



# IHES GENERAL GUIDELINES

The guidelines for implementing IHES from the basis  
(overall report)



INTERNATIONALISATION  
IN HIGHER EDUCATION  
FOR SOCIETY

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## ABBREVIATIONS

BFI	Big Five Inventory
CSO	Civic Society Organisation
GII	Global Impact Institute
GO	Governmental Organisation
HEI	Higher Education Institution
IHES	Internationalisation in Higher Education for Society
IaH	Internationalisation at Home
IO	Intellectual Output
IoC	Internationalisation of the Curriculum
IRO	International Relations' Office
LLL	Lifelong Learning Platform
NGO	Non-governmental Organisation
OECD-DAC	Organisation for Economic Cooperation and Development – Development Assistance Committee
SDG	Sustainable Development Goal
ToC	Theory of Change

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## IHES GENERAL GUIDELINES

The guidelines for implementing IHES form the basis (overall report)

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# 1 PURPOSE OF THE GUIDELINES

These guidelines are the third major product of the IHES project after the Mapping report in 2021 and the regional laboratories that started in 2021. The guidelines have two main functions:

Firstly, they are meant to provide guidance to higher education institutions (HEIs) that are interested to establish or streamline existing IHES (Internationalisation in Higher Education for Society) projects. IHES is a so far innovative concept which means that, although many HEIs around the world have established projects that may well fall under this category, they may not be aware of the concept. Consequently, many HEIs develop IHES projects in parallel, usually unaware of each other which leads to reinventing the wheel, making similar mistakes, in short, the lack of good practices. The Mapping report which followed the previous DAAD IHES report from 2020 tried to remediate this already by enlarging the scope of research and providing many good practice examples. However, guidelines are useful in order to establish or streamline such efforts.

Secondly, the guidelines support the development of a set of models for IHES projects as part of the Intellectual Output 5 (IO5) of the IHES project and they also shall stimulate the debate in the network of IHES enthusiasts, the last IO6 of the project.

The guidelines follow the IHES matrix which consists of seven dimensions developed by (Brandenburg et al. 2020) :

1. Goals pursued by any IHES activity
2. HEI actor(s)
3. Target group(s)
4. Internationalisation dimensions
5. HEI involvement
6. Movement between HEI and society
7. Beneficiaries

For each of the dimensions we will outline recommendations drawn from the Mapping Report, the work in the two regional IHES laboratories in Olomouc (CZ) and Tarragona (ES) as well as findings from the IHES conference 2021.

These guidelines also try to bridge the gap to the very focused and necessarily simplified one-page guidelines which the project produces for different “typical” IHES project types by providing a more comprehensive view while not generating an overly complex and bureaucratic system of rules and regulations. Such rules and regulations would not fit the concept of a still highly innovative concept which needs to have room for development and testing.

### 3 SUGGESTIONS AND GUIDELINES ALONG THE SEVEN IHES DIMENSIONS

Overall and across all seven dimensions, you have the option to choose one of three ways when deciding the direction of your project:

a) *You can follow the mainstream or the tested examples from the IHES regional laboratories and the IHES conference examples (in the guidelines called “rookie”):*

In the Mapping report, we have outlined which choices are fairly common in each of the seven dimensions. Also, the IHES regional laboratories have chosen certain combinations of IHES dimensions and may function as a guide through this rather uncharted territory. Finally, the IHES conference 2021 also identified certain types of projects which might be a good thread to follow.

**PLUSES.** The advantages of this approach are that you may find concrete do’s and don’ts as well as practical ideas for implementation and thus may avoid risks. You thus may increase efficiency and effectiveness.

**MINUSES.** The disadvantage may be that you twist your own idea so that it fits the concept of others and may lose its identity. Or you may forego the chance for a Unique Selling Point (USP) for your HEI by developing something entirely new.

**RECOMMENDATION.** This approach might work best for you if you do not yet have clear ideas or identified needs of your local community and want to start from scratch with IHES. This is a good “**rookie**” approach.

b) *You can deliberately avoid the “trodden paths” and choose aspects that so far seem to have been rather ignored (in the guidelines called the “**expert**”):*

This path can easily be chosen by acting exactly opposite to the choice “a.”. The same resources as for a. will give you a clear indication as to what to choose by looking at the gaps, the least chosen options and the omissions of other projects. Pluses and minuses are therefore directly opposite to those of choice a.:

**PLUSES.** The advantage may be that you can pursue your own idea without tweaking it to fit the concepts of others. You can very well develop a Unique Selling Point (USP) for your HEI by developing something entirely new.

**MINUSES.** The disadvantages of this approach are that you may lack concrete do’s and don’ts as well as practical ideas for implementation and thus most likely will run into unknown risks. You thus may most likely decrease efficiency and effectiveness.

**RECOMMENDATION.** This approach might work best for you if already have substantial experience with IHES, have a set of tested projects and approaches and can clearly differentiate needs and options as well as predict possible risks. This is a good “**expert**” approach.

c) *You try to find the golden middle path by first identifying your own interests, needs of the society and existing projects and then look for projects that might help you avoiding risks and implementing the project successfully (in the guidelines we will call this “**customised**”):*

This path sounds the most logical choice, but it is also the most work and time intense one. In order to work, you need to first conduct substantial work both within your institution and in cooperation with the community you want to benefit from the project. You need to establish

the goals, link them to your overall strategy, define their relevance for the societal beneficiary and then identify the actors willing to buy into the idea in your institution. And only then can you look for existing projects to learn from them. It also means you cannot just copy a project (as under a.) but rather need to carefully consider the differences and similarities, e.g., regarding set up, context, needs, opportunities and resources. Most likely, you will be able to choose some aspects from some of the projects (esp. from the regional laboratories) but you will still need to adapt them to your own situation.

**PLUSES.** This approach has enormous advantages since it leaves your own ideas and identity untouched. You also base your project on a very sound fundament of own goals and buy-in from inside and outside. And you only cherry-pick other projects for the elements that strengthen your own project. Lastly, this approach has the largest chance of achieving high impact based on the due diligence invested in its creation.

**MINUSES.** The disadvantages of this approach mainly consist of much higher investments in time and resources than a. or b. This means that you will not have quick wins and easy results but will need patience and a strong commitment of a key team to pursue this approach.

