



DAAD Studies

# Internationalisation in Higher Education for Society (IHES)

CONCEPT, CURRENT RESEARCH AND  
EXAMPLES OF GOOD PRACTICE



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## ACRONYMS

<b>AIT</b>	Austrian Institute of Technology	<b>IoC</b>	Internationalisation of the Curriculum
<b>AUA</b>	Asian Universities Alliance	<b>JSIE</b>	Journal of Studies in International Education
<b>BFUG</b>	Bologna Follow-up Group	<b>NTEISP</b>	National Tertiary Education Internationalisation Strategies and Plans
<b>CIHE</b>	Center for International Higher Education	<b>QS</b>	Quacquarelli Symonds
<b>DAAD</b>	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)	<b>SBT</b>	Social Benchmarking Tool
<b>EC</b>	European Commission	<b>SDG</b>	Sustainable Development Goals
<b>ECTS</b>	European Credit Transfer and Accumulation System	<b>SP</b>	Strategic Partnership
<b>EUF</b>	European University Foundation	<b>TEFCE</b>	Towards a European Framework for Community Engagement in Higher Education
<b>GII</b>	Global Impact Institute	<b>TNE</b>	Transnational Education
<b>HEI</b>	Higher Education Institution	<b>ToC</b>	Theory of Change
<b>IaH</b>	Internationalisation at Home	<b>UN</b>	United Nations
<b>IAU</b>	International Association of Universities	<b>USE</b>	University Social Engagement
<b>IIE</b>	Institute of International Education	<b>USR</b>	University Social Responsibility
<b>IHE</b>	Internationalisation in/of Higher Education	<b>UWN</b>	University World News
<b>IHES</b>	Internationalisation in Higher Education for Society		



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**Report of a Study Commissioned by**  
the German Academic Exchange Service (DAAD)

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Abstract

Xenophobia, radicalisation, anti-intellectualism, hate speech, populism, globalisation of the labour market, environmental change, global warming... these are only some of the major issues facing world societies today. The rise of the ultra-right, the Brexit crisis, the retreat to nationalism and trade wars, the continued inequalities in the world, floods, droughts and other impacts of climate change are related daily topics. All are of both social and academic concern and are vigorously debated across digital, social and traditional print media as well as in academic literature and in universities around the world. This is not surprising given their real and potential economic and social impact. Meanwhile, contemporary approaches to internationalisation are focused primarily on debate and discussion of these topics within the academy. While community outreach, social responsibility, social engagement and concepts such as service learning have been present in higher education for decades and in all regions of the globe, the main focus of internationalisation activities has been largely concentrated on the HE community. The social responsibility component of internationalisation has, to date, rarely been the focus of systemic thinking, conceptualisation or strategy in the broad agenda of internationalisation in higher education. This imbalance needs to be addressed because universities also have a contract with and an obligation to wider society.

As a first step towards addressing this imbalance, we analyse five major trends in internationalisation which closely connect to Internationalisation in Higher Education for Society (IHES). Second, we locate IHES within the two wider and highly relevant contexts of social engagement and internationalisation since IHES is relevant to both areas. Third, we develop a description/definition of IHES. An analysis of existing research and literature – based on this description – reveals that although political documents do, to some extent, emphasise the relevance of IHES, it is not yet a serious focus of internationalisation research. This study identifies several gaps and suggests future options for

research in this field. In the study, an online survey of stakeholders was used to identify goals, actors and target groups as well as different modes of interaction between these groups. Based on the description, insights gained from the literature review and an online survey, we developed a coherent and in-depth IHES matrix. We used this to analyse IHES projects according to seven characteristics: goals, actor groups in the HEI, target groups, dimensions of internationalisation, involvement at the HEI, movement between HEI and society, and beneficiaries.

As a final major step, we describe in detail 20 IHES projects at the HEI level and 6 meta-level projects. These examples of good practice clearly show the vastness and diversity of the possible IHES landscape, since none of the projects are the same. The examples range from projects with a few very clearly defined goals, actor groups, and target groups to complex projects that embrace all goals, involve every possible actor group in an HEI, address many different target groups in society and activate different dimensions of internationalisation. Some projects move from the HEI into society, others from society into the HEI, and some move both ways. This sample of projects contains examples from many different countries and types of HEIs and examples of different levels of engagement across HEIs and society: small vs large, individual or partial vs holistic. Some projects focus on specific target groups such as migrants, refugees or school students, others are focused on educating the general public; some seek to help the local/regional economy in the global fight for talent, others aim to preserve democracy and peace.

The study shows that IHES has the potential to make a meaningful and important contribution to HEIs, their local communities and the global common good. Whether this potential is ever realised will depend on the extent to which HEIs, meta-level organisations and governments prioritise IHES in their internationalisation strategies in the coming decade.



Fremdenfeindlichkeit, Radikalisierung, Anti-Intellektualismus, Hassreden, Populismus, die Globalisierung des Arbeitsmarktes, ökologischer Wandel, globale Erwärmung – dies sind nur einige der drängenden Themen, mit denen sich Gesellschaften weltweit auseinandersetzen müssen. Damit zusammenhängend prägen der Vormarsch von Rechtsextremen, die Brexit-Krise, der Rückzug in den Nationalismus und Handelskriege ebenso wie die anhaltenden Ungleichheiten in der Welt, Überschwemmungen, Dürren und sonstige Auswirkungen des Klimawandels das Tagesgeschehen. All diese Themen sind sowohl aus gesellschaftlicher als auch wissenschaftlicher Sicht von großer Bedeutung und werden in digitalen, sozialen und traditionellen Printmedien wie auch in der wissenschaftlichen Literatur und an Universitäten in der ganzen Welt lebhaft diskutiert. Angesichts ihrer tatsächlichen und potenziellen wirtschaftlichen und sozialen Auswirkungen verwundert das nicht. Neuere Ansätze zur Internationalisierung legen den Schwerpunkt vor allem auf die wissenschaftliche Diskussion und Auseinandersetzung mit diesen Themen. Obwohl gesellschaftliche und soziale Verantwortung, soziales Engagement und Konzepte wie Service Learning weltweit seit Jahrzehnten in der Hochschulausbildung präsent sind, lag der Schwerpunkt von Internationalisierungsaktivitäten bislang weitgehend auf der Hochschulgemeinschaft. Die Komponente der sozialen Verantwortung stand auf der breiten Agenda der Hochschulinternationalisierung bislang selten im Mittelpunkt von systemischem Denken, Konzeptualisierung oder Strategie. Dieses Ungleichgewicht gilt es zu thematisieren. Denn Universitäten haben nicht nur eine Verpflichtung, sondern auch eine Verantwortung der breiten Gesellschaft gegenüber.

Als ersten Schritt in diese Richtung analysieren wir fünf wichtige Trends der Internationalisierung, die in engem Zusammenhang mit der Internationalisierung der Hochschulausbildung für die Gesellschaft (Internationalisation in Higher Education for Society, IHES) stehen. Zweitens verorten wir IHES in den beiden breiteren und hoch relevanten Kontexten des sozialen Engagements und der Internationalisierung, da IHES eng mit beiden verknüpft ist. Drittens erarbeiten wir eine Definition von IHES. Eine auf dieser Beschreibung basierende Analyse der vorhandenen Forschung und Literatur zeigt, dass die Relevanz von IHES in politischen Dokumenten zwar in gewissem Maße betont wird, sie aber noch keinen ernsthaften Schwerpunkt der Internationalisierungsforschung darstellt. Diese Studie identifiziert mehrere Lücken und zeigt mögliche Rich-

tungen für die künftige Forschung in diesem Bereich auf. Im Rahmen der Studie wurden auf Basis einer Onlinebefragung von Stakeholdern die Ziele, Akteure und Zielgruppen sowie verschiedene Arten der Interaktion zwischen diesen Gruppen bestimmt. Auf Grundlage der Beschreibung, den Erkenntnissen aus der Literaturrecherche und einer Onlinebefragung haben wir eine kohärente und umfassende IHES-Matrix entwickelt. Mit dieser haben wir IHES-Projekte auf sieben Merkmale hin untersucht: Ziele, Akteursgruppen an der Hochschule, Zielgruppen, Dimensionen der Internationalisierung, Einbindung an der Hochschule, Bewegung zwischen Hochschuleinrichtung und Gesellschaft sowie Begünstigte.

Abschließend beschreiben wir ausführlich 20 IHES-Projekte auf Hochschulebene und sechs Projekte auf Metaebene. Diese Good-Practice-Beispiele zeigen deutlich die Breite und Diversität einer möglichen IHES-Landschaft, da kein Projekt dem anderen gleicht. Die Beispiele reichen von Projekten mit wenigen, sehr klar definierten Zielen, Akteursgruppen und Zielgruppen bis hin zu komplexen Projekten, die sich allen Zielen gleichermaßen widmen, alle möglichen Akteursgruppen einer Hochschule einbeziehen, viele verschiedene Zielgruppen in der Gesellschaft ansprechen und verschiedene Dimensionen der Internationalisierung bedienen. Einige Projekte gehen von der Hochschule auf die Gesellschaft über, andere wandern von der Gesellschaft in die Hochschuleinrichtung und einige wiederum bewegen sich in beide Richtungen. Diese Auswahl an Projekten umfasst Beispiele aus vielen verschiedenen Ländern und Hochschularten sowie Beispiele für verschiedene Einbindungsgrade durch Hochschulen und die Gesellschaft: klein versus groß, individuell oder partiell versus ganzheitlich. Einige Projekte konzentrieren sich auf bestimmte Zielgruppen wie Migrant/innen, Flüchtlinge oder Schüler/innen, andere sind auf die Bildung der Allgemeinheit ausgerichtet. Manche haben zum Ziel, die lokale oder regionale Wirtschaft im globalen Kampf um Talente zu unterstützen, andere zielen auf die Bewahrung von Demokratie und Frieden ab.

Die Studie zeigt, dass IHES das Potenzial hat, einen maßgeblichen und wichtigen Beitrag für Hochschulen, ihr lokales Umfeld und das globale Gemeinwohl zu leisten. Ob dieses Potenzial jemals ausgeschöpft wird, wird davon abhängen, inwieweit Hochschulen, Organisationen auf Metaebene und Regierungen IHES in ihren Internationalisierungsstrategien im kommenden Jahrzehnt Priorität einräumen werden.

# Introduction

- 1.1 RELEVANT DEVELOPMENTS IN INTERNATIONALISATION IN HIGHER EDUCATION (IHE)
- 1.2 RELEVANCE OF DEVELOPMENT FOR IHES
- 1.3 RELEVANCE OF DEVELOPMENT FOR THIS STUDY
- 1.4 LOCATING INTERNATIONALISATION IN HIGHER EDUCATION FOR SOCIETY
- 1.5 THEORETICAL EXCURSION

This study focuses on activities and actions that explicitly fall under the third mission agenda of universities and its relevance within the agenda of internationalisation in higher education. This focus also means that certain aspects are not covered by the study. For example, unintended or secondary effects of internationalisation activities which are not directed towards the community as part of the third mission are excluded

from the analysis. Examples of such unintended or secondary effects can be negative, such as social exclusion or inequality of mobility (see here Netz 2014, Courtois 2018, Brandenburg et al. 2014 and 2016) or positive such as the economic effects of degree mobility (e.g. PROGNOS 2013) or credit mobility (Reis et al. 2014) or broader effects of Transnational Education (TNE) (British Council / DAAD 2014).

## 1.1 RELEVANT DEVELOPMENTS IN INTERNATIONALISATION IN HIGHER EDUCATION (IHE)

Several developments seem crucial to understand the situation of IHES within the larger internationalisation agenda.

### 1.1.1 DEVELOPMENT 1: FROM INDIVIDUAL ACTIVITIES (LATE 80S) TO SYSTEMATIC INSTITUTIONALISED COMPREHENSIVE INTERNATIONALISATION

The early stages of internationalisation (up until the mid- to late 1980s) including the first Erasmus programme were largely characterised by small individual activities of academics within HEIs. We saw a limited amount of mobility (especially students), no systematic institutional approach and a strong emphasis on the personal connections between individual professors to make any activity work. However, since then internationalisation has become a more systematic endeavour organised at the highest level of HEIs and, across Europe at least, beginning to encompass all subject areas, groups (academics, students, even administrative staff in the last few years) and forms of internationalisation (mobility, Internationalisation at Home (IaH)/ Internationalisation of the Curriculum (IoC)). It is described by Hudzik in aspirational terms:

**Comprehensive internationalisation is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.**

**Comprehensive internationalisation not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalisation and the motivations and purposes driving it.**

Hudzik 2011, p. 6

Hudzik relates internationalisation to third mission twice in his definition and thus creates the first theoretical bond between the two areas.

### 1.1.2 DEVELOPMENT 2: FROM INDIVIDUAL “NICE-TO-HAVE” MOBILITY EXPERIENCE TO EDUCATING GLOBAL CITIZENS

The film “L’Auberge Espagnole” from 2002<sup>1</sup> became the equivalent of what Erasmus mobility was perceived to stand for in its early phases in the eye of the wider public: a hedonistic, fun experience for well-off students who simply had nothing better to do. While this was a wild exaggeration at any point in time, the Erasmus Student Network (ESN) reports<sup>2</sup>—among other studies—showed an alarming discrepancy between individual experiences and a systematic mobility experience with guaranteed recognition of results. Initiatives such as the Erasmus Charter for Higher Education, the learning agreements and the European Credit Transfer System (ECTS) by and by changed this towards the trends we see now: not only did mobility become much more structured and organised, it also shifted from the idea of a personal experience for the benefit of an individual to an educational requirement for graduates who can become responsible global citizens. Horey et al. analysed 29 studies and compiled empirical evidence for this concept (in line with development 4). The trend towards educating responsible global citizens is of relevance to IHES in two ways: first, although the target group is still inside the HEI, education for global citizenship extends academic learning outcomes into the

realm of personal learning outcomes of relevance to the broader society, and second, because it situates the international within the global. This is also in line with developments at the institutional level, some of which currently focus on using the United Nations (UN) Sustainable Development Goals (SDGs) as the focus of higher education in general and internationalisation in particular. The UN states that several SDGs have relevance for HE (especially SDG4 directly) and also poverty (SDG1), health and well-being (SDG3), gender equality (SDG5) governance, decent work and economic growth (SDG8), responsible consumption and production (SDG12), climate change (SDG13), and peace, justice and strong institutions (SDG16). The UN thereby also clearly emphasises the relevance of the third mission in HE. As a result, the SDGs have at least some traction in the HE community, especially since the Times Higher Education University Impact Rankings, which began in 2019, attempt to capture the impact of HEIs with regard to all 17 SDG goals<sup>3</sup>.

Hence the SDGs have become a focus for some universities seeking to educate global citizens as part of their internationalisation strategy.

### 1.1.3 DEVELOPMENT 3: THE CONVERGENCE OF THE CONCEPTS OF INTERNATIONALISATION AT HOME (IAH) AND INTERNATIONALISATION OF THE CURRICULUM (IOC)

The term IaH was coined as a means of moving away from an almost exclusive focus within European universities on international mobility as the primary means of internationalising student learning. Beelen and Jones (2015a) argued that the original definition of IaH as “any internationally related activity with the exception of outbound student and staff mobility” (Crowther et al, 2000) lacked sufficient guidance for those seeking to implement it in their university. Throughout the 21st century, IaH has developed alongside the concept of IoC, with key scholars in both areas working together on a number of international projects. Consequently, over the last decade the concepts have converged in definition and in practice.

The most frequently cited definition of IoC today is that of Leask (2009; updated in 2015a):

**Internationalisation of the curriculum is the incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.**

Leask 2015, p. 9

In a further explanation of the definition, Leask (2015; 2019) explains that the focus of IoC should be all students, not just the mobile minority, and that the terms, curriculum and programme of study should be understood broadly. That is, they should be understood as being inclusive of the formal and informal curriculum, of experiences inside and outside the classroom, both of which may include experiences in the broader society.

1 [https://en.wikipedia.org/wiki/L%27Auberge\\_Espagnole](https://en.wikipedia.org/wiki/L%27Auberge_Espagnole)

2 Compare, for example, the first available ESN report from 2013/14 (<https://esn.org/annual-report/2013-2014>) to the newest from 2016 (<https://esn.org/annual-report/2016-2017>).

3 <https://www.timeshighereducation.com/world-university-rankings/methodology-impact-rankings-2019>



The most cited definition of IaH today is that of Beelen and Jones (2015a):

**Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments.**

**Beelen and Jones 2015a, p. 69**

Jones and Beelen (2015a) specifically identify the relevance of “local cultural, ethnic or religious groups”, thereby highlighting one of the many possible opportunities to work with societal actors for both IaH and IoC. This is demonstrated in the following discussion of what is meant by the term “domestic learning environments”:

**“domestic learning environments” may extend beyond the home campus and the formal learning context to include other intercultural and/or international learning opportunities within the local community. These may include working with local cultural, ethnic or religious groups {emphasis by author}; using a tandem learning system or other means to engage domestic with international students; or exploiting diversity**

**within the classroom. It also includes technology-enabled or virtual mobility, such as through Collaborative Online International Learning.**

**Beelen and Jones 2015b, p. 69**

While it is clear that the concepts of IoC and IaH are very close, there is still a slight difference in emphasis. IoC has the same objectives as IaH—to develop all students’ international and intercultural learning in purposeful and planned ways. But in contrast to IaH, the primary concern of IoC is not where the activity or action takes place (at home or abroad). IaH specifically focuses on what happens in domestic learning environments, while IoC includes the learning that occurs abroad as well as that which occurs at home in class, on campus and in communities.

Clarification of the congruence and differences in emphasis between IoC and IaH is highly relevant for our topic. IHES is dependent on increasing numbers of students and staff interacting with increasing numbers of community members so that all develop their understanding of the relationships between the local and the global, the international and the intercultural. This will be achieved more effectively through planned, purposeful and systematic approaches informed by research and best practice examples from both IaH and IoC.

#### **1.1.4 DEVELOPMENT 4: FROM LIVING ON MYTHS TO FACT-BASED ACCOUNTABILITY OR: FROM INPUT TO OUTPUT, OUTCOME AND IMPACT**

The first decades of internationalisation were defined by living on myths. Knight (2010) and de Wit (2011) have elaborated on the misconceptions or myths that have driven – and sometimes still are driving – internationalisation. What we observed was a predominant attitude of preferring “belief” to “knowledge” in that, for example, everybody was convinced that mobility had positive effects, that internationalisation was essentially good and, most importantly, that it was a goal in itself. In short, to internationalise was a self-sufficient task. This concept was increasingly challenged in the HE system, not least because of the rise of the concept of accountability (e.g. see Huisman et al. 2004), which asked for evidence of not only efficiency but also effectiveness in all areas of HE. Internationalisation could no longer remain an area based on trust in beliefs but needed to rationalise its approach. Consequently, Brandenburg and de Wit (2011) provocatively declared the “end of internationalisation”, meaning that the old way of believing had to be substituted by knowing.

This has led to a drastic change in the metrics that matter in internationalisation. In the past, for example, it was impressive and sufficient to have hundreds of university partnerships with many placement options for students (input). Internationalisation moved through more sophisticated metrics such as realised mobilities as a proportion of available placements or share of international students amongst all students (output) to the concept of impact. Studies such as the Erasmus Impact Study 2014, the Erasmus Impact Study Regional Analysis 2016 and the European Voluntary Service (EVS) Impact Study 2017 laid ground for an increasing perception that what matters is what an activity achieves in relation to the goals which themselves became more ambitious. Instead of being satisfied with achieving quotas, internationalisation is now increasingly concerned with what happens with those exposed to its activities and how it influences the institutions and individuals. This is a crucial trend for this study in two ways: first in that it clarifies that we need to analyse how far the concept of impact already exists in IHES; and second in that we see a lack of awareness for the social engagement component in this focus on impact.

### 1.1.5 DEVELOPMENT 5: FROM ANGLO-WESTERN AND EUROPEAN-CENTRED INTERNATIONALISATION TO A TRULY GLOBAL APPROACH AND REGIONAL SELF-CONFIDENCE

Internationalisation has long been considered to be spearheaded by European mobility schemes such as Erasmus and US study abroad programmes (credit mobility), and by Australia, the US and other English-speaking countries, which are the most popular destinations for incoming international students (degree mobility). Asia, Latin America and Africa have mainly been considered as source regions for international students or as learning partners for institutional change (e.g. in the TEMPUS programme). However, the last 10 years have seen a major shift. As de Wit et al. (2017) clearly showed, Latin America, Asia and Africa have seen substantial developments in internationalisation and, in many cases, the relevance of society is much stronger than it is in Europe. Moreover, especially Asian HE systems in particular have seen a tremendous boost in self-confidence. Initiatives such as Project 211 and Project 985 in China and similar initiatives elsewhere have led to the rise of top-class universities which compete for talent on a global scale, resulting in the formation of the first elite university network of Asian HEIs in 2016 (the Asian University Alliance, AUA)<sup>4</sup>. So not only are the top high school graduates in Asia often staying at Asian universities, but internationalisation has also become a major component of strategies in Asian universities and at national levels, aimed at attracting hundreds of thousands of international students and top-level scholars. In other words, internationalisation is finally becoming truly global.

In a report for the World Bank, de Wit et al. (2019) observe that low- and middle-income countries are becoming more active in defining national policies for internationalisation and on South-South cooperation, in this way breaking the “westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm”

as mentioned by Jones and de Wit (2012). But serious caution has to be expressed about this trend. There is much copying of the western paradigm in focusing strongly on mobility, on reputation and branding, and on South-North relations. There is also little continuity in their national policies due to political and economic factors. De Wit et al. also observe that the National Tertiary Education Internationalisation Strategies and Plans (NTEISPs) of low- and middle-income countries appear to sustain the dominance of high-income countries through their scholarship schemes and terms, their geographic focus and their partnerships in research and education, the dominance of high-income countries. More attention on regional cooperation like that which is emerging, for instance, among ASEAN countries, more South-South networking and partnerships, and a stronger focus on IoC are needed to break the high-income paradigm in internationalisation, and to develop policies and actions that build on the local, national and regional context and culture. Relevant in the context of this report is their recommendation that NTEISPs should take into account the international dimensions of all three core functions of tertiary education – research, education and service to society – and consider how each of these dimensions can contribute to the strengthening of the other two. NTEISPs should, according to this report, attend thoughtfully to matters of social justice and equity. For example, when framing geographic priorities, national policies and plans should not only focus on South-North relations and partnerships, but should also strengthen South-South collaboration. The needs of historically marginalised and underrepresented domestic populations should also be carefully considered in the design and implementation of NTEISPs.

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4 <http://www.asianuniversities.org/index/showHtml/MQQVeQVeQh>

## 1.2 RELEVANCE OF DEVELOPMENTS FOR IHES

All these developments provide our study with useful insights. We see that IHES must be understood as part of a comprehensive approach to internationalisation. IHES also takes a different perspective on the concept of the global citizen: instead of focusing on students and how to make them global citizens, IHES makes citizens outside the HEI the target group. By doing so, students—just like professors or staff members—become actors or agents who, by answering the global needs of citizens, become better global citizens themselves. This is only possible by embracing the inclusive concept of

laH/loC as advocated by Beelen/Jones and Leask. And finally, IHES has to accept the concept of impact relevance, i.e. activities with societal individuals or organisations as target group(s) need to be able to answer the question “what do they achieve?”. The shift in focus of internationalisation beyond the Anglo-Western world, in combination with the traditionally stronger relevance of society in Latin America, Asia and Africa, also means that we want to try to capture examples of IHES in these regions since they might be informative for the German and European audience.

## 1.3 RELEVANCE OF DEVELOPMENTS FOR THIS STUDY

Consequently, these developments have shaped parts of this study. They influence the definition of IHES and the analytical matrix that we develop, they shape the collection of good practices as well as research on IHES

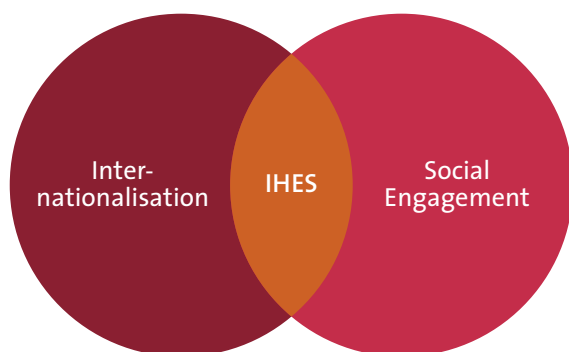
and they have an impact on the visualisation of results as well as on the assessment of the current research situation and the need for further research.

