


FORUM

MEMBER
MAGAZINE

Discussing international education

UNIVERSITIES AND THEIR COMMUNITIES

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Published by

European Association for International Education
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www.eaie.org

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Printed by Drukkerij Raddraaier, Amsterdam

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ISSN 1389-0808

Image: Shutterstock



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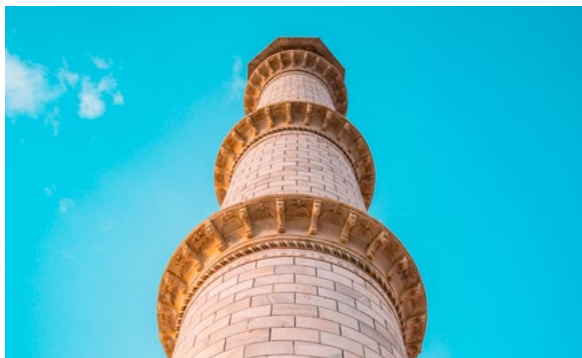
“It has been common during the crisis for individuals to host Ukrainian refugees at their homes and provide them with shelter, food, clothing and assistance”

**SOLIDARITY WITH UKRAINE:
THE VIEW FROM NEXT DOOR**

20

“The period from now to 2030 has the potential to become the decade of community engagement in higher education in Europe”

**IN CONVERSATION WITH
NINOSLAV ŠČUKANEC SCHMIDT**



30

“Universities should get out of their ivory towers and put their resources and wisdom in the service of society”

**IHES CATALONIA LAB:
OPENING UP THE IVORY TOWER**

38

“In moving around, we gain a broader perspective of our surroundings – but only by immersing ourselves in our environment do we make this a meaningful endeavour”

MINDFUL MOBILITY



EDITORIAL

The connections between higher education institutions and their communities are frequently discussed – what place is there for civic engagement in institutional strategy? How connected to the local community is the research undertaken by academic staff? How does an institution connect with prospective students and their families in a meaningful way?

In the context of international education, these questions turn to definitions of community which extend beyond local geography and national belonging – how does a university engage meaningfully with its alumni who live abroad? What value is placed on the global networks of higher education institutions to which a university belongs? And, importantly, how do the international activities of an institution inform and enrich approaches to community engagement at home?

At a time when the global pandemic has forced us to live locally, re-engaging with our local communities in the face of strict lockdowns in certain countries and discouraged (or even prevented) from international travel through public health directives, is it perhaps the case that many in our society have turned their backs on the world beyond their immediate locality? Increasing concerns about climate change are also discouraging many from air travel post-pandemic. As such, how will our institutions continue to nurture their community ties abroad in the face of possible disengagement at home?

These questions are put under the microscope in the Winter 2022 issue of *Forum*, which presents perspectives from across Europe and further afield on the intersections between higher education institutions and their multiple communities.

Pressingly, in the face of ongoing military aggression by Russia against Ukraine, the international education community worldwide has sought to express solidarity with members of its community in Ukraine in meaningful and tangible ways, and I'm delighted that the two initial contributions to this issue address key perspectives on community engagement in this context. The EAIE's vision is for an equitable world in which international education connects diverse perspectives and fosters greater understanding. As such, there is no more contradictory act to the ethos of international educators than war between nations.

Other articles selected for this issue of *Forum* reflect on global citizenship and mobility, and their connections to community engagement locally. Further contributions reflect on the local democratic mission of higher education in Europe and the use of the UN Sustainable Development Goals in community engagement.

I am delighted that Ninoslav Šćukanec Schmidt, Executive Director and Founder of the Institute for the Development of Education in Croatia, agreed to be interviewed for this issue. Ninoslav has significant expertise in the social dimension of higher education, and his organisation has spearheaded two EU-funded projects designed to build the capacities of universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. Reflecting on seven dimensions of community engagement in higher education, Ninoslav recognises that internationalisation can be ingrained in each of these dimensions. Furthermore, he highlights the ways



in which community engagement is emerging as a policy priority in higher education in Europe.

It is certain that internationalisation has the potential to play a transformative role in society and in the various communities of higher education institutions. What is less clear still is how higher education itself conceives of the connections between community engagement and international education. Hopefully the development of new frameworks and policies at a European level will support clearer pathways to action worldwide.

In closing, I am reminded that the EAIE itself is a community and would like to thank the members of the 15 EAIE Expert Communities for their guidance and support to the work of the Publications Committee. A warm debt of gratitude also to Ragnhild Solvi Berg who joined me in reviewing submissions for this issue.

I hope that you enjoy reading this edition of *Forum*.

— DOUGLAS PROCTOR, EDITOR
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NONVIOLENT COMMUNICATION

HEALING OUR GLOBAL TRAUMAS



Despite our rapidly globalising society, wars of aggression like the one in Ukraine show that we still have a long way to go in establishing a true sense of shared humanity across the globe. But despite the many mounting challenges we face, higher education institutions are uniquely positioned to cultivate global citizenship in the often traumatised societies that surround them – and nonviolent communication can be a powerful tool for doing so.

