

**A YEAR OF
SCIENCE SHOP
2022/2023**



WELCOME MESSAGE

What can we do together that we cannot do alone? This is the fundamental question behind the collaborative work of the Open Society University Network (OSUN). OSUN is a global network of educational institutions that integrates learning and the advancement of knowledge, promotes civic engagement on behalf of open societies, and expands access to higher education for underserved communities. With a belief in the public purpose of higher education, OSUN promotes best practices and bold new initiatives to help institutions realize their full potential as both community actors and educators. The OSUN Science Shop embodies the spirit and practice of partnership between higher education institutions and communities through participatory and engaged research; responding to the concerns of citizens and civil society organizations and developing shared outcomes and co-created knowledge. Through their carefully orchestrated process of exploration and design, The Science Shop is providing viable results for community partners and real-world experiences for students demonstrating that we can all do more together than we can alone.



My current role entails strengthening Civic Engagement within Higher Education and facilitating meaningful co-operation between academia and society. The idea behind launching a Science Shop at CEU and at OSUN partner institutions is that it supports these efforts by highlighting our Civic Engagement achievements and results across the network. When CEU first piloted the Science Shop in Hungary, the huge demand from civil society was clearly apparent, so when thinking about how to continue the project, the implementation of the program in Austria, Lithuania and Bangladesh was an obvious step. The strength of Science Shop lies in the bilateral partnership between civil society on one side and faculty and students on the other, to the mutual benefit of both. The widening and sharing of knowledge and the experience of all stakeholders is a huge benefit to those involved and their environments. I'm very happy that I can be part of this learning and creative experience.



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IMPRINT

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ABOUT THE SCIENCE SHOP

How can we support you?

The OSUN Science Shop program invites citizens and non-profit organizations to submit questions and requests to the university that can be pursued by students who are eager to do good through their studies.

The requestor benefits from the work of the students as well as the academic knowledge of the faculty guiding them. The university benefits from making education more relevant by bringing real-life, impactful

projects into the classroom. There are many ways a request can become a project; the most typical ones are as part of a course or as an internship, thesis or capstone project's topic.

In this brochure we showcase the Science Shop projects of the 2022/2023 academic year at three partnering universities who are members of the Open Society University Network (OSUN).





The joint community-based teaching initiative of the BRAC University in Bangladesh, the Central European University in Austria and the European Humanities University in Lithuania provides valuable insights into the diverse contexts of community – academic partnerships across the three countries and cultures. The international teams are closely bonded to explore how the Science Shop model

can contribute to transforming university partnerships with citizens and community organizations into impactful and real-life projects.

The Science Shop stimulates partnership, it matchmakes participants, and offers coordination to support mutually beneficial and collaborative learning processes.



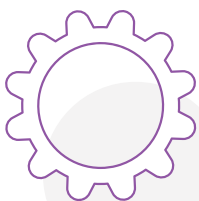
MEET THE TEAM



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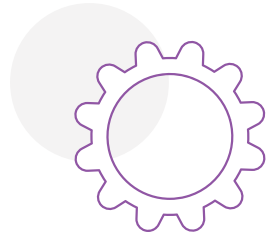
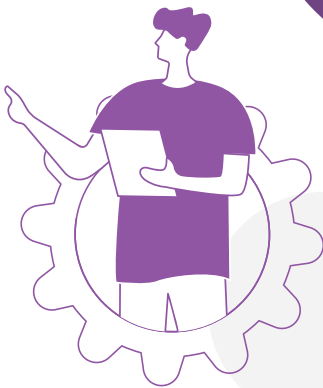


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INTERVIEW

Umma Maimuna Alam, MA student in English Literature at BRAC University Student of the BRACU course project “For the Love of Food”

“For the Love of Food” is a course offered by the General Education department following the experiential learning initiative of OSUN. The interactive course explores the socio-political aspect of food and aims to sensitize students about the related social, economic and environmental challenges. For the Spring semester, Umma Maimuna Alam, a senior majoring in English Literature took this course with the intention of learning through a community-based project.

How was your learning experience?

I really enjoyed the fieldwork and workshop that enabled us to connect with the community. My interests in the course topics – food security, biodiversity and how food is entangled with the socio-economic aspects – spiked and made more sense once we visited the farm community. With the intention of providing hands-on experience, the student group went on a field trip to Manikganj, a district in the Dhaka Division. Prakritik Krishi ebong Pran Boichitro Khamar (Natural Farming and Biodiversity Farm) is a natural farm owned by Delowar Hossain. I am grateful we’ve had this opportunity to learn about natural farming, its techniques and its importance in the global and national environment.

What was the most memorable part of the field trip for you?

The highlight of the field trip was being able to explore the different natural farming practices, which connected



the course topics to real-life situations. I could observe the firsthand issues and challenges faced by the farming community. I got comprehensive insights on sustainable farming and observed the harmful effects if sustainable farming is not adapted, as well as gained insights on and learned about possible solutions. I witnessed how food can be produced in a sustainable manner and got to talk with experts. Through this unconventional course, I believe students developed capacities to think and work for a sustainable future where both theory and field work come together effectively.

How do you think you’ll be able to use the knowledge and skills you gained?

I’m optimistic about the newfound knowledge and collaborative intentions of the fieldwork and the workshop. I feel confident to examine and critically work within the community for the community. This course introduced us to concepts and ways for fostering better networking and learning about the broader local and global community. The course allowed us to learn multiple perspectives and embark on intuitive and interdisciplinary learning.



BRACU activities



Course title:

“For the Love of Food”

CST courses, standing for “Communities Seeking Transformation”, have been flagship community engagement initiatives at BRAC University, and they were one of the remarkable opportunities that readily presented themselves to the Science Shop’s pilot operations. “For the Love of Food”, a course on the history of gastronomy and culinary culture across the world has run through three successive semesters from Summer of 2022. Previously also run as an OSUN online course, it was incorporated into the BRACU Science Shop roster in Spring 2023.

The course faculty shared with the Science Shop team his interest in collaborating with a community partner. He was very specific about giving something back to the community, as opposed to merely making a field visit and turning the community into a spectacle.

In the second week of the course’s run, Sonia Sharma, State-level Engagement Facilitator at World Agroforestry Centre, came from India as a guest lecturer. She highlighted the importance of green and alternative practices in agricultural practices, especially the problems and prospects of natural farming. The students reacted very positively to the inclusion of a guest teacher with diverse and international experiences.

Right before the midterm examination, the students were taken on a day-long field visit to Prakritik Krishi (Natural Farming Center and Biodiversity Farm), a farm that specializes in organic farming and biodiversity. The farm, approximately 62 kilometers away from the city center of Dhaka, was a great outing for the students. They also learned hands-on about the obstacles faced by organic farmers in the limited timespan.

Now, the students of CST 301 are working on individual projects that address how to overcome these obstacles. These projects will be evaluated by the practitioners of Prakritik Krishi and Sonia Sharma.



Course project
“For the Love of Food”

Course title:**Introduction to Political Science**

POL101 is an introductory course to political science, taught as part of the general education curriculum to students of all schools. The multi-section course, with three faculties, more than ten sections and more than 400 students in Spring 2023, were on board with Science Shop operations from day one. Half of the sections are focusing on projects on gender inclusion in policy making, and the other half of the sections concern themselves with the rights of racial and ethnic minorities. A large chunk of this course's grade distribution constitutes writing an original policy brief.

The Science Shop arranged guest lectures and sessions with

representatives of the minority Urdu-speaking population living in Dhaka. The Urdu-speaking population, born in Bangladesh and yet deprived of their basic rights and citizenship until a decade ago, due to the contentious history of the liberation war, still have to fight against extreme prejudice and imposed poverty. Hundreds of thousands of them currently live in the capital city, in continuous segregation and isolation. Substance abuse, petty crimes, and illiteracy plague them to this day.

Students, familiar but secluded from this population, were enthralled by their visit to the university. Four representatives, all school teachers in the ghetto-like Geneva Camp

establishment for the Urdu-speaking populace, came to the university for a presentation followed by a Q/A session. Issues as important as their citizen rights and the subjugation of their mother tongue were enthusiastically brought up and discussed by the students. M Shoukat Ali, President of the Stranded Pakistanis General Repatriation Committee (SPGRC), was quite impressed with the empathy and reasoning capabilities of the students.

The students of POL101 of these sections are now working on preparing individual policy briefs that address unique and specific issues faced by the Urdu-speaking communities.

**Course title:****Collaboration with National Institute of Nuclear Medicine & Allied Science, BSMMU**

A preliminary meeting was held between the BRAC University's School of Data and Sciences, and the National Institute of Nuclear Medicine & Allied Science at Bangabandhu Sheikh Mujib Medical University mediated by the Science Shop. Talks of long-term collaboration and sharing medical data are ongoing, with prospects of a collaborative laboratory under way. The negotiation and the supervision of this joint work will be maintained by the Science Shop, while the cooperation will involve doctors, faculties, students, data scientists, and patients.



In the Summer of 2023, OSUN Science Shop collaborates with five courses and four new faculty members. These range across the School of General Education, School of Data and Sciences, and Department of Economics and Social Sciences, testify to the broad scope of work that the Science Shop can execute at BRAC University.

Dr. Shahidur Rahman, a professor of Sociology, is teaching **ANT331: Rural Society** in the summer semester. As this course aims to give students an understanding of rural societal institutions and rural community practices, Science Shop found it to be a perfect opportunity for collaboration. The professor is mostly interested in running fieldwork-based assignments which would help the students fathom the rural transformations in operation. He has already suggested BRAC, the affiliated NGO of the university, as a potential community partner, while Science Shop is looking for other partners as well. The goal of the collaboration is to familiarize the students (majoring in anthropology) with rural community practices, and then elicit responses from them on how to resolve some of their economic and social problems.



