



# Schools on the move: internationalisation for school development

School culture as a background  
condition for achieving sustainable  
embedding of internationalisation in  
secondary schools.



# Who are we?

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# Schools on the Move

- 2-year PWO Project = Practice-oriented scientific research
- Central research question:  
  
“How can **secondary schools** firmly embed internationalisation in order to enhance educational quality within the Flemish Framework for Quality in Education (OK)?”



# Schools on the Move: subquestions

- What is the perceived impact of internationalisation initiatives on educational quality?
- What are the challenges, needs and critical success factors with regards to improving educational quality through internationalisation?
- Which building blocks can be identified and implemented in order to establish a sustainable foundation for internationalisation initiatives in classroom and school practices?

# Schools on the move

- Research Approach:



# 1. Literature Review



- Publications on
  - Internationalisation in secondary education (limited # of sources)
  - Sustainable educational innovation
  - Educational quality
  - School culture
- Provided input for interview guide
  - Exploratory
  - In depth
- Provided input for the building blocks





## 2. Interviews

- Expert schools, supporting services, national agency



# Interviews as data collection

	Secondary schools							
	Central	Bru	W-Fl	E-Fl	Fl-B	Antw	Lim	
Catholic schools	1		1	1	2	1	3	8
Public schools (GO!)	1	2		2		1		5
		2	1	3	2	2	3	
Others:	Ryckeverde, EPOS (NA), Inspectorate							



# 3. Pilot schools – Case studies



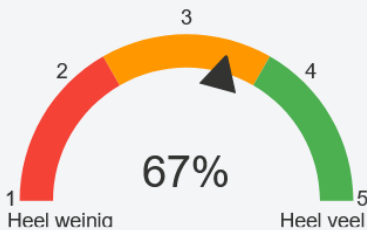
- Selection of 4 pilot schools & Intake
- Staff survey & follow-up
- Inspirational sessions
  - Quality culture
  - Implementing internationalisation & citizenship in Dutch schools
- Focus group per school
  - Building blocks & first priorities
- → short- & long term plan for firmly embedded internationalisation

# Pilot schools: staff survey

- Example of survey  
(<https://eu.agileresearch.medallia.com/report/481725>)
- Result: survey showed statistical connections between:
  - School culture
  - Perception of focus on quality of education
  - Perception of focus on internationalisation
  - Perception of link between internationalisation and quality of ed.
  - Possible link to leadership (not part of the survey)
- Survey became basis for model we developed

# Response= 500+ (50-75% in 3 schools)

In welke mate vind je dat internationalisering bijdraagt / kan bijdragen aan onderwijskwaliteit op jouw school?