## 1.4 LOCATING INTERNATIONALISATION IN HIGHER EDUCATION FOR SOCIETY

Visually, IHES can be understood as an area of overlap between internationalisation and social engagement/ third mission:

In order to locate the topic of IHES, we draw on an article which we published in April 2019 in University World News (UWN) (Brandenburg et al.2019a), paraphrased here:

**Figure 1**  
IHES located between internationalisation and social engagement



Source: authors

Xenophobia, radicalisation, anti-intellectualism, hate speech, populism, environmental change, global warming... these are only some of the major issues facing world societies today. The rise of the ultra-right, the Brexit crisis, the retreat to nationalism and trade wars, the continued inequalities in the world, floods, droughts and other impacts of climate change are related daily topics. All are of both social and academic concern and are vigorously debated across digital, social and traditional print media as well as in academic literature and in universities around the world. This is not surprising given their real and potential economic and social impact. Meanwhile, contemporary approaches to internationalisation are focused primarily on debate and discussion of these topics within the academy. While community outreach, social responsibility, social engagement and concepts such as service learning have been present in higher education for decades and in all regions of the globe, the main focus of

internationalisation activities has been largely concentrated on the HE community. The social responsibility component of internationalisation has, to date, rarely been the focus of systemic thinking, conceptualisation or strategy in the broad agenda of internationalisation in higher education. This imbalance needs to be addressed because universities also have a contract with and an obligation to wider society.

A recent mapping report of the EU-funded TEFCE project notes that outreach, social responsibility and engagement are an increasing focus in Europe. They increasingly involve all activities of an HEI (research and teaching/learning) and all actors (academia, staff, leadership, students, alumni), but compete for priority with internationalisation:

**In the absence of prioritizing engagement over research excellence and internationalisation {our emphasis}, many universities have failed to develop the appropriate infrastructures to translate the knowledge they produce into the range of contexts {...}**

TEFCE 2019, p. 11

So instead of considering internationalisation as one tool to support social engagement and responsibility – locally, nationally and globally – it is seen as a concept that draws resources, focus and infrastructure away from social engagement. Other European or EU-funded projects such as ESPRIT are focusing on social engagement, but only in one (EUNIVERCITIES) have we found a clear indication that internationalisation is seen as a valuable instrument to achieve social goals. Even the EC communication “A Renewed Agenda for Higher Education” from 2017, while emphasising the relevance of social engagement with a whole section devoted to it, does not elaborate on the power inherent in its main tool for internationalisation (Erasmus+) to tackle the societal issues addressed in the agenda.

The one Erasmus project that carved out a special section on internationalisation with regard to social engagement was the IMPI project which, in its toolbox, defines the fifth goal for internationalisation as being to “provide service to society and community social engagement” (Brandenburg and Laeber 2015, p. 37) and even suggested 109 indicators for this area. However, a study of users showed that only 18.5% of more than 800 users chose any indicators under this goal (ibidem, p. 43) and in the newest EAIE Barometer only 11% of HEIs consider IHES a goal of internationalisation and a meagre 5% prioritise it (Sandström & Hudson 2018, p. 12 & 16). This is despite the fact that the impact study of the European Voluntary Service (Brandenburg et al.,

2017) – whose grantees are students in 61% of cases – showed substantial impact of volunteering abroad for local communities, including student attitudes towards Europe, intercultural learning, awareness of the value of volunteering, developing capacities in local communities and helping to develop civil society.

This failure to link internationalisation to societal issues is even more surprising given that the updated definition of internationalisation in the European Parliament study of 2015 makes explicit reference to the need for internationalisation to “make a meaningful contribution to society” (de Wit et al. 2015, p. 29).

There is evidence to suggest that the situation is different in other parts of the world, with social engagement being a stronger component of the mission of higher education in Africa, Latin America and South East Asia. Talloires<sup>5</sup>, the international network of universities, is active all over the world, working on strengthening the civic roles and social responsibilities of higher education. It can be concluded that social engagement is more present in policies, missions and processes of universities in emerging and developing regions than in Europe.

Limiting internationalisation to the HE community anywhere in the world is to miss its tremendous opportunities. Global society and the environment are seriously endangered and internationalisation has immense potential to help solve major social issues of relevance locally and globally. However, this needs a systematic understanding of the role of internationalisation beyond the walls of higher education rather than a few individual approaches scattered across the world, or in other words a stronger focus on “Internationalisation in Higher Education for Society”, as stressed in the definition of internationalisation by de Wit et al. (2015, p. 29; see also Chapter 2.1 in this publication).

This needs to be seen as the bridge between the concept of internationalisation in higher education and university social responsibility or university social engagement. Internationalisation activities as well as general social outreach activities have the goal of augmenting higher education competences and improving society, and internationalisation can be an accelerator for this. HEIs need a more systematic approach though, that leverages existing and new internationalisation activities to tackle local and global social issues – including those emphasised in the SDGs of the UN – through social engagement.

The potential is undoubtedly there. Vast numbers of returning outbound as well as inbound students, aca-

5 <https://talloiresnetwork.tufts.edu/who-we-are/>

ademic and support staff can not only help to internationalise and “inter-culturalise” (Jones, 2012) the home campus but – more importantly – can also engage with the wider public in the city, region and country. Service learning abroad, “Europa macht Schule” (Europe meets School)<sup>6</sup>, services for refugees – such as those at the Kiron University in Germany<sup>7</sup> – and for migrant workers, as well as other aspects of engagement with businesses and wider community exist, but they are neither systematic nor strategic. They need to become so in order both to educate citizens of the future in using their knowledge and competence for the good of society and also to incorporate the learning from external perspectives into future curricula.

Engagement with wider society should be a prime focus and resource for initiatives focusing on IaH, IoC and global learning/citizenship. While, for instance, Earth University in Costa Rica, Symbiosis International Deemed University in India and other institutions of higher education in the emerging and developing world seem to be beacons of what this could look like, the majority of examples reach only a limited number of students, academics and staff, and do not link the global to the local. Internationalisation in Higher Education for Society needs to be wide-ranging – from mobility to IaH/IoC, from students to staff, from research to teaching and learning, from the world to the local community. It is an all-encompassing concept, one with the potential to drive “comprehensive internationalisation” beyond the boundaries of our campuses. “Global learning for all”, an important emerging concept in higher education and also emphasised in the 2015 definition of internationalisation, must not stay within those boundaries but move beyond them.

It is simply not enough to be proud of sending and receiving students and staff and even to look at the effects of this within our HEIs. If we are truly interested in preserving our society and our planet in the long run, we need to activate our expertise for the greater good now. Not only is internationalisation not a goal in itself, it is also not just for ourselves in HE: its right of existence is dependent on its ability and willingness to serve society outside the walls of HE (paraphrased from Brandenburg et al. 2019).

However, we observe the rise in interest not least through the recent call for the European University Networks in which at least two networks (EC2U and U4Society) explicitly state that their focus is on society. Consequently, we argue in the above-mentioned article that:

**We feel that global developments remind us that the time for internationalisation as an “in-house” issue has to be over. We have to take our responsibility to society more seriously. The times, they are a-changing – and so are the foci for internationalisation.**

**Brandenburg et al. 2019a**

In line with this, the Erasmus Student Network (ESN) is strongly advocating for a link between internationalisation and society in its current position paper “Fostering active citizenship through Erasmus student mobility”:

**Civil society organisations are missing out on the potential that the international students can bring, and many students don’t receive the valuable experience that will help them as citizens and future professionals. By supporting HEIs and civil society organisations, as well as encouraging mobile students, it is possible to fully implement volunteer experiences as a natural part of the Erasmus+ student mobilities.**

**ESN 2018**

ESN reiterated this demand in its reaction to the new Erasmus+ programme<sup>8</sup> which is aligned with the EC working staff document from 2018 that stated:

**In addition, while undertaking their mobility period abroad, participants will be encouraged to actively participate in the local community in the host country (e.g. acting as “Erasmus ambassadors” in local education and training institutions and associations, taking part in civic/cultural/social initiatives, etc.). These activities will foster participants’ active engagement in society and will allow them to experience cultural diversity and contribute to fostering a sense of European identity and promoting European common values.**

**EC 2018**

While both the ESN and the EC refer to only one out of many actor groups (mobile students) that could be involved in IHES, they nevertheless provide evidence that the connection between social engagement and internationalisation is gaining relevance and needs to be deepened.

6 <https://www.europamachtschule.de>

7 <https://kiron.ngo>

8 [https://esn.org/sites/default/files/pages/reaction\\_of\\_the\\_erasmus\\_student\\_network\\_to\\_the\\_new\\_erasmus\\_programme.pdf](https://esn.org/sites/default/files/pages/reaction_of_the_erasmus_student_network_to_the_new_erasmus_programme.pdf)

## 1.5 THEORETICAL EXCURSION

Having shown why IHES is important and how it connects with major developments in IHE and social engagement, we think—in order to approach IHES in a more structural way—it might be helpful to consider the situation of IHES from the perspective of a broader sociological theory. Neo-institutionalism provides two conceptual ideas that can be helpful for understanding the situation in which IHES is at the moment, as well as what might be needed to move it to where the authors of the study – and also the DAAD – would like to see it.

The first concept is institutionalisation of myth. According to Meyer/Rowan, the stability of an organisation depends on how well it institutionalises its myth, i.e. the shared idea of what the essence of the organisation is. This institutionalisation happens on four levels (1a, 1b, 2, 3):

### 1a. Pre-institutionalisation (Innovation):

Processes are considered an innovation, adopters are individuals with an impetus to drive innovation; there is no theorisation activity; variance in implementing activities is high and the failure rate of structuralising such activities is high.

### 1b. Pre-institutionalisation (Habitualisation):

Processes are becoming habitualised, with activities being more homogeneous; the main driver is to imitate successful role models; we still do not find theorisation and as in the previous level both variance in implementation and failure rates are high.

### 2. Semi-institutionalisation (Objectification):

Processes have become objectified in that we see structures and concepts which then are adopted by heterogeneous users and adapted to their situation; the main impetus to become active is both the wish to imitate successful role models and to follow normative demands; we see high levels of theorisation in the field with attempts to make sense of the developing mass of activities; the variance in implementation and failure rates are becoming moderate since HEIs can build on many more examples.

### 3. Full institutionalisation (Sedimentation)

Processes get settled and embedded in the HEIs; adopters are becoming increasingly heterogeneous; the main driver is now the normative need, i.e. it is simply expected to have such processes in place; theorisation is becoming less prominent than in the phase before since the “rush” is over; implementations have less variation and the failure rates to build functioning structures diminish due to the vast amount of experience amongst the actors.

If we have to locate internationalisation in higher education (IHE) in this concept, we could argue fairly that, right now, it is on level 2 in most regions of the world, and for some HEIs in some countries it is moving to level 3, while some regions are still on level 1a or 1b. For IHES, on the other hand, in most cases it is still on level 1a (innovation) and, at best, might be forced to level 1b through newly emerging activities.

This closely relates to the second important neo-institutional concept: the three levels of isomorphism as famously outlined by DiMaggio/Powell (2000): mimetic (you do as others do), normative (you do because the professional field demands it) and coercive (you do it because it is legally binding). For IHE, we saw a move through all these phases in Europe. It started to become institutionalised through an increasing number of HEIs copying the few trendsetters in their systematic approach to internationalisation (mimetic), then it became a condition that no one considered to be able to do without (normative) and we saw increasing EU legislation on the matter, e.g. the Erasmus Charter (coercive). We also have different levels of institutionalisation of social engagement (SE) as such. The TEFCE report uses a very similar set of aspects to identify the level of institutionalisation of SE within HEIs:

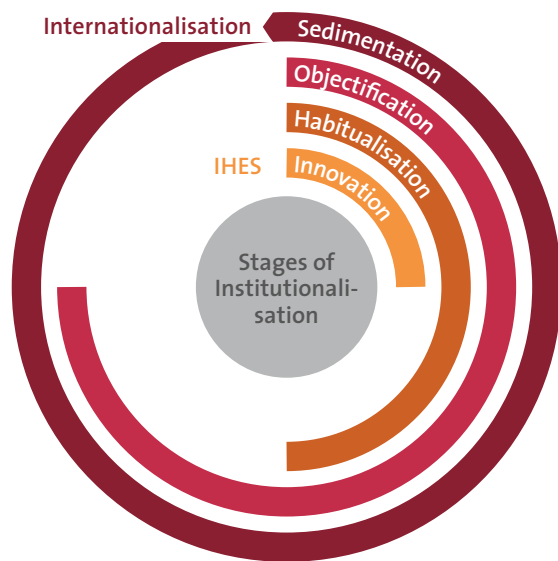
**Thus, different ‘levels of engagement’ reflect an increase in: (i) institutional commitment to engagement, (ii) support for engaging actors, (iii) numbers of engaging actors, (iv) external input over the choices made within engagement activities, and (v) interdependence between engaging actors.**

**Benneworth et al. 2019, pp. 140–41**

For IHES, on the other hand, none of the three higher levels (1b, 2, 3) can be observed yet, but we can find numerous individual examples at level 1a (innovation). Therefore, in order to stimulate isomorphism, i.e. copying successful IHES schemes, the following aspects might be considered:

- To show through this study what opportunities there are, who is already acting on them and generate a mimetic reaction through good examples;
- To identify existing research foci on IHES, initiate new research foci and generate communication on the matter in relevant media to produce a normative reaction;
- To use the normative potential of the DAAD and related national agencies to promote legislation that better links internationalisation with social engagement / third mission, thereby generating a coercive response.

**Figure 2**  
Comparing stages of institutionalisation between internationalisation and IHES



Source: authors

# 2

## Definitions and explanation of relevant terminology and concepts

2.1 INTERNATIONALISATION

2.2 SOCIAL ENGAGEMENT / COMMUNITY OUTREACH /  
SERVICE LEARNING

2.3 RELEVANT TERMINOLOGY



In order to systematically place IHES within the existing theoretical and methodological landscape, we need to define the topic in the context of the most relevant areas of two major areas of activities as described above:

- Internationalisation (outbound/inbound mobility, IaH, IoC)
- Social engagement

## 2.1 INTERNATIONALISATION

Firstly, the general definition of internationalisation by de Wit et al. (2015) needs to be applied:

**The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society {our emphasis}.**

de Wit et al. 2015

This clearly links all general aspects of internationalisation with society, in line with the work of the IMPI project (2009–2012)<sup>9</sup> that defined five goals of internationalisation (Brandenburg and Laeber 2015, p. 37):

1. to enhance the quality of education
2. to enhance the quality of research
3. to well-prepare students for life and work in an intercultural and globalising world
4. to enhance the international reputation and visibility of the unit
5. to provide service to society and community social engagement

The definition by de Wit et al. reflects the concept of comprehensive internationalisation by Hudzik (2011) which explicitly states the link between internationalisation and the third mission (see Chapter 1.1.1 for full citation):

**Comprehensive internationalisation is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. {...} Comprehensive internationalisation {is} {...} the impact of global forces on local life {...}.**

Hudzik 2011

Additionally, we need the second main area (third mission / social engagement / community outreach / service learning) to completely encompass IHES in the wider context.

## 2.2 SOCIAL ENGAGEMENT / COMMUNITY OUTREACH / SERVICE LEARNING

As shown in Chapter 1.4, IHES is located between internationalisation and social engagement. Therefore, although not strictly part of the call, we consider it

relevant for this study to reflect briefly on the development of social engagement in HE, because those developments have direct relevance to the topic of IHES.

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9 See <http://www.impi-project.eu>

If publications are any indication, then the third mission or social engagement of HEIs has gained relevance recently. Amongst others<sup>10</sup>, the mapping report of the European TEFCE project is particularly helpful, since it also provides a comprehensive overview of the development of social engagement. As Benneworth et al. (2018) point out, universities were always “fundamentally societal institutions, the first universities emerging at the time when powerful patrons sought to produce a highly-educated elite to meet their own purposes”. They also cite Shils (1988) saying that “no modern university has ever lived entirely from the sale of its services” and Biggar (2010) noting that “right from their medieval beginnings, [universities] have served private purposes and practical public purposes as well as the sheer amor scientiae [‘knowledge for knowledge’s sake’]”.

So social engagement was always an integrated part of the university mission, with the role of being “responsive to and beneficial for societies, and {HEIs} have retained that position against a long-term backdrop of wider social upheavals in Europe” (Benneworth et al. 2018). However, they point out that, with time, new and more complex missions arose and pushed aside the role for society which then became a “third” mission, although never entirely lost. As Benneworth et al. (2018) citing Collini (2011) say: “even newly created institutions founded for more applied purposes found themselves inheriting these older purposes into their institutional identity of what constituted a ‘good’ university”.

Benneworth et al. (2018) argue that the reason we then saw a shift—from universities that simply produced benefits for their sponsors in society to HEIs which actively engaged with society—was probably the technological revolution. The traditional type of benefits for sponsors/society were mainly delivered by teaching in the humanities, sciences and liberal arts, where no involvement of societal partners in the development of a curriculum was needed or even justified (Benneworth et al. 2018; Ruëgg 1992). They claim that the industrial revolution then demanded a different, more abstract knowledge and also a much more flexible curriculum responding to the ever-changing evidence produced. Also, evidence-based sciences and engineering then became dominant, and this

**led to the strengthening of learned societies and scientific communications creating collective knowledge bases in which industrial voices were important in determining the overall direction of travel. Universities responded by adding the function of research to their activities and ensuring that their newly created scientific and technology**

**courses were also rooted in these knowledge communities, within which advances were being made.**

**Benneworth et al. 2018, p. 21 referring to McClelland, 1988**

Benneworth et al. describe various examples from across Europe and the USA, but essentially the so-called Humboldtian model famously developed in Germany in the early 19th century, uniting teaching and research, favoured the more flexible ever-developing concept of curricula and research, which in turn facilitated a different way of engagement with society. Developments such as the 1968 movement further strengthened this trend (Daalder & Shils 1982). Benneworth et al. (2018) conclude that:

**In its contemporary incarnation, we acknowledge that community engagement has become a residual category, as a way of talking about a set of issues that are acknowledged to be important but have been forgotten, made invisible and ignored in the ways that university engagement has developed in the last 30 years (and particularly focusing on business engagement). Indeed, the 1982 OECD-CERI report did not actively distinguish between community and business engagement, but that reflects the reality that at the time both these activities tended to be organised in an ad hoc (and sometimes amateurish) manner within universities.**

**Benneworth et al. 2018, p. 22**

In the description of the development of social engagement, Benneworth et al. (2018) showed the immense diversity and complexity of approaches and see a “definitional anarchy” in describing social engagement and saying that there is a risk of drawing lines which would cut out interesting approaches. Nevertheless, they developed the term “university-community engagement” and define it as a:

**Process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial even if each side benefits in a different way.**

**Benneworth et al. 2018, p. 17**

In the preface of their book “University Social Responsibility and Quality of Life, A Global Survey of Concepts and Experiences”, Shek and Hollister (2017) state:

<sup>10</sup> E.g. the QS 2019 Report which talks about the local and the global responsibility but, again, without linking internationalisation activities to social engagement.

The contemporary world is facing many problems such as global warming, poverty, income disparities, refugees, aging populations, and new diseases. Obviously, how to solve these problems is a challenging task for leaders in the national, regional, and global contexts. As universities are commonly regarded as incubators for knowledge and solutions to promote quality of life, it is important to ask how universities can help to build a better world. In fact, it is the public expectation that universities should generate knowledge which can solve real-life problems which can eventually promote quality of life.

Shek and Hollister 2017, p. v

Based on their comparative study of universities in different parts of the world, the USR (University Social Responsibility) Network comes to the following relevant observations concerning USR:

First, different universities have different goals and strategies with respect to their USR initiatives. Second, different USR programs with different levels of sophistication, resources, and commitment have been designed, which can provide excellent reference points for the development of the USR policies and programs of other institutions. Third, stakeholders including teachers, non-teaching staffs, and students can be (and are) involved in USR activities. Fourth, there is a need to step up work on the assessment of USR initiatives, a need to conduct more evaluation work of USR efforts, particularly with reference to the impact of USR on different stakeholders. Obviously, having good intentions to promote well-being is not enough. We need rigorous evaluation to demonstrate the impact. Fifth, as USR initiatives are mostly done within the context of a single university, there is a need to further promote inter-institutional USR initiatives. As such, the USR Network is an excellent vehicle to promote inter-institutional USR initiatives. Finally, as USR theory and research are still in their infancy, there is a need to strengthen the theoretical framework and basic research on USR.

Shek and Hollister 2017, p. vi

They define University Social Responsibility as:

**the responsibilities of universities for the impacts of their decisions and activities on society and the environment through transparent and ethical strategies.**

Dima 2015, p. 4

This second definition, however, encompasses any effects of actions of universities on society (intentional and unintentional), while Benneworth focuses on intentional effects. In order to be as encompassing as possible for this study, we feel that we should also include actions that do not necessarily intend to have benefits for both sides, but might simply be intended as beneficial for society.

Turning to the general development in social engagement, an important debate in the first weeks and months of 2019 concerned the role of HEIs in the context of the Sustainable Development Goals (SDGs) of the UN. This seems to have developed simultaneously through different channels, but Times Higher Education (THE) published its University Impact Rankings for the first time in 2019, which aim to assess the performance of HEIs against the UN's SDGs.<sup>11</sup> While the methodology might be debatable, as with all rankings, the fact that one of the major commercial players in the ranking scene considers this topic worthwhile—and therefore profitable—to cover means that it is perceived as a topic that will attract attention and interest among the wider public. Indeed, the mainstream media reacted to it and the internationalisation media also covered the topic: Chia-Ming Hsueh (2019) elaborates on how to streamline the SDGs with university strategy. However, it is equally interesting to observe that the blog does not generate a direct link between internationalisation and the SDGs, despite being published by an explicit “internationalisation” organisation, the EAIE.

Another example of the increasing relevance of social engagement in higher education is the declaration that emerged from the last Global University Leaders Council in Hamburg in June 2019, which stated that:

**University–society engagement is happening in various spaces: local, regional, national, international. No single institution can be everything to all and for all purposes. A balanced practice among institutions of different mission and profile will best be supported by society. Measuring or ranking performance should reflect and promote such variety among universities rather than suppress it.<sup>12</sup>**

<sup>11</sup> [https://www.timeshighereducation.com/rankings/impact/2019/overall#!/page/0/length/25/sort\\_by/rank/sort\\_order/asc/cols/undefined](https://www.timeshighereducation.com/rankings/impact/2019/overall#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined)

<sup>12</sup> See <https://www.guc-hamburg.de/press/declaration-rebuilding-university.pdf>, p.2

Consequently, based on the specifications of our topic and the definitions outlined, we derive the following definition of “Internationalisation in Higher Education for Society” as published in University World News on 29th June 2019:

**Internationalisation of Higher Education for Society (IHES) explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement.**

**Brandenburg et al. 2019b**

In the blog, we outline the conditions for IHES, paraphrased here:

**First**, IHES activities will intentionally and purposefully seek to provide benefit to the wider community. Activities will be carefully planned and evaluated and their impact on society will be visible in some way. An example of this is discussed in the book by de Wit et al. “The Globalisation of Internationalisation” (2017). A group of rural women entrepreneurs participated in internationalisation projects led by Viña del Mar University in the Valparaiso Region of Chile. The project shows clearly how universities can use their international resources to strengthen social inclusion processes locally, offering mutual benefits and learning for all stakeholders.

**Second**, IHES will involve the wider community at home or abroad. It may bring the global to the local, or the local to the global, both being equally valuable. Examples of this include a service learning programme involving speech pathology students from La Trobe University in Melbourne, who undertake international clinical placements, conducting assessments and therapeutic interventions in regional Cambodia, and a partnership between the nursing school of the same university whose staff work with Lifepartners Healthcare Indonesia offering continuing professional development programmes to Indonesian nursing staff and participating in collaborative research. In these programmes, benefits accrue to patients and their families, the wider community in Cambodia and Indonesia, as well as to the university’s staff and students through their experiences.