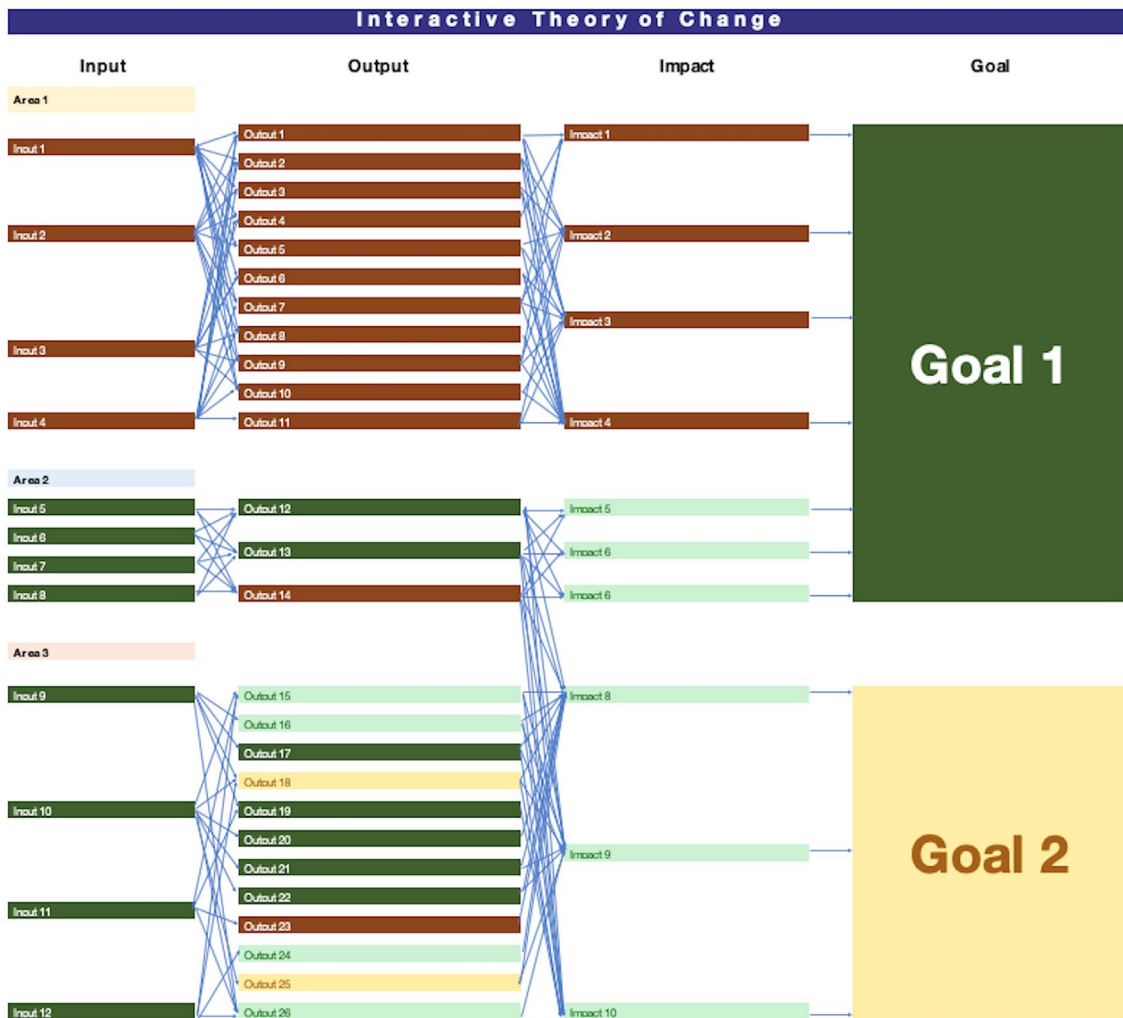
**RECOMMENDATION.** This approach might work best for you if you are not an individual professor or administrator or an isolated institute but rather an organisation or HEI that wants to pursue IHES as a more comprehensive holistic concept. However, for this choice, it does not matter whether you as an institution are already an IHES expert (on individual projects) or a rookie, since the investment is substantial in both cases and chances are that other existing approaches will help you in some but not all relevant aspects. It combines a risk of problems in some areas where you might walk outside trodden paths and a low risk of failure in others where you can rely on previous experiences of other HEIs. This is a good *“customised”* approach.

We will now analyse all seven dimensions and give you recommendations as to the consequences for each of these three approaches.



### 3.1 GOALS

One of the key aspects of IHES is the understanding that no IHES project should be implemented without a clear goal or set of goals to achieve. Therefore, in a first step, it is highly recommended to discuss internally which goal or goals the institution wants to pursue with such a project. Only by clearly identifying the goal(s), you will be able to design a project that can achieve change and thus have measurable impact. Since we always recommend developing a Theory of Change (ToC) which relates defined goals to impacts that help to achieve these goals to outputs that support the production of the impacts to inputs that allow the outputs to be produced.



Not all of these goals are currently equally pursued. The Mapping Report (Bogdan et al. 2021, p.10) clearly showed certain preferences but also

limitations of these preferences, especially with regard to shared priorities between HEIs and the civil society. The majority of HEIs considered four goals very relevant: developing global citizens (63%), supporting the UN Sustainable Development Goals (SDGs, 61%) and the education of the general public as well as capacity building and knowledge transfer (both 52%). Regional representatives on the other hand, were much more concerned with regionally oriented goals such as supporting the local community or economy. However, in the different focus groups, participants expressed their intention to increase international engagement, particularly in the areas of social integration, the fight against populism and xenophobia.

It might be important to note, that in general the regional representatives saw substantial potential for more and better cooperation with the HEIs regarding climate change and preserving the environment.

Regarding our three possible approaches, this translates into the following practical suggestions:

- **“rookie”**: focusing on global citizenship will usually fit ideally with your general university strategy and link nicely to your existing internationalisation activities while producing very little resistance, thus facilitating buy-in. The SDGs are currently anyway a priority in most universities and therefore should also be a “safe bet”. General education of the public and capacity building will allow you to most likely easily link with your social engagement and knowledge transfer department which usually provides offers in that area.
- **“expert”**: we would assume that you already cover the mainstream goals in one way or another (if not, you might consider approach a). If you are looking for USPs, you might want to consider one or two of the so far least mentioned goals, which nevertheless seem highly relevant for society, e.g., “supporting a European identity” (15%) or “fighting radicalisation” (24%).
- **“customised”**: naturally, no specific goals can be suggested to your approach since it will be based on your very specific institutional situation, but a combination of a. and b. seem advisable, i.e., to look at one or two goals for a set of projects that relate very well to your institutional strategy (most likely around globalisation and

environment or labour market skills) while on the other hand we would suggest to select at least one goal that is far less common but very specific to your institution (e.g., if you educate diplomats, “knowledge diplomacy” (only 22%) could be an interesting choice.

## EXPERIENCES FROM THE IHES LABS

### **UPOL IHES Lab**

From the experience of the Olomouc IHES Lab, the importance of setting clear goals as the first step can be confirmed. Implementing IHES activities in Olomouc fits into a broader variety of activities that have already been carried out before the commencement of the IHES project. Setting clear goals ensured maximizing of synergy effects and enhancement of already existing activities.

### **URV IHES Lab**

The IHES lab Catalunya wants to spread and improve the concept of Internationalization through the connection that the University (Universitat Rovira I Virgili-URV) has with its territory (Catalonia). The main goal is to share tools and resources and inspire new knowledge that helps achieve the United Nations SDGs through different activities aimed at the common good and social justice.

