

CroCooS final conference - Policy recommendation

21 April, 2017

Fazler SZEGEDI project leader
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Tempus Public Foundation



**What have we learned from
the policy experimentation
of CroCooS?**

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What have we learned from the policy experimentation of CroCooS?

- What is a policy experimentation about?
- Why early school leaving is such an important issue in the EU?
- Key intervention points in the pilot countries: what do we have to change?
- How did we plan the CroCooS pilots (early warning system)?
- The development story (opportunities and barriers)
- Policy recommendation
- Key messages

Content

- What is a policy experimentation about?
- Why early school leaving is such an important issue in the EU?
- Key intervention points in the pilot countries: what do we have to change?
- How did we plan the CroCooS pilots (early warning system)?
- The development story (opportunities and barriers)
- Policy recommendation
- Key messages

Policy context

Policy experimentation

Jørn Skovsgaard, Danish
education counsellor



Randomized
controlled trial

Approaches to Education

...Please focus on what

Contextual: Hard facts are needed to identify your problem but:

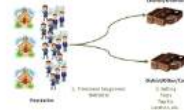
What you measure is what you get - So you should be careful to measure what you want!

Didactic: Soft facts are needed to find the solution but:

Without data you're just a person with another opinion!

"In God we trust, all others must bring data."

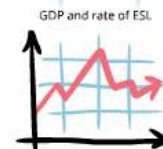
W. Edwards Deming



A European policy issue

early school leaving,
a social indicator

poverty and social exclusion



policy design >
results and effectiveness



Definition

ESL rate: percentage of 18-24 year-olds with only lower secondary education or less, and no longer in education or training

*focus on labour market needs >
certificated education*

Policy experimentation

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Randomized
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Approaches to Education

- Please keep in mind!

Curriculum:

VS

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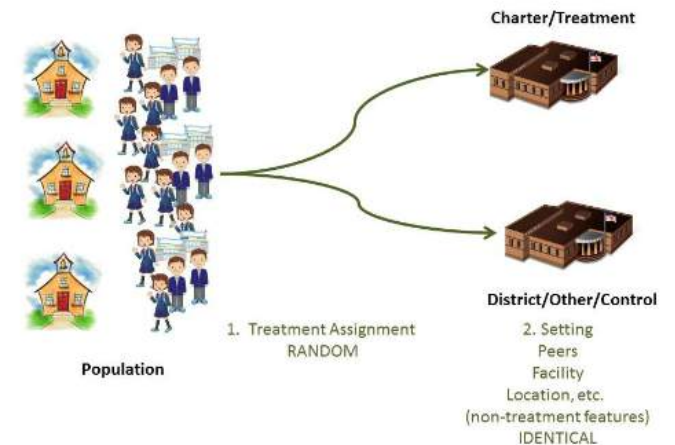
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Experimental Design (Gold Standard)

Treatment = Exposure to Charter School Model/Strategies



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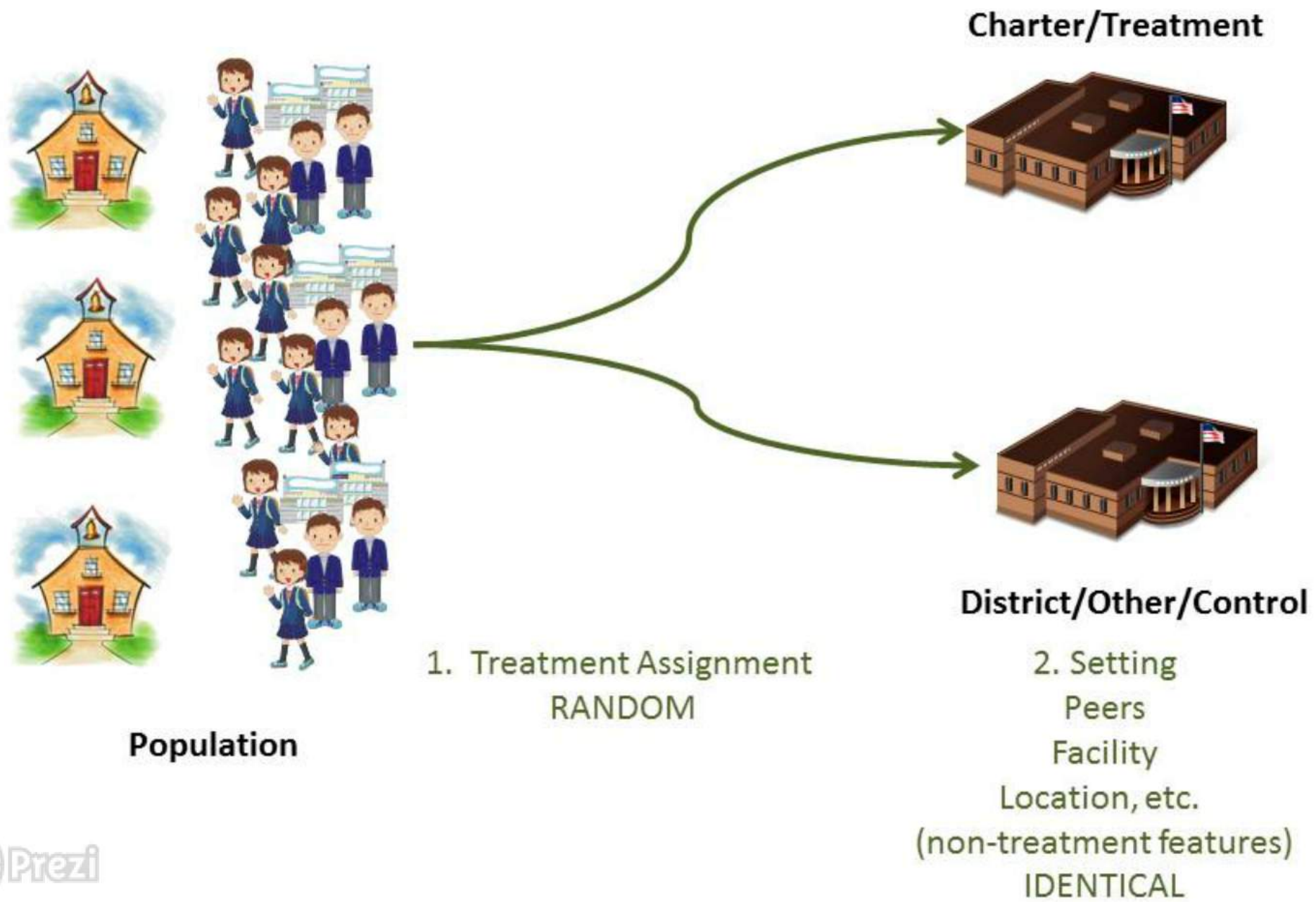
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Population

