



Summer School in European Education Studies

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Evaluating Education in Europe

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An archaeological approach

What I am doing today

- ❖ 4 Sections
 - ❖ Educational evaluation as governing technology in Europe
 - ❖ The archaeological gaze on educational evaluation. Archaeology as a method
 - ❖ Examples of archaeological analysis of discursive regularities on school evaluation in Europe
 - ❖ Where do we get? Epistemological ruptures

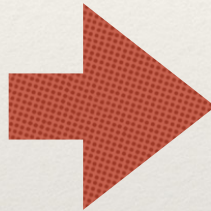


School evaluation as governing technology in Europe

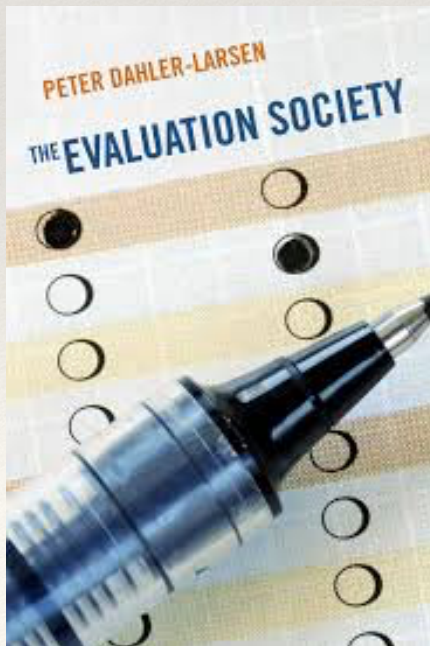
SECTION 1

Evaluation as part of a social experiment to govern societies

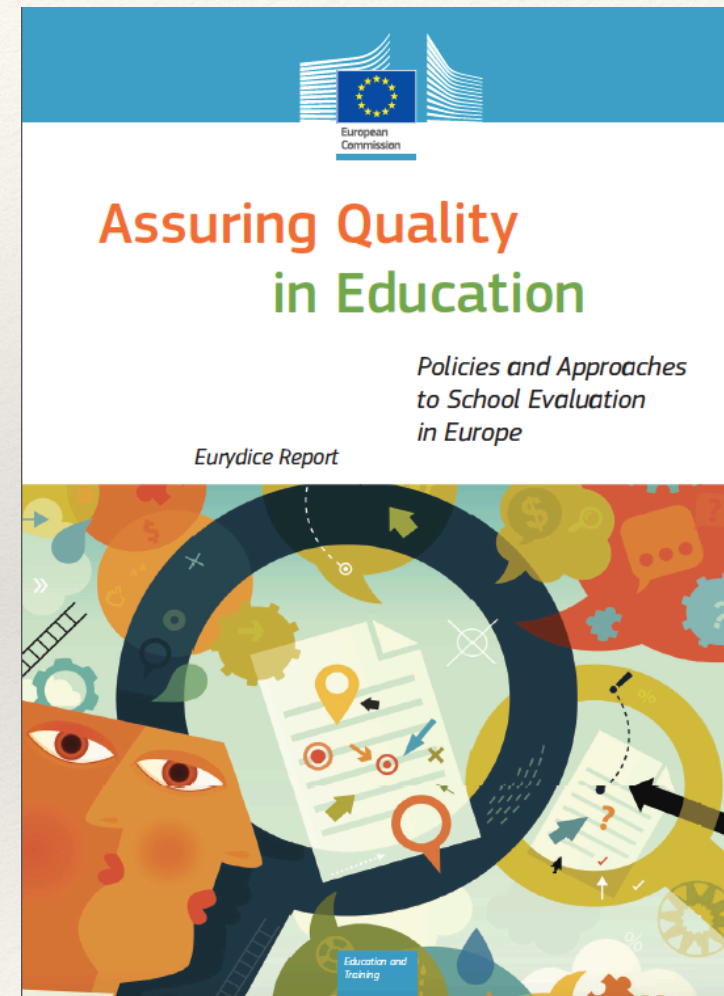
Evaluation is part of 'a larger societal trend that also includes activities such as **auditing, inspection, quality assurance, and accreditation** – which together constitute a huge and unavoidable **social experiment** which is conspicuously cross sectional and transnational' (Dahler-Larsen, 2012: 3).



- ❖ Contemporary **experience** of education as a recurrent engagement with multiple and increasingly pervasive practices of evaluation.
- ❖ **Education systems** in the world are transformed by 'ambitious school reform programmes which include a strong element of evaluation and assessment' (OECD, 2013: 3) **at all levels**: a) individual student evaluations, b) evaluations of schools and districts, c) program evaluations, d) national assessments, e) cross-national comparisons of student achievement' (Kellaghan et al. 2013).
- ❖ **Policy ideas** such as quality assurance, evaluation, auditing, accountability, and so on travel within Europe and globally; **nation-states** today dwell in such travel, as do policy-makers at the national and supranational levels (Grek et al. 2009; Lawn and Lingard 2002; Nóvoa and Lawn 2002; Ozga et al. 2011).
- ❖ Measurement and improvement of performance to the constitution of **society as a governable domain**. The data turn reflects a political rationality and shapes a social sphere that is calculable and amenable to the practices of government (Rose, 1999; Dean, 2010).



In Europe



QAE as a more and more enhanced set of flows of policy ideas on evaluation and assessment, evaluative and assessment tools and techniques in education

The diagram illustrates the network of stakeholders involved in the European Higher Education Quality Assurance Register (EQAR) project. The nodes are categorized into four main groups based on color:

- Red Nodes (OECD):** OECD, OECD-CERI, OECD-PISA, OECD-CERI Innovation Strategy for Education and Training, OECD Review on Eval and Assess Frameworks for Improving School Outcomes, OECD Country Review Team, OECD Country Review on Evaluation, OECD-TUAC, BIAC-OECD, OECD-PISA Series Strong Performers and Successful Reformers in Education, SABER model for Quality Education, SABER-School Autonomy and Accountability Tool, World Bank.
- Blue Nodes (European Commission):** European Commission, EU Strategic framework - Education & Training 2020, Rethinking Education Paper, EENEE Experts in Economics of Education, EU Comm Education and Training Monitor, Erasmus+ Programme, Private, public and third sector stakeholders as EU Comm. advisors, BUSINESSEUROPE, ENQUA, Education International (EI), European Association of Institutions in Higher Education (EURASHE), Standards and guidelines for quality assurance in the European Higher Education (ESG), European Students' Union (ESU), European University Association (EUA), European Quality Assurance Register for Higher Education (EQAR), EUCIS-LLL, UEAPME, CEEP, ETUCE (European Trade Union Committee for Education), 2011 Joint Declaration EFEE/ETUCE on Self-evaluation of schools and teachers, EFEE (European Federation of Education Employers), CRELL, ET2020 Working Group on Quality in Education, ET2020 Working Group on School, ET2020 Working Groups on Education, The European Commission Knowledge Network, Eurydice, Cedefop Publications and Resources on Evaluation in Education, Cedefop, 2015 Report Assuring Quality in Education - Policies and Approaches to School Evaluation in Europe.
- Green Nodes (UNESCO):** UNESCO, UNESCO IIEP, IIEP Learning Portal, IIEP Improve Learning Model, 2000 Paper Defining Quality in Education, 2005 Education for All: The quality imperative. EFA Global Monitoring Report Summary, UNESCO IBE, GEQAF quality model, ILO (International Labour Organization), ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, Centre for European Policy Studies.
- Purple Nodes (McKinsey & Company):** McKinsey & Company, 2010 Report "How the world's most improved school systems keep getting better", B&M Gates Foundation, W&F Hewlett Foundation, 2014 Report 'Learning to improve learning', Quality Education in Developing Countries initiatives.

