Evidence-informed policy and practice in the city of Antwerp

EIPPEE March 2013

STAD ANTWERPEN

?

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City of Antwerp
Department of General Education Policy

New function:
Development of Knowledge Management
Including Evidence-informed policy and practice

Previously…

Previously…
The context
Framework goals
CIPO
Knowledge Man.
Participative R
Conclusions

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

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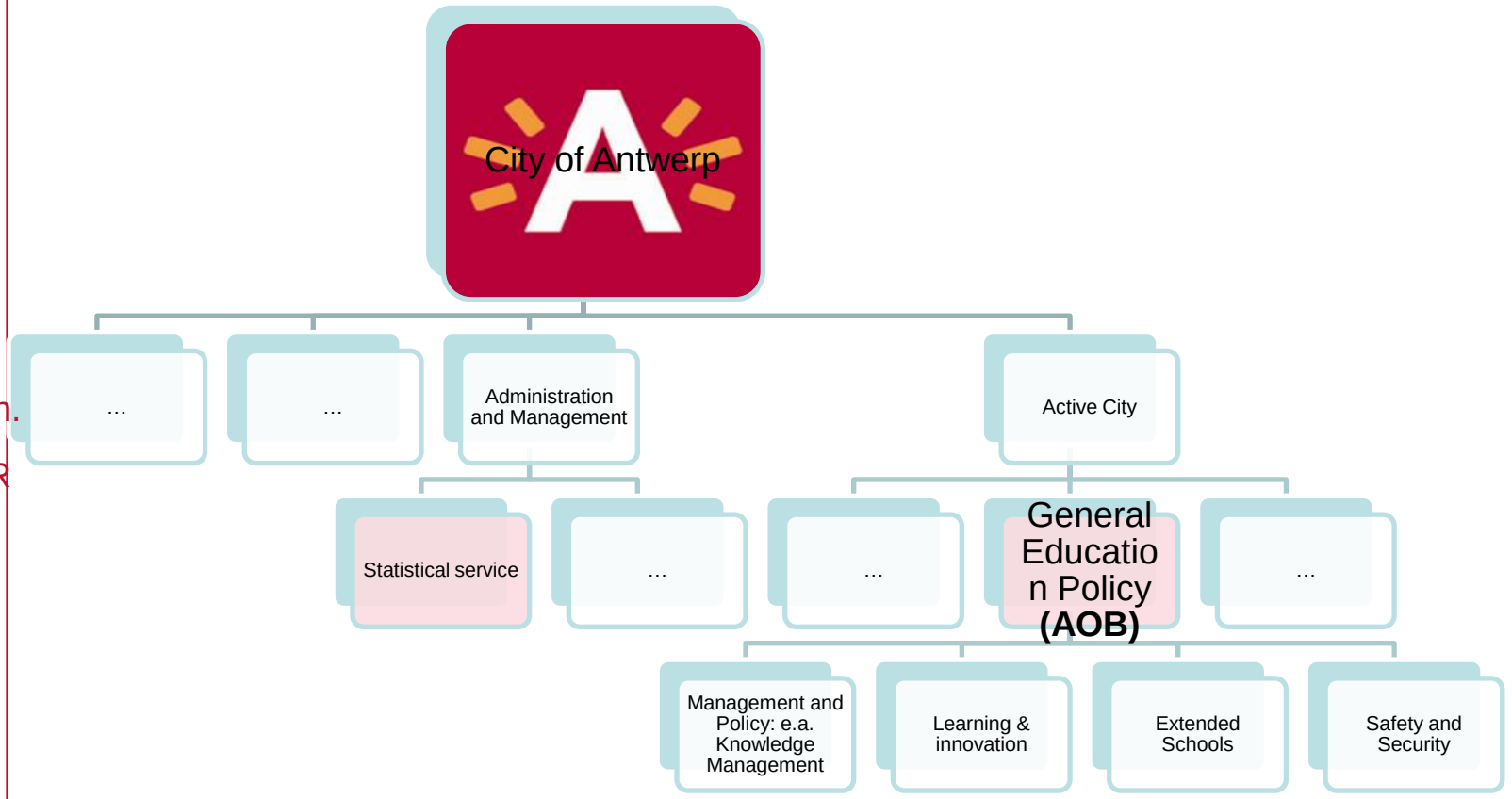

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Main issues (regarding EIPP):

