in France. It needs to be obtained within two months after your arrival. With the residence permit one may work and ask for financial help for housing (APL – Aide au Logement).

## INCOMING ACADEMICS AND DOCTORAL STUDENTS WITH A WORK AGREEMENT

VLS-TS visa – more than 90 days and residence permit

The 'researcher-talent passport' long-stay visa allows you to pursue a doctorate, conduct research or teach in France. It may be renewed in the form of a multi-year residency permit. The 'researcher-talent passport' VLS-TS is reserved for doctoral students, researchers and professor-researchers.

For a stay of less than 12 months, there is the 'researcher-talent passport' VLS-TS valid for one year. In the two months following arrival in France, one must have their visa validated by the Office français pour l'immigration et l'intégration (OFII -French Office of Immigration and Integration).

For a stay of 12 months or more, one initially has a 'researcher-talent passport' visa valid for three months. In the two months following arrival in France, they must go to

### *Good practice*

The International Relations Office of the University of Poitiers gives support to international students and recommends newcomers to download the Welcome Guide from the [UP website](#).

A partnership agreement has been signed between the University of Poitiers and the OFII (Office Français de l'Immigration et de l'Intégration – French Office for Immigration and Integration). Another partnership has been signed between the University and the Prefecture (administrative centre) to help residence permit renewals. Multi-year residence permits are approved on the basis of the degree duration. Information meetings are dedicated to international students.

More information is available on the [Campus France website](#), [Euraxess centres website](#) and University of Poitiers' IRO website.

the Prefecture to request their multi-year ‘researcher-talent passport’ residency permit. It is valid for a period of time identical to that of the hosting agreement, to a maximum of four years. It is not necessary to go to the OFII.

### *Note*

In France, visas requested by researchers in the field of Security and Defense are submitted to prior authorisation of the Security Officer Nominated by the Ministry of Defense. A visa refusal must be justified. Appeal is possible but rarely successful.

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## OUTGOING STUDENTS

The French Ministry of Foreign Affairs ([www.diplomatie.gouv.fr](http://www.diplomatie.gouv.fr)) gives updated information about required conditions to go abroad (visas, health, customs restrictions etc.). The website also presents maps of targeted countries with a colour-coded system, depending on the level of security of the country / region:

- Green, practise usual precautions
- Yellow, practise enhanced precautions. It is recommended to pay particular attention in cases of delinquency risks, health difficulties and potential natural disasters.





- Orange, avoid nonessential travel
- Red, travel within the country is strongly discouraged and should be undertaken only if essential.

Please note that visas might not be delivered for a mobility project planned in dangerous areas.

### **EU - SCHENGEN AREA**

European citizens do not need visas to study and / or work within the Schengen Area.

### **NON-EU AREA**

Candidates for study, internship and work mobility apply for different visas. You can apply in embassies and consulates of foreign countries in France (principally in Paris). Please check the procedure as soon as your application has been accepted by the university or the company. Depending on the country targeted you will have to collect your passport directly from the embassy or you will receive a document by mail. Also, the documents needed depends on the country and the waiting period is variable. Indeed, it can take up to two months to get a visa from some countries. Again, the IRO of the University of Poitiers can help you with the procedure. Do not hesitate to contact universities abroad to get information about the study period.

## OUTGOING STAFF

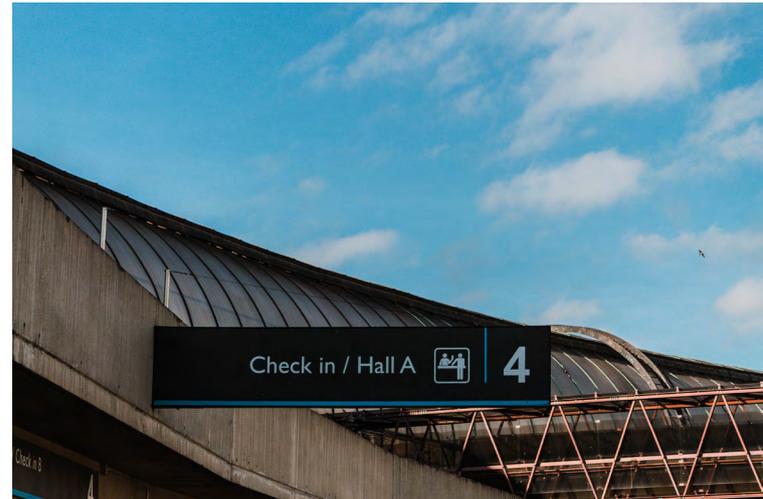
For outgoing staff, the IRO is the main correspondent as well as the partner institution abroad for administrative procedures.

## TRAVEL ACCIDENTS

Travel risks are part of mobility experiences and one needs to be careful while abroad. In order to avoid travel accidents, participants (students and staff) have to be aware of specific aspects of a country in terms of health and security problems. Below are examples of helpful information to check before travelling to a foreign country.

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- Country- and region-specific health and environmental information
- A plan for continued treatment while abroad
- Gender-specific health information
- Required, recommended and routine vaccinations
- Recommended prophylactic and self-treatment medications and first aid
- Advice and resources for students with special needs, including specific plans for students with pre-existing conditions that include provisions for medications, ongoing care and emergency treatment
- Information about physiologic and psychological consequences students may encounter as a result of





culture shock or changes in routine. The participant can contact the University of Poitiers Medical Centre.

