

Public scrutiny Scotland

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The Christie report: wicked problems

A cycle of deprivation and low aspiration

*Fragmented, complex, opaque, top down, unresponsive
system of public services*

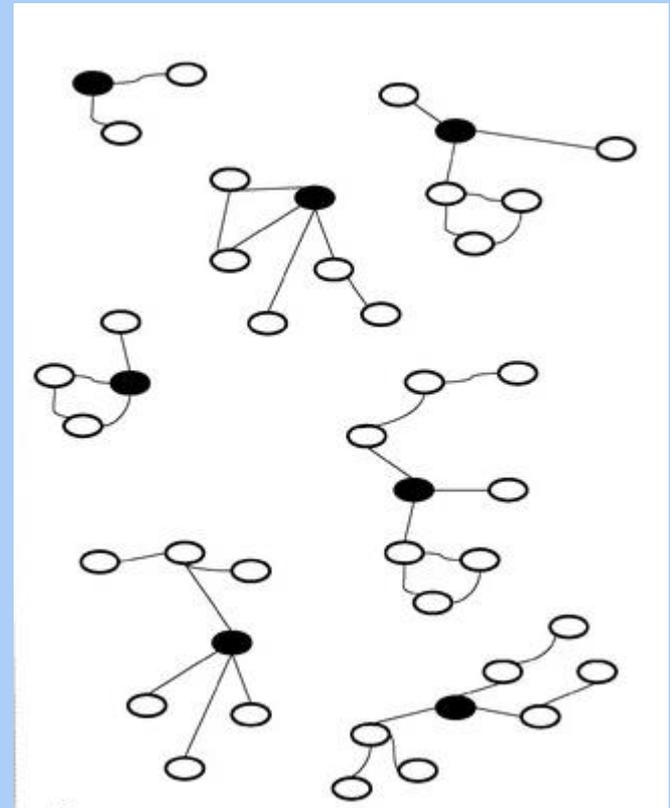
Acute focus on curing problems after they arise

Need to prioritize a preventative approach

Emerging picture:

Disconnect (in services, in the local/central, in what gets measured/funded and what solves real problems of people and communities, in lack of follow up)

Fragmentation (in delivery of services, in how organizations join up to address problems)





#WeAreAllDanielBlake

#1 Moving forward requires (Christie report):

- Targeting and tackling the causes of inequalities (instead of consequences).
- Create a virtuous cycle between improving the delivery and effectiveness of public services and fostering stronger and more balanced economic development
- New approaches to delivery of public services characterised by collaboration and coherence (collective nature of social responsibility; support selfreliance and community resilience)

#2 Moving forward requires (Christie report):