- 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

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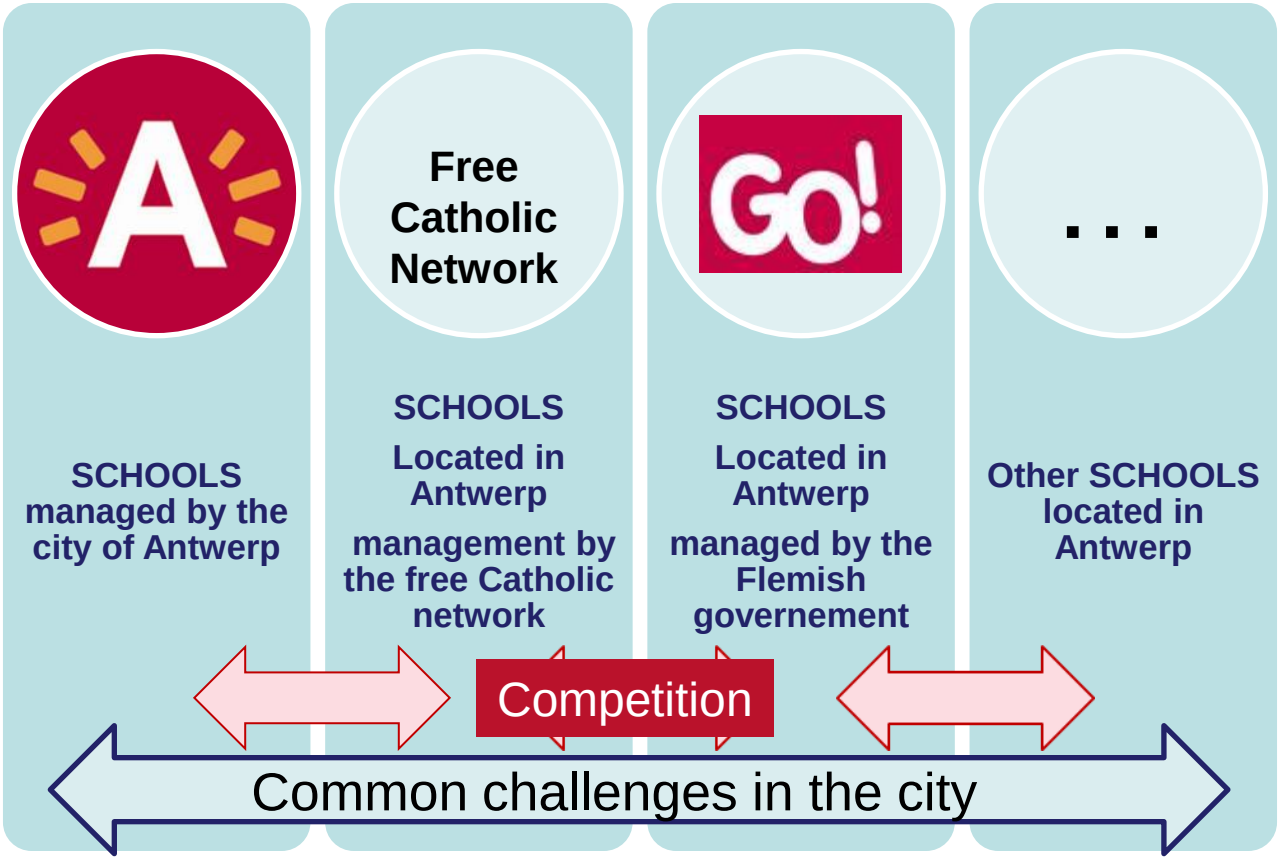

The context: the role of AOB (General Education Policy)

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The context

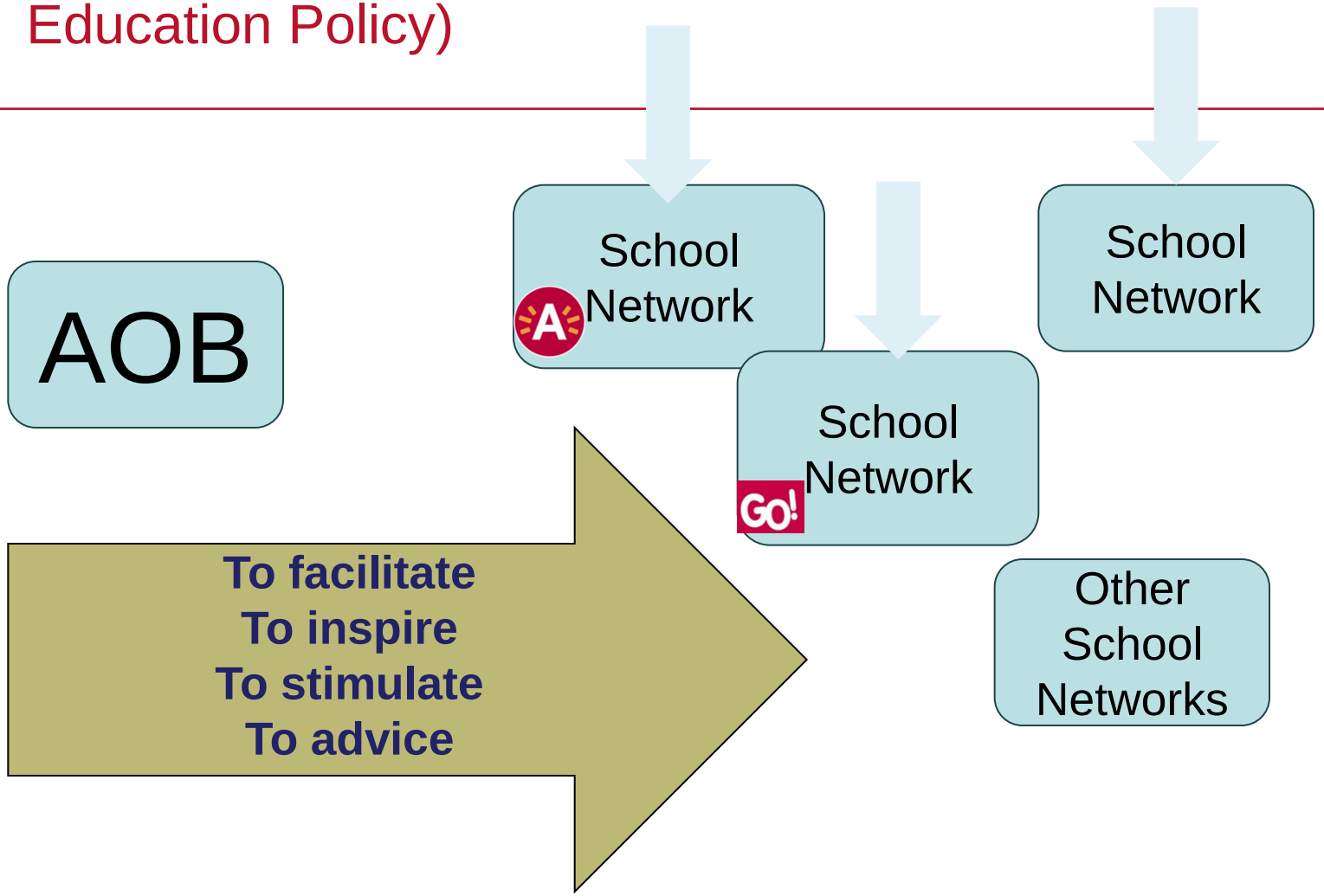
Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions



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The context

Framework goals

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The framework:

= Work in progress!

Several pieces of a puzzle

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Framework goals

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Participative R

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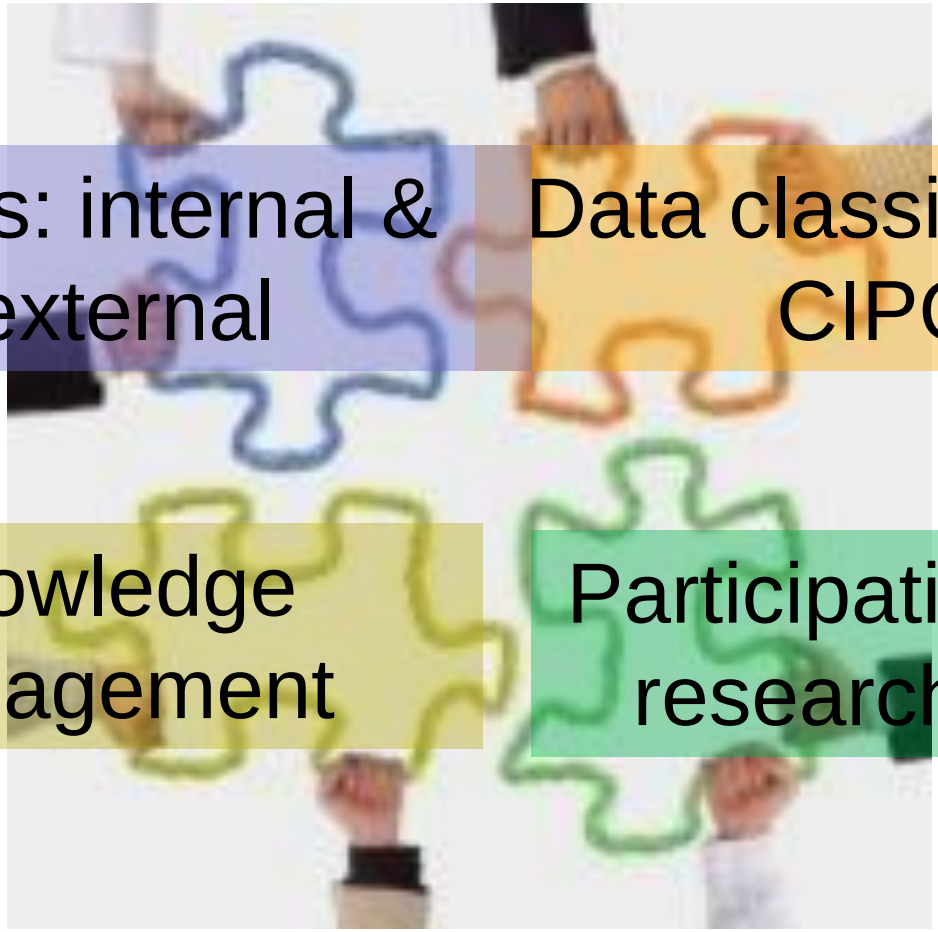