- General advice on nutrition and dietary deficiencies
- Cautions about alcohol and drug use and a specific plan for those with pre-existing dependency issues
- Bloodborne pathogen precautions and safe sex (including emergency contraception)
- General instructions for emergency medical situations, including locating a doctor abroad
- Illness and accident insurance policies and emergency assistance coverage information, including medical and evacuation insurance
- Pretravel medical and dental exams and treatment as indicated

The following are various examples of travel issues when the insurance company must be contacted:

- Cancellation of flight
- Loss of luggage
- Loss / theft of identification
- Traffic accidents: serious injuries, minor wounds, other physical injuries
- Medical expenses and hospitalisation

## ADVICE

Before their arrival, students can learn about campus organisation, academic resources and daily life in Poitiers thanks to the Welcome Guide.

## WHO SHOULD BE CONTACTED, EMERGENCY NUMBERS

In case of major issues, students and staff should give the name of one or two relatives and / or friends to keep them informed.

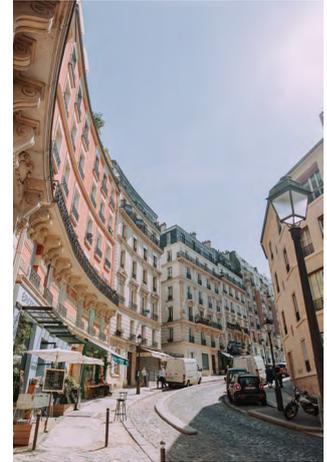
Depending on the gravity of the situation, embassies and / or consulates can help you give information about doctors or lawyers to contact.

Insurance companies have services of 24/7 assistance for their clients.

## PROCEDURE TO FOLLOW IN CASE OF ACCIDENT

At the University, in case of accidents or serious issues, students and staff contact either:

- The coordinator of the programme (home university and university abroad)
- And / or the responsible member of the faculty (Dean, Vice-Dean)
- The International Relations Office



In the University of Poitiers, the list of people contacted in case of major issues includes:

- the coordinator of the programme
- the International Relations Office
- the Human Resources Office
- the Vice-Dean, the Dean
- the President of the University

For staff mobility, the University of Poitiers has contact information saved before the mobility.

However, we do not have specific procedures, for neither students nor staff.

## 89 EMERGENCY NUMBERS

Learn the emergency numbers.

- 112: European emergency number.
- 17: Police station

Save embassy and consulate contact information

### PROCEDURE TO FOLLOW IN FRANCE

Applicable to students, staff and professors:

- Download the app SAIP, edited by the Ministry of Home Affairs, which provides alerts and information in cases of crisis.
- Follow Campus France on social media platforms

to get live information about security issues on your campus (Facebook, Twitter).

### TRAVEL INSURANCE

Travel insurance is not mandatory but it is highly recommended to contract one and avoid travel issues. Here is a list of risks the insurance you contract should cover:

- Health problems
- Medical repatriation
- Advice and assistance
- Reimbursement and cancellation fees
- Financial compensation for stolen or damaged luggage
- Civil liability abroad insurance

The following are some topics one needs to consider when choosing travel insurance before their mobility:

- Identify the risks already covered by your own insurance in order to avoid buying similar packages with many identical covered items
  - Take into account the country; needs can vary depending on the destination you go
  - Adapt the level of insurance coverage
  - Be sure you can contact your insurance company
- 24/7

In order to facilitate the mobility of participants, the University of Poitiers contracted an insurance provider that covers its staff (employed by the UP) while working abroad and staff invited by the institution. The UP provides staff and students with insurance coverage up to one year. The University also provides legal liability in case of exchanges. However, students undergoing an internship abroad need personal insurance for legal liability.

For incoming participants, information is available on embassy and consulate [websites](#). Campus France gives details to foreigners planning to enrol in a French university or planning to work in France.

90 Outgoing participants can find information on university websites and are advised to use insurance price comparison websites.

## IN FRANCE

[\[click\]](#)

You are automatically affiliated with the national social security system if you get a work or PhD research contract.

In case you are under 28, social security contributions are to be paid directly to the university when you enrol for an academic year (the procedure will be changed in the coming months). Those older than 28 will need to contract private health insurance.

European students must have the European social security card. For non-Europeans, the vaccination record must be up-to-date. Possession of their birth certificate is also obligatory.

## ABROAD

- French students studying outside the EU have to pay for the health insurance necessary in the host country. The 'Caisse des Français de l'Étranger' is an alternative but many universities require to contract private health insurance.
- In the European Union, the European social security card allows students, staff and professors to get healthcare without fees. In some cases the participants will have to pay for their medical exams and medication but the expenses are reimbursed by the national health agency.

## REGISTRATION IN A NATIONAL DATABASE FOR FRENCH CITIZENS

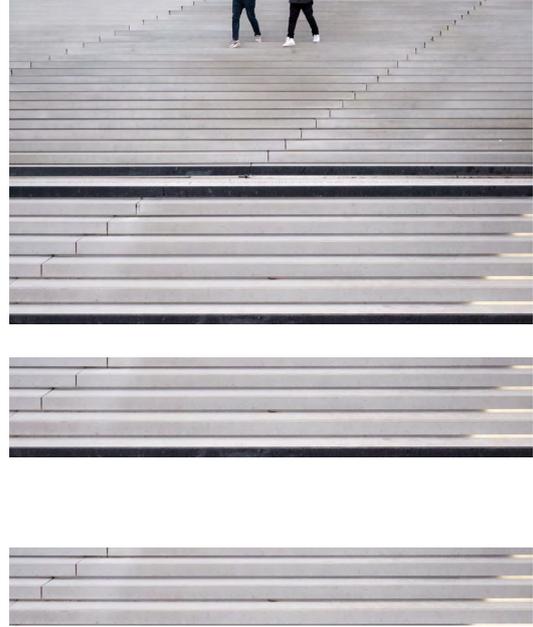
ARIANE is the state database that collects information on mobility plans. Students, staff and professors can give the information about the period of their mobility and they also receive live information from the Foreign Affairs Ministry in cases of emergency. It is highly recommended to register in this database but it is not compulsory.

