

The Impact of Erasmus+ and eTwinning on schools

January 2022

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This project was financed with the support of the National Agency Erasmus+ Education & Training. The responsibility for this publication lies exclusively with the authors. The NA Erasmus+ cannot be held liable for the use of the information contained therein.

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Summary

Today's children are growing up in a world that knows no national borders. Education has the important task of introducing children to the international and intercultural society. Because in order to function effectively in the present-day society, they will also need to be internationally capable. Many schools in primary and secondary education are increasingly responding to this need.

The European programmes Erasmus+ and eTwinning support schools in primary and secondary education in embedding internationalisation. In the Netherlands, Erasmus+ and eTwinning are implemented by the National Agency (NA) Erasmus+. The NA Erasmus+ attaches great importance to the participation of schools in Erasmus+ and eTwinning having the greatest possible effect. For this reason, the NA Erasmus+ strongly focusses on furthering the impact of the programme on the individual, the organisation, and the society.

The main goal of this study is to provide the NA Erasmus+ with information on the impact of the Erasmus+ and eTwinning programmes on the organisational embedding of internationalisation in participating schools, the quality and content of the education, and on the level of focus on internationalisation and specific themes in the curriculum. The adjoining text box gives an overview of the subjects included in this impact study.

Organisational Embedding of Internationalisation at the School	Educational Quality and Content and Focus on Internationalisation and Specific Themes
<p>1) Vision and Strategy: The school management has embedded internationalisation in policy plans and strategies</p> <p>2) Support Structure: An organisation-wide support structure is in place for internationalisation activities</p> <p>3) Financing: Internationalisation included in the school budget as a means of pursuing specific objectives</p> <p>4) HR Policy: Development of international competencies is a standard component of performance interviews (for instance, as part of a personal development plan (PDP))</p> <p>5) Partnerships and Networks: The school systematically (every year) engages in international networks and internationalisation activities within the framework of teacher and student mobilities</p>	<p>1) International Teacher Competencies: Nearly all teachers (more than three quarters) develop international competencies</p> <p>2) Pedagogy and Didactics: Nearly all teachers (more than three quarters) implement Erasmus+/eTwinning inspired changes in pedagogy and didactics</p> <p>3) Digital Learning Resources and Tools: Nearly all teachers (more than three quarters) implement Erasmus+/eTwinning inspired changes pertaining to the use of digital learning resources and tools</p> <p>4) European Dimension: Nearly all teachers (more than three quarters) pay attention to the European dimension during their classes</p> <p>5) Inclusivity and Diversity: Nearly all teachers (more than three quarters) pay attention to inclusivity and diversity skills in their classes</p> <p>6) Sustainability: Nearly all teachers (more than three quarters) pay attention to sustainability in their classes</p> <p>7) World Citizenship: Nearly all teachers (more than three quarters) pay attention to world citizenship in their classes</p>

The study comprises a survey among participating schools and four in-depth case studies in which interviews were conducted with the school board, coordinators, teachers, and pupils in order to collect impact stories (in the towns of Bergen op Zoom, Den Haag, Elsloo (Aelse) and Zwolle). Impact was measured based on a model in which we considered the following aspects:

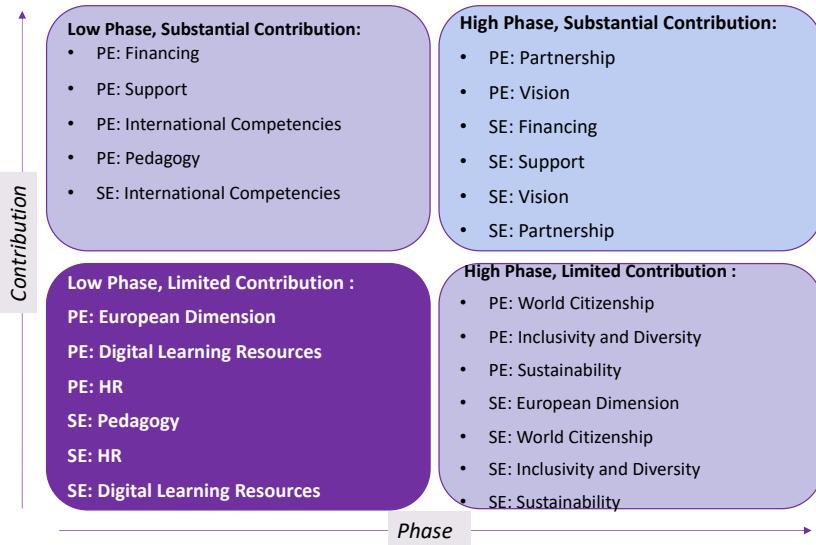
- 1) **Current situation:** Per subject (see table), an impact scale was developed to determine the phase the school is currently in. Phase 1 represents a minimal embedding of internationalisation whereas phase 5 is indicative of complete embeddedness.
- 2) **Change:** The extent to which the situation regarding organisational embedding and educational quality and content have improved, remained the same or diminished during the period 2014-2020.
- 3) **Contribution of Erasmus+/eTwinning to the current situation:** Here, we indicate whether Erasmus+/eTwinning have made a negative, positive, or very positive contribution to the current situation of the subjects mentioned.
- 4) **Wider impact:** This is about the wider impact of Erasmus+ and eTwinning, such as the wider embedding of gained insights, working and teaching methods at the school, as well as the sharing of experiences with other schools, and the influencing of local/regional/national policies. In addition, we asked about the impact on pupils.

An invitation for the survey was sent to all 750 schools that participated in Erasmus+/eTwinning in the period 2014-2019. In total, the response includes 47 schools in primary education, 140 in

secondary education and four schools which offer both. On the basis of the collected data, the following conclusions were drawn.

Conclusion 1: Schools are in varying phases of development in terms of their embedding of internationalisation:

When we look at the relationship between the state of affairs regarding organisational embeddedness integration and the current situation as to the internationalisation of education, we find that **primary education generally has further to go in terms of the organisational embedding of internationalisation compared to secondary education, but has taken bigger steps in terms of the internationalisation of education.**



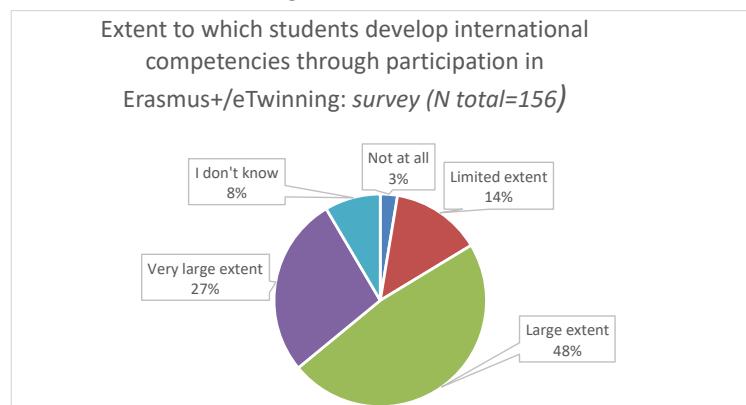
There is a limited link between the degree of organisational embeddedness of internationalisation within a school and the level of internationalisation of education. In this case, a higher phase in terms of organisational embeddedness translates into a somewhat higher score regarding the internationalisation of education. This connection is stronger in secondary compared with primary education. **In other words, we find that in secondary education a higher level of organisational embeddedness coincides with a higher degree of embeddedness of internationalisation in education.** The following topics score highest in terms of the level of their embeddedness in the organisation: sustainability (PE), inclusivity and diversity (PE), and world citizenship (PE) and partnerships (SE). The following subjects scored lower: financing (PE), pedagogics (SE), HR (PE) and digital learning resources (SE).

Conclusion 2: Schools see that Erasmus+/eTwinning makes a substantial contribution to their organisation, teachers, quality, and the embedding of specific themes in education. In PE, the impact is mostly on educational content, and this holds particularly true for schools that so far have only limited experience with Erasmus+ and eTwinning. In SE, the impact is mostly on the organisation, and this mainly applies to schools scoring high on their level of organisational embeddedness of internationalisation. Looking at the relationship between the current situation regarding various subjects and the contribution made by Erasmus+/Twinning, here we can see a limited link as well. The adjoining text box positions the subjects for PE and SE according to phase and contribution made by Erasmus+/eTwinning. Here, we see that a higher phase of organisational embeddedness coincides with a substantial contribution, whereas in terms of educational quality the contribution made by Erasmus+/eTwinning is greater when the school is still in a lower phase of development. **In other words, Erasmus+/eTwinning would appear to have greater impact on the first steps taken to change teachers, improve quality and embed themes in education, and less so on the wider embedding of the internationalisation of education in the school as a whole. With organisational integration this is exactly the other way around. At schools that are already further along in their development, Erasmus+/eTwinning is particularly helpful in the wider organisational embedding of internationalisation within the school.** In other words, the role Erasmus+/eTwinning plays in the

embedding of internationalisation changes in accordance with the school's developmental phase.

Conclusion 3: Schools experience a strong impact of Erasmus+/eTwinning on their organisation, teachers, and their educational quality and themes, resulting in a measurable effect on pupils:

The survey and the case studies resulted in a positive conclusion regarding the impact of Erasmus+/eTwinning on the organisation, teachers and the educational quality and themes. This impact study shows that schools notice a wider impact. Differences in emphases can be observed between PE and SE schools, larger and smaller schools (>100 and <100 teachers), and schools participating in one or more types of internationalisation activities. The schools also see a wider impact on the extent to which pupils develop international competences through participation in Erasmus+/ eTwinning (see adjoining diagram). In addition, Erasmus+/eTwinning also influence the choices they make, even after PE and SE.



Conclusion 4: Schools see impact primarily within their own organisation, followed by local policy development and finally at other schools (sharing of experiences): An explanation could be that schools realise that some themes they discuss within the international projects also lead to thought and policy development in the region in which they operate. Other schools, however, both in and outside of the region, are often also perceived as competitors which renders the exchange of lessons learned less self-evident.

Conclusion 5: Schools are positive about the programme and NA Erasmus+'s role therein. The majority of the schools believe that the benefits outweigh the investment costs: Nearly half the schools believe that the various programme components mutually reinforce each other to a large or very large degree. eTwinning is valued by a number of schools (and by a select number of teachers within those schools) as an instrument for making contact with schools having comparable developmental needs. On the other hand, however, there are also schools that are critical of the functionality. The latter group often uses other digital tools to collaborate with foreign schools. The support provided by the NA Erasmus+ in achieving impact is highly appreciated by a majority of the schools.

In conversations with schools a number of **avenues of thought** emerged that could help schools achieve greater impact:

- 1) the NA Erasmus+ could stimulate schools more to learn from each others' experiences. The wider impact on other schools is assessed as the least strong. This while schools could learn much from each other. Facilitating short *Peer Learning Activities* around specific themes could support schools in this learning process.
- 2) For schools that have only recently started on internationalisation, it is often difficult to take the next step in embedding learned international lessons in their organisation. The NA Erasmus+ could lend a hand to schools in order to stimulate institutional embedding of internationalisation. One of the suggestions made by schools is that they would like to have a tool in order to create greater support for internationalisation and take a next step.
- 3) The NA Erasmus+ could play an important facilitatory role in increasing impact at the programme level by better enabling schools to link the project results to national policy

in PE and SE. This could, for instance, take the form of linking the outcomes of different projects on comparable themes and have schools jointly introduce these in national policy discussions.

- 4) The NA Erasmus+ could adjust the message it sends to schools regarding the impact of internationalisation. One aspect that could be given a greater role in the NA's communication is that achieving impact requires staying the course and it only becomes apparent after a number of projects or years of involvement.

Additionally, it could be of interest to repeat this study every 3-5 years, to see whether impact at the schools is in fact increasing. It could also be of interest to make the results wider available across Europe and possibly roll out a comparable methodology in other countries in order to facilitate comparing various countries with each other.

1. Introduction

1.1 The Importance of Internationalisation with Impact

Today's children are growing up in a world that knows no national borders. Education has the important task of introducing children to the international and intercultural society, as functioning effectively in the present-day society requires being internationally capable. Many schools in primary and secondary education are increasingly responding to this need. Internationalisation in primary and secondary education means looking across borders together with the pupils so as to broaden their horizon. Introducing pupils to the international and intercultural society at an early age gives them a broader perspective and enables them to function in this society. In addition, internationalisation promotes teacher professionalisation and enriches the school curriculum; internationalisation is not a bonus, but an essential building block in providing a quality education.

With Erasmus+, the European Union supports the educational, professional, and personal development of participants in Primary Education (PE) and Secondary Education (SE) both in and outside of Europe. To achieve this objective, Erasmus+ employs three action lines: Mobility (KA1), Strategic Partnerships (KA2) and Policy Development (KA3). The programme offers PE/SE participants the possibility to gain knowledge and experience both at home and abroad¹, eTwinning is the online community for European schools. It is a platform for educational staff working in a PE, SE, or vocational school in one of 44 participating countries. The platform's goal is to support communication, cooperation, project development and sharing. eTwinning is co-financed by Erasmus+² and also intended for pupils.

At the individual level, Erasmus+ and eTwinning seek to enhance the communicative and intercultural skills of participants in PE/SE (staff and pupils). They also acquire soft and language skills. Participants in the Erasmus+ PE/SE programme are also challenged to develop competencies that are important for active participation in the society. In addition, the programme strives to improve the quality of PE/SE education. In so doing, Erasmus+ and eTwinning for the PE/SE sectors make a contribution to higher standards of living, social cohesion, sustainability, diversity, inclusivity, and equal chances in Europe. There are, of course, many other actors and factors involved in these societal developments. In this complex environment, the Erasmus+ project results contribute directly and indirectly to major social and societal changes.

In its objectives, the National Agency (NA) Erasmus+ states that it is important its projects should have the greatest possible impact and success rate³. For this reason, the NA pays great attention to the programme's impact on the individual, the organisation, and the society.

In order to gain insight in this process, NA Erasmus+ developed an impact tool to give project applicants from the PE/SE sectors a proper start. It helps them decide on the desired and expected impact and translate the result into a concrete project design. In this way, the project activities and accompanying project results will later better match the desired impact. Or in the words of NA Erasmus+ Education and Training Director Lem van Eupen: "When you go abroad for an internship, a study, or to teach, it is not an isolated activity. For all Erasmus+

¹ In the period 2014-2021, all 28 then member states plus Iceland, Liechtenstein, Norway, Turkey, Serbia, and North Macedonia participated in the Erasmus+ programme. From 2021, the United Kingdom is no longer an EU member state and no longer a participant in Erasmus+ and eTwinning. For the participating countries see: [Programme guide | Erasmus+ \(europa.eu\)](#)

² eTwinning - Homepage

³ Mobility Impact Tool | Erasmus+ (erasmusplus.nl)

projects the important question is: to which fundamental change at the individual, organisational and societal level are you making a contribution?"⁴.

Insight in the impact: both the expected impact (outcome) and the desired impact (impact) contribute to the two NA Erasmus+ priorities with regard to the Erasmus+ programme:

- **Value for Money:** The programme wants to provide proper accountability of the programme results it achieves. This goes beyond accountability for the direct allocation of means (economy/efficiency), to also include accountability regarding the extent of structural changes achieved by the subsidy recipients (effectiveness/equity).
- **Knowledge management:** the programme promotes knowledge development in the field of internationalisation and application of this newly acquired knowledge by educational institutions. Research plays a significant role in the interpretation of programme results and, more in particular, in the translation of these results into usable insights that better support organisation in the setting up and development of more purposeful and more effective education.

The goal of the NA Erasmus+ is therefore to create insight in the changes affecting pupils, professionals and organisation from the PE/SE sectors as a result of their participation in Erasmus+ and eTwinning projects. In light of the above, Erasmus+ takes a strong interest in the yields – including those from this research – and in the concrete aspects that contributed to either positive or negative and/or either short-term or lasting changes in, among others, the personal, organisational, and professional fields.⁵

1.2 Research Objective and Research Questions

The primary objective of this research assignment is to provide the NA Erasmus+ with information on the effect of the Erasmus+ programme and eTwinning:

- On the **internationalisation** and the European dimension in PE/SE schools in the Netherlands;
- The **organisation**(development) at PE/SE schools;

The study also looks at how the Erasmus+ programme and eTwinning contribute to:

- **improving the quality** of education at PE/SE schools; the impact on pupils, and the realisation of the goals prioritised by the EU in this context.

The study is conducted within the framework of the NA Erasmus+'s impact strategy and contributes to a proper accountability of expended funds as well as to an indication of the added value of international mobility, strategic partnerships and eTwinning for the quality of education and individual professional skills. In addition, the research broadens the knowledge about what does or does not work in internationalisation, which, in turn, helps the NA Erasmus+ provide better support to PE/SE schools in setting up a more purposeful and more effective education through internationalisation. A list of the detailed research questions is included in the appendix (including short answers).

⁴ The Impact of Erasmus+ | Erasmus+ (erasmusplus.nl)

⁵ The Flemish Erasmus+ agency Epos (<https://www.epos-vlaanderen.be/>) is conducting a similar impact research within the Flemish context.

1.3 Research Analysis Framework

Given the research objective of gaining insight in the impact of the Erasmus+ programme components (KA1, KA2 (strategic partnerships as well as partnerships for school exchanges)) and eTwinning on internationalisation, organisational development, educational quality, and on pupils in the PE/SE sectors, we propose choosing a **realistic evaluation perspective**.⁶ Point of departure for any realistic evaluation is always the following question: '**which intervention, for whom, and under which circumstances, leads to which outcome**', in order to draw conclusions from this about which concrete aspects contributed to the outcomes and impact of Erasmus+ projects. Below we briefly describe this approach and what information must be gathered to fulfil the information requirement.

Which intervention...

The research looks at:

- **Core Action 1 (KA1): individual learning mobility** entails individual pupils, teachers, volunteers, youth workers and young people going abroad for a study. Organisations may receive pupils and staff from participating countries or send their own people for an education, a study, a learning pathway, or volunteer work. In PE/SE, this involves staff mobility projects, including educational assignments; structured training courses or educational events abroad; and job shadowing.
- **Core Action 2 (KA2): strategic partnerships:** These cooperation projects are aimed at reinforcing the activities of participating organisations through the exchange and development of new working methods as well as methods with an intended impact on a local, regional, national, and international level. To this end, organisations in primary and secondary education are engaged in long-term cooperation with European educational institutions and organisations.
- **Core Action 2 (KA2): partnerships for school exchanges:** Schools can also set up a partnership for school exchanges. This may involve short-term exchanges for groups of pupils (three days to two months); long-term pupil study mobilities (two to 12 months); short-term joint staff training event (three days to two months); and long-term staff educational or training assignments (two to 12 months).
- **eTwinning:** This European programme offers an online community to schools in Europe. After registration, teaching staff from the participating countries use the resources to get in touch, exchange ideas and practices, collaborate in groups, learn together during online learning events, and jointly execute projects. eTwinning is also being actively employed to allow pupils gain international experience through digital communication with pupils from other countries. The programme entails no subsidies or conditions and requires no in-person meetings.

...for whom...

The research looks at Dutch schools in PE/SE. With regard to involvement in partnerships, schools can be primary applicants or be partners in a wider consortium. Internationalisation activities may induce changes in PE/SE school boards of governors/management, support departments, and teaching staff, but eventually also in pupils and their parents/care givers. The outcomes and impact may vary per target group and the various programme components may also lead to different outcomes and impact among the target groups.

...and under what circumstances...

The outcomes and impact not only vary with regard to the target groups, but also to the PE/SE school's context. For example, PE/SE schools which have only recently taken their first steps in

⁶ See also Pawson, R., & Tilley, N. (1997). An introduction to scientific realist evaluation. In E. Chelimsky & W. R. Shadish (Eds.), *Evaluation for the 21st century: A handbook* (p. 405–418). Sage Publications, Inc.

the field of internationalisation may show different patterns of outcomes and impact compared with schools which have already been actively involved in eTwinning for some time and participated in multiple Erasmus+ programmes. The same applies to the identity of PE/SE schools and the role internationalisation plays at these schools. PE/SE schools where internationalisation is an important feature of their identity will likely show different patterns of outcomes and impact compared with schools where this is not the case. Another factor that may cause differences in patterns of outcomes and impact in the field of internationalisation is the difference in size of the various PE/SE schools. The question is to what extent teachers, pupils, and other staff at a relatively small PE/SE school might perhaps experience greater difficulties in taking part in a structural and large-scale exchange or internship abroad compared with relatively larger schools. In addition, PE/SE schools in the conurbation may show different outcomes and impact patterns. In this regard, demographic make-up and/or metropolitan issues may also play a role.

Other factors that could be included in this research are whether PE/SE schools provide bi- or multi-lingual education and/or have joined relevant networks (VVTO, TTO, and LinQ networks); whether PE/SE schools also avail themselves of other subsidies (for instance, IPV subsidies (now IFO)); whether PE/SE schools focus on to Internationalisation at Home (IaH) activities or international educational concepts such as IPC (International Primary Curriculum) for PE schools, or join the Global Citizen Network, the UNESCO school network and/or the EPAS network for SE schools.

...leads to which outcomes?

In assessing impact, we use a normative framework to determine how different Erasmus+/eTwinning activities can jointly contribute to organisational development, development of teachers and pupils, and the improvement of educational quality.

We distinguish between the following terms⁷:

- **OUTPUT:** Realised under the full control of the project. This includes, for instance, the number of teachers or pupils trained, materials developed, etc. The outputs fall outside the scope of this research but are nevertheless the point of departure for reaching outcomes and impact (No outputs, no impact).
- **OUTCOME:** This concerns the expected impact with direct influence. Within the framework of KA2 projects, the NA Erasmus+ defines outcomes (expected impact) as the changes or minor changes resulting from the executed activities. This involves, for example, a wider utilization of materials or the involvement of a larger group of teachers in internationalisation
- **IMPACT:** This involves the desired impact with direct influence. The impact (desired impact) refers to the greater and wider societal changes that also occur through other actors and factors.⁸ In addition to the NA Erasmus+ definitions, we propose to also include the sustainable embedding of internationalisation in the school organisation as impact; after all, this also depends on other actors and factors.

⁷ See Erasmus+ impact tool: <https://www.erasmusplus.nl/impacttool-mobiliteit>

⁸ [Mobility Impact Tool | Erasmus+ \(erasmusplus.nl\)](https://www.erasmusplus.nl)

1.4 The Research

In order to answer the research questions, a survey was conducted among schools supported by either Erasmus+ or eTwinning, or both, in the period 2014-2019 (contracts Erasmus+ 2014-2019, eTwinning since 2014). Four additional case studies were conducted to obtain a better image of the impact of Erasmus+/eTwinning on a PE and SE school.

Survey among schools

The purpose of the survey is to gain insight in the impact of participation in Erasmus+ and eTwinning activities. We look at the outcomes and impact on the organisational level and how internationalisation has contributed to the wider improvement in the quality of education, staff, and pupils. This survey includes questions pertaining to the background features of schools, the state of affairs regarding organisational development, teacher development, educational quality and themes, and teacher outcomes. Finally, a number of questions regarding the costs and benefits of internationalisation have also been included, the degree to which Erasmus+ projects (and various programme components) and eTwinning reinforce each other, and the support provided by NA Erasmus+ in achieving impact. For more information, see Appendix 2 which includes the list of questions.

An invitation was sent out to all 750 schools that participated in Erasmus+/eTwinning between 2014 and 2019. This includes KA101 projects (mobility projects in school education), KA201 projects (strategic partnerships in school education), KA219/KA229 projects (strategic partnerships for school exchange), or eTwinning. In total, the response comprises 47 PE schools, 140 SE schools, and four schools that offer both PE and SE. When we break down further the response, we find that 21% of the schools are independent whereas 79% are part of an umbrella or foundation. The table below shows which internationalisation activities the schools participated in. The survey was launched in September and a total of two reminders were sent out.

TABLE 2.2 OVERVIEW RESPONSE PER INTERNATIONALISATION ACTIVITY

	Core Action 1 (KA1): Individual Mobility	Core Action 2 (KA2) Strategic Partnerships	Core Action 2 (KA2): School Exchange Partnerships	eTwinning
PE	33	6	10	13
SE	51	50	100	51
PE and SE	1	2	1	1
Total	85	58	111	65

Case Studies

Supplementary to the analysis of existing information at the NA Erasmus+ and in support of the survey, four case studies were conducted at PE/SE schools. The schools were selected on the basis of background characteristics and the outcomes and impact patterns that emerged from the survey. The case studies comprised three research activities:

- 1) Study of the existing NA Erasmus+ documentation pertaining to the school (applications project reports, statistics, etc.)
- 2) Interviews (or group interview) with
 - a. School board of governors and support services (responsible for internationalisation)
 - b. Coordinator
 - c. Teachers
 - d. Pupils
- 3) Writing a short report, impact portrait or inspirational story

Case studies were conducted at schools in Bergen op Zoom, Den Haag, Elsloo (Aelse) and Zwolle.

Analysis

The survey results and case studies were analysed in conjunction to arrive at an overall image of the impact of Erasmus+ and eTwinning. In analysing the survey results, additional significance tests were also carried out (Chi-squared tests) to verify whether two populations differ from each other. We looked at the difference between PE and SE schools, bigger (>100 teachers) and smaller schools (<100 teachers), and between schools participating in one type of intervention and those participating in multiple types.