N 530

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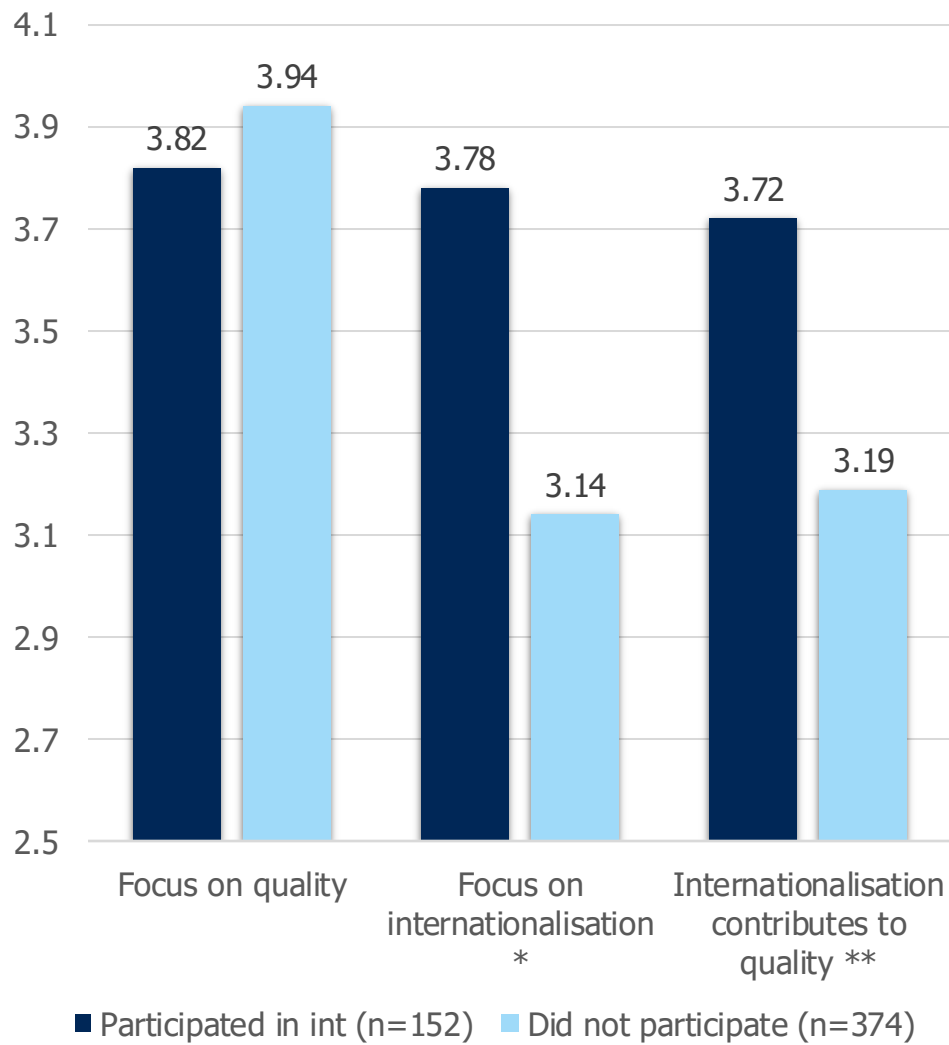
Heel weinig 2 3 4 Heel veel

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## Waaruit blijkt dat? Deelname aan internationale initiatieven ...