Zareef Tajwar Karim, lecturer of anthropology, is teaching two courses, **ANT321: Economy and Society** and **ANT420: Religion and Society**. For the course ANT321: Economy and Society, both the faculty and the Science Shop have reached out to community partners that work on labor rights and heterodox economics, as this course is primarily a study of economic anthropology. We are taking the students to informal markets formed through the production and consumption of local handicrafts, so that not only are they standing as a witness to the subpar working condition, but they also can conceptualize solutions that could improve this condition. For the course ANT420: Religion and Society,

Science Shop has reached out to the International Buddhist Monastery and Ahmadiyya Muslim Jama'at, both in Dhaka. The course faculty wants the students to know and understand the non-monolithic, syncretic, and adaptive nature of religion, and to also advocate against the violence on non-majoritarian sects of religions.



Jannatun Noor, a senior lecturer of computer science and engineering, is teaching a course on human-computer interaction this Summer semester. The course, **CSE472: Human-Computer Interface**, is a project-based elective course for computer science students. With a brief training on mixed-method research, it asks students to design projects that would be better adjusted to human requirements, instead of focusing on technical efficiency. Science Shop had selected some potential community partners who require the help of data engineers, and

this course is proving to be a perfect place to engage the partners with what they are looking for.



Last but not least, Science Shop collaborates with SM Mahfuzur Rahman, lecturer at the School of General Education, this Summer on the course **CST307: Art, Community, and the Future**. The course introduces students of all disciplines to the practices of alternative and community-based arts. Science Shop is reaching out to Gidree Bawlee, an indigenous art collective in northern Bangladesh, and some small artisan communities within Dhaka that work on pottery, rickshaw painting, idol sculpture, etc. Successful communication is to be followed by in-depth interviews of the artists by the students, and then the students will be structuring solutions for these artist communities that would lead to better management and promotion.



Course project "Art, Community, and the Future"



INTERVIEW

Elisa Omodei,

assistant professor at the Department of Network and Data Science, CEU Faculty of CEU course project Advanced Topics in Applied Statistics

Tell us a bit about your academic career. How did you become a lecturer and researcher?

Academic career was not a linear path for me. I studied applied physics and specialized in the physics of complex systems. This is an increasingly interdisciplinary subject, connected to – among others – biology and sociology. Therefore, to no surprise, at one point I realized I'm less interested in particles and more in human beings, social interactions. My PhD research focused on the dynamics of scientific collaboration among scientists.

Later on, I worked for the UN World Food Programme and UNICEF on humanitarian interventions. One of our flagship projects was to build a food insecurity prediction tool that considered a large number of factors and their correlations. Mathematical modelling can support smart decisions for people working on the ground. I have always preferred applied research and am constantly looking at operationalizing scientific knowledge and methods so that they contribute to solving real-life problems. This also informs my teaching. As an assistant professor, I teach applied statistics and courses such as data science for the Sustainable Development Goals.

It's interesting how seemingly abstract subjects – physics, math, statistics, data science – come to life in a split second, once you match them with practical questions.

Yes, and our intention is to reflect this approach also in the curriculum design. Students first learn the fundamentals of data analysis, work on examples with a few data points where things can be calculated manually. Then more advanced courses start using programming languages like Python and test statistical methods on large data sets.

That's also how we started collaborating with the Science Shop. Flüchtlinge Willkommen (FlüWi – Refugees Welcome Austria) submitted a request to CEU, looking for help to analyze the thousands of host offers and refugee accommodation requests they received over the years. They knew the data could offer insights for their work but didn't know how to process this, which statistical methods to use, and how to interpret the findings. Questions like which factors have a significant effect for a refugee to be matched to a host? Or has the war in Ukraine influenced hosts' willingness to provide private housing? This request was a perfect fit for the Applied Statistics Course. Two students worked with FlüWi as a course assignment.

From a teaching and learning perspective, how did the collaboration go?

Students faced challenges cleaning the data and figuring out with FlüWi which variables to use. Cooperating with an external organization and an unorganized data set gave them a pinch of organic mess and the uncertainty of "real life". During their studies, they were used to following the beaten tracks. But once they understood this is part of the learning process and it doesn't hurt their grade, they embraced the experience, truly enjoyed and excelled in the project. Indeed, FlüWi was not only impressed with the results, but explained how they would make use of them. That gave both the students and me a sense of accomplishment.

So I think Science Shop course projects can really bring a plus to our students. It can be quite a formative experience to see how one's studies can be applied to interesting questions and equally to acquire soft skills by managing unclear situations unique to an out-of-the-classroom setting. This project taught them that there are all these other processes before you can apply the tools, which are also important, real-life problems statisticians face every day at work. In the meantime, students also gain insight into the work of non-profit organizations and perhaps greater confidence to approach them or other organizations more easily in the future.

CEU activities



Project 1

Course title:

Advanced Topics in Applied Statistics

Faculty: Elisa Omodei

Community Partner: Flüchtlinge Willkommen (FlüWi – Refugees Welcome Austria), Jascha Dor, Smaranda Krings

Students: Zsófia Cuñat Lóránth, Zita Szekér

Project description

The aim of this course is to introduce advanced statistical methods how to apply them in practice, using programming languages like Python, and test statistical methods on large data sets.

The community partner was Flüchtlinge Willkommen (FlüWi), an independent organization focusing on finding new homes for refugees in private accommodation: in flat shares or with families who offer a free room. FlüWi requested having its vast data set analyzed with the support of CEU students. The data set consisted of thousands of host offers and refugee accommodation requests the organization had received between January 2015 and October 2022. Two students took the analysis and the interpretation of the findings on as a course project.

Results

Students set up hypotheses, together with FlüWi, based on their specific interest. Findings, among others, included that there was a significant influx of refugee applicants after the Taliban takeover in Afghanistan in August 2021, and following the escalation of the Russian–Ukrainian

war after February 24 in 2022. Host offers increased significantly after the invasion in Ukraine, showing that people were eager to help those fleeing war.

FlüWi was impressed with the results, and said the organization can use these in their daily work.



Project 2

Course title:

Issues in Civic Engagement

Faculty: Chrysovalantis Margaritidis, Flóra László

Community Partner: Amnesty International, Caritas Community Cooking, Phönix

Students: Fahim Abrar Abid, Mei Haxhia, Bibi Asma Miakhel (Amnesty International), Helena Mede, Sofija Ognjenovic (Caritas Community Cooking), Zola Neri & Julia Rosa (Phönix)

Project description

The course educates students on civic and social responsibility and prepares

them to be engaged citizens, with capacity to think critically, and driven to engage in discussions and act. Students co-designed engagement

projects with the NGO partners in the Winter semester and started implementing them during the Spring.

This year, there are three community partners: Amnesty International, Caritas Community Cooking and Phönix. At this stage, the implementation of the projects has started, and project results will follow at the end of the Spring term of the 2023 academic year.

The first student group collaborates with Caritas Community Cooking, a program where young local and international people can mingle and engage in volunteer activities related to environmental sustainability. Caritas requested the student group concentrate on how to improve group dynamics, community building and communication.

The second student group prepares an overview on prison inmate support programs, methodologies, and achievements, so Phönix can better design its own program. Students also lay out the foundations of an international conference at CEU in 2023, with the aim of linking Phönix to other European prison programs, and creating a platform for prison involved associations to exchange experiences and ideas, as well as to engage in future collaborations. The platform will enhance Phönix's national and international reach in terms of partners and public attention.

The third student group supports the design of Amnesty Austria's upcoming Protect the Protest campaign that focuses on the right to protest and advocates for the lifting of unjust government restrictions across the globe. Students are involved in assessing the context of civic protests and demonstrations in order to create toolkits that amplify the movements' impacts but, at the same time, protect the people engaged in them, and expose state abuse and violence.



Project 3

Course title:

Documentary for Social Change

Faculty: Jeremy Braverman, Kate Coyer

Community Partner: StoP – Stadtteile ohne Partnergewalt (Neighborhoods without partner violence)

Students/Filmmakers: Claire Bower, Tripti

Translator: Alina Janusz

Project description

This workshop-style course covers aspects of video production and the creation of moving images, including all phases of a film production process. It also offers insights into the theories of social change, the role of civil society in policy-making, and the power of the visual for activists. Students learn about the use of video in advocacy campaigns, and produce their own advocacy documentary, working in small groups. The community partner is StoP – Stadtteile ohne Partnergewalt (Neighborhoods without partner violence), an organization tackling with domestic violence in Vienna, Austria.

Results

Students created two short documentaries for StoP. The first one presents the organization and its activities in general. The second film presents Männerarbeit (Men's Tables), a project of StoP that provides a space for men to learn about and critically reflect on the role men can play in ending gender-based violence. This film shares the story of a man, a participant in the project, and aims to encourage others to become part of the change.

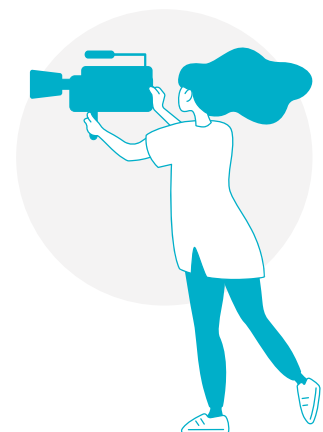
The documentary premiered at the Blickle Kino at the Belvedere 21 Museum on May 25, 2023.