2. Impact on the Organisational Embedding of Internationalisation

2.1 Introduction to Organisational Embedding

An important condition for internationalisation in PE and SE is that it must be organisationally embedded in the organisation. This involves whether a clear vision and strategy has been set down in a policy plan, whether a proper support structure for internationalisation activities, a clear financial framework for internationalisation, and a structural facilitation of teachers in developing international competencies are in place, and whether schools participate in international networks and internationalisation activities. The importance of an effective organisational embedding of internationalisation activities figures prominently in the Erasmus+ quality standards⁹ but since 2020 has also played an important role in the accreditation of PE and SE schools, based on the example of 'charters' for vocational and higher education. Organisations with an Erasmus+ Accreditation should present clear and future-proof internationalisation plans (Erasmus Plan) that they will implement in the coming years so as to eventually improve their educational offering. In doing so, they also recognise the abovementioned quality standards. Earlier evaluations by Erasmus+ show that the quality and effectiveness of mobility actions are enhanced by drawing up a development plan for KA1 applications. This encourages schools to think harder about their long-term strategic approach¹⁰.

2.2 State of Affairs and Development over Time

This paragraph includes a description of the extent to which internationalisation is organisationally embedded at the schools we surveyed. We asked about the extent to which the following aspects were present:

- **Vision and strategy:** varying from discussing internationalisation ad hoc in board of governors' discussions related to concrete initiatives (phase 1) to internationalisation being a regular point on the agenda in board of governors' meetings (phase 2) to the board of governors embedding internationalisation in concrete policy plans and strategies (phase 3).
- **Support Structure:** varying from every internationalisation activity requiring a separate support effort (phase 1) to a core group of staff members supporting all internationalisation activities (phase 2) to the presence of an organisation-wide support structure for internationalisation activities (phase 3).
- **Financing:** varying from financing taking place as part of subsidy programmes (such as Erasmus+) (phase 1, to paying attention to internationalisation in addition to subsidised activities using own school means (and/or parental contributions) (phase 2) to integrating internationalisation in the school budget as a means of pursuing specific goals (phase 3).
- **HR Policy:** varying from discussing development of international competencies on an ad hoc basis at the teacher's request during performance assessments (phase 1) to discussing the development of international competencies on an ad hoc basis during performance interviews (phase 2) to development of internationalisation competences

⁹ European Commission (2020). Erasmus Quality Standards for mobility projects in the fields of adult education, vocational education and training, and school education

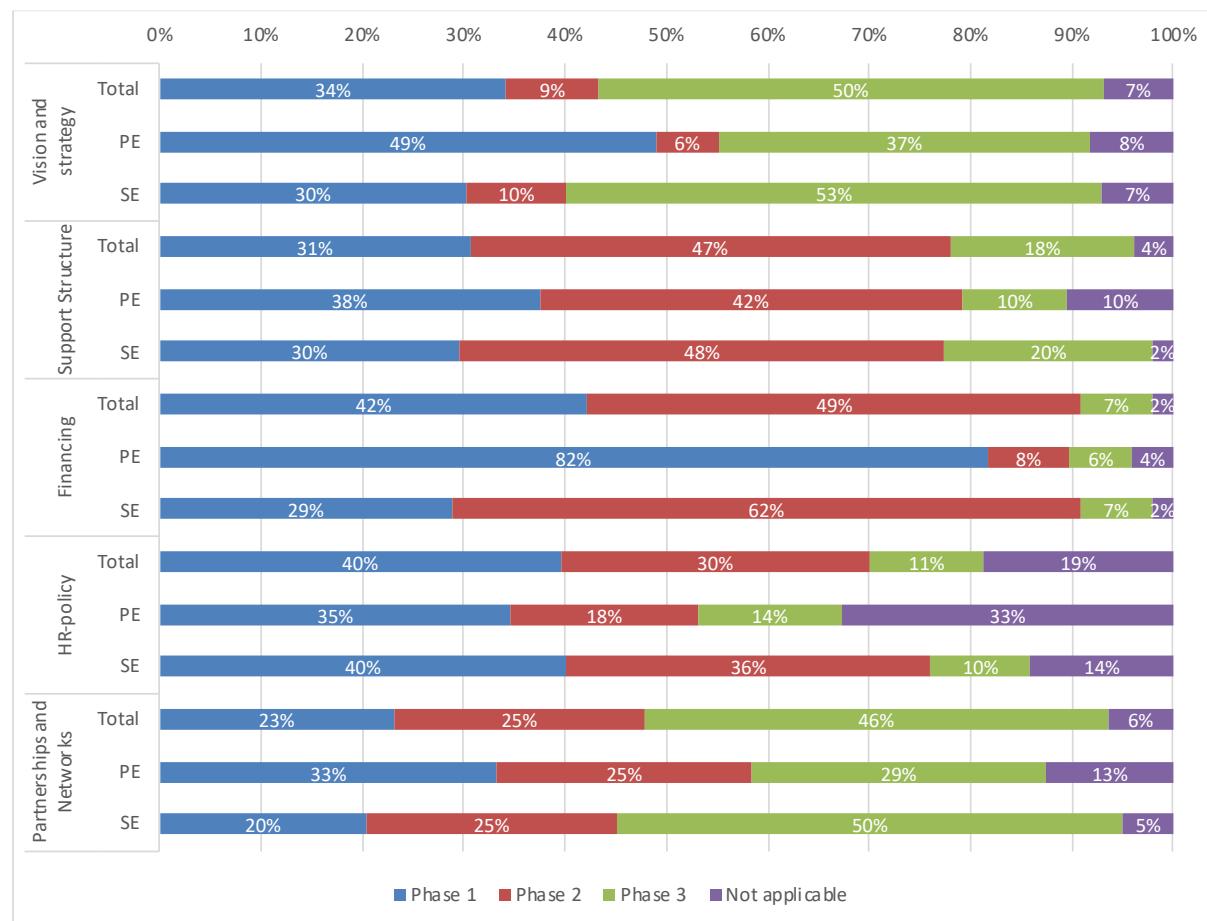
¹⁰ Ecorys (2017). Midterm evaluation Erasmus+. National Report the Netherlands. Ministry of Education, Culture and Science & Ministry of Health, Welfare and Sport. Rotterdam, 10 February 2017.

being an integral part of performance interviews (for instance, as part of a personal development plan (PDP)) (phase 3).

- **Partnerships and Networks:** varying from a school's incidental participation (once every four to five years) in international networks and internationalisation activities within the framework of teacher and pupil mobility (phase 1) to regular participation (once every two to three years) in international networks and internationalisation activities in the context of teacher and pupil mobility (phase 2), to systemic participation (every year) in international networks and internationalisation activities in the context of teacher and pupil mobility (phase 3).

Figure 2.1 below provides an overview of the extent to which the above-mentioned elements occur in the schools that completed the survey.

FIGURE 2.1 CURRENT SITUATION OF ORGANISATIONAL EMBEDDING OF INTERNATIONALISATION (PE AND SE)



Source: survey (N total=191; N PE=49; N SE=142)

In all, half of all schools have embedded internationalisation in a policy plan or strategy (this amounts to 37% of all PE schools and 53% of all SE schools). However, in a third of the cases (34%) internationalisation is being discussed ad hoc during board of governors' meetings related to concrete initiatives. This is the case in about half of the PE schools (49%) and three out of ten SE schools (30%). No significant differences between PE and SE schools were found.

In about half the schools (47%), a core group of staff support all internationalisation activities, while at nearly one third (31%) of the schools each internationalisation activity must be organised separately and as such has no structural support. However, in one fifth of cases (18%) there is an organisation-wide support structure for internationalisation activities in place. In this respect, no major differences between PE and SE schools were found.

When we look at how internationalisation is being financed, we find that **nearly half the schools (49%) use the school's own means (and/or parental contributions) to fund activities in addition to those subsidised by Erasmus+**, while in four out of ten schools (42%) funding of internationalisation occurs exclusively through subsidies. About 7% of the schools state that internationalisation is included in the school budget as a means of pursuing specific goals. Significant differences are visible between PE and SE schools, with 82% of the PE schools funding internationalisation ad hoc from subsidies, while this applies to just 29% of the SE schools¹¹. The majority (62%) of the SE schools combines subsidies with their own means.

In four out of ten (40%) of the schools, the development of teachers' international competencies is discussed at the teachers' request on an ad hoc basis during performance interviews, while in a third (30%) of the schools the development is discussed on an ad hoc basis during performance interviews. In one tenth (11%) of the schools, international competencies are a fixed part of performance interviews. There are differences between PE and SE schools, particularly in the larger number of SE schools discussing the development of international competencies on an ad hoc basis during performance interviews.

Finally, when we look at the international partnerships and networks schools are part of, we find that **nearly half of the schools (46%) systemically (every year) take part in international networks and internationalisation activities in the framework of teacher and pupil mobility**. However, one fourth (24%) of the schools only incidentally take part in international networks and internationalisation activities in the context of teacher and pupil mobility. A comparable group (25%) participates regularly. PE and SE schools show differences in this regard, with a larger share of SE schools systemically (each year) taking part in international networks and internationalisation activities in the context of teacher and pupil mobility (50% vs. 29% in PE schools)¹².

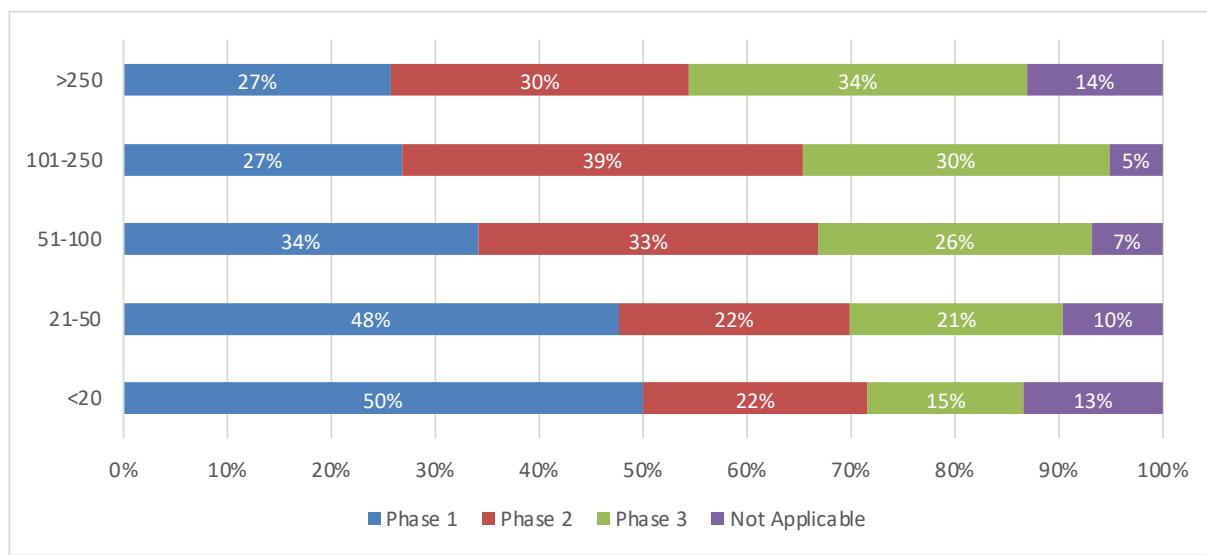
In conclusion, regarding the phases schools are in as to the degree of organisational embeddedness of internationalisation, we see that schools score best on vision, strategy, partnerships, and networks. 50% and 46% respectively are in phase 3. Schools score less well on the funding of internationalisation (7% are in phase 3). In addition, we have noticed that PE and SE show great differences with regard to the phase they are in. **A larger share of PE schools are in the first phase of organisational embeddedness, with the exception of HR policy.**

Comparing the schools in terms of size (number of teachers employed), we see in figure 2.2 that the larger the school, the more often internationalisation is better embedded in the organisation (on average 34% of the schools that employ more than 250 teachers are in phase 3, compared with 15% of the schools with lower numbers of teachers employed).

¹¹ Here, the Chi-squared test shows a significant difference.

¹² Here, the Chi-squared test shows a significant difference.

FIGURE 2.2 MEAN PERCENTAGE OF THE CURRENT SITUATION REGARDING ORGANISATIONAL EMBEDDING OF INTERNATIONALISATION, PER SCHOOL SIZE

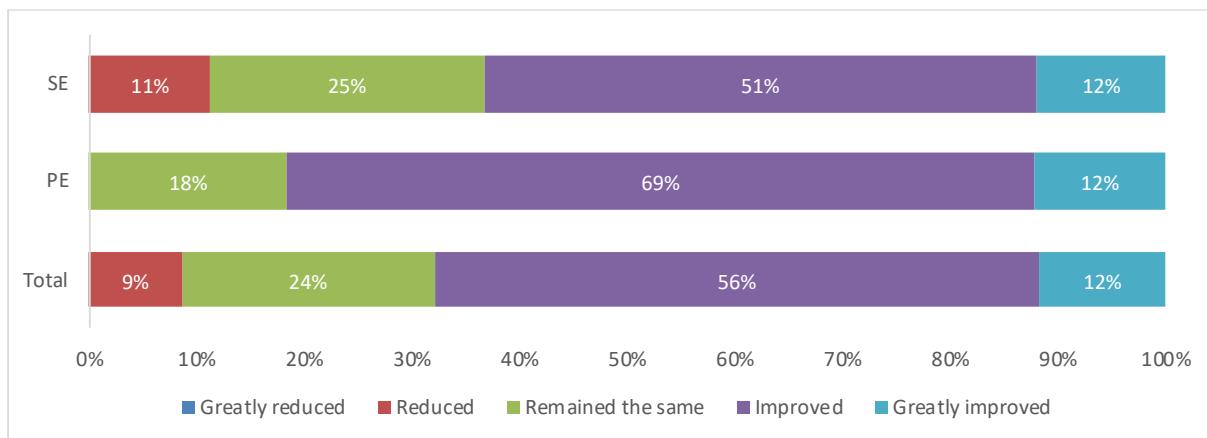


Source: survey (N=190)

Larger and smaller schools differ in their respective phases regarding vision, strategy, and financing. A relatively larger group of small schools are in phase 1 compared with larger schools that are relatively more often in phase 2 or 3.¹³

Looking at the development over time, the schools that completed the survey **predominantly report a positive development** (see figure 2.3).

FIGURE 2.3 THE EXTENT TO WHICH ORGANISATIONAL EMBEDDING OF INTERNATIONALISATION IMPROVED, REMAINED THE SAME, OR DECREASED OVER THE PERIOD 2014-2020 (PE AND SE)



Source: survey (N total=191; N PE=49; N SE=142)

Around 68% of the schools state that organisational embeddedness has improved or greatly improved over the period 2014-2020. Nearly one quarter of the schools (24%) say that this has remained the same, while 9% of the schools indicate that organisational embeddedness has decreased. An oft cited explanation for the reduction is the impact of the COVID-19-crisis which has made it impossible to engage in international activities.

When we compare the degree of development between PE and SE schools, we find that a higher percentage of the PE schools report that the organisational embeddedness has

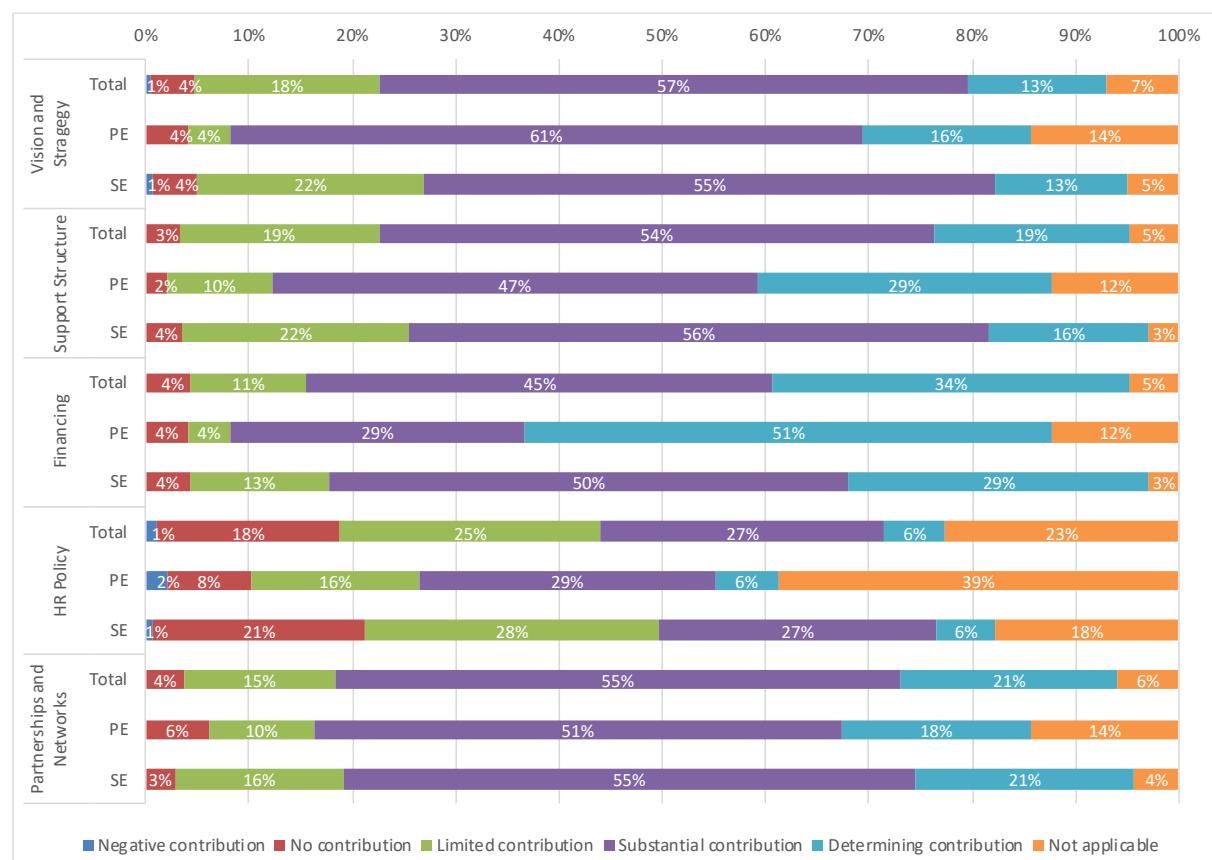
¹³ Here, the Chi-squared test shows a significant difference.

improved or greatly improved (namely 81%) compared with the SE schools (63%). A small group of 18% (PE) and 25% (SE) finds that it has remained the same. In conclusion, 11% of the SE schools say that the organisational embeddedness of internationalisation has decreased in the period 2014-2020. These differences, however, are not significant¹⁴. In comparing the outcomes between large schools (with more than 100 teachers) and small schools (fewer than 100 teachers) we do not see any significant differences¹⁵.

2.3 Contribution to the Organisational Embedding of Internationalisation

We already concluded in the previous paragraph that all-in-all schools reported a positive development over the period 2014-2020. The question remains to what extent Erasmus+/eTwinning contributed to the organisational embedding of internationalisation at these schools. For this reason, we asked schools to indicate to what extent Erasmus+/eTwinning has contributed to the current situation regarding internationalisation at the school (see figure 2.4).

FIGURE 2.4 THE EXTENT TO WHICH ERASMUS+/ETWINNING HAS MADE A CONTRIBUTION TO THE CURRENT SITUATION REGARDING ORGANISATIONAL EMBEDDING OF INTERNATIONALISATION AT THE SCHOOL (PE AND SE)



Source: survey (N total=190; N PE=49; N SE=141)

Figure 2.4 shows that schools generally attribute a substantial Erasmus+/eTwinning contribution to the way internationalisation is currently organised at the school. On average, two thirds of the schools say that Erasmus+/eTwinning has made a substantial or defining contribution. The contribution made is especially large (substantial and defining) with regard to the financing of

¹⁴ Here, the Chi-squared test shows a significant difference

¹⁵ Here, the Chi-squared test shows a significant difference

internationalisation at school (89%), participation in partnerships and networks (76%), the setting up of a support infrastructure (73%), and to the development of a vision and strategy on internationalisation (70%). This applies to a lesser extent to HR policy, but a third (33%) of the schools will say that Erasmus+/ eTwinning has made a substantial or defining contribution in this regard. A limited group of schools say that Erasmus+ has made either no contribution or a negative one.

When we compare PE with SE schools, we find that PE schools on different aspects are more positive about the Erasmus/eTwinning contribution than SE schools. A higher percentage of PE schools indicate that Erasmus+/eTwinning has made a substantial and defining contribution to their vision and strategy (78% for PE vs. 72% for SE), support structure (76% vs. 72%), funding (80% vs. 79%)¹⁶, and HR policy (35% vs. 33 %). SE schools on the other hand are more positive about the Erasmus+/eTwinning contribution to partnerships and networks (77% for SE and 69% for PE).

Comparing the outcomes of large schools (with more than 100 teachers) with small schools (fewer than 100 teachers) we see no significant differences in the Erasmus+/eTwinning contribution to various organisational dimensions, except for their contribution to the funding of internationalisation. Here, a larger share of the smaller schools state that Erasmus+/eTwinning were decisive for the financing of internationalisation (44% for small schools vs. 26% of the big schools. However, 52% of the big schools say that the contribution was substantial vs. 38% of the small schools.¹⁷

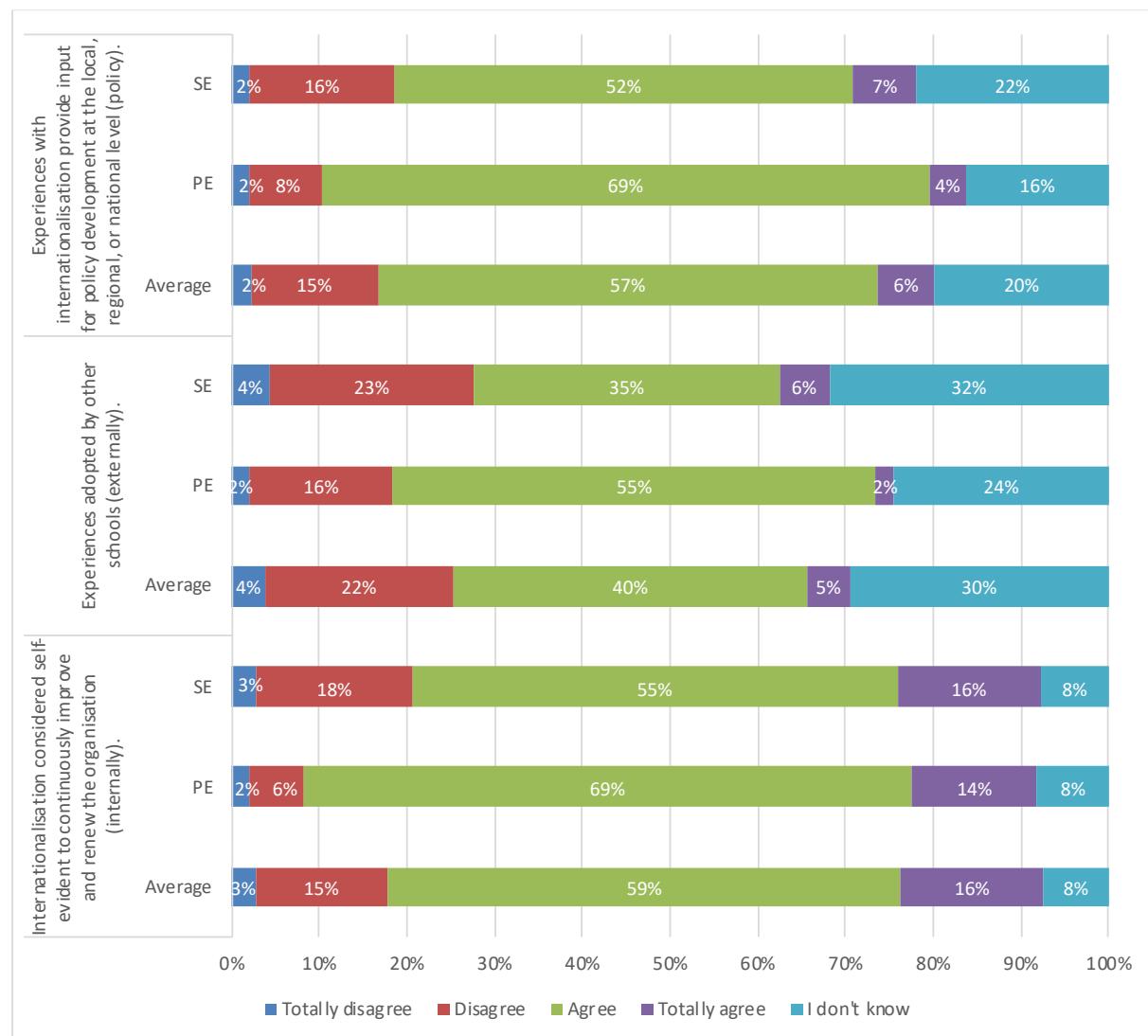
2.4 Wider Impact

In this paragraph we look at the wider impact of internationalisation on the organisation, other schools, and on policy. The underlying idea being that internationalisation may not only lead to broader changes in the school, but also at other schools, and that the experiences gained with internationalisation may lead to policy changes. The following figure shows the survey results on the broader impact.

¹⁶ Here, the Chi-squared test shows a significant difference

¹⁷ Here, the Chi-squared test shows a significant difference.

