

Quality labels and structural indicators for social inclusion in schools – including relational systems for parental involvement and one-stop shop community centres

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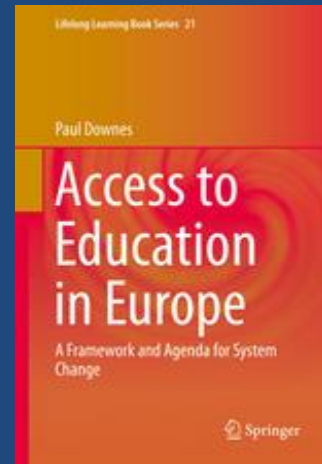
EU Commission Schools Group Presentation
June 2015. Rue Joseph II, Brussels



Quality labels and structural indicators for social inclusion in schools

Why ?

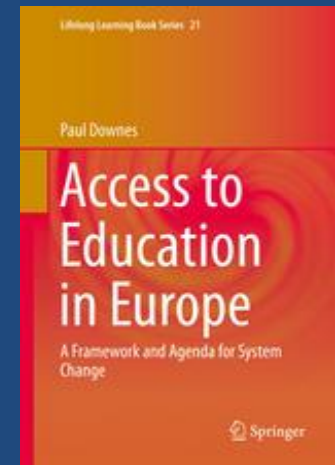
- **Promote system change for social inclusion**
- **Address system barriers to change ('system blockage' Downes 2014)**
- **Transparency of strategy**
- **Accountability for implementation**
- **Promotes** sharing good practice across institutions and beyond – promoting attitude and conceptual change, promoting and not simply preventing



A Systemic Approach to Evaluation and Transparency: Structural Indicators

STRUCTURAL INDICATORS OF A SYSTEM FOR TRANSPARENCY: YES/NO ANSWERS BY ANALOGY WITH UN RIGHT TO HEALTH (DOWNES 2014)

- **Structural indicators (SIs):** Generally framed as potentially verifiable yes/no answers, they address whether or not key structures, mechanisms or principles are in place in a system.
- * As relatively enduring features or key conditions of a system, they are, however, potentially malleable.
- * They offer a scrutiny of State or institutional effort (Downes 2014, see also UN Rapporteur 2005, 2006)



Illustrative Examples of Structural Indicators (Downes 2014a, 10 European city municipalities, PREVENT project)

Guiding principles as SIs :

- Active involvement of target groups in design YES OR NO
- Active involvement of target groups in delivery YES OR NO

Roles in organizational structures as SIs

- Intervention of sufficient intensity to bring change YES OR NO
- System change focus and not simply individual change focus YES OR NO
- Clear focus on level of prevention – universal, selected and/or indicated YES OR NO
- Distinct age cohort focus YES OR NO
- Clear outreach strategy to reach marginalised groups YES OR NO
- Alternatives to Suspension YES OR NO

Physical spaces as SIs

- Specific space in school building for parents to meet YES OR NO

The idea of a quality label

Quality labels: used to encourage and reward desirable policies, practices and outcomes;

Examples:

Equality charter mark schemes to **improve gender and race equality** in higher education in the UK (managed by The Equality Challenge Unit - ECU);

European certificate for **internationalisation** – being developed by the European Consortium for Accreditation in higher education;

Other examples: Council of Europe's **Quality label for youth centres**; UNICEF's **Child Friendly Cities**.

Croatia: a pilot „quality label” to be awarded to socially inclusive higher education institutions

Propose:

- *Integration* of Structural Indicators for System Change with Quality Label at Education Institution Level
- Steps:
 - A. Structural indicators review processes *for* National Level promoted by EU Commission
 - B. National level incentives for education institutions to attain quality label
 - C. Structural indicators plus more detailed Quality Label for schools (Re: ESL)

Benefits of Structural Indicators

- Provide a systemic level focus for change rather than reducing change to one simplistic magic bullet cause.
 - The indicators provide recognition of diverse starting points of some countries relative to others -comparison within and between
 - Action-guiding and policy and practice relevant
 - Inexpensive
 - Bridge research and policy/practice divide
 - The indicators can distinguish State and school effort and offer an incentive for governments to invest in the area of ESL
 - First step is *national strategic* response to an issue, e.g., ESL
- *With this background in place, then a quality mark at institutional level can be effective