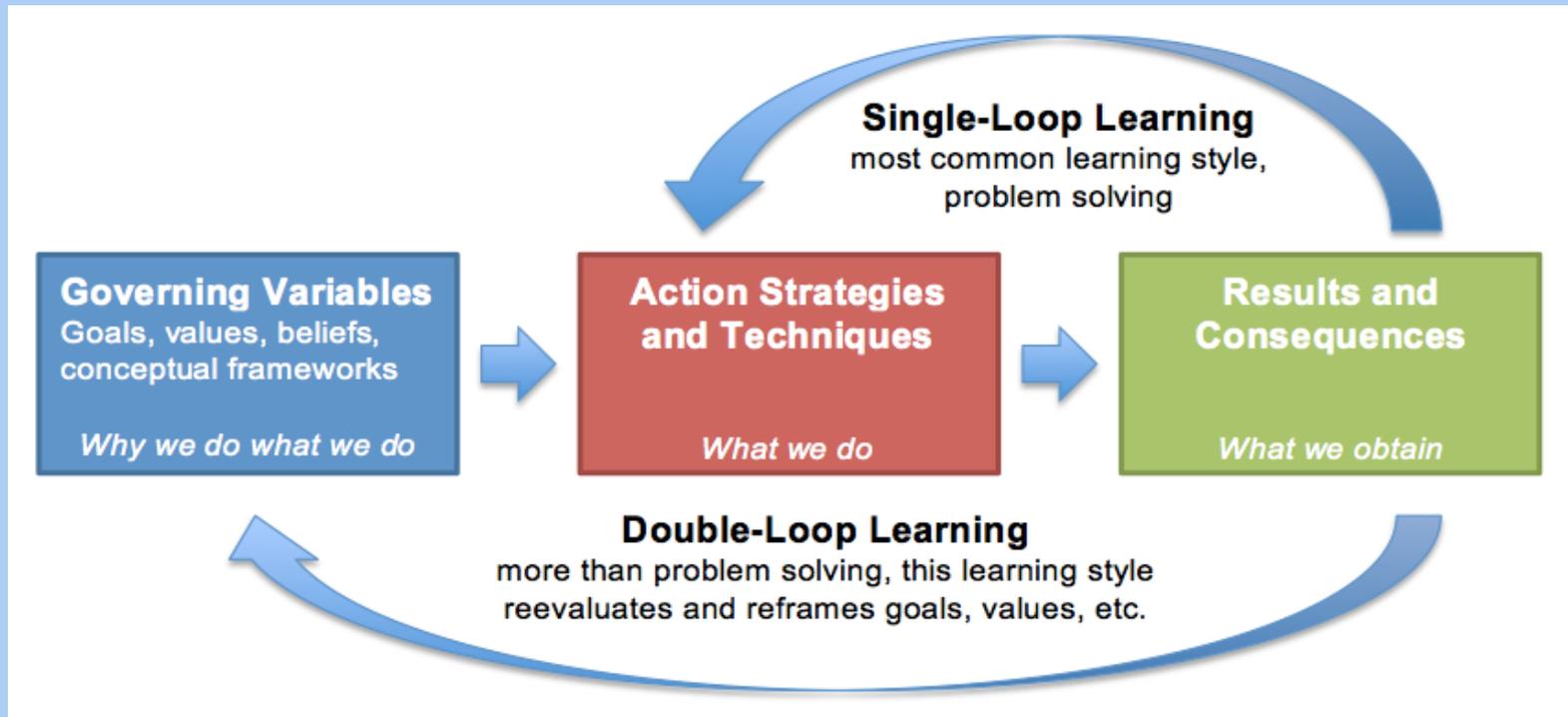
- Addressing the over crowdedness of the public service landscape (multiple points of authority and control)
- Address issues of fragmentation of service delivery and focus on input indicators, complexity of organisations and systems (complicating joint working, causing delay and difficulties in navigating)
- Improving transparency, challenge and accountability to bring a stronger focus on value for money and achieving positive outcomes for individuals and communities

In short:

Continuous *feedback loops* which

Connect key stakeholders and allow them to

Learn about root causes of problems, how to solve them and effectiveness of those solutions: single loop and double loop learning