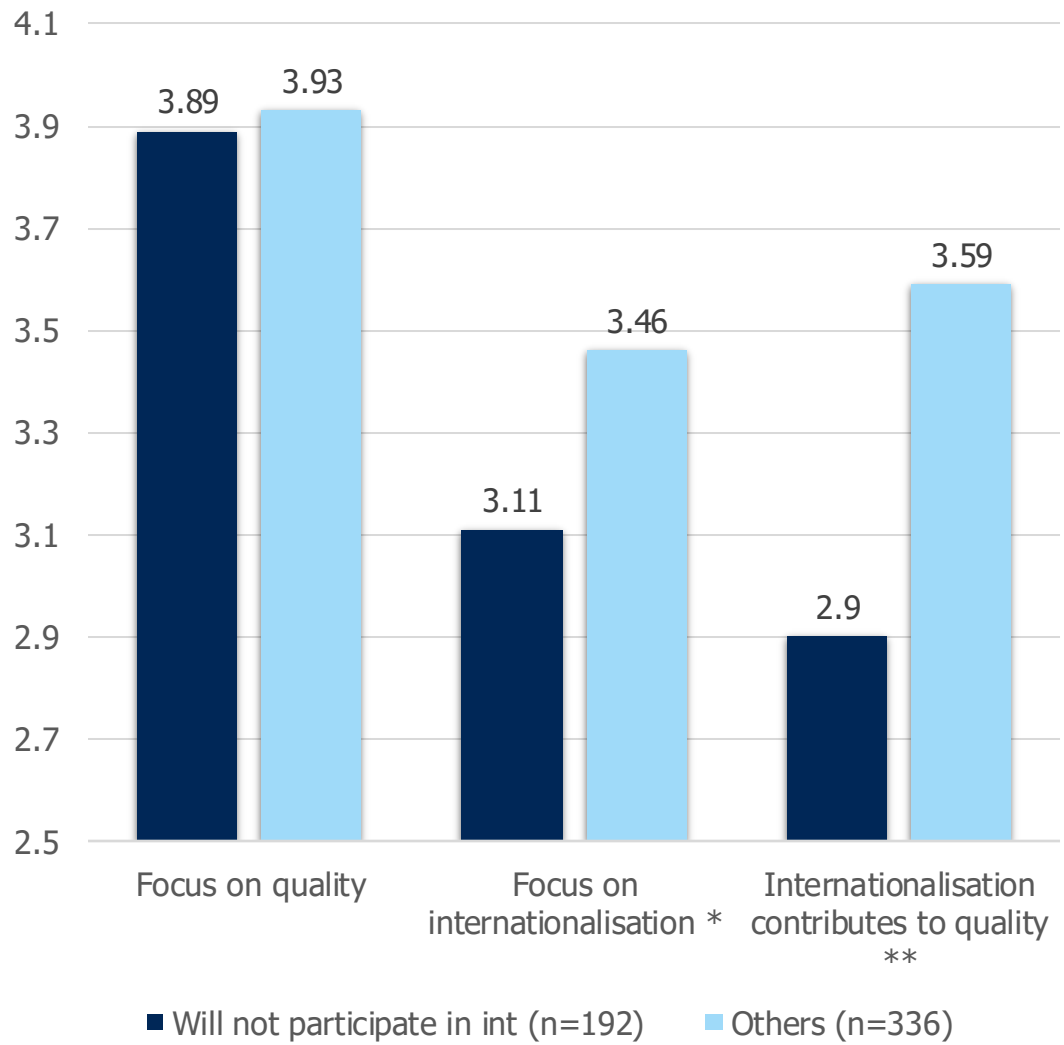
	Gemiddelde	Aantal	% van de antwoorden
... heeft ertoe bijgedragen / kan ertoe bijdragen dat er een positieve houding is in mijn school tegenover buitenlandse lesopdrachten, jobshadowing en opleiding?	69%	530	<div><div></div><div></div><div></div><div></div><div></div></div> 5% 22% 35% 17% 19%
... heeft bijgedragen / kan bijdragen tot de bevordering van gemeenschappelijke waarden als vrijheid, inclusie, verdraagzaamheid en non-discriminatie in mijn school?	68%	530	<div><div></div><div></div><div></div><div></div><div></div></div> 5% 22% 36% 16% 20%
... heeft ertoe bijgedragen / kan ertoe bijdragen dat leraren en ander personeel hun competenties verder hebben ontwikkeld / kunnen ontwikkelen?	68%	530	<div><div></div><div></div><div></div><div></div><div></div></div> 7% 21% 39% 14% 17%
... heeft bijgedragen / kan bijdragen tot innovatieve les- en opleidingspraktijken in mijn school?	63%	530	<div><div></div><div></div><div></div><div></div><div></div></div> 9% 21% 34% 12% 20%
... heeft een bijdrage geleverd / kan een bijdrage leveren op het vlak van digitalisering, sociale inclusie en duurzaamheid in mijn school?	63%	530	<div><div></div><div></div><div></div><div></div><div></div></div> 7% 26% 33% 10% 21%
... heeft ertoe bijgedragen / kan ertoe bijdragen dat onderwijs- en opleidingsprogramma's beter afgestemd zijn op de behoeften van de lerenden?	60%	530	<div><div></div><div></div><div></div><div></div><div></div></div> 10% 27% 30% 8% 22%