**Third**, IHES might occur in any of the areas in which a higher education institution is active: education, research and third mission. For example, IHES activities might involve teaching (for example, lectures to the

public); learning (for example, service learning abroad); research (for example, the FameLab programme of the British Council); service (for instance, international IT staff supporting local NGOs); or third mission (for instance, supporting the establishment of a technology initiative to improve education for migrants in local communities).

IHES activities might include:

- Individual activities of institutes, departments or individuals within a higher education institution, such as the speech pathology example above, or the physiotherapy programme at Leeds Beckett University that offered students the opportunity to work in a spinal rehabilitation clinic in Nepal.
- A suite of activities that are integrated into an institution’s internationalisation strategy, for example, EARTH University in Costa Rica.
- Activities supported by national bodies and policies, such as programmes which support the integration of refugees in, for example, Germany, the United States and Canada. Another example is the “Europa macht Schule” initiative of the DAAD (German Academic Exchange Service), which brings international European exchange students into local classrooms in Germany, introducing pupils to their home country in a structured and supervised project.

From the university’s side, IHES might involve academics, administrators, students or combinations of all three groups.

IHES might focus on bringing the community into the higher education institution, for example, in the case of Kiron University which was established to educate refugee students, as well as several other initiatives around the world helping refugees with access to higher education, or by bringing the university into society, such as through lectures by international scholars in public places.

IHES might be focused on widening the perspective of citizens or on supporting the economic development of the region, such as, for example, the Welcome Centre for International Workforce in Göttingen, Germany, which helps companies in the region to attract and retain an international workforce by providing full integration and support services.

## 2.3 RELEVANT TERMINOLOGY

Besides the three core aspects (IHES, social engagement, IHE), we also consider it important to provide a description of other crucial terms in the wider field of social engagement in order to guarantee a common

understanding when later positioning examples and research within our research grid and analytical matrix (see below):

**Table 1**  
Terms and descriptions

Term	Definition	Source
Campus-community partnerships	develop out of relationships and result in mutual transformation and cooperation between parties. They are motivated by a desire to combine forces that address their own best interests/mission and ideally result in outcomes greater than any one organisation could achieve alone. They create a sense of shared purpose that serves the common good	<a href="http://ncsce.net/wp-content/uploads/2016/04/AGuidetoReciprocalCampus-CommunityPartnershipsPortlandStateUniversity.pdf">http://ncsce.net/wp-content/uploads/2016/04/AGuidetoReciprocalCampus-CommunityPartnershipsPortlandStateUniversity.pdf</a>  Partnership Forum (2008). Findings from Portland State University's National Partnership Forum. Portland, OR, Portland State University
Civic engagement	Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.	Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi
Community capacity building	the process by which people, organisations and society systematically stimulate and develop their capability over time to achieve social and economic goals, including through improvement of knowledge, skills, systems, and institutions – within a wider social and cultural enabling environment.	United Nations Office for Disaster Risk Reduction. <a href="https://www.unisdr.org/we/inform/terminology">https://www.unisdr.org/we/inform/terminology</a>
Community development	a process where community members come together to take collective action and generate solutions to common problems (UN)	<a href="https://unterm.un.org/UNTERM/DGAACS/unterm.nsf/WebView/526C2EABA978F007852569FD00036819?OpenDocument">https://unterm.un.org/UNTERM/DGAACS/unterm.nsf/WebView/526C2EABA978F007852569FD00036819?OpenDocument</a>
Community service	is volunteer work done for free in order to give back to the community.	<a href="https://www.yourdictionary.com/community-service">https://www.yourdictionary.com/community-service</a>
Engaged citizenship	Engaged citizenship is the active participation of a citizen under the law of a sovereign nation discussing and educating themselves in politics. [1] Engaged citizens are considered independent, and assertive, and concern themselves with others' problems.	<a href="https://en.wikipedia.org/wiki/Engaged_Citizenship">https://en.wikipedia.org/wiki/Engaged_Citizenship</a>

HE community engagement	Describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.	<a href="https://www.niu.edu/outreach/documents/Definitions%20of%20Engagement/Carnegie%20-%20Definitions%20of%20Engagement%20and%20Partnerships.pdf">https://www.niu.edu/outreach/documents/Definitions%20of%20Engagement/Carnegie%20-%20Definitions%20of%20Engagement%20and%20Partnerships.pdf</a>  Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification
Institutional engagement	By engaging in international and local projects and partnerships, the institution seeks to improve quality and access to higher education worldwide and to respond to current issues in our societies.	<a href="https://berlin.bard.edu/civic-engagement/institutional-engagement/">https://berlin.bard.edu/civic-engagement/institutional-engagement/</a>
Knowledge or science diplomacy	Originally (Ryan): state diplomacy to defend intellectual property rights (mainly of enterprises) abroad  Today: In short, diplomacy refers to the management or strengthening of relations between and among countries. Knowledge diplomacy is therefore understood to be the role that international higher education, research and innovation can play in the strengthening of relations between and among countries. But knowledge diplomacy can also be seen as a two-way process by also focusing on how international relations can enhance – or hinder – international higher education and research.	Ryan, Michael (1998). Knowledge Diplomacy: Global Competition and the Politics of Intellectual Property, Washington, DC: Brookings Institution Press.  Knight, Jane (2018). Knowledge diplomacy or knowledge divide? In: University World News.
Knowledge sharing	Knowledge sharing is an activity through which knowledge (namely, information, skills, or expertise) is exchanged among people, friends, families, communities, or organisations.	Bukowitz, Wendi R.; Williams, Ruth L. (1999). The Knowledge Management Fieldbook. FT Press. ISBN 978-0273638827. <a href="https://en.wikipedia.org/wiki/Knowledge_sharing#cite_note-2KMF-1">https://en.wikipedia.org/wiki/Knowledge_sharing#cite_note-2KMF-1</a> , citing
Knowledge transfer	A process by which knowledge, ideas and experience move from the source of knowledge to the recipient of that knowledge.	<a href="https://www.igi-global.com/dictionary/transnational-knowledge-transfer/16477">https://www.igi-global.com/dictionary/transnational-knowledge-transfer/16477</a>
Public/community consultation	is a regulatory process by which the public's input on matters affecting them is sought. Its main goals are in improving the efficiency, transparency and public involvement in large-scale projects or laws and policies. It usually involves notification (to publicise the matter to be consulted on), consultation (a two-way flow of information and opinion exchange) as well as participation (involving interest groups in the drafting of policy or legislation).	<a href="http://www.oecd.org/mena/governance/36785341.pdf">http://www.oecd.org/mena/governance/36785341.pdf</a>
Regional development	Seeks to better understand the issues and problems facing the regions because of the contemporary economic and social changes, including the formulation of territorial policies accordingly.	<a href="https://www.igi-global.com/dictionary/the-challenges-of-smart-specialization-strategies-and-the-role-of-entrepreneurial-universities/24865">https://www.igi-global.com/dictionary/the-challenges-of-smart-specialization-strategies-and-the-role-of-entrepreneurial-universities/24865</a>

Recruitment of international skilled labour/workforce	<p>The process of finding and hiring the best-qualified candidate (from within or outside of an organisation) for a job opening, in a timely and cost-effective manner. The recruitment process includes analysing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organisation.</p> <p>Workforce: the workers engaged in a specific activity or enterprise</p>	<p><a href="http://www.businessdictionary.com/definition/recruitment.html">http://www.businessdictionary.com/definition/recruitment.html</a></p> <p><a href="https://www.merriam-webster.com/dictionary/workforce">https://www.merriam-webster.com/dictionary/workforce</a></p>
Science-based policy advice	<p>Evidence-based policy (EBP) is a term often applied in multiple fields of public policy to refer to situations whereby policy decisions are informed by rigorously established objective evidence. Underlying many of the calls for 'evidence based policy' is often a (stated or unstated) concern with fidelity to scientific good practice, reflecting the belief that social goals are best served when scientific evidence is used rigorously and comprehensively to inform decisions, rather than in a piecemeal, manipulated, or cherry-picked manner.</p> <p>Evidence-based scientific policy advice gives weight to hard empirical facts and restrictions.</p>	<p><a href="https://en.wikipedia.org/wiki/Evidence-based_policy">https://en.wikipedia.org/wiki/Evidence-based_policy</a></p> <p><a href="http://ftp.iza.org/pp90.pdf">http://ftp.iza.org/pp90.pdf</a></p>
(Community-based) service learning	<p>Service learning is a form of teaching that combines instruction with meaningful community service experiences. It represents a holistic approach that reinvigorates the linkages between young people and the institutions that serve the broader community (Wade, 2000).</p>	<p>Wade, Rahima C. (Ed.) (2000). Building bridges: Connecting classroom and community through service-learning in social studies (NCCS Bulletin No. 97). Washington, DC: National Council for the Social Studies.</p> <p><a href="https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/community-based-learning-service-learning">https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/community-based-learning-service-learning</a></p>
University social responsibility/engagement	<p>The responsibilities of universities for the impacts of their decisions and activities on society and the environment through transparent and ethical strategies.</p>	<p>Dima, Gabriel (2015). Comparative Research on the Social Responsibility of Universities in Europe and Development of a Community Reference Framework. FINAL PUBLIC REPORT OF THE EU–USR PROJECT. Bucharest.</p>
Society	Any actor or target group outside an HEI	authors

Source: authors

An online survey that we conducted – see Chapter 5 – showed that the participants had very little to add to this list of terms.

# 3

## Presentation and analysis of already existing work

- 3.1 MISSION GESELLSCHAFT 2010
- 3.2 TEFCE MAPPING REPORT 2018
- 3.3 THE PLACE OF UNIVERSITIES IN SOCIETY 2019
- 3.4 A RENEWED EU AGENDA FOR HIGHER EDUCATION 2017
- 3.5 CONSULTATION PAPER OF THE BOLOGNA FOLLOW-UP GROUP (BFUG) 2019
- 3.6 EUROPEAN UNIVERSITIES INITIATIVE 2019
- 3.7 ERASMUS+ HIGHER EDUCATION IMPACT STUDY 2019
- 3.8 STUDY ON THE IMPACT OF ERASMUS+ HIGHER EDUCATION PARTNERSHIPS AND KNOWLEDGE ALLIANCES AT LOCAL, NATIONAL AND EUROPEAN LEVELS ON KEY HIGHER EDUCATION POLICY PRIORITIES 2019
- 3.9 EU-FUNDED PROJECT ESPRIT
- 3.10 RESEARCH ON IHES



Social outreach activities have been widely implemented and also substantially researched.<sup>13</sup> At the same time there is an equally substantial literature available on research in internationalisation in higher education.<sup>14</sup> However, within this area, the research that focuses on effects and impact is usually centred around the effects of any internationalisation activity within higher education (e.g. Brandenburg et al. 2014, 2016) or focusing on individuals (e.g. ibidem; Brandenburg et al. 2017; Farrugia & Sanger 2017; Yokota 2016; Potts 2018).

It seems that, so far, research on the internationalisation of higher education (HE) in general and its impact in particular is more inward than outward looking in that the link to society is usually not made. Our desk research, which focused on identifying unpublished practical examples, and a literature review of pub-

lished articles linking internationalisation activities to their impact on society indicate that this topic has not been approached systematically by higher education institutions. Although there are many examples of individual initiatives, there is no evidence of a purposeful, organised approach investigating structural or methodological perspectives.

This finding supports the initial conversations between the DAAD and the GII, with neither expecting to find much, if any, existing work on definitions or conceptualisation of this area. However, in this study we found that conceptual research in the neighbouring field of HE community outreach and social engagement offers some useful perspectives.<sup>15</sup> In the last sub-chapter, we outline examples of approaches that can be identified as dealing with IHES specifically.

### 3.1 MISSION GESELLSCHAFT 2010

This study by Berthold, Brandenburg et al. (2010), which aimed to map the concepts of social engagement (e.g. civic engagement, service learning), is partially useful for the current study in two ways. It helped us to iden-

tify reasons for social engagement of higher education institutions (HEIs) related to different concepts of social engagement, which helped to inform our matrix.

### 3.2 TEFCE MAPPING REPORT 2018

To this end, it is fortunate that this study can build on the current work of the large-scale Erasmus+ KA3 project “Towards a European Framework for Community Engagement of Higher Education (TEFCE)” whose team published their mapping report in 2019. This provides a substantial overview of the conceptualisation and definitions of social engagement, as well as a brief literature review of the topic.

The TEFCE team observed an increasing need for more social engagement by HEIs (Benneworth et al. 2019, referring to McIlrath et al. 2013) which “goes beyond the now widely-accepted need for universities to ensure that they contribute to economic growth.” This is in line with the European Commission’s Renewed Agenda, which emphasises that HE “must play its part in facing up to Europe’s social and democratic challenges

{and} “should engage by integrating local, regional and societal issues into curricula, involving the local community in teaching and research projects, providing adult learning and communicating and building links with local communities” (EC 2017). However, although this new agenda was prepared by the EC – the core agency for the Erasmus programme and internationalisation in HE – it has no direct link between social engagement and internationalisation. This is replicated in the TEFCE report, which goes a step further by giving a striking example of how little the realm of internationalisation has, so far, been related to community outreach/social engagement: in the entire mapping report of TEFCE (147 pages), the word “internationalisation” only appears once – as stated in Chapter 1.4 – as a competitive rather than complementary concept to social engagement:

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13 An extremely comprehensive overview is available at: <http://sites.nd.edu/community-engagement-faculty-institute/files/2012/05/Community-Engagement-Literature-Review-Bibliography1.pdf>

14 E.g. see the literature reviews by Teichler et al. (2015) and Chong (2014).

15 This overview was agreed to be cursory since a full-scale literature review of this topic would constitute a study in itself and therefore would be outside the scope of this project.

In the absence of prioritizing engagement over research excellence and **internationalisation** {our emphasis}, many universities have failed to develop the appropriate infrastructures to translate the knowledge they produce into the range of contexts {...}.

Benneworth et al. 2019, p. 11

This means that even in the most current and comprehensive mapping analysis of the field of social engagement in HE, internationalisation is seen as a rather ex-

ternal concept which – along with research excellence – competes with social engagement for the attention of the decision-makers in HE. This confirms that research in the field currently neither focuses on the topic of IHES nor does it provide conceptualisations.

However, the TEFCE report states a number of limitations for social engagement that the team saw and which are likely to also be expected for IHES activities, including diverse small barriers, academic culture, inadvertent consequences, demand side contexts and the link to mainstream university activities.

### 3.3 THE PLACE OF UNIVERSITIES IN SOCIETY 2019

This study by Maaßen et al. (2019) is another in-depth analysis of social engagement approaches across different countries (Canada, Chile, Germany, Japan, South Africa, UK). It is mainly a comparison of national frameworks and various individual university examples from those countries. It is, however, striking that while the issue of internationalisation and internationalisation strategy appears in several chapters (e.g. Canada, Ger-

many, Japan), only in one case (Canada) is there also a connection to the larger scheme of social engagement, and even then it only relates to generating graduates (i.e. an internal target group) as global citizens. Just as with the TEFCE report, this study does not connect internationalisation with social engagement, even though it reflects on both separately.

### 3.4 A RENEWED EU AGENDA FOR HIGHER EDUCATION 2017

The “renewed EU Agenda for Higher Education” (European Commission 2017) emphasises “for the first time community engagement as one of the desirable mechanisms by which European universities should seek to promote their societal purposes” (Benneworth et al. 2019, pp. 9–10). Interestingly, however, it does so without relating it to internationalisation, except when

briefly outlining the EUNIVERCITIES Network. So, even in the most recent communication of the major funding organisation for internationalisation in Europe (the European Commission), the connection between one area of relevance in HE (social engagement) and another (internationalisation) has not really been made.

### 3.5 CONSULTATION PAPER OF THE BOLOGNA FOLLOW-UP GROUP (BFUG) 2019

In a consultation paper of the Bologna Follow-up Group (BFUG) in 2019, the BFUG elaborates extensively on the societal role of higher education, referring to various aspects that IHES focuses on (BFUG 2019, pp. 3–4). However, no link to internationalisation has been made at this stage, except for the request for international students to be integrated. Moreover, when dis-

cussing the future foci of internationalisation (BFUG 2019, p. 7), no connection has been made with the previous societal issues. This is rather surprising considering the nature of the BFUG, but aligns with the general perception that internationalisation and social engagement are seen as rather unrelated areas.

### 3.6 EUROPEAN UNIVERSITIES INITIATIVE 2019

The European Universities Initiative<sup>16</sup> was launched with a first round of applications in 2019 and now supports 17 alliances, with more to be selected in the next round. It shows its orientation towards society in the very first headline of its website: “The aim of this initiative is to bring together a new generation of creative Europeans able to cooperate across languages, borders

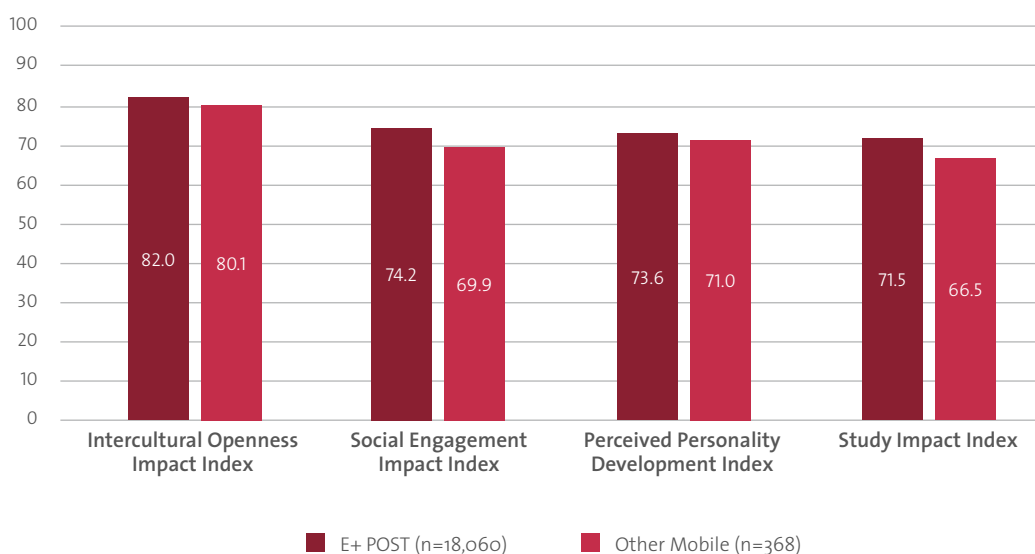
and disciplines to address societal challenges and skills shortages faced in Europe.” The aspect of societal challenges and connection with society as such also appears in various parts of the application form, e.g. III.2.4 and III.2.5, and we can expect that its relevance will increase further in the second round starting in 2020.

### 3.7 ERASMUS+ HIGHER EDUCATION IMPACT STUDY 2019

The latest Erasmus+ Higher Education Impact Study (de Souto et al. 2019) picks up the new focus of the EU Agenda as a smaller side aspect when analysing the impact of Erasmus+ on students, staff and HEIs. It links the issues of radicalisation and the refugee crisis, for example, to active citizenship. For students and staff, a Social Engagement Index is developed which comprises “social and political engagement; involvement in the local community; critical thinking; commitment to fight discrimination, intolerance, xenophobia or racism” (de Souto et al. 2019, p. 31).

However, in the respective part of the study for students later on in the report, no concrete analysis of differences could be found, e.g. pre-to-post or between E+ and non-mobile students. This would have been interesting since we could see whether the stay abroad has a measurable impact on the Social Engagement Index. The only relevant graph is Figure 55 which shows a difference in favour of E+ students compared to other mobile students, but does not state that this difference was statistically significant (only that they “perceive a more significant impact” in the paragraph above, p. 86). A request to the authors revealed that the differences seem to be statistically significant, but not at which level.

**Figure 3**  
Mirroring Figure 55 from the E+HEIS 2019: Impact indices differences between former Erasmus+ participants and participants in other mobility programmes (in %)



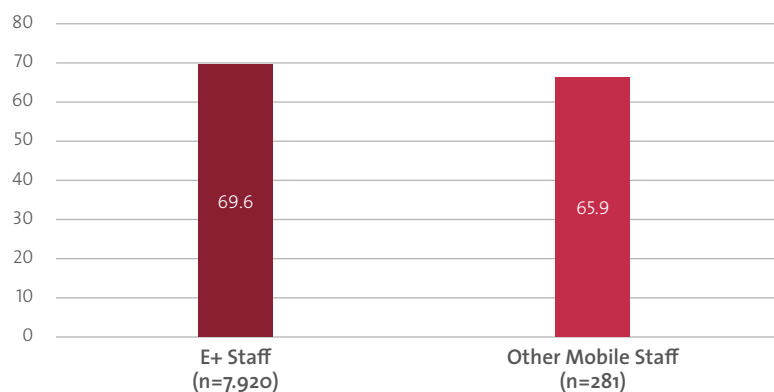
de Souto et al. 2019, p. 86

16 [https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en)

The picture is very similar for staff: again the Erasmus+ participants show a higher value than others, but again no significance is provided, which is problematic considering that the group sizes are very different. The text in this case also only mentions a “considerably higher” score.

The topic seems not to be covered in any other section of the study.

**Figure 4**  
Mirroring Figure 121 from the E+HEIS 2019: Social Engagement Impact Index for staff taking part in Erasmus+ and in other mobility programmes (in %)



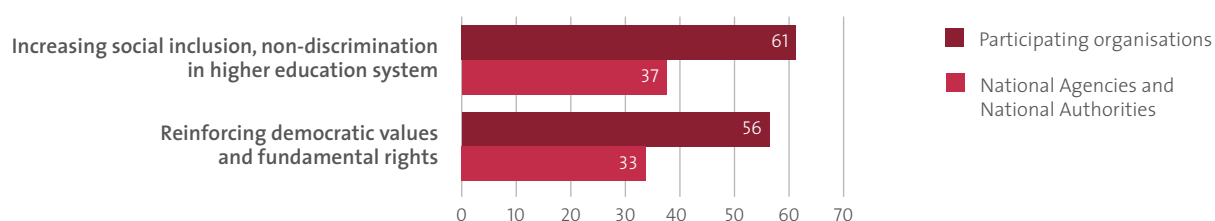
de Souto et al. 2019, p. 140

### 3.8 STUDY ON THE IMPACT OF ERASMUS+ HIGHER EDUCATION PARTNERSHIPS AND KNOWLEDGE ALLIANCES AT LOCAL, NATIONAL AND EUROPEAN LEVELS ON KEY HIGHER EDUCATION POLICY PRIORITIES 2019

Another recent study commissioned by the EC refers briefly to the area of IHES when analysing the effect of Strategic Partnerships, an internationalisation activity, on wider society. 56% of the representatives of such

SPs estimate that they substantially contribute to reinforcing the democratic values and fundamental rights in society, a statement that was supported by 33% of the National Agencies.

**Figure 5**  
Mirroring Figure 5 of the original study: Contribution of the HE Strategic Partnership projects to addressing broader socioeconomic challenges (in %)



AIT et al. 2019, p. 28

However, it seems as if these projects are focusing on benefitting the HEIs and their members rather than the public, as the reports states:

Hence, project consortia took measures to intensify their cooperation with local authorities, NGOs like the Red Cross and refugee support groups to be better versed on the issue {our emphasis}.

AIT et al. 2019, p. 28

## 3.9 EU-FUNDED PROJECT ESPRIT

Also, even in one of the EU projects on social responsibility, the Tempus project “ESPRIT–Enhancing the Social Characteristics and Public Responsibility of Israeli Teaching through a HEI-Student Alliance” (the website <http://www.tempus-esprit.org/> is no longer accessible), no connection is made between internationalisation (which was in fact the basic concept of the project itself) and social responsibility. The indicators of the Social Benchmarking Tool (SBT)<sup>17</sup> related to direct community engagement (limited to the purpose of

equality) nos 28–33 (pp. 39–40) do not bear a relation to internationalisation. This confirms that, in line with our perception of the current situation, internationalisation is rarely seen as being related to wider society, but rather as an intra-mural issue of higher education. It might also explain why conceptual meta-level research in this field is lacking: because both concepts are perceived as different, rather than being seen together within a broader framework.

## 3.10 RESEARCH ON IHES

Very little research can be found regarding systematic and meta-level analysis or theories of IHES.