The diagram shows a dense web of connections between these groups, indicating a highly interconnected network of stakeholders and their interactions in the field of quality assurance in higher education.

My problem today: what modes of thought and action are at work in all of that?

This means that today what I will try to focus on is not the multiplicity in discourse or the variations on practice, but '**the space for manoeuvre**' for educational thought and action that is (re)produced through the increased amount of QAE activities.

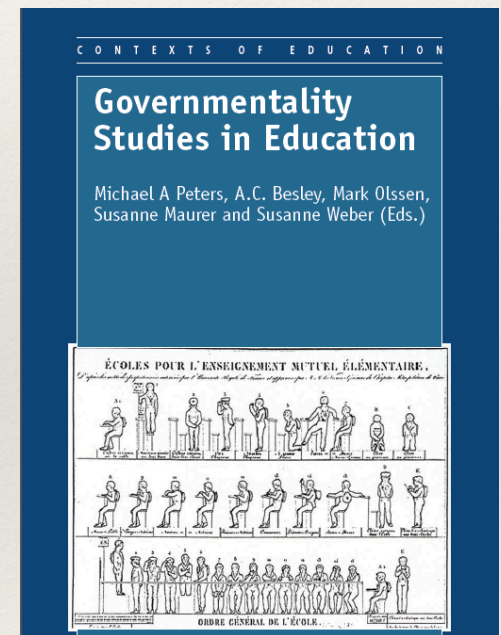
Quality assurance [and evaluation] processes

- **new categories of [...] thought and action**
- **classifications within which people must think of themselves and of the actions that are open to them**
- **responsibilization** and **self-steering**
- **transform the conduct**
- **self-actualizing' agents,**
- **action at a distance'**
- evaluation as **a major labour process in itself.**
- **a force to restructure it.**

(Grek et al., 2009: 129-31)

Educational evaluation as a governmental practice

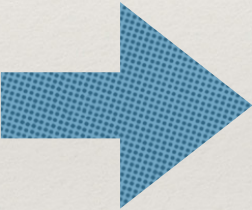
- ❖ Educational evaluation is treated as a form of knowledge and a variety of related techniques that play a central role in the **government** of education as the 'conduct of conduct'. Such a perspective adopts the following general definition of government as:
 - ❖ *any more or less calculated and rational activity, undertaken by a multiplicity of authorities and agencies, employing a variety of techniques and forms of knowledge, that seek to shape conduct by working through the desires, aspirations, interests and beliefs of various actors for definite but shifting ends and with a diverse set of relatively unpredictable effects (Dean, 2010, p. 18).*



Educational evaluation as a governmental practice

	<i>Focus</i>	<i>What is</i>	<i>What to look at</i>
<p><i>The analytics of government</i></p> <p><i>a materialist analysis of practices of government as assembling processes that involve multiple and heterogeneous elements, that varies from routines, technologies, ways of doing things and agencies to theories, programmes, knowledge and expertise</i></p>	<i>Forms of rationality</i>	<i>The distinctive ways of thinking and questioning that mobilise specific vocabularies and procedures for the production of truth' in a regime of government</i>	Thoughts, forms of knowledge, expertise, strategies, programmes and means of calculation that are employed in and inform the practices of government
	<i>Fields of visibility</i>	<i>Ways of seeing and perceiving that are characteristic of a regime of government</i>	Models, tables, figures, charts, maps and graphs that are mobilised as ways for visualizing fields to be governed
	<i>Techne</i>	<i>Peculiar modes of acting, intervening and directing that combine distinct practical rationalities, expertise and know-how and rely on definite techniques and technologies in a regime of government</i>	Techniques of government', conceptualised as modes of intervention (e.g. systems of accounting, methods of the organisation of work, forms of surveillance, methods of timing and spacing of activities) that are and can be assembled through particular governmental programmes in diverse technologies of government (e.g. types of schooling, systems of intervention into organisations).
	<i>Identity formation</i>	<i>Characteristic ways of forming subjects, selves, persons, actors or agents' within a regime of government</i>	The forms of person, self and identity presupposed by practices of government, the 'statuses, capacities, attributes and orientations' assumed of those who exercise authority and are to be governed, the expected forms of conduct and the set of duties and rights associated to those identities.

A Research Ethic

- ❖ Questioning educational evaluation as a form of **knowledge production** and the **limits** it imposes on us, addressing the nexus between truth and subjectivity
 - ❖ Engaging with educational evaluation as a key **form of knowing** in the governing of contemporary education, searching for a set of **rules for the production of truth about** the worth and value of education, its objects, aims and subjects
 - ❖ Highlighting the **political paradoxes** produced by the contemporary hegemonic modes of educational evaluation and the **epistemological ruptures** to be practiced in order to imagine and inhabit other evaluative spaces
- 
- ❖ This requires to address the complex **tangle between educational evaluation as a scientific domain, political technology and moral practice**, reflecting on how educational evaluation is implicated in the ways in which we constitute ourselves as subjects of knowledge, as subjects acting on others and as moral agents (Foucault, 1983: 237).



