

Work package XXX

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Internationalisation Policy – Jan van Brabant College

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1.1 The Brainport Region

Research by CBS/UDC, “Children of Internationals in the Brainport Region, 2020,” commissioned by Brainport Development, shows that significantly more children of internationals live in the Brainport region than the Dutch average, and that in particular districts in Eindhoven and Helmond there are large numbers of children of internationals. The vision document “Internationalisation in the Brainport Region” (Appendix 2) further explains that, unlike Amsterdam, Utrecht and The Hague, the region does not focus on attracting and facilitating more international schools such as ISE, but rather encourages mainstream schools to equip themselves to provide education to pupils from diverse cultural backgrounds. Internationalisation is regarded as a natural component of education.



1.2 Vision

In the Brainport Metropolitan Region, collaboration and consultation are standard practice. There is continuous dialogue at various levels and with different representatives of the parties that make up the so-called triple helix of Education, Business and Local Government.

One outcome of this dialogue was “We Are the Future” (Appendix 1), a joint internationalisation policy plan for 21 municipalities in the Brainport region. Jan van Brabant College was one of the parties involved in developing this manifesto.

Many major high-tech companies are based in the Brainport region. These companies employ people from around the world, and these employees and their children live in Eindhoven and the surrounding towns. Because of the large numbers involved, internationalisation in the region is not a choice but a necessity; everyone engages with it.

To give children prospects for a future in our region, it is essential that they gain experience with internationalisation themes. It is likely that our students will work in an international team or for an internationally operating company.

“We Are the Future” (Appendix 1) and the Vision Document (Appendix 2) provide the foundation for the current internationalisation policy plan of Jan van Brabant College.

In the Brainport vision, internationalisation is divided into three strands:

- Language Proficiency
- Global Citizenship
- Intercultural Communication and Collaboration

2.1 Brainport School



Jan van Brabant College is one of the oldest schools in the Netherlands and is located in Helmond, one of the hubs of the Brainport region. The developments associated with this have led to the “Brainport School” initiative. A Brainport School pays particular attention to non-formal learning and to developing intercultural competences. The school embraces the developments and opportunities the region offers and tailors its education accordingly. The school has a strong relationship

with the region. Its student body is highly diverse and reflects Helmond’s society. The school is public and welcomes children of all beliefs without prejudice.

All pupils at Jan van Brabant College—whether they follow the TTO stream (tweetalig onderwijs: bilingual education) or the regular programme—have Internationalisation/Global Citizenship in their curriculum. All students are brought into contact with peers from another country. Pupils in the TTO department are offered more internationalisation activities than regular pupils. They participate each year in an activity and a virtual collaboration within the subject Global Perspectives. An increasing number of other subjects are also incorporating a virtual exchange into their programmes.

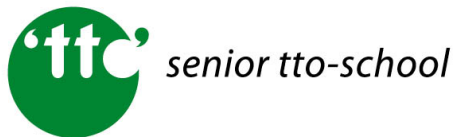
This policy plan translates Brainport Development's vision document for the stakeholders: the school, the students, and parents.

2.2 Language Proficiency

The Netherlands has a central school-leaving examination with many compulsory components. Regardless of subject, these exams are highly language-intensive. Children of internationals must take the same exam as Dutch children, including the Dutch language exam. Because of this hurdle, many pupils sit the exam at a level below their actual capability.

At Jan van Brabant there is significant attention to proficiency in Dutch. Testing has shown that many of our students have below-average command of Dutch. For that reason we are now exploring the possibilities of introducing effective CLIL didactics (Content and Language Integrated Learning) across the school and applying them to Dutch. The expectation is that children of internationals and TCKs (Third Culture Kids) in particular will benefit.

The school has a well-equipped library with a broad selection of books and magazines in all languages taught at the school. Students can borrow books here, but also read quietly during breaks.



