



1 WHAT CAN BE YOUR GOALS OR REASON?

The majority of these projects focus on public goods followed by economic and social justice. In contrast to other project types, we see here usually two very clear foci: to help refugees either close to their home country or –most often- by bringing them to your country and support them in their integration; and on the other hand to help migrants to integrate into your own society.

2 WHO CAN BE YOUR BENEFICIARIES?

Given the very clear goal of such projects, also the target groups are atypically clear (for IHES projects). Refugees are the key target group of the one type of projects. These can be refugees in neighbouring countries to the home country of the refugees or those who come to your country. In seldom cases such as "Students at Risk", the target group might even be not yet refugees in their home country being under threat for life. The other key target group are migrants in your own country (for economic or other reasons).

3 WHO ARE YOUR PARTNERS IN YOUR UNIVERSITY?

In all cases we saw, these projects need to involve academics, administrators and students of your own university, since these projects usually embrace curricular and extra-curricular activities. In some cases, also international (exchange) students are integrated, e.g. to help with translation or provide contextual information. Given the highly sensitive individual situations especially regarding refugees, it is an advantage if your university has a (clinical) psychology department not only to the benefit of the target group but also your own actors.

4 HOW CAN YOU REALISE SUCH ACTIVITIES?

The vast majority of such projects use activities in the area of Internationalisation at Home, since both target groups are usually in your local community. The activities can range from supporting language learning (a key to integration) through legal advice (e.g. in the form of street practices) to practical daily support and psychological guidance. Due to the possible emotional and psychological stress for the actors (and responsibilities to the target groups), successful projects support esp. involved students via service learning concep



5 WHO CAN BE ENABLERS TO SUPPORT YOU?

In many countries your national Erasmus Agency (such as the DAAD in Germany) can be enormously helpful, since they might even run programmes to support such activities. Local and regional NGOs and governmental actors are essential to reach the target group and not interfere with larger scale projects (esp. in the case of refugees). Other universities active in the field can help (e.g. Kiron University in DE) For migrants, especially small structures such as self-help groups in areas populated by a large % of migrants will be essential for your success.

6 RISKS, SOLUTIONS, WHAT TO DO & WHAT NOT

Such projects carry much larger and diverse risks than other IHES projects. For actors and beneficiaries, psychological effects such as depression or feeling overwhelmed by the pain of the other have to be foreseen; often results are comparatively small and take a long time to achieve; infrastructure esp in refugee camps are less than favorable; laws will be complex and difficult. These obstacles can be overcome with patience, good guidance, intensive cooperation esp with authorities and expectation management.

7 INTERESTING EXAMPLES

Support program of the University of Barcelona for refugees and people from conflict areas (ES)

→ <http://www.solidaritat.ub.edu/refugees/?lang=en>

Students at Risk (NO)

→ <https://www.studentsatrisk.no>

NEwly ARrived in a common home (IT)

→ <https://www.ismu.org/en/project-near-newly-arrived-in-a-common-home/>

IDA „In Dresden ankommen“

→ <https://www.ida-dresden.de/de/>

Follow the whole IHES 2021 session on youtube:

→ <https://www.youtube.com/watch?v=Fu9Sae98vuY>



Internationalisation
in Higher Education
for Society

>>> Supporting Refugees and Migrants #IHEES guidelines

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Listen to people and stay open minded.
(Olivia Mair, UCSC Milano, IT)

There is hope for so many people and institutions work hard. We try not to leave anyone behind.
(Cati Jerez, University of Barcelona, ES)

It is not a bad thing to be privileged if you use it to achieve change for those not privileged.
(Louis Kohaupt, TU Dresden, DE)

A student said: in Norwayx being political active as a student looks great on your CV. Imagine it would be the other way round.
(Hilde Granås Kjølsvedt, Norwegian Directorate for Higher Education and Skills, NO)



We aim to use
benefits of internationalisation
for social engagement.

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