Levels of assessment

General assessment	Points	Description
Fully implemented (A)	8	Yes, fully achieved; the evaluation of effects has been externally reviewed and recognised.
	7	Yes, fully achieved; the evaluation of effects is in progress.
	6	Yes, but the evaluation of effects still needs to be carried out.
Partially implemented (B)	5	Relevant processes are underway and a large number of staff, students and programmes are involved.
	4	Relevant processes are underway but only a small number of staff, students and programmes are involved.
Beginning phase (C)	3	No, but a plan has been fully developed.
	2	No, but an initial plan is being developed.
	1	No, but there is awareness about the need to change.
Not started (D)	0	Not being considered.
	N/A	Not relevant.

Considerations when developing a quality label

- Coordinating and awarding body;
- Voluntary or compulsory;
- Unit of assessment (dept, faculty, institution)
- Levels of award (e.g. advanced, intermediate, beginner – gold, silver, bronze).
- Self-evaluation or external review;
- One off or renewal and development (duration);
- Focus areas.
- Eurydice (2015) 'In a handful of education systems (France (ISCED 1), Lithuania, Poland, and the United Kingdom (England, Wales, and Northern Ireland)), external evaluations are not only meant to find flaws in the performance of schools, but also to raise the visibility of the ones that are performing well and achieving good results'

Challenges with a quality label for social inclusion in education

- **Time consuming:** may be particularly problematic for smaller units of assessment;
- **Costs:** depend on the nature of the quality label process, but include both direct and indirect costs;
- **Long-term commitment** required: from the unit of assessment and co-ordinating body.
- Danger of **displacement of focus** from national strategic issues onto education institution level
- Need to sustain a cross-sectoral focus for social inclusion in education (Edwards & Downes 2013) and not simply a school or university based one

Early School Leaving

- Commission TWG Report (2013) Checklist on comprehensive policies for ESL:
- Here a key basis is already in place for structural indicators at national level and path towards quality labels and structural indicators at municipality and school levels – Focus on tightening wording for system accountability
- ‘...involving pupils in decision making at school level.’
- ‘Schools have outreach programmes to encourage the engagement of vulnerable families in particular in school education.’
- ‘Preventing ESL is part of both initial education and continuous professional development’.
- ‘Multi-professional teams work inside schools or in cooperation with several schools.’

EU Countries have developed school inspection systems so structural indicators and quality labels could be built into these existing quality processes

- Potential key role of municipalities/local authorities both as recipients and implementers of quality labels for schools for social inclusion
- * Develop Local Action Plans for Early School Leaving guided by structural indicators and establish Local Support Groups for these, including schools and NGOs (See Downes 2014a, 2015 and PREVENT project across 10 municipalities)
- Quality label for these local action plans and for individual schools in a municipality

Downes, P. (2014). *Towards a Differentiated, Holistic and Systemic Approach to Parental Involvement in Europe for Early School Leaving Prevention.*

PREVENT project, European Regional Development Fund, Urbact Programme, Paris.

- 10 municipalities Antwerp (Belgium- Flanders), Catania (Italy – Sicily), Gijon (Spain), The Hague (Netherlands), Munich (Germany), Nantes (France), Sofia (Bulgaria), Stockholm (Sweden), Tallinn (Estonia), Usti (Czech Republic).
- 3 priority areas for parental involvement for ESL prevention
- Outreach (community and individual family),
- Health (1 stop shops – family support and parental involvement community centres)
- Democratic Systems in School

Community outreach and health-education bridges for family support and parental involvement

- For parenting support that is close to home and easily accessible, parents in Eindhoven can go to a so-called SPIL centre in their neighbourhood. The name is derived from Spelen (play), Integreren (integration) and Leren (learning) and the Centre is built around primary education, playgroups and childcare. Other services may be added, such as parenting support, child welfare, youth healthcare and social work. (Eurochild 2011).
- Eurochild report (2011) Nordrhein-Westfalen state programme *Familienzentrum* has been launched by the government in order to develop up to 3,000 children's day-care facilities into family centres by the year 2012.
- Between 2006 and 2012 approx. 3,000 of the total 9,000 child care centres in the German federal state of North Rhine-Westphalia (NRW) are being developed into certified “Familienzentren” (family centres). Family centres are designed to bundle services for families in the local community. (Eurochild 2011, p.44)
- Eurochild (2011) argue for such family support centres to be universally available:

- ***Reframing of Parental Involvement** - This communication also needs to be as part of the *student voices'* communication process – parental involvement is both part of respect of the right of the child to be heard and part of an active citizenship

***Focus on concrete issues of school policy that matter to students and parents**

*** Issues that require school system change (including to hierarchy of communication)**

***Issues of conflict, specific problems with school actors, policies**

***Anticipated problems might include: bullying, negative interactions with individual teacher, behavioural difficulties of student, learning problems of student, questioning of quality of teaching instruction**

Summary of System Blockages hindering Inclusive Systems across Education, Health and Social Services for Parental Involvement for Early School Leaving Pre

Communication Blockages in System:

-Socio-economically marginalised students' and parents' voices are hidden in the school system

-Need neutral mediating spaces for communication with socio-economically marginalised parents

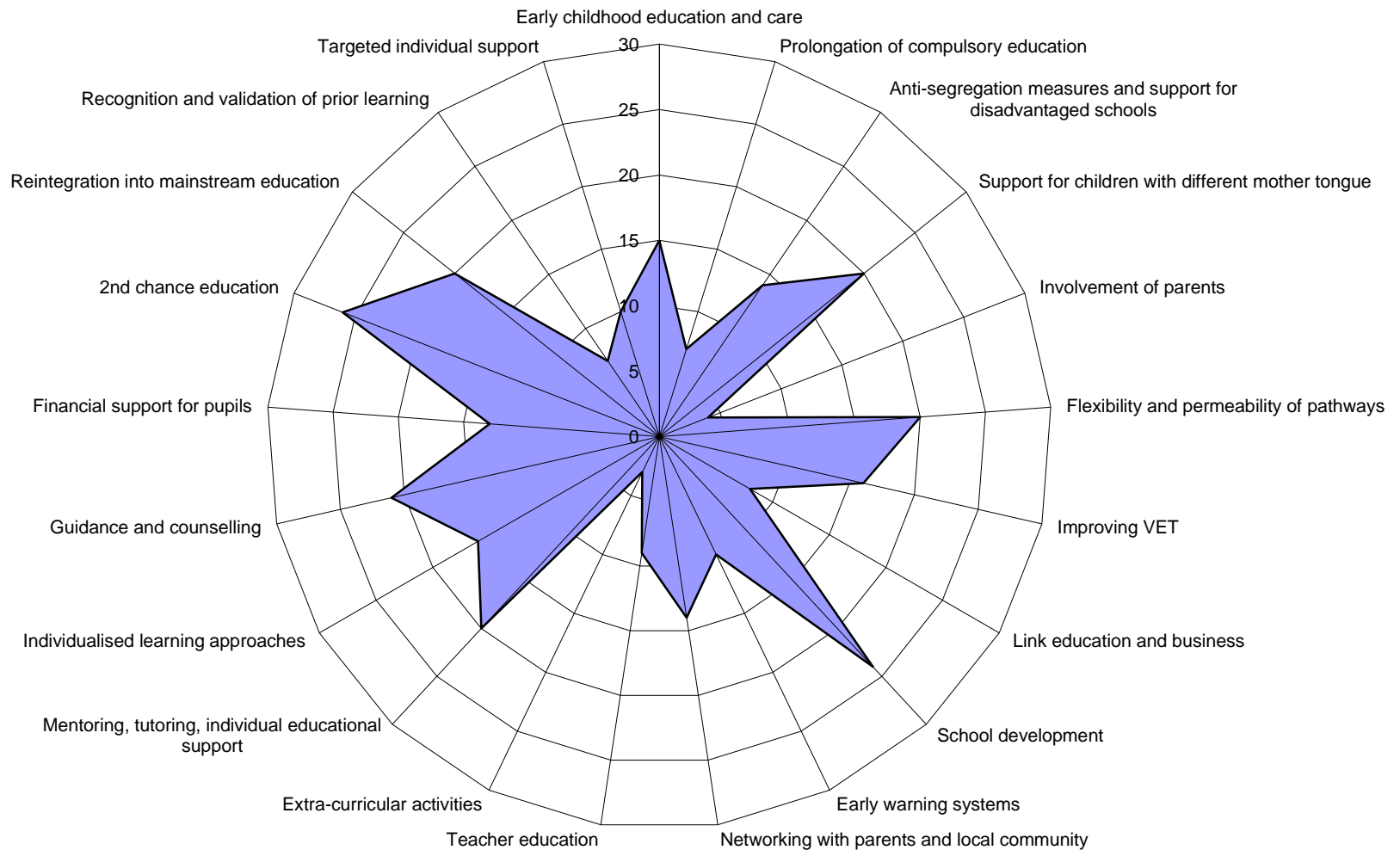
-Physical location of services in neutral community spaces