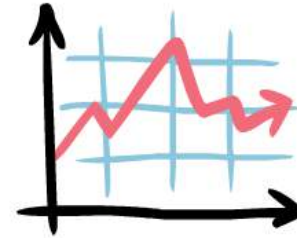
1. Treatment Assignment
RANDOM

2. Setting:
Place
Facility
Location, etc.
(non-treatment features)
IDENTICAL

a social indicator

poverty and social exclusion

GDP and rate of ESL



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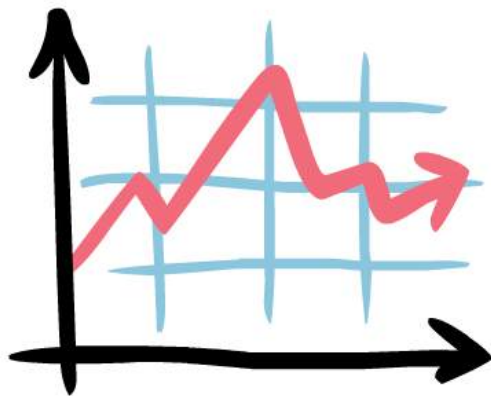
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policy design >

results and effectiveness



dropout



dropout

What do we have to change?

System level, governance - national context

Success of any development process largely depends on the policy and regulatory context

Under-funded systems

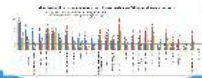
- lack of normative financing for SENs and for special education teachers and other non teacher staff, e.g. social workers, school psychologists

Accountability system and/or responsibility culture

- dropout is not necessarily an issue
- external and internal (e.g. self-evaluation) assessment is rare, evaluation culture is weak

Warning systems on national level

- data gathering and monitoring - system
- no cross-sectoral database
- although law allows it for specific purposes, no practice to use common data
- use and sensitivity of data (fear and resistance, strong data protection)
- data collection rather serves reporting goals than providing information, especially for teachers (they know and collect the distress signals, but don't use them)



Schools and other services - local and institutional context

whole school approach: school community strong cooperation with external stakeholders
tradition of a system-wide cross-sectoral cooperation

leadership

effective leadership and governance is essential

collaborative culture of teachers

positive school culture, teamwork and collaborative practices

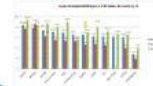
inclusive education

ensuring that each student has an equal chance

CPD

investment for continuous professional development of school leaders, teachers and other school staff

Responsibility shift

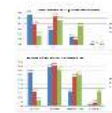


Key professionals

- less culture of cross-sectoral cooperation
- case manager is a question
- career guidance (SLO)
- school psychologist (SR)
- form teacher (HU)

Teachers - level of professionalization

- views and attitudes
- pedagogical knowledge
- knowledge about students needs
- skills (procedural knowledge)
- processes and protocols
- communication
- knowledge about the responsibility limits and other professions



