

## **AARHUS TECH International strategy 2023-2027**

### **Living globalization**

The global world is alive and dynamic. Students want to experience their skills themselves, not just hear about them in the classroom. Therefore, we activate them through practical teaching, so that they get an experience that the conditions of the world concern us and that the global is concrete. We teach in a way so that the students experience that global competences are both about what can be measured (technological, scientific) and about how you are as a person in the world (humanistic, communicative, creative). We want to give them an understanding that the more you engage in the world - the more interested in the world you become.

It is our view that knowledge leads to experience, which leads to behavior and formation in a global context. The globalization can be debated, and global conditions often call into question what we take for granted. Relating constructively to the development and application of technological solutions requires the ability to familiarize oneself with sustainable conditions and human conditions in the broadest possible sense. Conditions in Denmark are under the continuous influence of global cultural, political, economic, business-oriented aspects as well as productional and research movements. Therefore, the cultural encounter with other nationalities is an important practice, and the study tour relevant – it is important to meet other cultures on their own home turf.

In order to bring global competences to life for our students, we involve our international network in professional courses. Our course creates a connection to the outside world on a global level with a local anchoring at AARHUS TECH. We collaborate analogue and digitally with e.g. companies, educations and NGOs and the tools we use are resources such as eTwinning, Nordplus and Erasmus+, which all support international cultural meetings through professional communities and global action skills.

### **The global goals**

We emphasize that the students are involved in global citizenship, that they develop and practice communicative and intercultural skills and relate to global sustainability in a practical way. Therefore, it is also obvious that the competencies generally apply in interaction with the UN's Global Goals.

Like the other 192 countries that are members of the UN, Denmark has undertaken to include the 17 global goals in such a way that we as a nation contribute to them being met by 2030. In relation to the international work, we have initially chosen to focus on six global goals: Sustainable energy, Sustainable cities & local communities, Quality education, Industry, innovation & infrastructure, Gender equality and Decent jobs & economic growth.

### **Sustainable energy; sustainable cities & local communities.**

Earth's climate is changing rapidly. AARHUS TECH therefore wants to contribute to Denmark reaching the climate goals adopted by the Danish Parliament. That contribution will be most effective if it takes place in a collaboration across Europe's borders. Sustainability is therefore part of the international strategy at AARHUS TECH.

It means:

- That AARHUS TECH, in relation to each individual mobility, considers which mode of transport will be most optimal from an environmental point of view.
- That AARHUS TECH develops cooperation in the nearby areas when possible – Northern Europe and Scandinavia – in order to thereby reduce the environmental impact in the form of shorter transport.
- That AARHUS TECH participates in partnership projects that promote sustainability and wants to play a central role in creating a sustainable society.

### **Quality education; industry, innovation & infrastructure.**

In order to be an attractive partner for educational institutions in Europe, and at the same time be able to contribute to the achievement of Denmark's climate goals, AARHUS TECH has to offer education programs that are both of high quality and show innovative thinking.

It means:

- That AARHUS TECH is part of the democratic world. We have learning and education as its finest core task for our students and in the interaction with our international partners.
- That AARHUS TECH is constantly working to exploit the possibilities of a strong digital infrastructure. The school does this, among other things by using virtual teaching where possible, having effective and secure learning platforms and ensuring that the teachers have the necessary skills.
- That AARHUS TECH contributes to giving students – Danish as well as international – competences that enable them to think innovatively.

### **Gender equality; decent jobs & economic growth.**

As people and citizens, we are part of a complex world, and as an educational institution it is our task to prepare students for a democratic society and a further education course, so that they become as competent as they can be. Not only do we work with the four global goals above, but all teaching at AARHUS TECH takes place without regard to gender, race, religion and sexual orientation. Furthermore, we want to prepare our students for higher education and for a labor market that, in addition to ensuring economic growth, also offers decent jobs.