Foucault

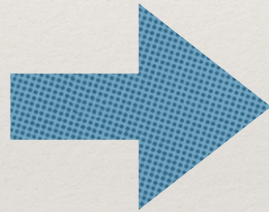
The Archaeology of Knowledge

The archaeological gaze on
educational evaluation.
Archaeology as a method

SECTION 2

Archeology as a form of inquiry

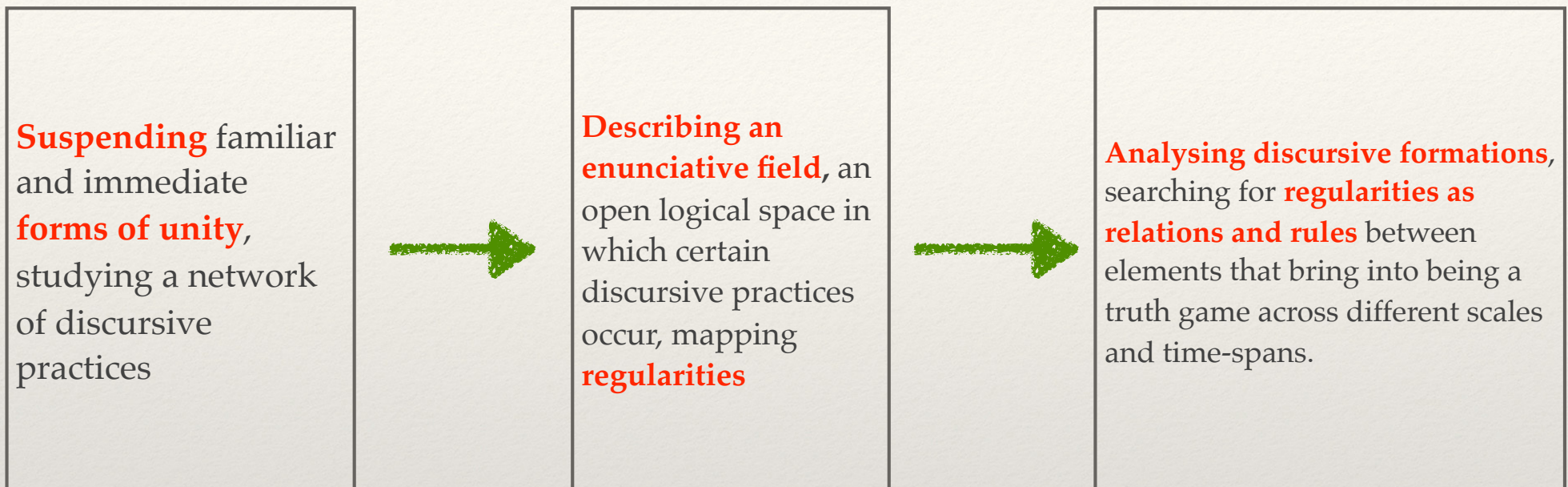
Archaeology



A **method of detachment** (Dreyfus and Rabinow, 1982)

A **materialist** approach (Dean, 1994) concerned with forms of **regularity** in truth games (Major-Poetzl 1983) and attempting a **systematic description** of discursive formations and their constitutive rules (Olssen, 1999)

Describing regularities in the network of discursive practice



Discursive practices have to be intended as 'the **local socio-historical material conditions that enable and constrain** disciplinary **knowledge practices** such as speaking, writing, thinking, calculating, measuring, filtering, and concentrating' (Barad, 2003: 819). As such, these conditions produce the 'subjects' and 'objects' of knowledge practices. They are immanent and historical, they are **conditions of existence**.

But regularities in what?

Statements as the foci of the archaeological description

The **statement**
is the modality
of existence
proper to a
group of signs



It can be understood as an
enunciative function that
relates a group of signs to
a fields of **objects**, a
number of possible
subjective positions, a
**domain of coordination
and coexistence** and a
space in which they are
used and **repeated**.



**Describing an
enunciative field**
means to describe the
'**general enunciative
system** that **governs** a
group of verbal
performances'
(Foucault, 2002b: 116)

Strategies to describe a statement

Determining its referential, i.e. the **laws of possibility** and **rules of existence** for the **objects, subjects and concepts** 'that are named, designated, or described within it, and for the relations that are affirmed or denied in it' (Foucault, 2002b: 103). These laws and rules cut across given and immediate domains of structures and possible unities

Determining its materiality, i.e. its status as institutional object or thing, through the identification of a field of stabilization and a field of use, that is a set of rules that 'defines possibilities of reinscription and transcription' of a statement and a set of 'conditions and limits [...] imposed by all the other statements' in its collateral space, 'by the domain in which it can be used or applied, by the role and functions that it can perform'. (Foucault, 2002b: 115)

Statement



Determining its subject, i.e. the 'particular vacant place', the position can and must be occupied by any individual if she/he is to be the subject of it (Foucault, 2002b: 107)

Determining its domain of coexistence, i.e. the collateral space of other statements which act as borders for it, and is made up by: a) 'the series of other formulations within which the statement appears as element'; b) all the statements to which the statement refers, 'by repeating, modifying, adapting, opposing or commenting'; c) all the statements which may follow the statement as consequence, natural successor, or conversational retort'; d) all the statements among which it takes its place (Foucault, 2002b: 110-11)

Statements do not exist in isolation!

Statements as enunciative functions do not exist in isolation, but rather, as their conceptual definition implies itself, they appear with the relations that define and sustain their existence and 'it is the story of the formation and transformation of these relations that archaeological history tells' (Webb, 2003: 54).

An archaeological analysis begins like a pure empiricist endeavour, 'simply selecting as his raw data a given ensemble (of material forms of thought) in a domain attempting for an independent and distinctive systematization



It develops through the recognition of 'a corpus of statements whose organisation is regular and systematic' and the identification of the rules that make this corpus being regular and systematic, where these rules are 'nothing but the ways the statements are actually related' (Dreyfus and Rabinow, 1982: 55).



What emerges is, thus, a method of analysis that starting from everyday practices and the material forms of thought addresses them as a domain of statements, in search for regularities at the level of the enunciative functions that govern the enunciability and functioning in this domain.

The archaeological description

The formation of objects

<i>The Objects of discourse</i>	<i>Surfaces of emergence</i>	Institutional or disciplinary field or spheres of social life within which discursive practices define what it is talking about, give it the status of an object - and therefore make it manifest, nameable, and describable
	<i>Authorities of delimitation</i>	Institutions, groups of individuals, bodies of knowledge and practice that have the power to delimit, designate or name objects
	<i>Grids of specification</i>	Those systems according to which the different objects are divided, contrasted, related, regrouped, classified, derived from one another as objects of discourse

The formation of enunciative modalities

<i>The enunciative modality</i>	<i>Status</i>	<p>Criteria of competence and knowledge</p> <p>Institutions, systems, pedagogic norms; legal conditions that give the right, with certain limitations, to practise and to extend knowledge</p>
	<i>A system of differentiation and relations</i>	<p>Division of attributions, hierarchical subordination, functional complementarity, the request for and the provision and exchange of information with other individuals or other groups that also possess their own status (example: the state and its representatives, the judiciary, different professional bodies, social groups and so on)</p>
	<i>Functioning</i>	<p>A number of characteristics that define its functioning in relation to society as a whole (example: the role in relation to a specific commitment and activation; the compulsory nature of its activation, the right to intervene and make decisions accorded to him; what is required of him; the payment he receives and the form of contract that he negotiates, and so on).</p>

The formation of concepts

<i>The formation of concepts</i>	<i>Forms of succession</i>	<p>Rules for arranging the recurrent elements that may have value as concepts in series. Key forms of succession to look at are:</p> <ol style="list-style-type: none">1) orderings of enunciative series2) types of dependence3) rhetorical schemata that link together groups of statements
	<i>Forms of coexistence</i>	<p>Regularities in relations between recursive and widely used concepts in discourse. Different forms of coexistence are:</p> <ol style="list-style-type: none">1) a field of presence2) a field of concomitance3) a field of memory
	<i>Procedures of intervention</i>	<p>Procedures allowed to be legitimately applied to concepts. Among them it is worth to recall here:</p> <ol style="list-style-type: none">1) techniques of rewriting2) methods of transcription and approximation3) modes of translating, delimitation and transferring4) methods of systematizing and redistributing

The formation of strategies

<i>The formation of strategies</i>	<i>Points of diffraction</i>	<p>Mapping theoretical choices following an analytical series:</p> <ol style="list-style-type: none">1) to look for points of incompatibility,2) to grasp how incompatible statements become points of equivalence,3) to analyze how those alternative and yet incompatible elements become link points of systematization
	<i>Authorities</i>	<p>Understanding what are the specific authorities that guided those theoretical choices focusing on</p> <p>the economy of the discursive constellation to which the discursive formation in question belongs, that is the kind of relation connecting it to those discursive formations that are contemporary with it or related to it</p>
	<i>Function in a field of non discursive practices</i>	<p>Relating the determination of the theoretical choices that were actually made to:</p> <ol style="list-style-type: none">1) the function carried out by the discursive formation under study in a field of non-discursive practices2) the rules and processes of appropriation of it

Trees of derivation

In *The Archaeology of Knowledge*, Foucault provides some clear methodological indications on how to grasp this relatedness and approach the analysis of a discursive formation as a field of regularities as rules of formation. Here I want to emphasise the invitation to constitute the tree of derivation of a discursive formation

Identifying and starting from **governing statements**, i.e. those that put rules of formation of objects, enunciative modalities, concepts and strategies into operation in their most general and widely applicable form.



