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

1. Early Warning Systems
   - Cognitive engagement
   - Behavioural engagement
   - Emotional engagement

2. Academic Support
   - Tutoring
   - Special Educational Needs support (SEN)
   - Flexible learning pathways and (ability/remedial) grouping

3. Emotional & Behavioural Support
   - One-on-one emotional and behavioural support:
   - Truancy and disciplinary policies
   - Social skills training & Extra-curricular activities

4. Career Guidance
   - Career guidance measures
   - VET-promoting actions & Workplace learning
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

- 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