-Confidentiality vagueness leading to distrust of schools and multidisciplinary teams

-Teacher role confusion about parental involvement

-Need for systemic commitment to emotional supports for students at risk of

Commission Staff Working Document (2011) Frequency of measures against Early School Leaving mentioned in National Reports across Europe



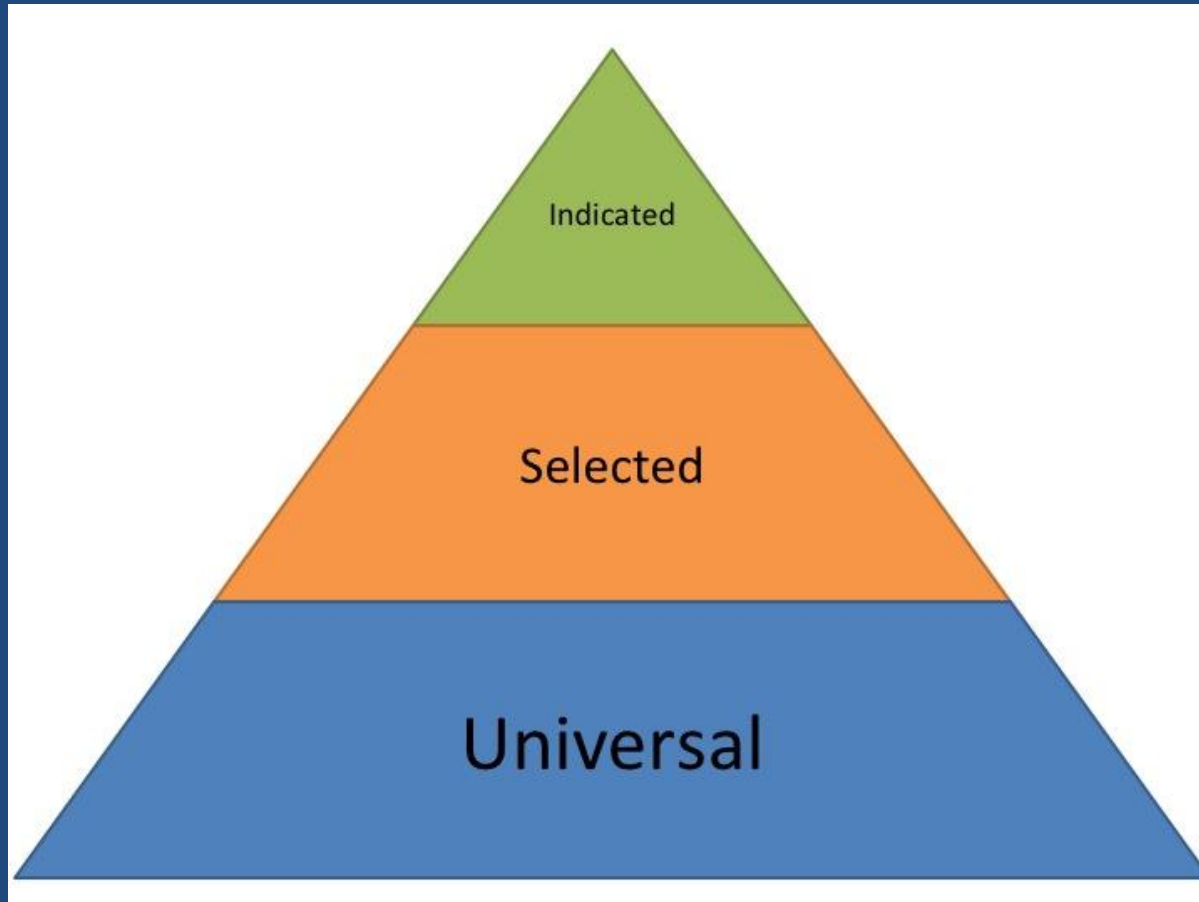
Combined strategy of parental involvement and family support for ESL prevention (Downes 2014)

- Annex framework to the
- Council Recommendation (2011) on ESL: Intervention policies at the level of the school or training institution could include:...
- (3) Networking with parents and other actors outside school, such as local community
- services, organisations representing migrants or minorities, sports and culture
- associations, or employers and civil society organisations, which allows for holistic
- solutions to help pupils at risk and eases the access to external support such as
- psychologists, social and youth workers, cultural and community services. This can
- be facilitated by mediators from the local community who are able to support
- communication and to reduce distrust.