Goals: internal & external

Data classification: CIPO

Knowledge management

Participative research

The goals: external and internal

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The context

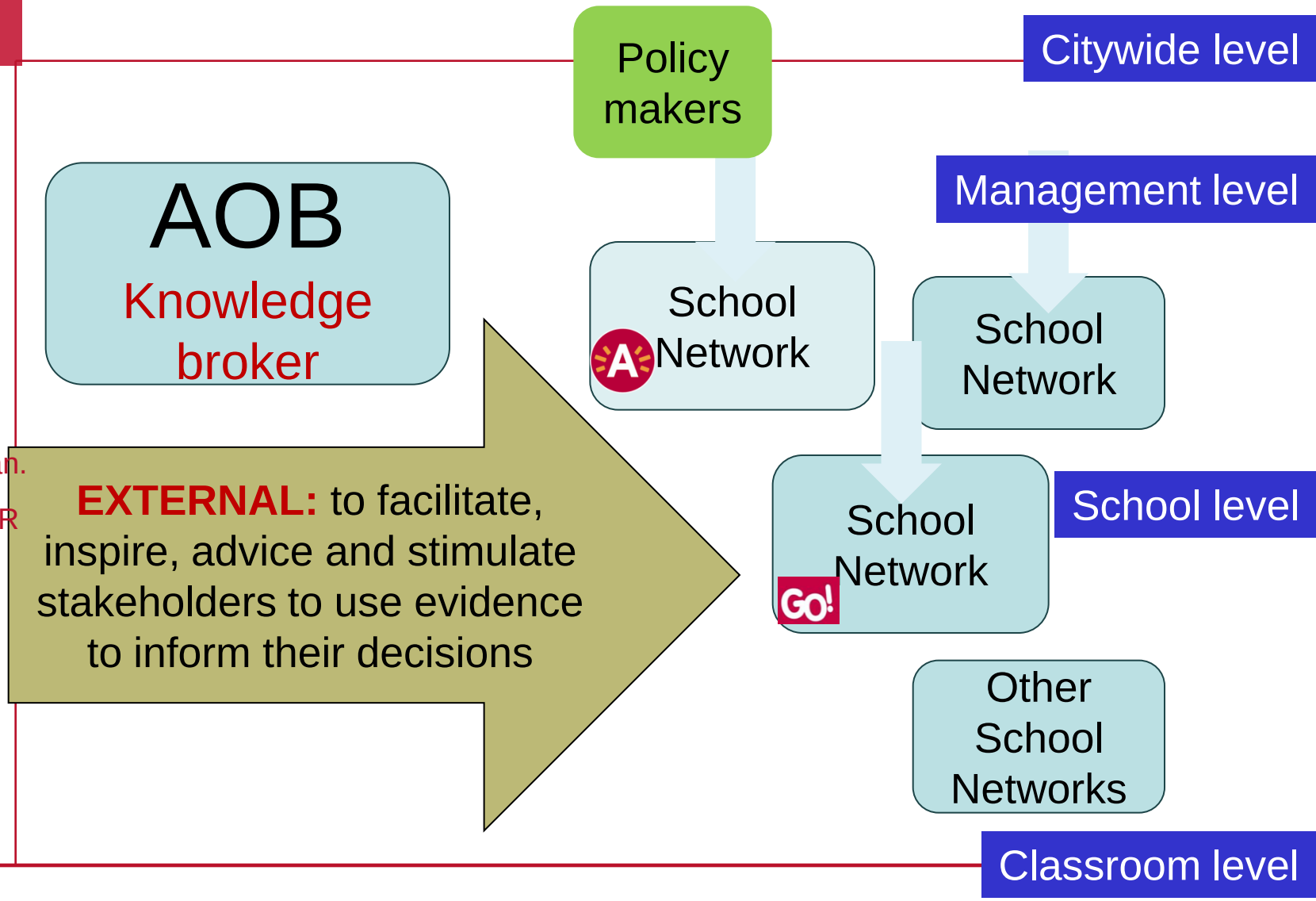
Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions



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The context

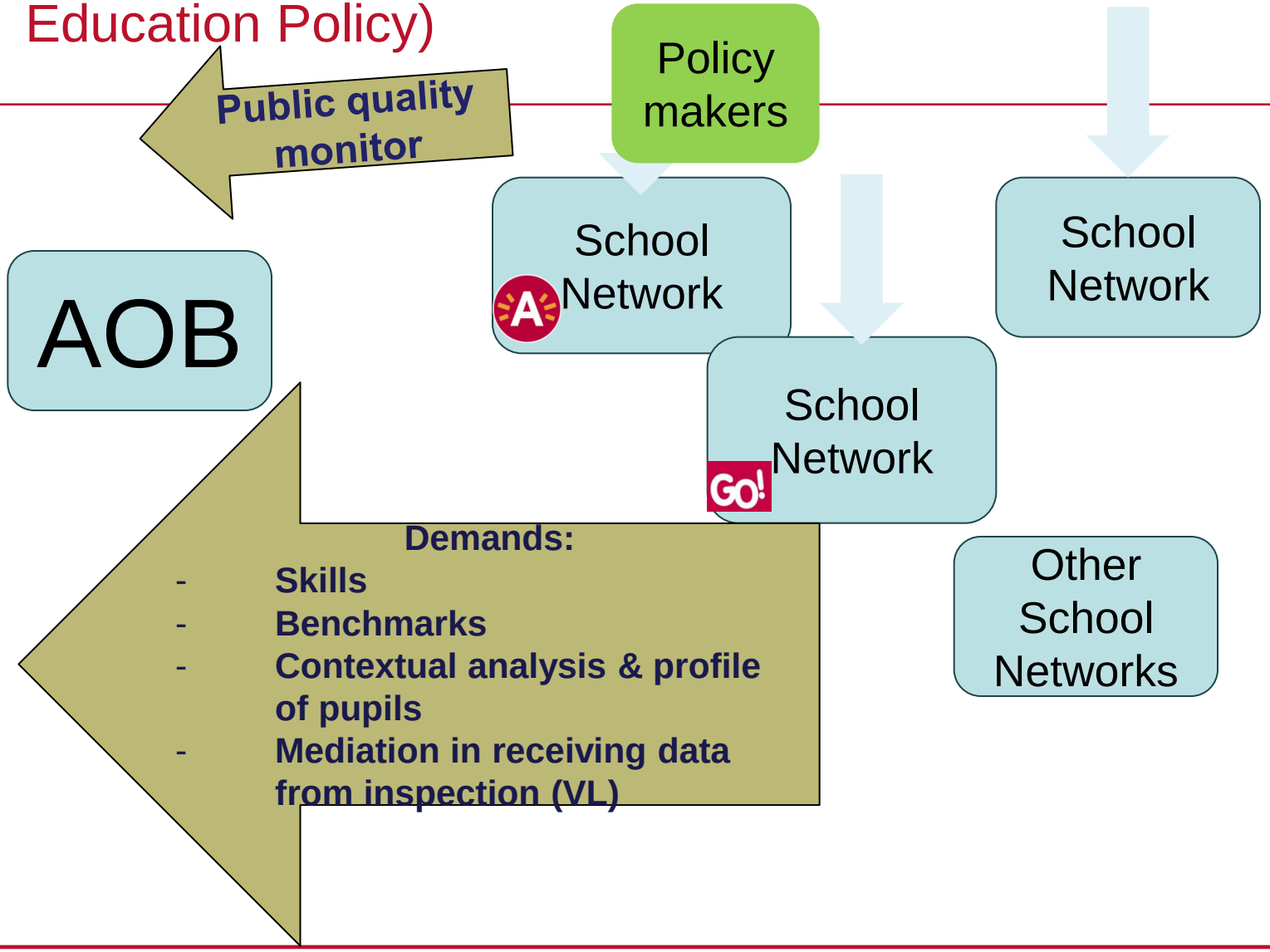
Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions



The goals: external and internal

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The context

Framework goals

CIPO

Knowledge Man.

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AOB

Internal:

To monitor our mission:

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

= monitoring ESL

The framework: our data

Previously…

The context

Framework goals

CIPO

Knowledge Man.

Participative R

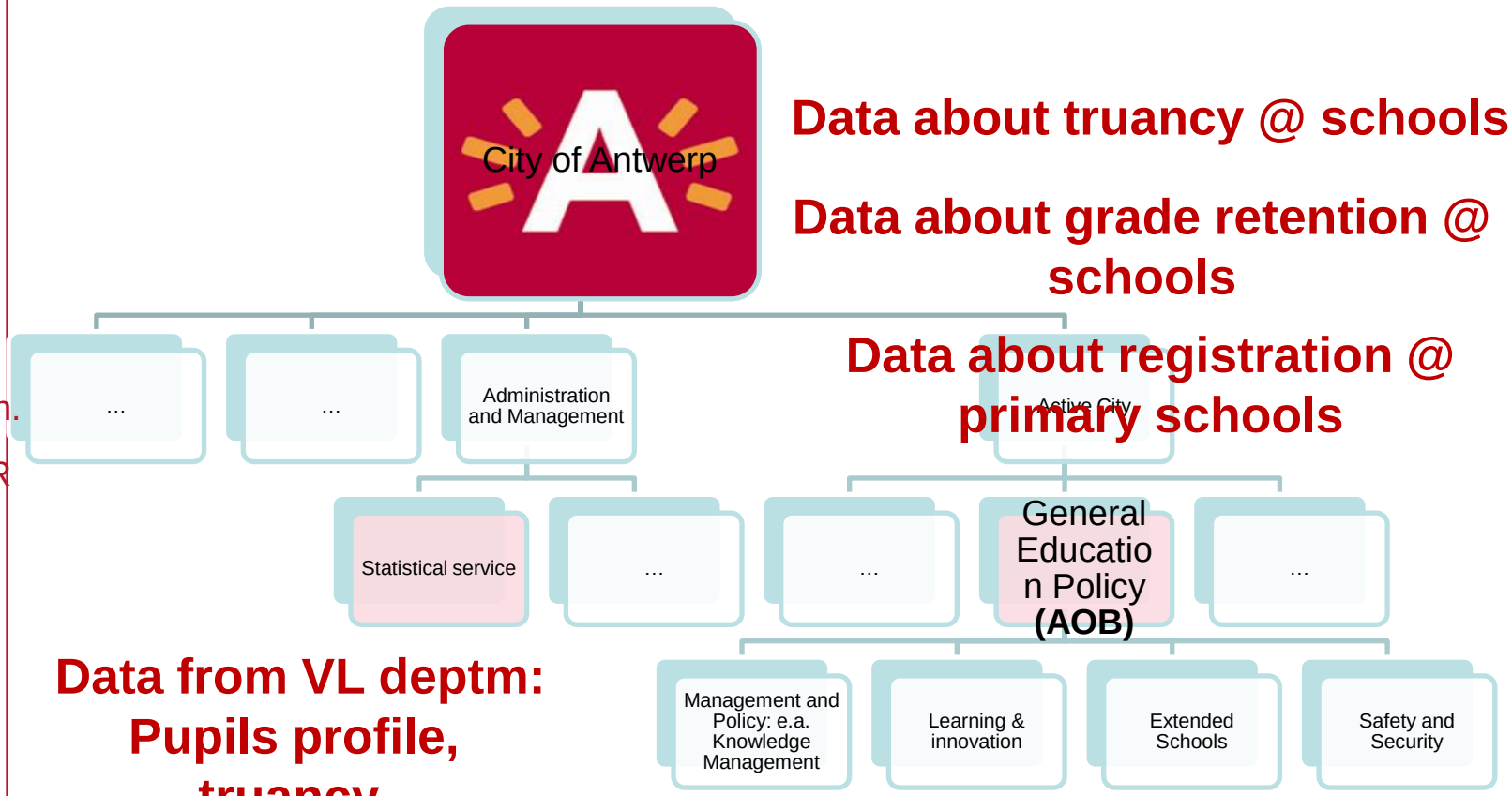
Conclusions

Individual & school level **PRIVACY!!**

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

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
- Seggregation
- Learning improvement @ school level
- …

