

Internationalisation in Higher Education for Society (IHES): ein Überblick

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November 2020



Wo und von wem wurde das Konzept entwickelt?

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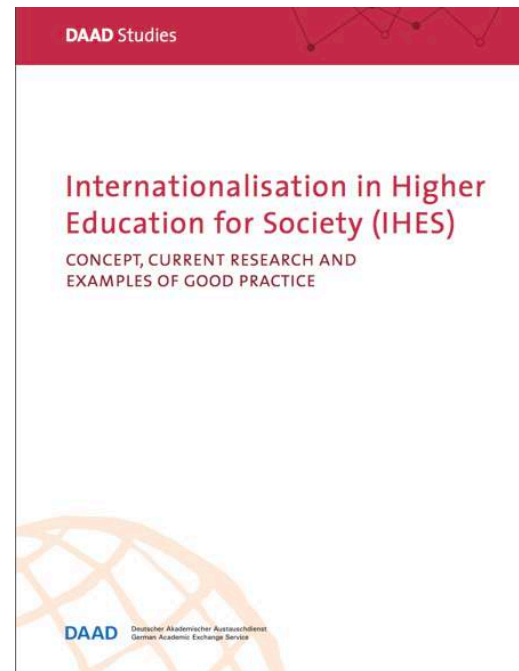
Prof. Em. Elspeth Jones

Brandenburg, U., de Wit, H., Jones, E., Leask, B. & Drobner, A. (2020). Internationalisation of Higher Education for Society (IHES): Concept, current research and examples of good practice. Bonn: DAAD

Uwe Brandenburg, Hans de Wit, Elspeth Jones & Betty Leask – Internationalisation in Higher Education for Society. University World News 20 April 2019

Brandenburg, de Wit, Jones & Leask Defining internationalisation in Higher Education for society. University World News 29 June 2019

Brandenburg, U., Jones, E., & Leask, B. (2019). Internationalisation in Higher Education for Society – a new agenda for future research in international education. In EAIE Forum, Winter 2019 9-11



Beispiele für globale Herausforderungen, die soziales Engagement & Internationalisierung betreffen



Xenophobie,
Radikalisierung
, Populism

Klimawandel



Und nicht zu
vergessen:
COVID-19



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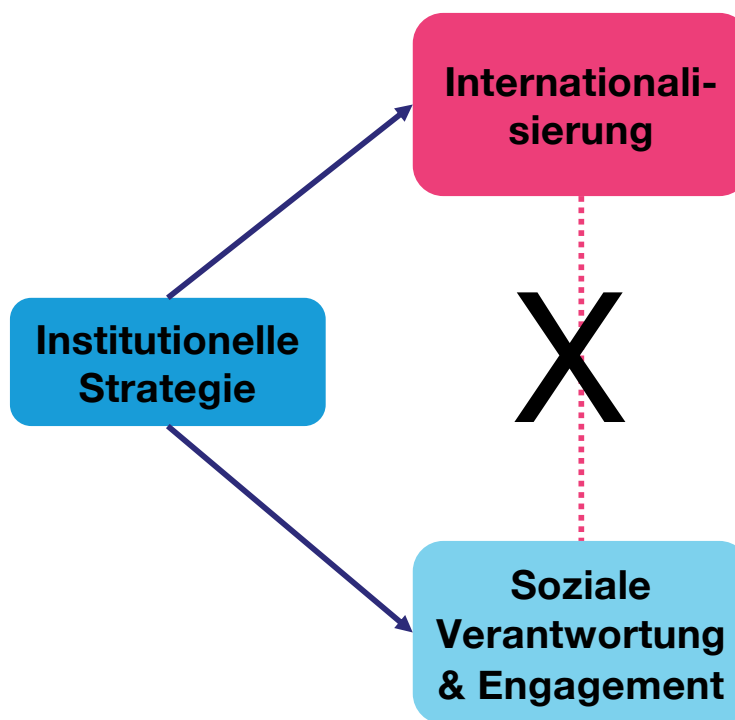
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Soziales Engagement und Internationalisierung

