

IMC Weekend School Research & Development

IMC Weekend School has a Research and Development department that collaborates with universities to study the impact of the four programs: IMC Weekend Schools, IMC Basis, IMC on Tour, and IMC Alumni.

Between 2010-2013 the University of Amsterdam performed a longitudinal research, comparing students attending IMC Weekend School with their elementary school classmates not attending IMC Weekend School. The most notable results show that Weekend School students showed more growth compared to control group students in several aspects of a) self-confidence, including audacity in the academic and social context, b) future perspectives, in particular growing knowledge about societal possibilities, more specific interest in societal possibilities, and a growing awareness of personal capabilities, and c) social connectedness, in particular growing general knowledge and growing empathy.

Between 2015-2016 a quantitative study of IMC Weekend School alumni was conducted by the Universiteit of Amsterdam, the Vrije Universiteit Brussel and IMC Weekend School (Helms et al., 2021). The study consisted of two phases: a preliminary qualitative study and a quantitative study. The findings show that Weekend School alumni were influenced by their Weekend School education in numerous areas. The alumni are largely positive about their time at the Weekend School: they indicated that they would not have wanted to miss out on going to the Weekend School. They also look back positively on their time at the Weekend School. Alumni appreciate the way in which the Weekend School transfers knowledge via guest teachers from the working world: the respondents thought the new knowledge was interesting, they learned more about their own interests and they enjoyed attending the Weekend School. As a result of the Weekend School, alumni experience broader future perspectives and more personal influence on being actively involved in society. The respondents indicated that, as a result of the Weekend School, they learned that you should always ask questions when necessary, that it's OK to make mistakes, and to pursue one's own interests and abilities.

In 2015 Strategy&, the strategy consulting business unit of PricewaterhouseCoopers, evaluated the IMC Basis program on various dimensions. This research shows many positive effects on students, teachers, school directors. To name a few: a) students show larger common knowledge, talk about the future with more perspective, and show boosted self-confidence, b) teachers get the opportunity to approach their students differently, experience a broader and more creative educational approach, and notice other skills in their students, c) guest lecturers and volunteers gain respect for the work of teachers and gain insight in the world of kids from challenged environments, and d) the program connects the school with the neighborhood and opens the doors to the larger outside world.

In 2020 and 2021 the University of Utrecht performed literature research on Social Emotional Learning and Motivation in relation to the programs of IMC Weekend School. This led one essays, showing the scientific foundation of IMC Weekend School, internationally known as Social Emotional Learning (SEL). SEL has been studied many times and Belfield et al. (2015) found that the social return on investment of a dollar in SEL-interventions is eleven dollars in positive social effects. Another essay on the concept of Motivation shows that IMC Weekend School capitalizes on the three basic needs to stimulate motivation: autonomy, relatedness and competence.

In 2022 Ruigrok Netpanel and the University of Applied Sciences Utrecht polled participating teachers and elementary school directors about the effects of the IMC Basis program. This poll showed that participants observed the following effects on students: Insight in own talents (92%), personal; development (92%), speaking ability/ fluency (88%), Self-reflection (72%), sense of responsibility (70%) and self-confidence (68%).

According to 70% of the teachers the IMC Basis program motivates them in teaching and 72% find the program helps them in motivating their weaker students. IMC Basis connects society with the school according to 96% of the school principals and teachers, according to 88% of the teachers the program enriches regular education and according to 70% it creates a positive atmosphere at their school. Thanks to IMC Basis, teachers see a more positive school experience among the pupils (74%) and think that their pupils get a better picture of the usefulness of school (70%). School directors see that the school has a positive profile compared to other schools in the neighborhood (83%). IMC Basis gives their students more insight into future possibilities (96%) and society (98%). According to 99% of the teachers, the program contributes to the citizenship, the world of experience (98%) and the world orientation (81%) of the students. Almost two-thirds of teachers and principals see an increase in social cohesion (65%). Finally, 82% of teachers and principals believe IMC Basis brings society into the classroom, while 78% of teachers feel that IMC Basis helps discuss social issues.

More information about these studies can be found at our website www.imcweekendschool.nl.

Literature

- Belfield, Clive & Bowden, A. Brooks & Klapp, Alli & Levin, Henry & Shand, Robert & Zander, Sabine, (2015). The Economic Value of Social and Emotional Learning, *Journal of Benefit-Cost Analysis*, Cambridge University Press, vol. 6(3), pages 508-544, October 2015.
- Helms, R., Fukkink, R., van Driel, K. & Vorst, H. C. M. (2021). Benefits of an Out-of-School Time Program on Social-Emotional Learning among Underprivileged Adolescent Youth: A Retrospective Analysis. Manuscript submitted for publication.