FIGURE 2.5 WIDER IMPACT OF INTERNATIONALISATION REGARDING ORGANISATIONAL EMBEDDING (PE AND SE)



Source: survey (N total=190; N PE=49; N SE=141)

The survey shows that at three quarters (75%) of the schools, internationalisation is seen as a self-evident means to continuously **improve and renew the internal organisation**. In PE, this percentage is slightly higher compared with SE (83% and 71% respectively).

Slightly less than half of the schools (45%) see their experiences **adopted by other schools**. About one third have no idea whether this is happening or not and a quarter sees their experiences not being adopted by other schools. There are differences between PE and SE. In PE, more than half (57%) see other schools adopting experiences, in SE the percentage is at 41%. At schools which form part of an umbrella or foundation comprising multiple schools, the coordinators have a better idea about whether experiences are being shared. There does not seem to be a difference based on school size.

Around two thirds (63%) of the schools see **impact on local, regional, and national policy**. One fifth (20%) are unaware of any such impact and 17% say there is no impact. PE schools are slightly more positive in their assessment. About three quarters (73%) say they see impact on local, regional, and national policies. In SE, this is less than 60% (59%). The schools that form part

of an umbrella and bigger schools (more than 250 teachers) are the most positive in their outlook (63% and 94% respectively).

The survey shows no differences in impact between schools that participate in just one internationalisation activity and those that take part in more than one.

Below you will find the open answers categorised by theme and appealing examples from the schools.

- The impact on a **wider embedding of modern language teaching** at the school. At issue here is the wider deployment of bilingual education (BE), linking up with the Cambridge exams, setting up educational tracks for English language teaching (from PE to SE), and a better equipped team for teaching BE classes. A few statements:
 - "It has led to a stable BE team of teachers using the right didactics to teach the classes."
 - "English language policy at the school, reinforced by the Cambridge exam as its conclusion."
 - "English is a spearhead at school and is taught in all grades. Teachers are trained in teaching English."
- The impact on **organisational awareness of the importance of internationalisation**. At issue here are cultural changes at the school, a realisation that internationalisation is self-evident; or the choice to become a UNESCO school. A few statements:
 - "After starting up Erasmus+, we also started thinking about internationalisation on a broader scale and are now a UNESCO school and involved in multiple projects at an international level."
 - "The accreditation we have now received, with the reinforcement of the loose partnerships we were able to realise in the past years as a precursor, has reinforced our grip on the educational programme, as it fits with the educational vision and more in particular with the internationalisation programme. We are en route to education having an international character as a matter of course, but clearly have not yet reached our destination."
- The impact on **the school's profile**. At issue here is creating a regional profile of a school with an international orientation, or a school with a different thematic profile (sustainability). A few statements:
 - "The sustainability exchange theme has resulted in concrete improvements to our school's sustainability profile."
 - "It's a PR tool, it reinforces English teaching and makes the school less 'provincial'."
- The impact on **embedding internationalisation in school policy**. This may involve putting internationalisation on the agenda of the school or group of schools, but also including internationalisation in core goals, strategic policy, or school plan. A few statements:
 - "We have since included in our school plan that each pupil should have a foreign experience during their school career. This is only possible thanks to Erasmus+."
 - "Internationalisation has officially been included in the school plan for the coming years."
 - "Internationalisation has been adopted into our school plan and our annual plans. It has become part of our policy."
- The impact on the **creation of working groups and structural capacity for internationalisation**. In addition to embedding in policy, schools also see impact on creating capacity for internationalisation. A few statements:

- “Last year, a school-wide internationalisation working group was created which includes a representative from each location and at the moment is working on the development of vision and policy.”
- “We now have an internationalisation group which has been allocated hours for their work.”
- The impact on **broadening internationalisation to include more pupils and schools in the organisation**. Many schools also see impact on the broadening of internationalisation activities to include a larger group of pupils. This may involve multiple locations, more pupils from outside BE, other groups that already have an international orientation, or other school levels. A few statements:
 - “Pupils from all backgrounds have access to international projects, all pupils can join.”
 - “The school and the outside world now see that internationalisation should not be limited to HAVO/VWO (higher secondary education). It is of particular importance that pupils in vocational education should realise they are part of the world.”
 - “Collaboration with other countries via eTwinning has become a fixed element in PE, which has greatly expanded support for internationalisation and allowed us to involve more and more of our colleagues.”
- The impact on **the widening to include more schools**. At issue may be a widening to include schools within the own organisation, the region, or other educational institutions. A few statements:
 - “The internationalisation coordinator is also the regional internationalisation coordinator and uses examples from the school practice for schools in the region. In three weeks, the biggest team day for PE at our SE school with 16 workshops on internationalisation.”
 - “We have rolled out an eTwinning programme across seven schools in the region.”
 - “We recommended/coached our colleagues from other sites during the introduction of Erasmus+. At one of the schools, the Erasmus-project has been ongoing since 2019 and the other school is now super enthusiastic and they are preparing to join us for the 2021-27 programme.”
 - “Other schools see our internationalisation activities and want to learn more about them so they can introduce them as well.”
 - “At Reformational schools annually hold multiple discussions and share good examples. A joint vision on internationalisation has been developed.”
 - “Other schools frequently ask us for advice.”
- The impact on **the collaboration with partners in the region**. Schools create thematic connections with businesses and partners, and in the region through internationalisation activities. A few statements:
 - “We put the experience we gained with, for instance, more inclusive teaching into practice and policy. In order to be able to do this, we need support from our regional partners who then develop along with us. As a result, the impact is regional, because we can serve as an example to the region.”
 - “I (coordinator) have explained our project to the local business associations in our city during their annual meeting. Our school was then supported by the business association near our school. I also discussed this project in an interview with local radio. And I talked about the impact an international project has on our pupils.”

- The impact on **local, regional, or national policy**. This involves the specific input resulting from the activities into policy, where, for instance, pupil input resulting from projects is included in council policy development. A few statements:
 - "Improvement, broadening and deepening of the curriculum of our schools and the partner schools. At the national level, preliminary dance training has benefitted from our E+ experiences."
 - "During a waste processing project, the Zwolle council considered/incorporated ideas from our foreign guest pupils in the further strengthening of their policy."
 - "Regional coordinator provides input for the council policy agenda. Provides input for the regional vision documents regarding internationalisation of education. Coordinator coaches a regional subsidy programme for the promotion of internationalisation expertise."

In addition to the impact on the embedding of internationalisation in the organisation, the schools also mention other types of impact, such as, for instance, that "an international sustainability project spurred a number of changes in cafeteria management, plants in the classroom, waste separation, and construction of a kitchen garden. Teachers of all kinds of subjects linked their classes to this project: Robotics, Technology, Chemistry, Art, etc." The text box below provides a broader illustration based on the case studies.

RSG 't Rijks

RSG 't Rijks is an independent SE school with around 2,500 pupils and 250 teachers. It offers MAVO (pre-vocational secondary education), HAVO (senior general secondary education), VWO (pre-university education) and several optional subjects (culture, sports, technasium). RSG 't Rijks has many years of extensive experience with internationalisation and is active in a number of long-term partnerships. In addition, RSG 't Rijks has in both HAVO and MAVO a BE department that has served as a flywheel for its internationalisation activities. In the past, projects have been funded by Comenius, LLP and Erasmus+. Currently, the school has four Erasmus+ projects nearing completion. A total of around 20% of the teachers is directly involved in internationalisation projects (Erasmus+, Euroscola, EuMIND, etc.). Another 20% are indirectly involved (through participation in workshops, holding presentations, and other international activities such as exchanges, Model United Nations, European Youth Parliament, and other foreign trips). Internationalisation is widely supported by the school leadership.

Impact on the school's organisational model

The school has an atypical governance structure based on the so-named 1-tier model, where the supervisors are members of the school board of governors. The supervisors of the school are the municipalities where the pupils are from and thus directly involved in the school. RSG 't Rijks would never have adopted this school model if it were not for its past experiences with internationalisation. RSG 't Rijks' governance structure and its advantages came to the fore during job-shadowing by teachers and the principal in Norway. The current model was formulated based on these experiences.

Impact on school sustainability

Within the framework of a major sustainability project, the pupils went on exchanges to Estonia, Sicily, and Romania. The exchanges contributed to the realisation that there is still a lot of room for improvement at the school in terms of sustainability. The pupils have urged the school to install solar panels on the school roof. And the plastic cups have been replaced with paper cups. The solar panels were put into service in September under the watchful eye of the councillor.¹⁸ (Photos RSG 't Rijks)

¹⁸ <https://www.rsgrijks.nl/nieuws/meneer-van-buel-deze-zonnepanelen-op-school-zijn-de-start-naar-een-bewuster-leven>



Carolus Clusius College (CCC) Zwolle

As an SE school, the CCC forms part of the Landstede group and is home to around 1,300 pupils and 120 teachers. The school offers VMBO-TL (pre-vocational secondary education, theoretical programme), HAVO (senior general secondary education), Atheneum (pre-university education) and Gymnasium (pre-university education + Latin and Greek). The school also offers a choice of regular or bilingual teaching and presents itself as a world school. A world school is a school which is an active member of the global community and prepares pupils for learning, living, and working in an international environment. This may be abroad, but just as likely at an international company in the Netherlands. The CCC has many years of experience in the field of internationalisation and over the years has built an extensive network of European schools. CCC is a Global Citizens school (and certified Junior Citizen School), UNESCO school, and European Parliament Ambassador School (EPAS). To pupils in the seventh and eighth grade, the school offers the possibility of participating in world subjects (such as Media, TechnoScience, Sports and World of arts), but also participation in projects which feature on-line collaboration with pupils from other countries. In addition, the school offers foreign study trips in collaboration with schools in Germany, Spain, France, and Italy. It is also possible to learn additional languages and obtain internationally recognised certificates in modern languages (Cambridge and DELF scolaire).

During the previous programme period, the CCC was involved in two Erasmus+ projects ('Making teaching materials for UNESCO schools' and 'School 2020'). The school also utilized KA1 for pupil and teacher mobility. For instance, teachers involved in bi-lingual education (BE) have completed a training course in 'Content Language Integrated Learning (CLIL)' in the UK (various groups across the years in support of BE). There have also been job shadowing activities (among others to France and Germany). A few teachers use eTwinning, but at present there is no specific policy in place at the organisational level. There are no ongoing Erasmus+ projects (among other reasons due to the COVID-19 pandemic and a re-evaluation of the internationalisation agenda). At the end of 2020, however, a successful application for a seven-year Erasmus+ accreditation was submitted which will facilitate future teacher and pupil mobility applications. Of the 120 teachers, about half are directly involved in internationalisation, for instance, because they accompanied a foreign exchange/study trip. Two teachers fill a coordinating role, and each spend about eight hours a week on this subject. Teachers have one week a year they can spend on internationalisation (such as exchanges/study trips).

From Supply to Demand-Driven

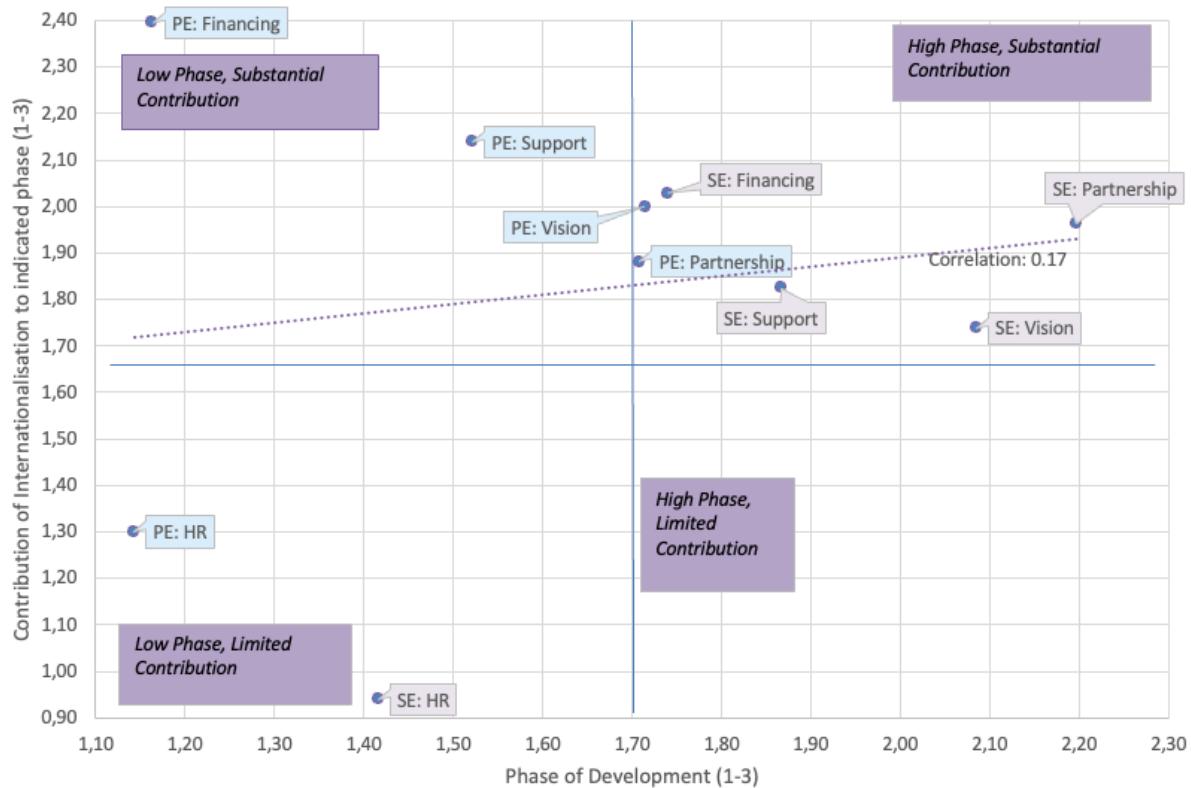
Whereas in the early years the emphasis of internationalisation was on the organisation of international exchange, the CCC now increasingly views travel as a means of offering education on certain themes. At the time, sometimes as many as 600 pupils were abroad at the same time, which puts considerable pressure on the organisation. Due to the experience

the CCC has since gained, and through linking themes to travel, these days there is a stronger emphasis on pupils' and teachers' needs. Projects are now being organised based on needs. This is a relatively new development that is not yet complete. The school is currently engaged in developing a new strategy/plan on world citizenship, of which internationalisation is a key component. There is also a re-evaluation of air travel taking place due to the importance of achieving certain sustainability goals.

2.5 Discussion

In this closing section on the organisational embedding of internationalisation, we link the current situation at schools (developmental phase) to the contribution made by Erasmus+/eTwinning. In the following figure, the phase of development is represented on the x-axis and on the y-axis the contribution to the current phase.

FIGURE 2.2 CONTRIBUTION ERASMUS+/ETWINNING TO CURRENT SITUATION AT SCHOOLS (PE/SE) WITH REGARD TO ORGANISATIONAL EMBEDDING



Source: Survey. (N total=159; N PE=42; N SE=117)

We see that both in PE and SE many schools report that they have made substantial progress in the embedding of internationalisation and that Erasmus+/eTwinning has made a major contribution in this regard (on themes such as partnership, vision, support). In PE, there are also two subjects (financing and support) that are still in a lower phase but respondents have indicated that here Erasmus+/eTwinning has made a major contribution as well. Only with regard to HR policy do we see both PE and SE neither showing a wide embeddedness nor Erasmus+/eTwinning having had any impact. There is only a limited positive correlation between the state of affairs and the contribution (0.17), which means that a higher phase correlates to a higher contribution by Erasmus+/eTwinning. With regard to these subjects,

Erasmus+/eTwinning would appear to make a more effective contribution to schools where many steps have already been taken.

In conclusion, we can argue that Erasmus+/eTwinning is of great significance for the embedding of internationalisation at schools. We find a major contribution to higher phases of development and we can see a positive development over time and, finally, we hear fascinating stories about how Erasmus+/eTwinning has had a broad impact on the organisation, both at the school, at other schools, and on policy development.

3. Impact on Educational Quality and Content

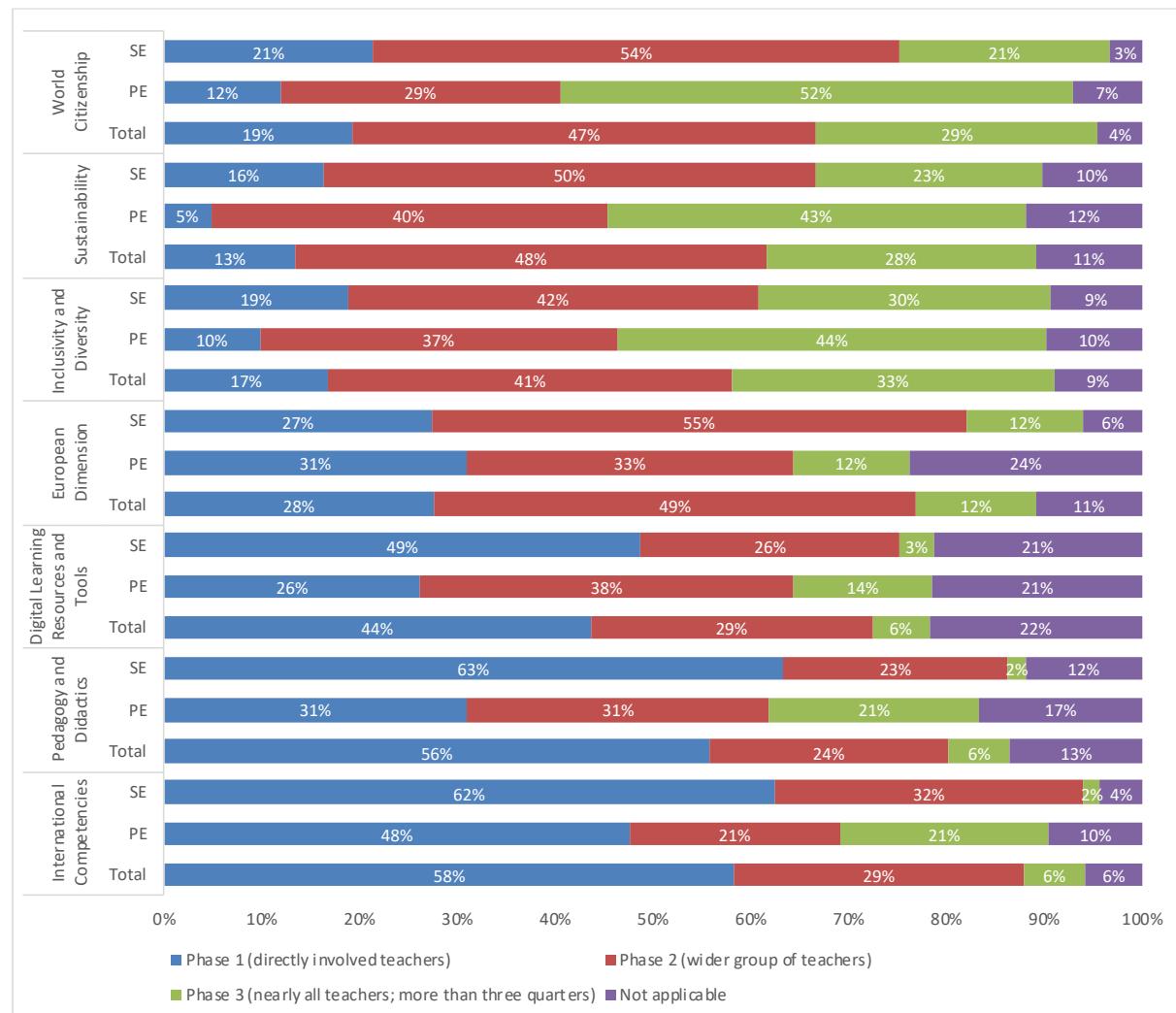
3.1 Introduction to Educational Quality and Content

In this chapter we look at the impact of Erasmus+/eTwinning on teachers' international competencies, the quality of education (pedagogy and didactics, digitalization) and course content (European dimension, inclusivity and diversity, sustainability, and world citizenship). The impact varies depending on whether the Erasmus+/eTwinning-inspired changes relate to only those teachers directly involved in internationalisation activities (phase 1), a broader group of teachers beyond those directly involved in the internationalisation activities (phase 2), or nearly all teachers at the school (more than three quarters) (phase 3).

3.2 Current Situation and Development over Time

This paragraph comprises a description of the current situation with regard to the quality and content of education and the extent to which a positive development can be identified during the programme period 2014-2020. Figure 3.1 show the current situation regarding the degree to which internationalisation has prompted teachers to work on different aspects of educational quality.

FIGURE 3.1 CURRENT SITUATION REGARDING QUALITY AND EDUCATIONAL CONTENT (PE AND SE)



Source: survey (N total=159; N PE=42; N SE=117)

In nearly six out of ten schools (58%) **the development of teachers' international competences** is limited to the group directly involved in internationalisation activities, while at nearly a third of schools (29%) a broader group of teachers is involved¹⁹. A very small group of just 6% of the schools indicates that nearly all teachers have acquired international competencies (more than three quarters). SE schools more often state that a broader group of teachers have developed international competencies (32% vs. 21% in PE schools), while SE schools are more likely to say that international competencies have been developed by nearly all teachers (21% vs. 2% at SE schools).²⁰

Looking at the extent to which **teachers implement Erasmus+/eTwinning inspired changes in pedagogy and didactics**, we find that the majority of the schools (56%) indicates that this only applies to teachers directly involved in internationalisation. One quarter of the schools (24%) say that this concerns a wider group of teachers whereas a smaller group of 6% says this involves nearly all teachers. In comparing PE and SE schools, we see that PE schools more often indicate that these changes concern a broader group of teachers (31% vs. 23%) or nearly all teachers (21% vs. 2%). The majority of the SE schools (63%) states that this only pertains to those teachers directly involved in internationalisation.²¹

As far as the **Erasmus+/eTwinning inspired changes in the use of digital resources** are concerned, we see a similar image as in pedagogy and didactics. Here as well, we find that half of the schools (44%) say this only pertains to teachers who were involved in internationalisation, while nearly a third of the schools indicate that is with regard to a wider group of teachers (29%). Around 6% of the schools say that this applies to nearly all teachers. One fifth of the schools (22%) indicate that this does not apply to them, and as a result there is no change to be reported. Here as well, there are differences between PE and SE schools. A larger share of the PE schools see that this change involves a broader group of teachers (38% vs. 26%) or nearly all teachers (14% vs. 3%). Half of the SE schools (49%) indicated that this only pertains to teachers directly involved in internationalisation.²²

When we look at the level of attention paid by teachers to the **European dimension, inclusivity and diversity, sustainability, and world citizenship** in their classes, we see that nearly half of the schools indicate that a broader group of teachers is involved with this theme. (Varying between 41% for inclusivity and diversity to 49% for the European dimension). About one third of the schools state that this involves nearly all teachers for the themes of inclusivity, diversity, sustainability, and world citizenship. The number of schools stating that nearly all teachers pay attention to the European dimension is lower (12%). Differences between PE and SE are visible in terms of the level of attention paid to the themes sustainability and world citizenship in the classes, but not regarding inclusivity, diversity, and the European dimension. In general, more PE schools say that nearly all teachers pay attention to these dimensions compared with SE schools.

Noticeable is that as yet few schools are in phase 3 on a number or dimensions of the internationalisation of education, such as, for instance, teachers' international competencies, changes to pedagogy and didactics, and changes in the use of digital learning materials and tools (just 6% of the schools indicate that this applies to nearly all teachers). A larger number of the schools say that nearly all teachers pay attention in their classes to the European dimension (12%), inclusivity and diversity (33%), sustainability (28%) and world citizenship (29%).

¹⁹ International competencies enable a teacher to learn, live and work in an intercultural society and an internationally oriented labour market. They consist of: I. intercultural competencies; II. an international orientation on society and work; and III. personal development.