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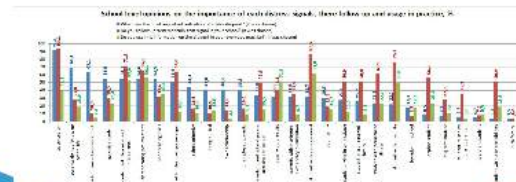
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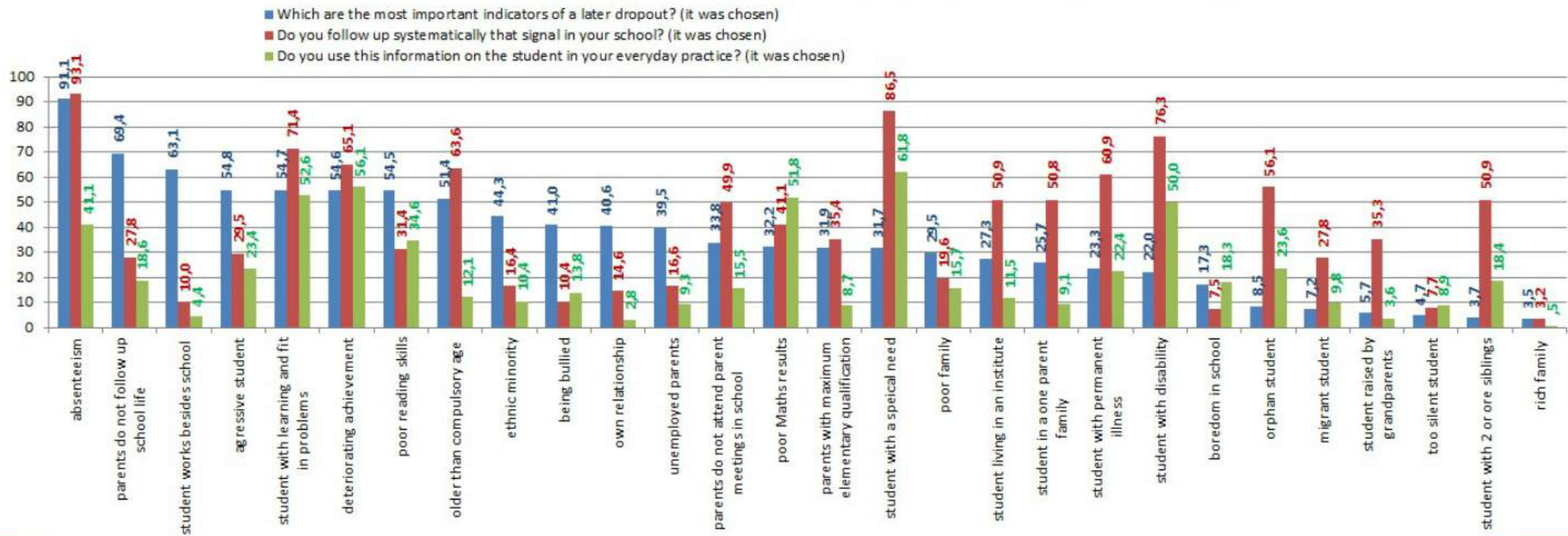
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ture is weak

signals, B

School level opinions on the importance of each distress signals, there follow up and usage in practice, %



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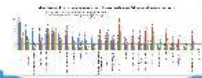
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effective leadership and governance is essential

collaborative culture of teachers

positive school culture, teamwork and collaborative practices

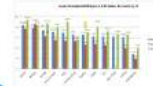
inclusive education

ensuring that each student has an equal chance

CPD

investment for continuous professional development of school leaders, teachers and other school staff