Participated in international initiative



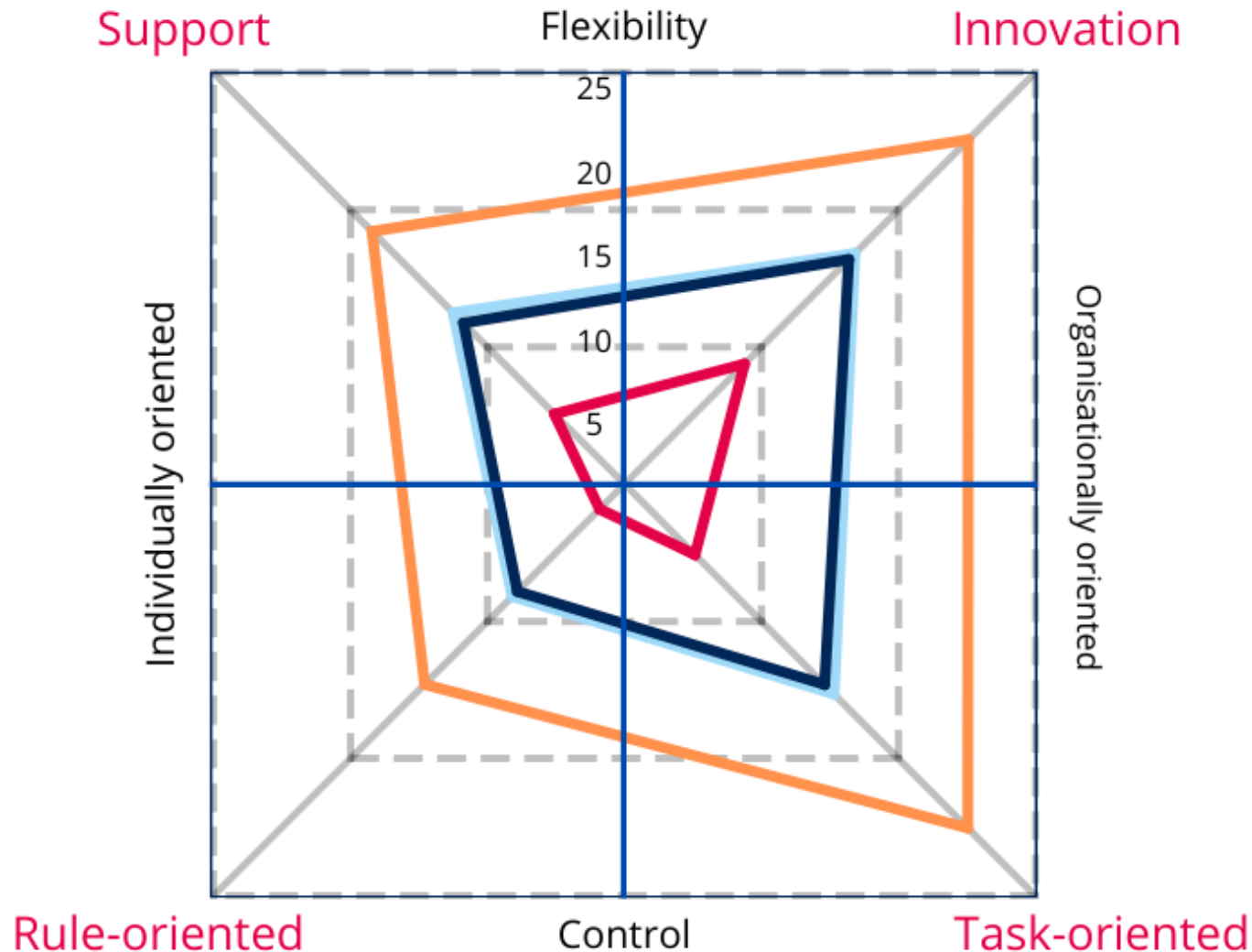
\*  $F(1,524) = 32,277, p = <.001. \eta^2 = .058$   
\*\*  $F(1,524) = 29,354, p = <.001. \eta^2 = .053$