Jan van Brabant College is a TTO school with bilingual vwo, havo and mavo tracks (pre-university, senior general and junior general secondary education, respectively). With the introduction of TTO, English exit results are above the national average. In addition to English, there are opportunities for

advanced German via Goethe, and French via DELF. Spanish and Chinese are offered as optional modular subjects. Speaking and oral presentation receive particular attention across subjects. The school has partner schools focused on language acquisition in Spain (long-term student mobility), Germany and India. For example, Jan van Brabant College students take part annually in the Junior Speaking Contest. To expose students to native English, the college participates in the "Enhance" project. Trainees from the Universities of Sheffield and Durham complete a one-month teaching internship in the Netherlands. As a result, students have another native-speaking colleague in front of the class for a month. In 2020, five trainees chose to spend a month at Jan van Brabant.

2.3 Global Citizenship

Active citizenship, global citizenship and social cohesion are reflected in our four core values, which we define as follows.

Relationship: The connection between people is the foundation of our school. We work closely with students and parents, and also with the world beyond school. We create a positive, open atmosphere and accept and respect each other in all our diversity. A safe climate and mutual trust are vital cornerstones of our school.

Ownership: Taking ownership of one's own learning process increases engagement and motivation to learn. We offer trust and encourage initiative and independence. With appropriate boundaries, everyone has the space to take responsibility. Reflecting on one's actions and learning from mistakes plays an important role in this.

Ambition: We strive for maximum, broad development. We allow space to discover talents and challenge each other to push boundaries. We respond appropriately to developments around us and are driven to acquire and share knowledge and skills.

Inspiration: Inspired people work with pleasure, dedication and passion. We inspire each other and create opportunities through which new ideas and insights arise. We use our creativity and inventiveness within the school, in the Brainport region and in the world around us.

The link between global citizenship and internationalisation is obvious and inseparable in our context. To accommodate all learning objectives of global citizenship, Jan van Brabant College has included the subject Global Perspectives (GP) in the timetable from the first year through to the final year—four, five or six years depending on the track. In GP, attention is paid both to the national consensus objectives for citizenship and to the school-specific and individual goals/values of global citizenship. Self-awareness and reflection are important learning goals. GP also provides space for virtual collaboration with partner schools and for preparing any exchanges. The essence of GP is that students always consider multiple perspectives in their judgements—for example, their own local and the national perspective, or a national and the global perspective on an issue. Language proficiency and global citizenship are practised in activities such as Model United Nations and the Model European Parliament.

2.4 Intercultural Communication and Collaboration

Self-aware, caring, reflective, open-minded, inquisitive, balanced—these are the core qualities by which we wish to recognise our students at the end of their time at Jan van Brabant College. We develop these values especially through the non-formal programme. Of course, school values are conveyed during regular lessons, but it is in non-formal settings that there is space to highlight learning moments in this area. Within a single culture there are at least as many differences as between cultures. Therefore, the guiding principle for intercultural communication at Jan van Brabant College is: everyone is diverse. In other words, there is no us and them.

To allow students to experience and learn this, there is an internationalisation learning pathway which includes a core programme and several optional elements. There are exchange projects and virtual projects—internationalisation@home. All projects are prepared in lessons. Knowledge is gathered, assignments are done to manage expectations, and reflection follows afterwards. During a project the supervising teacher highlights the learning experiences and thereby supports students' self-reflection.

2.5 Activities

To become interculturally sensitive, a pupil does not need to travel the world. What is essential is that a pupil knows their comfort zone and dares to step outside it to gain new experiences. Naturally, everyone's starting point is different and experiences can affect individuals in different ways. To prepare students for their international work placement in the pre-exam year, the internationalisation pathway is structured so that students work on their attitude, knowledge and self-awareness. From there, they can determine for themselves the level of challenge for their international placement.

Students can earn digital badges for their non-formal learning programme. A minimum number is required to demonstrate the Bilingual Attitude (BA). The badge platform is linked to the Brainport region so that students can also recognise learning experiences gained elsewhere, outside school, towards their BA. A satisfactory BA is a requirement for TTO students.

<https://brainport.regionoflearning.eu>

The internationalisation pathway consists of Global Perspectives lessons, which always place the global perspective at the centre and address ongoing projects or exchanges. GP also hosts the virtual collaboration between schools in the Basque Country and schools in Brainport—the WCA. Students receive two hours of GP per week in every year.

