

Table of contents

1. Introduction.....	2
2. Goals.....	2
2.1 The importance of internationalization.....	3
2.1.1 For the students:.....	4
2.1.2 For the teachers:.....	4
2.1.3 For the school:.....	5
2.2 Goals concerning the Rozynas progymnazium policy on internationalization	5
2.3 Approach of Rozynas progymnazium policy on internationalization	5
2.4 Conditions.....	5
2.5.1 Educational conditions	5
2.5.2 Material conditions.....	5
3. Internationalization committee. Introduction	6
3.1 Task description of the internationalization committee	6
3.2 Tasks chairman commission international projects	6

1. Introduction

Europe, historically speaking a continent rife with strife and conflict, is now slowly transforming into a multicultural melting-pot. The countries which joined the European Union after the Treaty of Maastricht have become increasingly dependent on one another in both economic and technological sense, even though some countries might deny this. National borders turned out to be troublesome. Local currency certainly had its charm but still had to make way for the Euro in most countries. European balance concerning tax laws, excise duties and other laws and regulations are either already in place or very close to being enforced. Also, the current economic situation (November 2017) gives rise to further cooperation to preserve and extend European unity.

Internationalization would like to, among other things, contribute to the 'European dimension' and stimulate tolerance towards other cultures. Perhaps pretentious, but we hope that Rožynas progymnazium policy concerning internationalization will encourage young people from European countries to meet, mingle and grow closer together.

Internationalization should not be optional but should be a structural part of the school's curriculum. It speaks for itself that opportunities for activities concerning internationalization will be created within our organisation. Internationalization offers great opportunities for the implementation of cross curricular projects.

In this outline the following will be discussed: goals, organisation, finances and connections with educational development. Consequently, this outline can be seen as a tool that can be used to steer the process of internationalization into the right direction.

Internationalization can be implemented in several ways and this outline aims to stimulate all aspects of internationalization.

"to expand employees' and students' boundaries and shows them new worlds"

- "to focus on collaboration with schools abroad"
- "to expand projects on internationalization to all levels and grades"
- "to have internationalization be a part of 80% of all subjects or learning areas"
- "to have, next to their core responsibilities, every employee fulfil tasks concerning counselling/supervision, subject development, internationalization, arts & culture and sports"

Hopefully this policy outline will help our organisation to truly start 'looking ahead' by further incorporating internationalization and offering it a permanent position in our organisation.

2. Goals

- Fitting Education
- Active and independent learning while taking responsibility for the learning process
- Broad personal and social development
- Taking differences into consideration
- Ensuring a powerful, content-rich learning environment

All of these aspects will flourish within international projects..

Internationalization should not be an extra or optional activity within the curriculum but a fundamental part. We aim to incorporate internationalization into each form and we plan to implement this in several stages over the next coming years.

Three general objectives for collaboration between schools in the European Union :

Improvement of education;

A. Expanding the tasks of teachers who participate in international projects;

B. Contributing to the 'European dimension' in education (enhancing tolerance towards other cultures).

These objectives are still up to date, which is why they be will elaborated on.

A. Improvement of education:

Improving yourself is an ever on-going process. If you want to, there are always new opportunities to expand your horizon. However, daily duties often intervene, which hinders the process of finding new ways to teach. Sometimes due to a lack of time, sometimes due to meetings and yearly outlines.

To battle this lack of time, teams have to create room to stimulate new impulses and growth. Internationalization can offer a valuable contribution to the development of our education. Especially if this room can be facilitated within existing curriculums. A new layer of depth is added to specific projects and subjects if a school can place them in context together with other countries. This is especially meaningful if they aren't offered as an extra, but as a substitute of existing individual- or team activities. When the main goal is more and better internationalization, one shouldn't stop at simply working together with foreign schools, but rather offer assignments that can be linked to those schools

It's obvious to see that modern foreign languages like English, German and French will profit greatly from such context. It doesn't stop with just the subjects that deal with language however. In fact, subjects like geography and history will benefit from such an implementation just as much. It's safe to say that closer inspection of the possibilities offer endless opportunities for all levels of education.