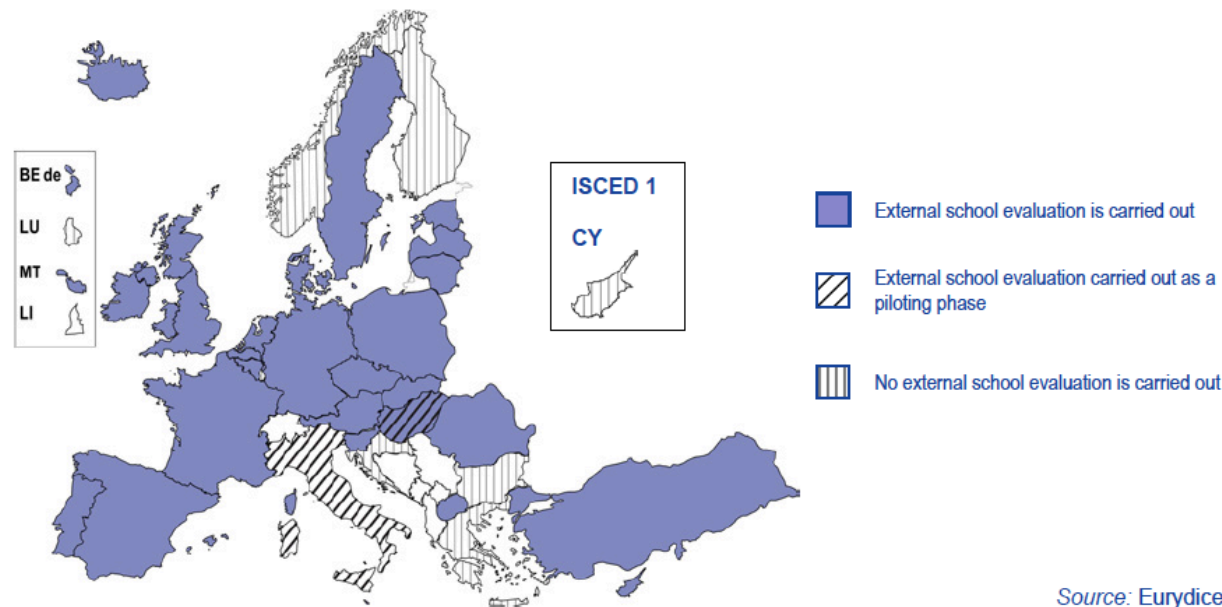
Use governing statements as the starting point for the description of a **tree of enunciative derivation** where to locate other statements that put into operation the same regularity, but in a form that is less general, delimited and localized in its extension and application.



At the end of the branches of the tree or at various places in the whole, the archaeological analysis will be able to **make visible how** within the same field of regularities it will be **possible to find** discoveries, conceptual transformations, the emergence of new notions, technical improvements and, more generally, **doxological oppositions, alternatives, divergences, ruptures and contradictions**.

	<i>The archaeological gaze</i>	
<i>The analytics of government</i> <i>a materialist analysis of practices of government as assembling processes that involve multiple and heterogeneous elements, that varies from routines, technologies, ways of doing things and agencies to theories, programmes, knowledge and expertise</i>	<i>Focus</i>	<i>Archaeological focus</i>
	<i>Forms of rationality</i>	<i>The formation of concepts</i>
	<i>Fields of visibility</i>	<i>The formation of objects</i>
	<i>Techne</i>	<i>The formation of strategies</i>
	<i>Identity formation</i>	<i>The formation of enunciative modalities</i>

Figure 1.1: Status of the external evaluation of schools according to central/top level regulations, full-time compulsory general education, 2013/14



Source: Eurydice.

Country specific notes

France: Central regulations provide for external school evaluation to be carried out, however not as a systematic approach taking place regularly. The inspection system is traditionally focused on individual school staff, which still forms the major share of inspection work.

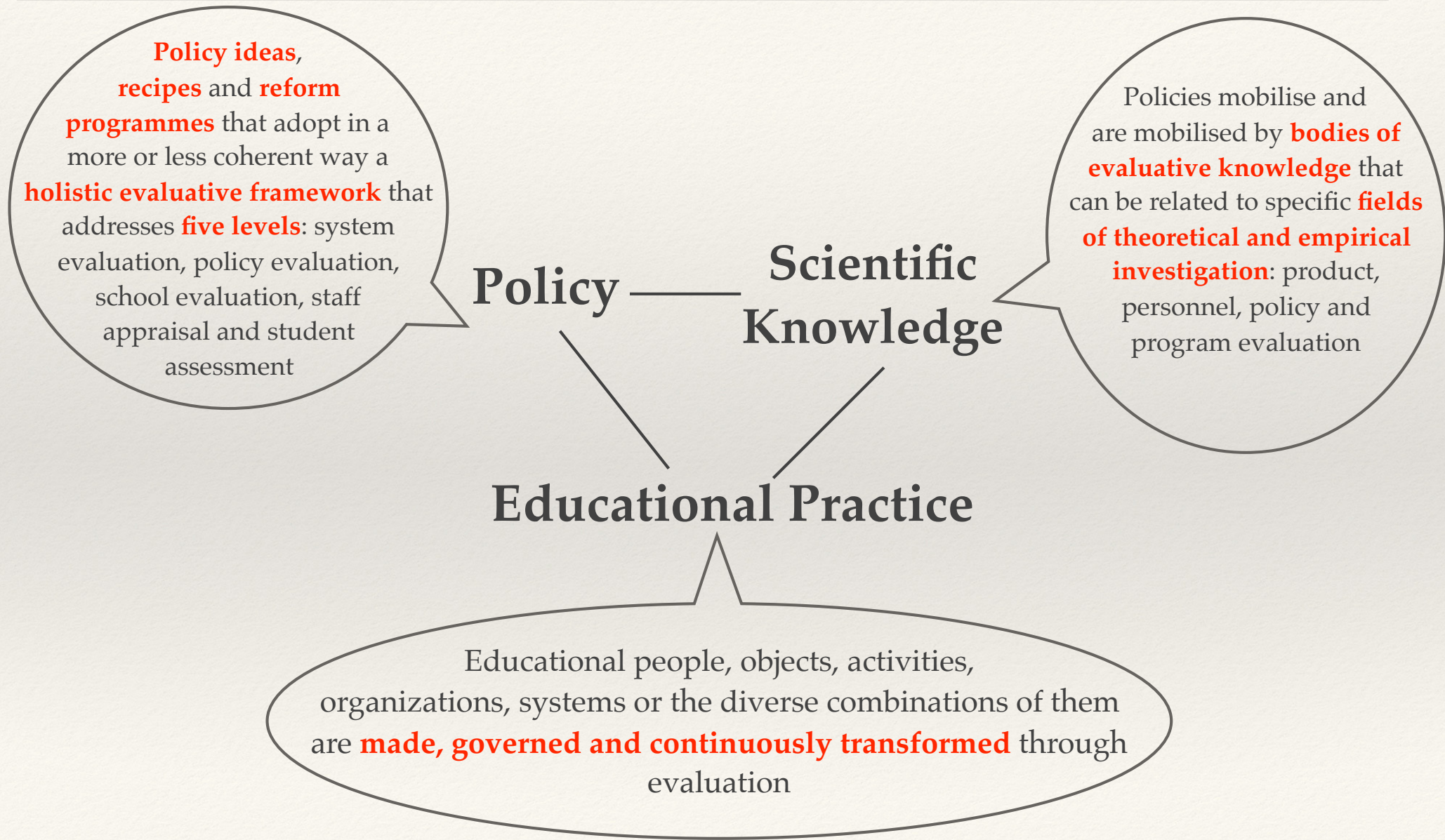
Italy: The full implementation of external school evaluation will start in 2015/16, following a piloting phase.

