Support and Frustration

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Why is it important to reflect?

To ask yourself regularly…

- …are we on the right track towards our strategic goals
- …are we doing the right things

- Who is on board?
- Who is ‘off’ board?
Maybe we should build a boat instead...
Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to."

Lewis Carroll, Alice in wonderland
Result chain...

- **Impact:**
  - effect
  - fundamental changes (usually, over time)
  - desired impact

- **Outcomes:**
  - the immediate effects or results of outputs
    - e.g. more confidence; more skills; more knowledge
  - expected impact

- **Outputs:**
  - the direct products/results of activities you carried out
    - e.g. a course; a Website; a tool; mobilities; etc.; the deliverables.

- **Activities:**
  - the actions you take to progress towards your goal
    - e.g. planning, filming, designing, Learning, teaching, training activities etc.
How can this strategy and indicators help you?

- It helps you to see your project/actions in a broader context. What happens in the world around you and what is your contribution? (out of your bubble)

- It helps you to think in terms of change (= impact) and not only in terms of achieving your project result/execute activities.

- It can be used to reflect and monitor. Are we still on the right path to reach our strategic goal or do we have to make adjustments

- Joint vision. Are we on the same road?
To see…

◆ ...how the progress is of our strategic goals
◆ ...whether we need to adapt any of the actions?
Are the actions still the right ones?
◆ ...to see whether we need to adapt our strategic goal?

But also…
◆ ...to legitimize our work, show (in between) results to stakeholders in- and outside the school
Let’s see…

- Who has experience in setting indicators on strategy in education?

- And... who has experience in setting indicators in internationalization?
- Quantitative indicators
- Qualitative indicators

Output indicators
Outcome / Performance indicators
Output indicators

- Help to monitor whether you are doing what you planned
- Do *not* give an idea of the *effect* that is brought about by these outputs

Examples

- The number of students subscribing for higher education after VET
- Employment after graduation
- X-level in language learning
Outcome indicators

- Usually indicators of change
- Give information that indicates whether our work is leading to the changes in people’s lives, skills and attitudes that we want to achieve

Examples

- Students are more flexible
- Motivated staff/students
- Labourmarket satisfaction with the level of skills of graduates

The results of the qualitative indicators are usually expressed as percentage change e.g. % increase in…
Sources

- What sources are already there?
  - Within the school/regionally/nationally/by the NA?

- What sources need to be developed?

- Is there an existing system/dashboard these indicators can be part of?

- Who would be responsible/follow-up?
Set indicators

- Take a look at your composed strategic goal(s)

- Can you set indicators towards reaching this strategic goal?
  - Qualitative ► Outcomes
  - Quantitative ► Output
Who is involved?

DIGITAL SCANS

The QIS 2020 has three self evaluation scans:

Inventory scan:
to form an overall picture of the state of internationalisation at institutional level.

Context scan:
Organisational Culture

- Tradition and power driven
  - Dominance

- Compliance and outcome driven
  - Control

- Community and innovation driven
  - Involvement

- Sustainability driven
  - Symbiotic
Elements of culture (1)

- Type of activities
  - Are they compliant to the rules?
  - Can we control the numbers, flows?
  - Creating support and involvement
  - Inclusive programmes

- Position of the coordinator
  - ‘travel agency’
  - Initiator and monitoring the direction
  - Connector and developer
  - Creating space for others (internal and external)
Elements of culture (2)

- Policy (of internationalization)
  - Position, budget, flexibility, partners

- Decisionmaking
  - Structures, processes, hierarchical levels

- Cooperation/motives
  - Focus, profit, aims

- Development
  - Innovation, scale, pace
Stakeholdermanagement

- For which stakeholders’ needs can internationalisation be an answer to the need?
- In what ways can they participate in internationalisation?
Who is involved?
Who is involved?
Culture and me

- What is the culture in my organization?
- What does this mean for you?
- How does it influence your next steps?