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## **EMMIR: European Master Migration and Intercultural Relations – 5.2 million € grant for the master programme of excellence**

Erasmus Mundus Joint Master Degrees (EMJM) are excellent, transnational Master's programmes leading to a double, multiple or joint degree. They are aimed at outstanding students from all over the world (see [DAAD](#)). EMMIR has awarded a joint degree from all participating partner universities since the first graduation year.

EMMIR has been funded under the Erasmus Mundus Joint Master Programme since 2011, and the third funding now covers the period 2022 to 2027. The funding: 3.5m € for Phase I (2011-2015/17), 2.9m € for Phase II (2017 - 2019/2021) and now 5.2m € for Phase III (2022 - 2025/27). In 2018, EMMIR was also recognised by the EU Commission as a ['success story'](#) and ['good practice example'](#).

In the most recent grant application round, evaluated and decided in December 2021, 27 out of 70 applications were selected for funding. The total number of grants in this European programme line between 2004 and 2021 is 277 in all disciplines.

As mentioned, the new EMMIR funding has a total volume of 5.2m €. Of this, 2.8m € will be used for a total of 84 full scholarships (1400 € per month for 24 months). The scholarships will be divided among the four editions of the programme starting between 2022 and 2025. 2.3m € of the funding amount will be shared between the partner universities to support the multiple tasks of implementing the programme. A new feature is that 120,000 € will be available for students with special needs.

### **EMMIR Consortium: Partners and Associate Partners**

The consortium consists of four European universities, three African universities and - this is new in 2022 - now also two Indian institutions.

1. University of Oldenburg/Oldenburg, Germany (UOL) - Coordinator
2. Universitetet I Stavanger/Stavanger, Norway (UiS)
3. Univerza V Novi Gorici/Nova Gorica, Slovenia (UNG)
4. Jihočeská univerzita v Českých Budějovicích/České Budějovice, Czech Republic (USB)
5. University of Witwatersrand/Johannesburg, South Africa (Wits)
6. Ahfad University for Women/ Omdurman, Sudan (AUW)
7. Mbarara University of Science and Technology/Mbarara, Uganda (MUST)
8. Rabindra Bharati University/Kolkata, India (RBU)
9. Mahanirban Calcutta Research Group/Kolkata, India (CRG)

The partnership also includes 34 associate partners in fifteen countries. These include ten other universities in Europe (e.g. the University of Cambridge), in Asia (e.g. Jawaharlal Nehru University), in Africa (e.g. the University of Ghana) and in the Americas (including the Global Migration Center, UC Davis and the University of California Berkeley), as well as three European research centres.

Associate partner universities and research centres contribute both, to teaching and to research advice and support in areas that are underrepresented in the consortium or that the consortium would like to strengthen specifically.

In addition, the EMMIR network includes 16 partners from the world of work, i.e. four national and local government organisations and twelve international organisations or non-governmental organisations (NGOs). They act as a bridge to the world of work, provide internships and research bases, including field visits or cooperative research projects.

The close links with the associated partners are maintained by the partner universities and are often based on long-standing cooperation on both, the institutional level and the level of individual researchers.

Collaboration with associated partners is also crucial for the implementation of EMMIR's African focus - ten associate partners in four African countries - and it underlines the global dimension of the programme with further partners in other parts of the world, including India (three associate partners) and the USA (two associated partners). Associate partners have not only provided internships, but in some cases also recruited EMMIR graduates, such as Malteser in Germany or IOM (International Organization for Migration) in Belgium and the Czech Republic, and now several at SIK (Center for Intercultural Communication)/VID Specialized University in Norway.

For a complete overview of partners and associate partners, please see the attached world map.

## **EMMIR 2011 – 2021**

Since the first graduating class in 2013, more than 215 EMMIR students have completed the programme. They are from more than 62 different countries and have excellent opportunities in the international labour market.

About a quarter of the graduates are employed in international organisations - the spectrum includes: Doctors Without Borders, the United Nations Refugee Agency, the International Labour Office (ILO), the International Red Cross and the International Organisation for Migration. Another quarter of the graduates hold academic positions - they are doctoral students, post-docs and now also professors or lecturers at universities worldwide: from Humboldt University (Germany) to Syracuse University and Columbia University (both USA), the University of Oxford (UK) or Shahjalal University in Sylhet/Bangladesh and the University of Melbourne in Australia. The second half of EMMIR graduates work in government organisations such as the German Federal Office for Migration and Refugees, the Directorate General for Migration and Home Affairs of the European Commission as well as in private companies, but above all in non-profit organisations. In Germany and Austria these include Caritas, Arbeiterwohlfahrt, Malteser Hilfswerk and Diakonie.