Responsibility shift



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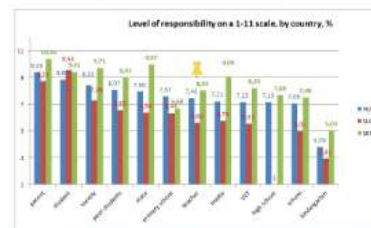
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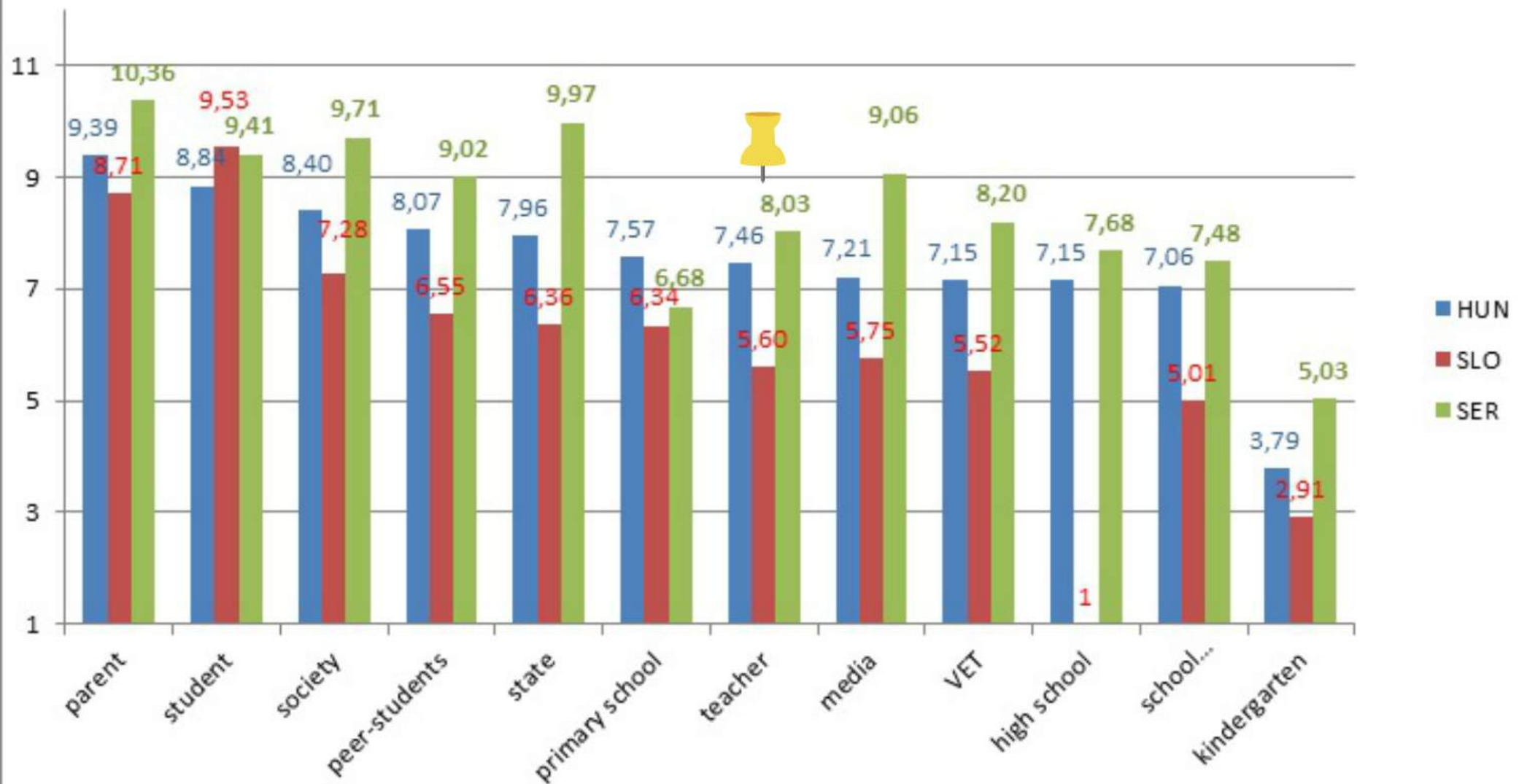
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leaders, teachers

Responsibility shift



Level of responsibility on a 1-11 scale, by country, %



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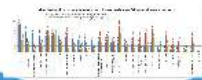
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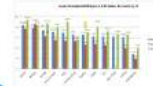
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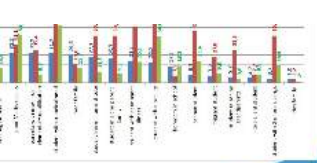
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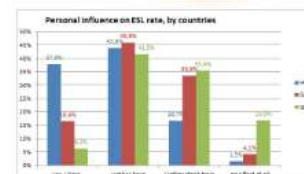
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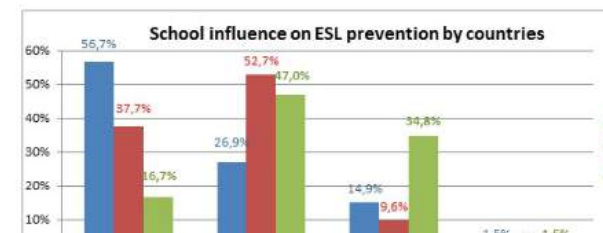
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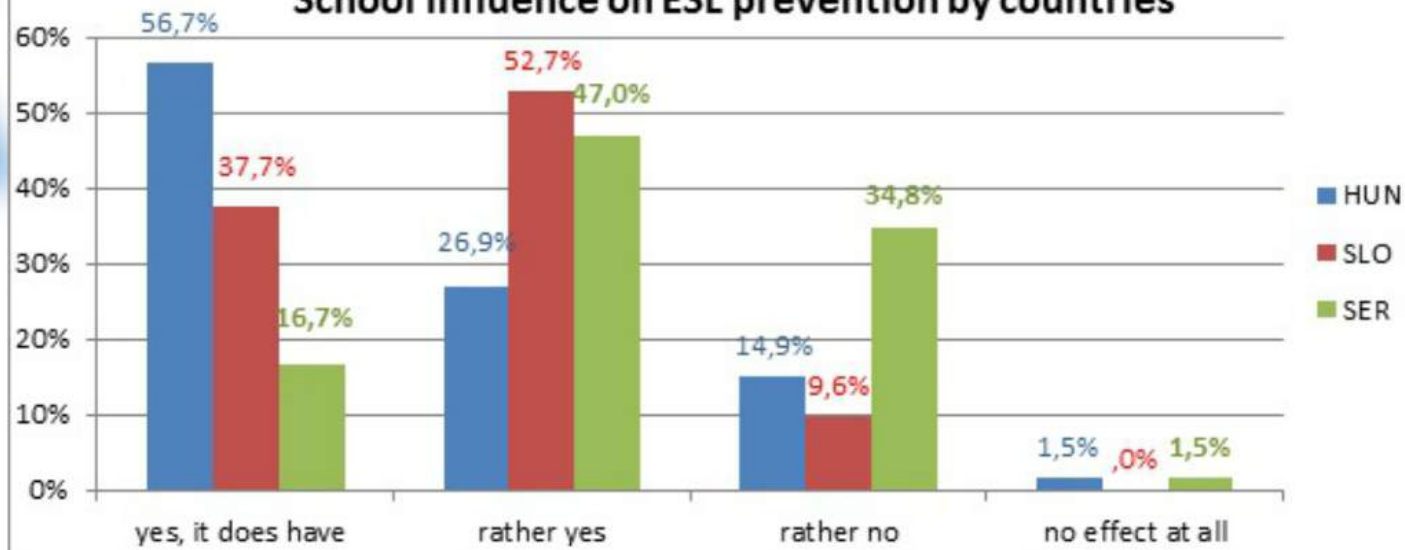