To achieve this, the URV has merged for the first time the expertise from two of its units: The Social Engagement Office and the International Centre, so that, working together, sharing ideas and a key initial training would result in the creation and/or adaptation of eight university-society internationalization activities as a main part of this new social experimental lab. It should be noted that depending on the origin and nature of each activity we have applied different focus to reach the objectives.

The set of these laboratory actions includes: 2 newly created activities, 5 pre-existing university activities identified as activities with IHES potential and one consolidated IHES activity, SMILE. In the latter we have considered that we pursue the objectives with an expert approach and therefore we have been able to refine the objectives to be achieved. With the other 7 laboratory activities, we had to customize the focus in order to adapt the different realities of the activity and open a window to provide the best service to our territory from the point of view of internationalization.

### Regional recommendations

Your choice might very well depend also on your region. While educating global citizens was highly relevant overall and in Western Europe specifically, only 9.1% of the cases in Central and Eastern Europe considered it very relevant while fighting radicalisation was considered relevant far more often in Southern Europe than in the rest of the regions.

Also, you might want to focus on a few selected goals. A serious impact approach would require you to consider metrics and qualitative proof for every goal and since the concept of impact is a rather blurred one (you cannot measure impact directly since there is never a direct cause-effect relationship), you will need several indicators to get a reasonable assessment. The more goals you pursue the less clear the connection between activities, outputs and impact will be and the more efforts you need to invest to provide such evidence. In addition, fewer goals make the buy-in in the institution as well as with the societal partners much easier since it is very clear what everybody is agreeing to.

To help institutions identifying possible goal dimensions, the following set of goals could be considered as a list to choose from (Brandenburg et al. 2020, p.43):

*Figure 1 | IHES Goals*

Public Goal	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

Economic Development	Support local/regional economy
	Support economies of developing countries
	Knowledge transfer
Social Justice	General education of the public/capacity building
	Support active citizenship

### 3.2 ACTOR GROUPS IN THE HEI

IHES projects differ from classical projects in internationalisation in that all members of an HEI can become actors in such a project and none of them should be considered the *primary beneficiary* (as explained in the next sub-chapter). Whether it is academics, students, administrators, or any type of other support staff: they all can be active in an IHES project to support the wider community.

We know from our mapping report that most often domestic academics play a central role (in 58% of the participating projects), closely followed by (usually administrative) staff (54%). Students are not as present with only small differences between the domestic (49%) and the international (46%) degree students. Incoming exchange students are substantially less likely to participate in IHES projects (39%) and even less so incoming academics (even only 25%). This is in fact a major area for improvement and for you to set a USP, since these two groups can be essential for internationalising the mindset of the local population in the easiest and most efficient way.

Again, if you want to set your HEI apart from the mainstream, you might well think about engaging international student organisations which are central in only 15% of the projects, of alumni which are key in 17%. The least involved group are international staff (10%) which while not in all HEIs forming a very large part of the staff population can be of substantial relevance for internationalising the local community, especially since they may share work experience with many locals.

Regarding our three possible approaches, this translates into the following practical suggestions:

- **“rookie”**: focusing on domestic academics and students with international experience will be the by far easiest way to activate part of your HEI population for an IHES project. Those actor groups combine the close link to the local community and an understanding of their perspective with the necessary international perspective. Your domestic administrators esp. from the International Relations’ Office (IRO) will in most cases be needed to get any IHES project implemented and running smoothly. These groups will also usually fit very well with your general university strategy and link nicely to your existing internationalisation activities while (as with the mainstream goals) likely producing little resistance, thus facilitating buy-in. In addition, you will find plenty of functioning examples in other universities. In other words, for actor groups, these two groups are a “safe bet”.
- **“expert”**: we would assume that you already have your domestic academics and student who are international active involved in various activities and that administrators are involved where necessary and useful. Therefore, you want to look beyond the standard and develop new actor groups. In such case, you might want to look at the especially so far neglected groups with high potential such as international student organisations and alumni. But you could also engage, e.g., international support staff and administrators. Another resources which seemed to be untapped so far in most cases are employed international academics who factually share all the advantages your international active domestic academics have but bring in the personal experience of “integrating abroad”, an aspect that the domestic academics will - in most cases - lack since only few will have experience in living abroad for an extended period of time.
- **“customised”**: naturally, as with the goals no specific actor group can be suggested to your approach since it will be based on your very specific institutional situation, but again a combination of a. and b. seem advisable. It seems unlikely that you can go for a holistic IHES approach without fully integrating your internationally active domestic academic and students. Here, you might even want to involve most of these actors, since even those universities who stated that they use these groups will most often only activate

a small percentage of the entire group in their institution – maybe 5-10 of the academics and students) in factual IHES projects. So here, you might aim for engaging ideally every domestic academic and student in some limited capacity in an IHES project. On the other hand, you will want to engage a few atypical actor groups depending on your preferences. The more you look at Internationalisation at Home as the key for IHES in your institution, the more groups such as employed international academics and staff may become relevant. If you want to focus more on the mobility aspect for IHES, international academics (exchange or employed) can open doors into their home countries, while international alumni now residing in another (home or other) country can be a crucial partner. Also, international student organisation such as ESN can be useful for such activities since they have contacts to students from your country in the country you might be targeting.

## EXPERIENCES FROM THE IHES LABS

### **UPOL IHES Lab**

The Olomouc IHES Lab utilized for its activities mainly domestic academics and administrative staff but explored also the potential of larger numbers of incoming international students from specific countries to develop IHES activities specifically tailored for them (Street Law for French Students). Furthermore, one of the Olomouc IHES lab activities was organised and carried out by the ESN.

### **URV IHES Lab**

Based on our experience in the IHES Catalonia Laboratory, we have observed that on the one hand the key actors to transfer internationalisation to younger or similar age students have been other students, in this case the international incoming and outgoing mobility students. They can manage easily to connect and capture the attention of younger audiences because they have a closer language and common interests simply and purely by generational affinity. As we have come to realize in the following activities: Smile, “I confess: I’ve been on an Erasmus experience (and I would do it again)”, Witnesses of the climate change, Sports URV activities (canoeing and hiking), SustainComp.

On the other hand, external and domestic academics together with technical staff and administrators with international background have been crucial in order to carry out activities related to more diverse areas addressed to a wider age group. We are talking about activities like lectures addressing international matters within the “Classes for Senior Citizens” programme, activities with an international component for the society at large organised by the Extensive Campus project or the collaboration with the Labdoo platform (via SustainComp project) of academics when they travel abroad to attend international meetings or congresses.

### **Regional recommendations**

Your choice might very well depend also on your region, as we already saw regarding goals. While domestic academics in Western European countries are in many projects involved in either central or supportive roles, one third of the activities in Central and Eastern Europe did without their involvement. On the other hand, if you are located in Central or Eastern Europe, you might find domestic students being more involved than it is the case for those of you in Western and Northern Europe. Interestingly, HEI leadership is more centrally involved in Southern Europe than in other regions while you can create a USP by involving the international office if you are located in Northern Europe where this is not that common.

