

**RESL.eu**

Reducing Early School Leaving in Europe

# Cedefop Validation Workshop

## Session 3: Monitoring and Evaluation

### A Cross-case Analysis of School-based Prevention and Intervention Measures

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# 1. RESL.eu Research Framework

WP1: Theoretical & Methodological Framework

WP2: Policy Analysis & Field Description

WP3: Quantitative:  
→ Assessment of Available Data  
→ Longitudinal pupil survey  
→ Staff survey



WP4: Qualitative:  
→ Longitudinal Study of ESL  
→ **School-based Prevention & intervention**  
→ Compensatory Pathways

WP5: Design of Early Warning Systems & Best Practice Models

WP6: Policy Recommendations

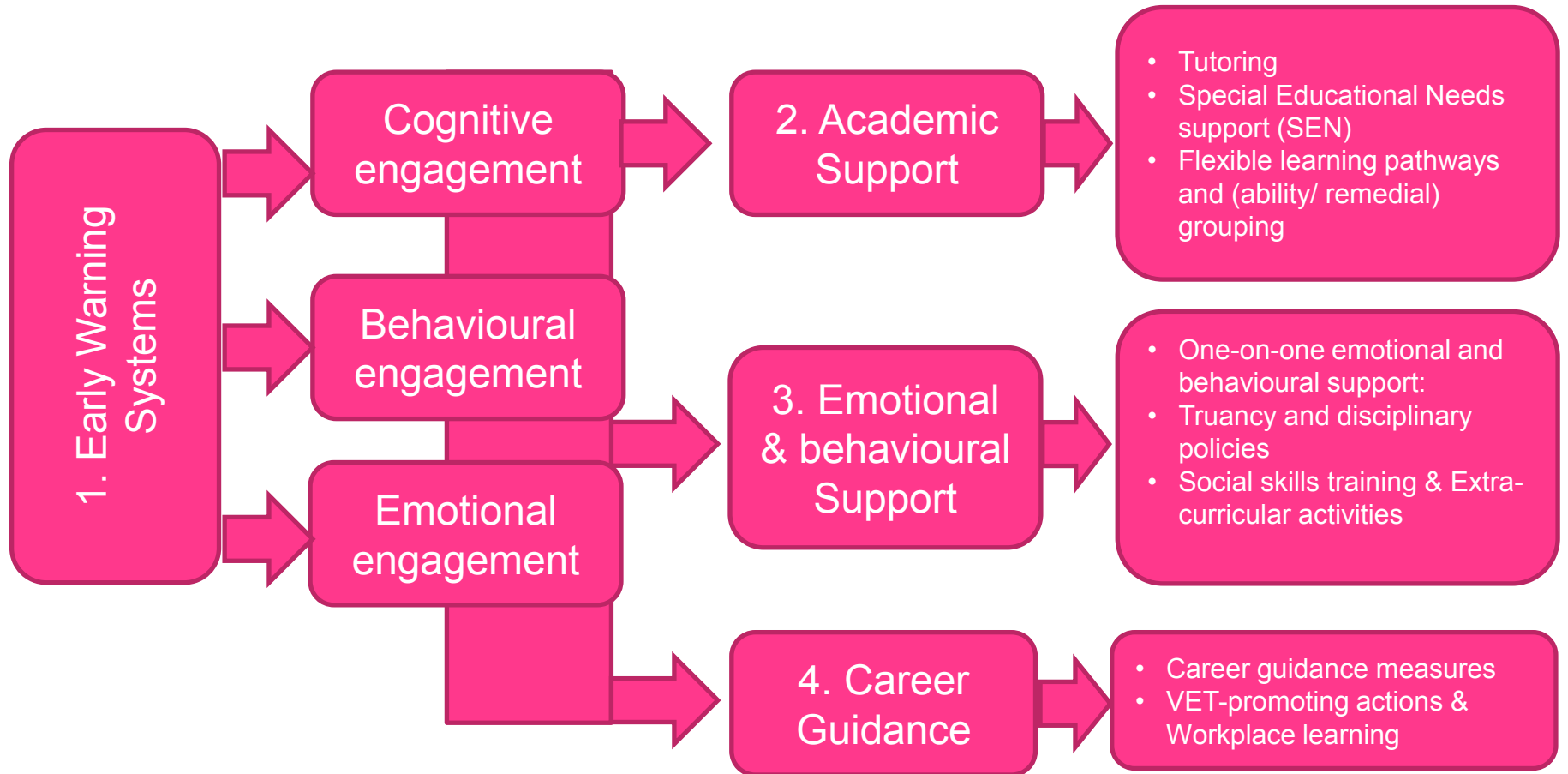
# 2. Methodology

- Pre-assessment and post-evaluation of the interventions not feasible
- ➔ Adapted theory-driven stakeholder evaluation method (Hansen & Vedung, 2010):
  - Studying the discursive congruence between designers, implementers and target group on:
    - Awareness about scope and aims, problem orientation and concreteness of measures
    - Participation: (Reasons for) participation and sense of ownership
    - Outcome experience: Effectiveness, feasibility and support
- Qualitative data collection: 166 semi-structured interviews & Focused Group Discussions (FGD's)
- 7 country reports present 48 case studies
- Cross-case analysis of 48 school-based prevention and intervention measures in 28 focus schools across 7 EU countries

# 3. Key findings

- Key findings from the cross-case analysis:
  - a) Findings on school-based prevention and intervention measures
    - ➔ Please see the executive summary of RESL.eu Project Paper 6 for key findings by type of school-based prevention and intervention measure
  - b) Contextual preconditions for school-based prevention and intervention measures

# a) A Typology of Measures



## b) Contextual Preconditions

- Addressing basic needs of students
- Promoting parental involvement
- Promoting professional development and support of staff
- Promoting supportive student-teacher relationships
- Taking on an holistic multi-professional approach
- Promoting student voice and ownership

# Discussion

- Strengths of qualitative theory-driven stakeholder evaluation approach
  - Insightful information on what works and why it works according to the different stakeholders involved as designers, implementers and target group
  - Allows voice and ownership of all stakeholders
- Weaknesses:
  - No quantitative input-output effectiveness indicators
  - ➔ Cross-referencing with administrative data and quantitative data from pupil and staff survey
    - E.g. actual ESL rate per school (spring 2016); pupils' school engagement and support levels; staff evaluation of effectiveness of different types of measures

# Available RESL.eu Output

- PP6: Cross-case Analysis of School-based Prevention and Intervention Measures
  - online soon @ [www.resl-eu.org](http://www.resl-eu.org)
  
- Other available RESL.eu output:
  - [Pub. 1 - Policies on Early School Leaving in nine European countries: a comparative analysis](#)
  - [PP2: Theoretical and methodological framework](#)
  - [PP3 : Early School Leaving in the EU: Data Availability and Reporting](#)
  - [PP4 : Methodological approach of the qualitative fieldwork](#)
  - [PP5: Students' Survey \(A1\): Preliminary analysis](#)