professionalization

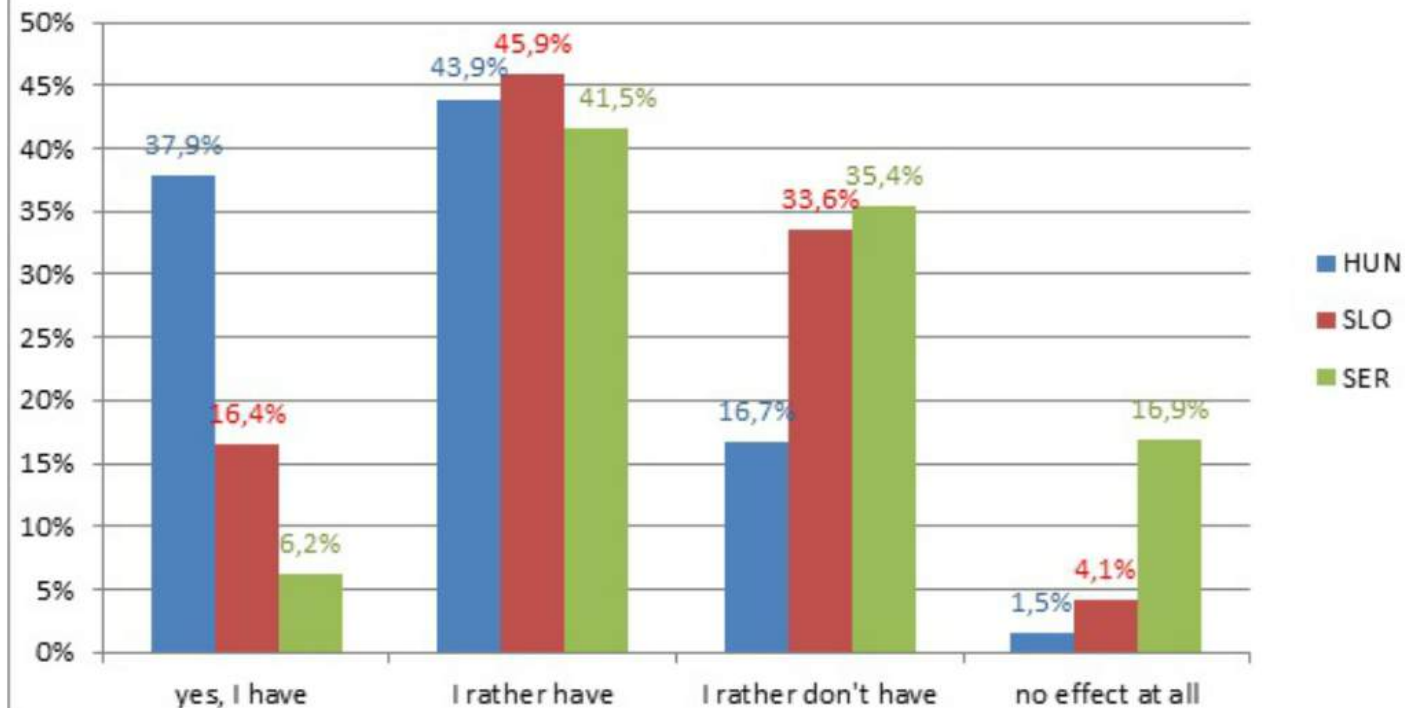
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School influence on ESL prevention by countries



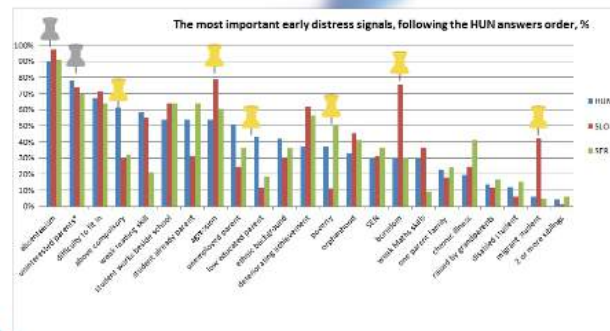
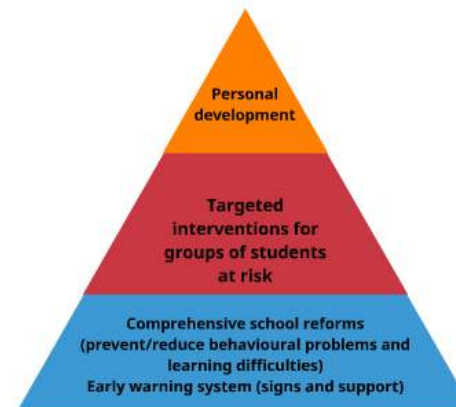
Personal influence on ESL rate, by countries