### 3.10.1 INSTITUTE OF INTERNATIONAL EDUCATION (IIE) ON METHODOLOGY

One example might be the IIE, which claims to approach IHES using an advanced variation of the Kirkpatrick model (see below) to explain organisational change: where Kirkpatrick (1977) ends with the fourth level, IIE added a fifth level (IIE website, see footnote below) describing the impact of an individual who participated in mobility abroad on different higher so-

cial levels (community, national, international) which achieved political or social-behavioural changes. Unfortunately, they do not provide a study in which this model has been applied. This would have been useful because the concept seems rather broad and its measurability would need clarification.

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17 [http://media.wix.com/ugd/1556f8\\_30cc19088f7243c3949a5fdc7ec92f99.pdf](http://media.wix.com/ugd/1556f8_30cc19088f7243c3949a5fdc7ec92f99.pdf)

**Figure 6**  
Kirkpatrick Model for organisational change, adapted by IIE<sup>18</sup>

**LEVEL 1: REACTION**

The participant's impression of the programme. This includes the participant's level of satisfaction with their fellowship experience.

**LEVEL 2: LEARNING**

The acquisition of knowledge and skills from the intervention. Were the objectives of the programme met? Did the participant indicate learning something from the intervention?

**LEVEL 3: APPLICATION**

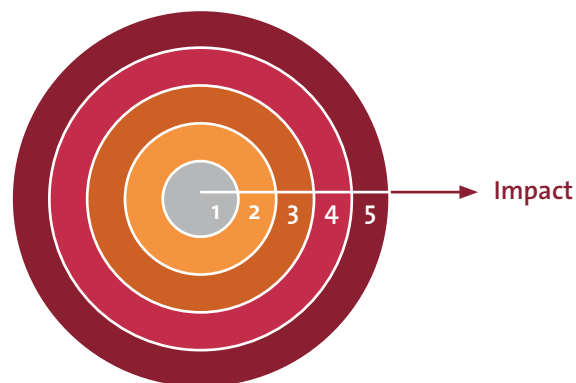
The application of the participant's knowledge, skills, and attitudes (KSAs) in his or her home organisation (whether work or volunteer). The ways in which behavioural changes are applied in his or her actions.

**LEVEL 4: ORGANISATIONAL RESULTS**

The participant's behavioural changes lead to impacts at the organisational and community levels.

**LEVEL 5: EXTERNAL RESULTS**

The participant's behavioural changes lead to impacts at the community/national/international levels, leading to changes in policy and social behaviour.



IIE 2019 (see footnote)

Beyond this, we have so far discovered the following research that directly deals with an area of IHES.

### 3.10.2 RAMIREZ ET AL. ON WOMEN ENTREPRENEURS IN CHILE

Firstly, Ramirez et al. (2017) researched “the experience of a group of women entrepreneurs from rural areas {in Valparaiso, Chile} who participated in internationalisation projects led by the Viña del Mar University” (p. 50). This comprised two different groups, one being trained in Spain, the other in Peru. The study uses the interesting interactionist sociology approach based on the assumption that “the experience of otherness, of something different, that occurs in international experiences can cause individual reflexive processes in itself and its environment” (Ramirez et al. 2017, p. 52). The study comprises two projects conducted by the same university. The first aimed to “to deliver knowledge on crop cultivation techniques, conservation, fertilization techniques and marketing of flowers and medicinal plants to Hijuelas florists, as well as, municipal professionals, in order to develop expertise in the commune” (ibidem, p. 53). The target group of this project comprised 180 individuals who participated in a 10-day training programme in the Botanical Garden of Medical Plants in Gombren (Catalonia, Spain). The second project “aimed to strengthen the competitiveness and innovation of

women dedicated to loom fabric in the municipalities of Limache (45,277 inhabitants in 2002) and Quilpué (167,938 inhabitants in 2014), both located in the region of Valparaiso” (ibidem, p. 53). The focus was on women entrepreneurs as small producers (no size of the target group is mentioned) who showed a “lack of consolidated marketing strategies and little innovation in their products (hats, dresses, ponchos, home decor)” (ibidem, p. 53) and this target group was then incorporated into an exchange programme of the university and received “training opportunities and transfer of experience with a group of entrepreneurs in Arequipa, Peru, who already had international sales channels, primarily focused on production and exportation to the European market” (ibidem, p. 53).

Ramirez et al. point out that the university followed two goals: “to contribute to the productive development of the Valparaiso Region and contribute to the comprehensive education of undergraduates. {Moreover, ...} the projects sought to directly benefit local low-income women entrepreneurs” (Ramirez et al. 2017, p. 54).

<sup>18</sup> Picture retrieved on May 12, 2019 from <https://www.iie.org/Research-and-Insights/Evaluation-and-Impact-Studies>

Therefore, according to the TEFCE definition, it is a mutually beneficial IHES project and it included two HEI actor groups: teachers and students, and one external target group: female entrepreneurs.

Results of this project were analysed based on interviews with the participants and seemed to show specific benefits of the international component in the training exercise: *“International experience allowed some of these women to understand their level of productive sophistication regarding entrepreneurial experiences in other countries. The international perspective is then valued as an opportunity to identify areas for improvement in their ventures”* (ibidem, pp. 54–55). Moreover, the study observes the following positive effects:

- Strengthening effects of reproduction/ replication of lessons learned after return
- Perception of the learning experience as special because of its international nature
- Differentiated positioning against similar projects
- Creation of *“a greater understanding of their own cultural and social environment, which has a strong impact on the development of enterprises”* (ibidem, p. 55)
- Experience of the mobility *“as a milestone marking a new stage in their entrepreneurship {... producing} a desire for power and self-affirmation as entrepreneurs”* (ibidem, p. 56)
- The international mobility does not initiate a total personal change, *“but rather facilitates a transformation that was already underway, giving it greater legitimacy and stimulating individual motivation and perseverance”* (ibidem, p. 56)

Ramirez et al. conclude with a strong argument for linking internationalisation in higher education to society and, at the same time, see an urgent need for systematisation, summarised in what they call four outstanding tasks in IHE:

- 1) the need to systematize the experiences of Chile and other Latin American universities in terms of their relationship with communities and vulnerable groups, particularly those who have incorporated internationalisation strategies;
- 2) the importance of advancing in the design of a national policy on university internationalisation, allowing for increased training and development opportunities for disadvantaged groups;
- 3) the need for coordination among internationalisation projects of universities and local government initiatives aimed at supporting local entrepreneurs;
- 4) the necessity to encourage the participation of students and professors as consultants for local entrepreneurs who have participated in internationalisation programs.

Ramirez et al. 2017, pp. 56–57

Their plea for an integrated rather than a fragmented approach supports the concept of IHES.

### 3.10.3 BRITISH COUNCIL AND IIE ON LOCAL AND INTERNATIONAL AMBITIONS

Secondly, the British Council and the Institute of International Education (IIE) published a report in April 2019 entitled *“Anchor or Sail: Comparative study of how UK and US universities balance their local and international ambitions”* which, in a very compressed form, outlines different approaches to IHES in the US and the UK. It is a qualitative study based on 16 interviews with decision makers in HE and outlines 7 major findings:

- **Local is global:** Global engagement is viewed as part of a service to the local community—local and global are not mutually exclusive and can be achieved through integrating the student body, core curriculum and the relationship with the surrounding community.

- **Authenticity:** Local-global initiatives are most successful when the goals match the institutions’ core values and principles and reflect their unique student populations and academic strengths.
- **Engage underrepresented student populations:** Both UK and US institutions noted the importance of ensuring that local-global initiatives include support for students underrepresented in this type of programming. Successful engagement and implementation address not just financial support but a cultural shift in thinking about outward mobility while considering students’ challenges.

- **Meaningful partnerships:** Institutions noted a shift from top down partnerships to those secured through the collaboration of faculty, resulting in fewer but arguably better relationships.
- **Investment in infrastructure:** Investment in new “umbrella” posts and resources ensured across campus buy-in for local-global initiatives and improved internal communication to faculty and students.
- **Local and global dimensions of research:** Multinational research teams provide a direct connection to the local community when they collaborate to solve a local problem with a global solution and vice versa.
- **National policy impact:** External factors, such as pending changes to national policy and the current political climates in both the UK and US, pushed institutions to get creative when thinking of ways their students are affected by various issues such as visas.

British Council & IIE 2019, pp. 1–2

The short report then also highlights several examples of IHES from US and UK HEIs both in their respective home countries and abroad, which will be very useful for the second stage of this report.

### 3.10.4 STREITWIESER ET AL. ON REFUGEES IN HE

Streitwieser worked with different teams on the topic of refugees in higher education. The most relevant work for us is Streitwieser et al. (2018), a review of interventions in North America and Europe regarding access for refugees to higher education. This approach is particularly interesting as it not only describes different approaches, but also develops a framework of analysis for them and derives this framework from research in HE internationalisation. Essentially, they build on work by de Wit and Knight on rationales for internationalisation (Knight & de Wit 1995) and their four rationales (academic, political, economic and socio-cultural) – which are very similar to the three dimensions of Hazelkorn for social engagement – while adding a fifth dimension: humanism.

Streitwieser et al. analysed a wide array of interventions, mainly from recent years (2013–2017) but also several longer running initiatives. Besides institutional approaches, they also include meta-level initiatives such as the European Qualifications Passport for Refugees<sup>19</sup>. They categorise the different approaches into six types:

- Accredited On-Site or Blended Learning Programmes
- International Online Learning Platforms
- Scholarships
- Information-Sharing Platforms
- Assessment of Credentials and Qualifications
- Addressing Other Barriers to Access

The paper itself is a fount of information on many individual projects in North America and Europe. Beyond this, it also provides conclusions that might help to interpret other approaches in IHES:

- While some projects bring refugees physically into HEIs, the majority of approaches are virtual and online, thus allowing for wider inclusion;
- Many successful initiatives are at national or governmental level (they cite the DAAD, NO-KUT in Norway, the IIE Syria Consortium and the Refugee Welcome Map in Europe);
- Not surprisingly, many initiatives are joint efforts on governmental, HEI and societal actor level;
- Most initiatives are “one-sided”, i.e. initiated by governments and/or HEIs, not so much by the target group – the refugee students;
- Many initiatives were one-offs, raising concerns about sustainability and the effectiveness of investments;
- They found the categories of Knight and de Wit helpful;
- Many initiatives seem to be driven, though, by their fifth rationale: humanism (to do the right thing), which fits the observation that most actions of this kind are one-sided.

Not least, Streitwieser et al. (2018) confirm that data, information and analysis even in this highly political area are scarce, in line with our observation that IHES-related research and information are still limited.

19 <https://www.coe.int/en/web/education/recognition-of-refugees-qualifications>



### 3.10.5 LIEN PHAM ON CIVIC ENGAGEMENT OF RETURNING VIETNAMESE STUDENTS

Pham's study does not, in essence, fit the conditions for IHES research in that she analyses the unintended effects of – mainly degree – mobility of Vietnamese students on their employability and civic engagement. However, it is the approach that we consider especially interesting and relevant for any future research on IHES.

Pham bases her approach on two theoretical concepts: Sen's Capability Approach and Bourdieu's Habitus. In essence, Sen discusses the need for analysing not only the achieved functionings, but at the same time how much they are valued. For example, students may improve their team working skills while going abroad but might not value them much. Sen also stresses the relevance of agency in achieving functionings and thus wellbeing, i.e. that it is very much about how much of the achievements can be allocated to the students themselves and how much is maybe just "happening" to them. Sen has considerable problems in explaining the double causality between his position (values determine action) and reality (actions might also change values). To address this, Pham introduces Bourdieu's Habitus – i.e. humans are free agents and their actions are restricted or supported by social and historical conditions – which basically sets values more as a result of habitus rather than as the basis for all actions. Both together bring her to what Pham calls "normative agency", i.e. it allows us to analyse programmes and other "institutions" in the neo-institutional sense and

**{...} can give us insights into the agency opportunity due to structural conditions and the agency process in terms of how returnees choose to**

**respond to these structural conditions. {...} opening up possibilities to understand how lags are missed opportunities and how might structural conditions be procured for ethical development that are located in agents' social relations.**

Pham 2019, p. 52

The concept combines agency and empowerment and she later

**{...} will show that people operate in reality with-in dialectic conjuncture of conforming to the rules of social structures and negotiating those structures to make their own rules and actions.**

Pham 2019, p. 52

This very theoretical approach becomes extremely pragmatic when she later analyses the effects of mobility on the civic engagement of Vietnamese students and manages to explain substantial discrepancies between formal engagement (many join community groups) and practical engagement (few are active) in the context of the specific Vietnamese situation (historical political development, family and kinship values, general Asian concepts of society, conflict with experience of free agency in Western HE cultures). For our study, it provides us with a very valuable insight into how these conditions will differ for every individual involved in IHES and how it might therefore affect outcomes of any such activity.

### 3.10.6 BRANDENBURG/WILLCOCK ON IHES AND EDUCATION ON TERRORISM AND MEDIA

Brandenburg and Willcock (2019) conducted one of only two – to our knowledge – experimental design projects in internationalisation. They organised an open one-day course on terrorism and media in a bookstore in Swansea, UK. In addition to the expert, Dr Willcock, one international and one UK co-teacher were involved. The audience consisted of citizens who were then randomly assigned to one of two groups – with the international or the national co-teacher. Selection was based on three criteria: age, gender and educational background. Both groups showed the same distribution according to these criteria (with a slight deviation

in gender) and also displayed similar results with regard to the learning outcomes as well as to the personality trait "Openness" as measured by the Big Five Inventory prior to the course (no significant differences to be found). However, after the course, the group with the international co-teacher showed significantly higher learning effects than the control group with the national co-teacher. The concrete results will be presented in an article which, at the time of the publication of this study, has been accepted by the Journal of Studies in International Education (JSIE) (Brandenburg & Willcock 2019).



In order to analyse the literature on IHES (if existent) as well as categorising the examples, we needed an analytical matrix. This matrix should indicate:

1. Goals that any IHES activity pursues
2. Actor group(s) within the HEI
3. Target group(s) in society
4. Involvement at the HEI
5. Dimensions of internationalisation
6. Movement between HEI and society
7. Beneficiaries

## 4.1 GOALS

We categorise the goals that could be pursued by IHES according to the typology developed by Hazelkorn (2016), which was also used in the TEFCE report. Hazelkorn differentiates between three models of university community engagement based on the needs being served and the goals of the activity:

- The **social justice model** focuses on addressing social disadvantage and emphasises students, service-learning and community empowerment, engagement is delivered as embedded in teaching, and university policies promote and reward community-based research, learning and volunteering.
- The **economic development model** focuses on economic growth, technology transfer and innovation, often coordinated through a technology transfer office (TTO), supported by policies to encourage/reward entrepreneurship and business linkages/exchange.
- The **public good model** focuses on making the world better, contributing to community development and revitalisation activities, with policies that encourage the deployment of knowledge in (local) application contexts.

Benneworth et al. 2019, pp. 55–56  
(citing Hazelkorn 2016)

These models were used to identify each possible goal of IHES. Most goals relate to the Public Good.

An online survey conducted between 1st and 17th May 2019 amongst DAAD participants, external science organisations and selected HEIs interrogated the relevance to these groups of the different dimensions and related sub-aspects that we had identified for each of these elements. The selection of target groups for the survey and the distribution of invitations to complete the survey were authorised by the DAAD.

**Table 2**  
Goals of IHES

<b>Public Good</b>	Support social integration
	Support/preserve democracy
	Support/preserve peace
	Fight xenophobia/populism
	Fight radicalisation
	Support European identity
	Support the Sustainable Development Goals of the UN
	Develop global citizens
	Support the environment & sustainability
	Improve the acceptance of scientific results (instead of alternative facts) and critical thinking
	Support science and knowledge diplomacy/soft power
Provide practice-oriented research	
<b>Economic Development</b>	Support local/regional economy
	Support economies of developing countries
	Knowledge transfer
<b>Social Justice</b>	General education of the public/capacity building
	Support active citizenship

Source: authors

Any IHES activity can thereby answer to only one, several or all of these goals: e.g. a service-learning activity abroad can serve the goals of knowledge transfer, support active citizenship and support sustainability all at the same time.

The results of the online survey confirmed that this broad range of goals is appropriate. The DAAD identified the three most relevant goals as “knowledge transfer”, “develop global citizens” and “support science & knowledge diplomacy/soft power”. However, the HEIs

identified “support/preserve democracy”, “support local/regional economy” and “fight radicalisation” as the most relevant. Other science organisations also rated “provide practice-oriented research” highly.

More importantly, all goals were rated highly; only “fight radicalisation” and “support the environment & sustainability” were rated below 3 on a four-point scale. “support/preserve peace” and “support social integration” were suggested as additional goals by participants and therefore not rated.

## 4.2 ACTOR GROUPS WITHIN THE HEI

Next, we differentiate who within an HEI may be the actor in an IHES activity. This implies, as described in the definition, that an IHES activity has to be managed/organised within the HEI, not by an external person or entity. We identified the following possible actor groups. Note that an IHES activity may involve more than one actor group:

HEIs rated more actor groups as ‘most relevant’ than the DAAD and the other science organisations and rated no actor group below 3.5. The ratings given to the different actor groups by the DAAD and the other science organisations were more diverse. The DAAD rated the relevance of international academics employed at the HEI highest, followed by leadership. Incoming administrative staff was rated least relevant.

**Table 3**  
IHES actor groups within the HEI

Leadership of the HEI (e.g. presidents, VPs, deans)	Incoming admin staff
Domestic academics employed by HEI	Domestic students
International academics employed at HEI	International exchange students
Incoming international academics	International degree students
Domestic admin staff employed by HEI	Alumni
International admin staff employed by HEI	

Source: authors

## 4.3 TARGET GROUPS IN SOCIETY

Survey respondents were also asked to rate the importance of possible target groups as the beneficiaries of an IHES activity:

**Table 4**  
Target groups in society

Peers and friends of students	Migrants in the country of the HEI
Parents of HEI students	Communities abroad
Youth in the country of the HEI	Enterprises / companies
Youth abroad	Municipalities, local & regional institutions
General public	Representatives of civil society & NGOs in the country of the HEI
School pupils in the country of the HEI	Representatives of civil society & NGOs abroad
School pupils abroad	Public service providers (e.g. hospitals) in the country of the HEI
Refugees in the country of the HEI	Public service providers (e.g. hospitals) abroad
Refugees abroad	

Source: authors

As with actor groups within the HEI, an IHES activity may also address different target groups simultaneously.

All survey respondents identified the same three most likely target groups as ‘enterprises/companies’, ‘representatives of civil society and NGOs in the country of

the HEI’, and ‘peers and friends of students’. For HEIs, municipalities, local & regional institutions and ‘migrants in the country of the HEI’ were also identified as likely target groups of IHES activities. Least likely were ‘refugees abroad’ and ‘school pupils abroad’.

## 4.4 DIMENSIONS OF INTERNATIONALISATION

The dimensions of internationalisation included in an IHES activity offer another important analytical component to this study. We identified the following possible dimensions:

**Table 5**  
Dimensions of internationalisation

Outbound student mobility for studies	Internationalisation of the Curriculum (IoC)
Outbound student mobility for internships & service learning	International strategic HEI cooperation
Outbound voluntary activities of students	Transnational Education (TNE)
Outbound academic mobility	HEI capacity building for developing countries
Outbound administrative staff mobility	Research and applied research
Inbound student mobility	Online teaching and learning with international partners
Voluntary activities of inbound international students	Welcome centres for international scholars or other workforce
Inbound academic mobility	International study programmes
Inbound administrative staff mobility	Research networks with international partners
Internationalisation at Home (IaH)	

Source: authors

For the dimensions of internationalisation, the DAAD and the HEIs agree that four dimensions are highly relevant (outbound student mobility for studies, outbound student mobility for internships & service learning, inbound student mobility and research networks with international partners). HEIs hold IaH in equally high regard, but this is considered much less relevant

by the DAAD and the other science organisations. In general, the other scientific institutions have a quite different view than the DAAD and the HEIs on the relevance of dimensions related to research and academics. All three groups also agree on TNE to be the least relevant dimension of internationalisation in the context of IHES.

## 4.5 INVOLVEMENT AT THE HEI

In order to gain an insight into the extent to which IHES is institutionalised (planned and strategic), it is relevant to consider whether the IHES activity is based on an institutional approach or is the consequence of an individual initiative. We differentiated three levels of involvement at the HEI:

1. Holistic: this means that the whole HEI is involved, IHES is a planned and strategic institutional approach;
2. Partial: this level represents IHES activities of individual departments, faculties, chairs, student clubs, etc.;
3. Individual: individuals are responsible for initiating and running activities, sometimes through an outside organisation such as the British Council or the DAAD, or entirely independently.

Substantial differences between the three groups are evident in their assessment of the relevance of these three types of involvement. All three groups have similar perspectives on the individual approach (66% of the HEIs and the other scientific organisations and 77% of the DAAD respondents consider it relevant). However,

the partial approach is considered much more relevant by the DAAD and the other scientific organisations than it is by the HEIs; the HEIs consider the institutional holistic approach to be much more relevant than both the DAAD and the other scientific institutions.

## 4.6 MOVEMENT BETWEEN HEI AND SOCIETY

Additionally, it is important to know whether an activity takes place at an HEI and thus brings society into the HEI, or whether the HEI moves into society with an IHES activity. Three possible cases were included in the survey:

1. From HEI into society (e.g. international academics teaching outside the HEI in public places);
2. From society into HEI (e.g. migrants, refugees, mature students or “international night of science” in the HEI);
3. Both directions.

While other scientific organisations and HEIs rate all three possibilities equally relevant, the DAAD slightly favours the outward oriented option, i.e. that the HEI actively moves into society.

## 4.7 BENEFICIARIES

While the different possible beneficiary groups within society have already been defined, it is also important to differentiate example projects by whether they are explicitly aimed only at serving society or whether they also have an explicit aim to benefit both the HEI

and society. This aspect was not assessed in the online survey since it was agreed between the DAAD and the project leader that both possibilities are considered equally relevant for the following analysis.

## 4.8 FINAL IHES MATRIX

The results of the online survey confirm the relevance of the matrix below for categorising examples of good practice in IHES. The original items in the matrix were identified through desk research into existing literature on internationalisation in higher education and identified possibilities for and examples of IHES. All of the items identified through this process were ranked as

relevant by the DAAD, HEIs and other scientific organisations. ‘Support/preserve peace’ and ‘support social integration’ were suggested as additional, missing goals of IHES and were added to the matrix. The matrix was used in the next phase of the study to categorise examples of IHES as well as examples of research on IHES. It proved crucial for the mapping of the field of IHES.

**Table 6**  
IHES Matrix

Term	Definition	Source
Goals	Public Good	Develop global citizens
		Fight radicalisation
		Fight xenophobia/populism
		Improve the acceptance of scientific results (instead of alternative facts) and critical thinking
		Provide practice-oriented research
		Support European identity
		Support science & knowledge diplomacy / soft power
		Support the environment & sustainability
		Support the Sustainable Development Goals of the UN
		Support/preserve democracy
		Support/preserve peace
		Support social integration
	Economic Development	Knowledge transfer
		Support economies of developing countries
		Support local/regional economy
Social Justice	General education of the public / capacity building	
	Support active citizenship	
Actor groups within HEI	Alumni	
	Domestic academics employed by HEI	
	Domestic administrative staff employed by HEI	
	Domestic students	
	Incoming administrative staff	
	Incoming international academics	
	International academics employed at HEI	
	International administrative staff employed by HEI	
	International degree students	
	International exchange students	
	Leadership of the HEI (e.g. presidents, VPs, deans)	
Target groups in society	Communities abroad	
	Enterprises / companies	
	General public	
	Migrants in the country of the HEI	
	Municipalities, local & regional institutions	
	Parents of HEI students	
	Peers and friends of students	
	Public service providers (e.g. hospitals) abroad	
	Public service providers (e.g. hospitals) in the country of the HEI	
	Refugees abroad	
	Refugees in the country of the HEI	
	Representatives of civil society & NGOs abroad	
	Representatives of civil society & NGOs in the country of the HEI	
	School pupils abroad	



Term	Source
Target groups in society	School pupils in the country of the HEI
	Youth abroad
	Youth in the country of the HEI
Dimension of internationalisation for actor group at HEI	HEI capacity building for developing countries
	Inbound academic mobility
	Inbound administrative staff mobility
	Inbound student mobility
	International strategic HEI cooperation
	International study programmes
	Internationalisation at Home (IaH)
	Internationalisation of the Curriculum (IoC)
	Online teaching and learning with international partners
	Outbound academic mobility
	Outbound administrative staff mobility
	Outbound student mobility for internships & service learning
	Outbound student mobility for studies
	Outbound voluntary activities of students
	Research and applied research
	Research networks with international partners
	Transnational Education (TNE)
	Voluntary activities of inbound international students
Welcome centres for international scholars or other workforce	
Involvement at HEI	Holistic (the whole HEI is involved, it is an institutional approach)
	Partial (individual departments, faculties, chairs, student clubs, etc. are involved)
	Individual (individuals are involved through an outside organisation such as the British Council or the DAAD or in a project of their own)
Movement between HEI and society	From HEI into society (e.g. international academics teaching outside the HEI in public places)
	From society into HEI (e.g. migrants, refugees, mature students or "international night of science" in the HEI)
	Both directions
Beneficiary	Only society
	Society and HEI

Source: authors

# 5

## Examples of good practice

- 5.1 GENERAL ANALYSIS OF IHES EXAMPLES BASED ON THE IHES MATRIX
- 5.2 TYPE-SPECIFIC IHES PROJECTS AT THE HEI LEVEL
- 5.3 IHES PROJECTS ON A META LEVEL

## 5.1 GENERAL ANALYSIS OF IHES EXAMPLES BASED ON THE IHES MATRIX

After having defined IHES and developed a categorisation matrix, we collected examples from around the world and used the information in the matrix to organise and analyse them. In this chapter, we present the analysis of these sample projects and provide an overview of the common characteristics we found across the sample. Given the limited number of examples, we do not claim generalisability beyond the sample.