Männerarbeit:

<https://youtu.be/xm58aNYAiV8>

STOP General:

<https://youtu.be/-2vYVF991FQ>



Issues of Civic Engagement course – Caritas Community Cooking



StoP - Men's Table Circle



Project 4

Course title:

Conducting Interdisciplinary Research in Nationalism Studies

Faculty: Luca Váradi

Community Partner: Volkshilfe Wien, Thomas Reithmayer

Students: Mikheil Akhobadze, Elif Cagatay, Dawid Czezelewski, Martin Hochel, Matea Korda, Samanta Cristina Lima, Sahar Nejati Karimabad, Sana Raza, Blanka Szilasi, Kirsten Terrill, Deven Toothman, Muge Uguz

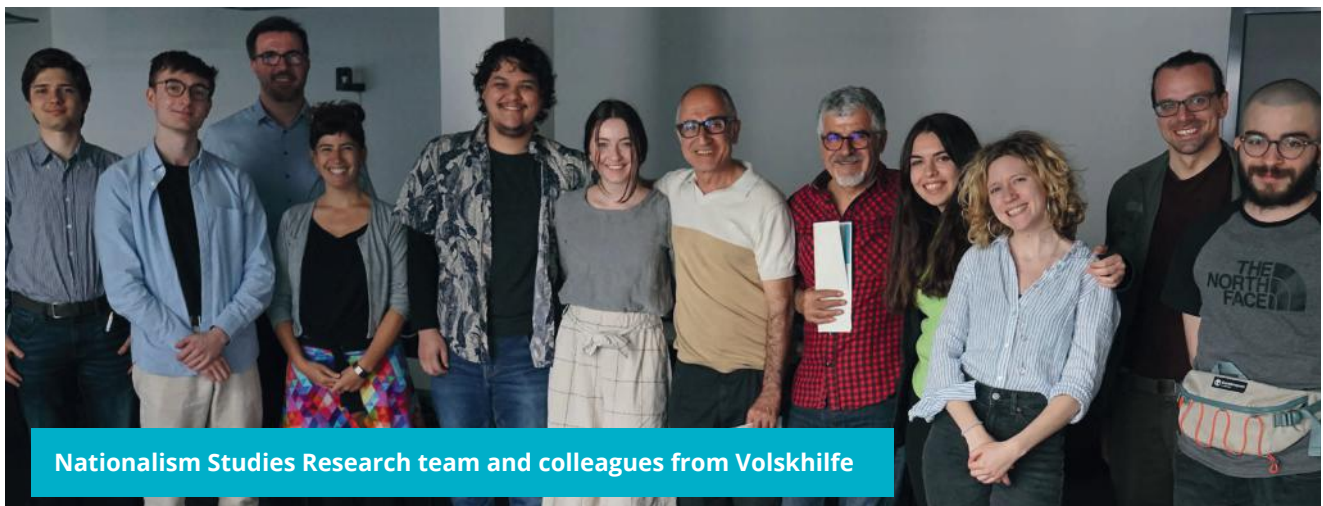
Project description

The course offers hands-on training in research design and implementation in preparation for students' thesis work and future research needs. Within the course frame, students develop their own projects and receive support in all steps of the completion of their empirical studies, including choice of method, design, data collection, ethics, data analysis, and presentation. Students have the opportunity to carry out a small research project in cooperation with Volkshilfe, a large non-profit, non-denominational NGO in Austria that offers social services and advocates for the interests of the socially disadvantaged.

This year, the research projects are focusing on the initiative that activists at Volkshilfe Favoriten (the district where CEU is located in Vienna) have been working on for years: to erect a guest workers' monument at the main train station, recognizing their contribution to the country. The goal is to present different contexts and aspects of guest workers within the recent history of Vienna. The monument also aims to educate the broader public on Austria's history of migration, and to bring the topic into the school curriculum.

Results

Students conducted interviews with experts and with citizens who live and work in Favoriten to map the diverse perspectives people have in relation to the planned monument. Findings are presented to members of Volkshilfe to support the planning process.



Nationalism Studies Research team and colleagues from Volkshilfe

Project 5

Course title:

Podcasting Workshop: Belvedere Stories

Instructors: Thomas Aichinger, audio education specialist; Peter Kollreider, audio storyteller

Community Partner: Belvedere 21 Community Outreach, Christiane Erharter, Claudia Slanar, Tayla Myree

Students: Iuliia Khabibulina, Sara Simic, Melanie Helm, Nhi Le, Charlotte Sophie Pasewald, Alexandra Dzurillova, Tatiana Zebrowska, Bengisu Savran, Natalia Noskovicova, Carina Samhaber, Leila Lawrence

Project description

The workshop provides conceptual and hands-on experience for students to realize their individual podcast ideas, from learning to develop a concept, recording themselves or interviewing partners, to completing post-production.

The community partner of the workshop is Belvedere 21 Community Outreach. Students collaborate with curators to create podcasts that examine and reflect on the museum's collection, activities and operations. The museum will use the podcasts for promotional purposes. This is an excellent opportunity for the students to experience working with a partner organization to create audio content,

in this case a prestigious Viennese institution, and to have their works heard by a large audience through the museum's platforms.

Results

Students presented their ideas to the curators in April and will create the podcast recordings in May and June 2023.



Project 6

Course title:

Field Research and Qualitative Data Analysis

Faculty: Ildikó Zakariás

Community Partner: Flüchtlinge Willkommen (FlüWi – Refugees Welcome Austria), Jascha Dor, Smaranda Krings

Students: Mujtaba Bashari, Olesya Dovgalyuk, Nikos Tzimas, Aigerim Zholdas

Project description

The aim of this course is to introduce qualitative method foundations and their practical application, focusing on systematic data collection, data management and analysis. Frequently used methods of data collection in qualitative research (participant observation, interviews, focus groups, mixed methods etc.) are also covered during the term.

Students review best practices and learn the specifics of data collection and management, qualitative research in comparison with quantitative research, as well as how different methods of data collection can be

combined in one research design. The course is relevant for those students who (intend to) use qualitative and/or mixed-methods strategies.

The community partner, Flüchtlinge Willkommen (FlüWi), is an independent organization focusing on finding new homes for refugees in private accommodation: in flat shares or with families who offer a room. FlüWi put four students in contact with hosts having experience with long-term private housing for refugees arriving in Austria.

FlüWi's research interest focused primarily on the decisive factors concerned in hosting people.

Results

Students conducted four in-depth interviews with hosts located in three Austrian cities. All interviewees had experience in volunteering and community engagement, prior to reaching out to FlüWi to offer accommodation through their platform. Among other factors, students concluded that their material resources and "destiny events" (emotionally loaded biographic or societal events, for example unexpected personal encounters with a refugee or the breakout of the open war in Ukraine) played a central role in decisions to become hosts.

Project 7

Course title:

Queer Feminist Edit-a-thon

Community Partner: Belvedere 21 Community Outreach, Christiane Erharter, Claudia Slanar, Tayla Myree
Students: Rowan Walaa Abdelfattah Youssef, Sara Simic

Project description

The Queer Feminist Edit-a-thon was a content editing campaign, aiming to close information gaps related to gender, feminism and art in Wikipedia. Collaboratively, content on queer-feminist art production and artistic practice was added or corrected in Wikipedia with the participation of activists, artists, and students. The editing sessions took place at the Belvedere 21 museum and were organized by their Community Outreach program curators. Students from the Department of Gender Studies edited Wikipedia articles, covering queer feminist writers and artists.



Project 8

Course title:

Guest Workers' Monument

Faculty: Khadija Zinnenburg Carroll
Community Partner: Volkshilfe Wien

Project description

Activists at Volkshilfe Favoriten have been working on an initiative for years: to erect a monument close to the main train station in District Favoriten in the memory of Austria's guest workers' history. Volkshilfe is a large non-profit, non-denominational NGO in Austria that offers social services and advocates for the interests of the socially disadvantaged. The goal of the monument is to present different

contexts and aspects of guest workers within the recent history of Austria. It also aims to educate the broader public on Austria's history of migration, and to bring the topic into the school curriculum. Volkshilfe colleagues reached out to CEU and wished to include a faculty member to be part of the advisory board of the Guest Workers' Monument.

Khadija Zinnenburg Carroll, from the Department of History, has joined the

advisory board and attended meetings with the consortium. The advisory board includes representatives of public administration, construction companies, artistic organizations, academics, and many more.

Results

At the time of publishing this yearbook, the advisory board had had its first meeting. Results will follow later in 2023.

Project 9

Course title:

Decolonizing Religion and Heritage in Postcolonial Settings

Faculty: Zsuzsa Árendás

Community Partner: Weltmuseum Wien, Tobias Mörike

Students: Mariana Di Bella Diaz De Leon, Samah Mohamed Mohsen Ibrahim, Alisha Sijapati, Gopalas Michailovskis, Nellya Dzhamanbaeva, Jose Correa Cabrera

Project description

The course focuses on the dynamics of knowledge production and religion in the world through the lens of heritage. Moving away from institutional and top-down approaches to the study of knowledge production on Asia (Orientalism) and Africa, the aim is to gain insight into how and why scholarly and religious knowledge take shape, transform, and influence each other at a local level. The course intends to explore the impact of decolonization on the study and

heritage formation of religion, and on identifications with religion. Students examine the role of local institutions, such as museums, in processes of decolonization.

The community partner was Weltmuseum Wien is the leading cultural institution engaging in decolonizing efforts in Austria; its Permanent Exhibition underwent major changes toward this direction in 2017.

Results

Students designed a guided tour within the Weltmuseum's Permanent Exhibition, focusing on the theme of Colonialism through Religious Objects. The task was embedded in a broader discussion on decolonizing cultural institutions and museological practices. The thematic walk concentrated on specific artefacts of the permanent exhibition and aimed to rebuild / question / think further dominant museological narratives of the Weltmuseum.



Testimonial

“By opening its doors to CEU students, the Weltmuseum offered an invaluable opportunity to rethink the colonial discourses and practices that still shape the identity of cultural institutions in the 21st century. These kinds of opportunities allow students to better understand the challenges of postcolonial theory and practice. Replicating these activities will allow the university to establish a closer dialogue with cultural institutions in Vienna.”