Early warning system in CroCoos

From theory to practice

Type of Intervention	Focus of Intervention (ABCs)		
	Attendance	Behavior	Course Failures
School-wide (all students)	Every absence brings a response Create a culture that says attending every day matters Positive social incentives for good attendance Data tracking by teacher teams	Teach, model, and expect good behavior Positive social incentives and recognition for good behavior Advisory Data tracking by teacher teams	Research-based instructional programs In-classroom support to enable active and engaging pedagogies Data tracking by teacher teams
Targeted (15 to 20 percent of students)	Two or more unexcused absences in a month brings brief daily check by an adult Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn't student attending?)	Two or more office referrals brings involvement of behavior team Simple behavior checklist students bring from class to class, checked each day by an adult Monitor assigned	Effective extra help courses—highly linked to core curriculum—provide upcoming lessons and fill in knowledge gaps Targeted, reduced class size for students whose failure is rooted in social-emotional issues
Intensive (5 to 10 percent of students)	Sustained one-on-one attention and problem solving Appropriate social service or community supports	In-depth behavioral assessment (why is student misbehaving?) Behavior contracts with family involvement Appropriate social service or community supports	One-on-one tutoring



6 most important distress signals by TWG Report and CROCOOS research team

official standards
1. absenteeism (unjustified, all the word)
2. deteriorating achievement
3. grade repetition

behaviour-related
4. being bored in school
5. being bullied/bullying
6. drastic behaviour changes

Focus on teachers

- responsibility shift > first step is to make them problem sensitive (students won't change)
- reduce the sense of powerlessness (week pedagogical knowledge in the field of instructions and evaluation as well as in supporting communication with students)

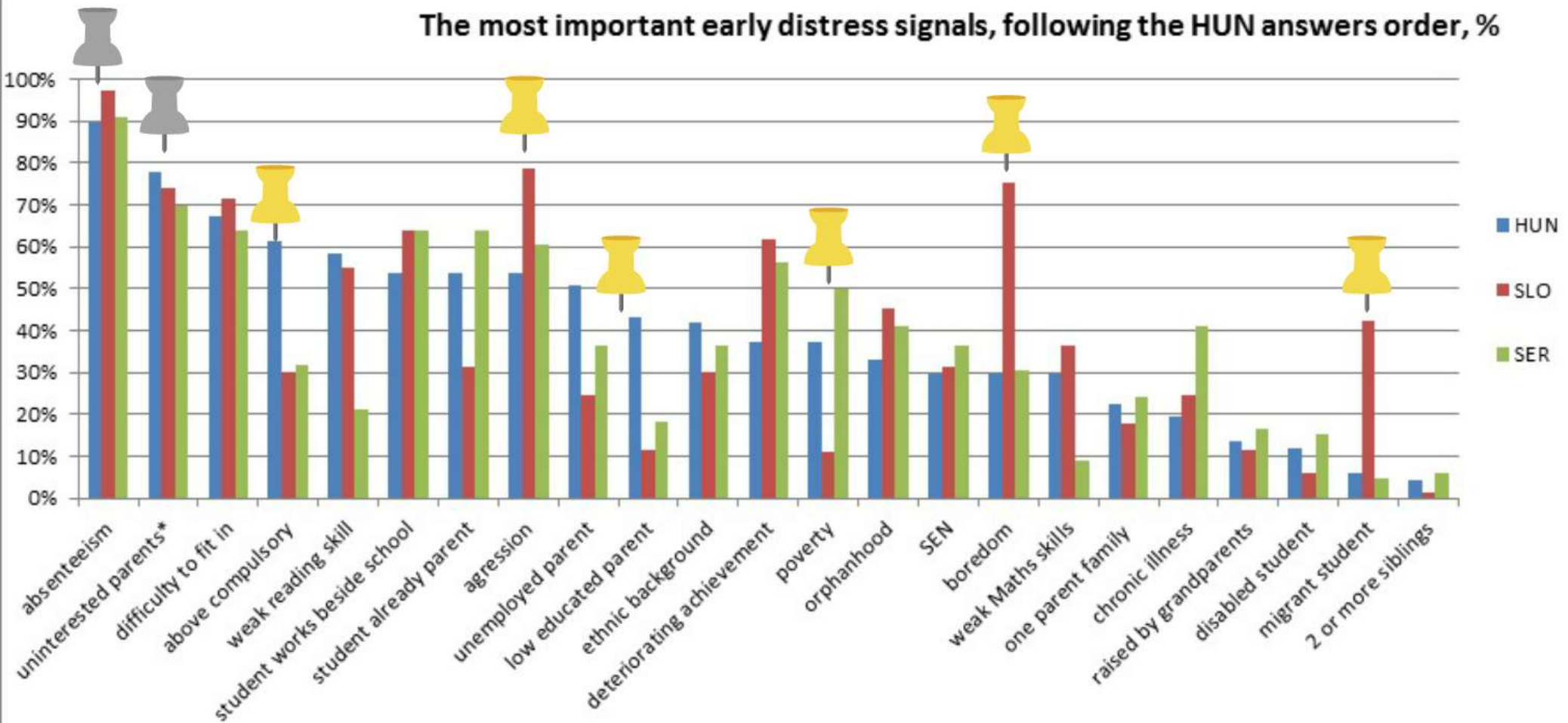
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Targeted (15 to 20 percent of students)	<p>Two or more unexcused absences in a month brings brief daily check by an adult</p> <p>Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn't student attending?)</p>	<p>Two or more office referrals brings involvement of behavior team</p> <p>Simple behavior checklist students bring from class to class, checked each day by an adult</p> <p>Mentor assigned</p>	<p>Elective extra-help courses—tightly linked to core curriculum—preview upcoming lessons and fill in knowledge gaps</p> <p>Targeted, reduced class size for students whose failure is rooted in social-emotional issues</p>
Intensive (5 to 10 percent of students)	<p>Sustained one-on-one attention and problem solving</p> <p>Appropriate social service or community supports</p>	<p>In-depth behavioral assessment (why is student misbehaving?)</p> <p>Behavior contracts with family involvement</p> <p>Appropriate social service or community supports</p>	<p>One-on-one tutoring</p>