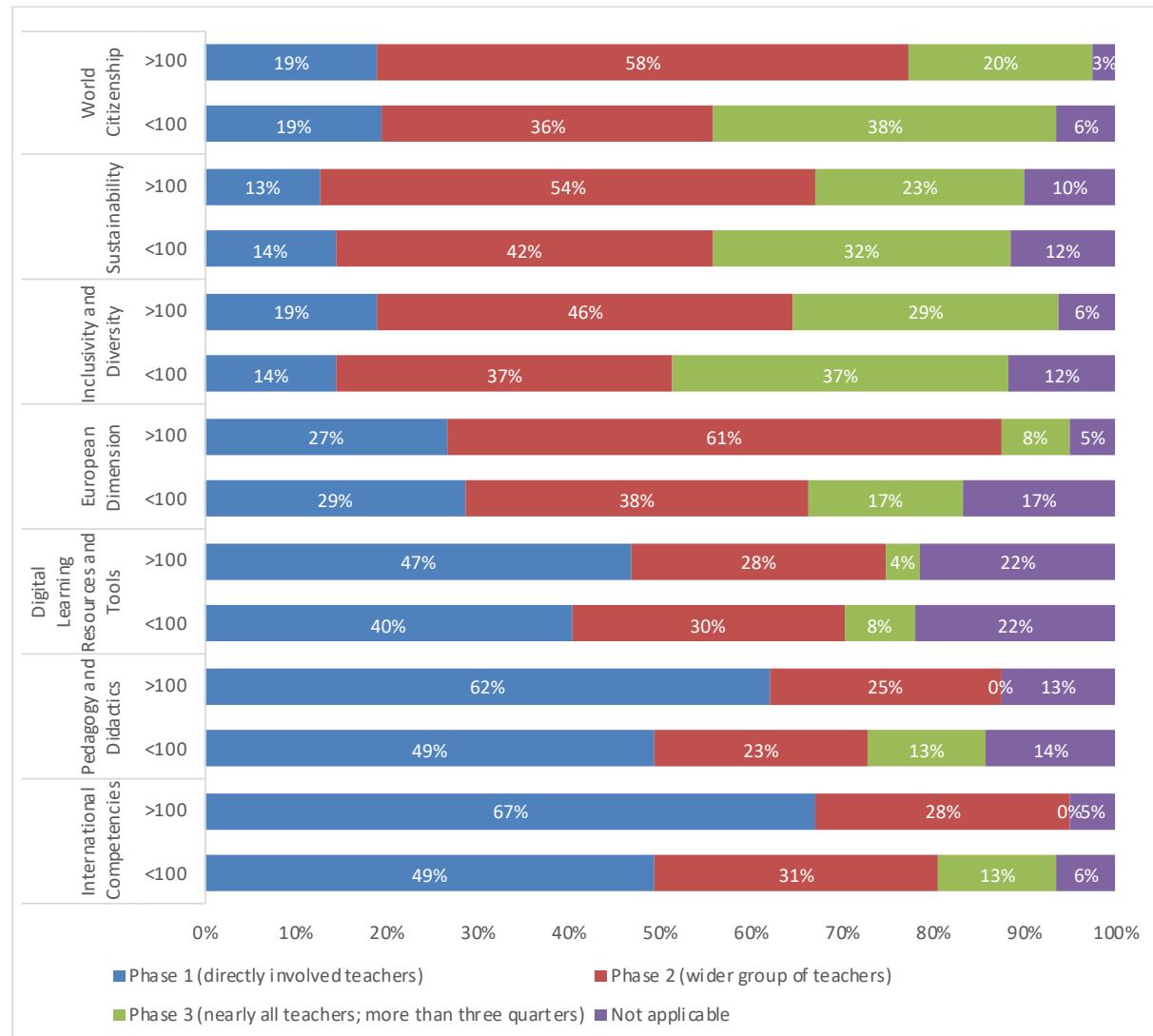
²⁰ Here, the Chi-squared test shows a significant difference.

²¹ Here, the Chi-squared test shows a significant difference.

²² Here, the Chi-squared test shows a significant difference.

When we compare the development of bigger (>100 teachers) and smaller schools (< 100 teachers), we notice differences between schools with respect to the reach of teachers' international competencies, changes to pedagogy and didactics, the European dimension and world citizenship in the classroom (see figure 3.2). Bigger schools less often reach a wider group of teachers or nearly all teachers compared with smaller schools. Bigger and smaller schools show no significant differences with regard to adjustments to digital learning tools and the level of attention paid in class to inclusivity and diversity.²³

FIGURE 3.2 CURRENT SITUATION REGARDING QUALITY AND EDUCATIONAL CONTENT, BIG AND SMALL SCHOOLS

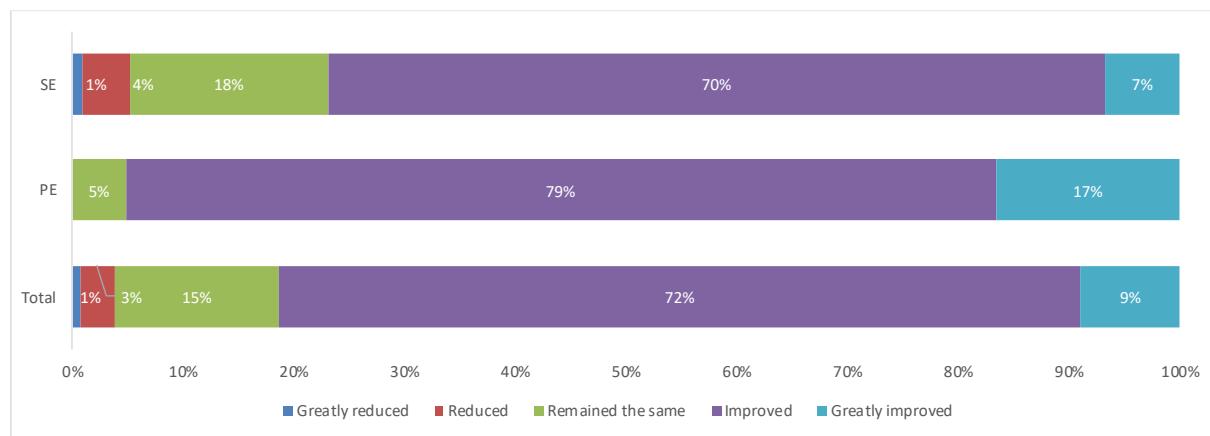


Source: survey (N total=156; N <100=77; N >100=79)

When we look at the development over time, the schools that filled out the survey generally report a positive development (see figure 3.3).

²³ Here, the Chi-squared test shows a significant difference.

FIGURE 3.3 THE EXTENT TO WHICH THE INTERNATIONALISATION OF EDUCATIONAL CONTENT IMPROVED, REMAINED THE SAME OR DECREASED OVER THE PERIOD 2014-2020 (PE AND SE)

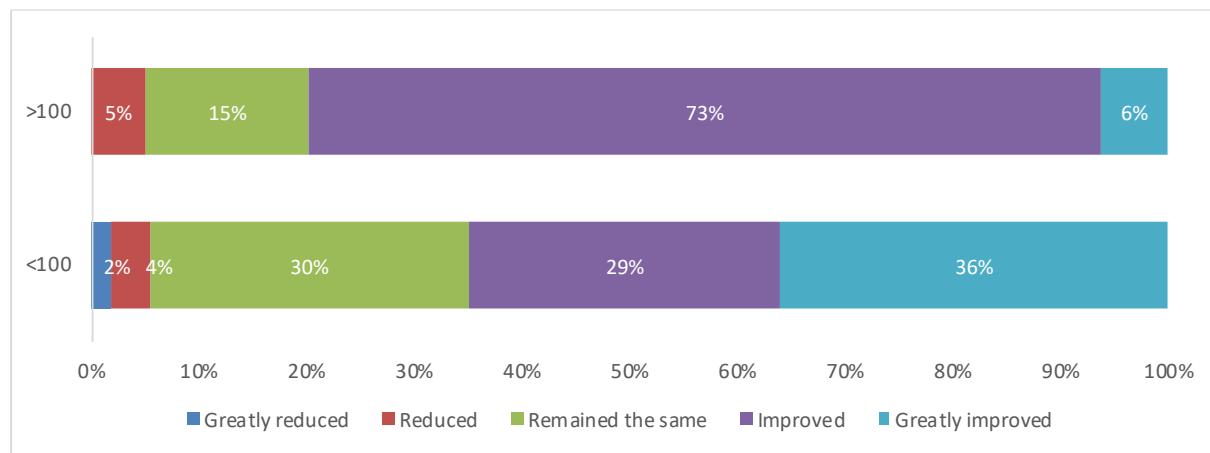


Source: survey (N total=156; N PE =42; N SE =117)

At 81% of the schools in total, the internationalisation of the content of the education improved or strongly improved over the period 2014-2020. Just 4% of the schools' state that it decreased or strongly decreased, while 15% say it remained the same. When we compare the situation between PE and SE schools, we find that over 95 percent of the PE schools indicate that the internationalisation of educational content has improved or strongly improved over the period 2014-2020, compared with 77% of the SE schools. A small group of 5% of the SE schools says this aspect diminished in the period from 2014 to 2020, while a small group (5%) (PE) and 18% (SE) find that it has remained the same.

When comparing the outcomes by school size we see differences, with more small schools (fewer than 100 teachers) than large schools indicating that the situation has strongly improved (36% vs. 6%) or that it has remained the same (30% vs. 15%), but on the other hand a larger share of the bigger schools stating that the situation has improved (73 vs. 29%).²⁴

FIGURE 3.4 THE EXTENT TO WHICH THE INTERNATIONALISATION OF EDUCATIONAL CONTENT HAS IMPROVED, REMAINED THE SAME OR DIMINISHED OVER THE PERIOD 2014-2020, FOR BIG AND SMALL SCHOOLS



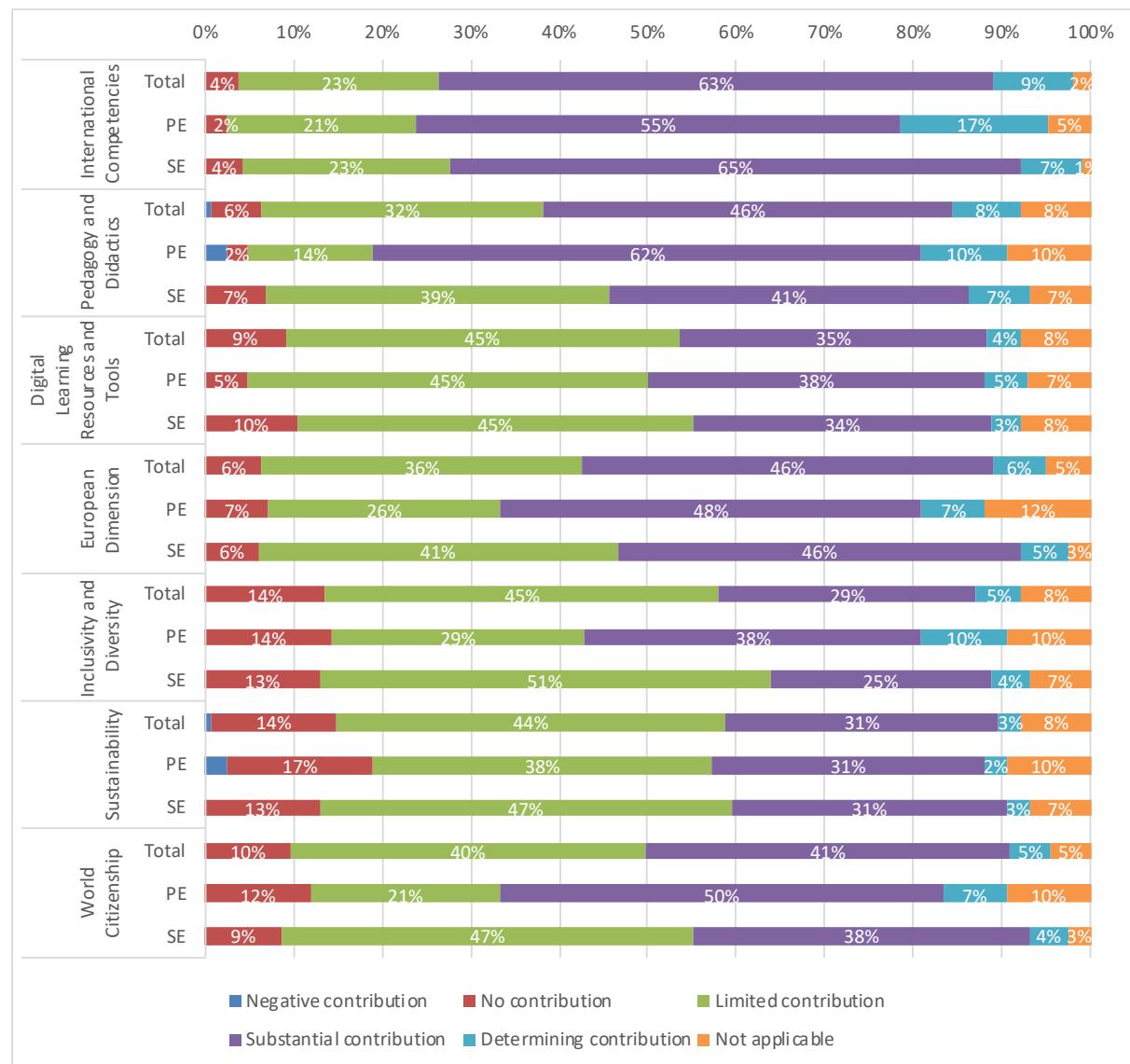
Source: survey (N total=190; N <100=111; N >100=79)

²⁴ Here, the Chi-squared test shows a significant difference.

3.3 Contribution to Educational Quality and Content

We already concluded in the previous paragraph that schools generally report a positive development over the period 2014-2020. The question is to what extent Erasmus+ and eTwinning have contributed to the internationalisation of educational content. This is why we asked schools to indicate to what extent Erasmus+ and eTwinning have contributed to the current situation regarding educational quality and content (see figure 3.5).

FIGURE 3.5 THE EXTENT TO WHICH ERASMUS+ HAS MADE A CONTRIBUTION TO THE INTERNATIONALISATION OF EDUCATIONAL CONTENT AT THE SCHOOL (PE AND SE)



Source: survey (N total=158; N PE=42; N SE=116)

Figure 3.5 shows that schools generally attribute to Erasmus+/eTwinning a major contribution to the internationalisation of education. About half (45%) the schools indicate that Erasmus+/eTwinning have made a substantial or defining contribution. This contribution has been especially big (substantial and defining contribution) to the development of teachers' international competencies (72%), followed by attention for the European dimension (51%), changes in pedagogy and didactics (47%), and world citizenship (42%) in education. Around one third of the schools find that Erasmus plus has made a substantial and defining contribution to the use of digital learning resources and tools (37%), to attention for inclusivity and diversity

(29%), and to sustainability (34%) in classes. A limited group of schools (9% on average) say that Erasmus+ has made no contribution and on average 42% see a limited contribution.

When we compare PE with SE schools, we find that PE schools generally are more positive about the Erasmus+/eTwinning contribution than SE schools. This is specifically about the Erasmus+/eTwinning contribution to pedagogy and didactics: 79% of the PE schools state that Erasmus+/eTwinning have made a substantial and defining contribution to changes in pedagogy and didactics vs. 51 percent of the SE schools²⁵. With regard to the other dimensions, no significant differences were measured between PE and SE schools. A possible explanation might be that teachers in PE have more leeway in determining the structure of their classes with one teacher in charge, while teachers in SE are often limited by textbooks and examination requirements and have less of a free hand in determining course content and additional modules.

In comparing bigger schools (>100 teachers) to smaller schools (<100 teachers), a number of differences can be named. A large share of the smaller schools (16%) find that Erasmus+/eTwinning has made a determining contribution to the development of teachers' international competencies, vs. 3% of the bigger schools. However, 71% of the bigger schools say that Erasmus+/eTwinning have made a substantial contribution to this development vs. 55% of the smaller schools.

The Erasmus+/eTwinning contribution to internationalisation and more generally to educational quality and content has diminished due to the COVID-19 pandemic and the resulting school closures and travel limitations. Many schools indicate in the open questions that internationalisation has been put on the back burner, and schools just starting out on internationalisation have said that the progress made thus far in enthusing colleagues has been negated. The text box gives examples of the effect that COVID-19 has had.

Haags Montessori Lyceum (HML (The Hague Montessori Grammar School))

During the COVID-19 pandemic, eTwinning was the only instrument left with which the HML could at least to some degree engage in internationalisation; in these challenging times, it also brought the participating pupils, teachers, and schools a sense of solidarity. COVID-19 did, however in a general sense, just like at many other schools, have a somewhat negative effect on the experiences of pupils and teachers at the HML. A number of eTwinning projects were faced with schools that abandoned the project and it sometimes took great effort to get them back on board which in some cases proved impossible. The pandemic was a rollercoaster of going from at first in-person learning to fully online and next to hybrid learning and then back to in-person. It has had its effect on both pupils and teachers, including the effectiveness of eTwinning deployment. Even more so because in foreign partner countries schools remained closed for a longer period of time. Despite these difficult circumstances, eTwinning did ensure that pupils and teachers at HML remained in contact with other European pupils and schools.

RSG 't Rijks

COVID-19 has negatively affected the experiences of both pupils and teachers as the school had to change the substance of its projects. The school managed to do this via online meetings, and the pupils involved in the projects have had more frequent contacts, albeit for a shorter period of time per contact. For the most part, the school has been successful in keeping the projects alive, and yet it requires much effort to restart a number of the projects, for instance, because some of the participating pupils have since left the school).

However, COVID-19 has also had a positive influence on teacher's willingness to change. And the disruption of established processes provided opportunities to implement changes, also with regard to internationalisation.

²⁵ Here, the Chi-squared test shows a significant difference.

KC Aelse

The effect of COVID-19 on the execution of the most recent Erasmus+ project has been gigantic. In these times of COVID-19 and great personnel shortages, both teacher and pupil mobilities become that much harder to organise. The most impactful aspect of Erasmus+ projects is the physical contact between the children when they are on a week-long trip. In times of COVID-19, the contacts between the children become less natural and, when only facilitated digitally, also increasingly uncomfortable. For the teachers involved the situation is a little different as their contacts with the schools have been built over a number of years and they know each other through earlier physical exchanges and visits which facilitates communication.

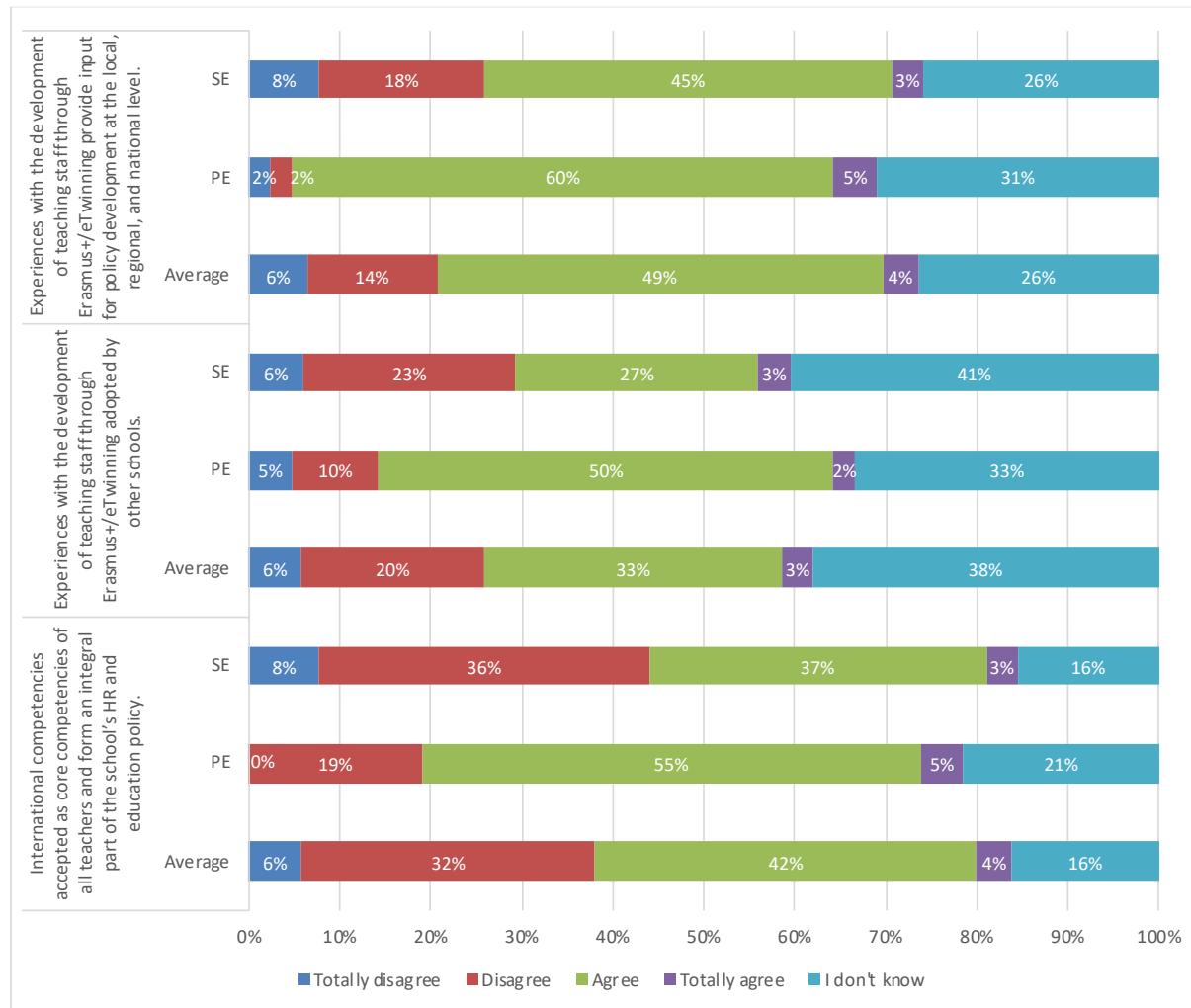
3.4 Wider impact

In this paragraph, we look at the wider impact of internationalisation on teacher development and educational quality within the school, at other schools, and on policy development. The underlying thinking is that internationalisation can not only lead to wider changes within the school itself, but also to changes at other schools, and that the experiences with internationalisation can lead to changes in national policy. Next, we will successively discuss teachers, quality of teaching, and themes.

3.4.1 Wider impact on Teachers

The figure below shows the survey results with regard to the broader impact on teachers.

FIGURE 3.6 WIDER IMPACT OF INTERNATIONALISATION ON TEACHERS (PE AND SE)



Source: survey (N total=158; N PE=42; N SE=116)

The survey shows that at fewer than half (46%) of the schools, international **competencies have been accepted as core competencies of all teachers (integral part of HR policy)**. Around one third (38%) of the respondents disagree with the proposition. There is a substantial difference²⁶

between PE and SE. In PE, 60% agree with the proposition while this is just 40% in SE. Taken by school size, we see that schools with 21-50 teachers are particularly likely to have included international competencies as core competencies (51%). At bigger schools, this percentage is at around 30%.

Out of the schools, around one third (36%) has seen their experiences with the development of teachers **adopted by other schools**. A large number of respondents has no information whether this is happening. Here as well, we can see big differences between PE and SE. In PE, more than half (52%) agree, while this is just 30% in SE. In SE, around one third (29%) of the schools have not seen their experiences adopted by other schools.

Especially the smallest schools (fewer than 20 teachers) and the biggest schools (more than 250 teachers) are the most positive (50% and 47% compared with around 30%). There is little difference between independent schools and umbrellas.

²⁶ Here the Chi-squared test shows a significant difference.

Finally, about half (53%) of the schools see an **impact on local, regional, and national policies**. A quarter is unaware of any such impact (26%). Here as well, PE is more positive than SE (65% vs. 48%).²⁷ Schools forming part of an umbrella or foundation see policy impact more often than independent schools (45% vs. 34%). It is the medium-sized schools (101-250 teachers) who are the most negative (25% vs. around 10%).²⁸

The survey shows little differences in impact between schools that participate either in just one or multiple internationalisation activities. Schools involved in multiple activities are a little more positive regarding impact on the school (50% vs. 42%) and the impact on other schools (43% vs. 31%).

Below are the open answers categorised by theme and appealing examples of the schools themselves.

- The impact on **teacher self-confidence and interest**. At issue here are dispelling the fear of using English in the class room, being open to change, and a greater awareness of the importance of internationalisation. A few statements:
 - "Due to Erasmus+ and eTwinning, teachers with 'fear' of the English language have grown in self-confidence and international communicative skills."
 - "Colleagues get a different view of their work environment, develop international insights, for instance, on cultural differences, and develop their English."
 - "Before, people only sporadically made use of funds for retraining and continuous training courses. With the arrival of Erasmus+, there are now greater possibilities and many more opportunities for training in Europe are now being made use of."
 - "Our teachers found out through exchanges that our English language skills are actually quite good compared with other colleagues (outside the Netherlands). This has given us a boost and substantially greater self-confidence."
- The impact on the **acquisition of new skills**. At issue here are international competencies: international cooperation, language skills, thematic knowledge, and embedding in the curriculum. A few statements:
 - "Colleagues who participated in E+ projects have noticeably strengthened their international competencies and have also clearly become a driving force to their pupils."
 - "One of the teachers who participated in KA2 has hugely broadened his previously quite narrow Dutch outlook thanks to their participation in the project: the clock that we are so fond of living by, is much less of a presence in southern countries. He really had to get used to that. And also, to the warm-heartedness and hospitality of the partners (Food and drinks first, the meeting comes after). Mutual understanding in this regard."
 - "Teachers are much better equipped in the fields of English and professional didactics and are being stimulated to keep those skills up."
 - "Whenever necessary, teachers acquire further English language skills because they have a purpose they want to use them for. Due to the job shadowing, teachers are now aware of different educational cultures and systems. Teachers are hospitable to foreigners and have the confidence to open up to them."