In order to help you identifying possible actor groups, the following list could be considered as a list to choose from (Brandenburg et al. 2020, p.44):

*Figure 2 | IHES Actor groups*

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	



### 3.3 TARGET GROUPS IN SOCIETY

As with the actor groups, our mapping report showed clearly that also most target groups in society are local. For example, representatives of civil society and Non-Governmental Organisations (NGOs) are approximately double as likely to be very relevant if located in the home country of the HEI (36%) than if located abroad (19%). The same is true for public service providers (24% at home, 13% abroad). The most commonly relevant partners in society are municipalities and local/regional institutions (40% very relevant, 83% of all projects work with them in some way or other), but also peers and friends of students are quite common target groups (in 33% of the cases considered “very relevant” and addressed in 73% of cases). The least represented target groups in the “very relevant category” are school pupils (3%), followed by religious communities and parents of students (each 7%), refugees abroad (10%) and senior citizens (12%).

- **“rookie”**: IHES projects can be established most easily, it seems from the cases analysed, by linking up with your local municipalities. They will usually know about concrete needs of their communities and how to address it. They are also ideal contact points for a more holistic approach, i.e., if you want to get your leadership involved since these authorities usually are already in constant communication with your presidents or rectors. NGOs and civil society organisations are the second most common target group which you should be able to involve rather easily, since many of your departments will already have contacts through study or research projects and maybe even internship arrangements. Although seemingly also very common, peers and friends of students are not necessarily and easily and readily accessible target group, since you cannot contact them personally and directly as you can in the case of organisations, so this might need extra efforts, but you could learn from existing good practices with regard to this target group. They are very important since they will co-shape the world view of your students and thus support them in international endeavours or rather demotivate them. In general, for getting IHES projects started from scratch, using local/regional target groups seems to be substantially easier than starting with partners abroad since you have more control of the relevant variables such as access, communication and understanding.

- **“expert”**: as with goals or actors, we assume that you already work in IHES, and this will most likely mean that you are involved with the mainstream target groups such as local/regional NGOs and municipalities. For you, several other target groups can be very interesting for different reasons. You might want to broaden your local reach by looking at the strangely so far neglected groups such as senior citizens. You might want to cooperate with local homes for the elderly by arranging inexpensive accommodation for incoming international students in return for a few hours of dialogue with senior residents. This addresses several needs: staff in such homes will usually have very limited time available for such communication, so the residents will benefit socially. And they might also not have had much interaction with international (and young) people for a long time, so this might change their view of the world. Or you might want to set a USP by moving abroad for your IHES project and address e.g., pupils abroad using your partnerships with universities in other countries and sending your outgoing students into classes to talk about your country and widen their perspective, best in cooperation with a local student who came to your country already. You could also decide to bring your academic expertise to public providers abroad, e.g., supporting nurse education in developing countries by bringing graduate students of Medicine teaching modern techniques.
- **“customised”**: one of the biggest challenges regarding target groups is achieving a holistic approach across an HEI. Both, the rookie and the expert approach will usually focus on selecting few target groups and work with them in depth in selected academic fields. If you want to involve the entire institution, you either have to select those target groups that are already widely involved in IHES projects, or you have to combine many individual target groups across many different faculties. The latter approach will generate a substantial quality issue since you will find it difficult to find arguments for other departments to address the target group of a specific department (e.g., homes of the elderly might be an excellent partner for your psychology department but bear little relevance for your departments of natural sciences or eco-

nomics). Thus, for a holistic approach, municipalities might be the safest bet, combined then with those individual target groups that are directly linked to the major needs of these municipalities. If a municipality, e.g., identifies the lack of a mindset in their young population a key problem, you have a good argument to bring your school partners in or you might use your partner HEIs abroad to arrange for short-term summer experience abroad for young people of your region, using the Youth or VET sector of the E+ programme.

## EXPERIENCES FROM THE IHES LABS

### **UPOL IHES Lab**

The Olomouc IHES Lab focused in its activities on different target groups, but the two largest are students at secondary schools/high schools and elderly persons. The choice of target groups fits into the long-term activities of the Law Faculty (at which the Olomouc IHES Lab is based), such as cooperation with high schools in different areas, existence of a network of so-called “Faculty of Law Partner High Schools”, and the aim to bring fundamental knowledge of law to vulnerable groups of the society, such as the elderly.

### **URV IHES Lab**

Today, all the lab activities interact with the territory and are integrated into the different systems such as the primary and secondary education system and also with public administrations, NGO's, SMEs, volunteers, schools in low-income countries, city councils, associations, alumni, emeritus professors and even active members of the university community. However, except SustainComp project, which has a clear international target group, all other activities have an impact mostly at local and regional level. Nevertheless, during COVID lock down time, local schools became the main SustainComp project target group.

The main target group is the Catalan primary and secondary education system (Pupils and teaching staff) followed by society at large, elderly people, local institutions and enterprises (SME) and NGO and of course all those close to most of the members of the URV community (family and friends).

In the end we can say that the NGO's and the companies have had a minor role, but this is only just the beginning because we have detected that in the medium term, when all the lab activities would settle, they would have a crucial role in several initiatives like SustainComp, APS (Service Learning) or EsportsURV activities.

### **Regional recommendations**

In the case of target groups in society, the differences between regions in Europe are quite substantial. Again, you can use these differences either to look for the mainstream in your regions or to identify a possible regional USP. Working with enterprises/companies, e.g., will make you mainstream in most regions (esp. Western Europe) except for Southern Europe (only ca. 15%) where such a cooperation will provide you with a USP. Refugees and international communities on the other hand, are not surprisingly already quite relevant target groups in Southern Europe but focusing on them can be a USP if you are located in Central and Eastern Europe. In this region, HEIs already direct many projects towards schools (pupils and teachers alike), which makes it a safe bet if you are located there. However, interestingly this target group is more of an exception in Northern and Western Europe, so you can use that then to your advantage.

Finally, while municipalities, as well local and regional institutions, and public service providers are the most common target group in most European regions, they are considerably less relevant in Central and Eastern Europe. So, you could strengthen your marketing by cooperating with them if you happen to be located in these two regions.

In order to help you identifying possible target groups in society, the following list could be considered as a list to choose from (Brandenburg et al. 2020, p.44):

*Figure 3 | IHES 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 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	

### 3.4 DIMENSIONS OF INTERNATIONALISATION

In a broad sense, your IHES activity can form part of the two main dimensions of internationalisation: mobility or internationalisation at home. The perspective on these two is defined by the target group, i.e., if you engage with a target group abroad, your IHES activity would be considered a mobility activity since you move the necessary actors abroad. If on the other hand, your target group is in your country – usually in your local or regional vicinity – such an activity would fall under the umbrella of internationalisation at home, since your actors such as academics, students or staff stay in the country of your HEI, even if they themselves might come from a broad (e.g., international scholars or students).