Russia's ongoing invasion of my home country Ukraine has urged me to ponder on the topic of global citizenship. 'Global citizenship' is the umbrella term for social, political, environmental and economic actions of globally-minded individuals and communities on a worldwide scale. According to this notion, individuals are members of multiple, diverse, local and non-local networks, rather than single actors affecting isolated societies. However, what happens to global citizenship when these individuals are traumatised, and how can we go about fostering global citizenship in a world rife with trauma?

Definitions of global citizenship frequently encompass a wide array of features, including but not limited to the central role of individuals (as opposed to states) in comprising global civil society, recognition of the interconnectedness of all humans across cultures, an awareness of one's identity as transcending political or geographic boundaries, and a sense of social responsibility. Michelle Bachelet, the UN High Commissioner for Human Rights, considers global citizenship to be a vital force. She underlines the significance of global citizenship in connection with such renowned events as the formation of the United Nations, the adoption of the Universal Declaration of Human Rights and the adoption of the Sustainable Development Goals. The foundation for today's global citizenship is the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family.¹ Nevertheless, the situation in Ukraine and other countries experiencing similar circumstances shows that much progress remains to be made in cultivating true global citizenship across the world.

TRAUMATISED SOCIETIES

The main locus for the expression of global citizenship is the societies in which we live, often traumatised collectives which in turn reproduce the same traumas experienced by individuals. Our societies are made up of the individuals who live within them; 'society' is the outside world which mirrors the inner world of the human beings who comprise it. The condition of the individual psyche determines how we live together, and thus many traumatised humans together create a traumatised and traumatising society.

Traumatic experience is both individual and collective: everyone who lived through the Soviet Union has a collective trauma. Once again today, Ukrainians are undergoing a collective trauma at the hands of the Russian government, in the form of its unjustified

'Society' is the outside world which mirrors the inner world of the human beings who comprise it

invasion and the death and displacement caused by it. If the adoption of the Universal Declaration of Human Rights and the Sustainable Development Goals mark high points in the development of global citizenship, then surely the Russian invasion and other such wars of aggression make it clear that we have not yet succeeded in cultivating a true sense of connection across the globe.

But if nations are both the locus of citizenship and vectors for collective trauma, as is the case

currently in Ukraine and many other traumatised societies across the world, then what institutional options remain for instilling global citizenship?

INSTITUTIONALISING GLOBAL CITIZENSHIP

All of our societal institutions are made up of people like us. Simply existing and participating in human society can be traumatising,² and higher education institutions are no exception. However, while we can hardly point to one single identifiable institutional framework for implementing global citizenship, higher education is one context that particularly lends itself to cultivating globally-minded individuals and communities.

One of the acknowledged roles of higher education worldwide is to facilitate students' development of indispensable

human beings and a sense of trans-society responsibility for what happens in the world".³ But how can higher education curricula instil such values?

NONVIOLENT COMMUNICATION AS TRAUMA PREVENTION

Under this rubric, nonviolent communication (NVC) deserves special attention, both as a philosophical approach and as an academic subject in its own right, as practising it amounts to a significant step in the direction of global citizenship. NVC is a strategy which contributes to compassionate communication, thereby helping us to connect with one another and, consequently, avoid inflicting traumas on fellow humans near and far. The four main components of NVC are observations, feelings, needs and requests, which taken together can help us to honestly express ourselves

gain awareness of our own needs, and as a result, human relationships are perceived in a new light. The emphasis is laid on deep listening to ourselves and others, which in turn enables respect, attention, empathy and generosity.

Moreover, NVC should be utilised not only as a tool for interacting among students and teachers in a university environment or teaching academic courses, but also as a formal curricular course in its own right. Such a course should be facilitated by academic mentors who can provide students with an exhaustive, rather than fragmentary, understanding of it.

In a world full of trauma, nonviolent communication can help us all better attend to our own needs and those of others, and in doing so take a significant step towards becoming true global citizens. The current conflict in Ukraine – and other ongoing violent conflicts across the world – won't be solved by a university lecture on nonviolent communication, but adopting it as our common practice may help us prevent the next conflict while nursing the wounds of this one. While it is true that human societies always have been and always will be full of challenges to be overcome, higher education is uniquely positioned within those societies to plant the seed of empathy and cultivate global citizenship in the young men and women who will lead the societies of tomorrow.

— ANTONINA BULYNA

Nonviolent communication helps us to connect with one another and, consequently, avoid inflicting traumas on fellow humans near and far

competencies for global citizenship, leading to graduates who will take an active role in their communities and work with others to make our planet more peaceful, sustainable and fairer. This brings us to the issue of values: human societies have different values which do not always coincide with the ideals of global citizenship. To transcend these differences, curricula need to put an emphasis on the core values that should be included in global citizenship education, namely "openness to and interest in the world as a whole and commitment to the process values of dialogic and nonviolent communication, coupled with the acceptance of the universal status of all

and demonstrate empathetic acceptance. Lack of awareness of one's responsibility for one's own deeds, thoughts, feelings is an all too human pitfall, thus global citizenship in higher education institutions can be facilitated by the implementation of nonviolent communication as its pivotal prerequisite.

Why does nonviolent communication weigh so heavily in instilling global citizenship? The answer lies in its power to prevent those who use it from traumatising or being traumatised by others. When we employ its methods, we start to express ourselves differently: we acquire the ability to hear others' deep needs and

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