When learning from the good practices employed by schools in foreign countries, great steps can be made regarding a school's own daily functioning. There is much to be learnt on matters like, for instance, organisation and student guidance. It can be both inspiring and refreshing to see in what way different schools in different countries operate and how their daily systems help offer the best form of education that is possible to them.

B. Expanding the tasks of teachers who participate in international projects:

Internationalization offers countless possibilities for teachers to approach their lessons in a differ manner. It is extremely useful for both the individual teacher, as well as an entire department, to have a look at different schools and its operations. While it can be quite time consuming to make and maintain contacts with different schools within the EU, most teachers who do so experience it as a great addition to their daily routines. Apart from this, the European Platform offers teachers from EU countries the opportunity to meet up and exchange their experiences using the so called Lifelong Learning Programme (LLP). Additionally, teachers can receive supplementary schooling in another country. As we speak, the LLP programme is undergoing revisions. This could mean that new and different opportunities are presented to teachers to grow in the context of internationalisation. As of yet, it is unclear in what way the programme might change compared to its current state, if any.

Students from partner schools consider assignments significantly more interesting, due to the international collaborations. Needless to say, this is a great boost to their motivation which in turn is of great benefit to the teacher. In this relation, improving education can only be achieved if Internationalization is beneficial to a school. The final aim for Internationalization projects should be that it greatly enhances positivity throughout the school. It is pivotal that this is achieved, as Internationalization concerns the entire school. For teachers, this means that their voice and the one of their respective sections, is equally important. Internationalization doesn't belong to one person or commission, but should be ingrained in a school's complete system.

C. Contributing to the 'European dimension' in education: Cooperation and indeed corroboration on an educational level within the European Union contributes greatly to the European dimension. Projects and the exchange of knowledge and information needs to reinforce the assumption that working together within the EU is meaningful. To expand the knowledge of one's own culture as well as the culture of our neighbours in the EU is one of the highest achievements this project can hope to accomplish. Additionally, such corroboration helps to battle prejudices and strengthens the bonds of fellowship, which will lead to a greater respect for each other's differences. These are all values that are deeply ingrained in the identity of Rozynas progymnazium.

2.1 The importance of internationalization

Internationalization is of great importance for the school and its students and employees.

We can distinguish the following objectives:

2.1.1 For the students:

On a social and personal level:

- becoming aware of their European identity and learning to place their own frame of reference into the bigger picture;
- becoming familiar with cultural differences and values of others in order to shift their perspective. Developing a certain level of respect for the culture and values of others and becoming more aware of their own culture;
- enhancing social skills. Especially during exchange programmes, students and teachers are placed in different environments. Internationalization helps both groups to learn to stand on their own two feet, to learn to adapt to different situations and to learn to cooperate in a 'strange' environment.
- develop and strengthen the ability to adapt, persevere and be independent;
- become familiar with working abroad and/or in an international environment;
- making friends 'beyond borders'.

On an educational level:

- enhancing reading skills;
- enhancing language knowledge and skills, boosting motivation for 'learning', understanding the benefits of the subjects they are taught in school regarding their future;
- using ICT, international activities stimulate the use of modern communication tools;
- boosting study-skills; due to current trends in education it is important that students do not solely acquire the required knowledge, but they also have to master certain practical skills. Internationalization stimulates the acquirement of these skills;

2.2.2 For the teachers

- didactic and subject related development (being inspired to innovate);
- reflecting on one's performance and the school's performance;
- applying ICT regarding internationalization;

- being challenged by 'the new';
- carry more responsibility for a part of the school's policy;
- learning to develop lesson materials on project basis and in an international environment.