- EUNEC (European Network of Education Councils) statement on early school leaving, following the Vilnius EU Presidency conference (2013) on early school leaving:
 -
 - Tackling early school leaving should be part of a multi-institutional and inter-institutional approach that puts the school in the center of a chain of public and social services. It is about a common approach between the society outside the school and the community within the school. Family and social services, community centers and labor market services are involved

- EU Commission Quality Mark for Children and Young People's Voices and Democratic Communication to be heard in school together with a similar Quality Mark for Parental Involvement (Downes 2014a, PREVENT project)
- *Opportunities for parents to respond individually and in groups to the findings of the student surveys as part of input to school policy (Yes/No)
- *Clear role of municipality or other local agency to mediate dialogue between school and parents on policy issues (Yes/No)
- *Specific key workers in school for parental involvement YES/NO
-
- *External inspection of schools includes a focus on parental involvement for marginalised groups YES/NO

Figure 1. Differentiated Levels of Need for Prevention see Downes (2014a) on this for ESL



Indicated prevention level, i.e., chronic need, addressed by structural indicators and must not get lost in a quality label approach

EU Commission Quality Mark for Children and Young People's Voices and Democratic Communication to be heard in school together with a similar Quality Mark for Parental Involvement (Downes 2014a, PREVENT project)

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*Specific key workers in school for parental involvement YES/NO

*External inspection of schools includes a focus on parental involvement for marginalised groups YES/NO

Parental Involvement (Downes 2014a): Structural Indicator - Availability of School Site After School Hours for Lifelong Learning Classes for Parents

Country	On a scale of 1-3 where 3 means at least 80% of schools in your municipality open their doors after school hours for lifelong learning classes and 2 means at least 30% of schools do so and 1 means less than 30% of schools do so – which number best describes the situation in your municipality?
The Hague	3
Gijon	3
Tallinn	2
Stockholm	2
Antwerp	1
Usti	1
Munich	1
Nantes	1
Sofia	1

Step1: Early School Leaving

Propose EU Commission to develop Structural Indicators for Inclusive Systems (EU, national, regional, municipality and school levels) for ESL Prevention:

To build on TWG report (2013) + Parental Involvement +:

Alternatives to suspension/expulsion in place (Yes/No)

Teacher Professional Development available for conflict resolution skills (Yes/No)

Teacher Preservice modules on conflict resolution skills compulsory (Yes/No)

Qualified emotional counselling support services available to students (Yes/No)

National and School level bullying prevention strategy (Yes/No)

Step 2: Build from these structural indicators for early school leaving at national and school levels to develop quality label for inclusive (relational, democratic) school systems at both municipality and school levels:

- this quality label can add layers of detail, such as gold, silver, bronze quality labels for inclusive systems

The institutional level quality label needs to be integrated with the national strategic approach

It needs a funding commitment from EU Commission

Eurydice (2015) 'The only countries where schools are not compelled or recommended to carry out internal evaluation are Bulgaria and France, the latter limited to primary schools'.

While a quality label could clearly be applied to a municipality's local action plan for early school leaving prevention – a more positive quality label is needed for schools on issues related to early school leaving:

- *Inclusive systems
- *Relational systems
- *Democratic systems

Recommend . DG EAC build on established working groups for Early School Leaving Prevention such as the School Policy Group and the TWG report, possibly in conjunction with NESET :

- To focus on developing structural indicators at *national* levels for early school leaving prevention

- To focus on developing structural indicators at *primary and postprimary school* levels for early school leaving prevention

- To develop structural indicators and a Quality Label for *municipalities'* local action plans for early school leaving

- To develop a Quality Label for Inclusive (Relational, Democratic) Systems at a) school level and b) teacher preservice level

- To establish a review process with Member States for these structural indicators and quality labels

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