Secondly, we provide more detail on examples selected on the basis of types of IHES found in the sample. We differentiate between IHES examples from universities and those from meta-level organisations such as the DAAD since the logic is very different: in any HEI, the actor groups such as students, support staff or academics are automatically an integral part of the organisation and the differentiation between the beneficiary and the actor is clear. For meta-level organisations, this

does not apply since they may directly support actors in HE, such as students or academics, through grants or project funding. In this way, they provide indirect support to societal groups; nevertheless, such projects and programmes do strategically and deliberately address societal needs and therefore are considered to be examples of IHES, albeit at a meta level. We discuss this specific type of IHES, that is practised by organisations such as DAAD and other funding agencies, in a sub-section of this chapter.

We found that meta-level projects served different needs from HEI-level projects and thus there were variations across goals, actors, target groups and dimensions of internationalisation.

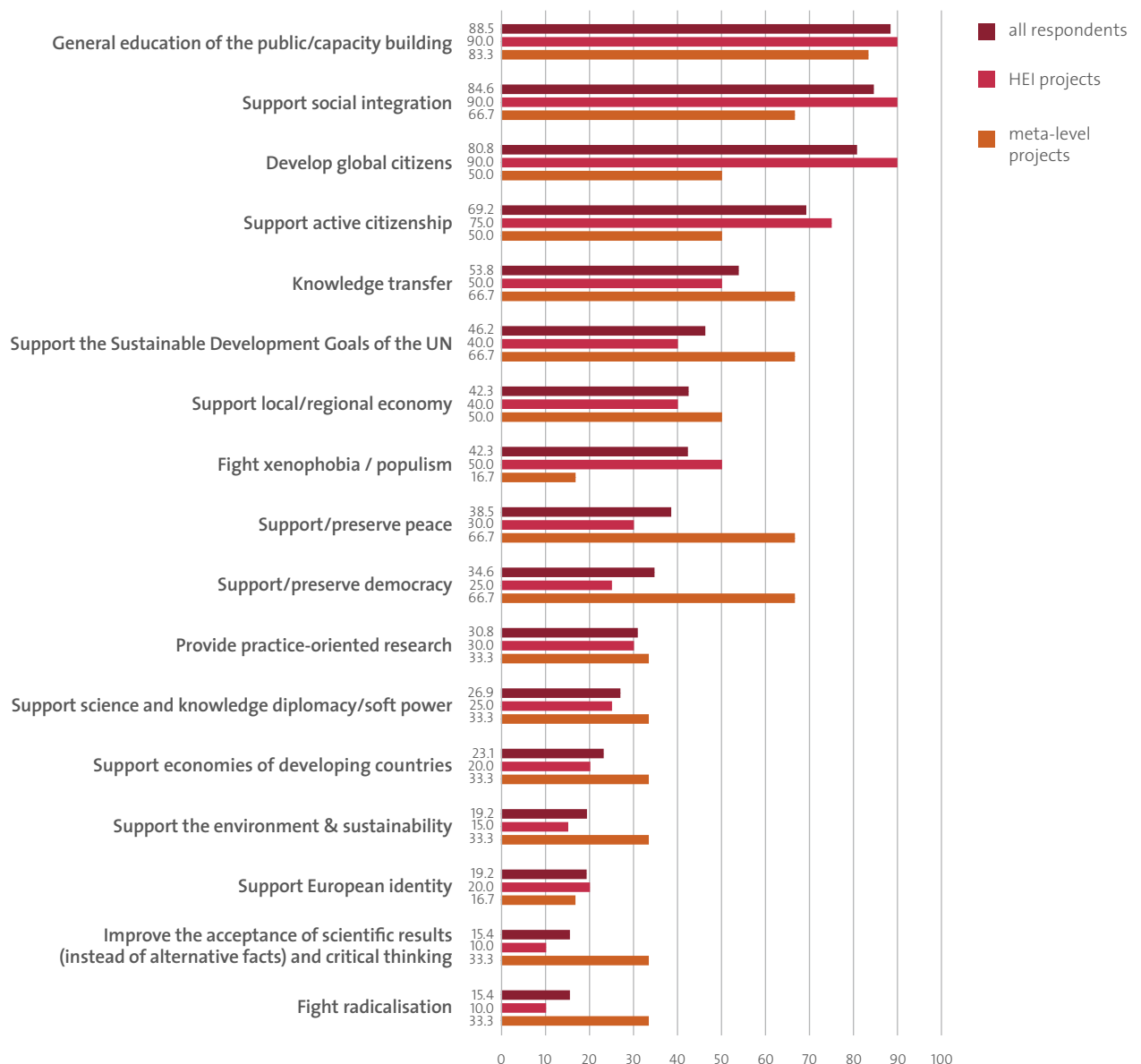
The full matrices of all projects discussed in this chapter are provided in the Annex to this report.

## 5.1.1 GOALS

The dominant goal for both HEIs and meta-level projects was the general education of the public and capacity building (90% HEIs, 83% meta-level). The next three goals for the HEI projects (social integration 90%, develop global citizens 90%, support active citizenship 75%) are less relevant for the meta-level projects which in 66.7% of the cases rather focus on knowledge transfer, UN SDGs, peace and democracy. While the UN SDGs and the support of the local/regional economy are also relevant for the HEI projects, supporting peace (30%)

and democracy (25%) are much less prevalent than in meta-level projects. We also see discrepancies at the lower end of the band: while fighting radicalisation is the least relevant goal for HEI projects (10%), it is relevant for 33.3% of the meta-level projects. Also, improving the acceptance of scientific results (10% compared to 33.3%), supporting economies of developing countries (20% vs 33.3%) and supporting the environment & sustainability (15% vs 33.3%) are more important in meta-level projects.

**Figure 14**  
Share of projects pursuing a specific IHES goal (in %)



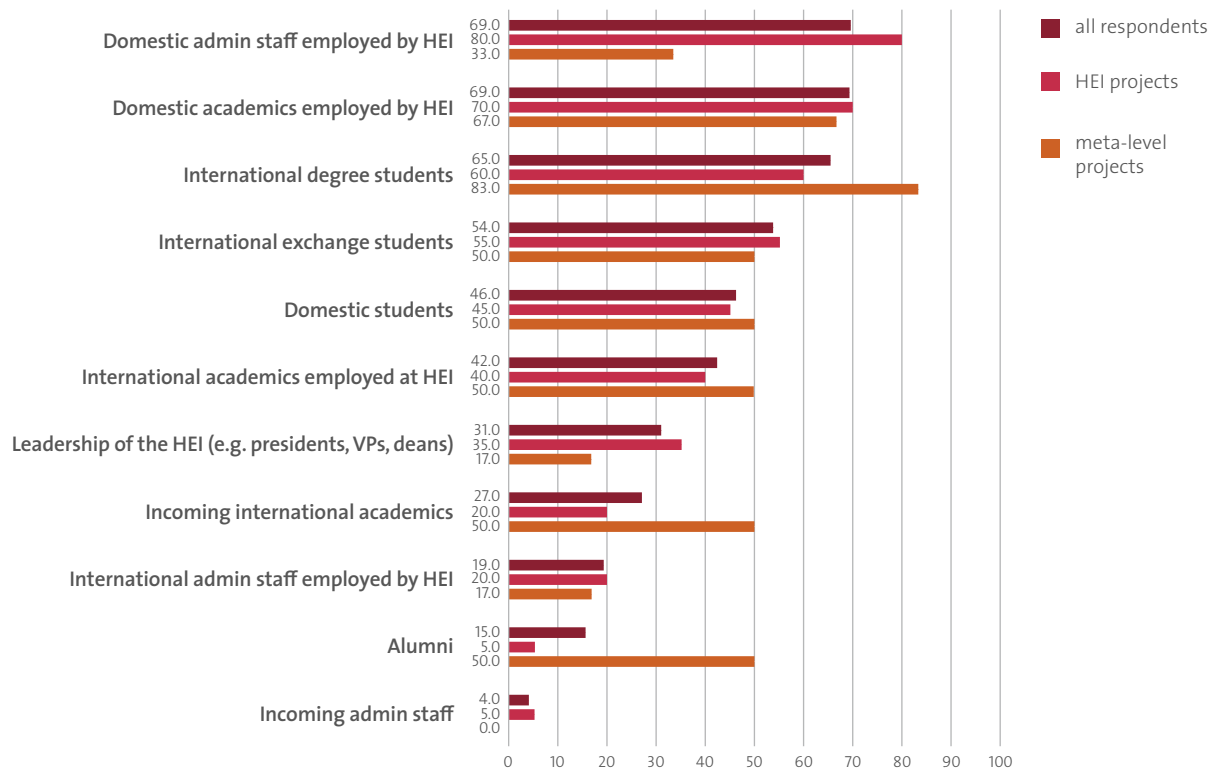
Source: authors

## 5.1.2 ACTOR GROUPS WITHIN HEI

HEI projects rely on substantially different actor groups than meta-level projects. The dominant actors in the HEI projects are domestic administrative staff (80%), domestic academics (70%) and international degree students (60%). Meta-level projects also rely heavily – even more than the HEI projects – on international degree students (83%) and to a similar extent on domestic academics (67%) but much less on domestic administrative staff (33%). Domestic students are equally relevant for both types (45% and 50%), and also the share of projects engaging international academics (40%

and 50%) as well as international administrative staff (17% in the meta-level projects vs 20% in the HEI projects) employed at the HEI is comparable. Leadership is substantially less relevant for the meta-level projects (17% and 35%). The biggest difference can be observed in the case of alumni who are participating as an actor group in 50% of the meta-level projects but only in 5% of the HEI projects. The least relevant actor group is incoming administrative staff, which only features in 5% of the HEI and none of the meta-level projects.

**Figure 15**  
Share of projects including certain actor groups (in %)



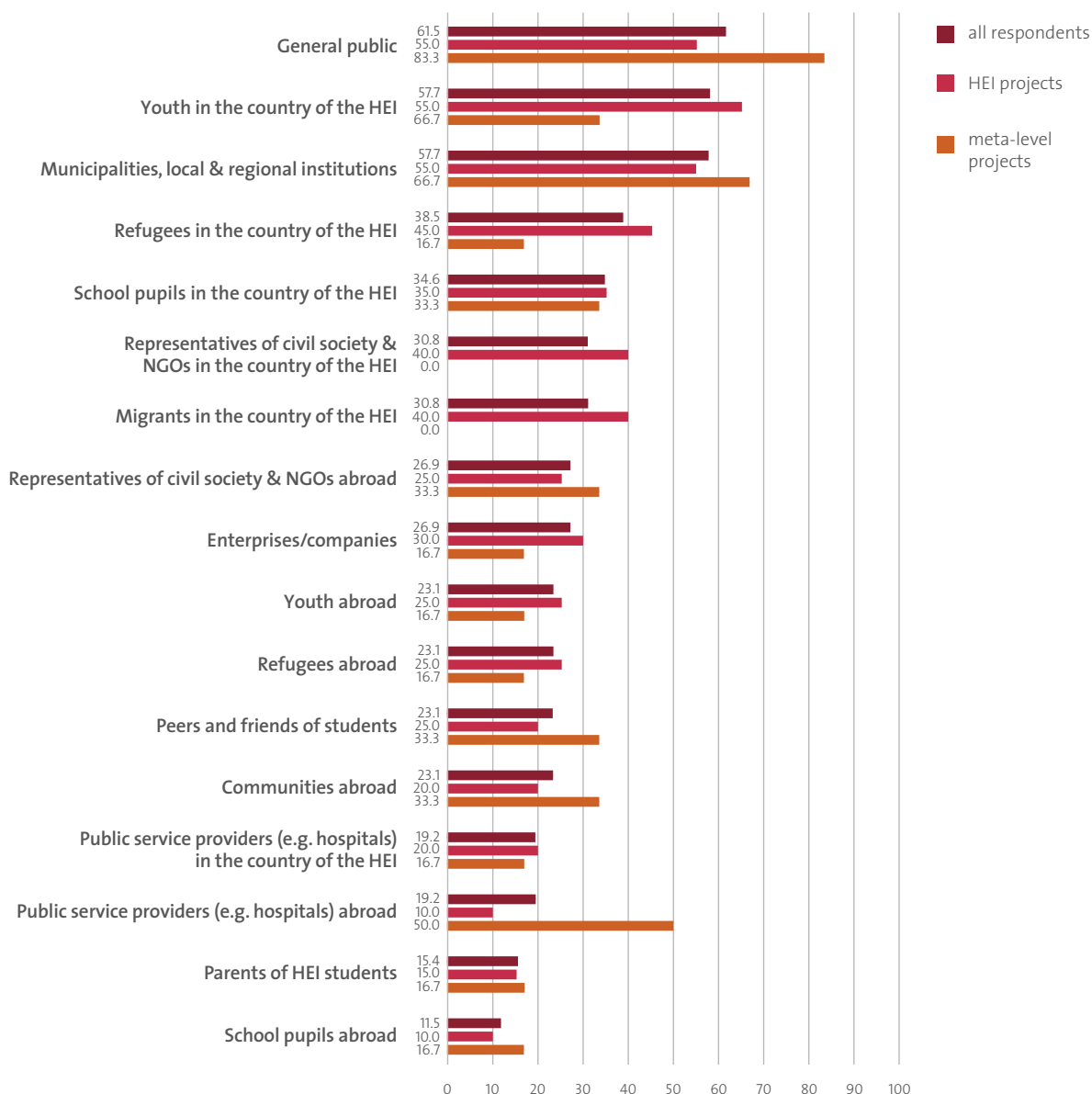
Source: authors

### 5.1.3 TARGET GROUPS IN SOCIETY

The overall dominant target group for HEI projects is youth in the country of the HEI (65%), followed by the general public (55%), which is the most important group for meta-level projects (83.3%), and municipalities and local/regional institutions (55%), which is also the second most relevant for the meta-level projects (66.7%). The least often addressed target groups in the

HEI projects are school pupils abroad (10%) and parents of the HEI students (15%). Two groups are substantially more relevant for the meta-level projects than the HEI projects: peers and friends of students (33.3% compared to 20%) and public service providers abroad (50% compared to 10%).

**Figure 16**  
Share of projects addressing certain target groups (in %)



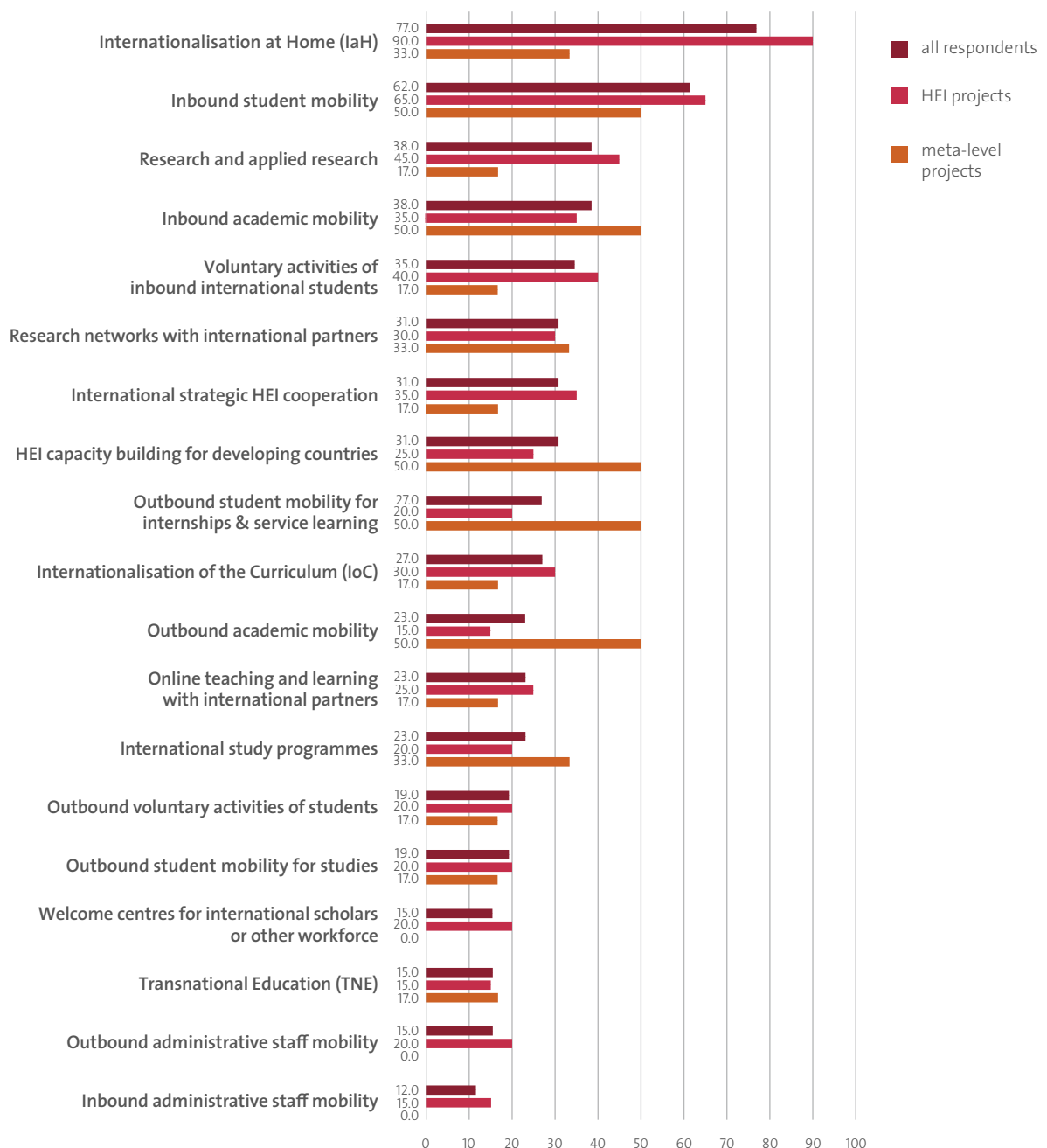
Source: authors

## 5.1.4 DIMENSIONS OF INTERNATIONALISATION

Regarding the relevance of dimensions of internationalisation, we see substantial differences between the meta-level and the HEI projects. For the HEI projects, the clearly dominant dimension of internationalisation is IaH (90%), followed by inbound student mobility (65%) and with already quite some distance research and applied research (45%). The least often applied dimensions in the HEI projects are inbound (15%) and outbound (20%) administrative staff mobility.

Meta-level projects seem to focus on five equally relevant dimensions (all found in 50% of the cases): inbound and outbound academic mobility, HEI capacity building for developing countries, as well as inbound and outbound student mobility for internships & service learning. No meta-level project included outbound or inbound administrative staff mobility, or welcome centres.

**Figure 17**  
Share of projects incorporating certain dimensions of internationalisation (in %)



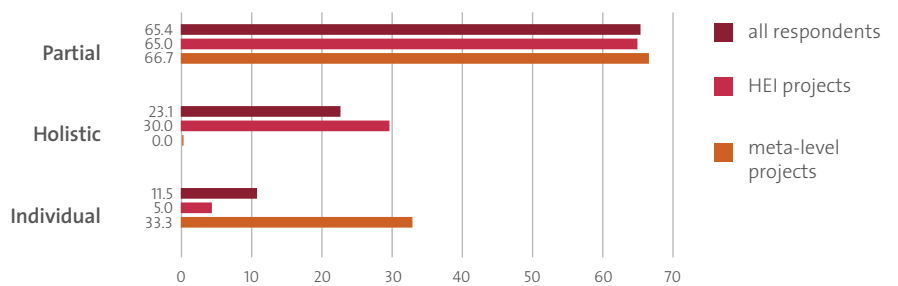
Source: authors

### 5.1.5 INVOLVEMENT AT HEI

There is a stark difference between the meta-level and the HEI projects regarding involvement at the HEI. While the share of projects with partial involvement is comparable (66.7% of meta-level, 65% of HEI projects), 33.3% of the meta-level projects support individuals compared to only 5% of HEI projects. No meta-level project involves the HEI as a whole, while 30% of the HEI projects claim to be holistic regarding institutional involvement.

This might call for a strategic review of meta-level projects with regard to more holistic approaches that could generate broader impacts.

**Figure 18**  
Share of projects with holistic, partial or individual involvement at HEI (in %)



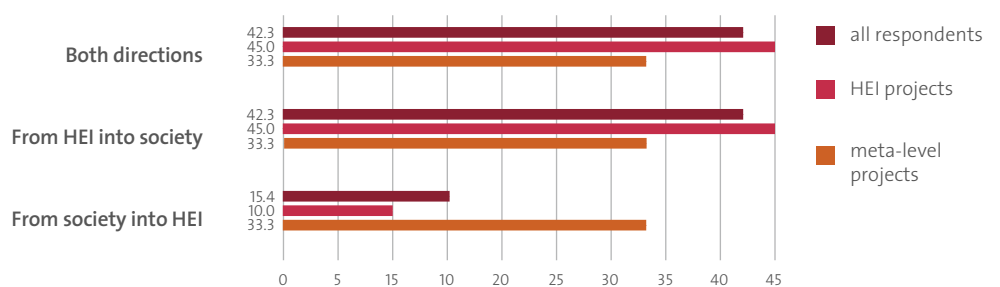
Source: authors

### 5.1.6 MOVEMENT BETWEEN HEI AND SOCIETY

An equal share of the HEI projects (45%) is going either both ways or from the HEI projects into society. While only a minority of HEI projects (10%) see movement from society into the HEI, meta-level projects are evenly distributed across all three types.

It seems that if IHES works, it needs the HEI to at least be willing to also move outside its walls and into the surrounding environment.

**Figure 19**  
Share of projects according to the direction of movement between HEI and society (in %)



Source: authors

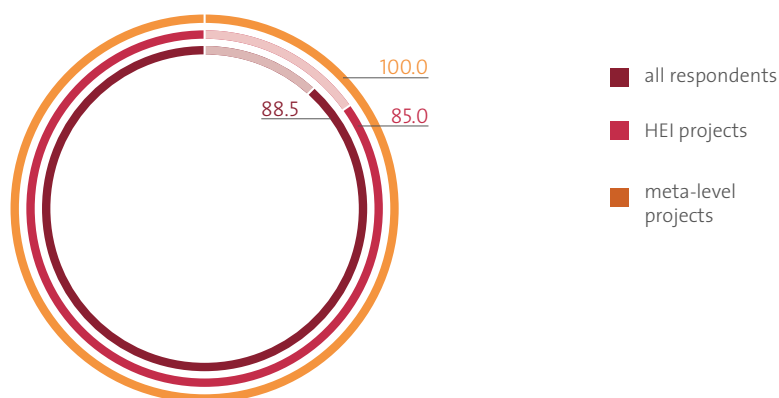


## 5.1.7 BENEFICIARY

IHES projects are usually designed to benefit both society and the HEI. In the case of the meta-level projects, all analysed examples fall under this category, while a small margin of 15% of the HEI examples were aimed at exclusively benefitting society in the sense of com-

munity outreach. Especially for the HEI projects, a clear idea about benefits for the home institution seems to be reasonable since this will support the generation of stronger self-interest in conducting such projects and therefore, ultimately, stability.