Before departure, students need to give to the international relations staff of their faculty the contact information needed in case of emergency. It is also recommended to students to give the address used by the student abroad, in case of emergency. The UP and the company (internships) or the university (exchange) keep contact during this period.

Staff and professors remain reachable by their faculty. They are advised to give their contact information to their colleagues and friends abroad and to follow security recommendations detailed by the Ministry of Foreign Affairs. In case of a problem, you should be able to give to emergency services the family contact numbers.

## 91 **SPECIFIC CASES**

[LGBT community](#)



## 2. ROLES AND RESPONSIBILITIES OF UNIVERSITY BODIES/UNITS – CASE STUDY OF CHARLES UNIVERSITY IN PRAGUE

*Lenka Škrábalová, Veronika Hunt Šafránková, Charles University*

We can define the roles and responsibilities of university bodies / units in terms of:

### **Law**

**(national, regional, local and internal university law)**

National (poss. Regional) legislation in crisis management:

- 92 The country takes an all-hazards approach and the key functions of the civil security system are embedded in national legislation. In the case of the Czech Republic, the Czech civil security system was established in its current form in 2000. In the Czech Republic there are two relevant acts – the Crisis Act and the Integrated Rescue System Act (both from the year 2000). A general anchor for these is the Constitutional Act on Security (from 1998). The leading institution in civil security policymaking is the Ministry of Interior (MoI). The General Directorate of the Fire Rescue Brigade (a body under the MoI) is then responsible for civil security, including research and education. Crisis management is organised at three administrative levels (central, regional and local). Principles of subsidiarity are



applied. The most important role is played by the regions. Executive responsibility primarily rests at the regional level, although local level mayors are also responsible for crisis planning and preparedness in their municipalities. At all levels of administration, there is a legal requirement to form a security council. If the extent of a crisis surpasses the territory of a region, the central government can declare a state of emergency. In this situation, citizen rights can be restricted, yet always in accordance with the Charter of Rights and Freedoms. The country actively participates in the EU mechanisms for disaster assistance and in EU crisis-response exercises.

According to the Crisis Management Act N 240/2000 Coll. the mayor of a municipality with extended powers, like in the case of Prague, is responsible for ensuring the preparedness of the municipal administrative district for crisis situations. Other authorities of the municipality with extended powers also participate in this preparedness. The mayor of the municipality with extended powers manages and controls preparatory measures, activities aimed at resolving crisis situations and the mitigation of consequences. This last activity is executed by municipal authorities, territorial administrative authorities, and legal and natural entities within the administrative district of the municipality with extended powers.

## **University**

Regulation - adopted by the head of the university (Rector/ Vice-Chancellor / President) or the Executive Board. It includes, for example, selecting the Crisis Management team, defining the key responsibilities of the central and faculty level, as well as outgoing students, and setting up the means for crisis management communication. The aim of regulation is to minimise the number and impact of emergencies and crisis situations on students.

Crisis situations should be clearly defined and the level of university involvement specified, e.g. victim of a serious crime (attack, missing person, kidnapping, rape), terrorist attack, natural disaster (earthquake, flood etc.), major accidents (e.g. traffic, industrial), political or social crises, etc. It is also clearly stated that the university is not responsible for providing support in other cases related to 'minor' issues – loss of personal documents, money etc. In these cases, or in the case of an emergency, the student needs to contact either their embassy or the relevant authorities (police, ambulance, rescue forces etc.).

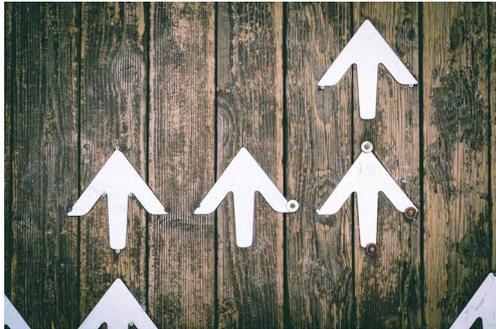
Guidance – the internal implementation document further explains the different procedures and responsibilities in more detail and includes specific tasks, responses and measures.



**Stage**  
**(pre-mobility, during mobility, post-mobility)**

Pre-mobility:

- The student must have valid insurance in place for the particular country they intend to visit.
- The student ought to register in the national system for travel abroad (if available), usually under the Foreign Affairs Ministry. In the Czech Republic, the register, DROZD – a voluntary registration system for Czech citizens travelling abroad – enables the national authorities to monitor its citizens abroad and to assist, typically through embassies, when the need arises.
- The student must provide their contact details to their university's International Relations Office (henceforth, IRO).
- The student should familiarise themselves with the security situation of the host country.
- The student will receive an information leaflet about the crisis management support at the University (either from the IRO or the faculty) with all of the necessary contacts (e-mail addresses, websites, phone numbers).
- Once arrived, students can contact Charles University via this e-mail address: [pomoc@cuni.cz](mailto:pomoc@cuni.cz).



### During mobility:

- In case of an emergency situation abroad, the IRO will communicate with students via a designated e-mail (belonging to the crisis management communication network) in case he / she needs any help (contact authorities, terminate the stay etc.).
- The IRO will communicate with the embassy within the country that is able to provide the most effective direct or indirect support.
- If the crisis situation takes place in the Czech Republic, the Information and Advisory Centre of the Rectorate will support the incoming students. The Centre also provides psychological assistance to international students.