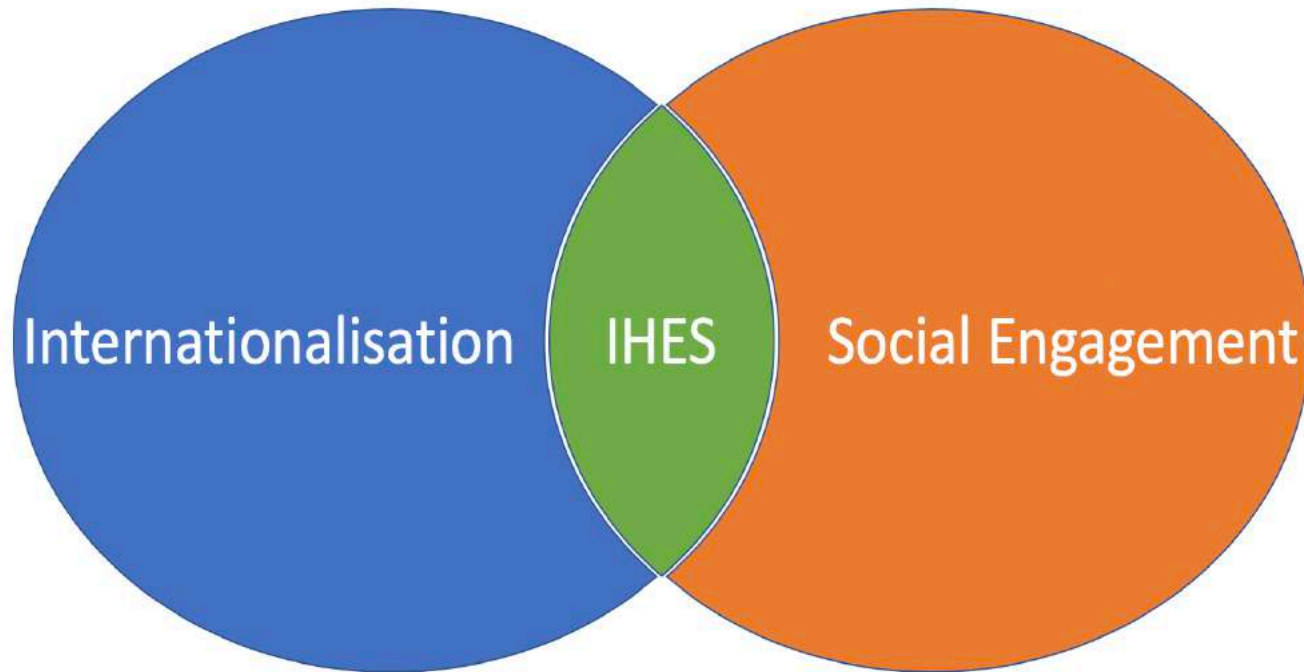
Universitäten praktizierten schon immer soziales Engagement in verschiedenen Ausprägungen (z.B. community outreach, social engagement, service learning)

Soziales Engagement/Verantwortung (oft als Dritte Mission bezeichnet) wurde in institutionellen Strategien und Konzepten integriert

Aber:
Wir beobachten, dass bisher Soziale Verantwortung/Engagement und Internationalisierung unverbunden nebeneinander stehen (disconnect)



Wo verortet sich Internationalisation in Higher Education for Society (IHES)



Intersection between all forms of social engagement and responsibility and internationalisation agendas and activities of higher education institutions is important and yet largely unexplored