**Personal
development**

**Targeted
interventions for
groups of students
at risk**

**Comprehensive school reforms
(prevent/reduce behavioural problems and
learning difficulties)
Early warning system (signs and support)**

The most important early distress signals, following the HUN answers order, %



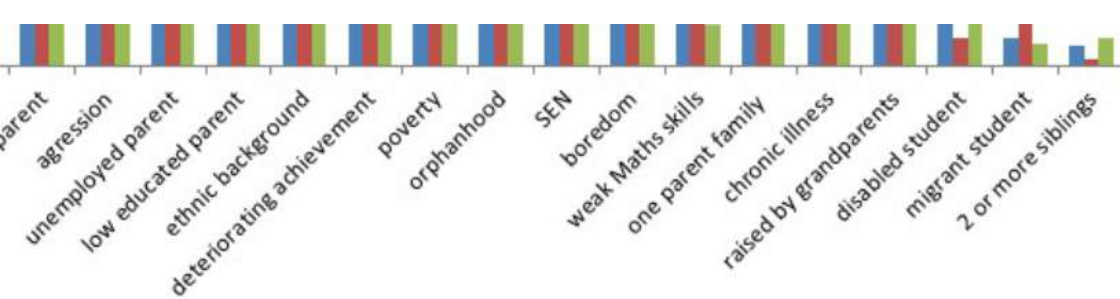
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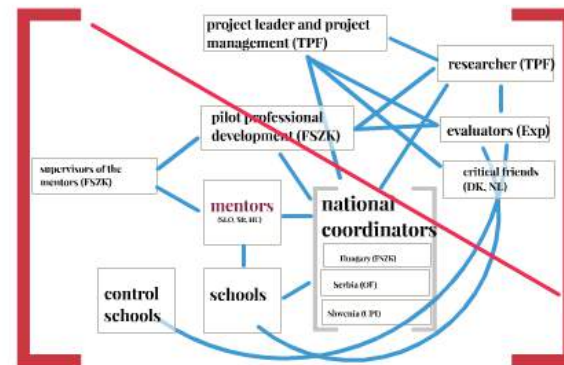
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Development story

2nd PM meeting



1. Expected results of using the CreCo's projects	1.3. Expected results of using the CreCo's projects
2. Expected results of using the CreCo's projects	2. Expected results of using the CreCo's projects
3. Expected results of using the CreCo's projects	3. Expected results of using the CreCo's projects
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Conclusions for development projects

- DESIGN: differences in the beliefs, values and approaches among developers
- IMPLEMENTATION: the intervention level interprets and redesigns the goals and the provided know-how
- ACTORS: the project organization structure should be clear enough (different understanding of roles and responsibilities)
- FRAMEWORK: bad socialization for project achievements
- CHALLENGE: external new programmes not necessarily meet the original or actual goals of the schools
- COMMUNICATION: flow of information, trust culture (fear of control)
- TIME AND MONEY: always less than necessary

4. building on the most
5. building on the already
6. popular starting activ
extracurricular activities
(short time achievement)
7. reducing bad sc
education in curric
8. whole school a
partners is a very
and readiness) 9

PREPARATORY PHASE

PM  GAME

2 know → answer
date → date
no debate



PROPOSAL - R
CONTRIBUTOR - C
LEADERS - B
SUBJECT - S

1. SELECTION CRITERIA

→ MENTORS (profile)
→ SCHOOLS (commitment, online)