In each year of their TTO programme, students are offered an international collaboration activity. This is a compulsory component of the TTO programme. In addition to the compulsory activities, there are extra internationalisation activities open to TTO students.

2.6 Sustainability

Through the internationalisation and global citizenship programme, we aim, among other things, to make our students aware of our shared responsibility for the planet. The SDGs feature frequently, and we also examine our own carbon footprint. To keep the footprint of the internationalisation programme as small as possible, Jan van Brabant has shifted course towards strengthening the internationalisation@home programme. We want to reinforce these activities and increase their impact by using telepresence robots, enabling teachers from partner schools to teach at Jan van Brabant College remotely. For exchanges where air travel is unavoidable, we choose CO₂-offset tickets. Within Europe, we always investigate the most sustainable travel options. We aim to compensate for longer travel times and more lesson loss by travelling at weekends; this will be communicated before registration.

2.7 Finances

It is not possible to realise Jan van Brabant College's ambitions solely through subsidised exchanges. Therefore, parents always contribute financially to an exchange. To keep activities accessible to all, students are hosted in guest families during exchanges on a reciprocal basis. Non-compulsory trips are at parents' expense. The possibilities for virtual collaboration are unlimited and hardly dependent on budget, provided the partner school has IT capacity comparable to Jan van Brabant College. At pupil level this is rarely an issue due to private use of various social-media platforms. For students with limited financial means, tailor-made funding solutions are sought. Any budget surplus from an Erasmus+ funded project will be earmarked for internationalisation.

Before enrolment, during the intake interview, parents and prospective students are informed about the internationalisation programme and told that it is not optional but part of the course. Parents are also asked to commit to hosting children from our partner schools. All parties thus understand the importance attached to the internationalisation programme. Internationalisation projects always have a direct link to the curriculum of one of the subjects of the project's target group. They partly replace lessons and place strong emphasis on the non-formal learning pathway. Because this pathway—before, during and after—is validated with digital badges, the learning outcomes are clear and demonstrable for all involved. During exchanges, teachers are asked to teach at the partner school. Internationalisation therefore also impacts team professionalisation.

3 Organisation

The internationalisation programme is maintained and led by the Internationalisation Coordinator. The coordinator maintains contacts with partner schools, initiates new partnerships and designs project plans. The coordinator is familiar with, and the point of contact for, Erasmus+ projects and, together with various colleagues, manages the Erasmus projects.

The coordinator works closely with the Global Perspectives department. The coordinator reports to the deputy head and is assisted by the finance office. Financial supervision of awarded projects lies with the financially responsible manager, where the project administration is also kept.

The coordinator maintains contacts with the internationalisation team of Brainport Development and regularly attends network meetings organised by Brainport. He/she also maintains contact with coordinators of other Brainport Schools. The internationalisation organogram can be found in Appendix 4.

4 Partner Schools

At the time of writing, Jan van Brabant College works bilaterally and in various consortia with schools in:

- • Mumbai, India — Trollaskagi, Iceland
- • Maia, Portugal — Tarragona, Spain
- • Ruhrort, Germany — Durango, Spain
- • Bremerhaven, Germany — Bilbao, Spain
- • Gela, Italy — Melilla, Spain
- • Bologna, Italy — Albarán, Spain
- • Massarosa, Italy — Leicester, England
- • Athens, Greece — Malahide, Ireland

There are virtual partnerships with Lagos, Nigeria (“Cultural Differences” theme); Cape Town, South Africa (“Ready for Work” theme); Osijek, Croatia (SDGs theme); and ongoing collaboration with five schools in Spanish Basque Country and five schools in Brainport under the supervision of Brainport Development (theme: “Global Citizenship”).

In addition to activities with partner schools, there are activities among pupils themselves in which they are challenged to step outside their usual boundaries: Highland Games; Model European Parliament; Liberating Poetry (Helmond Liberation); Irish Night; Theatre activity (Phileas Fogg or school drama); Global Event.