²⁷ Here, the Chi-squared test shows a significant difference

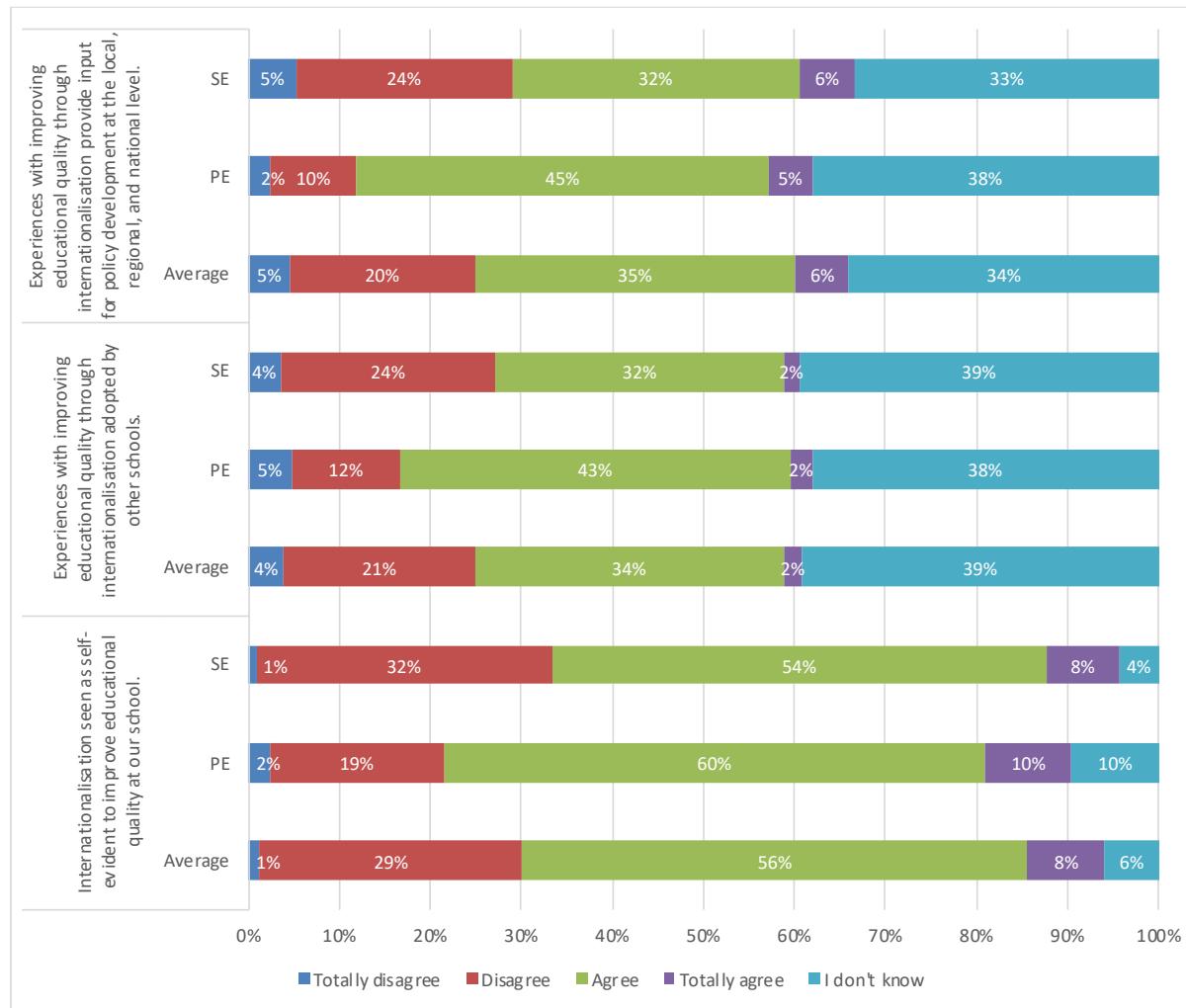
²⁸ The Chi-squared test shows a significant difference between schools with fewer and schools with more than 100 teachers.

- "Teachers from our school who are involved have a much better approach to topical issues. Are able to conduct a well-founded discussion on a subject. Teachers came back from Greece where they had heard the stories about the migration streams from their colleagues there. They bring these stories into their classrooms."
- "In the classes, teachers find it easier to link the content of the curriculum to the European dimension, for instance, when we are discussing political sciences."
- "More teachers feel equipped to set up and lead projects that show pupils what world citizenship is and enable pupils to acquire and practice world citizenship competencies."
- The impact on **mainstreaming international competencies among more teachers**. Erasmus+ and eTwinning not only have impact on the participating teachers, but also strengthen those teachers who are at more of a distance. A few statements:
 - "Every teacher has completed at least once English language course via Erasmus+. This has strengthened the participants' confidence and facilitated the teaching of English from grade 1 through 8. English has become a standard component of the teaching package, has become part of school policy (performance interviews) and some teachers have taken on the role of specialist/supporter for their colleagues."
 - "We are a growing school with new teachers coming in every year. We find that the knowledge gained during participation in Erasmus+ is always also partly transferred to these new teachers."
 - "Both during coaching and teacher performance interviews, international competencies play a role. This is partly the result of participation in Erasmus+ programmes."
 - "Many more teachers are equipped and feel competent to support pupils in their learning process to become world citizens and to take charge in internationalisation projects."

3.4.2 Wider Impact on Quality

The following figure shows the survey results regarding the wider impact on quality.

FIGURE 3.7 WIDER IMPACT OF INTERNATIONALISATION ON EDUCATIONAL QUALITY (PE AND SE)



Source: survey (N total=158; N PE=42; N SE=116)

The survey shows that in two thirds (64%) of the schools, **internationalisation is seen as a self-explanatory means of improving educational quality**. The difference between PE and SE is not big (70% vs. 62%). The bigger the school, the more negative the answer to this proposition. For instance, among big schools (more than 250 teachers), 45% do not agree to the proposition. Among small schools the percentage is around 10-20.²⁹

Around one third (36%) of the schools find that **experiences with improving quality are adopted by other schools**. However, another third, have no information either way. A quarter sees no adoption of their experiences by other schools. PE schools are a little less negative in this respect compared with SE schools (17% vs. 28% disagree with the proposition).

Finally, a little less than half (41%) of the schools find that their experiences **with improving quality provide input into policy development**. However, also a third (39%) has no information either way. Here as well, SE schools are more negative compared with PE schools (29% vs. 12% disagree with the proposition.) Schools in umbrellas or foundations more often have insight in this regard than independent schools (37% vs. 48% answers "I don't know"). They are also more positive about the impact on policy development (38% vs. 26%). The big schools (more than 250 teachers) are much more positive than smaller schools (73% vs. around 40%).

²⁹ The Chi-squared test shows a significant difference between schools with fewer and schools with more than 100 teachers.

The survey shows minor differences on impact between schools that participate in just one internationalisation activity and schools that participate in multiple such activities. Schools with multiple activities are more positive about the impact compared with other schools. (42% vs. 30%).

Below are the open answers categorised by theme as well as appealing examples from the schools themselves.

- The **impact on curriculum and educational process**. The schools indicate that they are taking steps in the integration of international aspects in the curriculum or that internationally inspired aspects are being embedded in the curriculum, such as specific themes (see also later). A few statements:
 - "We are engaged in the introduction of the International Baccalaureate Primary Years Programme. The Erasmus programme helps us further to study the international citizenship aspect thereof."
 - "There is more attention for international relationships and learning from each other from other cultures and perspectives. The global perspectives course was created thanks to Erasmus+."
 - "International learning units are being employed in our teaching; preparation for exchanges is part of the curriculum."
 - "International collaboration has produced teaching materials that are in permanent use. It has also enabled us to purchase equipment that has been included in the replacement cycle."
 - "There is now more attention for conversations with pupils during school hours. In addition, we have introduced purposeful teaching (rather than course material-oriented), which gives children more influence in their own learning process, also, outdoor learning has become more important, particularly at primary schools."
- The **impact of didactics, pedagogy, and innovation**. Schools say that internationalisation activities are having their effect on the didactic and pedagogic approaches being used, and that innovations are also being embedded in the teaching. A few statements:
 - "Through observing and learning from other schools we have begun making different choices at school level. Deploying other methods and focussing more on future-oriented teaching."
 - "Digitalisation within the educational process has received a boost as a result of the Level Complete project."
 - "Teachers are more aware of the special situation regarding inclusivity in the Netherlands compared with other European countries. There is an increased awareness that we should send fewer pupils to a segregated setting. This awareness has meant that schools under our management are now saying they want to become more inclusive schools."
- Impact on **other schools and policy**. Some schools provide an account of how their experiences are shared with other schools and how specific initiatives are included in policy development A few statements:
 - "A colleague from our school was asked by eTwinning to give workshops on widening the support base for eTwinning at schools."
 - "Due to internationalisation, the DAMU scheme³⁰ is now being reviewed by the OCW ministry (education, culture, and sciences). Internationalisation has made

³⁰ The DAMU scheme enables an SE pupil to participate in an HBO (higher profession education) preparatory phase with a reduction of a possible double course load and integration of regular and art courses wherever possible.

us aware of unfair competition between dancers from different countries. We want to create a level European playing field."

The text box below provides more extensive illustrations based on the case studies.

RSG 't Rijks

Career oriented and in general

In Norway, teachers on exchanges and during project work noticed there is a big difference between counties in their offering of career-oriented classes in the first years. In Norway this is much stronger developed compared with the Netherlands. Based on these experiences, the schools have begun to develop a new course; the Beta Challenge³¹. Eight years later, this model has been adopted under the name Technologie en Toepassing (TETO, Technology and Application) for VMBO (pre-vocational secondary education) GL (mixed programme and TL (theoretical programme) and 24 schools, including RSG 't Rijks are currently conducting experiments with TETO.³².

Haags Montessori Lyceum (HML (The Hague Montessori Grammar School))

In a general sense, the teachers directly involved in eTwinning view it as an instrument for achieving 'active learning in real-life situations' in an affordable, digitally safe, and accessible way. So, it leads to the application of new teaching methods and a more challenging education. In addition, eTwinning allows the teachers to engage in internationalisation in a bottom-up manner that fits with the wishes and needs arising from their every-day educational practice.

Pupil quotes:

- "eTwinning is "more real" than book assignments; it is fun to actively use English and learn a little more about other countries and cultures via online communication with pupils from other countries"
- "I have learned that I shouldn't push somebody when they do not immediately respond. You just have to be patient"
- "I have learned much about how to communicate, also to give valuable feedback and to ask for feedback in English. And by doing this, I think we have made a brilliant presentation."

Carolus Clusius College (CCC) Zwolle

Impact on the physical infrastructure

Prior to the exchange with a Finnish school as part of the Erasmus+ project 'School 2020', we stated our ambition to see what the CCC could learn from this school. Due to an imminent reconstruction at the CCC, the plan was conceived to also look at what we could learn from the Finns in the field of physical infrastructure. The school leadership took this decision because Finland is famous for its innovative teaching methods. The visit eventually resulted

³¹ "Beta Challenge (BCP) is a learning route at our MAVO+ section (pre-vocational secondary education, theoretical programme. MAVO+ is specifically aimed at pupils who want to continue on to HAVO (senior general secondary education)). At the core of BCP are the technology and application classes. In addition, pupils will twice weekly engage in project assignments in the fields of technology, care and well-being, nature, and environment, and/or economics. Assignments may be commissioned by a party from the business community, but also be given as part of a competition. An example thereof is the First Lego League, a project our school has been involved in right from the start. We collaborate on these projects with an MBO (vocational secondary education) school in the region. Beta Challenge namely also pays much attention to career guidance." <https://www.rsgrijks.nl/wp-content/uploads/2021/01/RSG-t-Rijks-Beta-Challenge-2020-LR.pdf>

³² <https://www.sterkberoepsonderwijs.nl/inspiratie/technologie-en-toepassing-in-het-vmbo/> / <https://www.sterkberoepsonderwijs.nl/wp-content/uploads/2018/05/Goed-voorbeeld-van-12-tot-18-TT-003.pdf>

in an auditorium inspired by the Finnish practice including flexible furniture and lounge sofas. And one of our classrooms was rearranged based on a Finnish example. In this classroom, the pupils can decide for themselves where and how they want to sit. There is no classic 'city bus' style arrangement of seats, but rather one including a variety of furniture that promotes creativity and collaboration.



Source: photo by the authors

World course

Yet again in Finland, teachers observed that pupils enjoy a large degree of autonomy in the selection of their subjects. Finnish pupils are at liberty to choose when and what classes they participate in. This is not possible in the current Dutch educational system, but the teachers did draw inspiration from their visit, which has resulted in so-called world classes. World classes are optional classes that are taught twice weekly in the seventh and eighth grade across all learning levels. Pupils can choose from among four themes: Media, TechnoScience, Sports and World of Arts. Without the inspiration from Finland, it would have taken longer for the CCC to start these classes.

Support in positioning the school

Erasmus+ has contributed to a better positioning of the school among other schools in the city of Zwolle. At the time, the school was facing a decreasing number of pupils. At which point the school decided to give the school a stronger international profile with strong references in the school to travel and other cultures. This has benefitted the school as the number of pupils has since grown substantially and the school is now known in Zwolle as the international/world school.

KC Aelse

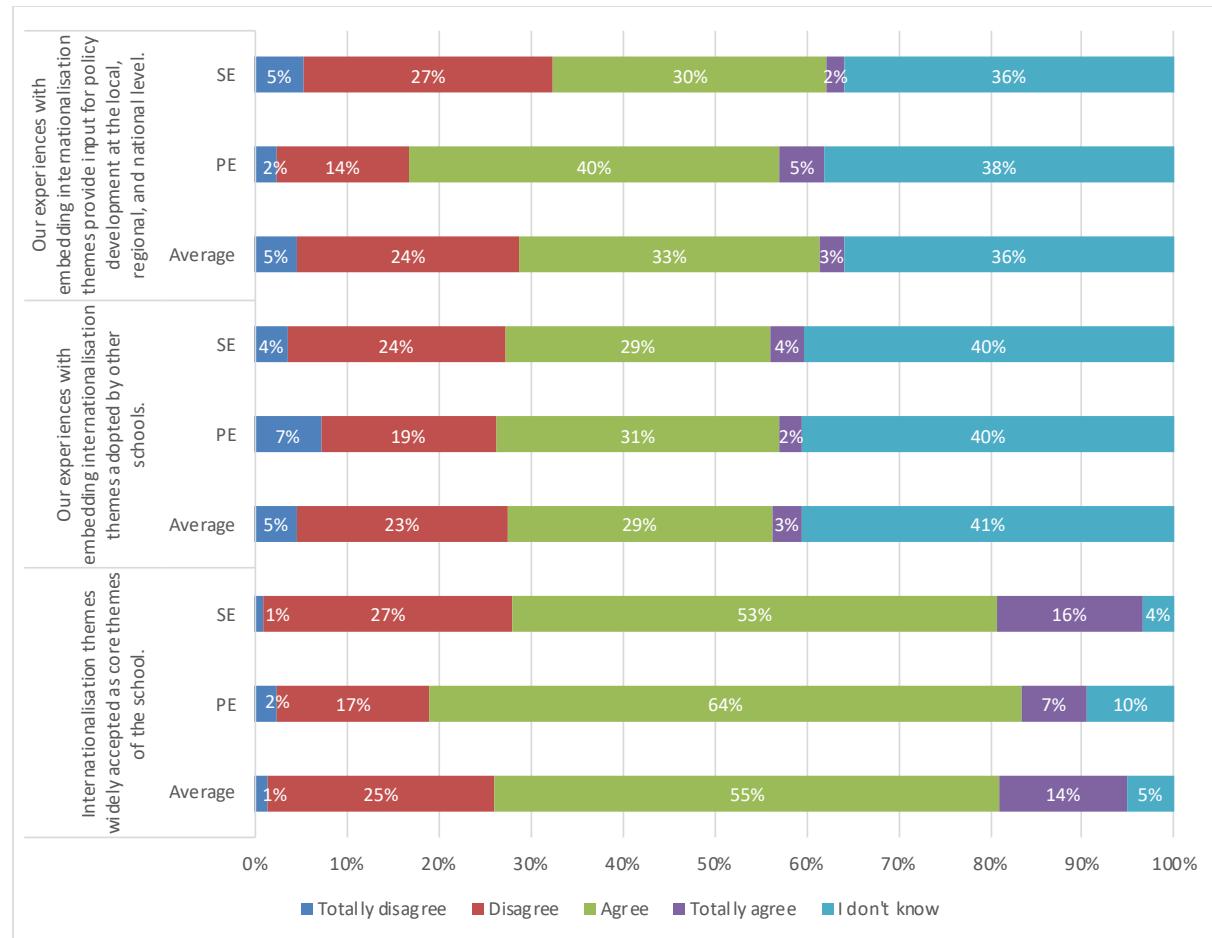
Outdoor teaching

Outdoor teaching has been on the agenda of the new school right from the start of the merger process of four schools. Through participation in the Erasmus+ project and the mobility programme with the partner school in Sweden, the school was able to create a solid basis for the outdoor teaching theme and take concrete steps to make it a reality. Sweden is a trendsetter in the field of outdoor teaching. They organise outdoor classes in all seasons because it leads to better grades, a better health, improved communicative skills, and better behaviour. The Swedish school strives to provide outdoor classes on a daily basis. All subjects are suitable for outdoor teaching if one can see the possibilities. All materials at the Swedish partner school were made of wood and the school had, for instance, its own school garden, where the children could plant fruit trees and had a vegetable patch at their disposal where they could grow their own food. Based on the visit to Sweden, KC Aelse has stimulated outdoor teaching and given it greater prominence at their own school.

3.4.3 Wider Impact on Educational Themes

The figure below shows the survey results with regard to the wider impact on themes.

FIGURE 3.8 WIDER IMPACT INTERNATIONALISATION WITH REGARD TO THEMES (PE AND SE)



Source: survey (N total=158; N PE=42; N SE=116)

The survey shows that in more than three quarters (79%) of the schools, **internationalisation themes have been widely accepted as core themes of the school**. There is little difference between PE and SE schools. Small schools (fewer than 20 teachers) less often see these themes being broadly accepted compared with larger schools (36% vs. 71%). Also, schools which form part of an umbrella or foundation are less positive in this regard compared with independent schools (29% vs. 16%).

Of the schools, around one third (32%) have seen **experiences with the embedding of internationalisation themes adopted by other schools**. However, also more than a third (41%) has no information in this regard. There is a slight difference between PE and SE schools. Independent schools have less information on this subject compared with schools that form part of an umbrella or foundation (58% vs. 36%).

Finally, around one third (36%) of the schools see that the experiences **with the embedding of internationalisation themes provide input for policy development**. However, also more than a third (36%) have no information on this issue. PE schools are as a rule slightly more positive compared with SE schools (45% vs. 32%). Big schools are generally much more positive compared with smaller schools (73% vs. 32%). There is little difference between schools that form part of an umbrella or foundation and independent schools.

The survey shows minor differences in impact between schools that are taking part in just one internationalisation activity and schools participating in multiple activities. Schools participating in multiple activities are more positive about the impact on other schools (37% vs. 28%).

Below are the open answers categorised by theme as well as appealing examples from the schools themselves.

- The impact on the **wider embedding of thematic focus**. Schools say that the thematic focus in general is strongly linked to the internationalisation themes. A few statements:
 - "Becoming a UNESCO school has put a stronger focus on sustainability, diversity, world citizenship, and intercultural learning."
 - "The themes of exchanges at our own school are given strong emphasis across the school. The content and themes of the exchange are linked to our regular teaching programme. All pupils of the relevant grade are involved in the teaching programme. We strive for all learning material developed for the exchange to be suitable for reuse in our regular teaching programme."
 - "Because of the participation in internationalisation projects, specific themes are included in our curriculum. They are then embraced across the school. This also leads to better oversight, also through surveys and class monitoring."
 - "The presence of foreign pupils at the school has made it that much more natural to talk about culture and internationalisation."
- The impact on **world citizenship as a theme**. Schools report that internationalisation is strongly linked to world citizenship. Many schools have explicitly adopted internationalisation to achieve a better and wider embedding of world citizenship at school. A few statements:
 - "Citizenship and more specifically world citizenship is more and more becoming part of the school, even when it is still in its infancy."
 - "At our school, when we talk about citizenship, we talk about citizenship as a world citizen. We have rights and obligations with regard to the Dutch society, but also with regard to Europe and the world. This became quite clear when during one of the first weeks in SE we discussed vaccination against the Corona virus. The issue of the third booster vaccination came up and many pupils thought that we should first provide those to poor countries before giving them to our own citizens here in the Netherlands."
 - "Themes have been included in the school plan and in the continuing learning lines concerning citizenship."
 - "World citizenship in particular is something that, except through internationalisation, would have been neglected in SE."
 - "We motivated people for Erasmus + and all the foreign experiences. Our world citizenship programme is extensive (includes many topical themes) and already starts in the first grade and is compulsory up to and including the fourth grade. Children not only work on these themes through separate subjects, but also in projects (until quite recently completely absent). In addition, each subject has components related to our Erasmus+ themes (climate targets, cultural heritage, human rights, etc.). We cherish this, also because our population is changing (we are becoming a 'Black' school), which is why it is even more important for us to set cultural connection as a central task in order to create unity."
 - "Themes like Citizenship are being discussed more widely. There is a stronger focus on paying attention to Cultural Differences and Life Philosophies."
- The impact on **sustainability as a theme**. Schools also link internationalisation to sustainability and many projects focus on this theme which leads to changes in the

school organisation (see earlier), but also to the educational practice. A few statements:

- "Sustainability is better embedded in the school because of Erasmus+: because of subject teachers including themes such as the plastic cycle, the use of robotics in waste separation (talking dustbins); research into waste dispersal in geography class; different menu and less meat in the cafeteria; and finally, creating a vegetable patch for fresh local produce."
- "The quality of teaching in the field of sustainability has been improved by means of an open outdoor classroom, a bee oasis and fruit trees."
- "Discussion with sustainability councillor on bicycle policy together with Dutch and Polish pupils and teachers."
- The **impact on digitalisation**. Schools provide only limited examples but do indicate that teachers and pupils extensively cooperate with other countries via the internet and say this strengthens their digital language skills. One school says that one Erasmus+ project on surfing behaviour and cookies has prompted a course for all pupils at the start of the year.

The text box below provides more extensive examples based on case studies.

KC Aelse

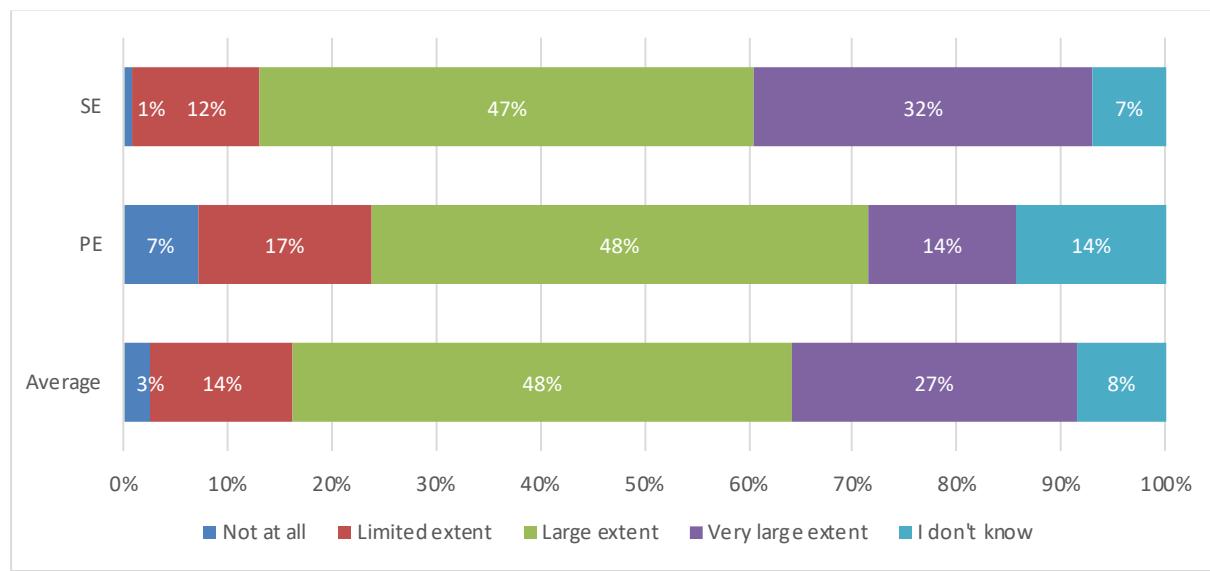
Inclusivity

Inclusivity is at the top of KC-Aelse's agenda. This is why it informed the subject matter of the visit to the partner school in Italy. In Italy, special needs children are integrated in mainstream education. The partner school visited by the pupils of KC Aelse was passionate about inclusivity. One of the Italian teachers said it quite clearly: "Special needs kids have greater need of a good teacher who gives them their attention than of a computer and we have opted for more teachers and smaller classes rather than all kinds of technological innovations." Special needs kids also need to interact with other kids and to form part of a group. Here, the pupils from KC Aelse for the first time came into contact with children with a disability. The KC Aelse children came to their accompanying teachers with questions such as: "We don't have these kinds of children at our school in Eslloo, do we?" This was a real eyeopener that the school needed to address this issue at school and in the region. The combination of regular and special needs teaching in the Italian context has given both the children and more in particular the teachers something to consider. Upon their return, this has resulted in the development of an initial collaboration with a local special needs school. Due to COVID-19, this project is unfortunately still in its initial stages, but KC Aelse is determined to continue with this project in the future. In addition, as a result of the foreign experience with the school has launched the 'Adoption with the Elderly' project. As a result of the various visits to partner schools in other countries, the school has seen how things can be done differently. The KC Aelse leadership is, also inspired by these foreign schools, now looking for new connections, inclusivity, and to start working from goals rather than teaching methods. The socio-emotional dimension has become one of the school's spearheads. This has resulted in, for instance, the introduction of the 'three golden weeks' at the start of the school year, greater attention for group dynamics, mutual respect and daring to be different.