## THE PROACTIVE APPROACH IS AS FOLLOWS:

- In the event of a crisis situation, the desk officer actively intervenes via email (i.e. locates potentially affected students, addresses them and checks their answers).
- If the student does not respond to the e-mail sent to him / her, he / she will contact him / her by telephone, even if the person does not know in this case, the contact person mentioned by the student in the register.
- If the student is in a serious situation, he/she is advised by a desk officer at Charles University to contact the Embassy of the Czech Republic in a given country and to give instructions to the security and rescue teams in the country.
- If the student does not have a long-term contact with a person or a close person, they are contacted by the police officers of the police or the Czech Embassy abroad.

### **Czech Case**

***The execution of an established procedure where staff actively address all of the students***

This step has been previously agreed by all involved actors – family and senior executives of the RUK. See Procedures - Missing Abduction Abducted by the MFA on [Your Website in Czech](#).

## Post-mobility:

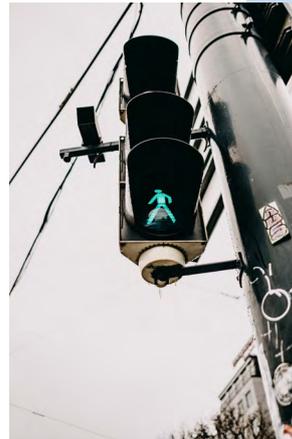
- The IRO provides administrative support in the event of a student having to interrupt or terminate his / her study period abroad prematurely due to a crisis situation.
- The IRO communicates with the partner university where the programme took place.
- Evaluation of actions following the crisis situation.

## Target group (incoming, outgoing)

- Incoming students – responsibility according to the university structure (sometimes the IRO is responsible and sometimes there is a special student advisory department, either on the central level or directly at the faculty level).
- Outgoing students – mainly the IRO's responsibility on a central level (sometimes directly at faculty level).

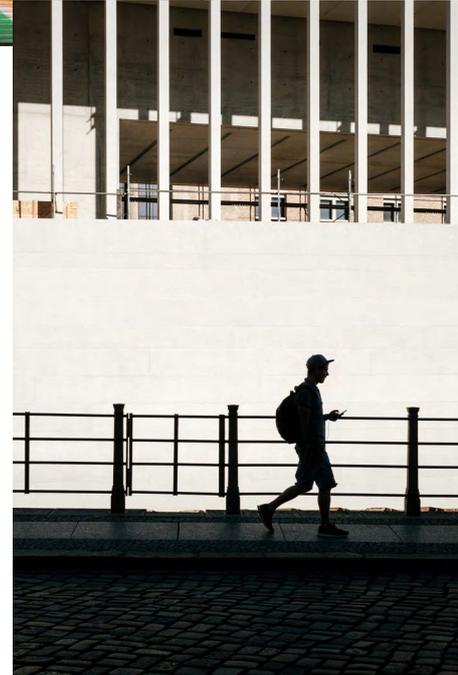
## Building new structures vs sharing responsibilities

- Set up a coordination mechanism at the university – clearly define responsibilities shared between different units as well as a decision-making body (e.g. high-level working group) – for events both abroad (outgoing students) and at home (incoming students, regular students). There needs to be one coordinator



in charge (e.g. the IRO).

- Management involvement – mainly have an informative role. Nevertheless, when the case is very urgent, such as when a serious attack occurs and a student is in a very problematic situation, the following action may be taken:
  - When the Rector / President is involved – they are immediately informed when a crisis occurs; in very special / urgent cases they communicate directly with the relevant institutions (embassy, partner university etc.); in very serious situations, they communicate with the family and also with the media, if appropriate.
  - When the Vice-Rector / President / Bursar is involved – they are informed when a crisis occurs. In very special / urgent cases they give instructions about specific, practical solutions (financial, transportation etc.), and in some instances they communicate with the family and, if need be, also with the media. They are responsible for the composition as well as the specification of the roles and responsibilities of the members of the Crisis Management Working Group (e.g. Rector, Vice-Rector, heads of relevant units).
  - Charles University has established a UK Crisis Staff unit under UK Crisis Communication called Working Group on Student Mobility.



The members of the working group are: the Bursar, the Vice-Rector for Foreign Relations and Mobility, the Head of the Information, Advisory and Social Centre, the Head of the Security Department, the Head of the Foreign Relations Department and the Head of the External Relations Department. These agents are all informed when there is a crisis situation.

- Involvement of rectorate departments / units:
  - IRO
  - PR / Communications Department
  - Security Unit
  - Other units – Advisory / Information Centre, etc.
- Involvement of faculties / university institutes:
  - Division of responsibilities and duties between the rectorate and faculty level

## **THE RULES OF COOPERATION WITH ALL CENTRAL AND NON-CENTRAL UNITS AND THE IMPORTANCE OF GOOD COMMUNICATION BETWEEN STAKEHOLDERS**

- Set up communication channels:
  - Internal – system (who communicates and when), means (mobile phones, e-mails etc.)
  - External (with students, parents, media, other parties) – emergency contacts (phone numbers and / or e-mail addresses), a dedicated section on the university website, printed information etc.
- Appointment of desk officers who will be in charge of communication (phone, internet)
- Communication with other authorities – for example, in the case of an emergency situation at home: access to information, verification of information on what happened

You can find more information on the following [webpage](#).

