



IHES REGIONAL MODEL

Developing a regional model for implementing
internationalisation in higher education for society



INTERNATIONALISATION
IN HIGHER EDUCATION
FOR SOCIETY

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ABBREVIATIONS

CSO	Civic Society Organisation
HEI	Higher Education Institution
IHES	Internationalisation in Higher Education for Society
IO	Intellectual Output
NGO	Non-Governmental Organisation
SDG	Sustainable Development Goal
SME	Small and medium-sized enterprise
UN	United Nations
URV	Universitat Rovira i Virgili
UPOL	Palacký University Olomouc

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1 EXECUTIVE SUMMARY

An overview of findings drawn from all the previous intellectual outputs (IOs) of the Internationalisation in Higher Education for Society (IHES) project, the present IO5 report captures key concepts, conclusions, and learning articulated in earlier IOs. Whether used independently or in conjunction with other IOs, it is intended to support Higher Education Institutions (HEIs) in work aimed at developing and implementing IHES activities.

IO5 maps out a model for the implementation of Internationalisation in Higher Education for Society (IHES). The IHES model is not intended to constrain or standardise IHES activity. It has been developed as a tool to enable HEIs to engage with the IHES concept so that they might identify needs and develop projects that can be addressed through IHES; or grow IHES-related initiatives that are already in hand.

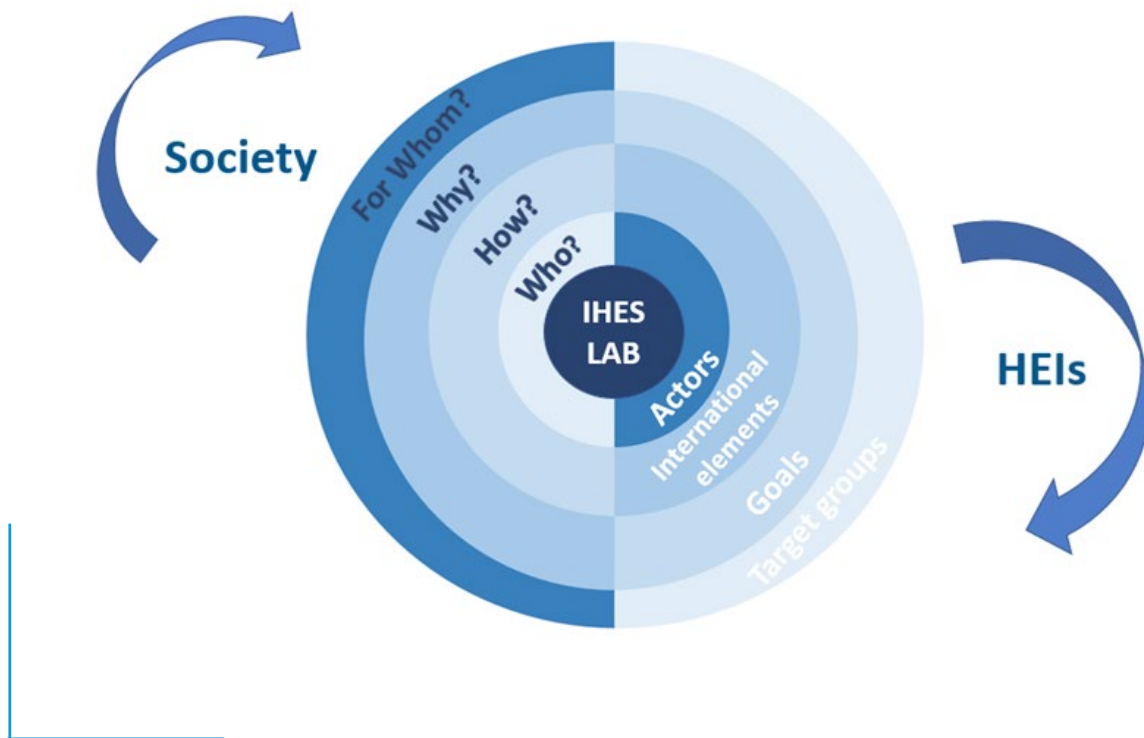
The present report identifies as key to the operation of the model the following areas:

- **Goals** that are the drivers of IHES activity;
- **Actors:** that is, the key HEI stakeholders involved in the IHES process;
- **Target Groups:** that is, the beneficiaries who will be impacted by IHES process and projects and benefit from IHES activities;
- **Types and levels of HEI involvement**, defined by the institutional context;
- **Internationalisation** processes and elements;
- **Links** between HEIs and society that IHES activities seek to develop.

The model enhances understanding of how these areas intersect to engender IHES projects, and addresses the processes, structures, and actions that enable such projects to be devised and delivered. The “one stop shop”, namely the IHES Laboratory, devised and tested by the IHES consortium illustrates how the model might be applied.

This report concludes with a call to action, intended to ensure that IHES activity will grow ever stronger within and beyond the Higher Education sphere.

Figure 1 | The IHES Model



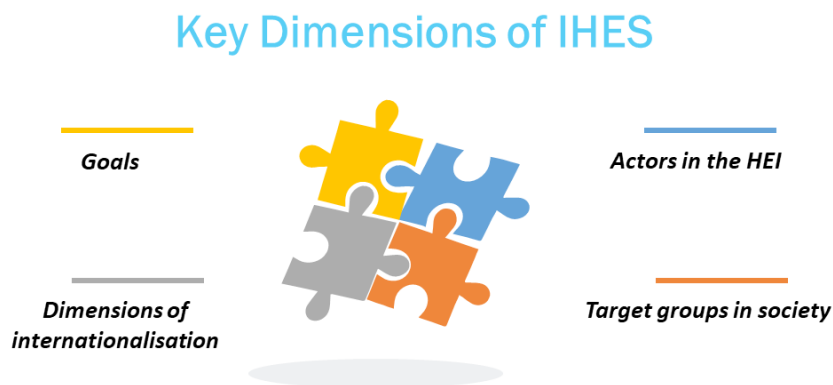
2 IHES MODEL REPORT: PURPOSE

European Higher Education Institutions (HEIs) have developed, refined, and successfully implemented a variety of internationalisation models. Most of these focus on academic and research collaboration, but do not attend, or attend in depth, to the concept of “internationalisation for society”. As shown by the analysis of Brandenburg et al. (2020), the Internationalisation of Higher Education for Society (IHES) is not yet a mainstream institutional practice, but it is one that is clearly growing.