However, apart from these two main dimensions, you also have several overarching meta-level dimensions of internationalisation that can but do not have to embrace both areas. Among the meta-level dimensions of internationalisation, international strategic HEI cooperation was the one considered “very relevant” by the largest percentage of projects analysed in the IHES mapping report (54%). On the other hand, this also indicates that nearly half of the projects do not align their IHES activities with their overall internationalisation strategy. Therefore, this is one of the few cases where we would strongly recommend to only follow the mainstream since an alignment with the overall strategy is preferable in every relevant aspect (efficiency, effectivity, impact).

Given the main actor and target groups, it is not surprising that Internationalisation at Home (IaH) (31%) and Internationalisation of the Curriculum (IoC) (32%) are considered very relevant. In modern approaches to internationalisation, these two aspects should anyway be considered closely connected and one should not be thought without the other. However, this again also has a flipside in that more than two thirds of the

respondents did not refer to this dimension which we, however, consider absolutely vital for IHES. We would go as far as to recommend that you should not engage in mobility activities of IHES before you have established a solid base of IHES projects in the IaH/IoC dimension. IHES projects linked to IaH and especially IoC also have a strong probability of sustainability and dissemination since they correlate with key interests of your academia.

Other than in the case of target and actor groups, we also identified several areas which are explicitly considered irrelevant by many respondents: top of the list here is outbound administrative staff mobility (50% consider it not relevant), Inbound administrative staff mobility (42%) and Welcome centres for international scholars or other staff (39% not relevant). And yet, these three dimensions could be the nucleus of particularly enticing IHES concepts.

- **“rookie”**: when starting off on IHES projects, we would strongly recommend that you focus first on IaH (and probably IoC) since this links nicely also with the major target group (municipalities). It also means that you can easily activate some of the major assets at hand: international (incoming exchange or degree) students as well as domestic students and academics with international experience. An additional advantage is that this approach allows you to easily connect with your institutional knowledge transfer and/or regional/local engagement department. If you manage to focus also on the international research networks and research in general, you will find it much easier to engage your academics and achieve their buy-in. You can achieve that by, e.g., introducing an international component in lectures for the public, nights of science or other similar outreach activities of your academics.
- **“expert”**: if you have already established IHES projects these will in all likelihood be located predominantly in the IaH/IoC dimension. Therefore, in order to generate USPs and achieve a deeper impact of IHES projects, we would recommend that you, in the next step, focus on the mobility-related dimensions. Since practically all outbound dimensions are underrepresented, each of them provides you with such an opportunity. It might be best to combine study mobility with practical experiences, especially in the con-

cept of service learning abroad. The IHES conferences 2020 and 2021 have shown various interesting examples (check on <https://www.ihes-conference.com>). Such activities have to be based on academic interests to achieve sustainability and buy-in. You can for example use partnership agreements to send student groups with an academic advisor to your partner university which helped to organise a practical stay at local NGOs, companies or municipalities where the students can solve concrete problems of these social actors (e.g., programming a database for an NGO, training nurses on new methods, running language courses for pupils) under academic supervision. Another option to develop USPs would be to concentrate on administrative mobility which is a so far very much neglected area (15% for inbound, 18% for outbound)

- **“customised”**: as before, the customised approach will have to combine a. and b. while being based very much on your institutional strategy. Most universities pursue a mixed internationalisation strategy with, however, usually a preference for mobility actions in the academic realm. IHES is then a very good opportunity to on the one hand balance these academic mobility activities with local IaH/IoC projects which make better use of the incoming expertise and by that also might make your institution even more attractive for your partner universities. On the mobility side, IHES can improve the quality by extending the experience beyond the classroom abroad and into society and, most importantly, practical experience which is supervised instead of purely individual (as it is the case for most internships). Therefore, especially in the aspect of dimensions of internationalisation, IHES can be a quality booster and at the same time a gap-filler of your overall internationalisation strategy.

## EXPERIENCES FROM THE IHES LABS

### UPOL IHES Lab

The activities of the Olomouc IHES Lab were carried out at the Palacky University Faculty of Law, which follows the mixed internationalisation strategy. It can build on a very solid fundament of IaH and IoC activities, which have been carried out already before the IHES project commence-

ment. While originally the mobility part was predominant, in recent years a lot of attention has been paid to the internationalisation of the curriculum activities. In communication with partner universities, this aspect increases the attractiveness of the Palacký university.

### **URV IHES Lab**

All the activities have been based on the guidelines of the URV international vision and on the activities that were created and managed by the Social Engagement Office under the framework of the strategic plan of the Third Mission of the URV.

The IHES Catalonia Lab international dimension combines mainly mobility, and internationalisation at home but in some cases add the internationalisation of the curriculum dimension as part of the Smile programme.

In any case, applying the IHES theory to university activities, whether old or newly created, and having to bet on a model that fuses the university's internationalisation capacities with its capacity to interact with the territory, is undoubtedly a success. In short, try to apply the IHES concept as an indicator of quality label means improving the quality of education and advancing and giving a new and fresh vision of the university-community relationship.

### **Regional recommendations**

As with the other aspects, certain dimensions of internationalisation are more prevalent in some regions. IaH and international study programmes is most relevant in Western Europe (73% compared to 35% overall).

While in Northern Europe, research-related dimensions combined with outbound academic mobility are to be considered a mainstream approach, they would constitute more of a USP in Western Europe.

Outbound student mobility is generally more of a USP, but it is more mainstream in Central and Eastern Europe where on the other hand HE capacity building as well as online teaching/learning projects are rather the exception.

In order to help you identifying possible dimensions of internationalisation, the following list could be considered as a list to choose from (Brandenburg et al. 2020, p.44):



*Figure 4 | IHES 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 centers 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)	

### 3.5 HEI INVOLVEMENT, MOVEMENT BETWEEN HEI AND SOCIETY, BENEFICIARY

We combine these three elements since they are substantially less complex than the other four and it is therefore more fruitful to consider different combinations of these aspects.

Regarding involvement at the HEI, we differentiate three approaches: holistic, partial, and individual. Although most respondents claimed that they pursue holistic IHES approaches, we remain sceptic about this, since IHES is still highly innovative and so far, when analysing individual institutions, we only found one which is truly holistic (EARTH University Costa Rica). We assume that by far most of the claimed holistic approaches are factually partial, i.e., they involve parts of a university (in cases of claimed holistic approaches probably more than just one department or faculty). There is a clear correlation between the perception of impact and the scope of IHES in an institution: the more parts of an institution you include in your approach, the more you will perceive strong impact, a rather logical conclusion.

Practically no IHES project is set up to only benefit society (5%), usually HEIs will want to use such a project to also generate internal bene-

fits. This is obviously easier if combined with an approach of mutual mobility and consequently, you will most likely pursue projects with people coming from society to university and vice versa (52% of the respondents took that road). If you opt for a one-way street, you most likely will send your academics, students and staff into the society (38%), only a minority of 10% ran IHES projects that only bring society into the university. HEIs that claimed to have a holistic approach were also more likely to opt for a two-way road, while those with partial involvement used more often the one-way street from HEI into society.