Sources used for preparation of the chapter:

- [Ministry of Foreign Affairs of Czech Republic](#)
- [Support in Emergency and Crisis Situations, Charles University](#)
- [Crisis management for international programmes](#)

### 3. INFORMATION SESSIONS ON CULTURAL AWARENESS – SOME PRACTICES FROM THE UNIVERSITY OF GRANADA

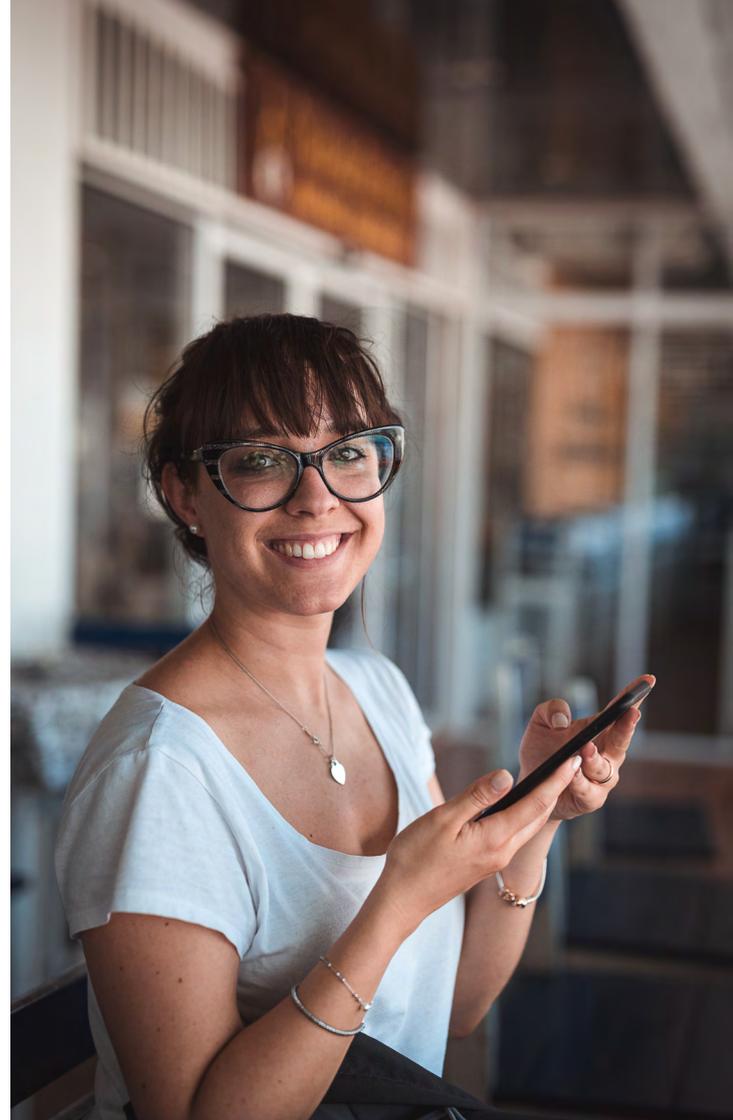
**Mercedes Lopez Roldan, UNIVERSITY OF GRANADA, SPAIN**

At information sessions, both for outgoing and incoming, we try to give the students a few tips in intercultural competence. Intercultural training programmes can ensure your students are equipped with a set of skills and strategies to be successful when studying across cultures. By providing your students with opportunities to participate in a cross-cultural training programme, you will increase their cultural awareness, which will help them diminish the risk of major miscommunication or international failure.

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In seeking to develop an advanced level of cultural awareness, there are several key factors to consider, including:

- Communication
- Observation and sensitivity
- Flexibility
- Self-awareness
- Appreciation of differences
- When in doubt, ask
- Smile



In the case of incomings, we tell them about:

- Hospitals, doctors, emergency phone numbers. We provide them with information from the university's website (section of Incomings) on Health and Safety at UGR (both in Spanish and English):
- Guidance and counselling services at the UGR
- Safety tips by the police
- Consulates in Granada
- Links to useful information about travelling in Europe provided by the EU

In the case of outgoings, we tell them about:

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- Consulate services. We recommend them to register online at the nearest consulate from their living place in order for the ministry to have their contact details in case of emergency.
- Advice provided by the Health Services and the Spanish Ministry of Foreign Affairs.
- We also recommend them, depending on the country they will be living at, to ask for an appointment at the Centre for International Vaccination we have in Granada, in order for the doctor to prescribe the students with extra vaccinations if necessary (mainly if they travel to countries located in tropical areas or with a jungle).

In the case of outgoing trainees, before starting the traineeship period, we tell them also about the insurance policy:

- The University of Granada provides accident insurance to the trainee which covers accidents during travels made for work purposes and accidents on the way to work and back from work.
- Liability insurance
- The insurance policy also covers accidents for trainees studying sports and physical education, architecture and civil engineering, and whose main tasks are within laboratories or involve dangerous activities.
- Work schedules are different among countries, so if students want to enjoy their stay and complete a successful internship they must adapt to this aspect of the host country.
- We also have a buddy-mentor programme. The main purpose of this programme is to assist international students in their integration into the Spanish life and to complete their academic duties successfully. International students can find support from the very beginning of their exchange period from one of the UGR students, who will help them to find their way before and during their stay in Granada. Mentors will guide their buddies and give them the necessary support to help them quickly adapt



to their study abroad period. This initiative aims to help international students become culturally, academically and linguistically integrated in their new country and city of residence.

- Mentors complete a brief course online on intercultural competencies prior to receiving their buddies, so that they can reflect on how they can help buddies with their integration in the cultural and academic life of the University and city.

Post mobility:

At the University of Granada, we organise a mobility prize for students who enjoyed a mobility period abroad and we try to publish their stories in order to encourage other students to make the decision to study abroad.

