

## 1 target group

### which students do you want to focus on?

For which students would you like to embed Internationalisation at home in the curriculum? What are their specific needs?

#### WHY

The main goal is to agree on the main target group you want to focus on to embed Internationalisation@Home activities.

#### HOW

Creating a profile with relevant characteristics of the target group.

#### WHAT

1. Specify the target group: VET program, subject, level.
2. In plenary, establish a general profile for this group.
3. Redesign this image.
4. Translate this profile into a smart formulated target group of students (composition and needs).
  - cohort
  - VET course
  - EQF
  - number of students
  - composition
  - needs
5. Summarise the common findings.



3

 digital or paper and post-its

 20 minutes

## 2 conditions

### what opportunities exist within your school to embed international activities in VET curricula?

#### WHY

To be aware of the opportunities, possibilities and possible obstacles in the learning or working environment, team, school, region and country, which have to be taken into account to embed international activities within the current curriculum.

#### HOW

Conduct a mini SWOT analysis. A SWOT analysis, also called strength-weakness analysis, shows at a glance where opportunities lie and what needs extra attention.

#### WHAT

1. Draw the SWOT diagram.
2. In a brainstorming session, have everyone individually write his/her input on post-its (maximum of three per category). Stick these in the appropriate place in the SWOT.
3. Discuss the results together and summarise them. (up to three per category).
4. Summarise the common findings.



1

 digital or paper and post-its

 30 minutes

### 3 i-competences

what specific international competences do you want to develop?

**WHY** To embed internationalisation goals and activities in the curriculum based on explicit learning needs and objectives (= the 'WHY').

**HOW** For that purpose, you can use the competence classification from Nuffic (or any other framework your organisation works with) and define competences from the following main- and sub-categories:

- Intercultural competences
  - knowledge
  - attitude
  - skills
- International orientation
  - toward society
  - toward profession
- Personal qualities

**WHAT**

1. Use the Nuffic I-competence map (or the one of your preference)
2. Individually establish a top 3 with competences you would like to focus on (1 per item or post-it).
3. Share views and jointly prioritise the contributions.
4. Indicate your common top 2. These are the competences you want to focus on with an activity.



HOW

1

📄 digital or paper and post-its

🕒 30 minutes

### 4 educational spots

what specific international competences do you want to develop?

How can you link (some of) the content you already teach

- to 'internationalisation at home'
- to an activity focused on international competences?

**WHY** To embed Internationalisation objectives and activities in the curriculum. With the aim, that they are not seen as something extra, but as natural part of a student's integral development.

**HOW** You do this by identifying the best places in your curriculum for global learning and international competences.

**WHAT**

1. Visualise the relevant curriculum: timetable, subjects, projects, etc.
2. Based on the results of the previous assignments (Target group, Conditions, international competences), discuss where the best opportunities or greatest needs lie.
3. Summarise the common findings.

📄 digital or paper and post-its

🕒 20 minutes

## 5 intended purpose

what is your starting ambition for the further Build@Home trail?

**WHY** Before choosing an activity, we must first have clarity and consensus on the intended purpose.


**HOW** Summing up the results of 1 up 5 of the define fase into SMART indicators.

**WHAT** Record your joint ambition by completing the sentences below.

We want to provide the students of ... (target group) targeted opportunities to strengthen the following I-competences in particular ... (I-competences).

We want to do that by embedding ... (number) activities in the curriculum.

We especially recognise opportunities at the following places in the educational programme ... (spots).

 digital or paper

 20 minutes