Elspeth Jones, Sgroup Presentation 2020

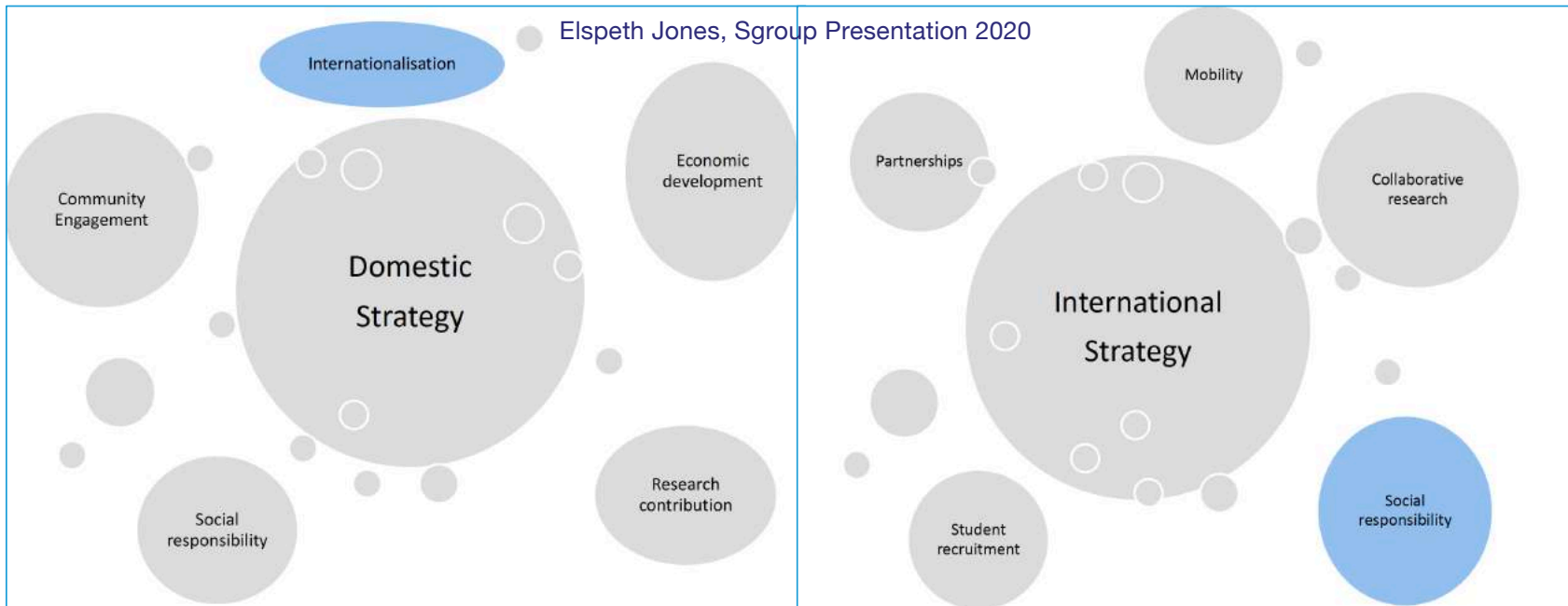
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The image shows a vertical banner for the Global Impact Institute. At the top is the logo 'GI' with a vertical bar between the letters, and 'Global Impact Institute' below it. Below the logo is a quote in bold, black, uppercase letters: 'IT DOESN'T MATTER WHAT YOU DO BUT WHAT YOU ACHIEVE.' The word 'ACHIEVE.' is highlighted with a light blue oval. The background features abstract geometric shapes in light blue and pink. At the bottom, the website address 'WWW.GLOBALIMPACTINSTITUTE.EU' is displayed in white text on a blue background.

Internationalisierung ist nur ein Aspekt unter vielen im institutionellen Strategiespektrum



und soziale Verantwortung ist nur ein Aspekt im Universum der Internationalisierung



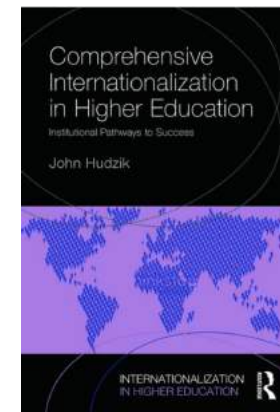
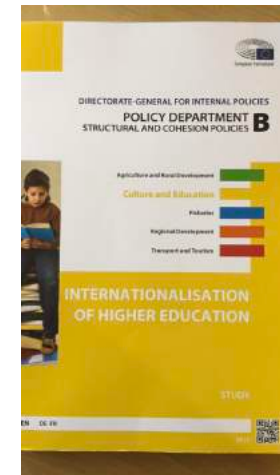
Definitionen von Internationalisierung und die Verbindung zu IHES