Furthermore, in the framework of the Official Welcome to the University organised by the Vice-Rectorate for Student Services, we also organise the International Days where we promote our university partners. In this context, we ask both former outgoing and current incoming students to volunteer and describe to potential mobility students their experience studying abroad. This event that usually lasts for two days is a good forum for the exchange of experiences and culture among students.

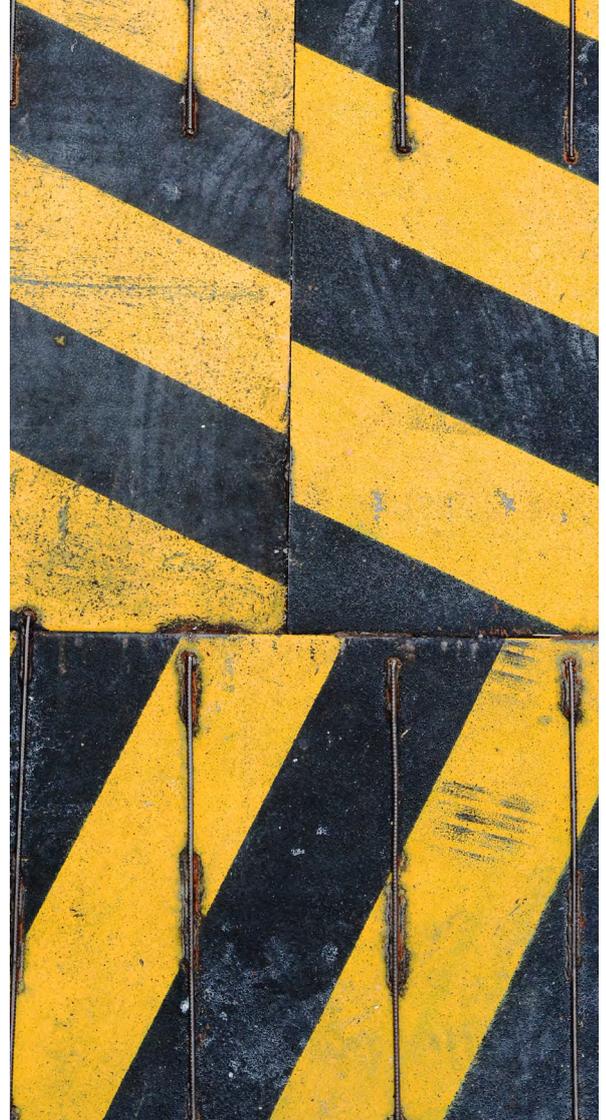
**Get inspired! Get inspired!**

#### 4. ALEXANDRU IOAN CUZA UNIVERSITY OF IASI EXAMPLES OF BEST PRACTICE FOR THE CG SAFETY PROTOCOL

*Gina Marinescu, Norica Butnaru, ALEXANDRU IOAN CUZA UNIVERSITY OF IASI*

##### CASE 1.

Prior to her departure to the host country, an international student found out that her mother had passed away. This gravely affected her emotional state, but she decided to still go on with her mobility, since such an opportunity only presents itself once in a blue moon. To make matters worse, she came from a family with many siblings and serious financial issues. Unsurprisingly, she started having anxiety attacks, which came paired with bouts of depression. As her state worsened, she tried to find refuge in alcohol. Since she started skipping classes and keeping her interaction with her colleagues and the university staff to a minimum, a recovery plan had to be set into place.



## CRITICAL INCIDENT DEBRIEFING

1. After being found severely inebriated by the residence staff, the student was sent to the ER, where she received medical assistance and was stabilized. The student residence administrator announced to the responsible person from the IRO that the student was unwell and in need of help.
2. A crisis team made up of the institutional coordinator of the exchange programme, the faculty coordinator, the responsible person from the University's Welcome Centre for International Students and an on-campus psychologist was formed. The student attended several counselling sessions but her state didn't seem to improve as anticipated.
3. The student's family and responsible staff from her home university were informed of her state and the steps to be taken to ensure her recovery.
4. Given the student's poor emotional state, the crisis team asked for the help of an off-campus specialist. She accepted to go to therapy and was given appropriate medication.
5. As her state continued to deteriorate, the student accepted to be hospitalised in a psychiatric facility, where she received round-the-clock medical care. She also got daily visits from her international friends, IRO and academic staff.
6. The crisis team kept in close contact with the student's home university and family members. She remained hospitalised, under close supervision, until a relative travelled to the host country to discharge her from the hospital and safely accompanied her back home. By that time, her mental and emotional state had improved considerably.
7. Upon her return, members of the crisis team periodically checked up on the student's recovery.

## CASE 2.

Soon after finding out that she had been awarded a study grant, an international student had a serious argument with her boyfriend and they decided to go their separate ways. To add insult to injury, the student's ex-boyfriend started to threaten her that he would confess to her family that, over time, they had moved past the platonic stage of their relationship. This was unacceptable in the student's native culture and could potentially result in banishment from the family, public humiliation and close to no chances of ever finding a husband. The student tried her best to be brave and remain positive but, in light of her ex-boyfriend's constant harassment, the nonchalant façade she had been displaying started to crack. She tried to find the best solution to get out of the vicious circle but, unfortunately, she ended up picking the worst out of them all.