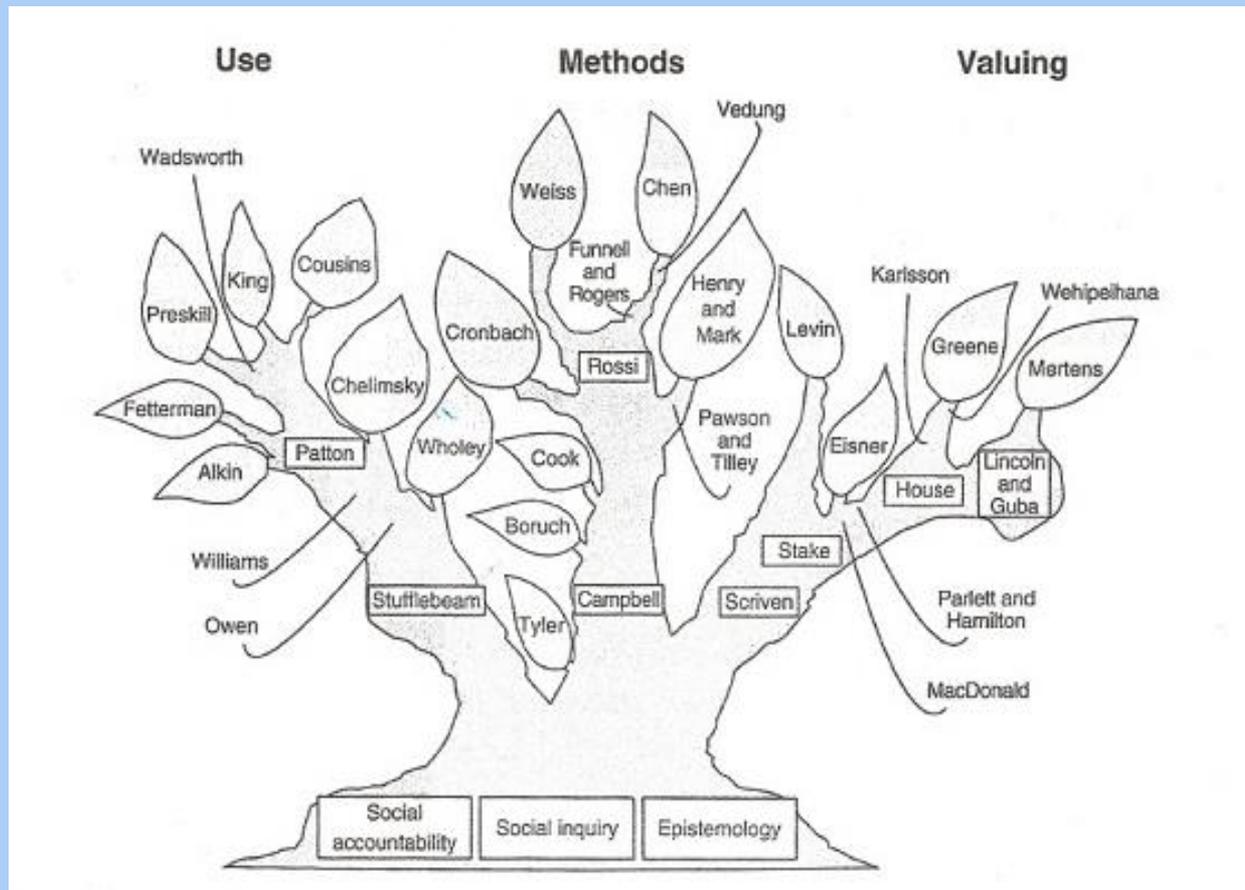


Public scrutiny:

the collaboration of a number of inspection bodies who jointly evaluate the performance of a multiple of organisations to understand outcomes for the public that require the collaboration of these organisations.

How to organize public scrutiny to ensure single and double learning for improved outcomes?

Alkin and Christie's evaluation tree:



Methodology

- Collection and analysis of empirical data for the study and judgment of particular aspects of social life.
- Theorists in this branch: Campbell, Scriven, Stake (positivist, objectivist), Weiss, Pawson, Tilley (theory-driven evaluations), etc.

Central questions:

- Who defines standards and criteria and methods for evaluation?
- What is the object of evaluation?

Methodology

Bottom-up, 'subjectivist' approach to evaluate performance of (organisations in) networks, aimed at validating, interpreting, understanding quality of context-specific approaches and solutions

Valuing/judging

The making of value judgments about the quality of some object, situation or process

Theorists in this branch: Levin, Lincoln and Guba, Eisner, Scriven

Scriven describes different approaches: pass-fail judgement, comparison of similar entities, goal-free (using a qualitative approach to describe events, reactions and interactions)