Jose Correa Cabrera,
MA student in Comparative History

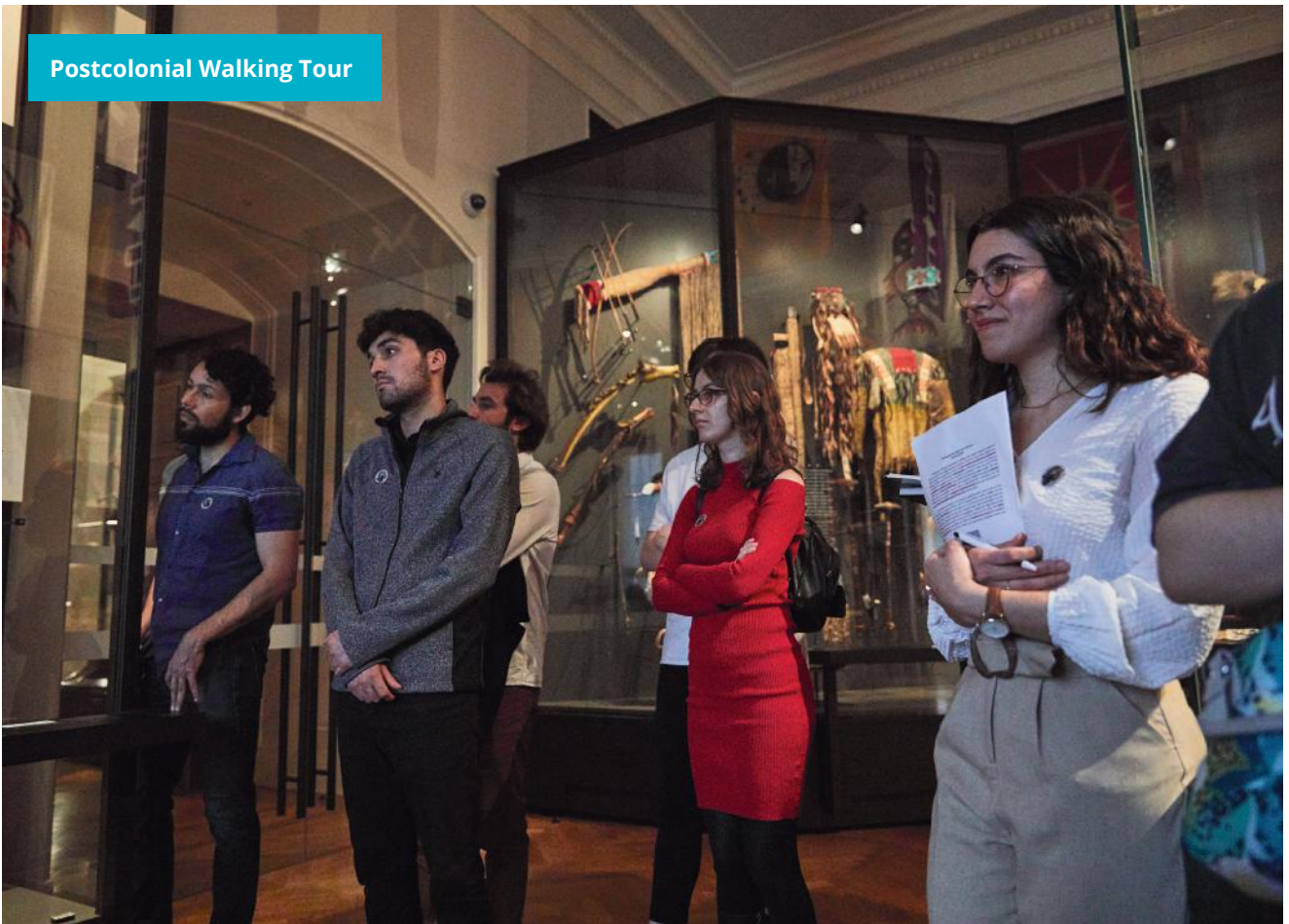
“The guided tour by the students was one of the best moments of my work as a curator. As a museum we struggle with the complicated past of the objects we hold and the inclusion of different voices. Listening to the students was a possibility for me to share my questions and to learn from the students.”

Tobias Mörike,
Curator Collection North Africa, West and Central Asia, Siberia, Weltmuseum Wien

Postcolonial Walking Tour



Postcolonial Walking Tour



Project 10

Course title:

Cultural Heritage Project and Event Management

Faculty: Zsuzsanna Szalka

Community Partner: Mittelschule Absberggasse

Students: Batuhan Akkaya, Daniela Bace, Alena Brabencova, Julia Cunha, Fattima Naufil Nasser, Roxane Pourchet, Maria Ruigomez Eraso, Solveig Vanniez-Salvesen, Pema Wangchuk

Project description

The course introduces the basic elements of managing cultural heritage projects, using the concept of “learning by doing”. Students develop a heritage interpretation project within the Cultural Heritage Studies Program, supported by CEU Culture Hub.

The community partner is Mittelschule Absberggasse, a middle school with which the program has worked in the past. The principal and the head teacher are committed to engaging pupils in dialogue about their cultural heritage in the frame of workshops. This format allows the children to learn together in an empowering

manner that is different from elitist or monocultural ideas about what heritage is – and express it through art.

Results

Students organized three workshops centered around cups and tea-drinking. In the first workshop, children shared their cultural and heritage associations with tea-drinking and cups. The focus was put on the intangible value of heritage. In the second workshop, participants visited the pottery workshop Commonroom, where the children could handcraft their own cup. The focus here was on the material aspect of the cups.

In the third and final workshop, the children joined a tea-drinking workshop at CEU, where they learned about the ritual of tea-making and participated in interactive games around the tradition. The three workshops provided the children with a comprehensive view on heritage, and a better understanding of how identity can incorporate multiple layers.



Project 11

Course title:

Research Design and Methods in International Relations (III): Qualitative Methods

Faculty: Erzsébet Strausz; teaching assistant: Vladimir Ogula

Community Partner: SEEK Feminist Research Network, Umbreen Salim

Students: Rim Affathe, Paniz Bahmani, Dilara Bergler, Katie Scarlett Bilbro, Alisa Buzurin, Rebecca Deasy-Millar, Marc Flessa, Kristina Grymakovska, Pedro Henrique Horta, Oleksandr Ihnatenko, Zeynep Kiyak, Anastasiia Kovach, Lili Leitner, Paulina Matt, Sarah Sophia Ann Natividad, Audacia Alicia Machado Ngunza, Nimaja Premachandra, Niamh Punton, Anja Radonjic, Ashraf Saad, Monica Silva, Alice Somogyi, Jiawei Tang, Nazli Tekdemirkoparan, Jacopo Venturi, Mateja Zherajikj

Project description

The course offers a detailed and substantive overview of a range of qualitative methods that are

frequently used in interpretivist, ethnographic and critical research projects. As students discuss academic literature and the lived experience of research, the interactions in

the classroom unfold with special attention to research ethics. Reflexivity is a key component of the journey which enables a focused and embodied exploration of students’

situatedness and positionality within the actual power structures and social milieus that they study. As part of an ongoing research collaboration on decolonial pedagogy with SEEK, Umbreen Salim, founder and managing director of the organization, facilitated two decolonial praxis workshops as a collective modality of knowledge cultivation that sets out to transform the colonial legacies of social scientific inquiry and commits to plural, participatory processes in academic study, grounded in openness, care and playfulness.

Results

The two decolonial praxis workshops built on various aspects of what Maria Lugones calls “world-travelling”, an experiential praxis that enables travelling to worlds outside but also within, perceiving both self and other as multiple and plural. Inspired by Umbreen’s latest article on “Decolonial Dialogues”, students and facilitators brought to the first session what they considered as “words of wisdom”: moments, experiences and actual words that have guided and inspired

them throughout their life journeys. The second workshop turned to Lugones’ text for conceptual resources and Umbreen shared her own decolonial praxis in working with her collaborators. Our collective world-travelling embraced all these shifts between the personal, the cross-cultural, and the academic, leading us to think more carefully about our own positionality in research.



Project 12

Course title:

UNMASC!

CEU Partner: Department of Gender Studies

External Partner: Kulturhaus Brotfabrik (Caritas Culture & Community Work unit), Gizem Gerdan, Mbatjiua Hambira

Student: Ali Hashemian

Project description

UNMASC! is a two-year-long transnational artistic research and theatre project in Austria, Kosovo and Serbia. It aims to promote gender justice by making structural violence visible and creating counter-narratives to misogynist and patriarchal values, norms and role expectations. The project addresses the gap in the representation of diverse perspectives on European theatre stages and it does so by collecting personal stories from participants in each country through artistic research, interviews, and creative theatre workshops. The Viennese community partner is Kulturhaus Brotfabrik (Caritas Culture & Community Work unit). The art project partners within

the collaboration are Association Kulturanova (Novi Sad, Serbia) and Artpolis (Pristina, Kosovo).

Students and faculty of the Department of Gender Studies are committed to collaborating with the Kulturhaus Brotfabrik should the project be selected for funding by the EU. Students will develop their own research questions, conduct interviews, focus groups, and use participatory observation methods at workshops and during the production of performances to conclude their results in essays, published in an e-book format.



Project 13

CEU Partner: KiKo Lab

Community Partner: Natural History Museum of Vienna

The KiKo Lab of the Cognitive Science Department investigates how babies and children between the age of three months and eight years learn to understand the world.

In August 2022, the Science Shop was invited to coordinate exploratory discussions between the Lab and the Natural History Museum of Vienna (NHM) about shared fields of interest, as a potential community / academic partnership. The Museum had recently opened Deck 50, its top-notch interactive science communication space, which provided a point of departure.

The September 12 workshop used the Give-Get Grid model to surface individual and institutional drives for collaboration and to find commonalities among them. The model asks participants to tell what they can give to and expect to get from the collaboration, and afterwards to think about the other party's perceived "gives" and "gets". This exercise creates a common understanding of intentions and priorities.

Science Shop provided workshop facilitation and follow-up, including a visual map of shared interests and next steps. As a results, the KiKo lab

and NHM were able to define three phases of their collaboration: phase 1 involves testing onsite, phase 2 entails designing studies adapted to the environment of the museum, while phase 3 comprises of designing studies in close collaboration between the researchers at CEU and the researchers at NHM. Currently, the collaboration is in phase 1: The KiKo lab started testing in the museum in February 2023, and over one-hundred children have participated so far. The data acquisition for one study was completed, other studies are still ongoing.