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## CRITICAL INCIDENT DEBRIEFING

1. The student attempted to take her own life in the student residence room that she shared with other international colleagues. The roommates called for the residence night guard, who called for an ambulance.
2. She was taken to the ER, where she received immediate intensive care and was brought out of harm's way. Meanwhile, a crisis team consisting of the institutional coordinator of the exchange programme, the Dean of the faculty where the student was temporarily enrolled, the faculty coordinator, the responsible person from the University's Welcome Centre for International Students and an on-campus psychologist was put together and a personalised recovery plan was set into place.
3. Immediately after being released from the hospital, the student started going to therapy with one of our on-campus psychiatrists, who came to the conclusion that the incident occurred out of desperation. The student was not suffering from any mental disorder and she was extremely unlikely to repeat this act ever again.
4. While the student continued going to therapy, the crisis team ensured that she wouldn't become socially isolated, so she was asked to get involved in

extracurricular activities.

5. In addition, the student received a fair amount of care from the IRO staff and students, who helped her attain the peace of mind she needed.
6. The student broke off all ties with the ex-boyfriend, the threats stopped and she managed to successfully finish her exchange programme.

## 5. PROCEDURE AND GUIDELINES FOR THE DISAPPEARANCE OF A PERSON - JAGIELLONIAN UNIVERSITY HANDBOOK 2017/2018

*Katarzyna Jurzak, JAGIELLONIAN UNIVERSITY IN KRAKÓW*

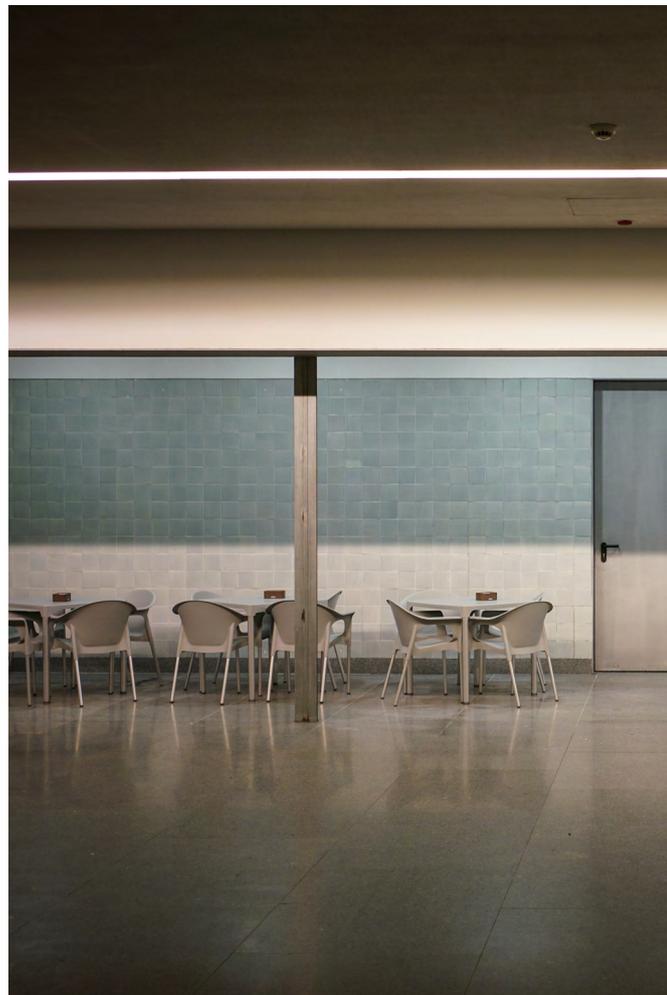
Disappearance of a person refers to when a person's location cannot be established, or when they cannot take care of their life, health or freedom. Resolving the problem involves the necessity of finding the person or providing help. In case you have serious and justified concerns that a person is missing, their absence possibly being related to a traumatic event, and attempts to find the person had no effect, immediately contact the police.

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Since 2013 the General Police Headquarters has operated the Centre for Missing Persons Searching which coordinates, analyses and searches for missing persons in Poland.

### WHAT TO DO WHEN A PERSON CLOSE TO YOU IS MISSING?

- Immediately report it to the police! In Poland there is no time restriction between the disappearance and being able to report the fact to the police. Do not wait 24 or 48 hours. Report the disappearance to the closest police unit. Take with you a recent photo of the missing person, both printed and digitalised,





which clearly shows their face. Ask the officer to certify the acceptance of the missing report. Do not be afraid of ‘false’ reporting – sometimes it is the immediate reaction which rescues people’s lives and health.

- If the missing person is a foreigner, immediately contact a consular post – addresses can be found [here](#). A proper consular post has the authority to report a foreigner’s disappearance.
- Contact the ITAKA Foundation, either by e-mail or by phone. Read the information [here](#). The Foundation operates 24/7.
- Hang posters with a missing person’s photo and your phone number in the neighbourhood where the missing person was last seen. Contact the media and ask for them to spread helpful information. Ask the ITAKA Foundation experts for help. Cooperate with the police and comply with their suggestions.
- Check hospitals, night shelters and social welfare centres. Contact friends, neighbours, colleagues and social media friends. Find out when the missing person was last seen. Ask for help in the search process.

## WHO CAN REPORT A DISAPPEARANCE?

- a family member, legal guardian or statutory representative of the missing person
- the head of the institution in which the missing person was residing for a treatment purpose, or was provided with care
- a representative of a proper consular post, if the missing person is a foreigner
- another person who, in his / her report, provides reasons for suspicions that a crime against life, health or freedom of the missing person was committed, or provides unambiguously the circumstances of the person's disappearance.

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## WHAT WILL A POLICE OFFICER ASK ABOUT?