**Figure 20**  
Share of projects benefitting society and HEI (full colour) (in %)



Source: authors

## 5.1.8 CONCLUSION

While we see some similarities in the relevance of goals, actors and target groups, the meta-level and HEI projects still differ substantially in most of these aspects. They also show different foci with regard to dimensions of internationalisation and especially re-

garding the involvement at the HEI. Both types are, on the other hand, fairly similar regarding the movement between the HEI and society (except for the HEI projects showing less movement from society into HEI) and the beneficiaries.

## 5.2 TYPE-SPECIFIC IHES PROJECTS AT THE HEI LEVEL

In the next step, we structure the examples by certain types that seem to be prevalent. This helps HEIs to identify approaches that might be especially enticing

to them. The types are mainly derived from the goals chosen. We then look at patterns that might emerge regarding the other aspects of the matrix.

### 5.2.1 REFUGEE SUPPORT PROJECTS

HE projects supporting refugees have become abundant around the world especially since the war in Syria (see cited publications by Streitwieser), the immigration challenges at the US border and, more recently, the crisis in Venezuela. However, most initiatives are very individual depending on the scope of relevance for

a specific university. While many of these comprised not much more than offering additional study slots for refugees or open courses, there are more comprehensive approaches and we would like to showcase three different approaches.

#### **Kiron Open Higher Education, Kiron University, Germany**

Since 2015, Kiron has been providing high-quality educational opportunities for refugees and underserved communities. Over six thousand students are using the digital platform, many of whom have continued their studies at local higher education institutions, while others have used their newly acquired skills to enter the jobs market in their host countries.

Not only is Kiron supporting the fourth UN Sustainable Development Goal by enabling access to inclusive and quality education, its platform is continuously developing EdTech solutions for underserved communities. Moreover, Kiron has developed an innovative academic model that combines MOOC-based online learning in a non-formal digital learning environment with a possible transfer to a regular university study programme and uses well-established standards and quality assurance principles to enable the recognition of MOOC-based digital learning. By providing opportunities for education and language learning, Kiron empowers learners worldwide and offers them the chance to thrive in their new communities.

Kiron is a partner of the YUFE Alliance and, within the framework of a project funded by the BMBF, is also developing offers for international students.

Kiron University<sup>20</sup> pursues goals in all three areas (public good, economic development, social justice) by developing global citizens, supporting the Sustainable Development Goals of the UN and integration, fostering knowledge transfer, and supporting general education of the public and capacity building. Kiron is very focused regarding both the actor (leadership, domestic academics and administrative staff) and the target group (refugees abroad and in Germany). It en-

compasses four dimensions of internationalisation (international strategic HEI cooperation, online teaching and learning with international partners, research and applied research, and research networks with international partners) and the type of involvement at the HEI is one of very few truly holistic approaches. The movement between the HEI and society is clearly focused on bringing society into the HEI and the beneficiary is declared to be solely society.

<sup>20</sup> <https://kiron.ngo>

### University Alliance for Refugees and At-Risk Migrants (UARRM), USA

The University Alliance for Refugees and At-Risk Migrants (UARRM) is a group of researchers, practitioners, and policymakers seeking to harness the potential of university communities for the empowerment and protection of refugees and at-risk migrants. It gathers vested parties across relevant sectors including migrants, refugees, student associations, the Academy, education think tanks, legislators, local government, ecumenical education institutions, and the international community (e.g., United Nations agencies).

The UARRM's mandate centers on higher education and vocational training for refugee and at-risk migrant students, threatened scholars (i.e., scholars fleeing conflict and/or repression), and, when relevant, members of their families.

The UARRM has five main functions:

1. Map existing efforts underway in the U.S. (and other safe third countries) by Action Area.
2. Centralize updated information through a dedicated webpage or database.
3. Communicate this information with interested partners inside and outside the Academy to increase visibility of existing university-led efforts.
4. Bring together relevant parties to take actions in these different areas.
5. Help expand, improve, and/or spring-board (i.e., act on promising initiatives.)

UARRM Website (see below)

The goals of UARRM<sup>21</sup> focus on the public (7 out of 12) and social justice (both goals) while also addressing knowledge transfer (economic development). It is in its nature much broader than Kiron regarding the actors' groups including, in addition to the leadership, also domestic academics, administrators and students, international academics and students, and thus following its much broader goal setting. Consequently, along with migrants and refugees, it also includes the general public and representatives of society and NGOs both

abroad and in the home country of the participating HEIs (unfortunately, no member list is available online). Equally, UARRM covers different areas of internationalisation including inbound mobility, strategic cooperation, IaH and IoC as well as research. It can also claim a holistic approach, although it cannot be said with certainty whether it is as deeply embedded as in the case of Kiron. In contrast to Kiron, movement goes both ways between the HEI and society, and both sides are set to benefit from the project.<sup>22</sup>

21 <https://www.uarrm.org>

22 For general issues regarding refugee students see also the blog of Cazetta on UWN regarding challenges for Venezuelan refugee students in Colombia: <https://www.universityworldnews.com/post.php?story=20190520151933871>

### S.U.C.RE. project, Europe

The S.U.C.RE. Project is granted by the Hellenic National Agency (IKY) via the European Commission. The Coordinator of the Project is Aristotle University of Thessaloniki and the consortium consists of the University of Cologne (Universität zu Köln), VU Amsterdam (Vrije Universiteit Amsterdam) as well as the Greek Council for Refugees. S.U.C.RE. is a two-year KA2 Erasmus+ Strategic Partnership in the field of Higher Education. The Consortium's main objective is to successfully build the necessary guidelines and training material that will allow practitioners and stakeholders to facilitate the smooth integration of students and scholars in Higher Education and society.

S.U.C.RE. focuses on the response of the universities to the academic needs of refugee / migrant students and scholars and to the formation of good practices guidelines through the development of training modules addressing voluntary sector organisations working in the field with the specific population. Specifically, the project focuses on the processes required for the proper integration of refugees/migrants (students and scholars) in higher education as well as on their academic support after their acceptance/entrance to a university. In addition, it focuses on the psychosocial integration/support of refugees/migrants and on informing them properly about legal and health issues. S.U.C.RE. aims at creating educational/training material to be properly used by practitioners and interested parties.

S.U.C.RE. is the outcome of the Erasmus+ Programme call which has been updated to address issues around social cohesion, and the integration of refugees and migrants. Specifically, the integration of refugees/migrants becomes vital as "Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education and youth work are key to prevent violent radicalisation by promoting common European values, fostering social integration, enhancing intercultural understanding and a sense of belonging to a community. Erasmus+ is an important instrument to promote the inclusion of people with disadvantaged backgrounds, especially newly arrived migrants, in response to critical events affecting European countries.

S.U.C.RE website (see below)

S.U.C.RE<sup>23</sup> is a good example of the result of changes in the political framework since it explicitly refers to the focus in the Erasmus+ Programme Guide, which is also related to the renewed EU Agenda as described in Chapter 4.

S.U.C.RE focuses very much on goals related to the public good, especially regarding preserving peace, democracy, integration, the UN sustainable development goals and also developing global citizens. In addition, it pursues knowledge transfer and both social justice goals. S.U.C.RE involves the leadership, domestic and

international academics and administrators and international students. This already hints at a focus on IaH/IoC as well as inbound mobility; these are indeed among the chosen dimensions of internationalisation next to voluntary activities, welcome centres and online activities. The target groups are very similar to UARRM, with the exception of representatives of society and NGOs abroad and the inclusion of the general public. Despite the broad set of actor groups, S.U.C.RE only claims to achieve partial involvement in the HEI, while movement is in both directions and also both sides are seen as beneficiaries of the project.

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23 <http://sucre.auth.gr/en>

## 5.2.2 IHES TO SUPPORT THE REGIONAL ECONOMY

IHES projects which are focused on supporting the local and regional economy are considerably less common amongst the examples we found. We showcase here three examples which show the diversity of ap-

proaches that could be pursued in this area and which might make such IHES projects particularly enticing for societal stakeholders.

### Welcome Centre for Lower Saxony, Georg-August University Göttingen, Germany

The University of Göttingen and the SüdniedersachsenStiftung (an organisation coordinating and fostering the activities of Göttingen municipality, adjacent administrative districts and local and regional institutions in order to promote economic development and local and regional businesses) initiated the foundation of a “Welcome Centre” as a joint project.

Its aim is to support the recruitment of high-profile researchers for the university and other research institutes on site, and of skilled and executive personnel for local and regional businesses.

Ways to achieve this goal are strategic knowledge management among partners and the development and continuous evaluation of coordinated services.

This project<sup>24</sup> is primarily focused on achieving economic development goals (knowledge transfer and supporting local/regional economy) through building research capacity and educating the general public. Consequently, actor groups include university leadership and domestic as well as international administrative staff in the university. The target groups in society are consistent with its very focused approach: enterprises/companies; migrants in the country of the

HEI; municipalities, local & regional institutions; public service providers (e.g. hospitals) in the country of the HEI; refugees in the country of the HEI. It is one of the very few projects addressing public service providers as a target group. Next to the welcome centre aspect, the project is also addressing several other dimensions of internationalisation (inbound mobility of students as well as administrators and researchers).

24 <https://welcome-to-suedniedersachsen.de/en/>

### Entrepreneurial projects for women in rural areas in the Region of Valparaiso, Universidad Viña del Mar, Chile

“The two internationalisation experiences {...} were developed by the Viña del Mar University with a dual objective: to contribute to the productive development of the Valparaiso Region and contribute to the comprehensive education of undergraduates. The development of both projects incorporated the participation of teachers and students from different career tracks related to entrepreneurship. The projects sought to directly benefit local low-income women entrepreneurs.

The entrepreneurial experience in Spain was aimed at learning how to manage the Botanical Garden of Medicinal Plants in Gombren, Catalonia, Spain, with more than 20 years of operation. The entrepreneurs were trained in new applications and uses of medicinal plants, to generate knowledge for new products in Chile. These themes were supplemented by a Female Leadership and Entrepreneurship Module, led by experts from the University of Girona, Catalonia. Participants were trained by experts from these centers in issues related to the management of botanical gardens, in order to share their new knowledge with entrepreneurs in Chile.

In the case of the Women Weavers Project, the international experience took place in Peru and sought to share in situ the consolidated experience of women involved in associated work and exporting their products to the European market. It sought to display the partnership model and certain techniques allowing them to transfer this experience to their own reality. In addition, it aimed to better assess those critical factors which allow the creation of new business models, generating changes in their production processes and drawing on international experience.”

Ramirez et al. 2017, pp. 53-54

While the Göttingen project was aimed at a broad target group—all incoming workforce for regional companies—this project focuses on a clearly defined group: female entrepreneurs in the region and in specific fields. This translates into two target groups: enterprises/companies and the general public, since the target group of female entrepreneurs may also be self-employed individuals. The goals comprise all three economic development goals and, in addition, the project has a social justice and capacity building component as it also seeks to develop participants as global citizens. Actor groups in Chile and Spain are domestic ac-

ademics and administrators, while in the Peru project the actor group comprised female entrepreneurs supported by Chilean university staff. The internationalisation dimensions touched upon are capacity building in developing countries, internationalisation of staff at home and outbound mobility for the target groups within broader society. This is noteworthy in that usually outbound mobility goals relate to university students or academics. There is partial involvement of the HEI and movement from the HEI to society. Society is the primary beneficiary.

### International talent management practices in medium-sized university cities, EUnivercities consortium, Europe

“International skilled migration has risen in the last decades. Where Europe’s larger cities are used to absorb an international population, for many medium-sized university cities, internationalisation is a relatively recent challenge. Increasingly, these cities deploy active and coordinated policies to attract, facilitate and incorporate international talent. Skilled international migrants are actively welcomed for several reasons: to counter the trend of an ageing population, to address skills shortages in the labour market, or as a way to make the city or region more culturally diverse, lively and hence attractive for other skilled workers.

{...} {The project provides insights into} active international talent management programmes in medium sized cities. We define coordinated international talent management (CITM) as coordinated efforts by urban stakeholders (government, business, the knowledge sector, civil society, and citizens) to attract, facilitate and/or incorporate skilled international migrants. We analyse CITM practices in seven cities: Aalborg (Denmark), Delft (The Netherlands), Groningen (The Netherlands), Leuven (Belgium), Magdeburg (Germany), Parma (Italy), and Tartu (Estonia). These cities are similar in terms of their size (between 100,000 and 250,000 inhabitants) and their position in the national urban system as tertiary cities with a university. Based on our case studies, we provide concrete policy recommendations and a checklist for cities that want to engage in talent management.”

Extract from the so far unpublished project report as provided by the project leader, Prof. Puchta

This project is part of the wider EUnivercities network project which features in more detail in the next sub-chapter.

This project<sup>25</sup> focuses on two economic development goals, only excluding knowledge transfer. It also addresses capacity building as well as several goals in the area of public good (develop global citizens, support European identity and social integration). Actor groups in the HEI are domestic and international academics, international degree students and leadership. The list of target groups is quite substantial, comprising enterprises/companies, migrants, municipalities and local/

regional institutions, public service providers, refugees, representatives of civic society / NGOs, and youth – all in the country of the HEI. Dimensions of internationalisation include: capacity building, inbound mobility (academics and students), IaH, transnational education and welcome centres. It is considered a holistic approach moving in both directions and serving society as well as the HEI.<sup>26</sup>

25 <http://eunivercitiesnetwork.com>

26 The Conference of the Americas on International Education (CAIE), October 23-25, 2019, in Bogota, Colombia had as its central theme ‘Hubs of Knowledge and Innovation: Synergies for Development’, and provided several case studies of cooperation between higher education institutions, the private sector and local communities in economic development. It is the intention of the conference organisers to publish the case studies and a comparative analysis in a book in 2020.

### 5.2.3 IHES PROJECTS PURSUING GOALS OF PUBLIC GOOD IN LOCAL COMMUNITIES

One of the most obvious goals of IHES might be to support the integration of migrants (academic or otherwise) into the respective local community by educating them about local habits, concerns and issues. This is a worthy goal in its own right but may also be intended to achieve additional benefits associated with widening the perspectives of the general public, such as reducing or preventing xenophobia. During our re-

search, we identified models which not only address these aspects but also actively engage in increasing understanding between generations. We showcase two Erasmus+ projects, two different projects at the TU Dresden, a school project at the Universitat Rovira I Virgili and a combination of five projects within the EUnivercities project.

#### SocialErasmus, ESN (coordinator), Europe

SocialErasmus is ESN's most popular project. During their stay abroad, international students take part in various volunteering activities under the coordination of ESN. The most intensive period for this is during so-called Social Inclusion Days in April and in November. The most important and popular of the activities under the larger SocialErasmus umbrella is Erasmus in Schools, during which international students arrange workshops for school students (usually, but not always, secondary school), teaching the younger audience of Europe about identity, intercultural learning, etc.

SocialErasmus+ is a project in which ESN and several HEIs, a university network, a youth organisation and a regional school network cooperate in order to promote local volunteering for international students in their local communities and try to change the policies that govern the Erasmus Programme to encourage this practice.

“SocialErasmus+ aims at building bridges in society by bringing international students closer to local schools. By connecting international students with local communities, the project aims to

- Ensure a better integration of exchange students in local societies
- Spread intercultural awareness and acceptance to students from a younger age
- Increase the recognition of voluntary activities in Higher Education.

The project focuses on creating the necessary tools for stakeholders to implement SocialErasmus activities and ensure local volunteering can be embedded in the curricula of higher education institutions.

With the support of a diverse partnership in the project, a toolkit will be developed in order to help Universities, local ESN organisations and schools to implement the project adapted to their local context and current Academic Framework.

The SocialErasmus+ project is a KA3 Forward Looking Cooperation project of the Erasmus+ programme that aims at having a lasting impact on the Erasmus+ programme and Higher Education at large.”

SocialErasmus Website (see below)

One part of the project is Erasmus in Schools, which is quite similar to the DAAD project “Europa macht Schule” (see Chapter 5.3.2) and the SMiLE project (see below) in that it sends Erasmus students into local schools to interact with pupils.

Partners are the ESN as the coordinator, the European University Foundation (EUF), Scholengroep 21 Vlaamse Ardennen, Youth for Exchange and Understanding, ESN Besançon, University of Vienna, Universidad de Vigo, and the Vrije Universiteit Brussel.



SocialErasmus<sup>27</sup> as a KA3 action is strategically oriented towards policy change through practical action. SocialErasmus has three public good goals (develop global citizens, support European identity, support social integration) and one social justice goal (support active citizenship). It is clearly focused on both the actor group (international exchange students) and the target groups (youth abroad and in the country of

the HEI) due to its unequivocal mission. Consequently, it also concentrates on three dimensions of internationalisation (inbound and outbound student mobility as well as IaH). It is one of a few projects that show individual involvement—which makes it more similar to the meta-level projects described in sub-chapter 5.3—with movement from the HEI into society and a mutual benefit approach.

### **PEACEMAKERS—Peace Dialogue Campus Network: Fostering Positive Attitudes between Migrants and Youth in Hosting Societies, Koç University (coordinator), Europe**

This project aims to foster a more peaceful generation in Europe and in Turkey that approaches migrants with positive attitudes. It will aim to achieve this objective by developing problem-solving, critical thinking and collaborative working skills of the participants through rigorous academic preparation, experiential education and leadership development.

It aims to provide students with the education, training, and experiences needed to better understand, negotiate and resolve conflicts to have more positive attitudes towards migrants. The skills such as the students' ability to change their attitudes will develop in this project, and are critical for their social life, workplace attitudes and all other mediums of exposure to people from diverse cultures. This project will enhance social, civic and intellectual competencies recognized as effective tools to prevent and tackle discrimination, radicalism, and racism. Core elements are boot camps and online courses as train-the-trainers modules in which students are taught to become trainers to teach both, other students and non-HE audiences about the skills and knowledge needed to become peacemakers, so called "Peace Envoys".

Partners in the project are Koç University (Turkey) as coordinator, Universidade Aberta (Portugal), University of Bologna (Italy), Erasmus University Rotterdam (Netherlands), Gaziantep University (Turkey) and Humboldt-Universität zu Berlin (Germany).

The Peacemaker project<sup>28</sup> is an Erasmus+ KA2 project (2018–2020) coordinated by Koç University in Turkey. Its unique approach of generating peacemakers, called "Peace Envoys", who then become trainers for other peacemakers both within the student body as well as among the general population, makes it an especially interesting IHES project. In line with its strong humanistic approach, it pursues numerous public good goals: to develop global citizens, fight radicalisation and xenophobia/populism, support a European identity, support the Sustainable Development Goals of the UN, support/preserve democracy, support social integration and, of course, specifically support/preserve peace. It also addresses both social justice goals. The actor groups in the HEI are domestic academics, administrators and students as well as international degree students. The target groups addressed by the Peacemaker project are comprehensive: communities abroad; general public; migrants in the country of the HEI;

municipalities; local & regional institutions; parents of HEI students; peers and friends of students; refugees abroad and in the country of the HEI; representatives of civil society & NGOs abroad and in the country of the HEI; school pupils in the country of the HEI as well as youth abroad and in the country of the HEI.

Equally extensive is the list of dimensions of internationalisation that the project covers: inbound mobility for academics; administrative staff and students; international strategic HEI cooperation; IaH/IoC; online teaching and learning with international partners; outbound mobility for academics; administrative staff and students (for studies); research and applied research; research networks with international partners; and Transnational Education (TNE). Universities are partially involved, with movement in both directions and benefits for society and HEIs.

27 <https://socialerasmus.org/project>

28 <https://peacemakers.ku.edu.tr/>

### Making Heimat and Science goes to school, Technical University Dresden, Germany

*Making Heimat* is a seminar-based project. It started off in 2019 by analysing a city quarter (Gorbitz) and a sub-quarter (Gorbitz-North) regarding possible actions to generate a feeling of coming home for international migrants. Results were summarised in a brochure for the general public which was made available to everybody. Currently, the project is in a second, deeper-level phase. Questions answered include: How can one generate the feeling of “home” in a city quarter for different populations? What actions seem reasonable and promising? Who can be included and how can these actions be realised in practice? The result will be ideas and concepts for an open quarter with a higher quality of living for all inhabitants, international and local.

In the DIPP School Project *Science goes to school*, multinational teams of researchers offer biology workshops with hands-on experiments at schools in Dresden and surroundings. The workshops are aimed at students from 8th to 12th grade (14 to 18 years old). Sessions are held in English about once per month. By targeting a young audience of school students, the projects want to trigger their curiosity for science and for raising interest in international cultures—the two major aims of the project.

“Making Heimat” is an academically-based project that seeks to use academic knowledge and activate it for practical purposes, thereby also improving the competences of the students involved. Consequently, the IHES goals addressed are diverse: developing global citizens, providing practice-oriented research, supporting the environment and sustainability, supporting the local & regional economy, supporting active citizenship and, above all, supporting social integration. “Science goes to school”, on the other hand, addresses a larger number of IHES goals from the public good segment: to develop global citizens; fight radicalisation and xenophobia/populism; improve the acceptance of scientific results (instead of alternative facts) and critical thinking; provide practice-oriented research, support science and knowledge diplomacy/soft power; and support social integration. Moreover, it pursues both social justice goals.

“Making Heimat” relies on several actor groups in the HEI: domestic students, international academics employed at the HEI, and international degree as well as exchange students. In contrast, “Science goes to school” focuses more on non-student actor groups in the HEI: domestic as well as international employed academics, domestic administrators, incoming academics and also—like “Making Heimat”—international degree students.

“Making Heimat” addresses many target groups: migrants; municipalities, local/regional institutions; refugees; representatives of civil society & NGOs (all in the home country of the HEI). It also addresses youth abroad. In contrast to this, “Science goes to school” has a rather focused target group by the nature of the project: the general public, pupils and youth in the home country of the HEI.

“Making Heimat” focuses on five dimensions of internationalisation (inbound mobility of academics and students, IaH, research and applied research, as well as voluntary activities of inbound international students). “Science goes to school” also incorporates five dimensions: internationalisation of the study programme, IaH/IoC, research and voluntary activities of international students.

In both projects, the university is partially involved, movement is from the HEI into society and both society and the HEI are beneficiaries. Both TU Dresden projects are examples of IHES being integrated into a general social engagement strategy.

### SMiLE project at the Universitat Rovira i Virgili (URV), Tarragona, Spain

SMiLE is a joint coordination programme between the URV and the schools in Tarragona. It is an educational university programme collaborating with the Catalan Educational Department in order to improve the education level in the region. The programme has won one URV award and has also gained special recognition from the municipality.

The SMiLE programme is especially designed for incoming Erasmus students and its aim is to promote English, French and German in the schools of the city of Tarragona while also exposing pupils to opinions and ideas from other countries from an early age onwards.

SMiLE offers work placement exercises for incoming Erasmus students, especially those who might wish to specialise in Teaching English as a Foreign Language (TEFL). Such Erasmus students working as language assistants will obtain 6 ECTS credits after completing 40 hours of work placement. SMiLE is based on a cooperation between the English Studies Department together with the International Center at URV and secondary as well as primary schools in Tarragona.

The participants are incoming Erasmus students at URV from all degrees and not only students from a language background.

SMiLE<sup>29</sup> is a project that connects pupils in the schools of Tarragona to international students. It targets the same audience as the “Science goes to school” project, the “Europa macht Schule” project (described below in the meta-level section) and Erasmus in Schools (Social-Erasmus). However, in the SMiLE project the main focus is on using this resource at the university to improve the language learning of local pupils, while at the same time exposing them to the ideas, opinions, attitudes and behaviour of students from many other countries. Accordingly, SMiLE pursues very selected goals: among the public good goals the focus is on developing global citizens and supporting European identity, the economic development goals are knowledge transfer and support of the regional / local economy, and the social

justice goal is the general education of the public/capacity building. The actor groups are also clearly defined: domestic academics and administrative staff as well as international students, are the main actors in this project. In line with the stated goals, SMiLE concentrates on a number of target groups: in addition to the core group of school pupils in Tarragona these are migrants; municipalities, local & regional institutions and youth in general in Tarragona and the adjacent region. SMiLE builds on three dimensions of internationalisation: inbound student mobility, international study programmes and IaH. The involvement at the HEI is holistic, with movement from HEI into society, and benefits for both society and the HEI.