Colleagues of KiKo Lab and the Natural History Museum of Vienna

Project 14

Intern: Bianca Nina Filastò

Community Partner: AFRIEUROTEXT Austria non-profit Cultural Association and Educational Library, Daniel R. Bitou

Tasks: Event planning, community outreach, social media management, and general administrative tasks

Student Experience: Through this internship I got the opportunity to learn and refine skills that didn't necessarily pertain to my field of study, but that will definitely be valuable in many career paths, such as social media management, and event planning and organization.

I also gained experience in writing grant applications and a very good understanding of what it takes to run a cultural initiative of this type. The community engagement aspect of the internship made for a very stimulating environment.

Host Organization's Experience:

The OSUN Science Shop transformed questions that were challenging us into an Internship. And this

transformative answer is empowering us (AFRIEUROTEXT), helping us, on the one hand, to participate and to shape the Austrian sociocultural biosphere to which the African Diaspora also belongs, and on the other hand it is helping to implement our projects in Africa.

Daniel R. Bitou,
Director, AFRIEUROTEXT



Project 15

Intern: Samantha Nasson

Community Partner: GAYO Green African Youth Organization, Kirk Bright Enu and Paul Dankwa

Faculty and Academic Support: Viktor Lagutov, Ruben Mnatsakanian and Anastasia Kvasha

The internship took place as part of the Environmental Practicum course. African citizens remain largely unaware of the climate crisis, which hurts their efforts to adapt. Although the media continues to grow on the continent, it is unclear to what extent this is helping to increase awareness. The internship objective was to assess media coverage of climate change, to identify the trends, and explore which factors influence the media's attention to the topic. Primary data was collected

through interviews with experts and media houses, while secondary data was collected through desktop literature review of peer-reviewed papers after the PRISMA methodology. Analysis was done using the content thematic analysis.



Student Think Tank projects

The Student Think Tank is a freshly founded student organization at CEU, led by Tina Horváth, Rebeca Marques Rocha and Márton Vida. The initiative brings together students from all degree levels to work on projects resulting in policy papers for interested NGOs, governmental bodies, and international organizations.

In collaboration with the OSUN Science Shop, students aim to support non-profit community partners with practice-oriented research papers that can inform their work for a greater positive impact. For all four of their projects this year, the Science Shop connected the Think Tank with the partner organizations who received the research and the resulting policy papers free of charge.

Project 16

Course title:

Patterns of Informal Learning Among Youth



Community Partner: Cromo Foundation, Zsófia Tornóczi, Ildikó Simon
Students, as editor: Ramzi Chariag, as writers: Cooper Hendrix, Orhun Kirlac, Caroline Bischof, Patrik Nadrai

The purpose of this project is to study the patterns of informal learning among young people. The external partner, Cromo Foundation, started a collaboration with the CEU Student Think Tank, in order to receive research support to their efforts in developing society through implementing the UN Sustainable Development Goals (SDGs).

The aim of the collaboration is to identify, explain, and leverage the patterns that emerge from the interaction between young people and technology to make education more accessible. The Student Think Tank proposed conducting a survey with the goal of identifying who the people are using educational apps, what makes them stick to doing so, and what makes these apps impactful.

At the time of the creation of the yearbook the project had just started. Results will come at the end of the Spring term of the Academic Year 2022–2023.



Project 17



Community Partner: SEEK Feminist Research Network, Umbreen Salim
Students, as co-editors: Lily Stewart and Desiree Driscoll; as writers: Alina Garipova, Amelie Kaupa, Catherine Emma Vowles, Franziska Marhold, Laura Green, Sofia Mancini

Project description

The project “Inclusive Policies for Climate Crisis” aims to suggest inclusive policy improvements for climate migration through a gendered lens, informed by feminist storytelling. The study focuses on the European Union, specifically Austria, Belgium, Germany, Italy, and the Netherlands, with the objectives of identifying how women cope with environmental marginalization, what support is available to them during climate migration, where the support is lacking, and how it can be improved.

The research methods include a literature review, semi-structured interviews, and storytelling using feminist methodology. The data is analyzed qualitatively, and the findings will inform policy recommendations. The format, a policy paper/brief, and the recommendations will target national and/or regional policies, depending on the data gathered from the interviews.

The study aims to go beyond attempts to quantify and model

new mobility resulting from climate change, focusing instead on the lived experiences of affected populations and giving greater focus to destination countries. Ultimately, the project aims to amplify and include the voices of women and their communities in the policies affecting them.

Results

The project was developed through online weekly meetings between the Student Team and SEEK. From March to April 2023 a literature review was

completed that provided a foundation for the study. The team also mapped stakeholders and collaborators, ensuring that the research was conducted in collaboration with those who can contribute valuable insights. Interviews were scheduled for May with the stakeholders and collaborators, including experts, feminist leaders, and women affected by climate change, including migrants and refugees. The team will process the findings and identify areas for policy improvements during May and June 2023.



Student Think Tank team working on the SEEK project



Project 18



Community Partner: HAND Hungarian Association of NGOs for Development and Humanitarian Aid, Réka Balogh
Students, as editor: Conor Mullin; as writers: Robert Roland Kovacs, Abid Fahim, Ronan Brooks, Bengisu Savran

Project description

Hand represents 13 civil society organizations (csos) engaged

in international development, humanitarian assistance, global citizenship education, and education for sustainable development.

The project analyzes the circumstances and chances of small-scale csos participating in the European Union's so-called dear (development

education and awareness raising) program. The hypothesis suggests that the call for proposals criteria negatively impact participation and own initiatives of small-scale organizations. The research aims to shed light on the sources of this inequality and thus contribute to

hand's advocacy work to make the program more relevant and efficient by enabling smaller, locally embedded organizations to apply. To this end, the students' work on survey research with the organizations was involved as well as administrative personnel of the eu dear office.

Results

Students collected the relevant information to understand the technicalities of dear projects. They also reviewed relevant literature and designed the survey questionnaire to be distributed among stakeholders.



Project 19



Community Partner: Daddyhood Europe, Marino Manzoni, Thomas Pickelner

Students, as editor: Leila Lawrence; **as writers:** Csenge Soter, Tin Sujster, Anna Arkhina

Daddyhood Europe is a young, not-for-profit organization registered in Sweden. Its activities vary from organizing support groups for dads, building online communities, to facilitating sports events for fathers and children. The organization is funded through donors and EU grants, such as Erasmus+. The purpose of the collaboration with CEU is for students to support the NGO to gain insight into the state of play of equality of opportunity for fathers to be engaged parents in the European context. The students conducted comparative research on equal parenting in Sweden and Croatia, in the two countries where Daddyhood is most active. This will help Daddyhood identify the key issues that the organization should target in each country. The students have also conducted research on the

NGOs involved in similar activities in Europe. This will help Daddyhood fill the potential gaps in civil society. Lastly, the team drafted a strategy plan with short- and long-term goals for

the young organization. Based on the results, Daddyhood Europe will better tailor its mission and objectives, as well as strategies to target audiences.





INTERVIEW

Dr. Stsiapan Stureika,

representative of ICOMOS (International Council on Monuments and Sites)

Community partner of the European Humanities University (EHU) course project *Conference and Research on Cultural Heritage in Interdisciplinary Context*

Belarus Committee of the International Council on Monuments and Sites is an internationally recognized informal association of experts working in the field of preservation and restoration of Belarusian cultural heritage. This year, the Belarusian ICOMOS is launching an initiative to collect an archive of the history of preserving the cultural heritage of Belarus, accumulating information about numerous state, public, and even commercial initiatives in the field of preserving outstanding architectural and intangible heritage sites, as well as approaches to their scientific and creative interpretation and understanding.

How did your history of working at ICOMOS begin?

At the end of 2017, I was elected as the chairperson of the Belarusian Committee. The organization needed an impulse for development: we had to become more recognizable and gain authority, especially since ICOMOS is primarily a network of experts. It was a very difficult task. At ICOMOS, I was involved in developing international contacts, governmental relations, and establishing relations with the Ministry of Culture of Belarus. I initiated events aimed at raising the visibility of ICOMOS through public activities, and through attracting sponsors. Our team developed connections with Belarusian architectural and restoration businesses. The university became an important second pillar of the committee in achieving these tasks. This was especially important

– to have an academic base in Lithuania, a kind of a hub. In 2021, the Belarusian authorities began a politically motivated process of liquidating civil society organizations. Hundreds of organizations were closed, including ours. Now, after the liquidation of the National ICOMOS Committee in Belarus, we operate as an internationally recognized public initiative in Lithuania. The task now is to not disappear in a situation where discussing important things publicly is extremely difficult and dangerous. The university remains an important infrastructure object, thanks to which it is possible to preserve this space for discussion.

Why is it important for students to collaborate with civic society organizations as part of their education?

In the case of ICOMOS, a connection to a pool of experts is important, each of whom works in their own field and has their own specific experience. Our experts often spoke to our students, and our students completed internships in our organization. This is an experience of interaction with people who are highly motivated to solve a wide range of problems related to cultural heritage and who look deeply into them. And there is a certain percentage of students who, in my opinion, through communication with such experts, gain this experience in moving from abstract ideals to practical realizations. It is important that they see how elements of a lofty philosophical conversation about

heritage preservation – ideal visions of the future, ideal visions of creativity, ideal visions of heritage without losing anything – are brought down to the level of concrete action, concrete initiatives, concrete actors around a specific object, a concrete tradition, a concrete historical plot. This is actually where I would see the main value for students in, communicating with us.

What perspectives do you see for developing such collaboration within the Science Shop model?