2. SELECTION PROCESS

3. DEVELOPMENT TOOLKITS (questionnaire, data working, analysis, case drawing, staff analysis)
L PREVIEW, VALIDATION
DE, ML

PILOT

1. TRAINING FOR MENTORS (supervising?)
2. COMMUNICATION WITH SCHOOLS (marketing, information)
3. 2-STAGE IMPLEMENTATION

SELECTION
school teams
EWS TL
EWS team

L TEACHERS LEVEL

IC

EWS

SELECTION

STUDENTS LEVEL

INTERVENTION (school change, cross sectional team)

EVALUATION

1. IC school capacities (before-after)
(mentors, teachers, students, cross sectional team...?)
different EWS and aim in each school
2. CONTROL GROUP : selection / involve / comparability

FUTURE PROSPECTS

IC

PP

RP

WHAT IS IN THE FUTURE?

Scope of national reports?

Contribution to the
→ local development?

Review a European case

EXPERIENCE

RESULTS
GOOD PRACTICES

REPORT

➤ Guidelines

➤ Nature and aim of this document

➤ 1. Introduction

➤ 1.1. How we understand the early warning system at institutional level

➤ 1.2. The main steps and core content of development of an institutional EWS

➤ 1.3. Expected results of using the CroCooS projects EWS building methodology at institutional level

➤ 2. Steps of institutional capacity building: the plan-do-check-act (PDCA) cycle

➤ 2.1. Change management in the institution

➤ 2.2. Goal setting

➤ 2.3. Situation analysis

➤ 2.4. Action plan

➤ 2.5. Intervention

1.3. Expected results of using the CroCooS projects EWS building methodology at institutional level

In line with the above described principles and taking into consideration the length of the pilot period within the project (18 months) the following expectations have been formulated towards the schools by the partners of the project.

I. The school has a solid and sustainable EWS/ESL prevention strategy.

- a) The school maps out external partners and resources and is able to mobilize them if any of the students is in need of help.
- b) The school operates an institutional tracking/monitoring system.
- c) The school identifies its capacity building needs in relation to instruction and pedagogical evaluation.

II. The activities of the school in relation to EWS have an impact on the relationship of the school community including the internal and external partners (e.g. student-teacher, teacher-teacher, student-school, school-family and school-local actors and stakeholders relationships).

III. School operates a system of individual supplementary support for the students.

IV. The school actively strives to solve students' problems.

V. Teachers teaching the same students actively cooperate to solve the problem of the students.

VI. Risen awareness of drop-out among teachers, school leaders, students.

project leader and project management (TPF)

researcher (TPF)

pilot professional development (FSZK)

evaluators (Exp)

supervisors of the mentors (FSZK)

critical friends (DK, NL)

mentors
(SLO, SR, HU)

national coordinators

- Hungary (FSZK)
- Serbia (OF)
- Slovenia (CPI)

control schools

schools

TOP DOWN

WHY - ideas and principles

HOW - processes, protocols

implementation gap

WHAT - school level: THEY WILL
DO something...

BOTTOM UP?

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- DESIGN: differences in the beliefs, values and approaches among developers
- IMPLEMENTATION: the intervention level interprets and redesigns the goals and the provided know-how
- ACTORS: the project organization structure should be clear enough (different understanding of roles and responsibilities)
- FRAMEWORK: bad socialization for project achievements
- CHALLENGE: external new programmes not necessarily meet the original or actual goals of the schools
- COMMUNICATION: flow of information, trust culture (fear of control)
- TIME AND MONEY: always less than necessary

Policy recommendation

1. clear expectation towards schools is crucial
2. project logic vs policy goals and sustainable development
3. capacity building
 - First: institutionalize responsibility culture > empowerment of schools
 - Second: engage school leader who has a crucial role in changes
 - Third: equip the actors with expertise (professionalization: skills, structure and processes, professional protocols)
4. building on the most important actors and compensating them
5. building on the already existing systems in schools (e.g. self-evaluation)
6. popular starting activities in schools: community spaces, extracurricular activities, individual and small group development (short time achievement vs deep learning)
7. reducing bad school choices (guidance services, career education in curriculum, flexible learning pathways)
8. whole school approach and cooperation with external partners is a very important challenge (lack of openness and readiness)
9. policy learning
 - necessary time
 - structural changes don't necessarily lead to quality improvement
 - evaluate and monitor the new measurements

...ment to deep learning,

and school choices (guidance services, career curriculum, flexible learning pathways)

school approach and cooperation with external
a very important challenge (lack of openness

ness) 9. policy learning

- necessary time
- structural changes don't necessarily lead to quality improvement
- evaluate and monitor the new measurements

Key messages

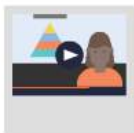
collaborative methods



good teacher-student relationship



life curriculum



clear and relevant expectations



culture of trust and respect in schools

professionalization

policy learning

long-term thinking, monitoring the new measurements, correction

communication with and among all actors



TIME

Policy recommendation

1. clear expectation towards schools is crucial



CroCooS final conference – Policy recommendation

21 April, 2017

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What have we learned from the policy experimentation of CroCooS?