- **“rookie”**: it is highly unlikely that you will be able to establish a holistic IHES approach if you start from scratch except if you are a rather small HEI and in the phase of totally restructuring your strategies. Therefore, the mainstream approach will be to start with partial projects (we would not recommend individual approaches at all because a most likely they already exist, and you do not know about them and b. the fact of i. proves why you should not establish more of such unknown individual projects). Although two-way roads are claimed to be quite popular, for you the more realistic way will probably be to start with the one-way approach, sending your academics, students or staff into society. But you will want to do that with a mutual benefit concept in mind, because it vastly increases the willingness to participate and thus the buy-in among your actor groups.
- **“expert”**: for you as an IHES expert having already several projects and most likely having moved from the individual to the partial approach quite some time ago, you can only go for the holistic approach. You will want to streamline, increase efficiency and effectiveness as well as impact and all that is much more achievable if you bring all projects together under one roof and strategy. This also most likely means that you should go in general for a two-way approach regarding movement. However, you can spread this unevenly across a project until it comes together as a reciprocal approach at the end: you may have projects that individually only move your academics and students into society and others that may bring society into the university but overall, this balances out. As a true USP for IHES you could consider bringing more often society into the

HEI only. This can easily be achieved by linking the IHES concept to all the activities that you most likely already provide in this direction: night of science, kids' university, university for the elderly etc. All these activities are usually drawing large crowds into universities but also usually lack the international component. Adding this component is comparatively easy and should not generate any resistance while at the same time produce a USP in the IHES community. You might even be established enough to have buy-in for projects that deliberately only benefit society; although you will probably realise that in the end, since you engage humans in such projects who change by the experience, your actors will always also change and therefore inadvertently "benefit" from the activity, even if this was not intended in the first place.

- **"customised"**: you may want to go two ways regarding involvement. Either you opt for the partial way, since you still want to elaborate your IHES projects more in depth and quality before going all in, or you feel that you are already at that stage and want to bring all parts together, making IHES the university-wide philosophy. This will very much depend on the concrete situation at your institution and the general institutional philosophy: the more centralised your HEI is, the more a holistic approach will be attractive to you; the more decentralised you are, the more a partial approach will guarantee buy-in. In any case, you can shape your IHES concept to fit ideally with the other strategies which may favour the partial or the holistic approach. For quality reasons, you will most likely design projects to move HEI actors into society and society into the HEI at the same time because this will increase the chances for impact and buy-in. For the same reasons, you may want to opt for the "mutual benefit" approach which is closely linked to the two-way movement.

## EXPERIENCES FROM THE IHES LABS

### UPOL IHES Lab

The Olomouc IHES Lab at the Palacký University Faculty of Law incorporated to a large extent its activities into the existing Department of Clinical Legal Education and Professional Development. As already stated,

IHES Lab activities were developed to fit into and to enhance the already existing activities, which the Faculty of Law carries out. The IHES project enabled creation of new activities and strengthening of the international dimension of the already existing ones.

### **URV IHES Lab**

The URV as an institution has been involved with Catalonia IHES Laboratory in a partial way, 3 university services have been working in the creation and launching of the laboratory: Student Office, Social Responsibility Office and International Centre. At a political level, two vice rectorates (VR) were involved: Internationalisation VR and Institution Relations, Culture and Social Engagement VR. The actions of the laboratory have been oriented in a unidirectional way and are focused on the movement from HEI to society. However, during its implementation, signs have been noticed that the HEI also receives interesting international feedback from the territory, such as the creation of international educational resources in the repository, comparative environmental experiences, tentative offers of international NGOs for APS, the impact of migration and international conflicts on university actions and policies. A beneficial aspect for the university has been that the activities carried out have had an unexpected and positive impact on the university. We believe that this impact is the result of the IHES actions that have opened the door to a greater international awareness and vision of the community participating entities and therefore the university has become a benchmark of good practice in internationalisation and a preferred partner for these in new international projects.

For easier orientation within these three dimensions, we list here the different options as outlined in (Bogdan et al. 2021, p.8):

*Figure 1 | IHES Goals*

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 organization 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

## 4 CONSIDERATIONS FROM THE OTHER SIDE – THE PERSPECTIVE OF THE SOCIETAL PARTNERS

Since we also ran focus groups with societal actors, we want to share some key aspects with you that might help you in shaping your IHES projects better according to the needs and demands of society.

As our mapping report clearly stated: “HEIs may find themselves in a more advantageous position than NGOs, as they have both the capacity and resources to enable internal and external change, in addition to a responsibility to support their local communities and organisations. HEIs should therefore strive to support projects and initiatives that aim to bring sectors together by addressing common goals. This suggests that it is more realistic (and probable) to expect IHES projects to be initiated by HEIs. However, involving civil society in their development and implementation seems essential to achieving mutually beneficial two-way, high-impact IHES projects. Identifying and supporting local organisations who can act as bridge builders into their communities (local youth, student and other civil society groups) will therefore be key for HEIs to achieve their societal goals” (Bogdan et al. 2021, p.11).

Next to very specific content interests, NGOs and civic society organisations (CSOs) often also pursue a more general interest related to research: on the one hand, they would like to see their practical view on topics being reflected in research conducted at the HEIs – and thus informing and improving your work in the university. On the other hand, there is a chance for the societal actors to show that their knowledge has impact in research and therefore matters. This can generate a massive incentive for the NGOs/CSOs in the form of indirect recognition of informal education/knowledge. This is generally true for social engagement activities but much more so, if they have an international scope.

Equally on the more general level is the expressed need of regional authorities and municipalities to tap into the international networks and experiences of HEIs to directly address several key social problems: xenophobia, lack of language competences or other skills relevant for a global labour market or connections that may facilitate trade relations, to name just a few. You may want to specify with your regional authority which the specific needs may be since they vary substantially between

and even within countries. In the Czech Republic, e.g., a major concern now is the lack of so-called “financial literacy” among the public with dire consequences such as over-indebtedness; while many national charities now start to focus on this problem, they usually address it from a purely national perspective while the global finance market would probably call for a much more international approach.

One suggestion that was brought up during the focus groups with societal actors would be for your HEI to establish a network of ambassadors with a number of your partners in society. These could be either members of the HEI or the societal actors and help facilitate the cooperation substantially. They can facilitate knowledge transfer and improve the communication skills of the HEI actors regarding their societal counterparts. CSOs and NGOs saw ambassadors as especially relevant for groups that lack on representation and were, as you saw, under-represented among the current projects (e.g., senior citizens). In this way, ambassadors could be a very good way to establish USPs (for the “experts”) or consolidate more yet individual links (for the “rookies”).

