Checks and balances

Gonnie van der Eerden
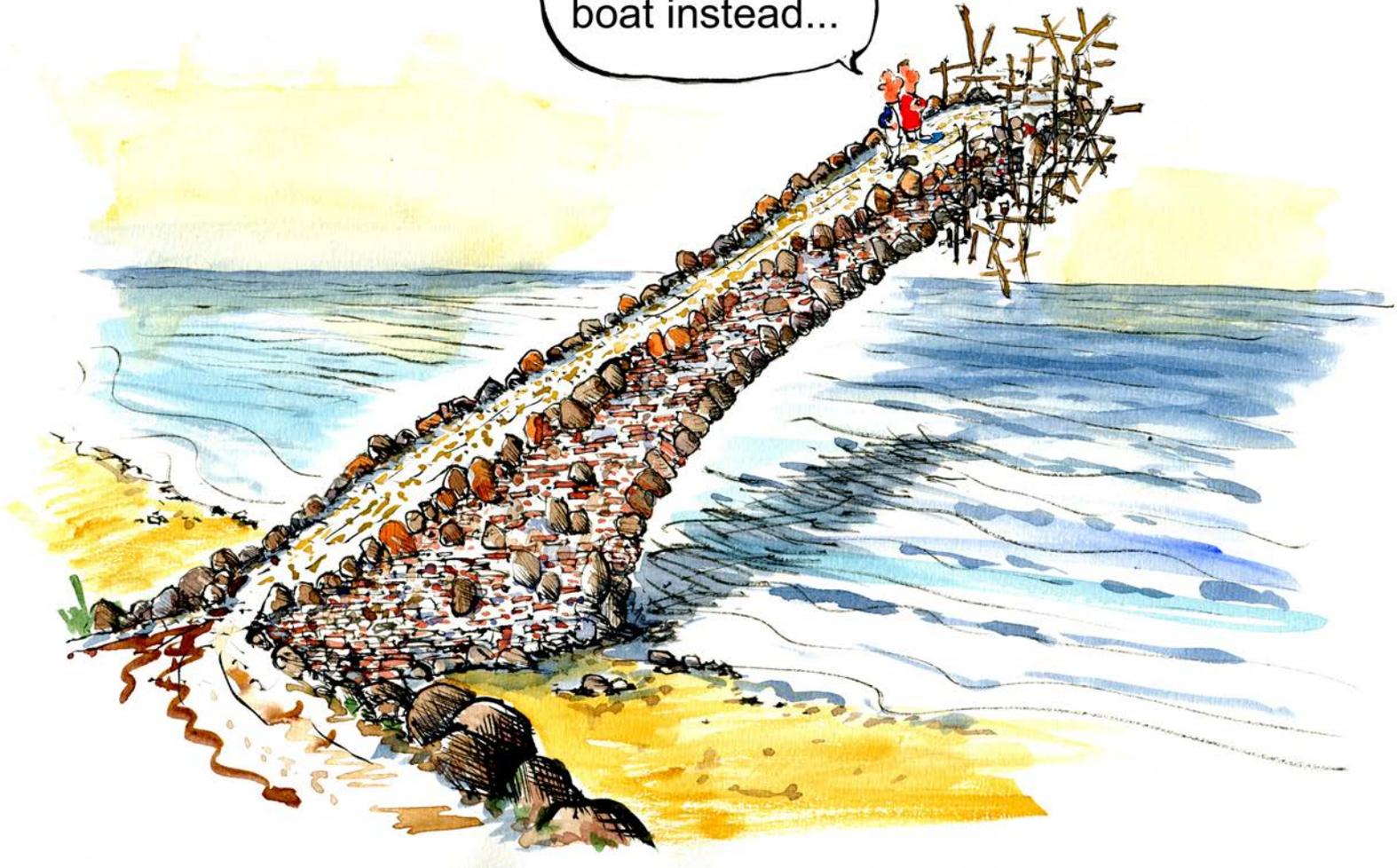
Why measure?

To ask yourself regularly…

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

- ◆ (and act!)

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…

- **Impacts** are the marked effects or fundamental changes that happen (usually, over time) **(desired impact)**

- **Outcomes** are the **immediate effects or results** of outputs e.g. more confidence; more skills; more knowledge **(expected impact).** Without outcomes, there is no need for outputs.

- **Outputs** are the **direct products/results of activities** you carried out e.g. a course; a Website; a tool; mobilities; etc.; the deliverables. Outputs contribute to impact; but producing - or even sharing - them isn't automatically 'a fundamental change'.