The practice of IHES — a practice whose axes are Internationalisation; Higher Education; and Society — constitutes one of the pillars of wider social mission activity in Higher Education: that is, of HE work grounded in social engagement, social responsibility/responsiveness, and inclusion. It is a practice that, through activities with internationalised elements or dimensions, addresses societal challenges or requirements, typically in partnership with external groups, bodies, or agencies.

The IHES Matrix illustrated below provides a structured grid for understanding and analysing IHES activities, in relation to goals and objectives; societal target groups; the elements of internationalisation that need to be considered; and the institutional stakeholders/actors who need to be involved.

Figure 2 | Four Key Dimensions of IHES

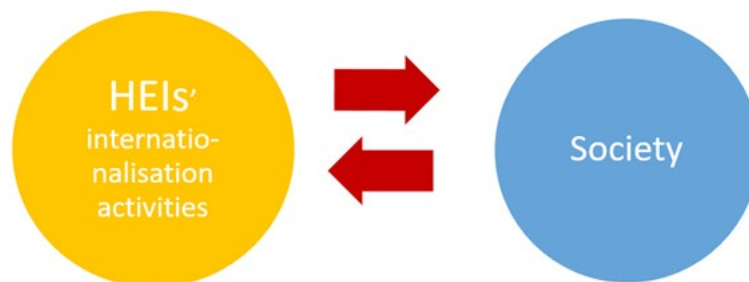


Developing such practice should be carefully considered; consulted on widely; and included explicitly in the overarching institutional strategy and core strategies of the HEIs adopting it.

The development and implementation of IHES work should be carefully designed. In embarking upon that process, HEIs need to reckon with some common misconceptions and missteps, including the following:

- It is not unusual to see HEIs positioning themselves as uniquely well placed to engender societal change. But it is critical to shift that mindset and recognise the value of the experience and knowledge that society brings to Higher Education. Projects that link up societal partners and HEIs authentically and draw upon the experience and knowledge of both parties are more likely to produce richer two-way learning and ensure success, impact, and sustainability.
- Societal challenges are encapsulated in the Sustainable Development Goals (SDGs), outlined by the United Nation (UN) in 2015. HEIs may be tempted to develop a complex set of IHES activities, constructed to address as many of the SDGs as possible. This approach entails some risk and should be carefully considered. It can be more effective to begin by engaging with specific SDGs, through focused IHES projects that produce positive results and impact, before scaling up to address a wider spectrum of SDGs and related societal challenges.
- Focusing just on offer-based projects is unlikely to be an effective approach. A balance between offer-based and demand-based projects is required. For IHES work to demonstrate pertinence, quality, impact, and sustainability, it is vital to maintain an open and ongoing communication flow with societal actors, thereby identifying projects that address real challenges and needs in a timely and authentic manner.

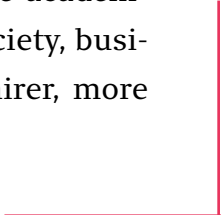
Figure 3 | Value and benefits of partnership between HEIs and society



In light of the above, the main purpose of Intellectual Output 5 (IO5) is the creation of a model grounded in a recognition of the value and benefit of partnership: a model offering a comprehensive perspective on how HEIs, through their internationalisation work, can benefit society, and how engagement with community and society likewise enhances the internationalisation of Higher Education.

The IO5 model builds upon intellectual outputs achieved during the first years of the project's implementation. Consequently, it combines the multi-level inclusive approach adopted by the consortium; the most relevant findings from previous reports (including the IO2 – Mapping Report; IO3 – Regional Labs Report, IO4 – General Guidelines); and best practices highlighted during the 2021 and 2023 IHES Conferences. Primarily, the model derives directly from the testing phase and the practices and methodologies put in place in the two IHES “regional laboratories” in Catalonia and Olomouc. These laboratories enabled the IHES consortium to test work and compare findings and experiences, generating knowledge that nourished the formulation of the present model.

In summary, the IHES model offers a practical tool, designed to contribute to societal transformation enabled by internationalisation. It addresses, and is intended to promote, meaningful collaboration between HEIs and their networks; societal actors and their networks; and regional governments. Through attention to core objectives, key stakeholders, and target groups, the model seeks to stimulate and mobilise academics, researchers, HE staff and students, societal actors, civil society, business and industry, and local populations to build a better, fairer, more open-minded, and more resilient world for future generations.



A sum of findings drawn from all the previous IHES intellectual outputs (IOs) or reports, this IO5 report reiterates some of the key challenges, concepts, and learning articulated in the extant IOs. Intended to support HEIs in collaborative work with external stakeholders aimed at developing and implementing new and enhanced IHES activities, the various IOs offer:

- an overview of the current status of IHES;
- IHES tools;
- IHES guidelines;
- Recommendations for the implementation of IHES projects and activities.

The aim of the present report is to map out a model for the implementation of Internationalisation in Higher Education for Society (IHES). The IHES model is not intended to serve as a straitjacket. It has been developed, rather, as a practical and inspirational tool to enable HEIs, in Europe and beyond, to better understand, raise awareness of, and work with the IHES concept so that, depending on the institution's level of expertise, they might:

- start to identify needs and develop ideas and projects that can be addressed through IHES;

or:

- further develop existing IHES-related activities and initiatives that are already in hand but are limited in scope and/or scattered across the institution.

