

1 WHAT CAN BE YOUR GOALS OR REASON?

The majority of these projects focus on public goods but a fair amount also addresses social justice and economic goals. You might want to make people more open towards diversity (e.g. LGBTQ+) or less xenophobic; or you want to bridge gaps between a local society and the world. You might also want to help the local youth to gain skills that help them be competitive in a global market.

2 WHO CAN BE YOUR BENEFICIARIES?

Everybody in society can become a global citizen. Young pupils will benefit for their later development when exposed to international experience. Elderly people can open their mind and become global in their later stage of life. People with lesser opportunities can experience the world if you bring it to them and explore their hidden potentials. People with prejudices might open their hearts when they are meeting e.g. members of the LGBTQ+ who come as students to their city. Here, the options are endless.

3 WHO ARE YOUR PARTNERS IN YOUR UNIVERSITY?

Such projects very typically rely on students as their main actors. These can be your students returning from a stay abroad or your incoming exchange students who e.g. go into school classes and talk about their experiences. You will also often want to engage your academics, e.g. supervising student projects in the community or opening interesting research projects (e.g. in architecture) to participants from society. Lastly, in most cases, you need your administrators, esp. the International Office, since such projects require substantial organisation.

4 HOW CAN YOU REALISE SUCH ACTIVITIES?

Internationalisation at home will be the most common method, since you more likely focus on the local community. You will have to use exchange programmes to bring in international students and to make use of returning students and academics with an international experience. If you want to increase intercultural and international competences of, e.g., pupils, you could also motivate the school to join you in a Erasmus+ KA2 joint project. Lastly, virtual exchange activities are perfect to include otherwise non-mobile citizens.

5 WHO CAN BE ENABLERS TO SUPPORT YOU?

Projects focusing on reducing fear in the unknown and phobias (e.g. regarding LGBTQ+) successfully work with local NGOs. If you are rather engaging in a project using engineering or architecture, your local companies and architectural studios are ideal partners. Projects with pupils will be facilitated by engaging with the regional school authorities and associations of principals. In case you focus on increasing global employability skills, you could integrate a range of local and global partners (e.g., enterprises, authorities, prof. accreditation bodies).

6 RISKS, SOLUTIONS, WHAT TO DO & WHAT NOT

When addressing unsubstantiated fears and phobias, you will face resistance to change. In all such projects, the fear of the unknown on the side of the societal partner and the lack of awareness for the need on the university side were stated as the main problems. A proven way to overcome these was, extensive communication, actively addressing the fears and esp. for the university partners outlining the two-way learning aspect. Also, a process of "small steps – quick gains" has proven to help larger projects to succeed.

7 INTERESTING EXAMPLES

Banja Luka Pier – Norwegian University of Science and Technology (NTNU) (NO), University of Banja Luka (BH), University of Sarajevo (BH) rebuilt an old bridge together.

→ <https://liveprojectsnetwork.org/project/banja-luka-pier/>

The OLLOVE project at Palacky University (CZ) supports LGBTQ+ visibility in Olomouc

→ <http://www.ollove.cz>

"Developing global citizens" (Canada) to contribute to effective & sustainable development globally

→ <http://humberetc.com/humber-training-global-citizens/>

The SMiLE programme (URV, Spain) is designed for incoming students to gain international teaching experience.

→ <https://blocs.xtec.cat/ceipcesaraugust/2016/04/19/smile/>

Follow IHES 2021 session → <https://www.youtube.com/watch?v=lojgrnTDgww>



The IHES approach is for us a great way to "decolonise" the development programme approach.

(Nalini Andrade, Humber College, Canada)

Such urban development projects help to change the citizens attitude towards global sustainability.

(Dr. Markus Schwai, NTNU, Norway)

Don't give up. It takes people time to see the benefits but it is worth it.

(Lidia Gallego, URV, Spain)

You can easily get frustrated missing big results. Satisfaction with small wins and a slow pace is key.

(Ondrej Moucka, Palacky University, CZ)



We aim to use
benefits of internationalisation
for social engagement.

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