## Future summer schools and conferences

Three summer schools and/or conferences are planned for the next four editions of the programme:

- In June 2023 in Omdurman/Sudan: 'Young African Migrants- Research & Policy Dimensions' (working title) – hosted by AUW
- In December 2024 in Kolkata/India: 'Forced Migration in South Asia' (working title) – hosted by CRG and RBU
- In June 2026 in Oldenburg/Germany: 'Global Migration Futures' (working title).

Participants will be international experts, professors from the EMMIR programme and guest researchers from other EMJMS, EMMIR students and graduates from different editions of the programme and associate partner institutions - a total of about 150 people in each case. The aim is to promote the production of knowledge on the topic of migration - through South-South and North-South dialogues.

## Publications

Numerous publications have emerged from the programme in a range of languages (including English, German, Spanish, Portuguese, Amharic), including a number of books and more than 60 essays and book chapters. In the new round, these activities will be intensified, especially with the publication of 'Special Issues' in journals, but also via open access blogs and online publications.

## Report of the Accreditation Commission 2019

EMMIR is accredited at the European level and was one of the first degree programmes to be included in the European Quality Assurance Register for Higher Education ([EQAR](#)). The complete report can be accessed there. Below are some excerpts from the [report](#) of the international experts:

“The EMMIR programme encapsulates an ambitious, comprehensive and diverse approach to the study of migration and intercultural relations in practically every way... The programme also offers students an incredible opportunity to study migration from a non-Western perspective. The panel recognizes that this is unfortunately rare in Europe and, when there are non-Western voices and perspectives, they are seldom central to the curriculum, and teaching, learning and assessment in this way.” (p. 15)

“The EMMIR programme has clearly been successful in attracting and retaining students, and the manner in which its students recognise and value the programme’s relevance and significance was reflected in their oral testimonies. Furthermore, as the self-evaluation report highlights, the programme’s graduates’ excellence and employability go some way towards showing that the learning outcomes are achieved. As well presented by the consortium and also in an annex to the SER, the programme was selected as a “success story” by a panel of experts from the Directorate-General for Education, Youth, Sport and Culture of the European Commission.” (p. 12)

“On the whole, the structure and content of the curriculum have been carefully thought through and implemented. As a consequence, the study programme is unique in the area of migration and intercultural relations. It offers students an exciting and unprecedented opportunity to shape their own individual mobility paths, whilst also making efforts to ensure that they have the necessary

theoretical and methodological grounding. This, alongside the combination of academic study and internship placements, historical and contemporary perspectives, and African and European contexts and experiences, equips students with an in-depth grasp of both the academic and practical spheres of migration and intercultural relations that are so relevant to the 21st-century world.” (p. 17)

“The diverse composition of the students is without a doubt one of the greatest assets, but at the same time a challenge of the EMMIR programme. This is because the programme tries to attract international students and does so very successfully from a range of different national, cultural, academic, disciplinary and linguistic backgrounds. As explained in the self-evaluation report, meeting the needs of, and adapting to its very diverse student body is in many ways at the centre of the programme. Some of the methods used include the querying of students’ experiences and expectations, the semester curriculum, the design of the Intensive Phase, the first-semester didactical forms, and small group assignments. Furthermore, there are also support structures in place for students requiring further assistance. These include tutorials, writing support and presentation workshops... It was clear that the students really valued the programme’s diversity and, whilst they also recognised it as being one of the programme’s main challenges, they nevertheless emphasised that they saw it as an inherent part of the programme and something that they learnt from.” (pp.23-24)

“Overall, the learning, teaching and assessment aspects of the EMMIR programme are impressive. The students, and particularly their inherent diversity, are at the centre of the programme’s teaching approach and learning methods. Students are encouraged to develop their own interests within migration and intercultural relations, and shape their pathway through the programme around them. This, combined with the range of assessment methods and learning tasks, makes this programme unique in the field of migration studies.” (p. 27)

“EMMIR is an ambitious study programme with a high grade of integration of very diverse study structures and organisational approaches. Through its comprehensive international character, it provides a set of special organisational challenges. The student support structure, however, provides a clear framework which is well-used and evident in very high student satisfaction and a very good established support culture... Overall the student support system and its implementation are very good and should be assisted and encouraged to further develop on their path.” (p.28-29)

“The teaching staff has a solid academic background but should also be commended for the intensive support provided to students that proves that the pedagogical approach characterizes highly devoted professionals.” (p.30)