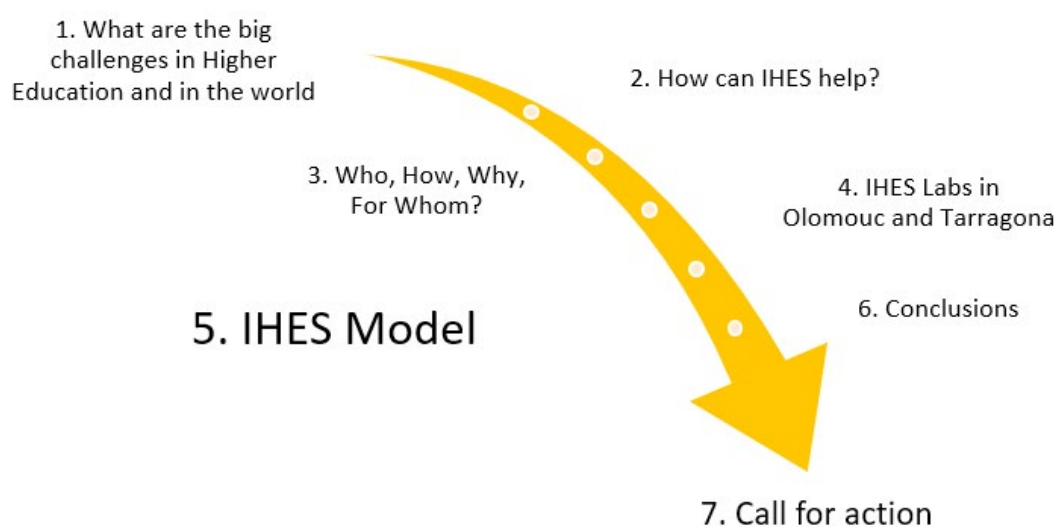
In order to delineate the IHES model clearly and comprehensively, the report begins by addressing the contemporary global context and some of the most significant societal challenges it poses for Higher Education Institutions, reflecting on the instrumental role that IHES can play in helping HEIs to tackle these challenges.

It goes on to elucidate the IHES model and its emergence, by a) addressing the scope of the IHES project and key concepts considered in its

creation; and b) providing an overview of the 2 regional IHES laboratories in Catalonia (Spain) and Olomoucky Kraj (Czech Republic) that allowed the IHES consortium to design, implement, and test findings and experiences that fed into the model.

The following image shows the global structure of the report:

Figure 4 | Global Structure of the Report



3.1 THE GLOBAL CONTEXT AND BIG CHALLENGES FOR HIGHER EDUCATION INSTITUTIONS

A marginal concern of Higher Education Institutions (HEIs) in the 1970s and 1980s, internationalisation became more centrally important in Higher Education from the 1990s onwards. While it is certainly accepted that internationalisation is key to helping HEIs better identify and address the needs of their external communities, at home and abroad, European HEIs have typically concentrated their efforts on understanding and developing internationalisation for the purposes of education and research: their core areas of endeavour. Consequently, a considerably lower emphasis has been placed to date on addressing the role played by internationalisation in HEIs' social engagement and in their capacity and will to respond to societal developments, challenges, and needs.

Over the last decades, however, trends have emerged or evolved which have challenged HEIs to consider, within their global development strategies, matters of social responsibility. The concept of International-

isation in Higher Education for Society (IHES) seeks precisely to provide an instrument to meet that challenge. IHES is a framework and a tool designed to help HEIs bring about impactful benefit for the wider community and society, through the planning and implementation of meaningful internationalisation activities and structured initiatives.

The pertinence, today, of IHES practice is all the more apparent in light of the fact that HEIs exist within and are increasingly impacted by a rapidly changing and increasingly complex global environment, where basic principles of global cooperation and engagement in Higher Education and research are being re-evaluated, due to global phenomena such as increases in geopolitical tensions and the accelerated effects of climate change.

At the same time, the more visible and active presence of diverse social movements has clearly, especially in recent years, impacted upon the Higher Education sector, where students and staff are demanding greater social justice and more concrete attention to tangible measures of inclusion and equitable treatment for all. Such movements have produced a multitude of perspectives and debates that directly influence institutional environments; strategies; structures; and curricula. Internationalisation work must clearly be a key component of, and a key object of, the drive for change that such movements have engendered, and this is reflected in the IHES project.

In the context of this drive for change, the IHES project seeks to support HEIs in Europe and beyond as they engage with current and urgent challenges allied to the “third mission” of Higher Education: challenges related for instance to social progress, inclusion and cohesion; to sustainability; to the growth of local and regional economies; to the development of global citizens; to the protection and advancement of democracy. IHES is a framework geared to enabling and enhancing social responsibility in Higher Education, through the medium of internationalisation. It is intended to help HEIs to be at the forefront of change; to be catalysts for and bridge-builders within the sphere of social change. And it recognises, critically, that such vital, landmark work can only be attained by engaging proactively with external collaborators and partners in ongoing co-creative processes.

3.2 THE SCOPE OF THE IHES PROJECT

The Mapping Report of 2021 (Bogdan et al., p.10) highlights areas centrally relevant to the IHES concept/project and its realisation. Illustrated in the matrix graphic below, these are the:

- **Goals** that are the drivers of IHES activity. Set by HEIs, these goals are likely to be particular to the HEIs' specific institutional, regional, and national contexts;
- **Actors:** that is, the key HEI stakeholders involved in the IHES process;
- **Target Groups:** that is, the beneficiaries who will be impacted by IHES process and projects and benefit from IHES activities;
- **Type and level of HEI involvement;**
- **Internationalisation** processes and elements;
- **Link** between HEIs and society that IHES activities seek to develop.

Figure 5 | The IHES Concept



Looking at these areas in the round allows for a more comprehensive understanding a) of the ways in which society and internationalisation can and do intersect in Higher Education; and b) of how such interconnection might be acted upon and galvanised through IHES projects, cre-

ating internationalised work that addresses societal challenges or needs with authenticity and impact. That understanding is key to the development of an effective model for the implementation of IHES, which is the purpose and object of this report.