It's a very good model. In fact, I think the idea is close to being genius, and there is only one question: how to make this model sustainable. How to make Science Shop a part of the university infrastructure so that this tool is not used only occasionally. There are several recurring themes that interest us. Firstly, there is the social potential of cultural heritage, and its public role. Second is the issue of harmonious decision-making and their sustainability. And also, these are the themes of future heritage, as well as the history of heritage preservation in Belarus. Last year, we opened up opportunities to work within the Science Shop framework. It is important that we understand that this will definitely continue next year, and in a year's time, it will continue existing at least in some capacity. There will be people who will be purposefully engaged in developing this communication. And this consistency will determine the quality and growth of the projects implemented within this model.

EHU activities



Project 1

Development of the procedural code for a Belarusian online dispute resolution system

Course: Annual research project in 5th year of BA “Law”

Faculty: Inesa Stolper

Community Partner: Meta-Belarus

Project description

Belarusian civil society organization Meta-Belarus is an open-source consortium of digital civil society organizations and communities focusing on the development and support of the grassroots digital state. Continuing a successful Science Shop project from the previous academic year, Meta-Belarus has requested the next research project from EHU students of the course “Digital Technologies and Law” led by Inessa Stolper. Last year, EHU students researched legal solutions for an online decentralized government. This research has contributed to creating digital solutions by the NGO. For the development of a prototype, further

research has been requested by the NGO on online dispute resolution platforms. The research involves an analysis of existing literature on online dispute resolution platforms, as well as an examination of the Kleros platform and its use in resolving disputes. The case study involves the analysis of a sample of disputes that have been resolved using the online dispute resolution platforms, with a view to identifying areas for improvement. The project’s outcome will be the development of procedural rules for a new online dispute resolution system. These rules will be based on the findings of the research and the case study and will be designed to ensure that disputes are resolved in a fair, transparent, and efficient manner.

“The last collaboration with EHU with the help of the Science Shop gave us great experience of multi-angle research in the essential topic for the grassroots digital state – a decentralized judicial system. The collaboration led to the ideation and development of the functional prototype of the digital court system for cases in freedom of speech and social media moderation, involving several organizations from Meta-Belarus consortium, together with students and the professor from EHU.”

Mike Ananyin,

Solution Architect at Meta-Belarus



Project 2

Educational publications on public art and sustainability

Course: Internships for students of BA “Visual Design” and BA “Media and Communication”

Faculty: coordinated by the Science Shop team

Community Partner: Institute of Art and Sustainability “Vulica Brasil”

Project description

The Vulica Brasil Institute of Art and Sustainability (iVB) combines cultural action, sustainable urbanism, science, reactivation of public spaces, social responsibility, and humanistic ecumenism. Since 2014, the Institute has conducted an annual urban art festival in Minsk with more than 50 large murals, sculptures and

other forms of public art. Vulica Brasil experiments with different contemporary artistic languages and over the years has incorporated social, environmental, urbanism and educational projects, as well as engaging in charity and educational seminars.

To support the cooperation between the creative communities of both

Belarus and Brazil, EHU students have contributed to creating a series of educational publications on street art and sustainability for international audiences. According to the commonly agreed content plan and schedule, students propose creative ideas for engaging story-telling interviews, research audio and video material for publications, write texts in English and Belarusian, and create social media



reels with subtitles. The prepared publications are then scheduled on Vulica's social media channels. Creating content with emphasis on socio-environmental projects increases students' awareness and Vulica's outreach, thus contributing to the creation of an online urban art platform.

“In addition to our main projects, we have long wanted to become a street-art education platform. The collaboration with EHU Science Shop has allowed us to create a pop-science educational project ‘Art and Sustainable Development’. Also, our small team needed professional help with promoting and positioning the Institute on the Internet. We do a lot, but we don’t always have the time and resources to share about it. Thanks to Science Shop, we found specialists in web design, graphic design, and SMM. Now, with the help of students, we will be able to more effectively highlight our activities in the field of street art and attract more enthusiasts to our projects.”

Nastya Goletz,

CEO of the Institute of Art and Sustainability, Vulica Brasil



Project 3

Prevention of eating disorders

Course: Internship for graduating seniors of BA “Visual Design”

Faculty: Dr. Konstantin Gaitanži

Community Partner: Lengva plunksna

Project description

“Lengva plunksna” is a Lithuanian NGO that helps people recovering from eating disorders, also offering assistance to the families of those affected. Eating disorders have recently become a focus in Lithuania, and they cause more and more difficulties, especially for young people. There is an increased need of prevention measures and

dissemination of relevant information to prevent eating disorders in young people. As part of their internship, low-residency 5th year students of the “Visual Design” study program design animated educational videos on eating disorders for the audience in Lithuania. The animated videos address the following questions important for the NGO’s work: How do feelings affect your eating? Why is help important in recovery from eating disorders? Why is

relapse normal in recovery from eating disorders? Students write scripts together with the NGO representative, create storyboards, and make animated slides with references to Lithuanian health insurance institutions. The intermediate results (briefs, storyboards) are coordinated with Lengva Plunksna by email and in weekly Zoom meetings. Final videos will be distributed on social media platforms for accessing target groups.

“The socially responsible nature of projects is very important – they are designed to solve both important problems of specific communities and problems of a global scale. I communicate with students, evaluate their proposed design solutions and make recommendations to prepare an aesthetically reasonable form of presentation of the message in accordance with the target audience. The essence of the work is to provide an optimal solution for the cooperating NGO partner.”

Konstantin Gaitanži,

EHU supervisor of the project

Students share their enthusiasm about the opportunity to test their skills working with a real case requested by a client:

“Science Shop provides an opportunity to work on various projects and choose a topic that truly resonates with us. For me, working with Science Shop became a chance to test my professional skills in practice, and the effective logistics made communication with the client even more enjoyable.”

Palina Charniauskaya

“I am very happy to have been selected for the project with Science Shop and Lengva Plunksna. I believe this is an excellent opportunity to test myself in working on a real project with a real client. I hope for further cooperation!”

Darya Asipenka

“Our NGO is dedicated to the prevention of eating disorders. Naturally, mine and other similar organizations can achieve more impact only with the help of partners. In cooperation with OSUN Science Shop, I could finally realize ideas that have been maturing for a few years already – educational videos for dissemination of awareness online. I suppose students have also gained good cooperation experience. OSUN Science Shop is a valuable partner in creating prevention tools for people with eating disorders.”

Vaida Zykutė,

founder of Lengva Plunksna

Project 4

Eating disorders representation in the media

Course: Annual projects in BA “Media and Communication”

Faculty: Viktorija Kanstantiuk

Community Partner: Lengva plunksna

Project description

As part of their Science Shop project, students of EHU, with the support of the Lithuanian organization Lengva Plunksna, are working on their annual research projects about eating disorders and the influence of social media on this process. Today, more and more people are facing the problem of eating disorders. This topic on social media is a serious problem that is becoming increasingly widespread. Instagram and Tik Tok can be both a source of striving for the perfect body and pressure on those who do not fit these standards. All

of this can lead to the development of various eating disorders such as anorexia, bulimia, and binge eating. The goal of these annual research projects is to draw attention not only to the issue of eating disorders, but also to the social aspects of this problem, such as the influence of social stereotypes, romanticizing eating disorders in social media, collective media community impact, and methods of preventing eating disorders. Students research social media, movies, news on the topic of eating disorders – how this disease is presented / problematized there. They also research the following

questions: What is the social media policy regarding this issue? What are the main trends in the representation of eating disorders in the media? How has the representation of eating disorders changed in the media over the last ten years? How can social media be used to prevent the spread of such diseases and their romanticization?

The results of students’ research will be provided to the NGO partner for further use, and also published in the student online publication *EHU Times*. It will be distributed in social media networks of EHU and the NGO.



Project 5

Design of educational materials for children

Course: Internship for graduating seniors of BA “Visual Design”

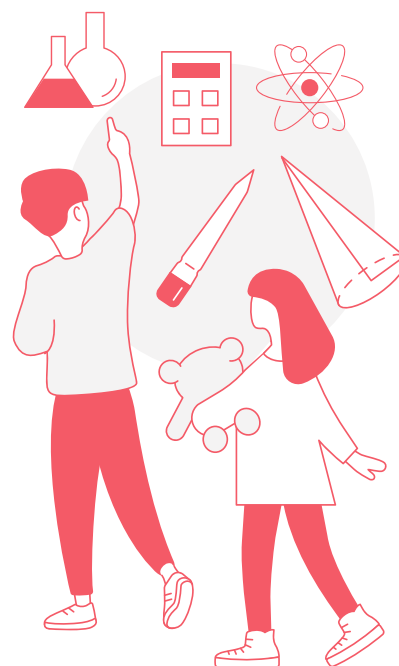
Faculty: Dr. Konstantin Gaitanzi

Community Partner: Belarusian school Stembridge

Project description

Within this internship, the students, curated by their supervisor, design printed educational materials for children studying at the Belarusian school Stembridge (grades 1 through 7) in Vilnius. The school turned to EHU asking for help with the design of easily understandable, accessible and clear educational materials which teachers can use in explaining complex material in mathematics, language grammar, and other subjects. In response to this request, EHU students work on the development of designs for methodological materials in

various subjects that are taught at the school. The results of their work will be used as a methodical teaching tool at Stembridge. To increase the ecological resourcefulness and self-awareness of children and adults, students also involve more environmentally friendly paper by creating a whole brand for this paper, together with a fictional character “Papiernik” who tells the target audience about the advantages of ecologically safe paper printed materials.



Project 6

A Visual Interpretation of the Užupis Constitution through AI-generated Art

Course: “Heritage and Creative Industries”

Faculty: Svetlana Kondratyeva

Community Partner: Community movement Užupis

Project description

This project is a fusion of cultural heritage, cutting-edge technology, and creative ingenuity. It is devoted to the Užupis Republic, the district in Vilnius, Lithuania, home to artists, innovators, and creative initiatives, a mecca for creative spirits and tourists. The EHU course initiates the development of cultural projects to relaunch the image of the Užupis district among tourists, and to discuss the aspects of their practical implementation with the administration of the district. At the heart of this unique community lies the Constitution of Užupis, a document that encapsulates the district’s philosophy and has become a part of its identity. This document consists of 41 articles in 23 languages and was declared in 1997 by the residents of the neighborhood. After getting acquainted with Užupis and its history, as well as its residents

and their perception of the district, the student took a series of photos. Subsequently, the Midjourney AI-program was used to combine these photographs of Užupis with the text of the Constitution: one photo and one corresponding paragraph of the Constitution were blended together by AI to generate a composite image.