- Personal data of the missing person
- The person's physical appearance
- Description of clothes with reference to special signs / features or its particular elements
- Blood type
- Description of the missing person's belongings, including the mobile phone number of the missing person
- Place and circumstance of disappearance
- Information on the health condition of the missing person, including information regarding physical

and mental disabilities, addictions, their character with reference to suicide attempts and other threats to the safety of the missing person and other people

- Potential reasons of the disappearance in the context of their family and job situation, conflicts, declarations, letters left by the missing person
- Addresses of persons and institutions where the missing person could go
- Type and scope of previous searching undertaken by family, friends or other entities
- Information concerning a legal guardian of the missing person, particularly their contact information
- Names of social media accounts of the missing person
- Criteria which allow starting the Child Alert

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# Useful documents on safety and security implemented by CG Universities

## 1. Links

- [MOOC on Personal Risk Reduction In Insecure Contexts](#)
- [Internal procedures for students and staff at University of Bologna](#)
- [Policy regarding travel in risk zones at University of Geneva](#)
- [Travel safety. Guidance and advice on staying safe whilst travelling. University of Edinburgh](#)
- [Staying safe. International Student Advisory Service. University of Edinburgh](#)
- [Go Abroad. University of Edinburgh](#)

## 2. Draft Agreement Between School and Student – University of Edinburgh

**Name:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**Travel to:** \_\_\_\_\_

**From (dates):** \_\_\_\_\_ **to** \_\_\_\_\_

**Address in country:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(email the school ASAP on arrival if not yet known)

**Mobile:** \_\_\_\_\_

**Passport No:** \_\_\_\_\_

**Nationality:** \_\_\_\_\_

**I accept that my travel to** \_\_\_\_\_ **(name of country)**  
**to undertake** \_\_\_\_\_

*The nature of study or research might need to be curtailed by the University in the event of a crisis which is considered likely to put me in danger. Should the University decide that it wishes to recall students from an institution or a country then it will communicate this decision directly to me and will provide support and information about how to proceed.*

*I confirm that I will regularly check my University email account for advice and in an emergency will leave when told and will either return to Edinburgh or travel to another safe country to undertake suitable alternative work to complete the requirements and obtain the credits for my degree.*

*I accept that the alternative study or research arrangements then made by my school could last longer than the original plan (to compensate for lost opportunities during the crisis).*

*I accept that if I do not adhere to the instruction to recall me from an institution or country, the University may take the decision not to award the credit for the course of study undertaken abroad.*

*I accept that I will have no claim for compensation from the University for loss of credits or academic opportunity. I also accept that the University of Edinburgh cannot be held responsible for the impact that natural disasters or other 'Force Majeure Events' may have on my study experience.*

### **3. Checklist**

**(you will find more information in relevant chapters of the guidebook)**

#### **ROLE OF IRO – SCOPE OF SUPPORT**

- Define the role of the IRO and scope of support provided to the university community
- Cater support to incoming and outgoing students and staff
- Appoint staff members and their coordinator(s) responsible for each case
- Upload all relevant documents, guidelines and procedures to your website and schedule an update

#### **RISK ASSESSMENT & PLANNING**

- Make your website user-friendly: use a problem-oriented or scenario-oriented approach (users are rarely acquainted with your organisation's structure but they perfectly know what their problem is)
- Place links to trustworthy sources informing about risks (including travel, political, cultural, health etc.) in host countries
- List useful contacts (embassies, an insurance company etc.)
- Administer a risk assessment survey for outgoing students and staff (especially those who are going to work in

laboratories, conduct fieldwork etc.)

- Organise a short training on risks, health, safety and security during mobility for incoming and outgoing students and staff
- Have in place procedures on dealing with emergencies
- Place rules and regulations regarding insurance, safety and security during mobility

#### **TRAVEL ISSUES**

- Provide your visitors with up-to-date rules and regulations regarding visas, temporary stay permits, work agreements etc.
- Oblige, or at least encourage, outgoing students and staff to register in the national database for travellers
- Upload all relevant documents regarding dealing with travel accidents
- Have in place procedures on responding to travel accidents

#### **HEALTH ISSUES**

- Organise health orientation sessions during your orientation days / weeks
- Place links to trustworthy sources on health issues, including immunisations and vaccines required in certain regions
- Prepare health promotion materials

- Co-operate with public health services to organise on / off-campus health care for international students and staff
- Encourage your outgoing students and staff to ensure their medicines and prescriptions cover their whole stay

#### **CULTURAL AWARENESS**

- Provide incoming and outgoing students and staff with a short training on cultural awareness
- Place links to pre-mobility, on-site and post-mobility checklists and encourage students and staff to use them
- Prepare cultural awareness campaigns and promotional materials

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#### **SAFETY AND SECURITY**

- Have in place procedures regarding safety and security of incoming and outgoing students and staff
- Provide them with a short training on safety, security and well-being and acquaint them with at least the most relevant policies, procedures and guidelines
- Establish day-to-day co-operation with police and other relevant services in order to make your community safer
- Have in place anti-discrimination policies and procedures
- Appoint staff members and their coordinator(s) responsible for handling each possible case
- Prevention is king – prepare campaigns and materials on

how to stay safe

#### **CRISIS COMMUNICATION**

- Have in place procedures regarding crisis communication  
Appoint staff members and their coordinator(s) responsible for handling each possible case
- Ensure you have relevant infrastructure and tools (organisational, legal financial etc.) in place

#### **PROFESSIONALISATION OF INTERNAL UNITS RESPONSIBLE FOR SAFETY, SECURITY AND WELL-BEING DURING INTERNATIONAL MOBILITY**

- Ensure you have relevant infrastructure and tools (organisational, legal financial etc.) in place
- Establish a training programme on health, safety, security and well-being during mobility for staff members responsible for dealing with such cases

**KRAKÓW**  
**2018**