Figure 6 | The IHES Model

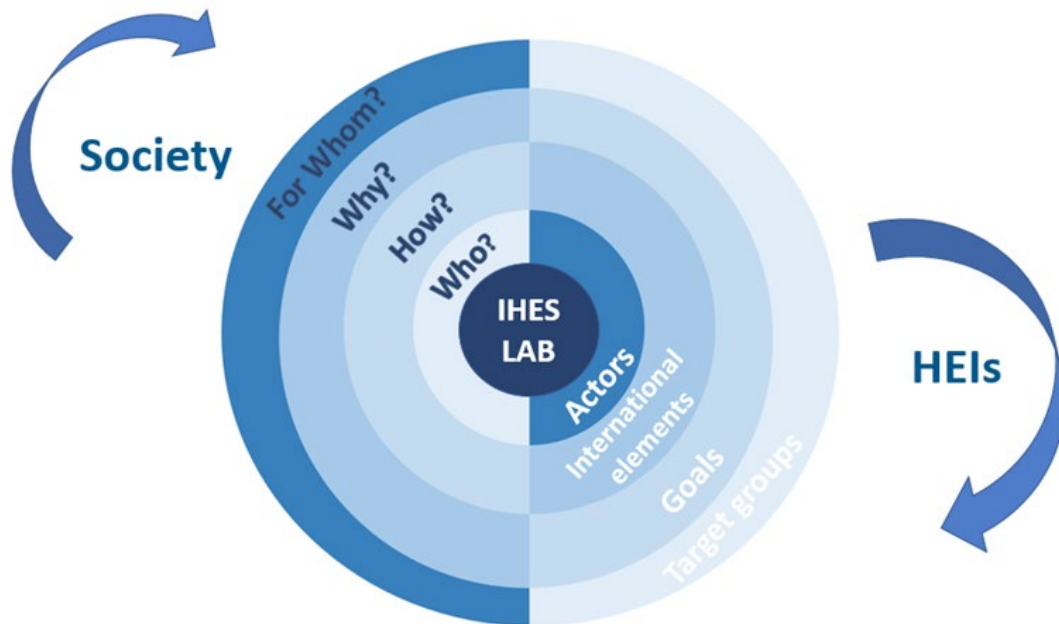


Figure 5, above, offers a visual capture of the IHES model. To understand how the model operates, we need to identify, first, who the **actors** are that work as enablers of IHES within HEIs. These include (see IO2 Mapping Report, section 4.3 (page 27), for a more detailed overview) but are not limited to the following:

- Domestic academics employed by HEIs
- Domestic administrative staff employed by HEIs
- International Office staff
- Domestic students
- International degree students
- HEI leadership teams
- International exchange students
- International administrative staff employed by HEIs
- International academic staff employed by HEIs
- Incoming international academics

- Alumni
- International student organisations
- Incoming administrative staff

It is no less important to be clear as to the international **elements and processes** that do, or might, enable IHES programmes, projects, and activities to be delivered successfully within HEIs. The most significant of these (see IO2 Mapping Report, section 4.2. (page 25) - International Elements within HEIs, for a more detailed overview) are as follows:

- International strategic HEI cooperation
- International students
- Internationalisation at home
- Online teaching and learning with international partners
- Research networks with international partners
- Internationalisation of the curriculum
- Research and applied research
- HEI capacity building for developing countries
- Transnational Education
- International study programmes
- Inbound student mobility
- Voluntary activity of inbound students
- Outbound voluntary activity of students
- Outbound academic mobility
- Outbound student mobility for studies
- Inbound academic mobility
- Outbound student mobility for internships and service learning/ activity
- Welcome centres for international visitors
- Inbound administrative staff mobility
- Outbound administrative staff mobility

Finally, we need to establish the kinds of **target group** outside HEIs, representing government, business, industry, the voluntary sector, and civil society at large, that are the key partners and collaborators in and/ or beneficiaries of IHES programmes, projects, and activities, rendering these impactful, successful, and sustainable. These (see the IO2 Mapping

Report, section 4.1. (page 24), Target Groups outside HEIs, for a more comprehensive perspective) include:

- Municipalities and local and regional institutions
- Representatives of civil society and NGOs in the country of the HEI
- Peers and friends of students
- Youth in the country of the HEI
- Enterprises and companies
- Public service providers in the country of the HEI
- School teachers
- Representatives of civil society and NGOs abroad
- Youth abroad
- General public
- School students in the country of the HEI
- Refugees in the country of the HEI
- Parents of HEI students
- Migrants in the country of the HEI
- Communities abroad
- Public service providers abroad
- Refugees abroad
- Senior citizens
- School students abroad
- Religious communities and institutions

There are a variety of reasons that account for why HEIs choose to pursue IHES activities and develop IHES programmes that engage the actors, target groups, and elements of internationalisation referenced in the tables above. These may be political; social; economic; and/or cultural. They may derive from institutional ethos and values; or from the environments and systems (local/regional/national) within which the HEIs operate. A key reason is, without question, the connection of IHES practice to HE engagement with the UN Sustainable Development Goals (SDGs). Outlined in 2015 and articulated in the graphic below, the SDGs are a major driver for Higher Education strategy and policy in institutions across the globe. And IHES work constitutes a powerful mechanism for HEIs to implement the SDG agenda. (It is worth noting that the IHES Mapping (IO2) results show that supporting SDGs is a goal ranked much

higher than compared to the first IHES study (Brandenburg et al, 2020, pg. 52) and that aspects such as “Improving the acceptance of scientific results (instead of alternative facts)” and “critical thinking” are also priority concerns for HEIs, NGOs, and Civil Society representatives.).

Figure 7 | United Nations Sustainable Development Goals



IHES projects support HEIs as they devise and implement internationalisation work aimed at meeting and engaging with societal challenges. The UN SDGs represent a key locus in which such challenges are articulated: challenges that are faced by HEIs as well as by society as a whole. The SDGs are therefore a central reference point for the IHES project, and all are relevant to it. However, those that the IHES project addresses most directly are reflected in the following areas:

- The development of global citizens, open to social justice;
- Support for local economies and local economic growth;
- Inclusion and openness to diversity, allied to the reduction of xenophobia and to resistance to the rise of populism;
- The reduction of inequalities/support for disadvantaged or underrepresented citizens and groups – including for instance seniors; school learners; ethnic minorities; migrants and refugees; LGBTQ+ communities; socioeconomically marginalised students – who may feel that internationalisation is not for them.

Figure 8 | IHES Goals



These areas are in turn reflected in the IHES **goals** which are captured in the diagram above (figure 7), and are carefully explained in the Goals section of the IHES Mapping Report (see section 4.4, page 28).

The creation of two IHES “laboratories”, located in Catalonia and Olomouc, has been central to the activation and testing of these goals, and of the IHES model, in two very different regional contexts.

3.2 IHES LABORATORIES IN CATALONIA AND OLOMOUC

Typically, HEIs have a number of projects that are variously linked to IHES practice but remain unconnected. An IHES “laboratory” is a crucial mechanism whereby such work is brought together, in a concentrated project that is scalable and sustainable.

The role of the IHES laboratories, located in Catalonia and Olomouc, has been central to the IHES project. IHES labs are regional entities. The work developed within IO3 through the two IHES labs captures three key perspectives: those of HEIs; NGOs; and Regional Governments. It also highlights the central importance of regional specificity and difference. As the IO3 report states: “There are differences in how regions cooperate with the HE sector, which on the one hand, stems from the legal frameworks and competences of regional bodies, and on the other, from regional priorities in terms of societal challenges the region tackles.”