A major concern raised by many CSOs/NGOs was a feeling of under-appreciation of the engagement of said CSOs/NGOs for IHES goals such as the SDG. You may want to make sure to consider this important issue at all stages of developing an IHES project:

- when you engage in discussions with an NGO at the start of a project not to assume that the HEI “emanates” its knowledge to society and helps society to improve (the old “social outreach” attitude) but to already fully recognise the value of the societal partner and their expertise;
- when you run an IHES project with them to constantly re-confirm that they feel valued and that their expertise is still taken into account;
- when a project ends to give the societal partner full due credit also in publications and other materials – should you intend an academic publication based on the project it might be a great idea to ask the societal partner to co-author the paper which not only shows respect but also empowers their staff in a way that would be out of reach outside an IHES project.

## 5 GENERAL RECOMMENDATIONS

### 5.1 WHO CAN BE AN ENABLER?

The most important enablers for most of your projects will be your own students and academics. But you can also reach out to the local municipality and especially NGOs in your community who can provide links and support you through their network and connections. Otherwise, enablers will depend very much on specific projects:

- A. To integrate your international students into the local community, parent initiatives can be excellent partners.
- B. Projects focusing on reducing fear in the unknown and phobias (e.g., regarding LGBTQ+) successfully work with local NGOs.
- C. A project using engineering or architecture will benefit from involving local companies and architectural studios.
- D. Projects with pupils will be facilitated by engaging with the regional school authorities and associations of principals.
- E. 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).
- F. Projects that focus on service learning and volunteering benefit from a wide range of enablers. Next to the academics and students, these are especially donors and foundations who can provide travel funds, opportunities and frameworks. Also, individual local citizens, probably connected to academics or students, can be invaluable to make contact with local NGOs and companies. Another strong partner can be your own municipality which might have several partnerships abroad with other municipalities that can act as facilitators to set up a service learning or volunteering.
- G. If you focus your project on supporting refugees or migrants, in many countries, your national Erasmus Agency (such as the DAAD in Germany) can be enormously helpful, since they might even have several 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



also be of 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.

- H. Projects with a focus on the Sustainable Development Goals (SDGs) may want to give a substantial role to regional and local governments and authorities, especially when addressing SDGs 3, 4, 5, 11 and 13. For SDG17, associations of societal actors such as the Lifelong Learning Platform (LLL) or Euroclio in Brussels can be essential to assure a wider reach. Schools and VET organisations will be elemental to reach out to families, pupils and peers when you want to improve education (SDG4) or want to raise awareness for climate (SDG13) or sustainability issues (SDG11).

## 5.2 WHAT ARE DOS AND DON'TS YOU MIGHT WANT TO CONSIDER?

Throughout the project, we identified a number of possible risks and feasible solutions:

- A. Offer-based rather than demand-based projects:** it can easily happen that you design a project investing time, energy and money based on your own knowledge and ideas about society and their needs; only to realise, that when you then try to find a societal partner, nobody is interested. This is because you addressed issues that nobody felt were really relevant.

**Solution:** You might want to connect with local representatives prior to a project to learn the real needs of society (often unknown to the university). Coordinators of successful projects agreed that constant exchange and communication with societal actors was the ideal way to not only overcome hesitation but also avoid “wrong” focuses.

- B. Making people feel small:** it can easily happen that when you design a project on your own, you give it an “academic” touch and thus make it rather inaccessible for the “common people” who develop a sense of “that is not for us”.

**Solution:** the same as for A. Up-front communication with your societal partner will ensure that you use “accessible” language that makes people feel included and “part of the story”.

**C. Resistance to change:** 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.

**Solution:** A proven way to overcome such resistance 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.

**D. Lack of time and motivation:** Time is one of the biggest problems for universities organising such projects since they typically last at least 3 months and need substantial time to prepare. Several universities also faced problems to motivate students to participate (often worried about the academic value) or to convince social partners of the benefits. The lack of experience and good practices also meant, many had to start from scratch without a "safety net". Key actors will often be academics, but they live under the "publish or perish" paradigm and time restraints.

**Solution:** The key should always be intensive communication, input by previous participants and connection to successful projects. For academics, the leadership needs to offer relief and incentives.

**E. Psychological effects such as depression:** Especially projects targeting refugees and migrants often seem to generate psychological effects such as depression or feeling overwhelmed by the "pain of the other". This is connected to the fact that often results are comparatively small and take a long time to achieve since the infrastructure esp. in refugee camps is less than favourable and laws will be complex and difficult (justice versus law).

**Solution:** You have a good chance to overcome such obstacles with patience, good guidance, intensive cooperation especially with authorities and expectation management.

**F. Too many goals → no results:** The biggest risk in projects that address the SDGs is that you may choose far too many SDGs and then will not be able to achieve any tangible results; thus, prioritisation is key.

**Solution:** For this, the implementation of a proper impact monitoring with an external partner is key. Such projects are always complex and therefore also need a proper central management.

### 5.3 WHAT IS THE VALUE OF CROSS-SECTORAL PROJECTS?

We would advise you to consider projects and initiatives that can combine different sectors (e.g., adult education, school education, youth initiatives, etc.) with diverse target groups (e.g., schools, enterprises, NGOs etc.). The COVID-19 pandemic has hit sectors differently hard and exacerbated social stratifications (e.g., school pupils from challenged backgrounds have fallen behind substantially more during the last 2 years). By making projects more diverse in terms of the societal partners, you can help to increase the knowledge flow and this as we note in the mapping report “will be key to overcoming the effects of the pandemic and ensuring long-term impact on our social and democratic well-being.” (Bogdan et al. 2021, p.33).

### 5.4 WHY YOU WANT TO TRAIN PEOPLE ON IHES AND HOW TO DO IT?

IHES is still a rather new concept and people are not familiar with it. In the IHES project and also throughout activities preceding the project, we experienced that many people considered activities for students or social engagement activities without any international component to be IHES projects. Therefore, we implemented IHES trainings for supervisors of projects to make them familiar with the IHES concept, necessities and opportunities.

We would suggest doing this in any institution that plans to implement IHES projects or labs. If you feel that you might need guidance or support for such projects, you may contact the IHES consortium (during the project period). You may also consider joining the IHES Network in order to exchange ideas and bring in competence from other IHES enthusiasts. You may also contact the experts in the IHES consortium to help with such trainings.

## 5.5 WHY AND HOW SHOULD YOU GENERATE EVIDENCE?

Today, HEIs are held accountable for their actions and if you invest in internationalisation you are asked to provide evidence for the outputs of your activities and (in unfortunately much rarer cases) also the impacts and affects you may have achieved. (Brandenburg et al. 2020) and (Bogdan et al. 2021) both have shown that so far IHES is so much in its innovation phase, that impact monitoring is still widely neglected. We strongly recommend that you set up a Theory of Change (ToC) at the very beginning of your project which clearly links all your activities with the outputs you want to achieve and explains which impacts you want to achieve with those outputs supporting which institutional goals. Based on the ToC, you then should always develop a quantitative, indicator-based monitoring system that defines benchmarks (indicating the maximum goal of 100%) and then can crosscheck each performance against the benchmark, using, e.g., the OECD-DAC criteria.