The final output of “Midjourney to Užupis” is a collection of 38 AI-generated images, each of which is based on a real photo of Užupis and serves as a vivid interpretation of a specific paragraph from the Constitution. By reinterpreting the Constitution through such a contemporary lens, the project invites viewers to dive into an understanding of the district’s cultural fabric. An exhibition is being organized in May 2023 in collaboration with Omni Academy (platform for cultural education in Vilnius).

“The project allowed me to merge my favorite activity – photography – with something completely new to me, which resulted in a visual reimagining of one of the most famous and valuable cultural heritage objects of Užupis. Working with such a combination of interesting aspects was a delight.”

Katya Zhurauliova,

1st-year student of MA program “Cultural Heritage Development”

“I believe that students can gain the most useful experience when they take their knowledge and ideas beyond the university’s boundaries. Moreover, it can increase their self-confidence and enrich their portfolio. I was very happy to support Katya in the process of creating her project.”

Svetlana Kondratyeva,

EHU assistant lecturer



Midjourney to Užupis

Project 7

Gender Equality and City Spatial Planning in Lithuania

Course: MA thesis

Faculty: Dr. Siarhei Liubimau

Community Partner: Office of the Equal Opportunities Ombudsperson

Project description

The Office of the Equal Opportunities Ombudsperson in Lithuania is monitoring implementation of gender mainstreaming within various sectors across the Lithuanian municipalities, and for this process they needed an overview to help them identify potential gaps of gender mainstreaming within spatial planning. In cooperation with EHU Science Shop, MA student Živilė Mantrimaitė has created a short overview on how gender aspect intersects with urban planning and to what extent gender

mainstreaming is implemented within the spatial planning of Lithuanian municipalities. This research is part of her MA thesis work and will be

combined with research from other European countries to identify how spatial city planning can help to increase gender equality.

“I am interested in how planning solutions can contribute to women’s safety in the city, and also to effective measures to relieve households from unpaid care work, which is often carried out by women. Such measures may include development of accessible public mobility systems or adequate distribution of and accessibility to childcare services within the city. As part of this project, I am attempting to interview Lithuanian municipalities to identify existing good practices, as well as potential gaps in knowledge, when it comes to developing gender-sensitive spatial plans or public city spaces.”

Živilė Mantrimaitė,

1st-year student of MA program “Gender Studies”



Project 8

Belarus’ withdrawal from the Optional Protocol to the International Covenant on Civil and Political Rights

Course: “International Human Rights Standards: Doctrines and Practices”

Faculty: Dr. Liudmila Ulyashyna

Community Partner: Barys Zvozkau Belarusian Human Rights House (BHRH)

Project description

For this project, 5th year Law student Belakhvost Andrei conducted research and gave a policy proposal on the topic of Belarus’ withdrawal from the International Covenant on Civil and Political Rights (ICCPR) Optional Protocol (OP). Since 2020, a significant number of cases of torture and other cruel, inhuman or degrading treatment against persons who are in opposition to the official government have been

recorded in Belarus. In other words, massive and systematic violations of jus cogens norms prohibiting torture are authorized in the country. The withdrawal of Belarus from the Optional Protocol in the context of massive and systematic violations of jus cogens norms prohibiting torture is the action by the state aimed at encouraging torture, ensuring impunity, creating obstacles in fixation of violations, and conditions for their concealment, depriving the victims

of their rights of protection and compensation. In such circumstances, the denunciation of the OP must be considered as an element of legalization of torture in Belarus.

The research project concluded that the denunciation of the OP is subordinated to the purpose of human rights protection and should not be allowed if it leads to a substantial decrease in the level of this protection. In such a case, other States Parties of

the OP may apply to the International Court of Justice for a decision on the application and interpretation of the OP. Due to the fact that the prohibition of torture is a jus cogens norm, the actions and the application of an international treaty in violation of the prohibition on torture is inadmissible, and the withdrawal of Belarus from the OP in this case should be limited.

“The Barys Zvozkau Belarusian Human Rights House supports the expansion of the body of research on Belarusian human rights issues, including the possible routes for Belarusians to get recognition of human rights violations and seek justice for these violations at the international level. The withdrawal of Belarus from the ICCPR Optional Protocol significantly limited access of Belarusian citizens to international human rights tools, hence it is vital to research different options to ensure people get the necessary level of protection. The research can be used in BHRH advocacy activities in order to keep Belarusian issues on the international agenda.”

Marylia Sliaptsova,
representative of BHRH



Project 9

Documentary drama performance “Peaceful Atom?” for Tschernobyl Week 2023

Course: “Basics of Expressive Skills on Stage”

Faculty: Aliaksandr Marchanka

Community Partner: Ecohome NGO

Project description

Second year students of the BA program “Theatre Art and Acting” have created a documentary drama project dedicated to the problem of atomic energy production. Together with Ecohome (NGO promoting the environmental way of life and sustainable development), the students visited Ignalina nuclear power plant and were able to immerse themselves in the world of a nuclear power station and understand the rules and specifics of another, almost fantastical world. Students combined their insights after the visit with events from their personal lives, memories of April 26, 1986, and testimonies from relatives whose lives were

connected with work at the Chernobyl nuclear power plant. All this material became the script for students’ “Peaceful Atom” documentary drama

performance on April 25 at EHU as part of Chernobyl Week 2023 organized by the environmental organization Ecohome.



“Peaceful Atom” is a documentary performance that tells the story of the close intertwining of human lives with atomic energy through historical facts and personal stories of the participants. The 40-minute event was followed by a Q&A session with Iryna Sukhi, co-founder of Ecohome and a participant in the Belarusian anti-nuclear campaign. The discussion focused on the place of nuclear energy in the modern world and the geopolitical context, on decommissioning of nuclear power plants, and whether alternatives really work.

“Our main creative goal is to attempt to convey the emotional experience of encountering an incomprehensible force, the deceptive sense of human omnipotence, as well as our human fragility and vulnerability. The genre of documentary theatre is great because it allows us to touch upon different aspects of human life. Through our collaboration with the organization Ecohome, we learned a lot about nuclear energy and alternative sources, and tried to translate the language of science into the language of art.”

Aliaksandr Marchanka,
EHU faculty, theatre director

“Society today, without thinking, ‘passes on’ to future generations many dire consequences of our behavior towards the environment: climate, nuclear waste and polluted territories. That’s why it’s very important for Ecohome to pass on to young people the knowledge about environmental challenges, and we believe that approaching the topic through art will emotionally touch both students’ souls and that of the audience. We are grateful to the university for the responsible position and this opportunity!”

Karyna Salavei,
manager of Ecohome



Project 10

Social Media promotion strategy for Visaginas Art Residency “Point”

Course: “Mythologization of Museum Objects”

Faculty: Dr. Aliaksandr Kalbaska

Community Partner: Visaginas Art Residency “Point”

Project description

One student in the course “Mythologizing of Museum Objects” led by Aliaksandr Kalbaska within the MA program “Cultural Heritage Development” has created the positioning strategy for Visaginas Art Residency “Point” in social media and for crowdfunding. “Point” is a cultural organization providing space for artists to create multidisciplinary educative projects in Visaginas, Lithuania. Visaginas is a small town that was founded in 1975 with the sole purpose to host the workers of the Ignalina Nuclear Power Plant.



In 2004, with the closure of the power plant, Visaginas lost its mono-purpose, and with that the town is still in a process of re-imagining itself. The “Point” was opened in 2016 by local artists who created a space to change the mindset of young people in Visaginas through art and exposure to new ideas, with the aim of broadening minds, growing, and learning to be proactive and explore contemporary culture. To engage the youth, “Point” organizes youth work, art residency programs for artists, interactive museum environments, with the aim of diversifying the cultural life in the local community by creating a platform for both professional and amateur artists to connect, exchange skills, and create new artistic projects.

The EHU course provides students with essential knowledge of the content, nature of creation, and meaning of worldwide known objects of tangible and intangible European heritage, presented by museums from various perspectives. The course is orientated to expand students’ knowledge concerning ways of heritage existence and management. Students conduct

projects of rethinking and integrating European cultural heritage objects into the modern world in digital cultural heritage management. The result of the project is the transformation and creation of the community partner’s social media channels, to create a content plan and ideas for posts, and prepare a digital presentation about the Art Residency “Point” for possible donors and project applications.

“We had an excellent opportunity to visit Visaginas and the Art Residency ‘Point’, to get acquainted with the very modern history of the city. We saw and felt the cacophony of hundreds of unrecorded objects of museum significance, waiting to be processed and participate in creating the myth of Visaginas, as a place where contemporary art is born. We had to understand the positioning of the Art Residency ‘Point’, formulate the mission and goals of the organization and collect analytics and necessary information on the activities of the Art Residency ‘Point’. This is a great opportunity for students to see ‘life behind the fence of the academy’ and to apply their skills and knowledge gained during classes”.

Aliaksandr Kalbaska,
EHU professor



Project 11

Conference and research on “Cultural Heritage in Interdisciplinary Context”

Course: Annual project in BA “European Heritage”

Faculty: Extra-curricular project led by the student

Community Partner: International Council on Monuments and Sites

Project description

Second-year student of BA program in European Heritage Alina Kalachova has organized and coordinated a conference on place and use of heritage in the framework of interdisciplinarity. This endeavor is combined by her annual project on the same topic. The project centers around interdisciplinary discussion of contemporary understandings

of heritage and its practices in different cultural, organizational and social contexts. This serves to provide opportunities for encounters and discussions around democratic heritage discourse by investigating how top-down and bottom-up practices differ in scope of interpretation, representation and participation. The participants of the conference have explored the plurality of ways to use heritage and also have

invited to the discussion both people with an academic background, and activists and people who work with heritage on different levels. The goal of the project is to combine the theoretical approach with a practical point of view.