Valuing/judging

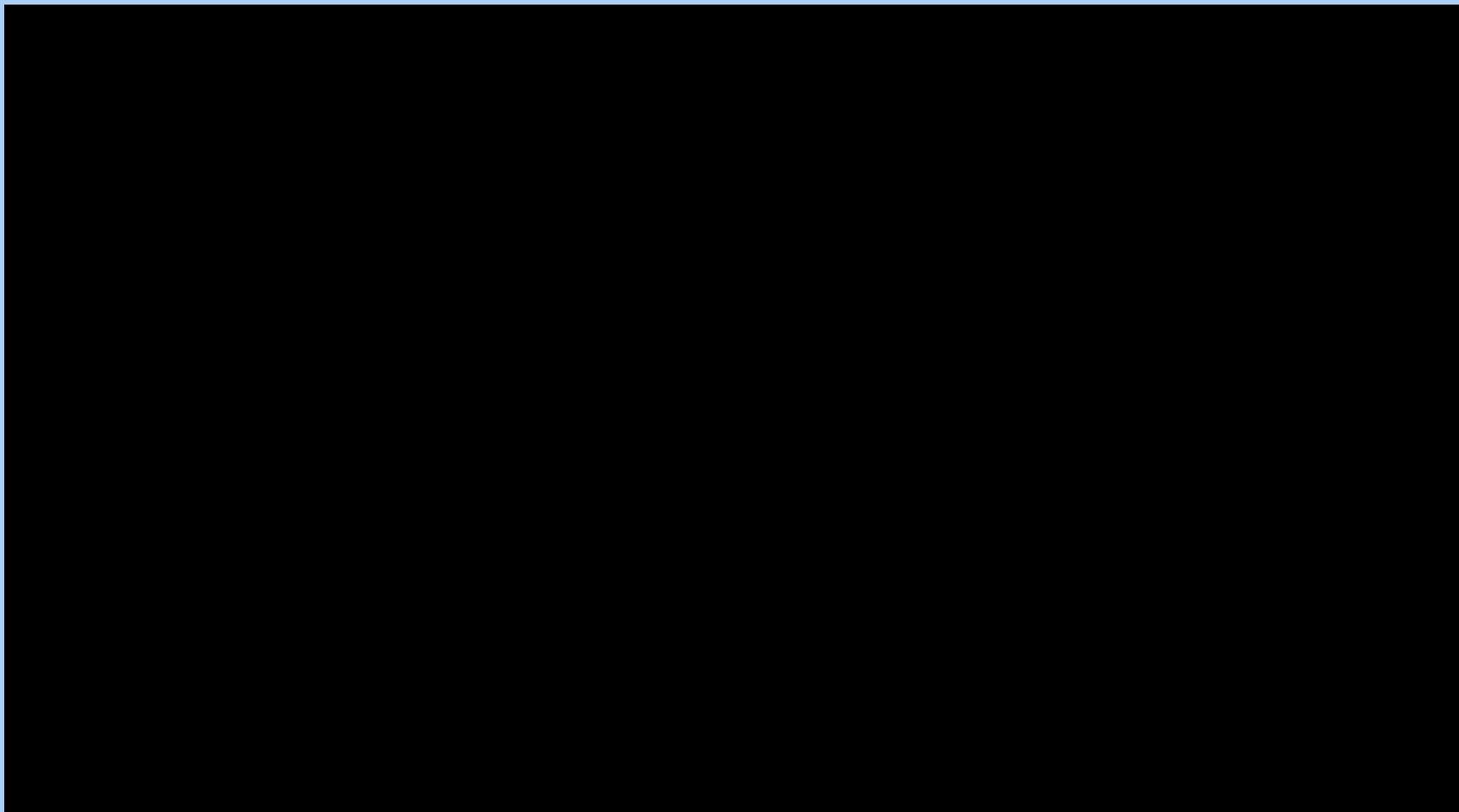
Central questions:

- Who decides evaluation criteria?
- What is the object of evaluation?

Valuing/judging

Inspectorate facilitates evaluation, goal-free, flexible and specific to context and information needs of (network of) organisations and their stakeholders

Northern Ireland (area-based inspections):





*The Education and Training Inspectorate -
Promoting Improvement*

Area-Based Inspection, Bunscoil Phobal Feirste, Belfast
Strategic planning, coherence in learning experiences and
transitional arrangements

March 2009

Strengths include:

- the high quality of pastoral provision;
- the good quality arrangements for meeting the needs of the children who have special educational needs;
- the good transition arrangements from pre-school into year 1, from class to class in the school, and from year 7 into post-primary schools;
- the wide range of high quality extra-curricular activities and experiences provided for the children;
- the proactive actions of the school in establishing and developing links with important and connected external agencies, and with the parents; and
- the strong commitment of the parents to the life of the school and their involvement in their children's education.



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Areas for improvement are the need to:

- review aspects of the school development plan (SDP) to meet fully the requirements of the School Development Plans Regulations (Northern Ireland) 2005; and
- maintain a record of child safeguarding complaints to be completed, if required, which the Chair and vice Chair review annually.

The overall composite report for the area-based inspection raises some important recurring areas for improvement. While these are not applicable in all the individual organisations, they are nevertheless important to address across the West Belfast area.