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.**

De Wit et al. 2015

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

Hudzik 2014



Wie unterscheiden sich soziales Engagement & soziale Verantwortung

Social Engagement

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

Social Responsibility

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

Dima, 2015



Wichtige Konzepte für IHES

Civic Engagement:

Individual and collective actions designed to identify and address issues of public concern

Carpini 2009

Community Outreach:

Korporative Aktivitäten einer Hochschule, bei denen jenseits unmittelbarer zivilgesellschaftlicher Verantwortlichkeiten bewusst akademische Einheiten einbezogen werden, um zu Problemlösungen beizutragen und humane, nationale und gesellschaftliche Ressourcen zu entwickeln

Bonnen 1998, Berthold et.al. 2009

Community Service vs Service Learning:

„Heutzutage kann man sagen, dass Community Service studentische Aktivitäten wie die oben genannten {e.g. Unterstützungsprogramme in der Jugendarbeit, Seniorenhilfe, Tierschutz, Arbeit mit Obdachlosen, Park- und Grünanlagenreinigung} bezeichnet, die nicht in ein Curriculum eingebunden sind (extracurriculare Aktivitäten), während Service Learning diese Einbindung voraussetzt und neben dem Lerneffekt aus der Erfahrung zugleich auch immer die Reflektion des Geschehenen beinhaltet.“

Berthold et.al. 2009



Definition von “Internationalisation in Higher Education for Society (IHES)”

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, de Wit, Jones, Leask, 2019



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Defining internationalisation in HE for society
Uwe Brandenburg, Hans de Wit, Elspeth Jones and Betty Leask 29 June 2019

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In our recent article in *University World News* we argued that 'Internationalisation of Higher Education for Society' (IHES) should become a central part of university agendas over the next decade.

