Evidence-informed policy and practice in the city of Antwerp

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New function:
Development of Knowledge Management
Including Evidence-informed policy and practice
2010-2011: project leader of “Local Evidence-based Policy and Practice”: an exploration of practices in 6 European cities

2012-2013: Comenius-Region project “Data literacy, knowledge & Development”
The context

Previously...

The context

Framework goals

CIPO

Knowledge Management

Participative Policy

Conclusions
Main issues (regarding EIPP):
- ESL, monitoring of our mission
- Grade retention => project to stimulate alternatives
- Truancy
  => truancy officer
  => city wide reports
  => ‘mirror’ at school level (on demand)
- Lack of places @ primary schools
The context: different providers of education

- **SCHOOLS located in Antwerp**
  - Managed by the city of Antwerp
  - Free Catholic Network
  - Located in Antwerp
  - Managed by the Flemish government
  - Other SCHOOLS located in Antwerp

**Common challenges in the city**

**Competition**
The context: the role of AOB (General Education Policy)

AOB

To facilitate
To inspire
To stimulate
To advice

School Network

School Network

Other School Networks

Previously...

The context

Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions
The framework:

= Work in progress!

Several pieces of a puzzle
Previously...

The context

Framework goals

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Participative R

Goals: internal & external

Data classification: CIPO

Knowledge management

Participative research

Conclusions
The goals: **external** and **internal**

**AOB Knowledge broker**

**EXTERNAL:** to facilitate, inspire, advice and stimulate stakeholders to use evidence to inform their decisions

- **Policy makers**
- **School Network**
- **School Network**
- **School Network**
- **Other School Networks**

**Citywide level**

**Management level**

**School level**

**Classroom level**

Previously...

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The context: the role of AOB (General Education Policy)

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AOB

Demands:
- Skills
- Benchmarks
- Contextual analysis & profile of pupils
- Mediation in receiving data from inspection (VL)

Policy makers

School Network

School Network

Other School Networks

Public quality monitor
The goals: external and **internal**

Internal:
To monitor our mission:

“Every citizen of Antwerp gets and takes the opportunity to obtain a qualification that gives access to higher education or to the labour market.”

= monitoring ESL
The framework: our data

City of Antwerp

Individual & school level

Data about truancy @ schools

Data about grade retention @ schools

Data about registration @ primary schools

Data from VL deptm:
Pupils profile, truancy, grade retention,…

Mostly: aggregate level

Previously…

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The goals: external and internal

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AOB

NOW:
Yearly reports about profile of primary, sec, higher edu
Disperse datasets / reports

FUTURE:
Dashboard monitoring
- Riskfactors ESL:
  - Low SES
  - Language
  - Grade retention
  - Truancy
- Segregation
- Learning improvement @ school level
- ...

STAD ANTWERPEN
The goals: external and **internal**

**NOTE:**

*IN THIS PRESENTATION:* mainly focus on Quantitative data

*IN TEAMBUILDINGS:* also exchange of experiences, expertise, knowledge, and building up knowledge

AOB
Previously…

The context
Framework goals
CIPO
Knowledge Man.
Participative R

Conclusions
### The framework: CIPO-MRMM-model

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<td>Region</td>
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</table>
The framework:

- **DATA**
- **INFORMATION**
- **KNOWLEDGE**

**Analysis**

**Adding context & experience**

**Previously...**

**The context**

**Framework goals**

**CIPO**

**Knowledge Management**

**Participative R**

**Conclusions**
“Adding experience & context”

WHY?

1. Knowledge about education in Antwerp is disperse
   Inside our organisation:
   • AOB = big organisation
   • AOB = different specialised sub-departments with own specialists
   • Amongst all stakeholders

2. To avoid to stick on the ‘what’ and not get insight in the underlying assumptions
Knowledge = to know how to act

= the step from the report
to the implementation
in the operational management
EXPERTS IN THEIR FIELD
results of Knowledge Management:

Coherent insights of education in Antwerp and to know how to act.
The framework

How to get to the level of KNOWLEDGE?

INFORMATION

KNOWLEDGE

Participative methods

Adding context & experience
Example: Critical Friend Reviews

e.g. Truancy mirrors
- At city level
- At school level (if desired)

2012 (COM-REG): CFR with different stakeholders of the truancy mirrors at school level:
Systematically interviewed about:
- Data?
- Information?
- Knowledge?
Lessons learned

- **Data**: registration, reliability, time cost, …

- **Information**: the visualisation of the analysis is too complex => no insights. Schools like the benchmark

- **Knowledge**: truancy officer explains the results, considers good practices and follows up the actions.

  “Schools want to compare  
  but don’t want to be compared”
Goal: to stimulate alternatives for GR
1. convince the schools
2. Learning trajectory:
   1. Data @ school level about GR: collect, analyse, discuss, learn
   2. Participation of the whole team: actions
   3. Implementation of the actions
“Knowledge workshops”:

- Presentation by the researcher or the responsible colleague
- Clarification of the research results
- Individually: how does this relate to your specialisation?
- “What action to undertake?” group discussion / brainstorm / post-it exercise / …
- Discussion about policy recommendations
- Formulate the policy recommendations and address them to the directors
Part I: Assessing State of the Art in the Area of Data Use
   • a) Creating an Inventory of Available Data
   • b) Creating an Inventory of Available Methodologies

Part II: Analysis; Final Report; Conference in autumn 2013

Part III: Description of Tailor Made Methodology to Facilitate the Knowledge-Driven Education Policy in Antwerp
Based on Navigator Data Use Course:
The framework: the future

From Participative methods => participative research

- Build upon previous policy recommendations
- Discussion groups also at start of research => all process
- Translation between researchers and practicioners => all process
- Intervision groups (internal; skills)
- Dissemination strategy
- Visualisation
- ...

The context

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Research concept  First analysis  Good interpretation of the first analysis  Add context information  develop policy recommendations/actions

Conclusions
Example: networking

Internal: 5 teambuilding / year = knowledge exchange

External:
- Growing awareness from schools (Q for more benchmarks, training buurtmonitor)
- Growing awareness from politics

Participative research
At a glance: the role of AOB: mediation

- Coordination of the research process
- Networking between all kind of stakeholders and researchers
- Collect, conserve and disseminate expertise and good practices
- Translate between education specialists and researchers
Conclusions

- **Opportunities:**
  - Creation of the function in AOB
  - Several pieces of our framework, to be developed
  - Development at VL level of data delivering system & vision
  - Renewed partnership contract with VL
  - New 6-year legislation in –A-: EIPP in plans => Q-reports
  - Growing awareness @ school management level
  - Growing awareness @ politic level

- **Challenges:**
  - Stricter privacy policy from VL => in development in -A-.
    - Until then: no data
  - Disperse and not too much data sources
  - Not yet budget for research or ICT-development

- **Out of reach:** the decisions of the politicians
**The Scientific Method**

Here are the facts. What conclusions can we draw from them?

**The Political Method**

Here's the conclusion. What facts can we find to support it?