After receiving an introductory training in IHES, staff from Universitat Rovira i Virgili (URV) and Palacký University Olomouc (UPOL) introduced the internationalisation component in several of their social engagement

activities. The impact of these pilot IHES activities was measured and analysed, comparing both regions. The resulting IO3 report, together with the IO2 report on IHES good practices, forms the basis for the development of the IHES guidelines (IO4) and of the present IHES model (IO5).

The work of the two regional labs within IO3 has enabled in-depth attention to, and an exchange of experiences and perspectives on, IHES-related topics, alongside a mapping of existing region-specific cooperation and the identification of the societal actors and the target groups involved.

Through the two regional labs, IHES has been able to test different approaches in an “experimental” setting specifically designed to meet the requirements of two different regions — Catalonia and Olomouc — that face differing regional challenges. Findings were compared and set into context, in order to generate knowledge that can be applied in a range of IHES projects. Findings are transferable to other regions; to other IHES collaborations and partnerships; and to HEIs in Europe and beyond.

CATALONIA IHES LAB

Regional authorities in Catalonia have a stronger involvement in the way HEIs engage with and address regional priorities. As shown by IO3, this is accomplished through “funding schemes for research and innovation, international projects and partnerships, doctorates (often industrial), different coordination bodies, multi-level and multi-stakeholder alliances.”

The following activities were implemented or further developed in the context of the IHES Catalonia Lab (see the IO3 Report for detailed information on each of the initiatives):

1. The Erasmus experience in secondary schools;
2. The SMiLE Programme - Student Mobility & Learning English;
3. Global witnesses of climate change;
4. SustainComp Project;
5. Sports URV-Leisure and healthy physical activity;
6. International Service Learning;
7. International lectures at the Classes for Senior Citizens;
8. International activities at the locations of the Extensive Campus Project

Given that the Universitat Rovira i Virgili (URV) is already highly experienced in IHES, the work developed within the Catalonia lab allowed the University to strengthen its regional collaboration by implementing innovative activities and initiatives that provided tools and resources. URV has created and/or adapted eight university-society internationalisation activities. This particular laboratory case study shows that IHES has the capacity to create something new but also to build on and develop existing projects in fresh directions.

OLOMOUC IHES LAB

The IHES Lab in Olomouc, located in Palacký University (UPOL), was grounded in pre-existing activities and aimed at transforming knowledge into practice, and at transferring the benefits of internationalisation through international or intercultural education; research; service; and engagement.

Six specific IHES activities were implemented or further developed (see the IO3 Report for detailed information on each of the initiatives):

1. Street Law for French Students;
2. EU into Schools;
3. Classes for Senior Citizens: Talks on Global Issues;
4. Global Witnesses of Climate Change;
5. Ukrainian Refugees Law Clinic;
6. Sports Activities: Bowling Competition.

A new structure, the Olomouc IHES Lab has highlighted the relevance of internationalisation at home and internationalisation of the curriculum, activities which were already in place before IHES, and of social and community engagement and outreach. While the mobility element of the work was initially predominant, in recent years, significant attention has been paid to the internationalisation of the curriculum.

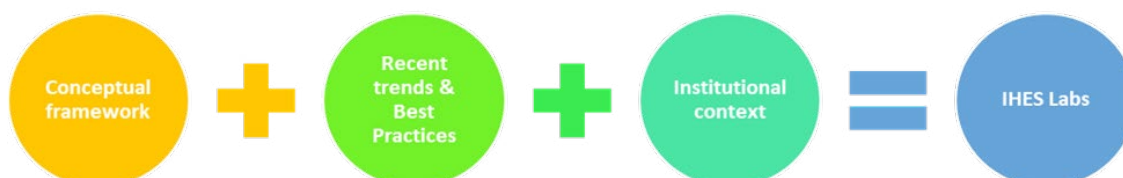
IHES LABORATORIES: MAIN CONCLUSIONS

Through the adoption of a systematic and in-depth methodological approach, the IHES project has:

- established a conceptual framework for IHES work;
- analysed the most recent trends in internationalisation;

- provided institutional context;
- tested innovative solutions to the most pressing and common societal challenges.

Figure 9 | IHES Labs



This has engendered a set of concrete activities and best practices that have been identified, developed, and tested in the two regional IHES laboratories in Catalonia and Olomouc. The IHES labs in Olomouc and Tarragona cooperated and coordinated their different approaches, and shared experiences and expertise. Their collaborative practice ensured the implementation of highly valuable high-quality activities through both labs.

Throughout the project, the two regional labs have generated a significant amount of transferrable IHES material, feeding into this report and producing tangible and tested IHES models that other HEIs, in other regions, can adopt and adapt, as they develop their own IHES practice, in collaboration with local and regional communities and groups.

3.3 IHES LABORATORIES: RECOMMENDATIONS

Figure 10 | Recommendations



III. Cooperation, not competition

- Link with Civil Society Organisations
- Don't repeat activities
- Work together

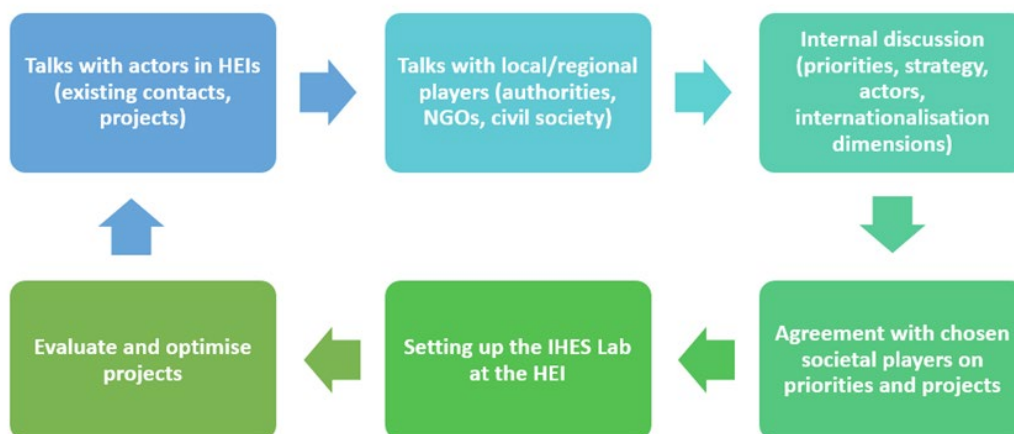
IV. Recognition

- Make use of the Civil Society Organisations' expertise

One of the main conclusions of the work developed in both labs is that cultural, regional, and institutional contexts frequently determine the success and impact of different types of activity. As stated in previous IHES reports, "while at UPOL a sports event was the most successful, it was the least successful at URV. On the other hand, the initiative to bring Erasmus into the schools was achieving excellent results in Tarragona and good results in Olomouc." Sometimes, however, success transcends local specificity: activities designed for senior citizens elicited the best results in both regions.