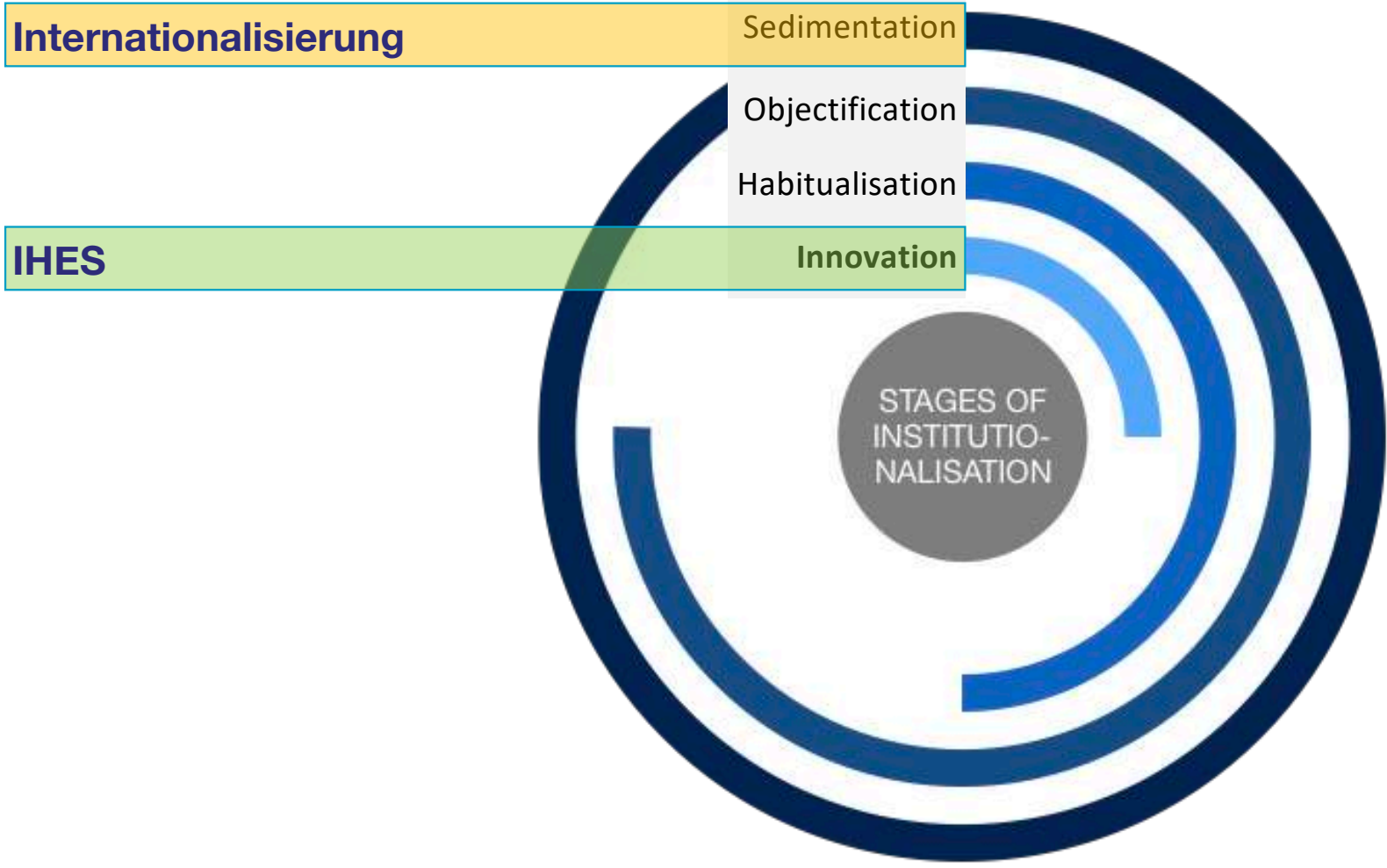


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Wo stehen wir aktuell?



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IHES Charakteristika

- 1) IHES Aktivitäten zielen absichtsvoll und bewusst darauf ab, der Gesellschaft an sich Vorteile zu verschaffen. Aktivitäten werden sorgfältig geplant, evaluiert und ihr Einfluss/Effekt auf die Gesellschaft wird in irgendeiner Weise sichtbar.
- 2) IHES bezieht die breitere Gesellschaft ein, sei es daheim oder im Ausland. Es kann das Globale in das Lokale bringen, oder das Lokale in das Globale, oder beides.
- 3) IHES kann in allen Bereichen der Hochschule stattfinden: Lehre, Forschung und gesellschaftliche Verantwortung.



Welche Aspekte sind wichtig, wenn man ein IHES Projekt konzipiert? ... Die IHES Matrix

1. Ziele (Goals)
2. Akteure in der Hochschule (Actor group(s) within the HEI)
3. Zielgruppen in der Gesellschaft (Target group(s) in society)
4. Einbindung in der Hochschule (Involvement at the HEI)
5. Internationalisierungsdimensionen (Dimensions of internationalisation)
6. Bewegung zwischen Hochschule und Gesellschaft (Movement between HEI and society)
7. Nutznießende (Beneficiaries)