The goals: external and internal

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The context

Framework goals

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Participative R

Conclusions

AOB

NOTE:
IN THIS PRESENTATION: mainly focus on Quantitative data

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

Knowledge management

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The context

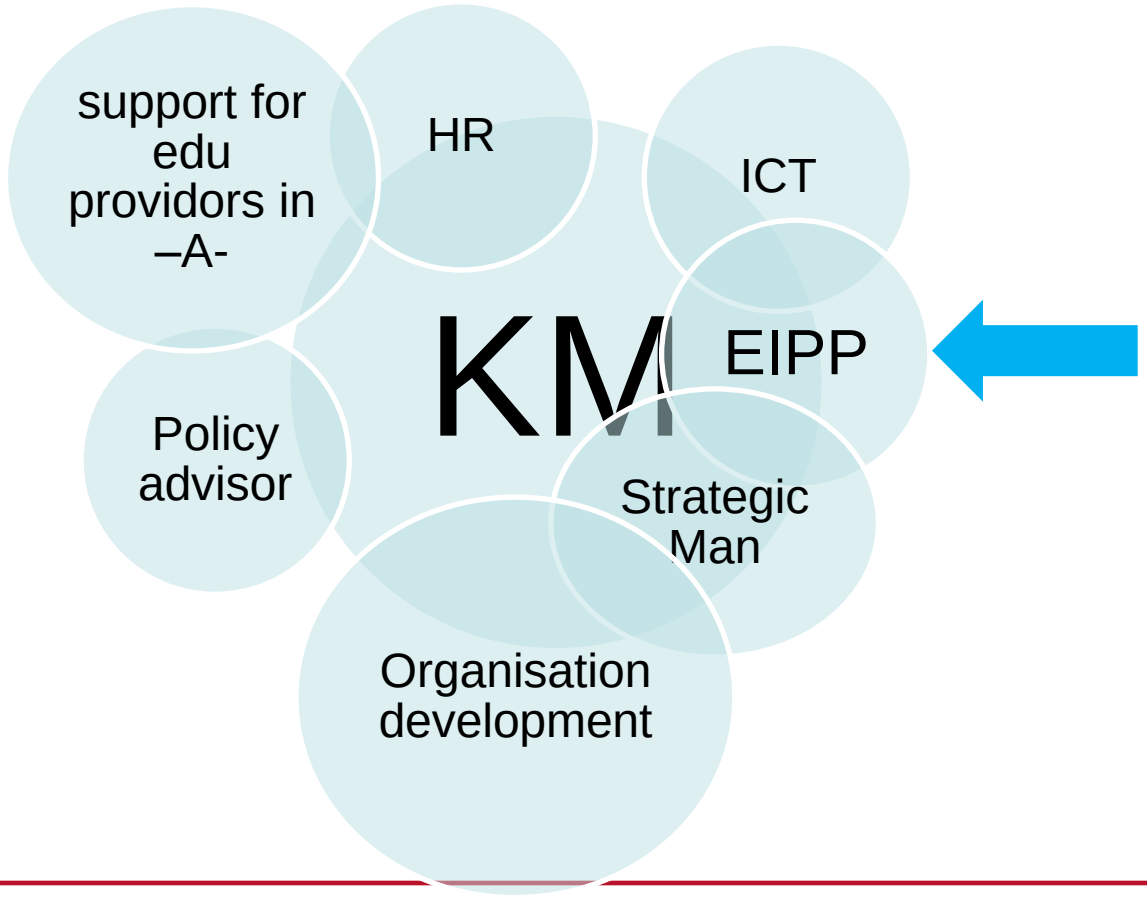
Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions



The framework: CIPO-MRMM-model

Data classification: CIPO

Previously…

The context

Framework goals

CIPO

Knowledge Management

Participative R

Conclusions

Citywide level

Management level

School level

Classroom level

	Context	Input	Proces	Output
Macro				
Region	Demographic evolutions	Estimations of number of pupils that will need a place at school	Truancy numbers	ESL in city districts
Meso	Social wellfare in the neighbourhood of the school	Parents' income in the recruitment area		Pupils' perception on safety in the school
Micro			Pupils' wellbeing	

The framework:

Knowledge management

Previously…

The context

Framework goals

CIPO

Knowledge Man.