- **Activities**: the actions you take to progress towards your goal during the project timeframe. Listed in your work plan e.g. planning, filming, designing, Learning, teaching, training activities etc.

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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?
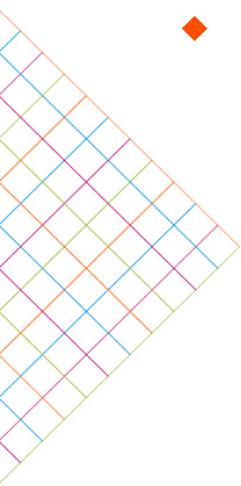- …to see whether we need to adapt our strategic goal?

But also…

- …to legitimize our work, show (in between) results to stakeholders in- and outside the school

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Let's see…

- Who has experience in <u>setting</u> indicators on strategy <u>in education?</u>

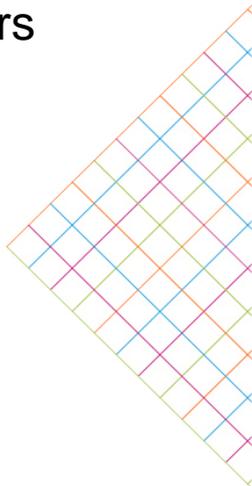- And…who has experience in setting indicators <u>in internationalization?</u>

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◆ Quantitative indicators   Output indicators

◆ Qualitative indicators   Outcome / Performance indicators

Output indicators

- Help to monitor whether you are doing what you <u>planned</u>
- Do *not* give an idea of the <u>effect</u> 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 <u>change</u>
- Give information that indicates whether our work is <u>leading to the changes</u> 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?

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How can it look like?

Strategic goal	Results	Indicator(s)	Target in 20...?	Source	Frequency	By whom?

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Who is involved?

Print   Disclaimer   Colofon   Login

QIS 2020
connected learning

HOME   FAQ   FORUM

DIGITAL SCANS

"Online questionnaires to support the
dialogue on internationalisation"

WORKBOOK

EXERCISES

Home

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:

Who is involved?

| Context	Culture
Tradition driven Rituals & social security (Purple)	Family culture
Power driven Willpower & straight action (Red)	Authoritarian culture
Compliance driven Stability & certainty (Blue)	Bureaucratic culture
Outcome driven Success & entrepreneurship (Orange)	Achievement culture
Community driven People centered & dialogue (Green)	Professional culture
Innovation driven Synergy & breakthrough (Yelllow)	Open culture
Sustainability driven *Gobal village* & integral perspectives (Turquoise)	Holistic culture

Who is involved?

CURRENT meaning of internationalisation in your VET school

◆ International mobility? Why not a local or regional workplacement? | 0 ▾

◆ Internationalisation? (Not) for me! | 0 ▾

◆ We apply for mobility funding and make sure that activities are organised effectively and efficiently. | 0 ▾

◆ International experience of our students should be promoted, as it enhances their chances on the labour market. It also strengthens the public image of our VET school. | 0 ▾

◆ We should enable every student and every teacher to gain relevant international experience. Via mobility or in the classroom (e.g. virtual projects, peer learning). | 0 ▾

◆ Internationalisation is integrated into regional policies, as well as educational practice. This enables teachers, entrepreneurs and policy makers to act as 'sensors': developments in the wider international context of education- and business are constantly reviewed on their potential added value. | 0 ▾

◆ Internationalisation is that much intertwined in all our activities that in fact it is no longer visible as topic in itself. As an organisation we are in the world, and the world is in us. | 0 ▾