Hungary: A three-year pilot project is currently being carried out in order to prepare the introduction of a comprehensive type of external evaluation ('pedagogical/professional inspection') in 2015, alongside the external evaluation concerned with checking that schools operate in accordance with legislation.

Examples of archaeological
analysis of discursive regularities
on school evaluation in Europe

SECTION 3

Suspending the unities of educational evaluation: given ensembles as raw data



Immediate recurrences

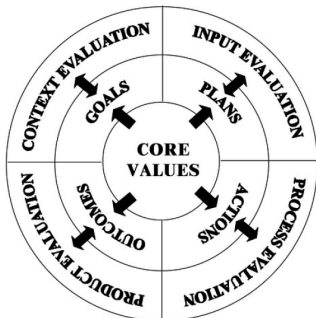
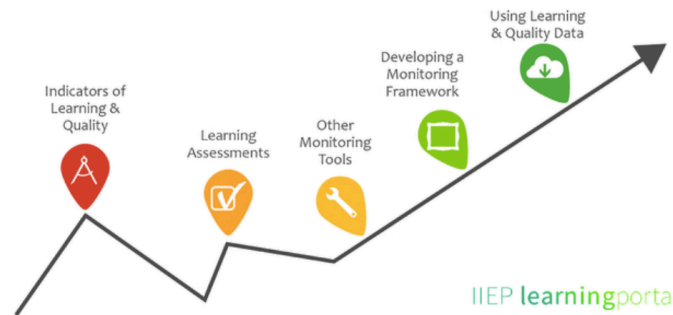
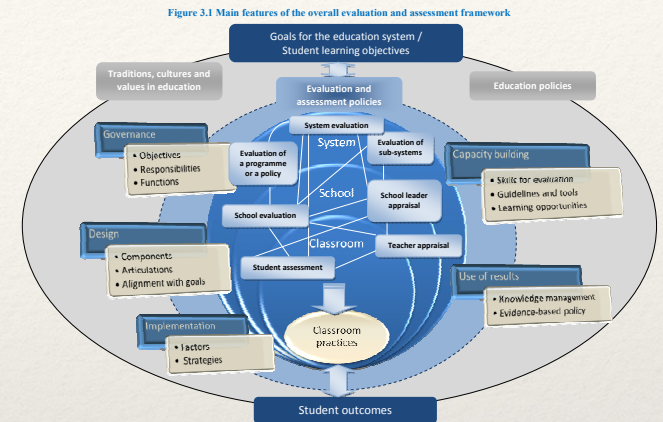


Figure 1. Key Components of the CIPP Evaluation Model and Associated Relationships with Programs

Monitor learning

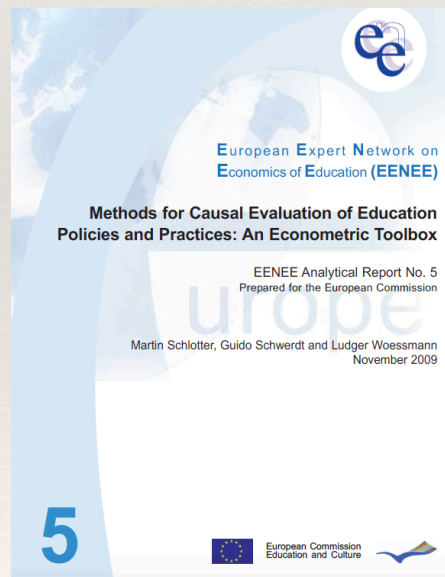


60-3 THE EVALUATION AND ASSESSMENT FRAMEWORK: EMBRACING A HOLISTIC APPROACH



SYNERGIES FOR BETTER LEARNING: AN INTERNATIONAL PERSPECTIVE ON EVALUATION AND ASSESSMENT © OECD 2013

Quality assurance in education can be understood as policies, procedures, and practices that are designed to **achieve, maintain or enhance** quality in specific areas, and that rely on an **evaluation** process. By ‘evaluation’, we understand a general process of **systematic and critical analysis of a defined subject** that includes the **collection of relevant data** and leads to **judgements and/or recommendations for improvement**. The evaluation can **focus on various subjects**: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system (Eurydice, 2015, p. 13).