Use (user involvement and consequences)

Use of evaluation findings, recognizing the importance of involving stakeholders when determining the evaluation questions to gather useful information.

Theorists on this branch: Patton, Stufflebeam, Chelimskey, Wholey and others

In an inspection context: also interventions to motivate improvement/compliance (e.g. rewards, sanctions)

Use (user involvement and consequences)

Central questions:

- What is the role of stakeholders in evaluations and use of evaluation findings? Which phase of the evaluation are they involved in?
- Who decides on consequences of evaluations?

Use (user involvement and consequences)

- ‘Collaborative/participatory evaluation’
- Organisations and their stakeholders involved in all evaluation phases (standard setting, data collection and analysis)
- Intelligent intervention strategies targeted at all organisations/stakeholders in a network to improve performance of entire network

Summary

Evaluate and assess the quality and functioning of networks of organisations and/or their stakeholders, with the purpose of validating and supporting improvement and decision-making at the local level.

Accountability of educational networks

Approach	Level of analysis
<p><u>Methodology</u> (who defines standards and criteria and methods for evaluation? what is the object of evaluation?):</p> <p>Bottom-up, ‘subjectivist’ approach to evaluate (schools in) networks, aimed at validating, interpreting, understanding quality of context-specific approaches and solutions.</p>	<p><u>Individual</u>: assessment of the impact that the network has on the individuals who interact in the network on behalf of their respective organisations and on individual clients, and the impact of the individual on the functioning and performance of the network, e.g.</p> <ul style="list-style-type: none"> - Quality of teaching and school leadership - Support from centralized staff of individual teachers and head teachers
<p><u>Valuing</u> (who decides evaluation criteria? what is the object of evaluation?):</p> <p>Inspectorate facilitates evaluation, goal-free, flexible and specific to context and information needs of (network of) schools and stakeholders</p>	<p><u>Organisation</u>: assessment of the impact that the network has on the member organisations, and the contribution of network members to overall network effectiveness:</p> <ul style="list-style-type: none"> - School outcomes of individual schools and capacity to improve - Support from trust for school improvement (e.g. staff development)
<p><u>User involvement</u> (what is the role of stakeholders in inspections and use of inspection findings? which phase of the inspection are they involved in? who decides on consequences of inspection assessment?):</p> <p>‘Collaborative/participatory evaluation’ Stakeholders and schools involved in all inspection phases Intelligent intervention strategies targeted at all schools/ stakeholders in a network to improve performance of entire network.</p>	<p><u>Network</u>: assessment of the network itself can have a variety of foci (synergy, transformation, efficiency), many of which depend on the relative maturity of the network. The strengths of relationships across the network is an important focus, as well as the structure and purpose (e.g. network membership growth, relationship strengths, member commitment to network goals):</p> <ul style="list-style-type: none"> - Improved transition between primary and secondary schools - Greater parental involvement throughout children’s school career - Efficiency of back office services <p><u>Community</u>: assessment of the contributions that the network makes to the community it was established to serve, e.g.:</p> <ul style="list-style-type: none"> - Improved employment rates within a community - Improved social cohesion - Decline in crime rates

Examples of inspection practices in holding networks accountable:

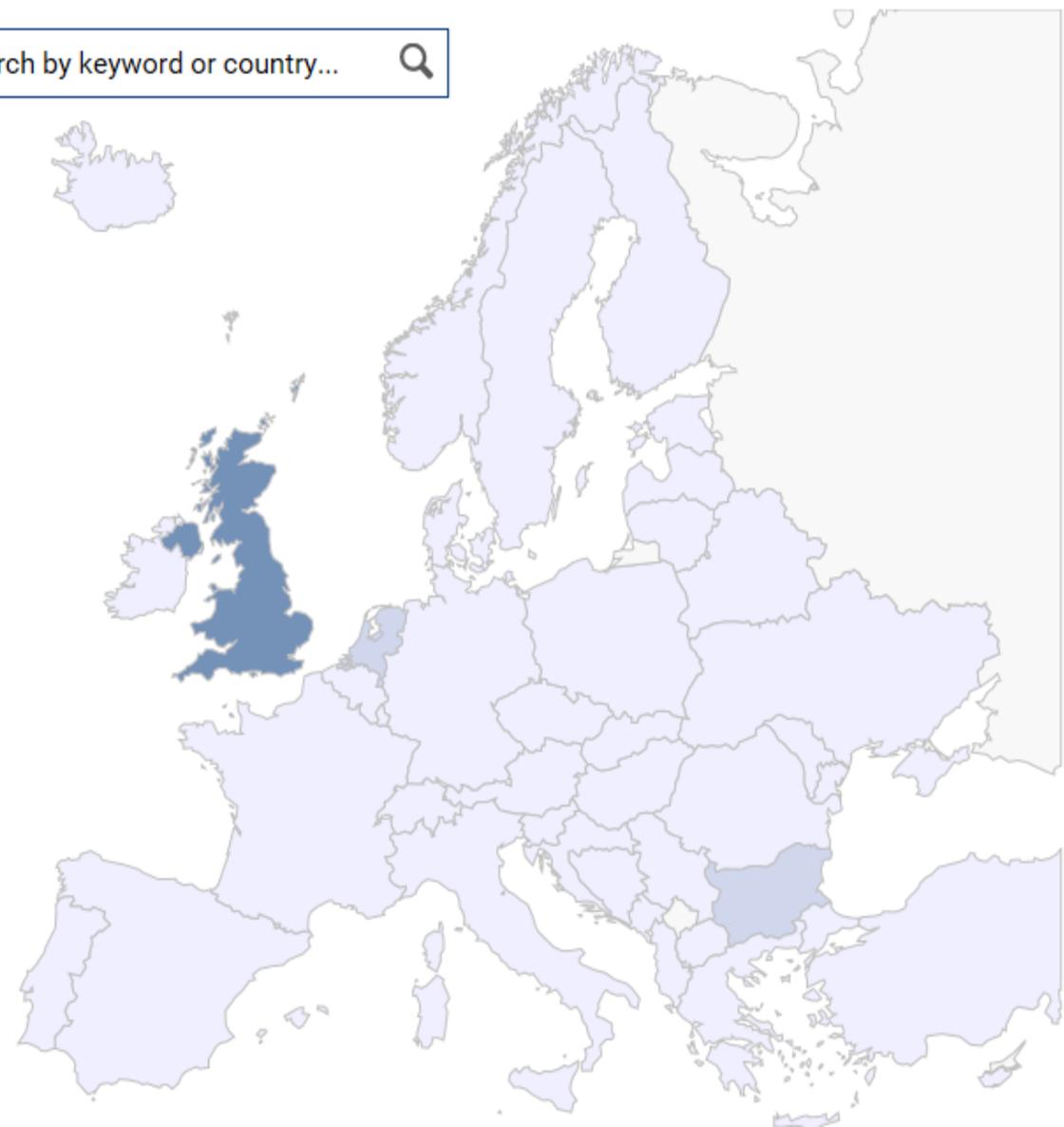
- Ireland: meta-evaluation in West Belfast area-based inspections
- England: focused inspections and soft intelligence of RSCs of MATs
- The Netherlands: inspections of networks for inclusive education and inspections of school boards
- Bulgaria: thematic inspections of a peer review network, focusing on parental involvement in schools

Dimensions

This interactive map presents examples of inspections of educational networks, such as networks of schools (under a school board) or networks for inclusive education. You can search for examples by country, or by the following three dimensions:

- ✓ **Methodology** ?
- ✓ **Valuing and judgement** ?
- ✓ **User involvement** ?

☰ Search by keyword or country... 🔍



Setting the stage for public scrutiny (Christie report):

- An outcome-based approach and effectiveness of partnership working
- Focus on improving employability of individuals and the delivery of public services which interrupt the cycle of inequality and improve employability of individuals
- Need for benchmarking to raise expectations and share good practice
- Develop common data systems and continuous feedback loops to learn about successful improvement

Combining local (bottom-up, context-specific) and central (standardized)

Network-level outcomes and arrangements to improve those outcomes

A vibrant green park scene with large trees, a central fountain, and people sitting on benches. The foreground is a well-maintained lawn with several pigeons. A large red rectangular overlay is positioned on the left side of the image, containing contact information.

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