

Measuring international engagement in the school sector

Issues, challenges & project outcomes

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Issues

WE KNOW

- There are > 9,400 schools in Australia
(ABS [Schools, Australia, 2017](#))
- A LARGE NUMBER of schools have a sister school / student exchange program /engage in other international program(s) or activities of some kind
(available data, desktop research, anecdote)
- Schools are EXPECTED to develop 21 Century Skills / General Capabilities / as part of their school curricula in Australia
([Australian Curriculum](#), F-10 Curriculum > [General Capabilities](#))
- There is a big debate going on about the place of these skills in school curriculum at the moment
([Review to Achieve Educational Excellence in Australian Schools](#))
- UNESCO, OECD identify these skills as critical in a range of frameworks
(UNESCO SDG 4.7 [Global Citizenship Education](#); OECD [Education 2030](#), PISA [2018 Global Competence](#))

Issues

WE DON'T KNOW

- The ratio of schools that engage internationally : those that have few or limited opportunities to “internationalise”
- The QANTUM and TYPE of international engagement in the schools sector
- HOW SCHOOLS MEASURE the impact of their globally focussed activities & embedding of General capabilities & Cross-curriculum priorities in Learning areas on student learning outcomes
- Australia’s participation in the 2018 PISA assessment of Global competence?

Challenges

- Greatest challenge is to COLLECT data on international engagement for non-government schools Australia-wide
 - LIMITED data available VS HIGH school participation rate
- REASONS for collecting data are many, but not necessarily compelling for individual schools
 - Informing policy and funding decisions at state/territory and Cwltb levels
 - Identifying barriers to participation, gaps in resources & professional learning needs

Desirable outcomes

- Developing an evidence base over time for
 - assessing impact of international engagement opportunities in schools on student learning outcomes
 - more fine-grained research on impact of TYPES of engagement and other factors (year level of students, connection of activity to curriculum learning area, etc) on development of global competences
 - advocacy for program support, overcoming barriers to participation, etc



A BETTER UNDERSTANDING OF WHAT MAKES A DIFFERENCE & HOW