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29 <http://site-smileprogramme.mystrikingly.com/#welcome>

## Projects of the EUnivercities network, Europe

The EUnivercities project describes itself as “{...} a European network, officially launched in 2012, in which medium-sized cities and their universities work together (in so called tandems) to improve cooperation. The network brings together cities and universities with an economic, social and technological profile. It embodies the recognition of the importance of technology, innovation and knowledge for society. Furthermore, the network enhances the visibility of knowledge cities within Europe. The network’s aim is to exchange and spread knowledge, expertise and experience with regard to city-university cooperation across urban Europe.”<sup>30</sup> Partners are 13 cities and universities in as many countries across Europe.

Within EUnivercities, IHES is only one among many and, consequently, not every city runs IHES projects according to the available project information. Due to the project nature, we do not showcase every project separately but as a conglomerate of different approaches with similar goals.

The *Magdeburg Christmas Dialogue* is an initiative in which about 20 households (mostly retired couples) welcome foreign students during Christmas and organise a “dialogue of generations”.

*Teaching Pupils* are initiatives in Parma and Magdeburg in which foreign students are invited to teach at local primary schools, telling pupils about their home country and culture.

*Parma Language Students* is a more elaborate and sophisticated teaching placement programme for language teaching at nursery and primary schools.

In the *Porto Shelter* project, elderly citizens provide cheap housing for international students from Cabo Verde through the “shelter” programme.

In Delft, the *Integration through Mixed Housing* project brings students and refugees together under one roof in a housing project, in order to promote integration.

All of these projects address several identical IHES goals: to develop global citizens, fight xenophobia/populism, support social integration, educate the general public and build capacity as well as to support active citizenship. The “Christmas Dialogue” and the “Porto Shelter” projects also address the goal of preserving peace. In all cases, domestic administrative staff and international degree as well as exchange students are involved as actor groups in the HEI. In the case of the Teaching Pupils and Language Students projects, domestic academics are also involved. The target groups vary across different projects. The Christmas Dialogue

and the Porto Shelter projects address the general public; “Teaching Pupils” and “Parma Language Students” address school pupils and youth; and the “Integration through Housing” project addresses refugees and youth. All target groups are in the home country of the HEI. All projects address three dimensions of internationalisation: inbound student mobility, IaH and voluntary activities of international students. All projects include partial involvement of the HEI and, while all show movement from the HEI into society, the Mixed Housing project includes movement in both directions. All projects benefit both society and the HEI.

### 5.2.4 IHES ABROAD

So far, most IHES projects that we have discussed have taken place in the country of the respective HEI, the exception being the project for female entrepreneurs. However, in that case, the beneficiary was mobile,

not the actor group. In contrast to this, we now discuss IHES projects in which the actor group is mobile, thereby bringing activities into other countries. In this sub-chapter, we discuss two examples of IHES abroad.

<sup>30</sup> <http://eunivercitiesnetwork.com>

## Global Leadership Program, Macquarie University, Australia

The multi award-winning Global Leadership Program (GLP) is a University-funded extracurricular program that is open to all students and can be undertaken alongside any Macquarie degree. The GLP is made up of interdisciplinary workshops on global issues, as well as a range of facilitated and self-directed practical experiences. By participating in the GLP, Macquarie students develop the skills, awareness and intercultural competence needed to become confident global leaders.

Important for IHES: the GLP includes practical service-learning experience abroad as well as engagement of international students in the local community.

The GLP was awarded the 2018 NSW International Student Community Engagement Award in the Education Provider category. This award recognises the innovative way in which the GLP facilitates connection and engagement with community for Macquarie University International GLP Students.

“The first of its kind in the Australian University Sector when it launched in 2005, Macquarie University’s Global Leadership Program is now the country’s flagship tertiary global leadership program. The program is a voluntary, extra-curricular program of learning and engagement activities that students design according to their own interests and complete at their own pace. It boasts more than 3,600 active participants who represent over 200 different academic degrees and disciplines and has a track record of results in developing cross-cultural competency, leadership capability, understanding of global issues, and community responsibility and global citizenship. The program is currently the only co-curricular activity formally recognized on the official Macquarie University Academic Transcript.

Through a suite of colloquia, keynote speaker events and access to experiential opportunities such as internships and volunteer placements, Macquarie has created an unparalleled opportunity for domestic and international students to engage with international themes both on and off campus. The activities play a major role in integrating international students into the campus community and fostering participation in overseas mobility experiences.

The program is open to all enrolled undergraduate, postgraduate, international and study abroad students across all academic disciplines, as well as local high school students who are selected for the Global Leadership Entry Program during their senior year. Students can complete the program on-campus and without any cost incurred, removing barriers to participation.

{...} Students are also required to take part in activities to earn points to complete an Experiential Credit component. Options include: semester and short-term study Abroad; volunteering with locally or internationally-based community organizations; attending international or domestic conferences; learning a new language; and attending cross-cultural or internationally focused seminars such as a Domestic Symposium in Canberra or an International Symposium in Brazil.

{...} The Innovative Leaders Series engages students with diverse global leaders who drive innovation in their fields, while the Foreign Affairs Series of diplomatic speakers aims to expose students to diverse perspectives on a range of current international issues and events.

Info on the website of IIE for the 2017 Heiskell Award Winner: Internationalizing the Campus<sup>31</sup>

The GLP also won the PIEoneer Award 2019 in the category Progressive education delivery award.

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31 <https://www.iie.org/Research-and-Insights/Best-Practices-Resource/Award-Winners/Internationalizing-the-Campus/Macquarie-University-2017>

The complexity and maturity of the Global Leadership Program<sup>32</sup> (GLP) is reflected in the information included in the IHES matrix. The GLP has been operating since 2005. It is focused on social justice goals, knowledge transfer and 7 of the 12 public good-related goals: developing global citizens, fighting xenophobia/populism, improving the acceptance of scientific results (instead of alternative facts) and critical thinking, supporting science and knowledge diplomacy/soft power, supporting the environment & sustainability as well as the Sustainable Development Goals of the UN, and supporting social integration. In order to achieve this, it engages a number of actor groups from across the university, including domestic academics and administrators, international incoming and employed academics, domestic and international students (both degree-seeking stu-

dents and those on exchange). The target groups reflect the broad approach of the GLP, those target groups including the general public, enterprises/companies, peers and friends of students (one of the very few programmes including this target group), representatives of civic society & NGOs, and youth in Australia. In order to reach these groups, the three main pillars of internationalisation are used: inbound student mobility, IaH and outbound mobility. The latter is rather diverse comprising outbound administrators' mobility, outbound study abroad as well as internships and outbound volunteering. Despite its complexity, the coordinators still consider it a project with partial involvement of the HEI, but it displays movement in both directions (from society into HEI and vice versa) and shared benefits across society and the HEI.

### Capacity Building Speech Pathology and Audiology project in Cambodia, La Trobe University, Australia

For the past four years, students from La Trobe University have travelled to Cambodia to participate in a service-learning programme.

By the end of 2019, 30 Allied Health students will have undertaken a mobility programme to Cambodia, primarily through the Australian Government New Colombo Plan Grant.

The Speech Pathology students have undertaken the project to Cambodia as part of their clinical placement. The programme involves a service-learning project working as a volunteer with Cambodia Vision providing speech and hearing services to impoverished communities living regionally in Cambodia.

The programme also involves visiting and working with NGOs in Cambodia and learning about the education and healthcare systems in Cambodia. During the programme, the students work closely with the person requiring the service (all age ranges), their families and carers, the wider community, other healthcare professionals, translators and volunteers.

Over the past three years, over 2000 people in Cambodia have been assisted by the Speech and Hearing team of Cambodia Vision. This programme has benefitted the students, the academics, other professionals and the organisations, but most of all the wonderful communities in Cambodia who lack access to these services.

The Capacity Building Speech Pathology and Audiology (CBSPA) project<sup>33</sup> combines international experience and social engagement with a very specific professional aspect. It could also have featured in the section on supporting the regional economy because it serves all three goals of economic development. However, it also covers both social justice goals and five public good elements: to develop global citizens, provide practice-oriented research, support science and knowledge

diplomacy / soft power, support the Sustainable Development Goals of the UN and support social integration. Actor groups are primarily domestic academics and students who, by working together, serve a wide range of target groups: all target groups are included except for migrants in Australia and refugees (abroad or in Australia). A range of dimensions of internationalisation are covered: HEI capacity building for developing countries, international strategic HEI cooperation, in-

32 <https://students.mq.edu.au/experience/global-leadership>

33 <https://www.speechandhearingproject.com>

ternational study programmes, IaH/IoC, online teaching and learning with international partners, outbound academic mobility, outbound administrative staff mobility, outbound student mobility for internships & service learning, outbound student mobility for studies, outbound voluntary activities of students, research and applied research, research networks with international partners, and Transnational Education (TNE).

Due to its very content-specific nature, involvement of the HEI is partial, but movement goes both ways and both society and the HEI benefit.

Both Australian examples demonstrate how IHES can be an integral part of curricula development which is both socially aware and internationally oriented.

## 5.2.5 IHES AS A HOLISTIC CONCEPT

As we have seen so far, IHES projects usually show only partial involvement of the HEI. This is mainly due to the fact that they are either conducted by individual academics, departments, institutes or faculties or

that only very specific actor groups are involved. There are, however, also very special IHES approaches which in their design incorporate the whole HEI. We want to showcase two examples.

### IHES as a whole university, EARTH University, Costa Rica

EARTH University has an inclusive, experiential, student-centered and global educational model for sustainable development. It is an example of mission driven internationalisation. EARTH University's educational experience transforms students, develops their leadership skills, their entrepreneurial capacities, their intercultural competencies and their social and environmental consciousness and commitment.

With 30 years of experience in international education, inclusion and sustainability, EARTH has been at the forefront of what nowadays are widely recognized as essential elements of higher education. EARTH's mission has always been related to sustainable development. Since its creation EARTH has been an international university with students from underprivileged rural communities in developing countries, with international faculty, with an international internship program and with global impact.

EARTH's mission is to prepare ethical leaders, agents of change, who will contribute to sustainable development and construct a prosperous and just society. It is evident that this mission is relevant for people from all over the world. EARTH measures its success by the success of its graduates in improving the quality of life in their communities and countries. Improving the quality of life goes beyond economic justice and prosperity, it also means caring for the environment, promoting constructive citizenship and positive values. EARTH also measures success by the impact of its outreach and research that is applied to solving the very real problems confronting the people in the communities and countries it serves. EARTH's dream is that its graduates through their actions and EARTH's own activities in education, research and outreach will play a significant role in bringing peace, helping to eradicate poverty, improving democracy, and creating a world that shares the universal values of honesty, respect and tolerance.

EARTH is successful to the extent that the efforts of its graduates and other institutional actions positively affect other individuals, particularly decision makers, and result in positive change leading to a more just and sustainable world.

Examples of EARTH's community development projects are involving international students in local Costa Rican communities and EARTH students conducting such projects abroad during their 15-week international internships.

EARTH University<sup>34</sup> is probably a unique example of a university-wide approach built on IHES principles. This is strongly reflected in all answers to the IHES matrix. All social justice and economic development goals are pursued by EARTH, as well as 7 public good goals: to develop global citizens, provide practice-oriented research, support the environment & sustainability, support the Sustainable Development Goals of the UN, support/preserve democracy, support/preserve peace and support social integration. It is the only IHES proj-

ect we could find that relies on all actor groups suggested in the matrix and addresses all of the target groups. EARTH is also using nearly all dimensions of internationalisation to achieve this goal, only two are not used for IHES purposes: outbound student mobility for studies and Transnational Education (TNE). It shows a truly holistic involvement at the HEI and movement between the HEI and society, as well as the intended benefits going both ways.

### IHES as integral part of accreditation, Brown University, USA

The Carnegie Foundation's Community Engagement (CE) Classification is an elective classification that has been the leading framework for institutional assessment and recognition of community engagement in US higher education for the past 13 years. It is intended to support a process for institutional learning and transformation, the outcome of which is an institution in which high-quality community engagement is deeply rooted and pervasive.

In 2016, the Swearer Center for Public Service at Brown University became the administrative and research home of the CE Classification. A process is currently underway for the internationalisation of the U.S. based CE Classification to offer campuses globally an accountability instrument to both assess and advance community partnership efforts to be more socially responsive institutions, which is directly in line with the higher education for society initiatives.

The project currently engages cohorts of international learning communities in Australia (with 10 institutional members and 10 observer members), Canada (16 institutions), and Malaysia (1 institution) and is in conversation with other regional/countries around the world to share learning, discuss suitability of the framework and how it might be adopted to serve local purposes of higher education institutions globally.

The Brown University project<sup>35</sup> is, to our knowledge, unique since it aims at integrating the very concept of IHES into a much larger HE classification. By doing so, IHES will become an integral part of any HEI with Carnegie CE classification and this would move IHES from the innovative pre-institutionalised state where it is located right now into at least the second level of semi-institutionalisation (objectification). The project adheres to a wide range of public good goals: to develop global citizens, provide practice-oriented research, support science and knowledge diplomacy/soft power, support the Sustainable Development Goals of the UN, support/preserve democracy and support social integration. In addition, it pursues two economic development goals (knowledge transfer, support local/regional economy) and both social justice goals. Given its broad scope, it also includes a wide range of actor

groups within the HEI: the leadership; domestic academics, administrative staff and students; and international academics and administrative staff employed at the HEI as well as international degree students. On the other hand, it is rather focused with regard to the societal target groups (communities abroad; general public; municipalities, local & regional institutions). The project encompasses five dimensions of internationalisation: HEI capacity building for developing countries, international strategic HEI cooperation, outbound voluntary activities of students, research and applied research as well as research networks with international partners. As a classification project, it is by definition a holistic involvement of the HEI with movement in both directions, and society as well as the HEI equally seen as beneficiaries.

34 <https://www.earth.ac.cr>

35 <https://www.brown.edu/swearer/carnegie>



## 5.3 IHES PROJECTS ON A META LEVEL

So far, due to the focus of this study on IHES as a strategic tool at HEI level, we have analysed projects run by HEIs or sub-organisations of HEIs, and the application of IHES through direct actor groups of these organisations. SocialErasmus already shows signs of hybridity.

IHES can, however, also be implemented at a meta level, encompassing countries, regions or the entire globe. In this sub-chapter, we will explore selected IHES examples from two national agencies as a specific type of meta-level organisation.

### 5.3.1 FAMELAB, BRITISH COUNCIL, GLOBAL

#### “What is FameLab?”

FameLab is a global science engagement competition run by British Council in partnership with Cheltenham Science Festival to find and support the world’s most talented new science communicators. It has taken place for 12 years in over 30 countries globally. In Europe alone, FameLab reaches 5.5 Mio people annually, the majority in Eastern Europe. FameLab brings universities a framework for broader skills development for their researchers, recognising the importance and value of public engagement with an international perspective. It supports internationalisation at home and helps to increase public trust in science.

Scientists have to present their research in short pitches in English in front of judges and an audience from the general public in their home country. Participants have three minutes to win over the judges and audience with a scientific talk that excels for its content, clarity and charisma. In this first step, FameLab supports internationalisation at home of the public in those countries. In the next step, the winners of the national competitions travel to Cheltenham Science Festival in the UK for the FameLab International Final in June of each year and present their cases to judges and an audience from the general public in the UK. In this second step, FameLab brings international research to the UK general public and thus engages in yet a different type of internationalisation at home.

#### FameLab’s history

Cheltenham Festivals held the first FameLab in 2005. Since 2007, a partnership with the British Council has seen the competition go international. To date, more than 10,000 scientists and engineers have taken part.”

British Council Famelab Website (see below)

In 2019, FameLab competitions took place in 25 countries worldwide, of which 14 were in the EU region: Bulgaria, Cyprus, Czech Republic, Germany, Greece, Hungary, Ireland, Italy, Netherlands, Poland, Portugal, Romania, Spain, Switzerland.

FameLab<sup>36</sup> is a specific meta-level project which focuses on an aspect that is not necessarily a major focus in most IHES projects seen to date: to make the general public aware of current research findings and thus strengthen belief in the use of research, as well as fighting the trend towards fake news. Accordingly, FameLab pursues a range of public good goals: to develop global citizens, support science and knowledge diplomacy/soft power, support the environment & sustainability, support the Sustainable Development Goals of the UN and in particular improve the acceptance of scientific results (instead of alternative facts) and critical thinking. Moreover, it adheres to two economic development goals (knowledge transfer and support local/regional economy) and one social justice goal (general education of the public / capacity building). FameLab covers a quite broad range of actor groups comprising alumni,

domestic academics employed by an HEI and students, incoming international academics, international academics and administrative staff employed at the HEI as well as international degree students. It addresses an equally broad set of target groups: enterprises/companies; general public; municipalities, local & regional institutions; parents of HEI students; peers and friends of students, as well as school pupils and youth both abroad and in the country of the HEI. The dimensions of internationalisation touched by FameLab are more concentrated in scope: inbound student mobility, IaH, outbound academic mobility as well as student mobility for internships & service-learning, and research networks with international partners. According to the nature of a meta-level IHES project, the involvement at the HEI is exclusively individual, movement is from the HEI into society and benefits are considered to be mutual.

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36 <https://www.britishcouncil.org/education/science/public-engagement/famelab>

### 5.3.2 THE SPECIAL CASE OF DAAD AND IHES

Since the DAAD commissioned the study, it was logical to also ask the different departments of the DAAD to deliver examples of IHES. In the beginning, the research team and the responsible people at the DAAD assumed that only a few special projects would be submitted, but

with time passing it became clear that many departments considered one or more of their projects to show an IHES approach. Therefore, not all of the submitted IHES examples could be showcased but five outstanding examples highlight different programme types.

#### **HOPES—Higher and Further Education Opportunities and Perspectives for Syrians, Middle East**

HOPES (Higher and Further Education Opportunities and Perspectives for Syrians) is a €12 million project, funded by the European Union's Regional Trust Fund in response to the Syrian Crisis, 'the Madad Fund' and implemented by the German Academic Exchange Service (DAAD) together with the British Council, Campus France and Nuffic.

It aims at improving prospects for young Syrians and contributing to the preparation of the post-crisis reconstruction of Syria. The project seeks to provide better access to quality further and higher education opportunities for refugees of post-secondary age from Syria as well as young people in the host communities affected by the high influx of refugees in Egypt, Iraq, Jordan, Lebanon and Turkey.

The life span of the project is from April 2016 until November 2019, during which refugees from Syria and young people in the host communities will benefit from a wide range of educational offers, academic counselling, language courses, and full academic scholarships and higher education short courses. Further and higher education institutions and organisations in host communities will also receive financial support to provide innovative educational offers and thereby improve their own capacity. Syrian learners will profit from recognised learning achievements, completed degrees and advanced academic and language training. This will enable them to continue their studies and careers when they return to Syria.

HOPES<sup>37</sup> is a special type of IHES project supporting refugees. Usually, these projects provide refugees with study opportunities in those host countries which also finance the project. HOPES, on the other hand, supports Syrian refugees in countries in the vicinity of Syria. It very clearly focuses on three public good goals: to support/preserve democracy, support/preserve peace and support social integration. Moreover, it adheres to two economic development goals (to support economies of developing countries and to support local/regional economy) and one social justice goal (general education of the public / capacity building). Actor groups are

domestic students and international degree students and the sole target group is refugees in the country of the hosting HEI and—from the perspective of the DAAD—therefore also refugees abroad. Here we see how meta-level projects cannot always follow the IHES matrix logic for HEIs in full. HOPES also only addresses one clear dimension of internationalisation: HEI capacity building for developing countries. It displays a partial involvement of HEIs since it supports HEIs in welcoming refugees. Movement is from society into the HEI and the programme aims to benefit both sides, society and the HEI.

37 <http://www.hopes-madad.org>

### Instituto Colombo-Alemán para la Paz – CAPAZ, Colombia

The German-Colombian Peace Institute (CAPAZ, in Spanish) is funded by the DAAD with financial resources from the Federal Foreign Office in Germany (Auswärtiges Amt). The institute aims to accompany the peace process in Colombia from a perspective that combines research, teaching and outreach.

The CAPAZ Institute seeks to establish itself as a cooperation platform for disseminating knowledge about peace studies in order to contribute to the consolidation of a society that transcends the post-conflict stage. The Institute will be established in three phases, starting with a three-year development phase (2016–2019), followed by a four-year institutionalisation phase and a three-year consolidation phase after mid-term evaluations.

“In 2016, the Colombian government and the Revolutionary Armed Forces of Colombia (FARC-EP) signed a peace agreement to end the country’s fifty-year-long internal armed conflict. The international community was present throughout the negotiations, based on the premise that it would include victims’ representation and participation.

There are many challenges to the implementation of the peace agreement: the prosecution of the many responsible actors, a consideration of the lessons of the past, and the achievement of lasting and sustainable peace in the future. The path to peace implies an examination of the causes and consequences of the conflict based on research, education and the dissemination of knowledge among civil society.

The German-Colombian Peace Institute – CAPAZ was created in this context as an initiative of academic cooperation between Colombia and Germany, to consider the challenges of peace and discuss the conflict and its consequences. The CAPAZ Institute is a politically independent platform, supported by the German Academic Exchange Service (DAAD) with funds from the Federal Foreign Office (AA).”

CAPAZ website (see below)

CAPAZ<sup>38</sup> –like HOPES– concentrates on IHES abroad but with a very different focus. It is a project with an extremely clear goal: supporting the peace process in Colombia. However, it still addresses a wide range of IHES goals with eight public good goals (fight radicalisation, improve the acceptance of scientific results – instead of alternative facts – and critical thinking, provide practice-oriented research, support science and knowledge diplomacy/soft power, support the Sustainable Development Goals of the UN, support/preserve democracy, support social integration and especially support/preserve peace) as well as knowledge transfer and both social justice goals. The programme builds on a broad set of actor groups: leadership, domestic academics and administrative staff employed by an HEI, incoming international academics and international academics employed at an HEI, as well as international

degree and exchange students. It serves several target groups in Colombia: the general public; municipalities, local & regional institutions; public service providers (e.g. hospitals) abroad and in the country of the HEI; and representatives of civil society & NGOs abroad. To achieve its goals, CAPAZ engages in various dimensions of internationalisation: HEI capacity building for developing countries, inbound academic mobility, international strategic HEI cooperation, international study programmes, outbound academic mobility, outbound student mobility for internships & service learning, research and applied research, research networks with international partners and Transnational Education (TNE). CAPAZ shows partial involvement at the HEI. Movement is in both directions and also both sides are intended to benefit from the programme.

38 <https://www.instituto-capaz.org/>

## Pagel – Partnerschaften für den Gesundheitssektor in Entwicklungsländern (Partnerships for the Health Sector in Developing Countries)

The DAAD programme provides funding for partnerships between universities in Germany and abroad to strengthen expertise in the health sector. Funding is provided for the development of curricula, for seminars, workshops etc., including the participation of alumni and health experts from outside academia.

Further funding is provided for students from developing countries in Germany, enabling them to take internships in their home countries, thus preparing them for future work in developing countries.

“In order to prevent a possible brain drain of professionals and nursing staff in the health sector in developing countries, the Partnerships for the Health Sector in Developing Countries (PAGEL) programme supports high-quality training and continuing education opportunities in the medical field.

### Background

Lack of healthcare contributes to poverty; this is why health, in addition to education, is an important factor for development. University training and further education structures in the medical field are inadequate in many developing countries and thus access to good health care is not available.

This is why the Partnerships for the Health Sector in Developing Countries (PAGEL) programme supports high-quality training and further education opportunities in the medical field for individuals from developing countries.

To effectively counteract a possible brain drain of professionals and nursing staff in the health sector, the programme supports the development of curricula and capacities at the partner universities by means of bilateral or multilateral university partnerships, support for returning graduates, support for alumni and the creation of professional networks.

### Programme objectives

The aim of the programme is to offer medical training and further education opportunities in the medical field for partner universities, which are cutting-edge and suit the local context.