5 Ambition

Jan van Brabant College has a long tradition of internationalisation through many Comenius and Erasmus+ projects, as a founding member of Eumind, and through links with numerous partner schools worldwide. Multiculturalism is the norm at the school. With the current policy we hope to ensure that everyone in the school community becomes interculturally sensitive.

Ambition:

- The teaching and support staff (OP and OOP) recognise the urgency surrounding global citizenship/internationalisation.
- The team models the values of internationalisation/global citizenship.
- Pupils' own culture and background are the starting point for their development.
- Jan van Brabant College is a model school in global citizenship/internationalisation for the region and the Brainport Schools network.
- In all departments—mavo, havo and vwo—there is a choice between Dutch-medium or bilingual (TTO) education.
- There is continuous professional development on language proficiency and didactics (CLIL) for staff.
- All students collaborate multiple times with peers abroad during their school career.
- External communications (school plan, prospectus, website) are available in Dutch and English.
- Digital badges are a recognised means of validating skills.
- Two team members participate annually in a job-shadowing mission.
- The joint participation council (GMR) reflects the school population in terms of multiculturalism.
- The staff is as multicultural as the student body.
- The school participates in an Erasmus+ project each year.
- Every subject department has a foreign partner school with which it maintains a virtual exchange.
- The Dutch exit level is higher than the national average.
- Global Perspectives is offered in a Dutch-language variant for regular mavo/havo/vwo.

Explanation of Activities

- Liberating Poetry (Liberation of Helmond): students recite an original poem during the memorial ceremony.
- Junior Speaking Contest: debating/argumentation competition.
- Highland Games: sporting activity with neighbouring TTO schools.
- Global Event: networking and collaborating to represent a country.
- English Night: class presentation to parents; English as the language of instruction.
- Irish Night: presentation for parents; English as the language of instruction.
- Community Service: 40 hours of volunteering.
- Work Placement: 40 hours of job shadowing.
- International Placement: 40 or 80 hours of job shadowing abroad.
- Lagos virtual collaboration: Women's Empowerment Centre.
- Cape Town virtual collaboration: Employability Training Centre.
- Dover/Canterbury: one night with a host family.

Broadstairs, England: language course and cultural activities; four nights with a host family.

- Malahide, Ireland: language course and sports meeting with Irish pupils; four nights with a host family.
- Bedford: cultural trip; four nights with a host family.
- Gela, Sicily: exchange on migration (brain drain/brain gain; refugees); four nights with a host family and reciprocal hosting.
- Mumbai: exchange; nine nights with a host family and reciprocal hosting.
- Indian Night: festive conclusion of the exchange at school.
- Ruhrort: exchange tied to German; two single-day excursions.
- Maia, Durango, Trollaskagi: Erasmus+ project for e-ducation (transnational meetings only).
- Melilla, Bremerhaven: Erasmus+ project on parental engagement and preventing drop-outs (with pupil mobilities).
- Albarán: Erasmus+ project for long-term student mobility (two months abroad / two months hosting a Spanish student).
- Tarragona, Porto, Duisburg: Erasmus+ project on diversity with pupil mobilities.

Appendices

- Appendix 1: Manifesto “We Are the Future”. Developed in consultation with partners from education, business and government and endorsed by these three pillars in the region.
- Appendix 2: Vision Document “Internationalising Education in the Brainport Region”.

Appendix 1 – We are the Future



- FOCUSING ON**
- Primary Schools
 - Secondary Schools
 - Vocational Education



VISION



Brainport Education elaborates on **30-learning**, developing **21st century skills**, a rich contextual learning environment and **international competencies**.

“Within 5 years, **ALL SCHOOLS** in the Brainport region will have incorporated **INTERNATIONALIZATION** in their policy as part of a broader **BRAINPORT EDUCATION** scheme and have translated this into specific activities together with the **MULTI-HELIX PARTNERS**.”

INTERNATIONAL COMPETENCIES

- **Language skills:** master one or more foreign languages.
- **Cultural awareness:** positive attitude towards and knowledge of other cultures.
- **Skills** for international **cooperation** and **communication**.