Will not participate in international initiative



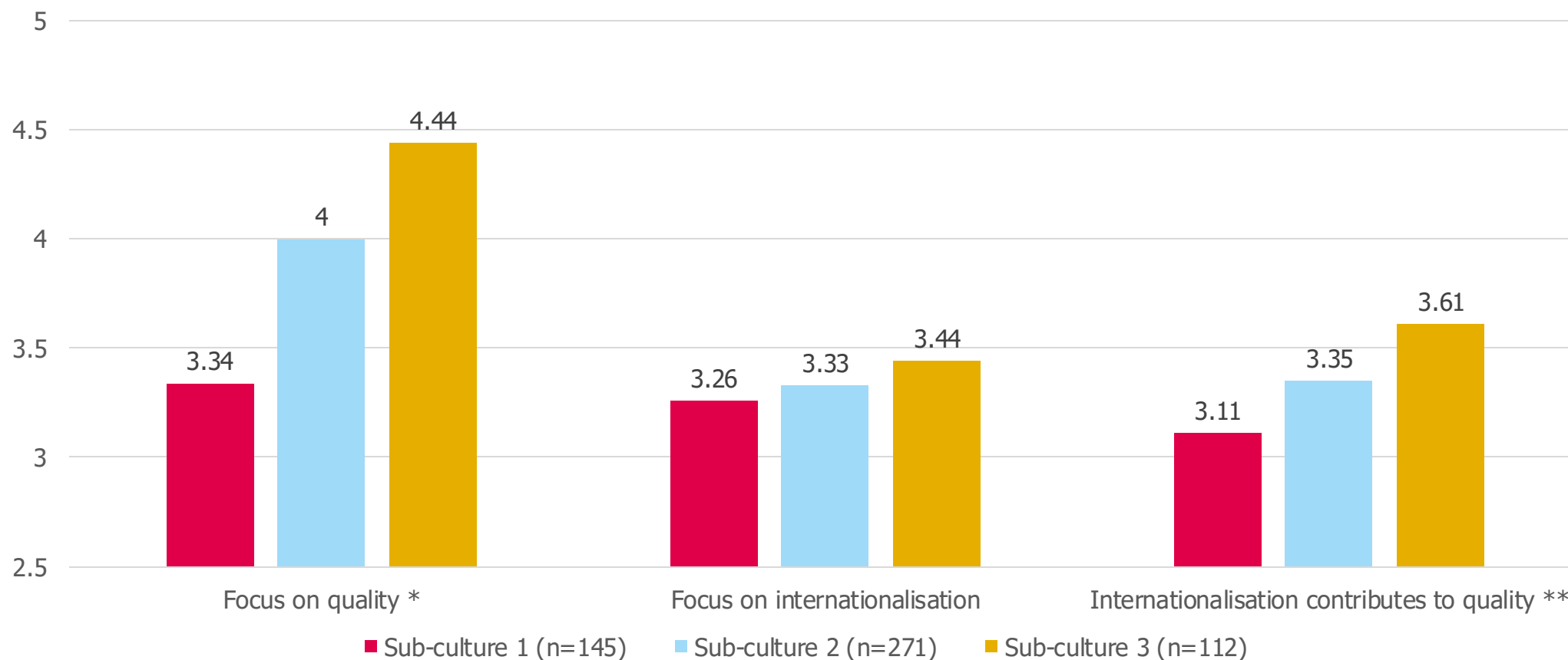
\*  $F(1,524) = 10,526, p = .001. \eta^2 = .020$   
\*\*  $F(1,524) = 60,414, p = <.001. \eta^2 = .103$