A proper monitoring system will achieve two main results:

- It will provide you with strong arguments in discussions with stakeholders on efficiency and effectiveness of your IHES activities and
- It will improve the quality of your projects by constantly checking the actual against the intended performance, allowing for course corrections where necessary.

You might want to develop your own set of indicators and methods. However, we would like to share with you those which we developed for the IHES laboratories in Tarragona and Olomouc in case you find them helpful:

### DEMOGRAPHIC DATA

You might want to collect some demographic data which allows you to compare different types of respondents later. This, however, only makes sense if you work with large samples.

In the IHES project we use the following indicators:

- Gender (male, female, other)
- Age (20 or younger, 20-50, 50 or older)
- Do you or your parents have a migrant background? yes/no

- What is your level of education: 9 years of school, university entry qualification (high school diploma), university degree, PhD
- Have you ever been abroad for more than a month: yes/no

### PERSONALITY TRAIT "OPENNESS"

Personality traits are long and stable characteristics of human beings (such as curiosity, tolerance, openness, agreeableness). The University of California at Berkeley (UC Berkeley) developed the global standard to measure five key traits which is called the "Big Five Inventory" (BFI). Out of the five traits, we use the factor "Openness" as a proxy for internationalisation. The enormous advantage of this indicator is that it is widely validated, tested, used, and – not unimportant – available in many languages. This factor consists of 10 items and uses a standard Likert scale (strongly disagree, disagree a little, neither agree nor disagree, agree a little, strongly agree):

I am someone who...

1. Is original, comes up with new ideas
2. Is curious about many different things
3. Is ingenious, a deep thinker
4. Has an active imagination
5. Is inventive
6. Values artistic, aesthetic experiences
7. Prefers work that is routine
8. Likes to reflect, play with ideas
9. Has few artistic interests
10. Is sophisticated in art, music, or literature

### ANSWERS TO STATEMENTS RELATED TO INTERNATIONAL MINDSET

We also ask people about their opinion on a set of statements that represent an international mindset. You can use such sets either in a pre-to-post approach, i.e., you ask them once before you start an activity and once after you finished the activity. Or you may ask them only afterwards (called "post-only"). In our IHES lab projects, we decided to use pre-to-post only in activities that were longer than 4 hours and where the participants would be likely to answer a survey twice (not easy). If in doubt, you may want to go for the post only, since this will ensure larger samples of answers.

**Pre-to-post statements:**

- I am aware that I am part of a globalised world.
- I am very comfortable with the idea to travel or even have experiences in other countries.
- I have the confidence to relate with people from other cultures.
- I like the thought that somewhere in this world other people may be participating in an activity like this.
- It is important that the university engages with society at large.  
*(Scale: strongly disagree 1 to strongly agree 10)*

**Post-only statements:**

- Through my participation in this activity, I have become more aware that I am part of a globalised world.
- This activity has opened my mind to other realities.
- Because of this activity, I feel much more comfortable with the idea of traveling or even having experiences in other countries.
- The activity has given me more confidence to relate with people from other cultures.
- I like the thought that somewhere in this world other people may be participating in an activity like this.  
*(Scale: strongly disagree 1 to strongly agree 10)*

## 5.6 AN EXAMPLE OF A ROADMAP TO AN IHES PROJECT

Projects do not just materialise out of thin air. They need preparation, planning and implementation and therefore time. Usually, the best way to approach this is by using a roadmap.

Here we want to provide you with a short example of a roadmap from one of the IHES projects at URV:

Figure 6 | Example of a roadmap for an IHES project: the SMILE project

PHASE	Activity	Who is responsible	Starting date	Finishing date	Result to be achieved
IDEA: Project adaptation	Developing the core concept Defining the IHES-Smile objective and milestones	Susana + Josepa	October 20	December 21	concept as text
	Sounding Institution government, stakeholders and actors for commitment	Susana	January 21	February 21	Promoters and actors' profiles as a text
	Involving external institutions, creating alliances	Lidia + Education Government Services + Susana	February 21	March 21	Target group profile as a text
Project Development	Planning the project; facts, methods and procedures, terms and place, promoters, actors, target groups, and the resources and cost.	Josepa + Susana + Lidia	February 21	April 21	Project plan as text
	Adapting the available resources	Susana + Lidia	February 21	April 21	Resources adapted
	Project presentation: Web	Lidia/ I-Center/ mobility coordinators	April 20	July 20	Project launching in mobility coordinators annual meeting / New website
	Conduct URV IHES lab training sessions and design and development of IHES materials for the internalization of the project concept for stakeholders and promoters	Susana + Josepa	May 21	July 21	IHES training seminar
	Project branding	Susana + Margareta	September 21	October 21	Roll up, pancarta, letters
	Creation and design of dissemination materials	Susana + Lidia	September 21	October 21	Promotional material in real
	Project presentation International Conferences	Lidia + Josepa + Susana	November 22	December 22	IHES presentation

PHASE	Activity	Who is responsible	Starting date	Finishing date	Result to be achieved
Project Implementation	Tasks distribution	Lidia + Education Government Services +Susana	March 2021	March 21	Infographics
	Dissemination for recruitment	Lidia + Susana+ I-Center	April 21	ongoing	Prospective candidates
	Contact with prospective candidates (Actors, i.e., Mobility students)	Lidia + Susana+ I-Center	May 2021	on going	Recruitment and preselection
	Selection process; applications and meeting	Lidia + Education Government Services	June 2021	on going	Candidates selected
	Curriculum assessment/schedule matching	Lidia + Education Government Services	October 21 + February22	ongoing	Actor availability matching target group's
	Registration	Lidia+ URV mobility coordinators	Since December 21	ongoing	Registration done
	Facilitate an accompaniment program and individual training plan	Lidia+ Education Government Services	Since October 2021	ongoing	Actor tutored
	Actors training course; project and territorial systems introduction, didactic strategies and repository of activities as a resource	Lidia+Education Government Services	Oct 21 + Febr22	Oct 21 + Febr22	Actor trained
	Activity execution	Lidia+Education Government Services	October 2021	june2022	Internationalisation of the target group
	Academic recognition and certifications	Lidia+ mobility coordinators+ Susana	Since December 21	ongoing	Certificates + ECTS recognition in transcript of records
Promotion	Lidia+Susana	October 21	November 21	Video	



PHASE	Activity	Who is responsible	Starting date	Finishing date	Result to be achieved
Monitoring project	Monitoring and tutoring the actor, the activity, the target group	Lidia + Susana+Josepa	October 2021	ongoing	Assess the scope of the objectives and quality of the activity
Analysing and presenting the results	Analysing and presenting the results	Lidia / Josepa	ongoing	ongoing	Presentation of results in front of leadership

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