◆ Total number of points |

Who is involved?
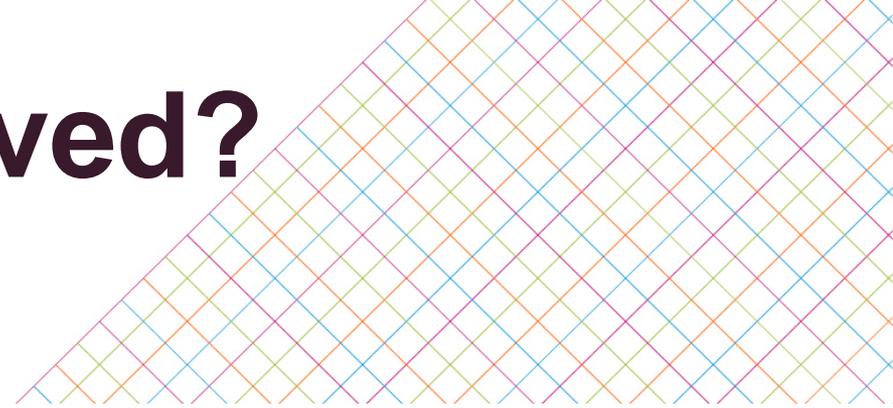
Graph CURRENT context
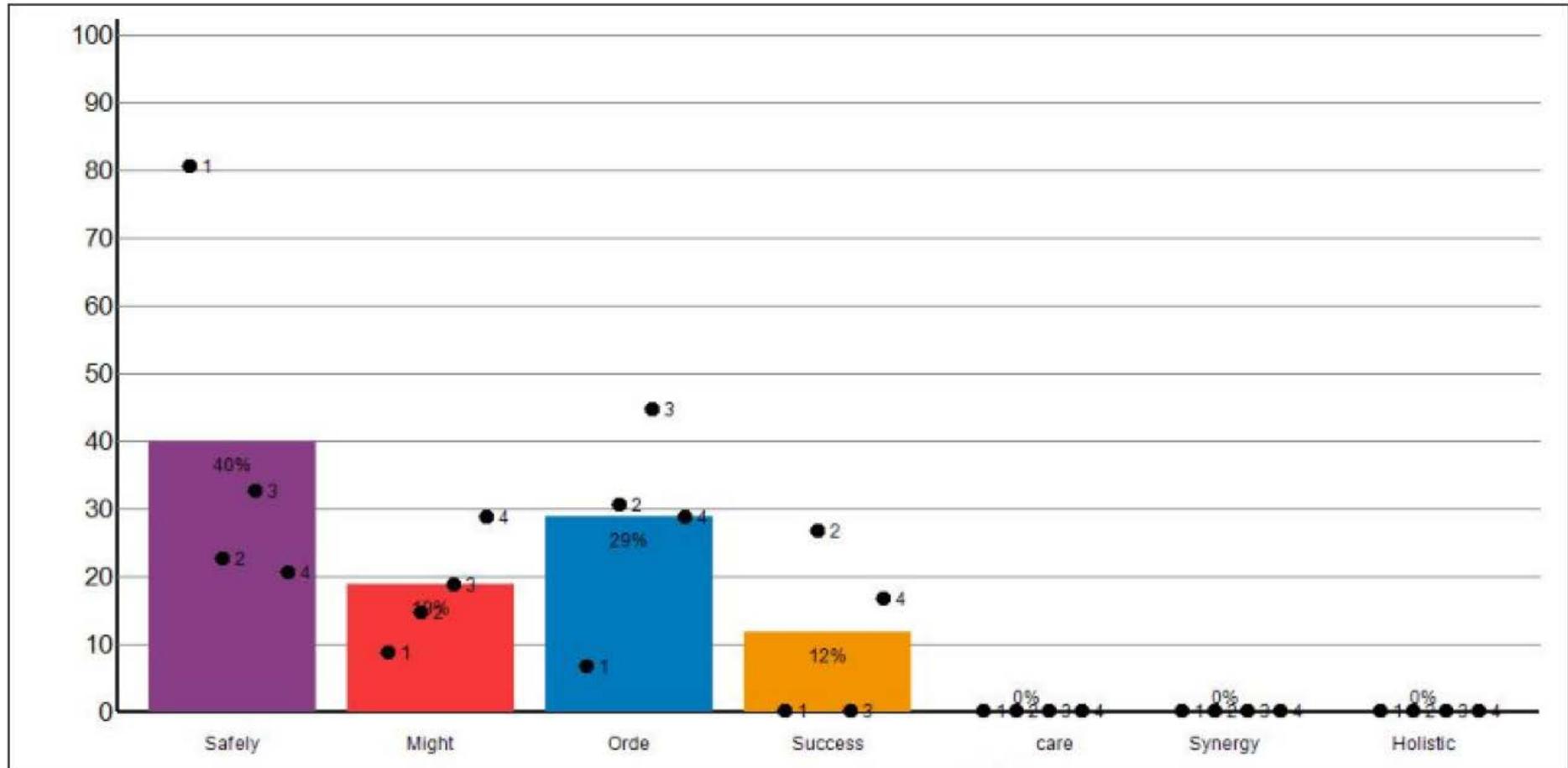
Who is involved?

Graph DESIRED context