“EMMIR remains one of the rare master study programs on migrations in Europe. Implemented in international context it gathered the best experiences in higher education policy on internationalization and the scientific expertise at the academic level. The possibility of perception not just European, but also the African insight into migration is unique. EMMIR is part of the internationalisation strategy not just at the Oldenburg University; it’s a motor to create further international Master programmes for all partners, so it builds on standing relationships among them that grew over for years. This of course also impacts the intrinsic motivation towards assuring a high level of quality.” (p. 34)

## Statements by students and alumni

Many graduates remain connected to the programme - they follow further developments, and are available for lectures and workshops. Here are some comments from the alumni:

"Critical minds and interdisciplinary approaches -- EMMIR is a family of teachers and students who combine migration studies with postcolonial thinking. Jointly, we are searching for responses to the current affairs of today's world!" – Yara C7 via EMMIR website

"My two years at the EMMIR programme were two of the most exciting, challenging, and formative years of my life! I am very excited for the programme to continue offering life-changing scholarships and educational opportunities for future cohorts for years to come." – Gabriella C7 via LinkedIn

"Great news! I am excited about the future EMMIR cohorts and also the prospect of a larger and more active alumni network." – Elena C8 via EMMIR Mail

"This program opened many doors for me and allowed me to study in four different countries while sharing my learning experience with colleagues from over 20 nationalities ☑. If you are looking for a life changing study opportunity this programme is for you." – Beatrice C7 via LinkedIn

"The world with all its challenges definitely needs more graduates from this unique programme - I am glad that the European Commission finally understood!!" – Imke C2 via EMMIR Mail

"This is a wonderful programme, it offers study periods Europe, Asia, and Africa. Students' mobility is understood as a key to mutual understanding of different views and cultures, of migration and movement and will sharpen intercultural sensitivity." – Julia RdS C8 via LinkedIn

"EMMIR is an actor for social change that goes beyond academia and connects theories with field practice. The program encouraged me to create a non-profit media organisation in Germany, 'Migration Heute' where we debate on media discourses and the representation of minorities across EU member states." – Jean C6 via EMMIR website

"How does one describe a programme that provides you with extensive empirical opportunities and hyper-diversity whilst consistently performing at high academic standards? One word: phenomenal! Beware, intellectually inspiring yet emotionally challenging, but a great life experience; one that enriches you and makes you reinvent the worlds you inhabit." – Jaafar C2 via EMMIR website

## Project Summary

Migration processes, multidirectional and -layered in their socio-cultural dynamics, increasingly contribute to shaping societies. Both the voluntary and forced mobility of people directs attention to social justice, human dignity and rights, conflict and reconciliation, and has become a contested field not least in Europe. Answers to questions of migration thus demand new expertise and multi-perspective approaches in communities and education, policy advice, media and research. EMMIR caters to this demand, as it equips students with the knowledge and skills to deal with issues of migration in and to Europe in global contexts. Unique in its institutionalization of a North-South-South-trialogue by partners from Europe, Africa, and Asia, the programme provides state-of-the-art

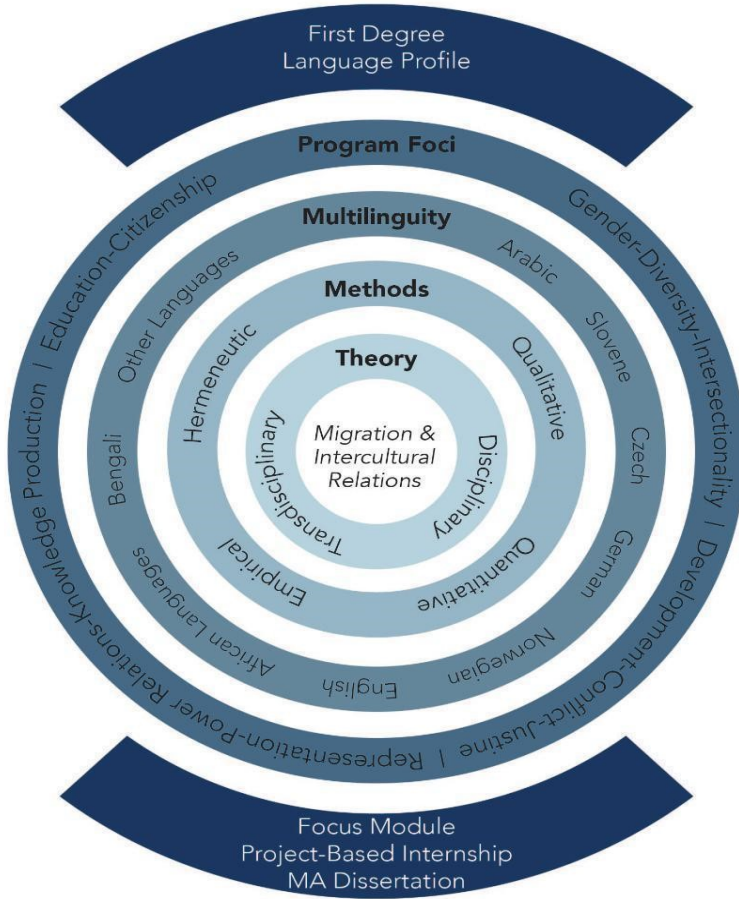
education in theoretical concepts and empirical and hermeneutic methods in the transdisciplinary field of studying migration and cultural exchange, also enabling students to gather practical experience. Its primary output will be 140 globally recruited young professionals entering the international labour market, connected to an international network of 226 alumni/a/e plus a range of other academic and non-academic stakeholders involved in matters of migration and intercultural relations.