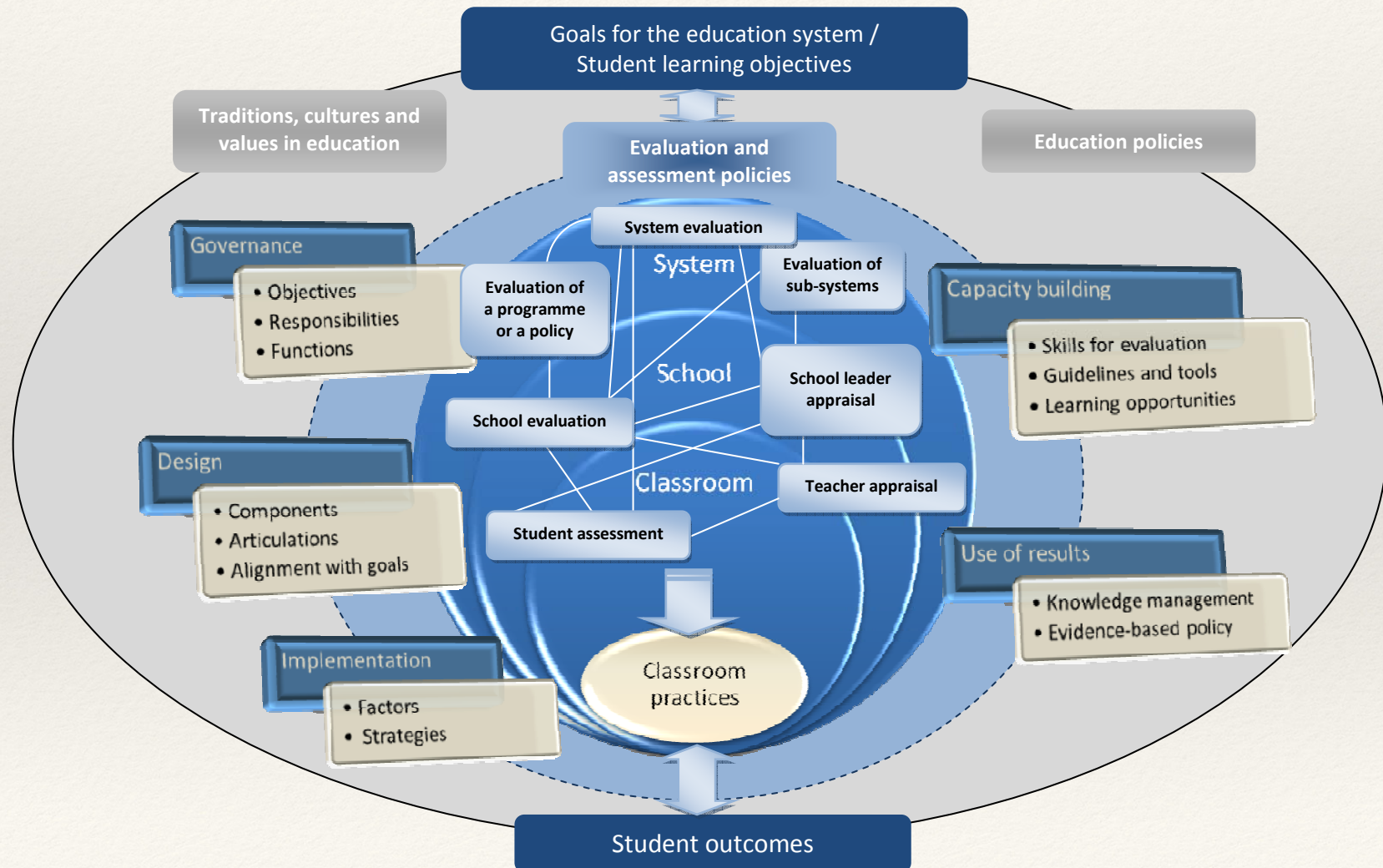
[...] **evaluation is judging the merit or worth of an entity.** This, in fact, is a statement of the goal of evaluation. The goal is to “value” in a systematic way. This valuing consists of two aspects. As you have seen, a part of judging is the determination of the merit—the intrinsic value of the entity being studied. [...] there are also extrinsic aspects to be considered. [...], we ask what is its worth within our context? [...] Thus we seek to value or evaluate by considering both merit and worth (Alkin, 2011: 9-10).

First move: governing statements

Education systems as living systems

60 – 3. THE EVALUATION AND ASSESSMENT FRAMEWORK: EMBRACING A HOLISTIC APPROACH

Figure 3.1 Main features of the overall evaluation and assessment framework



Second move: relations among statements
A field of objects
A domain of conceptual coordination and coexistence

Education system; school; classroom; student outcomes; education policy

Formation
of objects

Grids of specification

The (living) system, as a multidimensional volume of units/
organs linked together by networks of dependence and
communication

Evaluation and assessment; governance, design, implementation, capacity building, use of
results, appraisal

Formation
of
concepts

Forms of
succession

Two enunciative series
(External) Goals —> (Internal) System —> School —> Classroom —> Student —> Outcome —> Evaluation
Governance —> Design —> Implementation —> Evaluation —> Capacity building —> Use of results