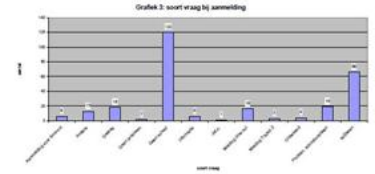
Participative R

Conclusions

DATA

analysis

INFORMATION



In 28 % van de gevallen (78 aanmeldingen) werd de aanvraag wel geregistreerd maar niet opgenomen. In 22% van de gevallen (61 aanmeldingen) volstond een consult om de aanmelder verder te helpen.
Het CMP-team sprak in nauwe samenwerking met de 7 CLB's een kleine 15-tal diensten, organisaties en projecten uit de derde lijn aan voor gerichte hulpverlenings-trajecten voor de betrokken jongeren. De partners werden niet enkel aangesproken om dossiers op te nemen. Ze werden waar nodig ook met elkaar gekoppeld en regelmatig bevraagd over resultaten. Dit laat het CMP toe om niet enkel de effectiviteit van de aangeboden hulpverleningsvorm(en) in kaart te brengen, maar staat tevens borg voor trajecten met voldoende oog voor nazorg.

Adding context & experience

KNOWLEDGE

The framework

Knowledge management

Previously…

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Framework goals

CIPO

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"Adding experience & context"

⇒ knowledge

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

The framework

Knowledge management

Previously…

The context

Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions

Knowledge = to know how to act

= the step from the report

to the implementation

in the operational management

Knowledge management

- Previously…
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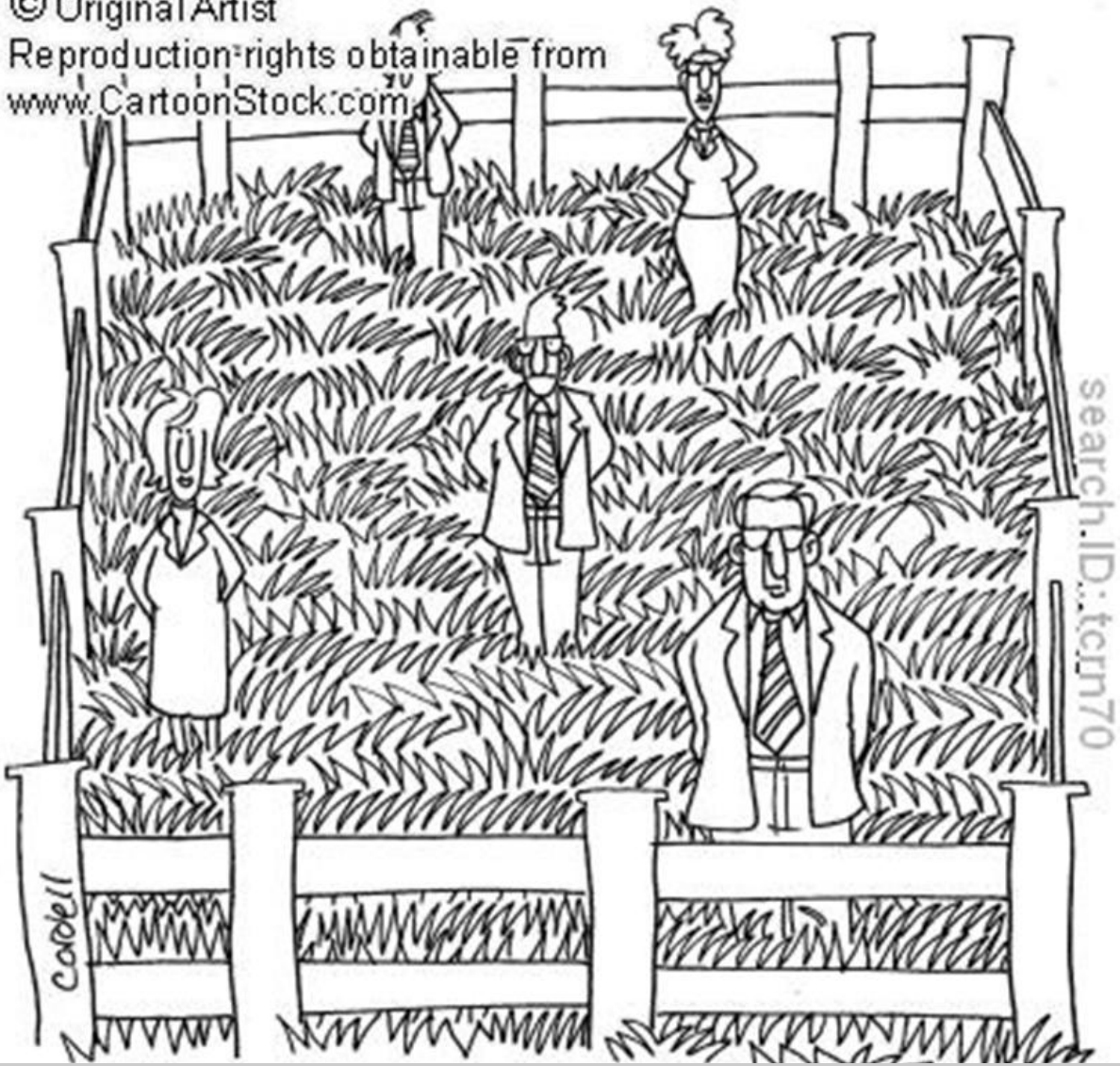

EXPERTS IN THEIR FIELD

Previously…

The context

Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions

results of Knowledge Management:

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

The framework

Participative research

Previously…

The context

Framework goals

CIPO

Knowledge Man.