3.4.4 Impact on Pupils

Where earlier we were examining the wider impact on the organisation (section 2.4), and the wider impact on teachers, quality, and internationalisation themes, in this section we take a closer look at the impact on pupils: to what extent do Erasmus+ and eTwinning lead to the development of intercultural competencies and personal development, and what do pupils do with the experiences gained. The following figure shows how the respondents (schools) assess the extent to which pupils develop international competencies through participation.

FIGURE 3.9 DEGREE TO WHICH PUPILS DEVELOP INTERNATIONAL COMPETENCIES THROUGH PARTICIPATION IN ERASMUS+/ETWINNING (PE AND SE)



Source: survey (N total=156, N PE=42; N SE=114)

The survey shows that the schools are quite positive about the impact on pupils. Three quarters (75%) say that pupils to a large degree or very large degree developed international competencies through participation. 14% say that was the case to a limited extent and 3% said this was not the case. SE schools show a little more impact on pupils compared with PE schools (79% vs. 62%).³³ There is little difference between independent schools and schools that form part of an umbrella or foundation. Middle-sized schools (between 51 and 250 teachers) are more positive than small and big schools (around 82% vs. 64%).

Many schools report that the international experience is a determining event that is central to pupils' school careers:

- "We found out that they will never forget. This was also the most memorable event of their school years."
- "The large number of pupils who have had an E+ experience remember it as the icing on the cake of their time with us. Many pupils still keep in touch with the foreign pupils long after the mobilities ended and I regularly hear what is happening in the different countries today. Amazing to experience the side effects of E+."
- "Pupils who have had another exchange often mention it at their most valuable experience, for instance, at their final graduation ceremony."

The schools can see the impact on pupils in a number of respects:

○ Increased self-reflection and autonomy:

- "The children show greater personal development because they are increasingly shaping their own development (through choosing what goals they work on and in what way)."
- "Pupils learn different approaches to solving problems."
- "The primary example at our school is that pupils (certainly those who have travelled) have gained greater self-confidence. For instance: after a few days, pupils who said they were not particularly good in English, were speaking English

³³ Here, the Chi-squared test shows a significant difference.

with us. And that gave them greater self-confidence in being able to express themselves in English."

- "Over time, parents see that their child has grown, during vacations, but also in discussions on topical global themes."
- "They develop primarily on a personal level, acquire a better view of other cultures, take a greater interest in global issues, and discuss these in projects and assignments."

○ **Broader interest among pupils:**

- "Interest in languages and cultures that would otherwise not have been appealing."
- "The pupil experiences a world outside his own awareness and international problems became more interesting to them as a result."
- "It primarily expresses itself in cultural sensitivity, More open-mindedness."
- "The understanding that pupils show of other people, classmates, cultures, etc. They are more open to new things and see that when something is different does not automatically mean it is wrong. This also evident from other class projects (written/presentations) concerning, for instance, the 17 sustainable development goals, but also in discussions or conversations during philosophy of life or philosophy classes."
- "After participation, pupils have a much more open outlook on the world. Are better able to take their place in the world. In addition, we see that they are primarily growing on a personal level. Afterward, they have greater self-confidence and find it easier to take up their role as an international pupil. They no longer find it hard, for instance, to give a presentation in English
- "Broadening pupils' world view has been such a powerful experience that we want to structurally build on that. In addition, it strengthens our VMBO pupils in the notion that they are actually quite good in communication and social skills."
- "It is quite difficult to measure, but the social and emotional development through participation in an Erasmus+ project must not be overlooked."

○ **Better contacts with others and prejudices:**

- "Pupils become more internationally aware, find it easier to make contact with peers from other cultures."
- "Pupils learn more about other cultures which broadens their outlook and promotes inclusivity, which can be told from the way they interact with each other and others."
- "Contacts are maintained after the exchange, and they visit each other during vacations."
- "The contacts among schools and teachers are for the most part permanent. Some pupils maintain personal contacts with participants from other countries for many years. To a limited extent, even privately organised mutual visits occur."
- "eTwinning shows pupils that the abroad is really quite nearby."
- "Pupils who took part in internationalisation projects at our school are more aware of values and norms in other European countries and have good relationship with their exchange partners."
- "Awareness of and putting into perspective of their own/national identity."
- "Our pupils have acquired a greater appreciation of our freedom."

○ **Improved language skills and interest in English language education (BE):**

- "In the field of languages, greater self-confidence to speak the foreign language. Motivation for participation in Cambridge English."

- "At our school, all languages are seen as valuable. Before, this only held true for Dutch and English. In our research themes, children often immediately widen their research beyond the Dutch context."
- "Pupils have greater confidence in their English skills."
- "Through following BE in VMBO, our pupils learn to express themselves in English, but somehow always retain a sense of inferiority toward the HAVO/VWO pupils. Through contacts with their peers from abroad, they have learned that their level of English is actually quite good which, in turn, prompts greater self-confidence, which is what our pupils really need to be unafraid to speak English."
- "Our bi-lingual language department is growing again."
- "English language teaching has received a boost and contacts have been made with foreign schools which facilitate communication among the pupils."
- "Increase in selection of Delf, Dele, and Cambridge classes."
- **International themes in assignments, selection of international modules and optional subjects:**
 - "The number of pupils who select geography has increased over the past six years. This is partly due to the international exchange programmes."
 - "The pupils are more openminded and take a greater interest in the world. They more often select an international internship."
 - "Profile essay increasingly internationally oriented."
 - "Articles read for research are often broader in nature."
 - "We find that pupils, through the experiences they gained during the exchange, are more open to international activities and engage in them more easily. They, for instance, choose international themes for their profile essay."
 - "Profile essay more oriented toward the European dimension or combination of profile essay and participation in Erasmus+ project."
 - "It is primarily clear from the ease/matter-of-factness with which pupils approach international possibilities. It is also reflected in their choice of profile essay subjects."
 -
- **International orientation in follow-up studies:**
 - "Pupils more often want to study abroad for their follow-up study and look at problems that are not only topical in the city but also further afield and look at companies and multi-nationals across the border, for instance, for assignment subjects."
 - "Many pupils pursue studies in English without any problems (also broad)."
 - "The children participating in the programme are clearly more involved in languages and use foreign connections to get ahead in the world. Our former pupils go on to study languages (formerly did not apply), they go abroad to look for an internship/follow-up study (used to be hardly available). The pupils love to join the Erasmus+ project because they see that participation actually gives them better chances with a follow-up study: children want to prove themselves in this way as well."
 - "We see that former pupils during their follow-up study are more likely to pursue part of their studies abroad."
 - "It is particularly the choice of a follow-up study and internship that is influenced by internationalisation."
 - "Pursuing International studies. Lost their fear of studying in English."
 - "Pupils who participated in international activities are more likely to register for the international learning route in SE. They are our International Stars! Many of

- the pupils who followed this route are now studying abroad or studying European Studies or International Languages, International Business, etc."
- o "More often selection of English language follow-up study or profile essay. Spending gap year abroad."

The text box below provides a more extensive illustration based on the case studies.

RSG 't Rijks

There is substantial impact on pupils. Even though it is still difficult to distinguish between the level of openness and interest they already had prior to an international experience and the extent to which this was generated by the experience. We nevertheless see that pupils have a broad orientation on the world; that it eliminates prejudice, that they reflect on their own norms and values; and that these interests reflect an openness to the world. As stated by a VWO4 pupil; You are subconsciously thinking about it."

Haags Montessori Lyceum (HML)

For HML pupils, eTwinning is a way of actively using English and learning about other cultures. In a general sense, the use of eTwinning has led to an improvement of most of the pupils their English; pupils also indicate that communication and collaboration skills have improved. In general, the pupils say eTwinning has not really given them a new view of global affairs and cannot give concrete examples of behavioural changes due to their participation in eTwinning. As this concerns 12-year-old pupils who participated in two eTwinning projects for just one year, this was not to be expected. Pupils said that when using eTwinning as an instrument for strengthening international competencies everything must be exactly right in terms of (a) technical possibilities/user-friendliness (b) adequate frequency and follow-up on contacts made (c) the interest, commitment, and involvement of the pupils from all countries participating in eTwinning, and (d) proper coaching by the teachers. With the 'My school, your school, our perfect European school' project, this was a success, even under the difficult COVID-19-related circumstances.

Carolus Clusius College (CCC) Zwolle

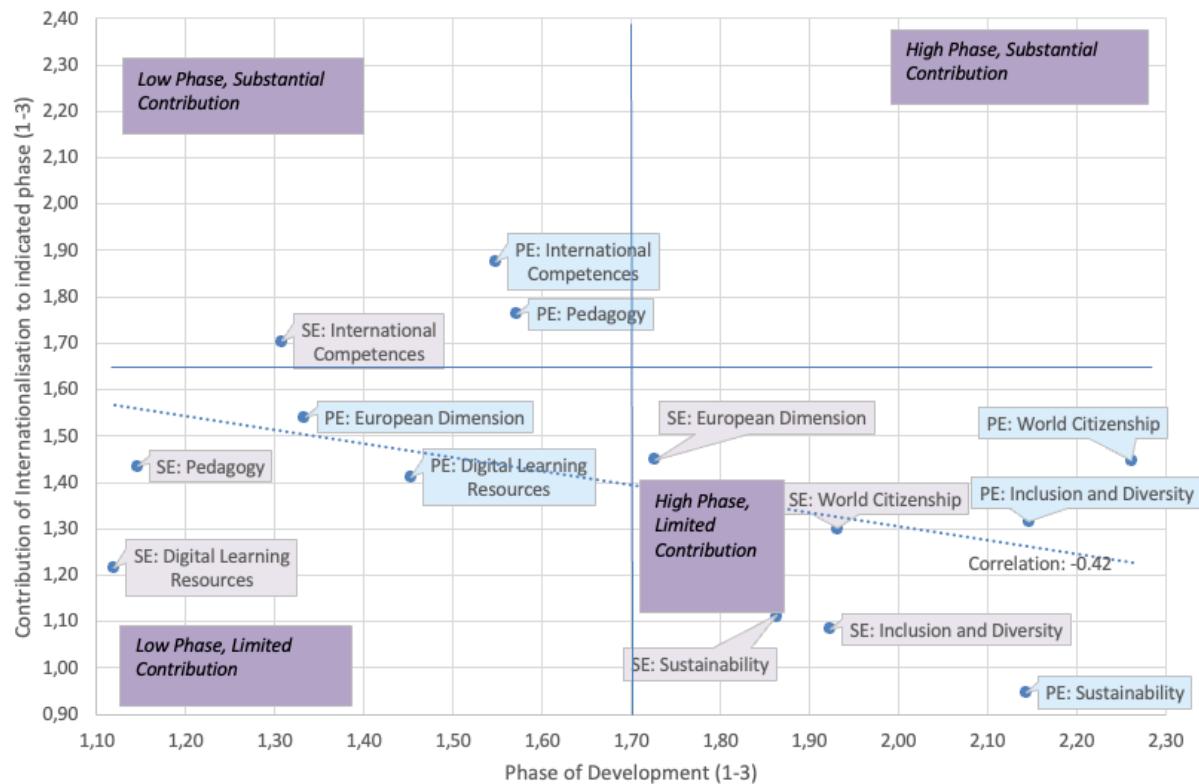
Internationalisation has a substantial impact on the pupils but remains difficult to assess. There is no benchmark figure to determine how the pupils would have developed without the CCC's internationalisation policy. Nevertheless, we do see that pupils (but also teachers) are showing a broad interest in the world they live in. As one teacher said: "it's a collective experience that pupils will always remember ('social bonding'). It is difficult to determine exactly what the impact is on the future career but there are many examples of pupils who as a result of being inspired by their foreign experience have made a more deliberate choice for a specific study or career path." Another teacher says that "It is precisely because of an international experience that pupils in history class can experience and investigate why people have made certain choices. (You can pose moral questions: what would you have done in these circumstances?). In this way, you can look across the boundaries of your own experiences and perception. This is what makes pupils world citizens."

Overall, the schools observe a wide spectrum of impact on pupil levels, from social-/economic development to choosing their follow-up study.

3.5 Discussion

In this closing section on the impact on quality and educational content, we link the state of affairs at schools (developmental phase) to the contribution made by Erasmus+/eTwinning. In the following figure, the x-axis represents the phase of development and the y-axis the contribution to the current phase.

FIGURE 3.10 CONTRIBUTION ERASMUS+/ETWINNING TO CURRENT SITUATION SCHOOLS (PE/SE) WITH REGARD TO EDUCATIONAL QUALITY AND CONTENT



Source: Survey. (N total=159; N PE=42; N SE=117)

We see that on a number of subjects PE and SE schools state they are already in a high phase of development, however, without Erasmus+/eTwinning making a substantial contribution. At issue are Inclusivity and Diversity, World Citizenship, and Sustainability. With regard to other subjects, schools say these are not yet well embedded, nor has there been a large contribution from Erasmus+/eTwinning (such as pedagogy in SE, digital learning resources, and the European dimension in PE). And finally, PE schools do see a major contribution from Erasmus+/eTwinning on themes such as pedagogy and international competencies (also SE schools) but indicate that overall these themes have not yet been solidly embedded. There is a strong, negative correlation between the current situation and the contribution (-0.42), which means that a higher phase correlates with a lesser contribution from Erasmus+/eTwinning. With regard to these subjects Erasmus+/eTwinning would appear to make a more effective contribution to embedding at schools where few steps have been taken yet.

In conclusion, we can argue that Erasmus+/eTwinning contribute to the quality and content of education. The schools observe improvements over time, but at the same time recognise that big steps are yet to be made toward a wider embeddedness of the different themes at the school. The impact stories (section 3.4) show that the schools see many smaller and individual changes which they experience as highly valuable. However, major impact, such as changes in the curriculum and further embedding of experiences gained at the school figure less prominently. Schools nevertheless see a major impact on pupils, especially on those participating in internationalisation activities.

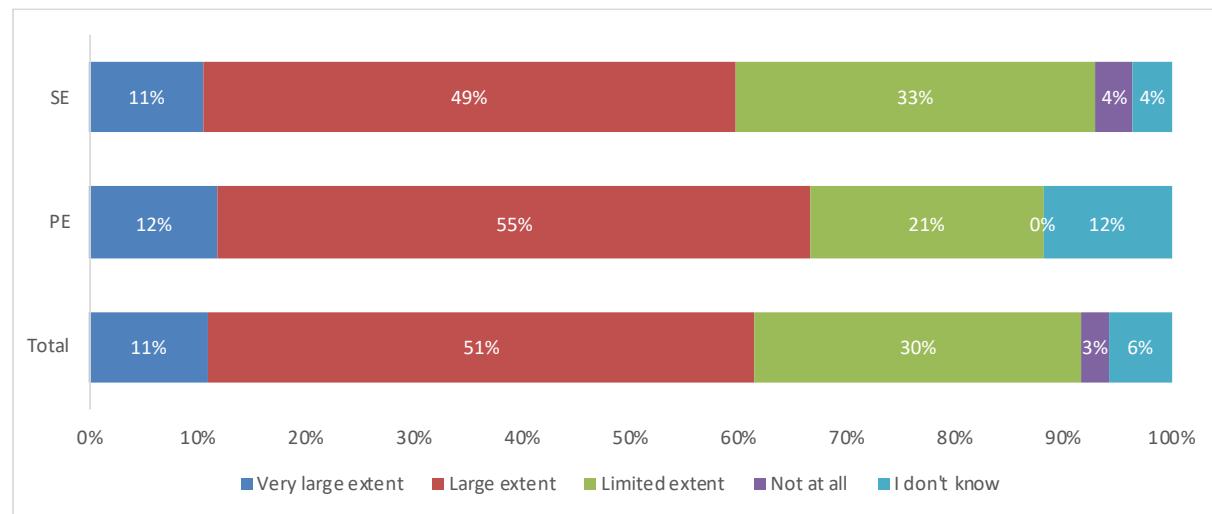
4. Support from National Agency Erasmus+/ eTwinning

In this chapter we describe how schools view the investment made in Erasmus+/eTwinning in relation to the benefits, the degree to which the different programme components enrich and reinforce each other, and, finally, the extent to which the National Agency (NA) supports schools in achieving impact.

4.1 Costs and Benefits of Erasmus+/eTwinning

Figure 4.1 shows the response from schools regarding their opinion on the degree to which they find the benefits outweigh the investment in Erasmus+/eTwinning.

FIGURE 4.1 THE EXTENT TO WHICH THE BENEFITS FOR THE SCHOOL AND THE QUALITY OF EDUCATION (PE AND SE) OUTWEIGH THE INVESTMENTS (TIME, ENERGY, COSTS) IN ERASMUS+/ETWINNING



Source: Survey. (N total=156; N PE=42; N SE=114)

Figure 4.1 shows that the large majority of the schools (62%) find that the benefits substantially outweigh the investments. A third of the schools find that is not the case (3%) or only to a limited extent (30%). The differences between PE and SE schools on this subject are small and insignificant.³⁴ The majority of the schools that find that the benefits outweigh the costs state that both the application for, and the implementation of Erasmus+/eTwinning cost a lot of time, but at the same time say that it is more than worth it in the light of the enrichment of the regular teaching programme, the teaching results, and the personal development of both pupils and teachers, but also the because of the improved local and regional presence of the school. Below are a few statements from schools on this subject:

- "As Erasmus+ allows you to provide the pupil with a special experience which has enormous impact on the rest of their life it is certainly worth the time and energy"
- The many hours invested in a project by the staff repays itself through the changes in the pupils. You can see them grow during an exchange, not just in terms of knowledge, but also on a personal level. This growth is what you wish for every pupil, every child. This experience is sometimes more valuable than a 'regular' lesson. An experience they will always carry with them."
- "It is a big investment but has been greatly enriching for the individual teachers and the level of English at our school."

³⁴ Based on the Chi-squared tests.

- "The investment in the application for an E+ is big, but the teaching results have significantly improved and certainly also the broader and deeper outlook of our pupils on the world."
- "With the Erasmus+ projects, the school has generated much attention among pupils, parents, the media, and the external environment, such as businesses/organisations who are always being involved in the projects."

Some schools say that the added value does not show until after a number of Erasmus+ projects. One of the schools, for instance, says that "at first (when you participate in a project for the first time) the effects are less noticeable. As you start to embed the project in the school curricula and the project is being implemented more broadly in the school, you find that the effects are huge."

A small group is more critical of the ratio of investment costs vs. yields, particularly because of the high administrative burden on the organisation. Below are the statements of a few schools on this subject:

- "We executed a fantastic Erasmus+ project. Achieved all goals, it eventually all worked out as we had hoped but I wouldn't do it again any time soon because I found the administrative burden too great. The project proposal and the justification have to be so extensive that it's just too much work."
- "It's very time consuming for principal teachers. This often goes at the expense of other activities."
- "The effort that goes into the writing of an application, the reports, and into providing accountability and the administrative rigmarole are not proportionate to the project itself. This could be a whole lot simpler. I hope that the accreditation KA120³⁵ will bring some relief in this respect."

Some schools are critical about the investment that must be made in relation to the chance of success of applications and the reimbursement from the programme when the application is accepted. A number of schools also say that the yields are disappointing as there is a substantial turnover among teachers and just a limited group who are involved in internationalisation at the school are open to the learned lessons and generated output. Some schools also say that the yields are strongly dependent on the commitment, enthusiasm, and idealism of just a few colleagues. The schools also point out that the yields are not yet shared widely enough in the school which has meant that not all teachers and pupils sufficiently benefit from the results. COVID-19 has also thrown a spanner in the works. One school, for instance, says that even though they made big investments, due to COVID-19 its project has not yet generated what they expected it would. Schools also mention that the yield for their school is disappointing because the difference between them and the foreign partner schools is too big which has meant there is not much to be gained in terms of learning yields.

A number of schools says they do not know whether the results outweigh the investments as they have just recently started with Erasmus+ / eTwinning and that therefore the benefits for there are school are not yet visible.

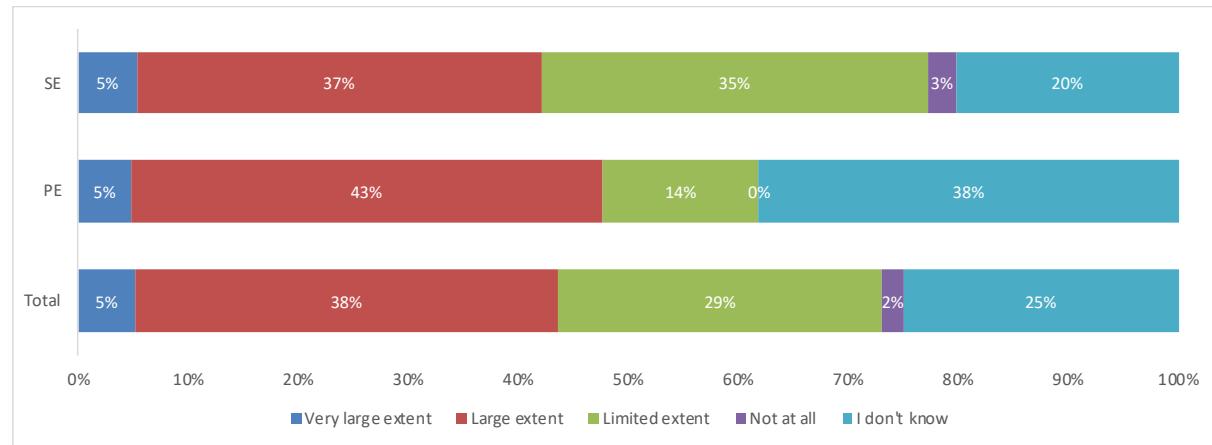
Most schools are nevertheless positive about the ratio between costs and results, as summarised by one of the schools: These are projects that both cost and give much energy that every school should experience once every four years, both for the benefit of the pupils and the teachers."

³⁵ See: <https://www.erasmusplus.nl/actueel/agenda/online-informatiebijeenkomst-erasmus-accreditatie-ka120/3239>

4.2 The Extent to which Erasmus+ and eTwinning Reinforce Each Other

This paragraph described the extent to which the different Erasmus+ and eTwinning programme components reinforce each other (see figure 4.2).

FIGURE 4.2 THE EXTENT TO WHICH VARIOUS ERASMUS+ EN ETWINNING PROGRAMME COMPONENTS REINFORCE EACH OTHER (PE AND SE)



Source: Survey. (N total=156; N PE=42; N SE=114)

Figure 4.2 shows that 43% of the schools find that different programme components reinforce each other to a large extent or very large extent. A third of the schools do not think this is the case (2%) or only to a very limited degree (29%). One quarter of the schools could not say either way. There are no significant differences between PE and SE schools and between small (<100 teachers) and big (>100 teachers) schools.

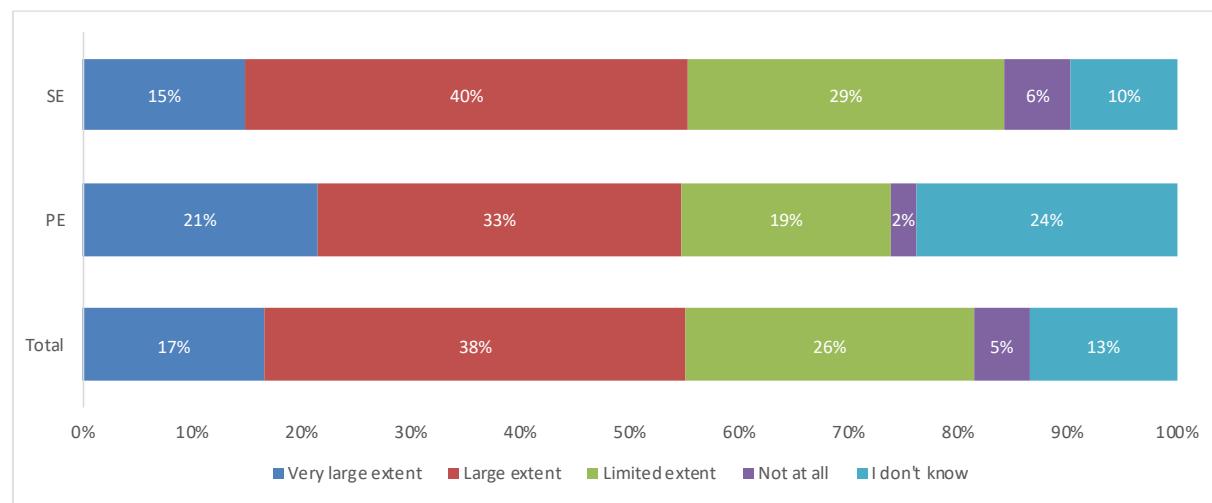
The survey's open answers paint a varied picture of eTwinning 'believers' and schools who are more critical about this tool. Schools are particularly positive about the possibilities that eTwinning provides to make contact with schools with comparable development needs. Also, some schools say that eTwinning has reinforced their Erasmus+ project precisely because it facilitates internationalisation for everyone, both teachers and pupils, but also outside the framework of an Erasmus+ project (in the preparation of and after an Erasmus project). These schools say it provides a safe platform for cooperation.

On the other hand, schools say that the idea behind eTwinning is good, but the platform itself is insufficiently user-friendly. In many cases, teachers prefer to communicate via other platforms which are more user-friendly (Microsoft Teams, Zoom, Skype), just like pupils do (via social media). Some schools say that they only use the instrument because they have to within the framework of the project. Schools also report that eTwinning is primarily used by a select group of teachers, but that other teachers know little about the experiences with eTwinning and its potential added value.