Figure 11 | The IHES Way

The IHES way



As a final note, it is worth highlighting that the overall assessment of the work developed in both labs derived from the five criteria below, to which participants were asked to react on a 10-point scale (1 = do not agree at all, 10 = completely agree):

- Increased awareness that the participant is part of a globalised world;
- Increased openness to other realities;
- A better ease to travel abroad and have experience in other countries;
- More confidence in relating to other cultures;
- A feeling of sharing an experience.

Despite substantial differences between the two groups of respondents (URV respondents gave higher assessment rates than UPOL respondents), as stated in the IO3 Report, the overall result for all participants was positive. This illustrates the benefit to and impact upon Higher Education of IHES practice, as well as its potential to become an important indicator for evaluating the quality of teaching, research, innovation, and other activities.

IHES labs set the ground, moreover, for stronger, more multi-dimensional, and more reliable impact assessment, as illustrated in the image below:

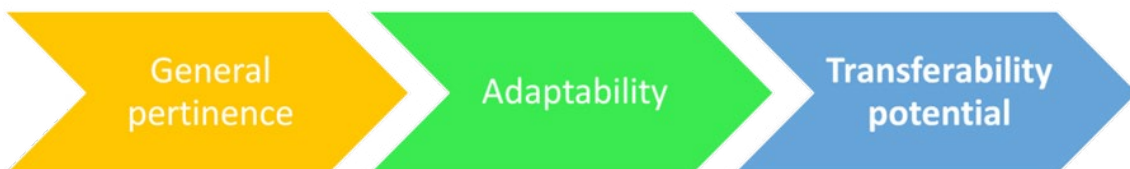
Figure 12 | Impact



The IHES model has three axes: Internationalisation; Higher Education; and Society. It reminds us of the enduring, critical importance and impact of socially responsible Higher Education strategies and policies. It brings together priorities, approaches, and activities particular to Higher Education and imperatives generated by societal and regional needs, and provides an outline template for uniting them. It is built on the work and findings of the previous IOs, and most particularly on the work of the IHES laboratories. It illustrates how issues of cultural and regional diversity and institution-specific factors may impact upon the development and successful delivery of socially-engaged internationalisation. It is applicable across Europe, and even beyond.

4.1 KEY FEATURES OF THE IHES MODEL

Figure 13 | Features of the IHES Model



The IHES model's general pertinence for HEIs can be perceived from different angles, all of which reinforce its relevance and value. For instance:

- from an Institutional point of view, engaging with the IHES model allows for the creation of concrete action targeted at compliance with the SDGs, particularly in relation to social justice. It helps to promote and achieve improved levels of inclusion by reaching groups that are often neglected. It addresses local and specific community needs, acting as a bridge builder between HEIs and their local environments. It enhances the reputation and standing, local, regional, and national, of the HEIs that deploy it;
- from an Educational standpoint, use of the IHES model increas-

es intercultural and international competences; demystifies fears and anxieties; and fosters the attainment of skills (linguistic, cultural, interpersonal, organisational) that enhance employability prospects in an increasingly challenging labour market. It extends experiences of internationalisation beyond outward mobility, rendering them more accessible to and more inclusive of a much wider group of participants;

- from a Research perspective, engagement with the IHES model broadens the spectrum of individuals directly benefiting from internationalisation, and supports evidence-based research on the impact of project activity on individuals and organisations.

Adaptability is a key facet of the proposed IHES model. Adaptability ensures that the model can be successfully implemented in different regional and national arenas; different cultural environments; and different Higher Education systems.

The transferability potential built into the model is intended to enable the successful realisation of the IHES project in different regional (and other) contexts. It means that the model can be replicated and expanded to regions beyond those already engaged with through the work of the two IHES laboratories.