It means:

- That AARHUS TECH does not tolerate any form of discrimination, harassment or bullying arising from gender, race, religion or sexual orientation. This is a central part of the school's policies and guidelines.
- That AARHUS TECH offers education of a high quality. The completed students are well qualified for further education or a job based on the vocational training they have taken. Both parts so that they can get a job with decent wages and working conditions.
- That AARHUS TECH collaborates with local companies and other socially relevant organisations. This is done by the school providing the students with the qualifications that are in demand in the field of education and the labor market, thereby contributing to economic growth. Furthermore, students are motivated to be mobile and ready to adapt.

### **Student and staff participation are core areas**

At AARHUS TECH, we work globally academically and pedagogically by ensuring that there is concrete progression and breadth in the students' global competences and that the school develops the students' competences within global citizenship, intercultural and communicative competences as well as global sustainability in accordance with the educational order. Our academic point of view is the UN's global goals, and we emphasize professionalism with a global horizon as well as competences that strengthen students in their acting skills.

The international projects in which AARHUS TECH participates must benefit the school's students and employees. This means that the projects must contain elements of student and teacher activity.

#### **For students, this means:**

- The opportunity to have an international experience in the form of a mobility (travel abroad)
- Participation in a virtual teaching course together with students from our foreign partner schools
- Participate in teaching courses where international students participate.

#### **For teachers, this means:**

- The possibility of a professional visit to colleagues at our partner schools as well as receiving colleagues from our business partners.
- Participation in the development work around international projects
- Reception of international students who must participate in the classes

### **Cooperation with educational institutions abroad**

The education systems in the EU countries are different. In order to ensure the quality of the academic content, it is necessary to have a thorough knowledge of both the country's education system and the specific school.

Therefore, AARHUS TECH has some basic principles for partnerships with schools abroad:

- We want long-term collaborations between AARHUS TECH and schools abroad. The aim is cooperation agreements of a minimum duration of 3-5 years
- A school partner abroad must have several programs that match the programs at AARHUS TECH
- The cooperation must be based on reciprocity, i.e. that both parties receive and send students and teachers.
- We are looking to join networks that work with quality assurance of international mobility.
- International collaborations must be anchored in the education programs through the involvement of several employees (leader, teachers, company consultant, etc.)
- There must be mutual visits between the partners every two years.

### The 4 primary areas of activity at AARHUS TECH

Globalization is a joint matter, and we must support each other for the benefit of the students' learning, education and well-being. It is therefore the management's task to decide how to locally anchor and follow up on globalization in practice, pedagogically and professionally as well as educationally. Globalization in education is an act of will and requires the management's support to be realised, so globalization is not the project of the individual teachers, but of the whole school.

#### Internationalization at home

International examples and assignments in teaching in everyday life

Virtual and/or project collaboration with partners abroad on tasks in daily teaching

Integration of international students in teaching

Involvement of local companies, e.g. by to receive international students for internships.

Cultural intelligence

#### Development projects and networks

Projects that develop innovative teaching approaches

Projects that develop contacts and methods for increased mobility

Projects and networks that support and improve access to further education abroad

Projects that work with the UN's global goals

Projects that work with sustainability

#### International mobilities

School stay abroad, which contributes to to achieve concrete competence goals

The students can see the international opportunities on the "New student" platform and on the school's website

The students automatically receive information about their international opportunities via "itslearning"

Training abroad (vocational training) (OPU or ERASMUS+)

Foreign students doing internships in local companies

#### Competence development of employees

Collaboration with foreign partners on achievement of competence goals

Development and execution of teaching activities, which includes international perspectives

Participation in development projects and networks

Job shadowing abroad (schools and/or companies)

Accompanying teacher

Guidance in OPU

## **Evaluation**

As a school, it is important that we keep our focus on globalisation, including the development of students' global competences. We create change in our approach where it proves necessary. Therefore, we evaluate our efforts:

- The school's management ensures that the work with the students' global competences is continuously followed up.
- It is important that the school, as part of the progression plan for the students' global competences, has included continuous forward evaluation.
- All subjects and mobilities contribute to the development of students' global competences, which are therefore also evaluated.