Die gesamte IHES matrix

Goals	Public Good		Actor group(s) within HEI	Target group(s) in society	Dimension of internationalisation for actor group at HEI
	Economic Development	Social Justice			
	Support social integration		Alumni	Communities abroad	HEI Capacity Building for Developing Countries
	Develop global citizens			Enterprises/ companies	Inbound academic mobility
	Fight radicalisation		Domestic Academics employed by HEI	General public	Inbound administrative staff mobility
	Fight xenophobia/populism		Domestic Administrative staff employed by HEI		Inbound student mobility
	Improve the acceptance of scientific results (instead of alternative Facts) and critical thinking		Domestic Students	Migrants in the country of the HEI	International strategic HEI cooperation
	Provide practice-oriented research		Incoming Administrative staff	Municipalities, local & regional institutions	International study programmes
	Support European identity		Incoming International Academics	Parents of HEI students	Internationalisation at Home (IaH)
	Support/preserve democracy		International Academics employed at HEI	Peers and friends of students	Internationalisation of the Curriculum (IoC)
	Support/preserve peace		International Administrative staff employed by HEI	Public service providers (e.g. hospitals) abroad	Online teaching and learning with international Partners
	Support science & Knowledge diplomacy / soft power		International degree students	Public service providers (e.g. hospitals) in the country of the HEI	Outbound academic mobility
	Support the environment & sustainability		International exchange students	Refugees abroad	Outbound administrative staff mobility
	Support the Sustainable Development Goals of the UN		Leadership of the HEI (e.g. presidents, VPs, deans)	Refugees in the country of the HEI	Outbound student mobility for internships & service learning
	Knowledge transfer	Involvement at HEI	Holistic (the whole HEI is involved, it is an institutional approach)	Representatives of civil society & NGOs abroad	Outbound student mobility for studies
	Support economies of developing countries		Partial (individual departments, faculties, chairs, student club, etc. are involved)	Representatives of civil society & NGOs in the country of the HEI	Outbound voluntary activities of students
	Support local/regional economy		Individual (individuals are involved through an outside organisation such as the British Council or the DAAD or in a project of their own)	School pupils abroad	Research and applied research
	General education of the public / capacity building	Movement between HEI and society	From HEI into society (e.g. international academics teaching outside the HEI in public places)	School pupils in the country of the HEI	Research networks with international partners
	Support active citizenship		From society into HEI (e.g. migrants, refugees, mature students or "international night of science" in the HEI)	Youth abroad	Transnational Education (TNE)
			Both directions	Youth in the country of the HEI	Voluntary activities of inbound international students
				Only society	Welcome centres for international scholars or other workforce
				Society and HEI	

Einige wenige Beispiele

„Unterstützung der regionalen/lokalen Wirtschaft“



Giving female entrepreneurs international marketing experience,
Universidad Viña del Mar, Chile



Welcome Centre for International Workforce,
Georg-August Universität Göttingen



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Peacemakers, Fostering
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2 spezielle Typen:

Swansea, UK: Die Öffentlichkeit zu Terrorismus und Medien informieren mit internationalen Lehrenden

Brown University, USA: internationale Kompetenz durch die Carnegie Klassifikation in die Gesellschaft bringen



Der Meta-Level:

FameLab: science communication competition



British Council: Famelab



DAAD:
Erasmus macht Schule



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Möglichkeit, mehr über IHES zu lernen



Virtuelle IHES Konferenz
Teilnahme ist **kostenlos**, dank der Sponsoren (u.a. DAAD)

<https://www.ihes-conference.com>
26. - 27.11.2020



Diskussion

u.a.

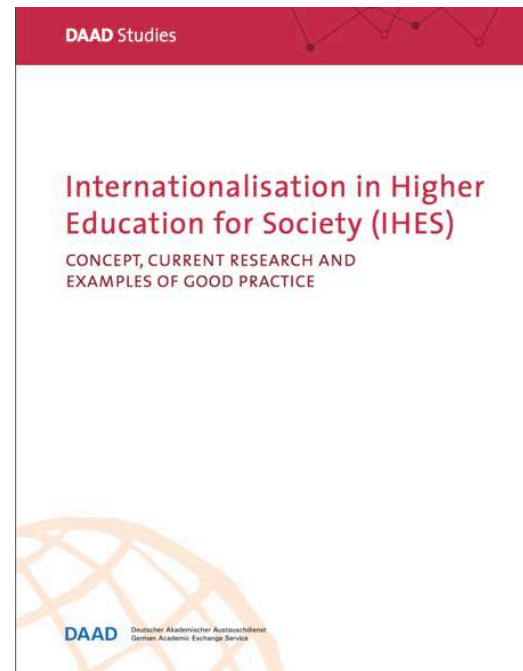
Welche Erfahrungen haben Sie schon mit Projekten, die in den IHES Kontext passen könnten?

Was funktioniert, was eher nicht?

Bitte nutzen Sie auch das Whiteboard!



Weitere umfangreiche Einsichten



Die Studie kann beim DAAD heruntergeladen werden

https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/der-daad/analysen-studien/daad_s15_studien_ihes_web.pdf



Additional Literature

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