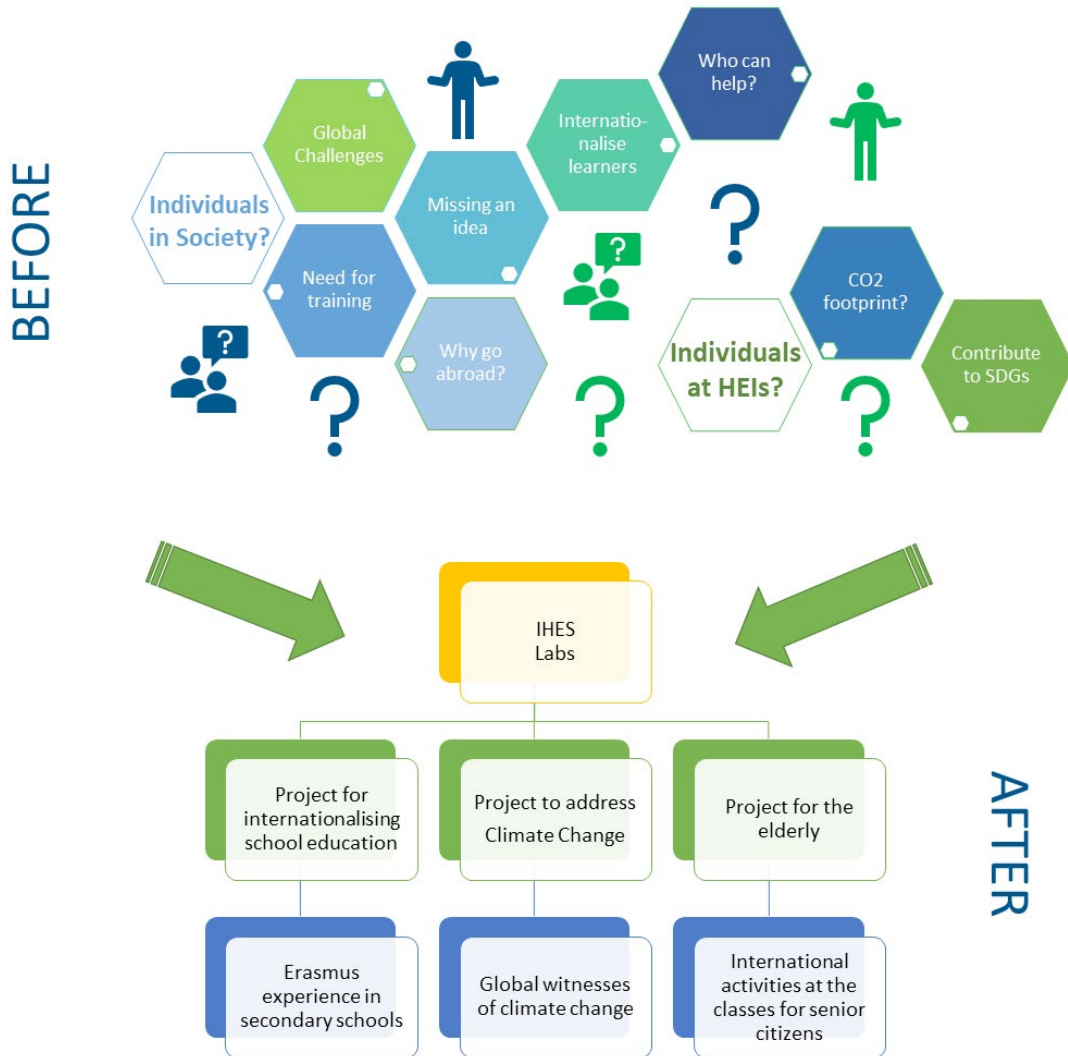
4.2 OBJECTIVES OF THE IHES MODEL

These are as follows:

- To address and cater for the most pressing needs of civil society;
- To help HEIs move from IHES-related ideas to the development and implementation of concrete, structured IHES projects and initiatives;
- To build bridges between academia and target groups outside Higher Education;
- To foster collaboration and co-creation with external societal actors;
- To help HEIs to scale-up existing IHES initiatives;
- To harness the power of internationalisation in support of the social mission work of HEIs.

The image below highlights the type of work developed in the context of the IHES project by its regional laboratories, using a “before” and “after” formulation to illustrate the specificity and impact of the work:

Figure 14 | Before and After



The creation of an IHES laboratory is key to the IHES endeavour. It enables HEIs to move from a mixed, unstructured practice of socially-engaged and socially responsible internationalisation towards one that is coordinated, logical, and pragmatic, in which conceptual priorities can turn into tangible projects with structured outcomes.

4.3 IMPLEMENTING THE IHES MODEL – KEY ACTIONS, ACTIVITIES, AND SUCCESS FACTORS FOR HEIS

The IHES model will need to be actively implemented in HEIs and this needs a set of steps to be taken.

- Identify relevant players who can support and/or successfully participate in IHES work;
- Consider the creation of an IHES laboratory, to coordinate, drive forward and communicate the value of IHES projects;
- Identify which services and pre-existing activities within the HEI already create bridges to the community and pinpoint those that have a greater potential for supporting internationalisation capabilities;
- Connect to local or regional authorities and governments to present IHES work, obtaining their committed engagement, buy in, and continuous support;
- Consider and include, in the design of IHES projects, a component that addresses specific regional challenges and requirements, as well as wider societal need;
- Provide training to all those who deliver or participate in IHES activities;
- Propose internal training for university leaders and staff to raise awareness around the IHES concept and its axes: Internationalisation; Higher Education; Society;
- Recognise the relevance and value of, and include in the design and delivery of IHES projects and activities, the perspectives and expertise of external partner organisations such as NGOs; CSOs; and SMEs;
- Involve external institutions and create alliances and partnerships with bodies linked to the IHES activities in play (for instance, regional Departments of Education);
- Ensure ongoing liaison, communication and team-working with external IHES partners;
- Identify and introduce adjustments to social mission activities already in place in the HEI and with external partner organisations, by incorporating international components;
- Propose new actions that forge authentic connections between

the university; the local community; the region; and internationalisation activity;

- Consider using peer to peer learning and related methodologies to ensure that IHES activities adopt an inclusive approach;
- Design collaborative IHES programmes between HEIs and Schools;
- Consider activities that offer internationalisation opportunities to senior citizens;
- Explore internationalisation activities that are more accessible to and more inclusive of students and other participants from socially and economically disadvantaged and/or marginalised groups, such as short summer courses; short term outward mobility programmes; short-term placement programmes; internationalisation at home and internationalisation of the curriculum initiatives; intensive training and/or blended provision;
- Ensure ongoing evaluation of the impact of IHES projects, programmes, and activities and implement remedial measures if outcome delivery is hindered or compromised.

4.3 IMPLEMENTING THE IHES MODEL – A STEP BY STEP GUIDE

1ST STEP: SET YOUR GOALS AND KNOW YOUR CONTEXT

No IHES project can be successfully implemented without a clear goal or set of goals. The IHES labs have confirmed the importance of setting clear goals as the very first step. Additionally, IHES projects should be aligned to the core priorities of the HEI in which they are developed and delivered: if they are not, their success will be compromised from the outset.

In constructing IHES projects, project teams should likewise assess the nature and societal requirements of their particular local/regional/national contexts and tailor accordingly their use of the IHES model. This will allow for more authentic IHES project work, with more successful outcomes. The image below illustrates the range of contextual factors that require attention as projects are set up.

Figure 15 | Project Contexts



By considering the spectrum of these factors, HEIs will be able to create their own, powerful, transformative IHES projects and tools, incorporating these projects and tools into and thereby enriching their institutional strategies.

2ND STEP: DESIGN YOUR OWN MODEL AND PLAN YOUR IHES ACTIVITIES

The IHES model outlined in this section of the report has been formulated to allow for attention to institutional and contextual specificities and differences. These must always be reckoned with. The two regional laboratories attached to the IHES project offer excellent insights into and case study material for the design, development, and implementation of IHES activities in individual HEIs. However, these two very relevant exemplars do not cater for all possible institutional frameworks, requirements, or cultural and regional contexts. They should be viewed as “starting points” that provide a platform for discussion and furnish inspirational examples that will assist HEIs in identifying and/or refining own their IHES practice. Local considerations should always drive IHES planning.