The project is being carried out together with the International Council of Museums which is a public organization dedicated to maintaining

and promoting conservation of architectural and archaeological heritage.

The NGO wishes to create a website as an open archive and launch a series of small initiatives aimed at popularizing the historical achievements of

Belarusian restoration. EHU students help collect data, maintain connections with social partners, and also initiate their own research projects.

One of the aims of this cooperation is the development of a network of practitioners and academics based on long-term cooperation and physical

meetings to challenge the existing dominant discourse on heritage, and create new innovative ideas of new forms and practices of heritage work. Such encounters strengthen civic society by fostering new experts, activists and actors with a democratic perspective on heritage.



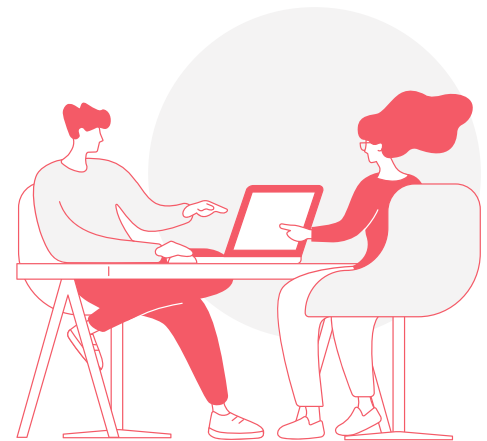
Project 12

NFTs and Cultural Heritage

Course: “International Financial Law”

Faculty: Neada Mulalli

Community Partner: Belarusian-Jewish Cultural Heritage Center



Project description

This research project is carried out by 3rd year students of the LLM program “International Law and EU Law” in their “Financial Law” course. The project comes in response to the request of the Belarusian Jewish Cultural Heritage Centre (BJCH) for assistance regarding research on how cultural heritage can be monetized in virtual museums. In cooperation with the BJCH Center, the course investigates cases within the realm of international financial law and legal aspects of issuing Non Fungible Tokens (NFTs) for cultural communities in Europe.

All NFTs are stored in the block chain and are, as a result, unique and non-changeable. These features make them particularly suitable for the digital preservation of cultural heritage works.

The research project by a group of EHU students analyzes the legal regulation of NFTs in the EU and the US, and investigates current practices on the use of NFTs in relation to cultural heritage. The result of this research project is a paper on the legal regulation of NFTs in the EU and US, including case studies of the use of NFTs in relation to cultural heritage objects. The research project results will be used by the partner NGO, Belarusian–Jewish Cultural Heritage

Center, to promote raising awareness of the rich Belarusian–Jewish cultural heritage. The representatives of the NGO have already created a VR reconstruction of Slonim synagogue and currently are developing a pilot project for a virtual museum with more synagogues. To extend their VR projects, they have requested assistance from EHU with research on viable financing options to promote preserving cultural heritage.

“I am confident that the results of the project will serve as a good starting point for the BJCH’s launch of the virtual Belarusian–Jewish Museum. In addition, the profits generated by the sale of NFTs can be used to restore and maintain cultural heritage.”

Neada Mulalli,
EHU lecturer

EVENTS

Partner Visits

Vilnius, Lithuania, November 2022

The CEU (Vienna) team's three-day visit to the European Humanities University (Vilnius) at the end of 2022 came at a good time to reconnect with EHU management and ask for their continued support to strengthen community-based teaching and learning practices via the Science Shop program.

The modern, yet historical ambience of the university and its environs served as an inspiring backdrop for our agenda: how to fuel innovation in higher education while also nurturing the traditional functions. The European Humanities University excels in teaching despite and because of its challenging circumstances. As a Belarusian institution in exile, residing in Lithuania and with strong ties to its homeland, the current developments of the world make it increasingly difficult to operate. Yet meeting with the cohort of faculty

with very diverse Eastern European identities and backgrounds, the sense of togetherness was apparent. The Science Shop program provides a meaningful collaborative framework to vitalize both existing and new ties with the university's external partners. And as such, it can be the spark of innovation for new ways to serve EHU's teaching excellence,

and mission of producing socially responsible and critical knowledge.

This message clearly came through at our info-session on the last day of our visit, where faculty and community partners came together. The event gave birth to a number of course projects for the 2023 Spring semester at EHU.



Dhaka, Bangladesh, March 2023

Following a four-month collaborative work online in an expanded OSUN Science Shop across three universities, members of the CEU team visited the newly established Science Shop in

Dhaka, Bangladesh in March 2023. BRAC University has vast experience in community-based research, in collaboration with its initiator the BRAC Foundation, and is now experimenting with community-based teaching and learning, using the Science Shop model.

The visit was well paced to see the course projects of the pilot year running, and to discuss the achievements and challenges along the way. We identified practices and methods that can gear a particular project towards a mutually beneficial and collaborative learning process.

One of the program's highlights was meeting 16 faculty members and five deans and program directors in our info sessions. Many of them left with high hopes of engaging with the Science Shop initiative. The value of community-based, experiential learning was clearly recognized, while we also understood from the participants' feedback that translating these notions into realities, in the form of an aligned curriculum, requires guidance and support from the Science Shop teams.



CEU (Vienna) partner visit to BRAC University (Dhaka)

Conference Presence

“Preparing the Universities of the Future: (Re)building Inclusive and Sustainable Campuses”

Sarajevo, April 25–26, 2023

The CEU Science Shop team participated in the two-day conference in Sarajevo, Bosnia Herzegovina, co-organized by UNICA, the Network of Universities from the Capitals of Europe and the University of Sarajevo. The event focused on inclusive and sustainable university campuses, and the inevitable transformation to respond to the multifold

consequences of the COVID-19 pandemic, the climate crisis, virtual and physical engagement, and the growing demand for collaboration with the civil sector. The case studies and discussions underlined the increasing importance of synergy between universities and their local communities. The Rector of the University of Sarajevo stated the quality of such cooperation is the best promoter of universities. Their ambitious plan of the campus redevelopment recognizes the necessity of public access to university spaces, and the mutual interest of cooperation between the university and the city.

The Science Shop team presentation was in sync with the replicable multi-disciplinary approach of the University of Edinburgh, that perceives students as agents of change, striving to have a significant social impact. The CEU presentation also underlined the unfulfilled potential of students that the Chief Science Officer of the City of Amsterdam referred to as a missed opportunity of not engaging university students in research concerning the city.



“Education Disrupted and Transformed: Experiences and Strategies”

Vilnius, June 26–28, 2023

Conference participants were invited to present their reflections

on education in times of multiple disruptions and rapid societal transformations. How should the educational paradigm change to address the many crises (societal, political, economic, national)? How can universities increase accessibility to higher education based on Western

values to counter autocratic and totalitarian trends? How should universities navigate the space between challenges of digitization and AI, and remain adequate and relevant for society? What strategies are most appropriate in providing education to the youth of Eastern Europe,

especially from Belarus, Ukraine, Moldova? Which teaching and learning methodologies can create innovative pathways for engaged citizenship adequately responding to the current disruptions and crises? Conference participants discussed these and connected questions, reviewed current developments, and explored solutions together.

The panel “Civically Engaged Teaching and Learning” addressed experiential learning and engaged education that create bridges between academia and civic society. This session explored the need for a more responsible and engaged approach to learning, one that bridges the gap between academia’s and civic society’s needs and challenges. It also considered the

societal relevance of the Science Shop model, shared its major justifications, outlined its main principles, and presented evidence for its impact. Special attention was given to the challenges the methodology raises, such as in international contexts and political crises.

Science Cafés

“How can I work with external partners in my course?”

**Central European University,
December 6, 2022**

There are a lot of ways to collaborate with external organizations in a course setting. They can be guest speakers or moderators of a session, contributing to students’ learning. This is a low level of participation.

And there are then ways that go beyond, such as a course built up for continued interaction among the lecturer, students and the partner organization during the semester. These are typically organized around a specific project where students can put theory into practice, offering an out-of-classroom, real-life experience. Though it gives high satisfaction,

coordinating all this is not an easy task. Our first Science Café at CEU in early December 2022 was an informal, staff-only event, where we shared with each other the successes and the challenges of working with external

partners. We also invited expert guests, Steph Grohmann and Chiara Cardelli from the Ludwig Boltzmann Institute – Open Innovation in Science Center, who gave us a broader perspective from that of stakeholder engagement.



“Problems and Solutions”

**European Humanities University,
April 20, 2023**

Representatives of civic and cultural organizations, as well as EHU students and faculty members met on April 20,

2023, in an informal setting, to discuss the various problems that arise in their projects, and jointly formulate possible solutions.

Among the most frequent problematic aspects mentioned was the existing gap between academia and the civic

society sector. This gap requires multiple conversations to mutually adjust expectations, to formulate together in common conversations the manner and the purposes of the cooperation that Science Shop is attempting. Faculty members involved with Science Shop projects for the

second consecutive time also gave insightful examples of how a project did not work out during the first year, but how the second time, with a different NGO, the match was perfect and cooperation was smooth.

The additional challenges of working with Belarusian NGOs that had to relocate was voiced, and the sustainability of such projects has been emphasized. Another extremely important challenge that needs to be addressed is a relatively low number of academic publications, highlighting the importance of such projects and the methodology developed during cooperation with civic society organizations. The need to overcome the additional challenge of academic journals' long-term publication cycle has been voiced.

In addition, students and teachers shared the intermediate results of their projects, sharing both individual and group projects. Through the exchange of personal experience and observations, the participants

were able to discuss the directions of future partnerships, as well as outline new opportunities for students to cooperate with NGOs through the OSUN Science Shop at EHU and CEU.



Science Café at EHU, Vilnius