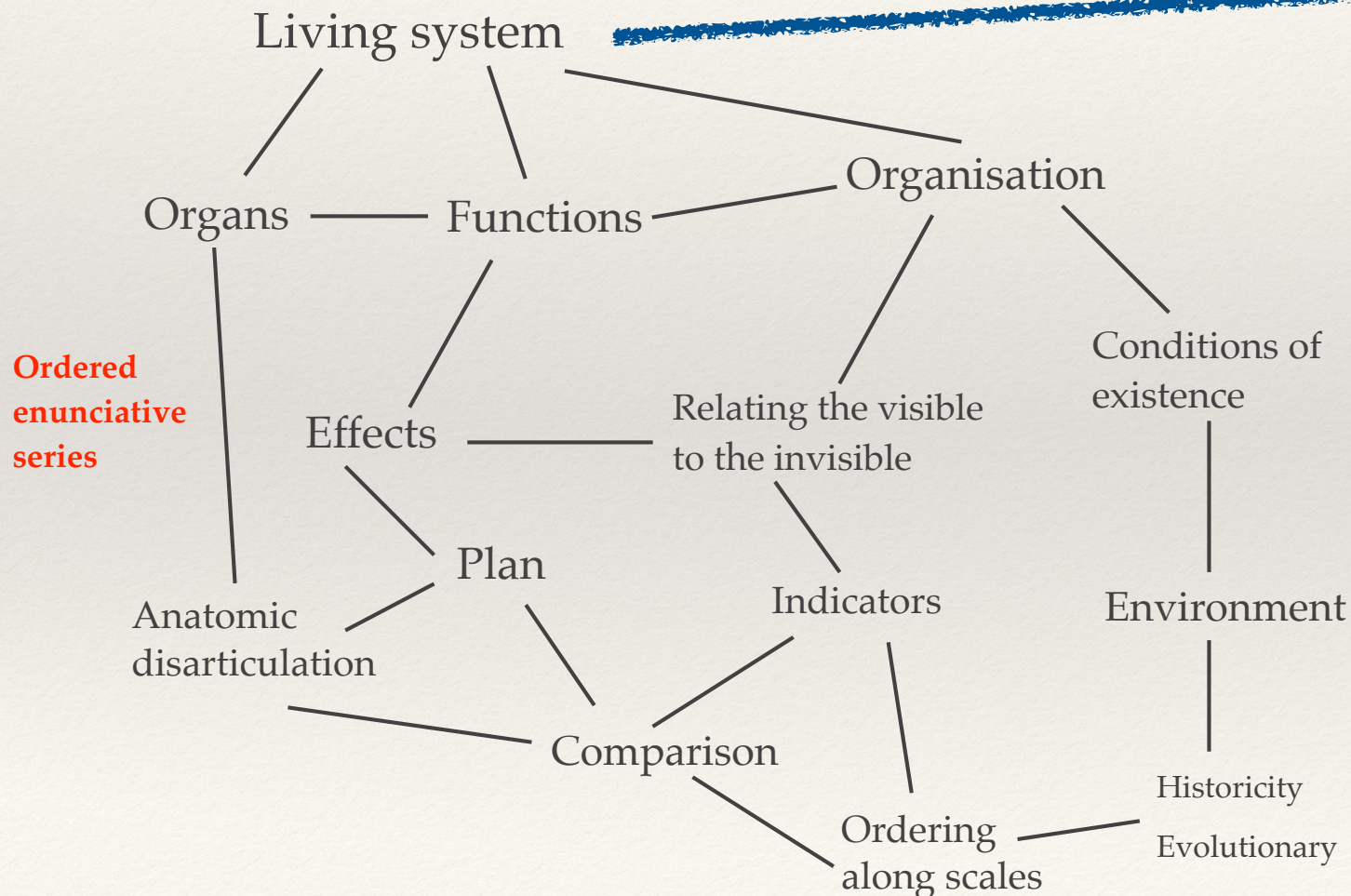
Forms of
coexistence

Biology as a field of concomitance

A section of a tree of derivation

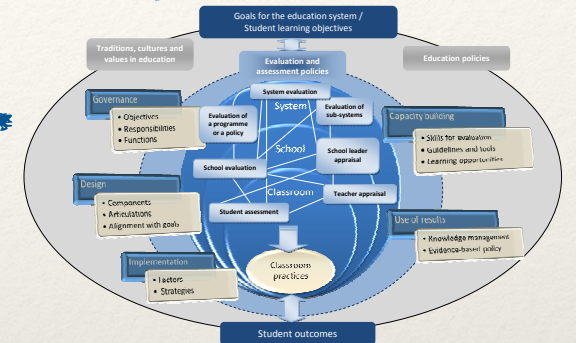
Living system
as a grid of
specification

Biology as a
field of
concomitance



60-3 THE EVALUATION AND ASSESSMENT FRAMEWORK: EMBRACING A HOLISTIC APPROACH

Figure 3.1 Main features of the overall evaluation and assessment framework



SYNERGIES FOR BETTER LEARNING: AN INTERNATIONAL PERSPECTIVE ON EVALUATION AND ASSESSMENT © OECD 2013

The anatomy of the education systems and their organs

What does SABER-School Autonomy and Accountability do?

SABER-School Autonomy and Accountability aims to catalyze and inform policy dialogue on school-based management. It does this in several ways:

1. **SABER-School Autonomy and Accountability collects information** on core school-based management policy areas in education systems around the world by administering a set of questionnaires to key informants and gathering both qualitative and quantitative data, validated by legal documents.
2. **SABER-School Autonomy and Accountability classifies and analyzes** education systems around the world according to five policy goals that are critical for enabling effective school-based management.
3. **SABER-School Autonomy and Accountability provides country reports and other knowledge products** that diagnose how well a country's policies support school autonomy and accountability with a view to improving the effectiveness of teaching and learning. A goal of this effort is to identify policy areas and actions that support better alignment of managerial responsibilities at the school level, assessment of results, and use of assessments to promote accountability to increase education quality and student learning.

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How does SABER-School Autonomy and Accountability help countries improve education policies and systems?



Working for a World Free of Poverty



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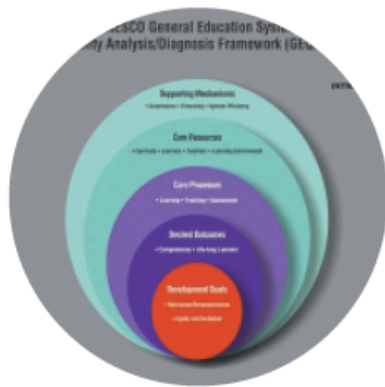
[Information and Communication](#)

School Autonomy and Accountability

SABER-School Autonomy and Accountability (SAA) documents and analyzes school-based management policies aimed at increasing autonomy and accountability at the school level and within the education system, in both developing and developed countries. By deepening school autonomy and accountability, school systems can redefine incentives structure to create better conditions for teaching and learning. Autonomy and accountability do not generate incentives in isolation; they are interlinked with the assessment of teachers and learning at the school, with the use of information, and the role of school councils. Such interconnections are critical in improving the education system as a whole, which is at the core of SABER's approach.

Analysis, diagnosis, curing, achieving...

General Education System Quality Analysis/Diagnosis Framework (GEQAF)



International, regional and national assessments of learning outcomes testify to the poor quality of education in many countries around the world. Both developed and developing countries are aware of the quality crisis and its development consequences. Most education reform programs therefore include education quality improvement and the enhancement of equity among the key strategic objectives.

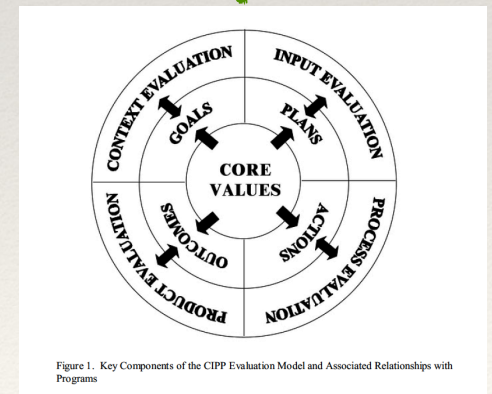
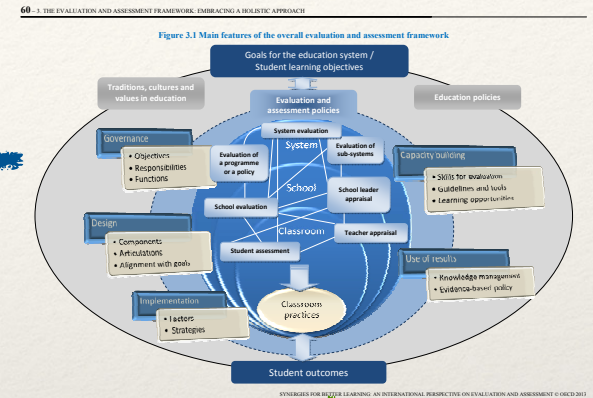
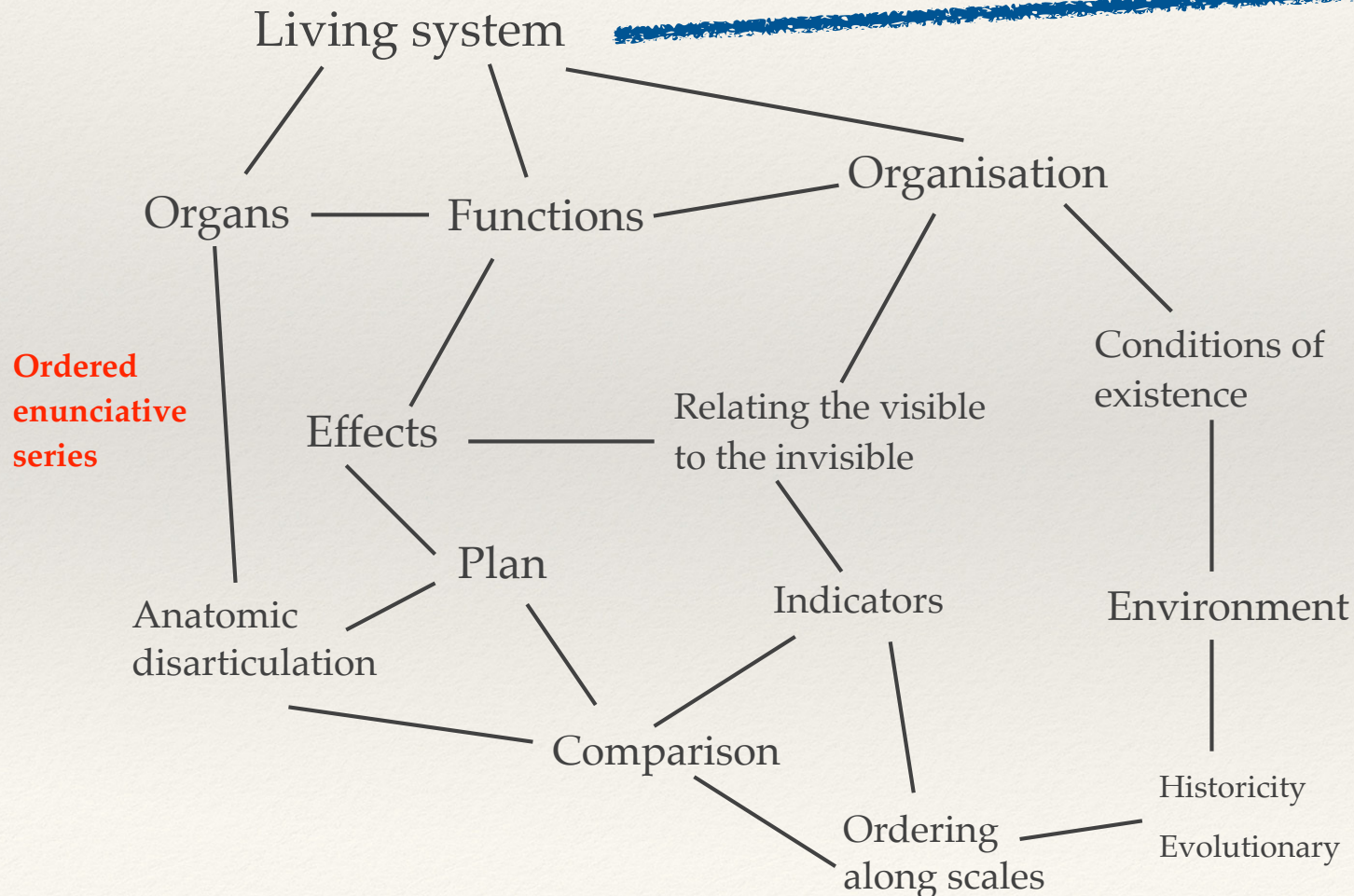
Despite all the efforts, the education quality challenge persists, and the EFA quality goals are dauntingly off track. One of the major obstacles is the lack of tools for conducting systemic analyses of critical constraints hampering the achievement of education quality goals.