2.2.3 For the school

International projects can:

- improve the quality of education;
- be motivating for both students and teachers;
- shed a positive light on the school's reputation; can have a recruiting effect towards primary schools, potential students and their parents;
- contribute to the 'European dimension' of education by stimulating international contacts;
- stimulate collaboration, cooperation and cross-curricular education;
- generate enthusiasm among (a part of) the employees;
- lead to adjustments of the curriculum in order to better prepare students for an international society.

2.3 Goals concerning Rozynas progymnazium on internationalization

In conclusion, the goals for internationalization are as follows:

- ensuring students' places in a living and working environment that is becoming increasingly international;
- integrating subjects through internationalization, in all forms;
- contributing to didactical and subject related development of teachers;
- exploiting cross-curricular learning;
- ensuring the school's reputation in the region.

2.4 Approach of Rozynas progymnazium policy on internationalization

- introducing the international projects in phases;
- offer employees the opportunity to participate in international projects;
- guiding students in education and schooling and ensuring students' places in a living and working environment that is becoming increasingly international;
- keeping up with ICT policies;
- appointing people to coordinate internationalization.

2.5 Conditions

These goals can only be achieved if a number of conditions are met. These conditions can be divided into educational conditions and material conditions:

2.5.1 Educational conditions

- students know their way around computers and the internet;
- students are given the opportunity to learn more about ICT in the first form;
- teachers are given the opportunity to learn more about internationalization
- students work with study planners and/or are capable of working independently;
- internationalization is introduced in phases, gradually. It is impossible to introduce international activities within all forms at once.

2.5.2 Material conditions

- there's a library and/or study area available with internet possibilities;
- every student has a school email-address.

3. Internationalization committee. Introduction

For the sake of educational parity, it is important that internationalization activities are synchronised with one another. The idea is to have internationalization gently phased in into the curriculum, starting with the lower forms. For an easy transition, it is important that they are compatible with activities that already exist. This follows the organisational plan of the Rozynas progymnazium Panevezys, Roziu 20 which contains the executive outline that internationalization has a fixed spot in the educational policy and as such it can be seen as inherently interwoven with the school's identity. This doesn't mean that upper forms don't do internationalization projects at all. It is very much desirable that the lower and upper forms create a plan that connects both forms, especially concerning the bilingual department.

3.1 Task description of the internationalization committee

The main focus of the internationalization committee is to fine tune internationalization activities, to create synergy, to give advice and to create policy proposals concerning internationalization.

History has told us that the idea to participate with a European educational project, usually stems from one individual member of the team or from a select few likeminded teammembers. However, in order to achieve a successful outcome for such projects, it is pivotal that this freshly sprung enthusiasm spreads across an entire school's community. This means that not only teachers, but also support staff, parents and the surrounding community are involved.

It is important that direct internationalization facilitates and initiates. To help this process, it is a requirement that a member of the board of directors is part of the committee. They can act as the linking chain between the committee and the board of directors.

Teachers and students need to be motivated and actively engaged for internationalization.

3.2 Tasks chairman commission international projects

It is important for the commission to assign a chairman. Who has to:

- organises and coordinates the projects;
- prepares at least three meetings per academic term;
- informs the board regarding internationalization;
- answers questions regarding internationalization.

These tasks will be discussed with management. Furthermore, it might be the case that other, specific tasks will arise along the way due to new projects.

General tasks:

- Informing colleagues about international projects;
- stimulating international projects according to this outline;
- evaluating both product and process;
- maintaining contact with foreign partners;
- coordinating international projects;
- answer questions of teachers, unit managers and others;
- assuring internationalization gets a place in other school policies, outlines and plans.

In order to make internationalization work within our organisation it is important to have the support of school management, teachers, parents, support staff and last but not least: the students.

The committee should keep teachers up to date regarding the various possibilities concerning internationalization

Keeping one's subject knowledge up to date and continuing to be inspired is a positive side effect of teacher exchange programs. It is therefore logical that the school outline mentions the importance of it.

