

laH stakeholder matrix

Involving different stakeholders in laH – how to bring them onboard?

The matrix below is a description of the different stakeholders in internationalisation at home (laH) in higher education. This matrix was used during the EAIE session 'Onboarding diverse stakeholders: Strategies for engaging different perspectives in Internationalisation at Home approach'. During the session participants were asked to prepare a pitch to one of the stakeholders in laH based on a case study of university FICTIVE. Knowing your stakeholders, their interest and their link to laH is crucial to start a conversation on laH and bring them onboard.

The matrix was developed by the speakers: [Eva Haug](#) (educational advisor for internationalisation of the curriculum & COIL at AUAS), [Tine Ternes](#) (head of the Global Engagement Office at VIVES UAS) and [Anouk Vermeulen](#) (projectmanager laH at Nuffic). We have tried to incorporate the most important stakeholders. If you have any questions, feedback or suggestions, feel free to contact the authors by e-mail or LinkedIn. In this way we can continue sharing knowledge and experiences, for example in the EAIE Internationalisation at home LinkedIn group:



Stakeholder	Interest/'problem'	Link to IaH / 'solution'	Why is it important to involve this stakeholder in IaH ?
Academics (discipline specific)	<ul style="list-style-type: none"> Formal curriculum Preparing the future professional for the labor market. 21 century skills/graduate attributes/transferable skills Pedagogy (for example: how to deal with diversity in your classroom?) How to incorporate SDG's and global citizenship in the curriculum? How to implement virtual exchange in curriculum? 	<ul style="list-style-type: none"> The labor market asks for professionals with international competencies (personal development, intercultural competencies etc). → overlap with 21 century skills. IaH is a tool that makes it possible to work on SDG's, global citizenship, diversity and inclusion etc. within the classroom and the curriculum. 	<ul style="list-style-type: none"> When academics incorporate IaH →? international competencies students ↑ Academics have a role in making students aware of their international skills (reflecting on this in assessment).
Educational developers/ teacher and learning centre (supporting academics)	<ul style="list-style-type: none"> Educational innovations and developments Learning and development of skills Supporting academics Educational policy/strategy Formal curriculum Pedagogy (for example: how to deal with diversity in your classroom?) How to incorporate SDG's and global citizenship in the curriculum? How to develop virtual exchange in curriculum with international partners? Quality assurance 	<ul style="list-style-type: none"> Internationalisation could be seen as one of the educational developments How does IaH relate to other educational innovation and developments (for example formal assessment, blended learning)? IaH can enhance the quality of your education. 	<p>When educational developers see the importance of IaH, they can take this into account when supporting/advising academics about IaH in (future) educational policy development and curriculum.</p>
Students	<ul style="list-style-type: none"> Possibilities on the labor market Personal development Building an international network Development of soft skills/intercultural competencies (and language skills) Grow in their professional development 	<ul style="list-style-type: none"> IaH makes it possible to train intercultural competencies and therefore increases the student's possibility on the labor market. Students can, for example with COIL, build their international network. With IaH students get to know different approaches and perspectives in their discipline (and beyond) and therefore can develop their professional skills in their field. It broadens their horizon as a professional. IaH makes gaining international competencies accessible to all students. Students are experts in diversity by their own experience (for example because of their own bi-cultural background). This knowledge can be useful when you want to make use of different perspectives in your education and how to decolonize your curriculum. 	<ul style="list-style-type: none"> The goal of IaH is improving their (international) skills. Awareness of these skills will increase by reflection. Incorporating student voices can increase the diversity in your teaching and curriculum.
Leadership (including HR policy)	<ul style="list-style-type: none"> Deliver qualified graduates Team development (academics) Diversity and inclusion in the team (academics) Recruitment policy Acting in line with policy/strategy of the HEI on for example global citizenship, diversity and inclusion, internationalization etc. React to societal developments (chat GPT as an example) Competition about student numbers with other HEI's or grants 	<ul style="list-style-type: none"> IaH contributes to professional and personal skills development of students and staff (sets professional development goals for staff). A cultural aware staff is able to transfer intercultural skills to students IaH is about incorporating different perspectives and voices → contributing to diversity and inclusion. IaH is for all students. IaH is a way to distinguish yourself as a HEI from your competitors (IaH is different per context). IaH is a way to shape your HEI's strategy and policy (what does it mean to your team?). IaH is a tool that makes it possible to work on SDG's, global citizenship, diversity and inclusion etc. within your team. 	<p>You need the support of leadership (being your 'supporter' / 'ambassador' for IaH) in many different ways, like time/budget wise, being introduced to the right tables (inside and outside the HEI), to guide academics and educational developers and support them in the IaH direction, in (future) policy development.</p>

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Human Resource department (HR)	<ul style="list-style-type: none"> Professional development Recruitment policy Diversity and inclusion in the team (academics) 	<ul style="list-style-type: none"> IaH contributes to professional and personal skills development of students and staff (sets professional development goals for staff). IaH emphasizes the need for diverse perspectives to enrich education so all (student) voices feel represented and heard. A diverse and inclusive team that is sensitive to this, is supporting this idea. 	To incorporate IaH you need professional development for staff. HR can help and support colleagues in their career within the HEI, for example by including international competencies in the personal development plans of staff and/or in the recruitment policy. A cultural aware staff is able to transfer intercultural skills to students.
Communication department	<ul style="list-style-type: none"> React to societal developments (chat GPT as an example or political discussion about more/less international students) Image of the HEI (as an inclusive place for example) Connection between departments within the HEI Do students feel at home at the university? How inclusive is the university in its (internal and external) communication? 	<ul style="list-style-type: none"> Framing of IaH in the 'correct' way → involving your different stakeholders To make all students feel at home it's important to have a close look at your communication. For example: is information also available in English? What photographs are used on the website; are those inclusive enough or will it re-enforce stereotypes? 	Making use of the existing (internal and external) HEI communication platforms for example to 'report' success stories and sharing best practices → 'spreading the IaH story'.
International office (IO)	<ul style="list-style-type: none"> Setting up international partnerships Increasing incoming and outgoing mobility by removing (mob)stacles for students and staff Be(coming) an international HEI Is involved in the internationalisation strategy of the HEI Funding for international projects (for example Erasmus+) 	<ul style="list-style-type: none"> IaH is about the formal and informal curriculum. With regards to the informal curriculum, we can increase an international atmosphere on campus, that could also be beneficial for mobility. 	<ul style="list-style-type: none"> The IO colleagues have a lot of knowledge about setting up international partnerships and working with international students. This can be very valuable for setting up a COIL and finding partners, working in an international classroom or asking guest lecturers from partner HEI's. The IO is involved in the internationalisation strategy of the HEI. Creating awareness for IaH at the IO will increase the chances of incorporating IaH in the strategy of the HEI.
External stakeholders International partners Local partners like businesses, NGO's, local government etc.	<ul style="list-style-type: none"> Partners in the (local) labor market: looking for graduates with international competencies HEI's: looking for best practices and exchanging knowledge about internationalisation (for all students) in education. Looking for partners in projects. 	<ul style="list-style-type: none"> With IaH students gain the international competencies the labor market asks for, even in your home country. IaH offers many opportunities to internationalize your HEI; exchanging knowledge increases the quality of your education. There are a lot of possibilities to set up international partnerships and projects in this field. 	Your HEI partners can help you to gain more knowledge about IaH and you can benefit from their experience to increase the quality of IaH at your HEI. By involving the labor market your education stays up to date about what graduates require. This makes your education relevant.