- Education
- Companies
- Government
- Parents
- Children

RECOMMENDATIONS

The recommendations below will accelerate the realization of the vision. Multi-helix partners in Brainport are invited to start their own initiatives to realize the recommendations.

PRIMARY EDUCATION

- 1 Stimulate offering bi-lingual Dutch-English international education in local primary schools, as an answer to the demand from the international parents living in these districts. At the same time, stimulate to start at an earlier stage with English lessons in all schools, setting a higher quality. Create cultural awareness by stimulating curiosity in the context and environment of pupils and their parents. Incorporate these topics of internationalization in a broader Brainport Education scheme for the whole region.

SECONDARY EDUCATION

- 2 Build further on the proven concept of the Brainport Schools region wide, to stimulate and include internationalization in the policies of all secondary schools in terms of language skills, cultural awareness and international cooperation and communication. Incorporate these topics of internationalization in a broader Brainport Education scheme for the whole region.

INTERNATIONAL SCHOOL EINDHOVEN

- 3 The International School Eindhoven will continue to ensure that its students will have the skills, knowledge and dispositions to meet the demands of a knowledge-based, globalized, and technology-centered 21st century economy. The ISE will be one of the schools to organize professional development opportunities for educators within the region to advance this unique and inspiring vision of a Brainport Education, and with the aim, in particular, to develop internationally-minded, multilingual and creative students who will become the employees and leaders of the future.

VOCATIONAL EDUCATION

- 4 Stimulate internationalization of vocational education towards multilingualism, cultural awareness and international cooperation and accomplish international vocational education in English within certain domains, with an active contribution from the multi-helix partners.

OTHER TARGET GROUPS

- 5 Examine the possibilities for strengthening international skills in preschool facilities, special or inclusive education and training for specific target groups such as children, status holders and migrant workers.

GENERAL

- 6 Ensure a continuous curriculum for all aspects of internationalization, within and between schools, in the whole range from primary education to higher education.
- 7 Define a Brainport reference level (minimal objective standard) for the internationalization of education.
- 8 Invest in professional support for educators in order to achieve the goals of internationalization.
- 9 Involve the multi-helix partners, namely all educational institutes, parents and children, employers, and government in educational developments and implementation.
- 10 Appoint an Advisory Committee in which all multi-helix partners are represented, that stimulates the realization of the vision, recommendations and actions.

Appendix 2 – Vision Document (Summary)

Internationalising Education for Everyone in Brainport Eindhoven

Introduction: The Brainport Eindhoven region has long fostered a climate where entrepreneurship and applied research drive innovation in manufacturing. This has yielded internationally distinctive results and underpins the Netherlands' competitiveness. The region's economy has outpaced national growth and is the centre of the knowledge-intensive manufacturing industry.

Internationalisation is integral to society and visible in Brainport: exports have grown, the number of foreign nationalities has risen sharply, and international workers stay longer and raise school-age children here. With low unemployment and increasing vacancies, attention to education and the labour market is essential. Internationalising education is key both to attracting knowledge workers and to improving educational quality for a multicultural future.

Mission: By internationalising education, we better equip all children for society and the labour market in our increasingly international, dynamic, innovative and inclusive region.

Vision: Within five years, all schools and childcare organisations in Brainport Eindhoven embed internationalisation along three lines and actively implement it.

Definition of internationalisation: Language proficiency; Global citizenship; Intercultural communication and collaboration.

Strategy – Target groups: seven broad groups ranging from native Dutch to expats, knowledge workers (short/long term), labour migrants and status holders.

Starting points A–C: entitlement to high-quality internationally oriented education; children of internationals in mainstream education; continuity for expats/short-stay knowledge workers via ISE.

Notes on B & C: One ISE (English-medium, IB) with capacity for up to 1,300 pupils; independent advice for school choice; ISE as expertise centre; preference for international classrooms over IGBO/IGVO segregation; collaboration with other regions and the Ministry to create experimental space for international classrooms.

Objectives: higher English exit levels; better Dutch for international pupils; open attitudes to cultural diversity; awareness of one's own and others' cultural perspectives and the ability to collaborate. Continuous learning pathways, especially from primary to secondary, are essential.