3RD STEP: LINK IHES TO EXISTING PROJECTS AND CROSS-SECTORAL ACTIVITY

It is vital to value and incorporate existing initiatives and to support cross-sectoral projects in IHES work. By engaging different sectors such as Higher Education; Adult Education; School Education; youth initiatives; business and industry; and the voluntary sector, IHES projects are

more likely to get wider institutional support, as well as buy in from bodies outside the HEI.

4TH STEP: KNOW AND EVALUATE IHES IMPACT

Continuous assessment of IHES activities and the introduction, where needed, of corrective measures intended to improve project outcomes are key. That approach is achieved through the use of tools which allow institutions to measure the effects of IHES projects through pre- and post-project assessments and which combine quantitative evidence with qualitative findings. HEIs committed to delivering IHES projects might usefully deploy a simple evaluative practice based on the PDCA (Plan, Do, Check, Act) model that can be translated into the following stages:

Figure 16. Continuous Assessment



5 CONCLUSIONS

First and foremost, IHES promotes the value of socially-engaged, socially responsible internationalisation, within Higher Education and beyond, and supports its realisation, by:

- seeking to bridge the gap between the Higher Education community and society at large;
- supporting universities' interaction with different layers of society and with the public;
- bringing internationalisation directly to people within and outside the Higher Education community, including those to whom it would not normally be accessible;
- helping people within and outside Higher Education to incorporate internationalisation into their daily lives;
- proposing concrete ways of engaging with and helping to deliver the Sustainable Development Goals;
- promoting the adoption of original, creative, tested models of socially-engaged internationalisation, built upon solid research findings;
- Encouraging stronger engagement by Universities in direct, meaningful and authentic relations with community, region, and society, and providing guidance material to support that engagement;
- being a driver for reflection, action, and change.

The IHES model outlined in the preceding sections is intended to help HEIs design socially engaged IHES projects and deliver them effectively, through purposeful and concrete action planning. Such projects should, as established above, align closely with specific local, regional, and national contexts of the HEIs delivering them, if they are to be authentic, impactful, and sustainable.

Equally, IHES projects must align with the internationalisation and broader institutional strategies of the HEI to which they belong. Research conducted throughout this project clearly indicates that IHES activities linked for example to mobility; to internationalisation at home and internationalisation of the curriculum; and to regional and international

collaborations are more likely to prove sustainable because, or where, they have a direct correlation with the key priorities and interests of the HEI in which they sit.

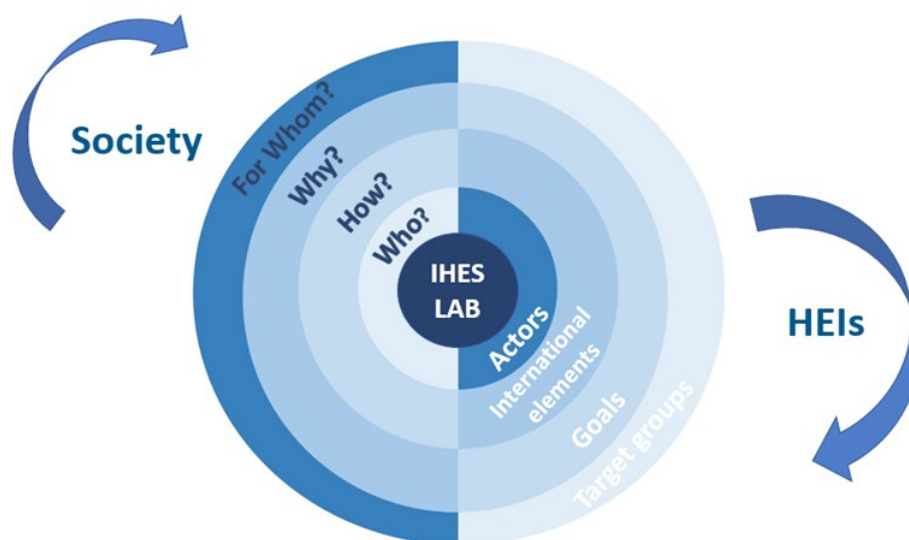
IHES projects must, no less, be the object of institutional commitment, on the part of university leaders and the university community. Such commitment enables IHES work to be properly recognised in and integrated into all areas of the HEI, including education and research. The sustainability of IHES work can only finally be ensured when staff and students across the host HEI are aware of and understand the relevance of such work; are strongly engaged with it; and take ownership of it.

IHES initiatives work most effectively, finally, where they are joined up, structured, and coordinated, for instance through the medium of an IHES laboratory, rather than relying on individual actions and interactions. Findings from the two regional labs have been a key part of this project. They show that bringing all IHES activity together under an organisational umbrella and streamlining that activity with the home HEI's wider internationalisation strategy produces higher levels of efficiency and effectiveness, and greater and more significant impact.

The impact of the IHES project on HEIs; regional governments; societal actors; National Agencies; and other stakeholders is anticipated to be considerable. In bringing together priorities, concerns, and challenges related to internationalisation, Higher Education, and society and to the interconnections between these domains, the project is expected to engender:

- an enhancement of resources available to address societal issues and challenges;
- an enhanced understanding within and beyond Higher Education and within key stakeholder groups of the role played by internationalisation in addressing such issues and challenges;
- the development within and beyond Higher Education of an IHES-oriented mindset, attuned to the need for stronger interconnectedness between social engagement and internationalisation;
- an enhanced understanding of how IHES approaches operate, and operate differently, in different contexts;
- the formulation and dissemination of a truly transferable model of IHES activity.

Figure 17 | IHES Model



CALL TO ACTION

The IHES consortium members invite all interested institutions to make use of the published guidelines and information materials produced by IHES project, in order to develop their own IHES plans and build a strong IHES movement in Europe and beyond. These are available on line.

We are setting up a network that will enable institutions and colleagues engaged in IHES projects to work more closely together; develop new connection; and share ideas, experiences, expertise, and information. We are certain that, through such a collaborative environment, the IHES concept, the IHES model, and IHES projects and initiatives will be able to grow ever stronger within and beyond the Higher Education sphere.

Now that our deliverables are concluded and presented, the consortium partners would like to invite all Higher Education Institutions, NGOs, and other societal actors and organisations to join our network so that we can share our experiences and allow the IHES concept to evolve. We count on your active participation.



INTERNATIONALISATION
IN HIGHER EDUCATION
FOR SOCIETY

We aim to use
benefits of internationalisation
for society.



Be part of our
IHES space.

ihes.upol.cz