# School culture & sub-cultures?



**Subculture 1** (n=148)  
**Subculture 2** (n=283)  
**Subculture 3** (n=115)  
**Whole group** (n=546)

# Sub-cultures relevant?



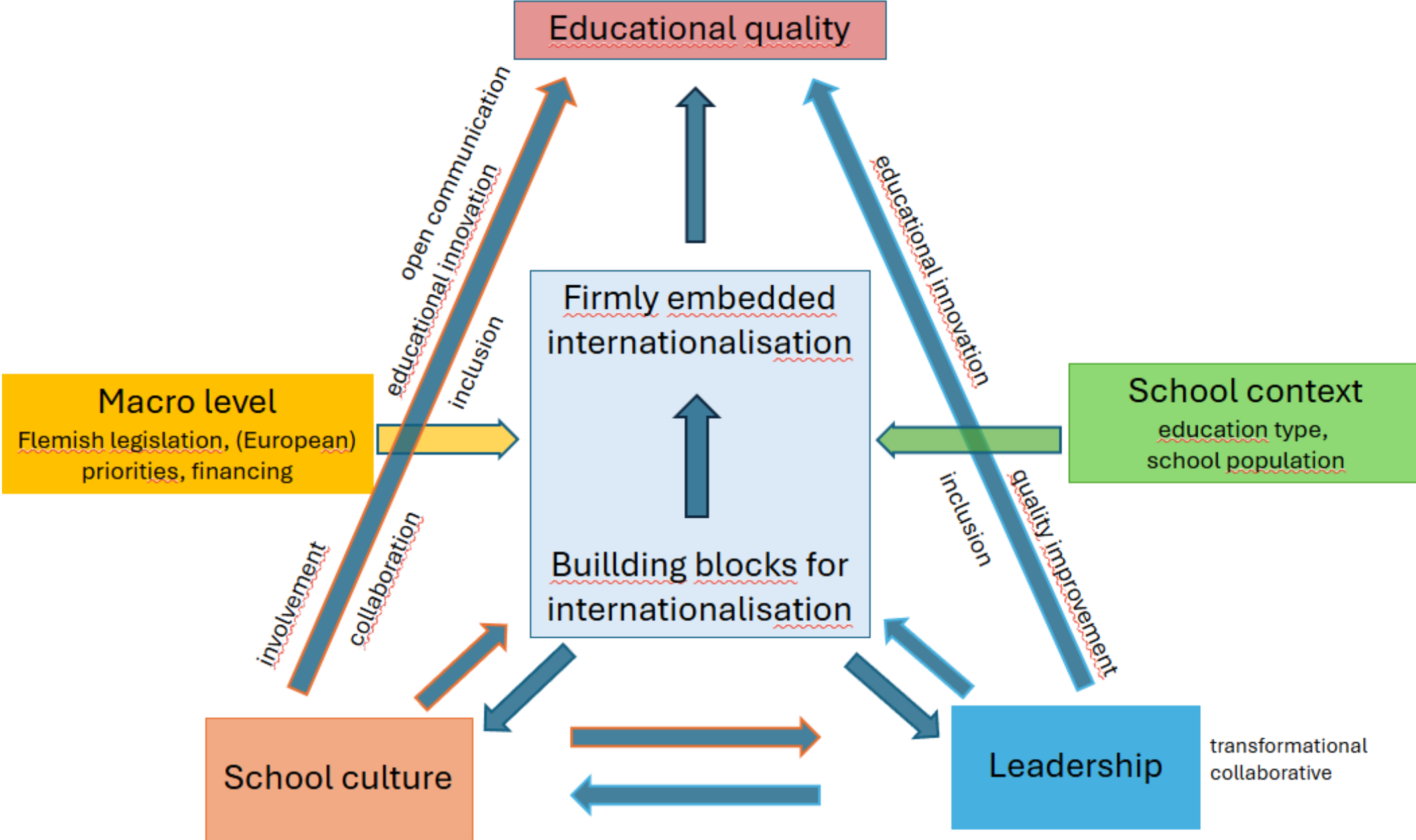
\* Members of different sub-cultures report significant differences in their perception of focus on quality, one-way anova ( $F(2,525) = 97,307$ ,  $p = <.001$ ). The effect-size is large ( $\eta^2 = .270$ ).

\*\* The contribution of internationalisation to quality of education is perceived significantly differently in different sub-cultures ( $F(2,525) = 7,478$ ,  $p = <.001$ ). The effect-size is small ( $\eta^2 = .028$ ).



# Research Result 1

- A model for sustainable integration of internationalisation in secondary schools



# Research result 2

- Building blocks for firmly embedding internationalisation in schools

# Building blocks?

- Institutional Embeddedness
- Sustainable Partnerships
- Capacity building
- Engagement
- Flexibility & innovation
- Monitoring & evaluation
- Communication

# Building blocks: exercise

- Let's get to work
- Important to remember:
  - You are a member of a secondary school
  - Assign importance to each building block



# Results exercise

- <https://eu.agileresearch.medallia.com/report/520368?lang=gb>



# Reflection

- Building blocks
  - Clear?
  - Complete?
  - ....
- International dimension
  - Do the building blocks fit your national/local context?
  - Which ones are more or less important? Superfluous?
  - .....