In addition, development-related professional networks between students, alumni, and experts in the health sector are to be established. Sustainable development structures are expected to also develop between the participating universities.

With the PAGEL partnerships, German higher education institutions are expected to significantly expand their expertise in development cooperation.”

PAGEL website (see below)

PAGEL<sup>39</sup> is a very good example of how meta-level projects might differ from HEI-level IHES projects: the contact to the non-HE community might be more indirect and first level activities could still be within the HE community but the outputs already reach society. PAGEL consequently pursues two public good goals (provide practice-oriented research and support the Sustainable Development Goals of the UN) in addition to one economic development goal (knowledge transfer) and one social justice goal (general education of the public/capacity building). It builds on a number of actor groups in the HEI (alumni, domestic academics employed by an HEI, incoming international academ-

ics, international academics employed at an HEI, and international exchange students), while addressing a clearly selected set of target groups (communities abroad; general public; municipalities, local & regional institutions; and public service providers, e.g. hospitals, abroad). PAGEL is also quite focused regarding the dimensions of internationalisation (HEI capacity building for developing countries, inbound academic mobility, online teaching and learning with international partners), which is similar to – but not as extreme as – HOPES. Involvement of the HEI is partial and movement goes from the HEI to society, although both sides are intended to benefit.

39 <https://www.daad.de/der-daad/unsere-aufgaben/entwicklungszusammenarbeit/foerderprogramme/hochschulen/infos/en/44500-pagel-partnerships-for-the-health-sector-in-developing-countries/>

## Helmut-Schmidt-Programm (HSP)

In the context of the Helmut-Schmidt-Programme, future leaders in politics, law, business, and administration study for further academic qualifications. With a focus on practice, they prepare for their future professional careers following the principles of good governance. The programme offers highly qualified graduates the opportunity to gain a master's degree in subjects that are of particular importance for the social, political and economic development in their countries of origin. Support is available for promising young professionals and managerial staff from Africa, Latin America, South Asia, South-East Asia, countries in the Middle East, and from the Ukraine.

### “Background

Poor governance affects all social sectors and has a direct effect on each individual citizen. Violent conflicts threaten basic human rights. Fundamental rights to education, equality, and social security are absent or inadequate, opportunities to plan one's own future are unevenly distributed. Poor governance often inhibits political, economic, and social development in countries of the Global South.

In the context of the Helmut-Schmidt-Programme, future leaders in politics, law, business, and administration study for further academic qualifications. With a focus on practice, they prepare for their future professional careers following the principles of good governance.

The programme offers highly qualified graduates the opportunity to gain a master's degree in subjects that are of particular importance for the social, political and economic development in their countries of origin. Support is available for promising young professionals and managerial staff from Africa, Latin America, South Asia, South-East Asia, countries in the Middle East, and from the Ukraine.

### Programme objectives

The aim of the programme is to train future leaders from the above-mentioned regions to play an active role in the further social and economic development of their home countries.

Scholarship holders are expected to use the knowledge and experience acquired in Germany to contribute to establishing democratically oriented economic and social systems aimed at overcoming social disparities in their home countries. Thus, the DAAD programme should contribute to supporting good governance and civil society structures in the partner countries and regions.

Also, training at German higher education institutions should provide special opportunities to qualify scholarship holders as contact partners for German politics and industry.

### Funded projects/measures and partners involved

Under the programme, scholarships are awarded for master's degrees at German higher education institutions. In addition, support is available for study periods abroad, work placements, and participation in networking events. Funds are also made available to the higher education institutions for intensive measures to support the scholarship holders.

The following higher education institutions and degree courses are participating in the programme:

- Hertie School of Governance, Berlin, Master of Public Policy
- University of Duisburg-Essen, Master Development and Governance
- Erfurt School of Public Policy, Master of Public Policy (MPP)
- Leuphana University of Lüneburg, Master Public Economics Law and Politics (PELP)
- University of Osnabrück, Master of Democratic Governance and Civil Society
- Osnabrück University of Applied Sciences, Master of Management in Non-Profit Organisations
- University of Passau, Master of Governance and Public Policy
- University of Potsdam, Master of Public Management (MPM)

## Results

The training of young professionals and managerial staff has been very successful; since 2009 around 700 scholarship holders from 70 countries successfully completed their master's degree in Germany. As can be seen in the number of female students (45 per cent), there is a well-balanced gender distribution in the programme. Among other openings, graduates from the Helmut-Schmidt-Programme find positions in ministries in their home countries, in UN institutions, in NGOs, or work as consultants in a wide variety of subject areas.”

Helmut-Schmidt-Programme Website (see below)

The Helmut-Schmidt-Programme (HSP)<sup>40</sup> is in essence a programme which, in the long run, produces substantial numbers of high-level social ambassadors for Germany. Accordingly, it pursues all economic development and social justice goals as well as a range of public good goals: to develop global citizens, support the environment & sustainability, support the Sustainable Development Goals of the UN, support/preserve democracy and peace and support social integration. Actor groups in the HEI are domestic academics and administrative staff employed by HEI as well as inter-

national degree students. HSP is directed towards five target groups in society: communities abroad; the general public; municipalities, local & regional institutions; public service providers (e.g. hospitals) abroad; and representatives of civil society & NGOs abroad. It concentrates on two dimensions of internationalisation (inbound student mobility and international degree programmes) and shows partial involvement at the HEI. Movement is from society into HEI and both sides are considered to benefit.

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40 <https://www.daad.de/der-daad/unsere-aufgaben/entwicklungszusammenarbeit/foerderprogramme/hochschulen/infos/en/43837-helmut-schmidt-programme-public-policy-and-good-governance-ppgg/>

## “Europa macht Schule” (“Europe meets School”)

Europe meets School is a programme to promote interaction between Europeans and is carried out on a voluntary basis. Exchange students from all over Europe can become ambassadors for their home country, which they present in a creative manner in schools all over Germany. It aims at bringing the idea of European exchange to life and ensure greater knowledge and understanding of each other. It offers participants a personal experience of Europe, its people and cultures.

The programme is coordinated by volunteer teams at about 40 university locations in Germany. They are supported by the association Europa macht Schule e.V. as well as the official coordination office at the German Academic Exchange Service (DAAD). The programme is funded by the Federal Ministry of Education and Research (BMBF).

### “A European sense of togetherness

By enabling direct, personal contact among young Europeans, the aim is to promote a European sense of togetherness and consolidate European unity. Guest students from all over Europe can become ambassadors for their home country. They present their home country and its specific cultural, historical, social and political characteristics in creative ways in schools throughout Germany.

Participating pupils are offered first-hand access to another European country, while guest students can relate to their host country on a deeper, more intense level—so Europe comes alive! That way, Europa macht Schule is to stimulate an interest in social and political involvement among participants.

### “Europa macht Schule” (“Europe meets School”)

... creates a specific point of access to the topic area of “Europe”.

... makes the idea of European exchange a lively and tangible experience.

... increases knowledge of other cultures within Europe.

... encourages European mobility among school pupils.

... contributes towards making guest students’ stays in Germany successful.

### Vibrant and concrete exchange

The programme supplements study visits by European guest students to Germany. It allows them to access a German life-world outside the university and puts them in direct contact with local people. This way, they get to know Germany much more closely than they otherwise would and the experience can pave the way for positive connections. The programme enables them to improve their language skills and get to know the German educational system as well as providing opportunities to engage with people outside the university environment. What is more, guest students develop pedagogical and presentation skills that will benefit them in their studies.

This interactive European project also enriches school routine. Europa macht Schule (Europe meets School) gives school pupils a first-hand perspective on another European country through the guest student. It provides insights into the diversity of European lifestyles and mentalities, potentially encouraging individuals to consider a stay abroad themselves.”

Europa macht Schule Website (see below)

“Europa macht Schule”<sup>41</sup> encompasses numerous public good goals: develop global citizens, fight xenophobia / populism, support European identity, support/preserve democracy, peace and social integration. It also pursues one social justice goal (support active citizenship). Actor groups for this programme are alumni, domestic students, as well as international degree and exchange students. The target groups are the general public, peers and friends of students, and pupils as well as youth in Germany. “Europa macht Schule” covers

a large variety of dimensions of internationalisation: inbound academic and student mobility, IaH and IoC, outbound academic mobility and three types of outbound student mobility (study, internships/service learning, voluntary activities), and voluntary activities of inbound international students. This is one example of a DAAD programme with individual involvement at the HEI level. Movement as well as benefits are intended to go both ways.

41 [www.europamachtschule.de](http://www.europamachtschule.de)







This study has unearthed a number of interesting and relevant results. The IHES matrix has proven itself to be a useful tool, enabling us to organise and analyse the diverse examples of IHES that we identified. From this analysis, we draw the following seven conclusions:

**First**, we can confidently state that IHES is not as prominent in HEIs as the broader social engagement agenda. Links between these two agendas (social engagement and internationalisation) do not appear to be either structured or systematic.

**Second**, and in line with the above observation, research on IHES is rare. However, as we outlined in an article in the EAIE Forum (Brandenburg et al. 2019c), we see great potential for future research on IHES.

**Third**, while our research identified numerous very interesting IHES projects, they may only be a small sample of existing projects.

**Fourth**, the examples we found were diverse. They varied in breadth of intended impact, ranging from those with a few very focused goals to those comprising numerous, broad goals. They also varied in depth with some projects seeking deep impact for very specific groups; others focused on less depth of impact across a wider range of actors and target groups). The diverse examples also included some projects supporting the local and regional economy and others focused on goals related to the public good and social justice. We found the largest number of projects of one type to be those focused on supporting refugees. This demonstrates how the political environment and public debate may steer IHES interests and activities, and also the flexibility of HEIs in responding to the changing needs of society following major political and economic disruptions.

**Fifth**, we identified specific types of IHES at a meta level, i.e. beyond those initiated by HEIs themselves. The examples from the British Council and the DAAD showcase the realm of possibilities that exist to support IHES at a much broader level and, in doing so, also steer the debate, and ultimately generate more projects at the HEI level. IAU and Talloires Network show yet another meta-level approach to IHES.

**Sixth**, we see that most content foci can be found both at the HEI as well as the meta level: many projects focus on refugees, others on economic development or school students.

**Seventh**, despite some similarities, every single project or programme we found is profoundly different from other projects. This is a strong indication that our preliminary assessment of IHES still being in the innovative phase was correct. So far, we see no trend of isomorphism, i.e. copying successful IHES schemes, as is normal for concepts at a more advanced institutionalisation level – e.g. internationalisation.

This study provides a first tentative “peek behind the scenes” of what IHES currently is, can be and – perhaps – should be in the future. The future of IHES will depend on how individual HEIs and meta-level institutions incorporate IHES into their internationalisation, as well as their social engagement, agendas and strategies. We see immense potential in the possibilities of IHES to equip the world community to face the challenges of today and of the future. The creativity, diversity and impact of this sample of projects justify making IHES one of the major priorities in internationalisation strategies both at the HEI and the meta level in the coming decade.



Diese Studie hat einige interessante und relevante Ergebnisse zutage gebracht. Die IHES-Matrix hat sich als nützliches Tool erwiesen, mit dessen Hilfe wir die verschiedenen von uns identifizierten IHES-Beispiele organisieren und analysieren konnten. Aus dieser Analyse ziehen wir die folgenden sieben Schlussfolgerungen:

**Erstens** können wir mit Gewissheit behaupten, dass IHES an den Hochschulen nicht so prominent ist wie die Agenda des Engagements in der breiten Gesellschaft. Die Verbindungen zwischen diesen beiden Agenden (soziales Engagement und Internationalisierung) scheinen weder strukturiert noch systematisch zu sein.

**Zweitens**, und im Einklang mit der obigen Beobachtung, gibt es kaum Forschung zu IHES. Wie allerdings in einem Artikel im EAIE Forum (Brandenburg et al. 2019c) dargelegt, sehen wir großes Potenzial für die zukünftige Forschung in diesem Bereich.

**Drittens** haben wir im Rahmen unserer Recherchen zwar zahlreiche sehr interessante IHES-Projekte identifiziert, diese stellen womöglich aber nur eine kleine Auswahl aller existierenden Projekte dar.

**Viertens** waren die entdeckten Beispiele vielfältig. Sie unterschieden sich zum einen in der Bandbreite ihrer beabsichtigten Wirkung, von solchen mit wenigen, sehr klar ausgerichteten Zielen bis hin zu solchen, die zahlreiche, weit gefasste Ziele verfolgten. Auch in der Tiefe gab es Unterschiede. Einige Projekte strebten eine tiefgreifende Auswirkung auf sehr spezifische Gruppen an, wohingegen sich andere auf eine weniger intensive Wirkung fokussierten, die jedoch ein breiteres Spektrum von Akteuren und Zielgruppen erfassen sollte. Unter den vielfältigen Beispielen fanden sich auch einige Projekte zur Unterstützung der lokalen und regionalen Wirtschaft und andere, die Ziele im Zusammenhang mit dem Gemeinwohl und der sozialen Gerechtigkeit verfolgten. Von den Projekten, die ein und dasselbe Ziel verfolgten, waren die meisten im Bereich der Flüchtlingshilfe angesiedelt. Das zeigt, wie das politische Umfeld und die öffentliche Debatte die Interessen und Aktivitäten von IHES lenken können, belegt aber auch, wie

flexibel Hochschulen auf sich ändernde Bedürfnisse der Gesellschaft nach größeren politischen und wirtschaftlichen Umwälzungen reagieren.

**Fünftens** haben wir über die von den Hochschulen selbst initiierten Projekte hinaus bestimmte Arten von IHES auf einer Metaebene identifiziert. Die Beispiele des British Council und des DAAD zeigen die vielfältigen Möglichkeiten auf, IHES auf einer viel breiteren Ebene zu unterstützen und damit auch die Debatte zu lenken und letztlich mehr Projekte auf Hochschulebene anzustoßen. IAU und das Talloires Network sind weitere Beispiele für einen IHES-Ansatz auf Metaebene.

**Sechstens** stellen wir fest, dass die meisten inhaltlichen Schwerpunkte sowohl auf der Hochschul- als auch auf der Metaebene zu finden sind: Bei vielen Projekten stehen Flüchtlinge im Mittelpunkt, andere sind auf die wirtschaftliche Entwicklung oder Schüler ausgerichtet.

**Siebtens** lässt sich feststellen, dass sich jedes von uns identifizierte Projekt oder Programm trotz gewisser Gemeinsamkeiten grundlegend von anderen Projekten unterscheidet. Dies kann als Beleg dafür gewertet werden, dass unsere vorläufige Einschätzung, wonach sich IHES noch in der Innovationsphase befindet, richtig war. Bislang beobachten wir noch keinen Trend zur Isomorphie, also zur Übertragung erfolgreicher IHES-Initiativen, wie es bei Konzepten auf einer höheren Institutionalisierungsebene, etwa der Internationalisierung, üblich ist.

Diese Studie bietet einen ersten vorsichtigen „Blick hinter die Kulissen“ dessen, was IHES derzeit ist, sein kann und – vielleicht – in Zukunft sein sollte. Die Zukunft von IHES wird davon abhängen, inwiefern einzelne Hochschulen und Institutionen auf der Metaebene IHES in ihre Internationalisierung, das soziale Engagement, ihre Agenden und Strategien integrieren. Wir sind davon überzeugt, dass IHES immenses Potenzial hat, die Weltgemeinschaft für die Herausforderungen von heute und morgen zu rüsten. Angesichts der Kreativität, Vielfalt und Wirkung der betrachteten Projekte ist es gerechtfertigt, IHES in den Internationalisierungsstrategien sowohl auf der Hochschul- als auch auf der Metaebene im kommenden Jahrzehnt Priorität einzuräumen.

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# ANNEX

## Matrix data of examples

8.1 CODES

8.2 GOALS

8.3 ACTOR GROUPS IN HEI

8.4 TARGET GROUPS IN SOCIETY

8.5 DIMENSIONS OF INTERNATIONALISATION

8.6 INVOLVEMENT AT HEI

8.7 MOVEMENT BETWEEN HEI AND SOCIETY

8.8 BENEFICIARY

## 8.1 CODES

<b>IHES 1</b>	TU Dresden: Making Heimat
<b>IHES 2</b>	TU Dresden: Science goes to school
<b>IHES 3</b>	Universitat Rovira i Virgili: SMiLE
<b>IHES 4</b>	La Trobe University: Speech Pathology
<b>IHES 5</b>	Universität Göttingen: WelcomeCentre
<b>IHES 6</b>	Macquarie University: Global Leadership Programme
<b>IHES 7</b>	EUnivercities: Talents
<b>IHES 8</b>	Brown University: Accreditation
<b>IHES 9</b>	University of Magdeburg: Christmas Dialogue
<b>IHES 10</b>	Parma and Magdeburg: Teaching pupils
<b>IHES 11</b>	University of Parma: Language students
<b>IHES 12</b>	University of Porto: Older shelter young int students
<b>IHES 13</b>	Delft University: integration through mixed housing
<b>IHES 14</b>	UARRM
<b>IHES 15</b>	Universidad Viña del Mar: female entrepreneurs
<b>IHES 16</b>	Peacemakers
<b>IHES 17</b>	S.U.C.RE
<b>IHES 18</b>	Kiron University
<b>IHES 19</b>	SocialErasmus ESN
<b>IHES 20</b>	EARTH University
<b>IHES 21</b>	British Council: FameLab
<b>IHES 22</b>	DAAD HOPES
<b>IHES 23</b>	DAAD CAPAZ
<b>IHES 24</b>	DAAD Pagel
<b>IHES 25</b>	DAAD Helmut Schmidt Programme
<b>IHES 26</b>	DAAD Europa macht Schule

## 8.2 GOALS

Public Good	Develop global citizens
	Fight radicalisation
	Fight xenophobia/populism
	Improve the acceptance of scientific results (instead of alternative Facts) and critical thinking
	Provide practice-oriented research
	Support European identity
	Support science and knowledge diplomacy / soft power
	Support the environment & sustainability
	Support the Sustainable Development Goals of the UN
	Support / preserve democracy
	Support / preserve peace
	Support social integration
Economic Development	Knowledge transfer
	Support economies of developing countries
	Support local / regional economy
Social Justice	General education of the public / capacity building
	Support active citizenship



	IHES 1	IHES 2	IHES 3	IHES 4	IHES 5	IHES 6	IHES 7	IHES 8	IHES 9	IHES 10	IHES 11	IHES 12	IHES 13	IHES 14	IHES 15	IHES 16	IHES 17	IHES 18	IHES 19	IHES 20	IHES 21	IHES 22	IHES 23	IHES 24	IHES 25	IHES 26
	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1
	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1
	0	1	0	0	0	1	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1
	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0
	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0
	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0
	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0
	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	1	0	0	1	0	1	1	0	1	1
	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1
	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1
	0	0	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0
	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0
	1	0	1	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	0	1	0
	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0
	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	0	1	1	1

## 8.3 ACTOR GROUPS IN HEI

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Alumni
Domestic academics employed by HEI
Domestic admin staff employed by HEI
Domestic students
Incoming admin staff
Incoming international academics
International academics employed at HEI
International admin staff employed by HEI
International degree students
International exchange students
Leadership of the HEI (e.g. presidents, VPs, deans)

	IHES 1	IHES 2	IHES 3	IHES 4	IHES 5	IHES 6	IHES 7	IHES 8	IHES 9	IHES 10	IHES 11	IHES 12	IHES 13	IHES 14	IHES 15	IHES 16	IHES 17	IHES 18	IHES 19	IHES 20	IHES 21	IHES 22	IHES 23	IHES 24	IHES 25	IHES 26
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1
	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0
	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0
	1	1	0	1	0	1	0	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0
	1	1	0	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	0
	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0
	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	0	1	1
	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	1	0	1	1	0	0	1	1	0	1
	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0	1	0	0	0

## 8.4 TARGET GROUPS IN SOCIETY

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Communities abroad
Enterprises / companies
General public
Migrants in the country of the HEI
Municipalities, local & regional institutions
Parents of HEI students
Peers and friends of students
Public service providers (e.g. hospitals) abroad
Public service providers (e.g. hospitals) in the country of the HEI
Refugees abroad
Refugees in the country of the HEI
Representatives of civil society & NGOs abroad
Representatives of civil society & NGOs in the country of the HEI
School pupils abroad
School pupils in the country of the HEI
Youth abroad
Youth in the country of the HEI

	IHES 1	IHES 2	IHES 3	IHES 4	IHES 5	IHES 6	IHES 7	IHES 8	IHES 9	IHES 10	IHES 11	IHES 12	IHES 13	IHES 14	IHES 15	IHES 16	IHES 17	IHES 18	IHES 19	IHES 20	IHES 21	IHES 22	IHES 23	IHES 24	IHES 25	IHES 26
	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0
	0	0	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0
	0	1	0	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1
	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0
	1	0	1	1	1	1	1	1	0	0	0	0	0	1	0	1	1	0	0	1	1	0	1	1	1	0
	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0
	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1
	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0
	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	0	0	0	0
	1	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	0	0	0	0
	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0
	1	0	0	1	0	1	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0
	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1
	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	0	0
	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	1	1	0	0	0	0	1

## 8.5 DIMENSIONS OF INTERNATIONALISATION

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HEI capacity building for developing countries
Inbound academic mobility
Inbound administrative staff mobility
Inbound student mobility
International strategic HEI cooperation
International study programmes
Internationalisation at Home (IaH)
Internationalisation of the Curriculum (IoC)
Online teaching and learning with international partners
Outbound academic mobility
Outbound administrative staff mobility
Outbound student mobility for internships & service learning
Outbound student mobility for studies
Outbound voluntary activities of students
Research and applied research
Research networks with international partners
Transnational Education (TNE)
Voluntary activities of inbound international students
Welcome centres for international scholars or other workforce

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	IHES 1	IHES 2	IHES 3	IHES 4	IHES 5	IHES 6	IHES 7	IHES 8	IHES 9	IHES 10	IHES 11	IHES 12	IHES 13	IHES 14	IHES 15	IHES 16	IHES 17	IHES 18	IHES 19	IHES 20	IHES 21	IHES 22	IHES 23	IHES 24	IHES 25	IHES 26
	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	1	0	0
	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	1	0	1
	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0
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	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	0	0
	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0
	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1
	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	1
	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	0	1	0	0
	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1
	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0
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	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0
	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
	0	1	0	0	0	0	0	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	1
	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0

## 8.6 INVOLVEMENT AT HEI

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Holistic (the whole HEI is involved, IHES is a planned and strategic institutional approach)

Partial (IHES activities of individual departments, faculties, chairs, student clubs, etc.)

Individual (Projects by individuals, sometimes through help of organisation such as British Council or DAAD)

## 8.7 MOVEMENT BETWEEN HEI AND SOCIETY

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From HEI into society (e.g. international academics teaching outside the HEI in public places)

From society into HEI (e.g. migrants, refugees, mature students or "international night of science" in the HEI)

Both directions

## 8.8 BENEFICIARY

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Only society

Society and HEI (including its members such as students, academics, staff)



	IHES 1	IHES 2	IHES 3	IHES 4	IHES 5	IHES 6	IHES 7	IHES 8	IHES 9	IHES 10	IHES 11	IHES 12	IHES 13	IHES 14	IHES 15	IHES 16	IHES 17	IHES 18	IHES 19	IHES 20	IHES 21	IHES 22	IHES 23	IHES 24	IHES 25	IHES 26
	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0
	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	1	1	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1

	IHES 1	IHES 2	IHES 3	IHES 4	IHES 5	IHES 6	IHES 7	IHES 8	IHES 9	IHES 10	IHES 11	IHES 12	IHES 13	IHES 14	IHES 15	IHES 16	IHES 17	IHES 18	IHES 19	IHES 20	IHES 21	IHES 22	IHES 23	IHES 24	IHES 25	IHES 26
	1	1	1	0	0	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0
	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0
	0	0	0	1	0	1	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	0	0	1

	IHES 1	IHES 2	IHES 3	IHES 4	IHES 5	IHES 6	IHES 7	IHES 8	IHES 9	IHES 10	IHES 11	IHES 12	IHES 13	IHES 14	IHES 15	IHES 16	IHES 17	IHES 18	IHES 19	IHES 20	IHES 21	IHES 22	IHES 23	IHES 24	IHES 25	IHES 26
	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1





**DAAD** Deutscher Akademischer Austauschdienst  
German Academic Exchange Service

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