Participative R

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How to get to the level of KNOWLEDGE?

INFORMATION

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Adding context & experience

KNOWLEDGE

Participative methods

Example: Critical Friend Reviews

Knowledge management

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The context

Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions

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?

Example: Critical Friend Reviews

Knowledge management

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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"

Example: Data @ school: grade retention

Knowledge management

Previously…

The context

Framework goals

CIPO

Knowledge Man.

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Conclusions

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

Example: knowledge workshops (internal)

Participative research

Previously…

The context

Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions

“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

Data Use by PCG

Participative research

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The context

Framework goals

CIPO

Knowledge Man.

Participative R

Conclusions

@ school

@ AOB

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 Nawigator Data Use Course:

http://www.pcgpolska.pl/en/education/SchoolImprovement/consulting.html

The framework: the future

Participative research

Previously…

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Conclusions

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
- …

data **information** **knowledge**

Participative research

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Example: networking

Internal: 5 teambuilding / year = knowledge exchange

External:

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

At a glance: the role of AOB: mediation

Previously…

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Framework goals

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Conclusions

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

Conclusions

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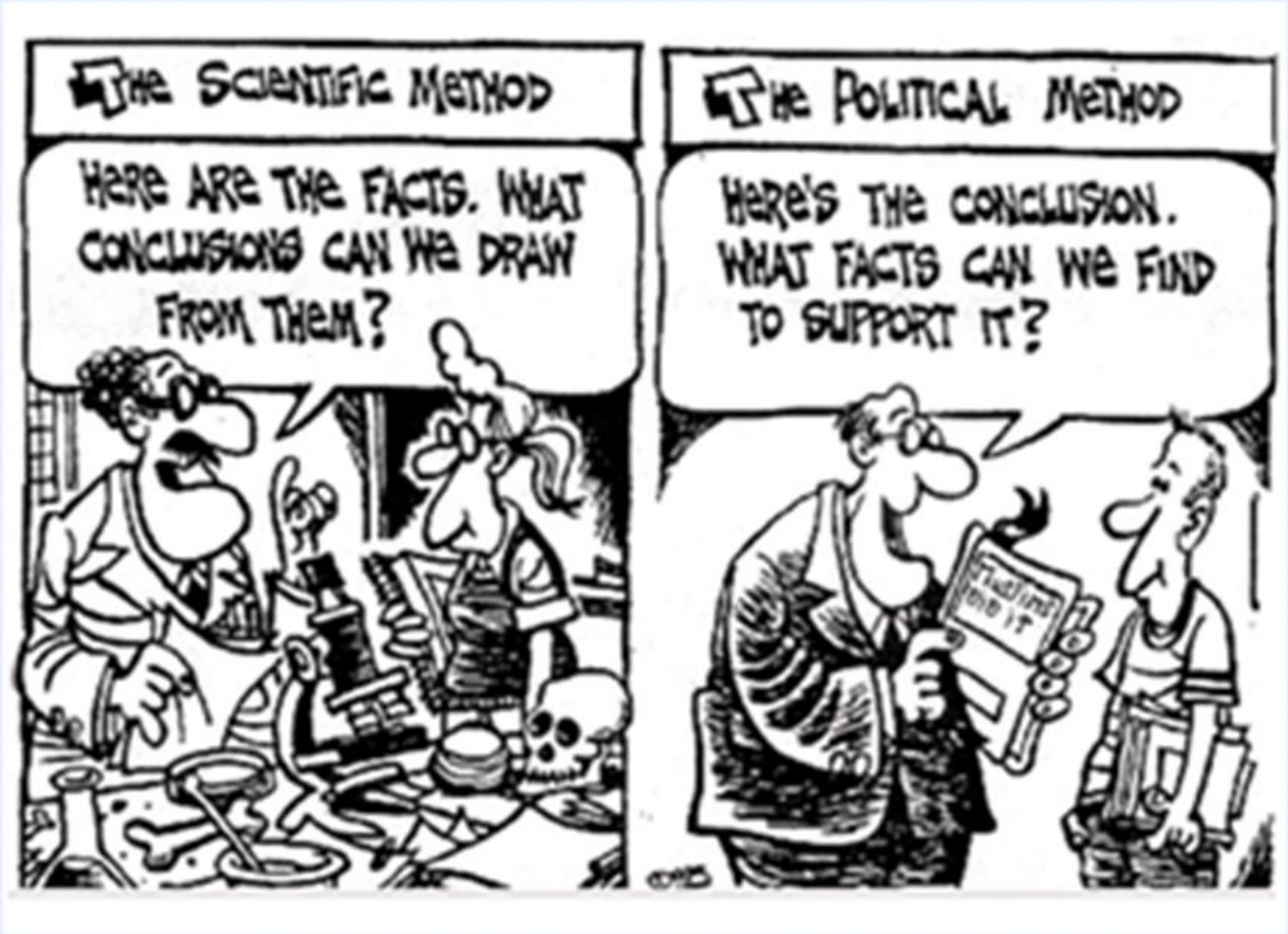
- Opportunities:
  - Creation of the function in AOB
  - Several pieces of our framework, to be developed
  - Development at VL level of data delivering system & vision
  - Renewed partnership contract with VL
  - New 6-year legislation in –A-: EIPP in plans => Q-reports
  - Growing awareness @ school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