4.3 Support from the National Agency

Figure 4.3 gives an overview of how schools are supported by the National Agency (NA) in achieving impact.

FIGURE 4.3 THE EXTENT TO WHICH SCHOOLS ARE SUPPORTED BY THE NA ERASMUS+ IN ACHIEVING IMPACT (PE AND SE)



Source: Survey. (N total=156; N PE=42; N SE=114)

Figure 4.3 shows that more than half (55%) of the schools find that they are supported by the NA Erasmus+ to a large extent or very large extent in achieving impact. Nearly a third of the schools finds that this either not the case (5%) or to a very limited extent (26%). 14% of the schools could not say either way. The differences between PE and SE schools, as well as between smaller (<100 teachers) and bigger (>100 teachers) schools are small and insignificant³⁶.

In the open answers of the survey, schools generally express their appreciation of the support they receive from NA Erasmus+ during the project. Schools referred especially to the webinars, the quick response to questions from schools, and the thinking along on project design and on how to increase impact.

Schools that are slightly more critical about the NA Erasmus+ contribution refer to the fact that the NA Erasmus primarily has a controlling role and providing support to schools is not its core task. These schools would like to see a greater support role for the NA Erasmus+ in strengthening impact. One of the suggestions from schools is that they would like to have a tool to generate greater enthusiasm and support among colleagues. In addition, some schools say that the NA Erasmus+ could also play a significant role in enlarging impact at the programme level through linking project results to national policy in PE and SE.

³⁶ Based on the Chi-squared test

5. Conclusions and Avenues of Thought

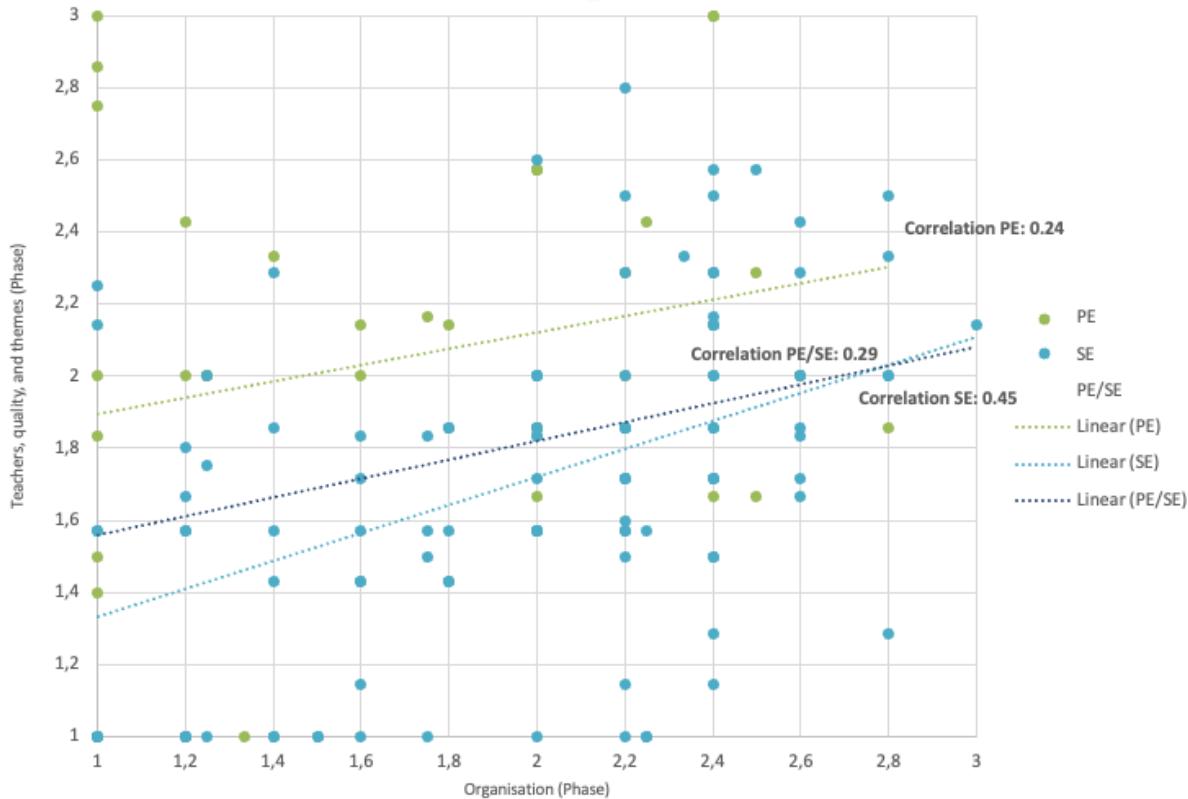
5.1 Conclusions

On the basis of the collected data, the following conclusions are drawn.

Conclusion 1: Schools are at various levels of development in embedding internationalisation in the school.

When we look at the relationship between the current state of affairs regarding the organisational embedding and the current situation regarding the internationalisation of education, we find that in general PE has advanced less far in terms of organisational embedding compared with SE (phase 1.7 and 2.0 respectively), but has advanced further in the internationalisation of education (2.1 and 1.7 respectively). The following figure shows the relationship between organisational embedding and quality for PE and SE schools.

FIGURE 5.1 RELATIONSHIP BETWEEN THE AVERAGE SCORE ON ORGANISATIONAL EMBEDDING VS. THE AVERAGE SCORE ON INTERNATIONALISATION OF EDUCATION PER SCHOOL (PE AND SE)



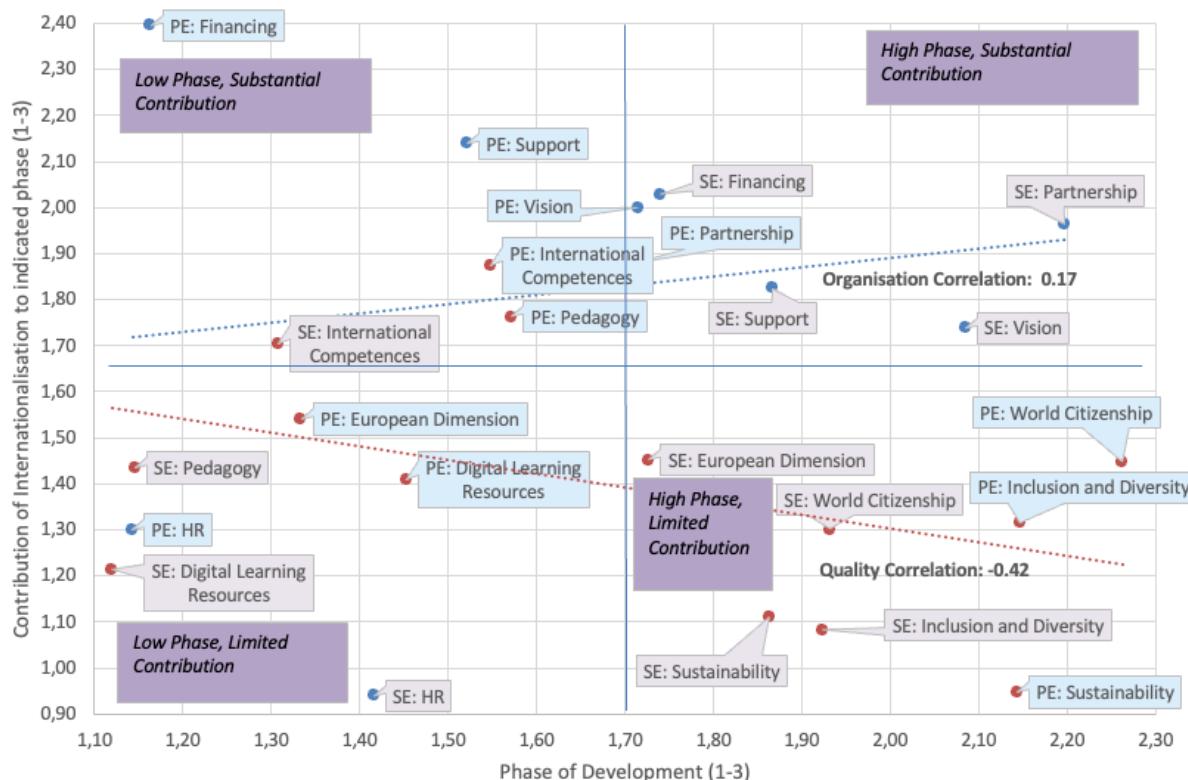
Source: Survey (N=148; N PE=36; N SE=112)

The data show a very weak connection between the degree of organisational embedding of internationalisation at a school and the degree of internationalisation of education (0.29 correlation). This proves that when a school shows a higher phase of organisational embedding, this will translate into a slightly higher score in terms of the internationalisation of education. This connection is stronger in SE (0.45) than PE (0.24). In other words, in SE we see that a higher level of organisational embeddings coincides with a higher level of embedding of the internationalisation of education.

Conclusion 2: Schools see a substantial Erasmus+/eTwinning contribution to the organisation, to teachers, quality, and to the embedding of specific themes in education. In PE, the impact is strongest on educational content and primarily where schools as yet have little experience. In SE, the impact is greatest on the organisation and in particular on schools that are already further advanced.

Looking at the relationship between the current situation regarding various topics and the Erasmus+/eTwinning contribution to those topics, we find that here as well there is a weak connection. The figure below positions the themes for PE and SE by phase (x-axis and contribution (y-axis)).

FIGURE 5.2 CONTRIBUTION ERASMUS+/ETWINNING TO CURRENT SITUATION AT SCHOOLS (PE/SE)



Source: Survey. (N total=159; N PE=42; N SE=117)

Based on the above figure, we can conclude that in terms of organisational embedding, a higher phase coincides with a substantial Erasmus+/eTwinning contribution, whereas in terms of educational quality, the contribution is precisely then greater when the school is still in a lower developmental phase. In other words, Erasmus+/eTwinning seems to have greater impact during initial actions to affect change among teachers and improve quality and the embeddedness of themes, but less impact during the wider embedding across the whole school. With regard to organisational embedding, the exact opposite holds true. At schools that are already further advanced, Erasmus+/eTwinning assists precisely in the wider organisational embedding within the school.

Conclusion 3: Schools experience a high level of impact from Erasmus+/eTwinning related to the organisation, teachers, educational quality, and themes, resulting in effects for pupils.

The survey and the case studies have resulted in a positive judgment on the impact of Erasmus+/eTwinning on the organisation, the teachers, and the quality of, and themes in education. Both the judgments of the schools and the stated examples of impact are a clear indication that the schools are observing wider impact. There are differences in emphasis between PE and SE schools in this regard, as well as between bigger and smaller schools (>100

and <100 teachers), and schools that participate in one or multiples internationalisation activities. The schools also see wider impact on pupils and the choices they make, also after PE and SE. The text box below gives an overview of the aspects where schools see impact.

The wider impact on the **organisation** is evident from:

- A broader embedding of modern language education at the school
- The organisational awareness of the importance of internationalisation
- The school's profile
- The embedding of internationalisation in school policy
- The creation of work groups and structural capacity for internationalisation
- The widening of internationalisation to include larger numbers of pupils and schools within the organisation
- The widening to include more schools
- The collaboration with regional partners
- The changes to local, regional, or national policy

The wider impact on **teachers** is evident from:

- Increased teacher confidence and interest
- The acquisition of new skills
- The mainstreaming of international competencies among a larger number of teachers

The wider impact on **educational quality** is evident from:

- The improvement of the curriculum and educational process
- The adjustments to didactics, pedagogy, and attention to innovation
- The interest taken by other schools and policy changes

The wider impact on **educational themes** is evident from:

- The broader embedding of thematic focus
- The further development of world citizenships as a theme
- The further development of sustainability as a theme
- The further development of digitalisation in education

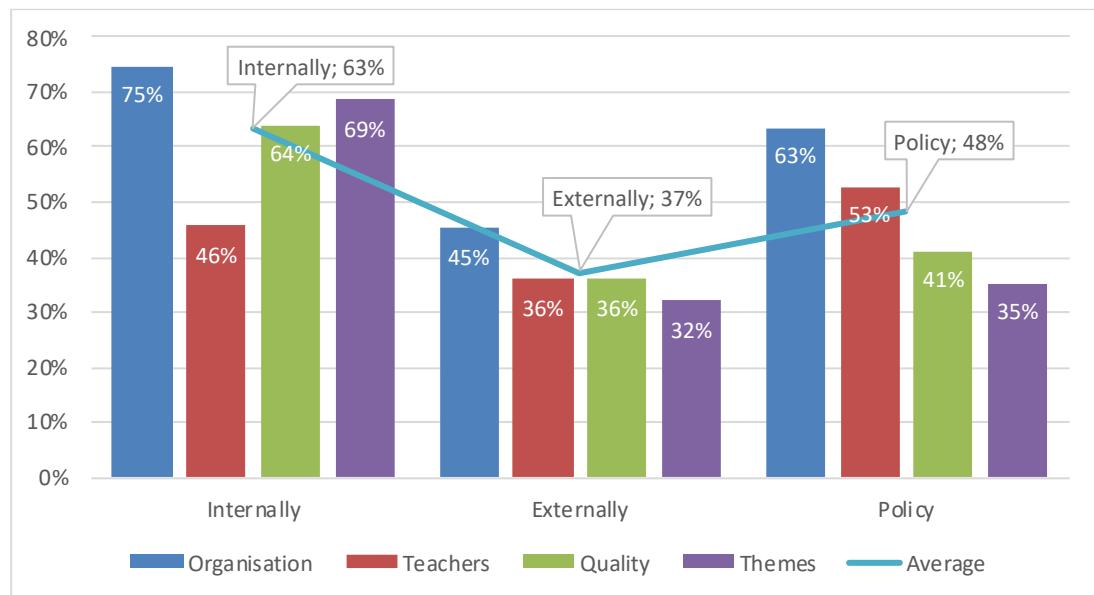
The schools see impact on **pupils** in a number of aspects:

- Increased self-reflection and self-reliance
- Broader interest among pupils
- Improved interaction with others and fewer prejudices
- Improved language skills and interest in English language education (BE)
- International themes in assignments, selection of international modules and optional subjects
- International orientation in follow-up studies

Conclusion 4: Schools see impact primarily within their own organisation, next on local policy development and finally on other schools (sharing of experiences).

The following figure shows the percentage of schools that see a positive impact on the different aspects (organisation, teachers, quality and themes), both at their own school as well as at other schools and in policy developments.

FIGURE 5.3 WIDER IMPACT WITHIN THE SCHOOL, OTHER SCHOOLS, AND POLICY



0.20Source: Survey (N=153)

The survey shows that the schools are most positive about the impact on the organisation: both within the organisation, on other schools and on policy development. There is little difference in impact on quality, teachers, and themes; and the impact varies depending on whether it is within the schools, on other schools, or on policy development. At 46%, the internal impact on teachers is less than the impact on other aspects (quality (64%) and themes (69%)), and the impact of embedding internationalisation themes at other schools (32%) slightly lower than the impact on other aspects (quality and teachers (36%). The thematic impact of policy development (35%) is lowest compared with the policy impact on teachers (53%) and quality (41%). It is also notable that on average schools experience more impact on policy development (48%) compared with the impact on other schools (37%). A possible explanation could be that schools find that some themes that they discuss within the projects also lead to thought and policy development in the region in which they operate, whereas other schools are often also seen as competitors, making exchanges of learned lessons less self-evident.

Conclusion 5: Schools are positive about the programme and the NA's role.

The majority of schools are of the opinion that the benefits outweigh the costs. Schools say that both the application for, and the execution of Erasmus+ and eTwinning projects take up a lot of time, but at the same time feel that it's more than worth it in light of the enrichment of the regular teaching programme, the educational yields, and the personal development of both pupils and teachers, but also because of the enhanced presence of the school. A small group is more critical of the investment costs vs. yields ratio, more in particular due to the heavy administrative burden on the organisation.

Nearly half the schools find that the different programme components reinforce each other to a large or very large degree. eTwinning is valued by a number of schools (and within these schools by a select number of teachers) as an instrument for making contact with schools with comparable developmental needs. On the other hand, many schools are critical of the programme's functionality. They often use other tools for collaboration with foreign schools.

The support provided by NA Erasmus+ in achieving impact is highly appreciated by a majority of the schools. They refer in particular to the webinars, the quick response to questions from the schools, and the thinking along on project design and on how to increase impact. Schools that

are slightly more critical of the Erasmus+ contribution refer to the fact that Erasmus primarily has a supervisory instead of a support role.

5.2 Avenues of thought

The study focussed primarily on making an inventory of the impact of internationalisation on schools rather than conducting an analysis of what could be improved in the realisation of impact. Nevertheless, a number of avenues of thought that could help schools achieve more impact came to the fore:

- 1) The NA Erasmus+ could stimulate schools more to learn from each other's experiences. The wider impact on other schools is rated lowest. And this when schools could learn so much from each other. Facilitating short *Peer Learning Activities* around specific themes could support schools in this learning process.
- 2) For schools taking their first steps toward internationalisation it is often difficult to take the next step in the organisational embedding of learned international lessons. The NA Erasmus+ could lend schools a hand to stimulate institutional embedding of internationalisation. One of the suggestions from schools is that they would like to have a tool to create greater support for internationalisation and take another step.
- 3) The NA Erasmus+ could play an important facilitatory role in increasing impact at the programme level by enabling schools to better link project results to national policy in PE and SE. This could, for instance, involve linking the outcomes of various projects on comparable themes and have schools jointly introduce these outcomes into local, regional, and national policy discussions,
- 4) The NA Erasmus+ could adjust its message to schools regarding the impact of internationalisation. One aspect that could be given a greater role in the communication is that impact requires a long-term commitment and results often only become apparent after a number of projects or several years of involvement.

Additionally, it could prove interesting to repeat this research after 3-5 years to see whether impact has increased at the schools. It could also be interesting to make the results more universally available across Europe and possibly roll out a comparable methodology in other countries to be able to compare them.

Appendix 1 Direct Answers to Research Questions

Internationalisation	Answers
1. Have the PE/SE schools worked out a vision and a strategy around internationalisation and implemented them in practice?	Half of the schools have included internationalisation in policy plans and strategies. At a third, internationalisation is discussed in executive meetings related to concrete initiatives.
2. Has the strategy around internationalisation been drawn up as a function of available funding (e.g., Erasmus+) or separate from the available means and is funding being sought for converting strategy into practice?	Half of the schools say that in addition to subsidised activities, they are looking at internationalisation utilizing the school's own means (and/or parental contributions), however, Erasmus+/eTwinning play a major financial role.
3. Has a support team responsible for internationalisation at PE/SE schools been created and developed further?	Half of the schools have created a core team for internationalisation and a fifth have an organisation-wide support structure. At a third of the schools, support is to be organised separately per activity.
4. Do the PE/SE schools make use of eTwinning, School Education Gateway and other forums and tools for online internationalisation?	One third of the schools say they use eTwinning. Other forums and tools are not mentioned very often. The experiences with eTwinning are mixed: a positive tool for finding partners; less of a success as a platform for cooperation.
5. Has the management (design, execution, monitoring, evaluation, and learning) of international projects and instruments, for instance, Erasmus+ projects and eTwinning, been professionalised, safeguarded and integrated in policy?	The organisational embeddedness is extensive. It has been integrated in policy, strategy, support, financing, and partnerships. It is less strongly embedded in HR policy. This is especially strongly developed in SE.
6. Have PE/SE schools, as a result of participation in Erasmus+ projects and eTwinning, built up and extended an international network they can in future fall back on for pupil internships, long-term pupil exchanges (study), job shadowing, or teacher internships or teaching assignments, ...?	Three quarters of the schools say that Erasmus+/eTwinning have made a substantial/determining contribution to setting up partnerships.
7. What is the attitude among PE/SE schools regarding foreign teaching assignments, job shadowing, internship, and study abroad?	The research has failed to provide sufficient insights in this respect.
8. Are PE/SE schools capable of initiating or joining new European/international projects and instruments, for instance, Erasmus+ projects and eTwinning?	The schools are in different phases of development. The schools that are further advanced find this easier to do. Schools that are new to internationalisation experience difficulties in taking the next step in their development.
9. Do PE/SE beneficiaries find the way to eTwinning via Core Actions 1 and 2 or the way to Core Actions 1 and 2 via eTwinning?	The schools indicate both routes. It would appear that the most common route is either for an Erasmus+ action to result in the use of eTwinning, or eTwinning being specifically used to find a partner for an Erasmus+ project. However, schools also view eTwinning as a leg up to Erasmus+ participation, even though it is difficult to take this step toward Erasmus+.
Organisational development and new challenges	Answers

<p>1. What has been the effect of Erasmus+ projects and eTwinning on the organisation and the executive of the PE/SE schools?</p>	<p>Erasmus+/eTwinning have a strong effect on organisation and management. More than three quarters of the schools say that it has made a substantial/determining contribution to policy, support structure, funding, and partnerships. The case studies as well show that schools have undergone changes through experiences gained abroad.</p>
<p>2. Have the Erasmus+ projects and eTwinning led to the introduction of new subjects/curricula or the adjustment of existing ones, or new/adjusted pedagogic and didactic activities in the PE/SE schools? Have PE/SE schools implemented innovations in the curriculum?</p>	<p>A third to a half of the schools report a substantial/determining contribution to the development of teachers, quality, and to the embedding of themes. The case studies show anecdotal evidence of effects on existing subjects and curricula. This effect appears greater in PE than in SE.</p>
<p>3. Have the Erasmus+ projects and eTwinning made a contribution to digitalisation in the PE/SE schools?</p>	<p>Half of the schools indicate that Erasmus+/eTwinning has had no contribution to digitalisation or only a limited one, which is more often stimulated by other developments. (For instance, the COVID-19 pandemic.)</p>
<p>4. Have the Erasmus+ projects made a contribution to the promotion of shared values such as sustainability, freedom, diversity, inclusivity, tolerance, equal opportunities, and non-discrimination at PE/SE schools?</p>	<p>A large number of the schools say that Erasmus+/eTwinning have made a substantial/determining contribution to attention for the European dimension (52%), dealing with inclusivity and diversity (34%), sustainability (34%) and for world citizenship (46%).</p>
<p>5. How do teachers, pupils, parents, and other stakeholders view these changes, and do they act on them?</p>	<p>The teachers and pupils surveyed are positive about the changes and see behavioural changes at the school. The research did not gain any insights regarding parents and other stakeholders.</p>
<p>6. To what extent do the pupil and teacher mobilities of Erasmus+ projects strengthen and enrich each other?</p>	<p>The study did not specifically look at this relationship.</p>
<p>7. To what extent do Erasmus+ projects and eTwinning strengthen and enrich each other?</p>	<p>Slightly less than half the schools find that different actions reinforce each other. However, one third believe that this is not the case. Especially the relationship between Erasmus+ and eTwinning is sometimes criticised by the schools.</p>
<p>8. Have the Erasmus+ projects led to a durable collaboration between PE/SE schools, labour market stakeholders and the civil society?</p>	<p>The case studies give examples of where internationalisation leads to durable collaboration between regional partners. The survey shows that about half the schools see impact on policy development.</p>
<p>9. What is the role of executives, coordinators and teachers of the PE/SE schools participating in Erasmus+ projects and eTwinning in the dissemination and exchange of knowledge and experiences within their schools and with other, more or less experienced PE/SE schools?</p>	<p>There is no strong dissemination of lessons learned among other schools. The survey's case studies and open answers provide little information on this subject. Existing collaborative partnerships have shown stronger development on this point.</p>
<p>10. Have the Erasmus+ projects and eTwinning made a contribution to more relevant and higher quality teaching at PE/SE schools?</p>	<p>The available information shows that the overwhelming majority finds that the quality of education has improved or strongly improved (95%) over the period 2014-2020. More than half say that</p>

	Erasmus+/eTwinning has made a substantial/determining contribution.
Quality of education and impact on teachers and pupils	Answers
1. Have the Erasmus+ projects and eTwinning contributed to innovative teaching and training practices at the PE/SE schools? For instance, in the fields of STEM, language education, world citizenship, inclusivity, diversity, and sustainability.	Half of the schools see a significant/determining contribution from Erasmus+/eTwinning to changes in pedagogy and didactics. The contribution to specific thematical changes is mentioned by about one third of the schools. The open answers show a broad palette of Erasmus+/eTwinning effects.
2. Are teaching and training programmes better attuned to the pupils' needs as a result of participation in Erasmus+ projects and eTwinning projects? For instance, with regard to the development of international competencies and shared values (inclusivity, diversity, sustainability, world citizenship, etc.)	The research did not focus on the attuning to pupils' needs per se. The research did find that internationalisation has significant impact on pupils and that pupils contribute to changes at the school as a result.
3. Have pupils, teachers and other staff involved in Erasmus+ projects and eTwinning developed their international competencies further? And if so, which ones? And are they motivated to apply their acquired international competencies and share them with teachers, pupils and other staff who have not or not yet been involved in Erasmus+ projects and eTwinning?	About half of the schools see that international competencies have been accepted as core competencies of all teachers, including those who are not directly involved. Pupils also develop international competencies through participation in Erasmus+/eTwinning and we see in the open answers and case studies anecdotal evidence that also a broader group of pupils have acquired a greater openness to the world through the internationalisation of the school.
4. Do pupils, teachers and other staff at PE/SE schools see the added value of gaining international experiences and competencies?	The survey outcomes and case studies show a highly positive image of the added value of gaining international experiences and competencies. For instance, more than half (61%) of the schools find that the benefits to the school and to the quality of teaching outweigh the investments (in time, energy, costs).
5. Have pupils, teachers, and other staff involved in Erasmus+ projects and eTwinning acquired greater self-confidence, adaptability, and perseverance?	The open answers and the case studies show that the self-confidence and interest of teaching staff increase. At issue here is taking away the fear to use English in class, being open to changes, and greater awareness of the importance of internationalisation. In the pupils as well we see increased self-reflection and self-reliance, broader interests, better interaction with others, and improved skills in dealing with prejudices.
6. Have the Erasmus+ projects and eTwinning resulted in the pupils, teachers, and other staff now feeling more part of the European society and the accompanying values (inclusivity, diversity, tolerance, non-discrimination, etc.)?	The open answers and the case studies provide anecdotal evidence that internationalisation activities contribute to eliminating prejudice and recognising the importance of shared European values and the importance of diversity.
7. Are pupils, teachers, and other staff as a result of the Erasmus+ projects and eTwinning better able to participate in and contribute to an international and intercultural society?	The open answers and the case studies show that participating pupils take greater interest in the international context. The schools, for instance report an increased interest in English-language teaching BE), more international themes in assignments, increased

	selection of international modules and optional subjects, and a greater international orientation in follow-up studies. Teachers as well have acquired greater self-confidence and competencies to teach in English.
EXTRA	Answers
1. How do the yields of participation in Erasmus+ projects and eTwinning compare to the costs?	More than half (61%) of the schools say that the yields outweigh the investments. The case studies also show that internationalisation enriches the school and has led to many insights and brought about many changes which otherwise would not have occurred.
2. What are the conditions for successful internationalisation (infrastructure, financial means, coaching structure, tech support, language skills, curriculum, etc.)?	One of the main conditions for successful internationalisation is the support of the school leadership. This is needed to make internationalisation have a broader impact on the school.
3. Are there differences/significant differences between primary and secondary education. And if so, which ones?	An important difference is that in PE, the effects on quality and thematic embeddedness are greater compared with SE. Conversely, the impact on the organisation is greater in SE.
4. How can the NA Erasmus+ even better support PE/SE schools in achieving impact?	The NA Erasmus+ could stimulate schools more to learn from each other's experiences, better support schools in taking the next step in internationalisation, and better link project outcomes to national policy.