As a hub for migration studies, EMMIR will also impact on the institutions involved, communicating and implementing ideas of Europe, of diversity and internationalisation. Apart from 3 summer schools/conferences (50-150 participants), EMMIR will spread its ideas and approach through 40 individual published papers and book chapters, 5 monographs/edited books w/ quality publishers plus consortium publications, namely three special issues with three journals in three continents. Moreover, it will create a considerable digital footprint through min. 300 curated blog posts in multiple languages and 16 Open Educational Resource packages.

## **EMMIR Foci**

EMMIR adopts four programme foci describing cross-cutting and cross-linked areas that are of key concern to all teaching and research activities. The four foci are:

- Questions of knowledge production, representation, and power relations;
- Issues of gender, diversity and intersectionality;
- Approaches to development, conflict and justice;
- Concepts of education and citizenship.



# Annex: EMMIR Par



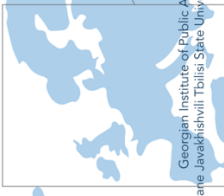
- **UIS, Universitat i Stavanger, Norway**
  - ▲ International Migration and Ethnic Relations Unit / UoBergen, Norway
  - Center for interkulturell kommunikasjon (SIK), Norway

- **USB, University of South Bohemia, Czech Republic**
- **UNG, University of Nova Gorica, Slovenia**
  - International Organisation for Migration, Belgium
  - ▲ Mesto Cesky Krumlov, Czech Republic
  - ▲ Ministry of Regional Development, Czech Republic
  - ▲ Transitions Online, Czech Republic
  - University of Graz, Austria
  - Jagiellonian University, Poland
  - ▲ Municipality of Ljubljana, Slovenia
  - Scientific Research Centre, Slovenian Academy of Sciences and Arts, Slovenia
  - ▲ Association for Developing Voluntary Work/Novo Mesto, Slovenia

- **UOL, University of Oldenburg, Germany**
  - ▲ German Academic Exchange Service, Germany
  - ▲ Malesse, Wehrhahn, Germany
  - ▲ Friedensau-Adventist University, Germany
  - European Center for Minority Issues, Germany

The Chancellor Masters and Scholars of the University of Cambridge, U.K. ■  
 Canterbury Christ Church University, U.K. ■

Christliches Jugenddorfwerk



- Georgian Institute of Public Affairs, Georgia
- Ivate Javahishvili Tbilisi State University, Georgia

- **CRG, Mahatma Jai Prakash Research Group, India**
- **RBU, Rabindra Bharati University, India**
  - ▲ Jabala Action Research Organisation, India
  - ▲ Jharkhand State University, India
  - Tata Institute of Social Sciences, India

- **AUIW, Alifad University for Women, Sudan**
  - ▲ Nuba Women for education and development association NUWEDA, Sudan
  - ▲ Sudanese Development Initiative, Inc., Sudan
  - ▲ Babiker Badri Scientific Association for Women Studies, Sudan

- **MUST, Mbarara University of Science and Technology, Uganda**
  - Bishop Stuart University, Uganda
  - ▲ Office of the Prime Minister, Uganda

University of Ghana, Ghana ■

- **WITS, University of the Witwatersrand, South Africa**
  - ▲ Consortium for Migrants and Refugees in South Africa
  - ▲ Lawyers for Human Rights, South Africa
  - ▲ Sonke Gender Justice, South Africa

- UC Davis - Global Migration Center, U.S.A.
- University of Berkeley, U.S.A.