Appendix 2 Survey into the Impact of Erasmus+ and eTwinning

Background characteristics of your school

- 1) Name of the school:
- 2) Which structure applies to your school? Only one answer possible
 - Independent school
 - Part of umbrella, foundation, etc.
- 3) Which level of education does your school provide?
 - Primary education
 - Secondary education
- 4) How many teachers (teaching staff/teachers) work at your school? Only one answer possible
 - Fewer than 20
 - 21-50
 - 51-100
 - 101-250
 - More than 250
- 5) What is your position? More than one answer possible
 - Teacher
 - Member of the executive
 - Pedagogical support staff
 - Internationalisation coordinator
 - Other, namely:
- 6) In which internationalisation activities did your school take part in the period 2014-2020? More than one answer possible.
 - Core Action (KA1): Individual Mobility
 - Core Action 2 (KA2) Strategic Partnerships
 - Core Action (KA2); School Exchange Partnerships
 - eTwinning
- 7) Did your school in the period 2014-2020 also take part in other internationalisation subsidies and/or programmes (in addition to Erasmus+ and/or eTwinning)? If so, state their name and give a brief description.
- 8) How many staff at your school are/were involved in the Erasmus+ project or projects? Only one answer possible
 - Very few staff – less than 1%
 - Few staff – less than 10%
 - Between 11% and 30% of staff

- () Between 31% and 50% of staff
- () More than 50% of staff
- () I don't know

9) How many staff at your school are/were involved in eTwinning? Only one answer possible

- () Very few staff – less than 1%
- () Few staff – less than 10%
- () Between 11% and 30% of staff
- () Between 31% and 50% of staff
- () More than 50% of staff
- () I don't know

10) Do you have a ...

- () ... rough idea of the effects of internationalisation activities at your school
- () ... primarily insight in the effects of eTwinning activities

11) Where do you see the effects of eTwinning? More than one answer possible

- [] Organisational development
- [] Teacher development
- [] Educational quality
- [] Themes in education

Organisational development: current situations and Erasmus+/eTwinning contribution

12) Which statement best reflects the current situation at your school regarding its internationalisation vision and strategy

- () Phase 1: Internationalisation is discussed during school leadership meetings related to concrete initiatives
- () Phase 2: Internationalisation is a regular point on the agenda of school leadership meetings
- () Phase 3: The school leadership has integrated internationalisation in policy plans and strategies
- () Not applicable

13) Which statement best reflects the current situations regarding support for Internationalisation at your school

- () Phase 1: Support has to be arranged separately for every internationalisation activity
- () Phase 2: A core group of staff support all internationalisation activities
- () Phase 3: An organisation-wide support structure for internationalisation activities is in place
- () Not applicable

14) Which statement best reflects the current situation at your school regarding the financing of internationalisation at your school

- () Phase 1: Financing of internationalisation occurs within subsidy programmes (such as Erasmus+)

() Phase 2: In addition to subsidised activities, attention is paid to internationalisation, using own means (and/or parental contributions)

() Phase 3: Internationalisation is included in the school budget as a means of pursuing specific goals

() Not applicable

15) Which statement best reflects the current situation regarding HR policy

() Phase 1: Development of international competencies is discussed during performance interviews on an ad hoc basis and at the teachers request

() Phase 2: Development of international competencies is discussed during performance interviews on an ad hoc basis

() Phase 3: Development of international competencies is a standard element of performance interviews as part of a personal development plan (PDP).

() Not applicable

16) Which statement best reflects the current situation regarding partnerships and networks

() Phase 1: My school incidentally (once every four to five years) takes part in international networks and internationalisation activities within the framework of teacher and pupil mobility

() Phase 2: My school regularly (once every two to three years) takes part in international networks and internationalisation activities within the framework of teacher and pupil mobility

() Phase 3: My school systematically (every year) takes part in international network and internationalisation activities within the framework of teacher and pupil mobility

() Not applicable

17) All things considered, has the situation at your school with regard to the organisational embedding of internationalisation at your school (on the items named in the previous items) improved, remained the same or deteriorated over the period 2014-2020?

() Strongly improved

() Improved

() Remained the same

() Deteriorated

() Strongly deteriorated

18) What, in your opinion, is the contribution of participation in Erasmus+/eTwinning to the above selected state of affairs regarding ...?

	Negative contribution: we would have achieved more without Erasmus+ / eTwinning	No contribution: we would have achieved identical results without Erasmus+ / eTwinning	Limited contribution: we would have achieved almost identical results without Erasmus+/eTwinning	Substantial contribution: without Erasmus+ / eTwinning we would have achieved less	Determining contribution: without Erasmus+ / eTwinning we would have achieved nothing	Not applicable
The vision and strategy of internationalisation at your school	()	()	()	()	()	()
Support for internationalisation at your school	()	()	()	()	()	()
Funding for internationalisation at your school	()	()	()	()	()	()
HR policy	()	()	()	()	()	()
Partnerships and networks	()	()	()	()	()	()

19) Which wider impact of internationalisation on the embedding of internationalisation is discernible in the organisation?

Experiences with internationalisation ...

	Fully agree	Agree	Disagree	Fully disagree	I don't know
... lead to internationalisation being seen as a self-evident means of continuously improving and renewing the organisation (internally).	()	()	()	()	()
... are adopted by other schools (externally).	()	()	()	()	()
... provide input for policy development at the local, regional, or national level (policy).	()	()	()	()	()

20) Can you name a concrete example showing that participation in Erasmus+/eTwinning has permanently strengthened your organisation as well as other organisations and policy?

Development of teachers, quality, and educational content

21) Which statement best reflects the current situation at your school?

	Phase 1: Teachers directly involved in internationalisation activities	Phase 2: A wider group of teachers outside those directly involved in internationalisation activities	Phase 3: Nearly all teachers (more than three quarters)	Not applicable
Teachers develop international competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers implement Erasmus+/eTwinning-inspired changes in pedagogy and didactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers implement Erasmus+/eTwinning-inspired changes with regard to digital learning resources and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In their classes, teachers pay attention to the European dimension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In their classes, teachers pay attention to handling inclusivity and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In their classes, teachers pay attention to sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In their classes, teachers pay attention to world citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22) All things considered, has the situation at your school regarding internationalisation of educational content (on the items named in the previous question) improved, remained the same or deteriorated during the period 2014-2020?

- Strongly improved
- Improved
- Remained the same
- Deteriorated
- Strongly deteriorated

23) What, according to you, is the contribution of participation in Erasmus+/eTwinning to the above selected state of affairs with regard to ...?

	Negative contribution: we would	No contribution: we would	Limited contribution: we would have achieved	Substantial contribution:	Determining contribution:	Not applicable

	have achieved more without Erasmus+ / eTwinning	have achieved identical results without Erasmus+ / eTwinning	almost identical results without Erasmus+ / eTwinning	without Erasmus+ / eTwinning we would have achieved less	without Erasmus+ / eTwinning we would have achieved nothing	
Teachers develop international competencies	()	()	()	()	()	()
Teachers implement Erasmus+/eTwinning-inspired changes in pedagogy and didactics	()	()	()	()	()	()
Teachers implement Erasmus+/eTwinning-inspired changes with regard to digital learning resources and tools	()	()	()	()	()	()
In their classes, teachers pay attention to the European dimension	()	()	()	()	()	()
In their classes, teachers pay attention to dealing with inclusivity and diversity	()	()	()	()	()	()
In their classes, teachers pay attention to sustainability	()	()	()	()	()	()
In their classes, teachers pay attention to world citizenship	()	()	()	()	()	()

24) Which broader impact of internationalisation is discernible on the development of teachers?

	Fully agree	Agree	Disagree	Fully disagree	I don't know
International competencies have been accepted as core competencies of all teachers and form an integral part of the school's HR and educational policy.	()	()	()	()	()
Experiences with the development of teachers through Erasmus+/eTwinning are adopted by other schools	()	()	()	()	()
Experiences with the development of teachers through Erasmus+/eTwinning provide input for policy development at the local, regional or national level.	()	()	()	()	()

25) Can you name a concrete example showing that participation in Erasmus+/eTwinning has reinforced the international competencies of teachers in your organisation and other organisations/policies?

26) Which broader impact of internationalisation on the improvement of educational quality is discernible?

	Fully agree	Agree	Disagree	Fully disagree	I don't know
Internationalisation is seen as a self-evident means of improving the quality of teaching at our school.	()	()	()	()	()
Experiences with improving the quality of teaching through internationalisation are adopted by other schools.	()	()	()	()	()
Experiences with improving the quality of our teaching through internationalisation provide input for policy development at the local, regional, or national level.	()	()	()	()	()
Internationalisation themes are widely accepted as core themes of the school.	()	()	()	()	()
Our experiences with embedding internationalisation themes are adopted by other schools.	()	()	()	()	()
Our experiences with embedding internationalisation themes provide input for the development of policy at the local, regional, or national level.	()	()	()	()	()

27) Can you name a concrete example showing that participation in Erasmus+/eTwinning has reinforced the quality of teaching and the embedding of internationalisation themes in teaching in your organisation and other organisations/policies?

28) Impact on pupils

To what extent do pupils develop international competencies through participation in Erasmus+/eTwinning (intercultural competencies, international orientation, personal development)?

- Very large extent
- Large extent
- Limited extent
- Not at all
- I don't know

29) can you give an indication of how the increased international orientation among pupils becomes evident (for example, in the questions they pose, the assignment themes they choose, selection of subjects, school choice (for instance, English language education, etc.)?

30) Final questions

	Very large extent	Large extent	Limited extent	Not at all	I don't know
To what extent do the yields for the school and the quality of teaching outweigh the investments (time, energy, costs) in Erasmus+/eTwinning?	<input type="checkbox"/>				
To what extent do the different Erasmus+ and eTwinning programme components enrich and reinforce each other?	<input type="checkbox"/>				
To what extent are you supported by the NA in achieving impact?	<input type="checkbox"/>				

31) Could you give a brief explanation of your answers to the above questions?

In conclusion

We have reached the end of the survey. Thank you very much for your participation!

32) If you have any additional remarks regarding Erasmus+ or eTwinning, you can share them with the researchers below.

Thank you for completing the survey!

Appendix 3 Case Study Template

Study 'Impact of Erasmus+ and eTwinning on schools'

Checklist for case studies

Introduction

The National Agency (NA) Erasmus+ is conducting a study into the impact of the Erasmus+ programme and eTwinning on PE and SE schools in the Netherlands (on internationalisation, organisation, quality of education, and pupils). This study is being conducted by research bureau Ockham IPS.

The study is conducted within the framework of the NA's impact strategy and contributes to a proper accountability of used funds and provides an indication of the added value that international mobility, cooperation, and strategic partnerships offer to the quality of teaching and individual professional skills. In addition, the study broadens the knowledge of what does and does not work in the internationalisation of education within this framework and how the NA can better support PE and SE schools in their internationalisation.

The study consists of analysis of project documentation, the distribution of a survey among schools, conducting case studies among schools, and a validation workshop. This document includes the **checklist for the six case studies** among PE and SE schools in order to obtain a better picture of the continued effects of participation in Erasmus+ and eTwinning. The case studies serve as inspirational stories for the final report. At issue here are both major impact stories at the school level, but also relatively minor changes in behaviour or perceptions, for instance, among participating teachers and pupils.

The case studies comprise three research activities:

- Studying project documentation about the school (applications, project reports, etc.)
- Interviews with (1) the principal/ school leader and support services (responsible for internationalisation); (2) the project coordinator international projects; (3) the teachers/ instructors (two persons, one of whom has not been directly involved in Erasmus+/ eTwinning); pupils (two pupils, for example, from the pupil council, possibly also one pupil who has not participated in Erasmus+/ eTwinning)
- Writing a report/ brief impact portrait / inspirational story

Whenever possible, the interviews take place on site and preferably on one day. Each interview lasts a maximum of one hour. The interviews with teaching staff and pupils can be conducted in groups.

The questions below are generic for both PE and SE schools, however, during the interview we specify the questions for PE and SE. Below we distinguish among the following types of questions:

- A. Questions about the general characteristics of the school
- B. Questions to principals/school leaders, internationalisation coordinators, and teachers
- C. Questions to pupils

A. General characteristics of the school

Information on the items below is primarily taken from documentation, supplemented with interviews with school executives and support services. The interviews with the coordinator and teachers complement the image should any questions remain unanswered.

1. Size, location, and school structure (independent school or part of umbrella, foundation, etc.)
2. Experience with Erasmus+ (KA1 and KA2) and role in projects (lead or partner)
 - a. Number and type of projects
3. Experience with eTwinning
 - a. Number of eTwinning users
4. Experience with alternative subsidies and support programmes
5. Internationalisation characteristics:
 - a. Vision and strategy
 - b. Funding (project or structural funding)
 - c. Supporting infrastructure for internationalisation and supervision of international projects
 - d. Internationalisation activities such as multilingual teaching; internationalisation@home; international Primary Curriculum; eTwinning, School Education Gateway; Global Citizens Network, UNESCO school network and other forums and tools for online internationalisation
 - e. Participation in international networks and mobilities (among others, for pupil internships; exchanges; job shadowing; class assignments and teacher internships). Are there any mobility data over the past few years available?

B. Interviews with principal/school leader, person responsible for internationalisation/coordinator and teachers

In the interviews we pose questions about the continued effects of the experience, knowledge and outputs gained through Erasmus+ and eTwinning. We are interested in how the **output** (mobility; events; developed products) resulting from Erasmus+ has led to desired changes in professionals, the organisation, or the school environment (**outcome or effect**) and **wider impact** (contribution to solutions of societal issues that you cannot directly influence). Whenever possible, we construct or reconstruct a baseline and the initial expectations to set the continued effects of against.

In discussing impact, we emphatically ask for observable changes and tangible results in order to collect inspirational examples. We also ask about the reasons for achieving or failing to achieve the effects and impact. We are aware that the effect is often the result of participation in a combination of multiple programme components (KA1, KA2, eTwinning) or multiple projects over time. The case studies examine how the programme components and projects have had a **combined continued effect** (so, not at the level of individual activities or projects). As eTwinning is mainly geared toward teachers, we will primarily zoom in on this aspect in our conversations with teachers. The decision to apply eTwinning in their teaching material and/or curriculum is often independently taken by the teacher.

A. General questions

1. What is your **personal experience** with Erasmus+ (KA1 and KA2) and eTwinning, and your role (in addition to the questions under A)? Are you also involved in alternative subsidies and support programmes for the benefit of internationalisation?
2. Which challenge or challenges did your school face prior to its participation in Erasmus+ and eTwinning (see impact areas below)? Have these challenges changed over time?
3. What do you consider the **most important (top three) effects/impact** of participation in Erasmus+ and/or eTwinning on your school and on personal development (see effect/impact areas below)? Can you give a concrete example of an effect/impact?
 - a. 1: ...
 - b. 2: ...
 - c. 3: ...
4. Which **other effects/impact** due to participation in Erasmus+ and eTwinning can you identify? Did any unintended effects occur? Can you give a concrete example of an unintended effect? If negative, have ameliorating measures been taken?
5. Are there any effects/ impact that have/has not yet been realised but are expected in the **medium term** as a result of participation in Erasmus+ and eTwinning? Can you give a concrete example of such an effect?
6. How do you experience and rate the **added value** of participation in Erasmus+ and eTwinning for the realisation of said effect/impact? Can you clarify this based on a concrete example?
 - a. What was the initial motivation to take part, which assessments did you make and what was the intended impact?
 - b. What would the situation have been without participation?
 - c. Do these effects/impact meet your original expectations?
 - d. What is the ratio between the total costs (e.g., funding) and the benefits?
7. Do Erasmus+ projects (and different programme components) and eTwinning **enrich and reinforce each other**? In what way? Can you name a concrete example of what this enrichment and reinforcement looks like in practice?
 - a. Successive Erasmus+ projects
 - b. Relationship between KA1 and KA2 projects
 - c. Relationship between pupils and teachers mobilities
 - d. Erasmus+ and eTwinning

8. What are the **conditions and elements** within the project and at the school which contribute to achieving impact? Which ones clearly do not? Can you clarify with a concrete example?

What is your role in the **dissemination and exchange** of gained experience and knowledge among other colleagues and other PE and SE schools? Have any follow-up phases been initiated as a result of the dissemination activities? Can you clarify this based on an example from daily practice?

9. Do you feel a need for **additional support from the NA and Erasmus+ and eTwinning** in achieving impact? If so, what should this support look like? If not, why not?

10. What impact does **COVID-19** have on the above-mentioned effects/impact? Can you give a concrete example of an effect?

B. Effect/Impact areas

B1 Organisational development

1. Effect on **organisation and leadership** (mainly relevant to interview with principal /school leader)

- Leadership and vision on internationalisation
- Support for internationalisation
- Funding for internationalisation
- Professionalisation of staff (HR)
- Professionalisation of the execution of international projects and tools
- Innovation in leadership and organisation (adjusting structures, practices, and processes)
- Participation in international networks and activities

B2 Quality and content of education

- Effect on **curriculum**:
 - Introduction of new subjects or adjustment of existing subjects/curricula (content)
 - New or adjusted pedagogic and didactic activities
 - Innovations in teaching material and methods
- Effect on **digitalisation** of teaching
- Effect on **quality of teachers**
- Effect on the promotion of **shared values** (such as sustainability, freedom, diversity, inclusivity, tolerance, equal opportunities, non-discrimination)
- Effect on **collaboration** between school and labour market stakeholders and the civil society
- 7.

B3 Development of teachers

8. Changes in teachers' attitudes and behaviour due to participation in Erasmus+/eTwinning:

- Attitude, knowledge, and skills required for the interaction with people from different linguistic and cultural backgrounds (intercultural competencies)
- Looking at issues from different perspectives (international orientation)
- Self-awareness, curiosity, and flexibility (personal development)

9. Effect of these changes in teachers' attitudes and behaviour on

- Development, application and sharing of **international competencies in vision and curriculum**? Which ones?
- Awareness of the added value** of gaining international experience and competencies
- Self-confidence, flexibility, and perseverance**
- Sense of **European citizenship** and the associated values
- Ownership** to contribute to the international and intercultural society

C. Pupils

As to the interviews with pupils, it is difficult to look back on the impact of Erasmus+ and eTwinning at the school level and on developments over time. This is why these interviews are

limited to the direct experiences of the pupils with Erasmus+ and eTwinning and the impact thereof on the pupil and their immediate school and learning environment.

Internationalisation activities

1. In which international activities were you involved at your school?
 - a. Did you take part in an Erasmus+ and/or eTwinning exchange/activity?
 - b. Do you cooperate, digitally or otherwise, with pupils in other countries?
 - c. Do the project/work assignments pay attention to other countries, customs, languages, and cultures, to Europe? Can you give concrete examples?
2. What is your take on internationalisation at your school? Is there any attention being paid to internationalisation in class? If so, in what way? Can you give concrete examples?
3. Does the school promote participation in internationalisation? How?

Internationalisation experiences

4. What were your experiences with this exchange/activity? What, in your opinion, went well and what could have gone better? Can you give concrete examples?
5. How did your teacher/school assist you before, during and after your participation? Did you think about what you were going to learn? Did you later discuss your experience, and what you have learned?
6. What have you learned from this participation and how do you use this experience at school and elsewhere? Has it changed you? Can you give concrete examples?
7. Optional: How do you experience the new subject, methodology, working method and materials developed with the support of Erasmus+ en eTwinning? Do you find them useful and educational?
8. Are there any effects of the participation that were not mentioned above, among others, personal interest in internationalisation, participation in international activities and social networks and communities?
9. Do you have plans to make internationalisation part of your academic or professional career? What would you like to learn? What do you want to study? What do you want to become?

Appendix 4 Index of Source Material

Programme guide | Erasmus+: <https://erasmus-plus.ec.europa.eu/document/erasmus-programme-guide-2021>

eTwinning home page: <https://www.etwinning.net/nl/pub/index.htm>

Pawson, R., & Tilley, N. (1997). An introduction to scientific realist evaluation. In E. Chelimsky & W. R. Shadish (Eds.), Evaluation for the 21st century: A handbook (p. 405–418). Sage Publications, Inc.

Erasmus+ impact tool: <https://www.erasmusplus.nl/impacttool-mobiliteit>

European Commission (2020). Erasmus Quality Standards for mobility projects in the fields of adult education, vocational education and training, and school education

Ecorys (2017). Midterm evaluation Erasmus+. National Report the Netherlands. Ministry of Education, Culture and Science & Ministry of Health, Welfare and Sport. Rotterdam, 10 February 2017.

't Rijks Communication on Solar Panels (23 September 2021):
<https://www.rsgrieks.nl/nieuws/meneer-van-buel-deze-zonnepanelen-op-school-zijn-de-start-naar-een-bewuster-leven>

't Rijks Beta Challenge: <https://www.rsgrieks.nl/wp-content/uploads/2021/01/RSG-t-Rijks-Beta-Challenge-2020-LR.pdf>

Visser, S. 2018), Technology & Application in VMBO: Discovering for Yourself = Learning More: <https://www.sterkberoepsonderwijs.nl/wp-content/uploads/2018/05/Goed-voorbeeld-van-12-tot-18-TT-003.pdf>

Erasmus+ Online information Meeting Erasmus+ Accreditation KA120 (07 June 2021):
<https://www.erasmusplus.nl/actueel/agenda/online-informatiebijeenkomst-erasmus-accreditatie-ka120/3239>

Appendix 5 Research Team

The research was conducted by Ockham IPS. Ockham IPS (Institute for Policy Support)³⁷ is a Dutch policy research bureau with extensive expertise in the field of education, the labour market and lifelong development. The bureau was founded in 2013 and has since conducted more than 160 research and evaluation projects for a great diversity in national and international clients. Most of these projects are related to lifelong learning, vocational education, the labour market, workplace learning, teacher professionalisation, qualifications, but also the evaluation of subsidy schemes (such as the ESF and Erasmus+). The website provides an overview of different completed projects: <https://ockham-ips.nl/>

The Ockham IPS team for this research consisted of:

- **Simon Broek** - Simon Broek (1982) is a researcher at Ockham IPS who has been involved in over 100 research and evaluation projects over the past 15 years. The main focuses of these studies were adult education, vocational education, and teacher policy and quality. In addition, Simon has worked on studies in the fields of internationalisation and teacher policy in PE and SE. Simon works in a Dutch, European and global context. Simon has a background in philosophy with a minor in statistics.
- **Bert-Jan Buiskool** – Bert-Jan Buiskool (1977) is a researcher at and Ockham IPS and has more than 16 years of general and policy research experience gained from more than 100 projects in various educational sectors in the fields of lifelong learning, vocational education, HR policy, teacher policy, and more specifically workplace learning. A few years ago, he assisted the National Agency Erasmus+ and trained staff in the development of a tool to increase the impact of Erasmus+ projects (as a precursor of the current impact tool). Bert-Jan has a background in social geography.
- **Arjan Koeslag** – Arjan Koeslag (1973) is a senior advisor and senior programme manager internationalisation and capability development of education, research, and innovation in an international context. Arjen has a background in social geography with a specialisation in economic geography.

³⁷ <https://ockham-ips.nl/>



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