Therefore, UNESCO, in collaboration with its Member States, developed the General Education Quality Analysis/Diagnosis Framework (GEQAF).

A section of a tree of derivation

Living system
as a grid of
specification

Biology as a
field of
concomitance



Another (but related) governing statement:
Education as a process of production

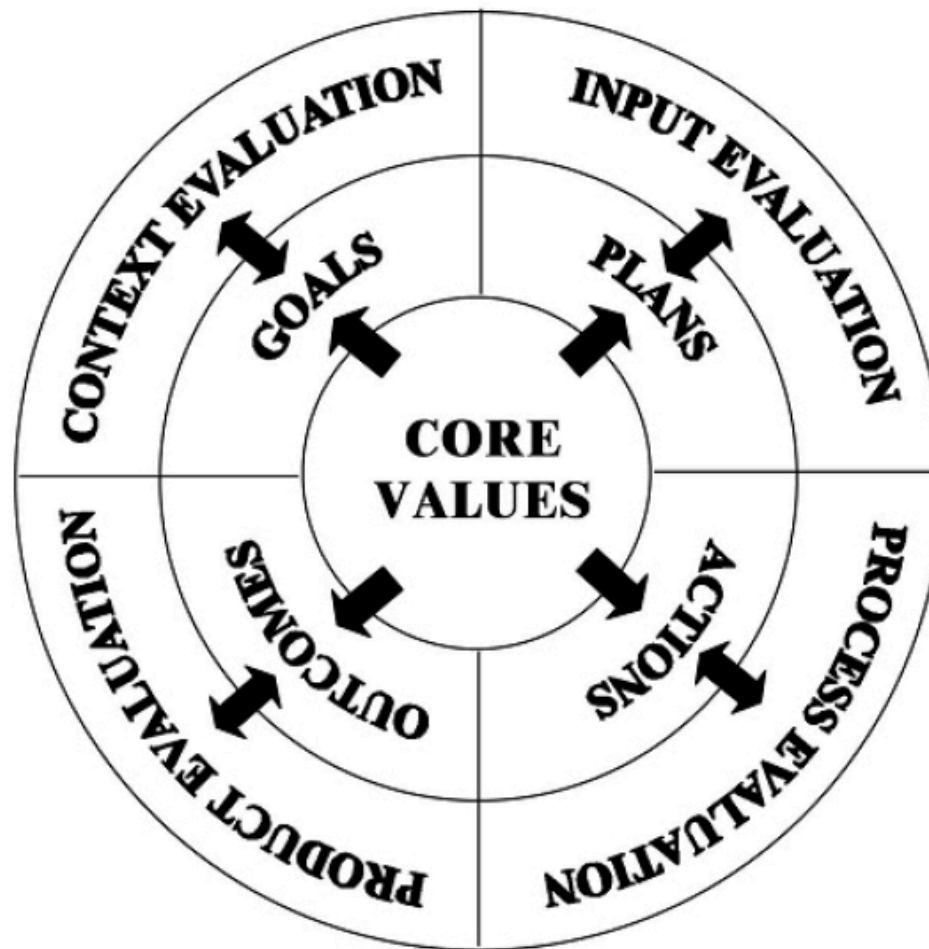


Figure 1. Key Components of the CIPP Evaluation Model and Associated Relationships with Programs

Second move: relations among statements
A field of objects
A domain of conceptual coordination and coexistence

Evaluation, Context, Input, Process, Product

Formation
of objects

Grids of specification **Production as a process of value formation which has a specific form and involves the deployment of labour as energy, toil and time and labour as activity**

Evaluation, goals, plans, actions, outcomes

Formation
of
concepts

Forms of
succession

Two enunciative series

Governance —> Design —> Implementation —> Evaluation —> Capacity building —> Use of results
Evaluating context —> input —> process —> product —> Learn —> Change to improve

**Forms of
coexistence**

Economics as a field of concomitance

Another section of a tree of derivation

Production
as a grid of
specification

Economics as
a field of
concomitance

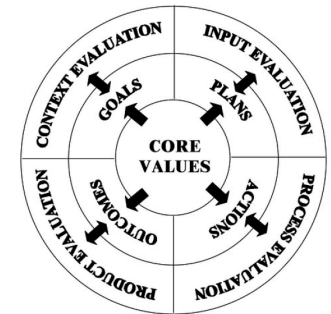
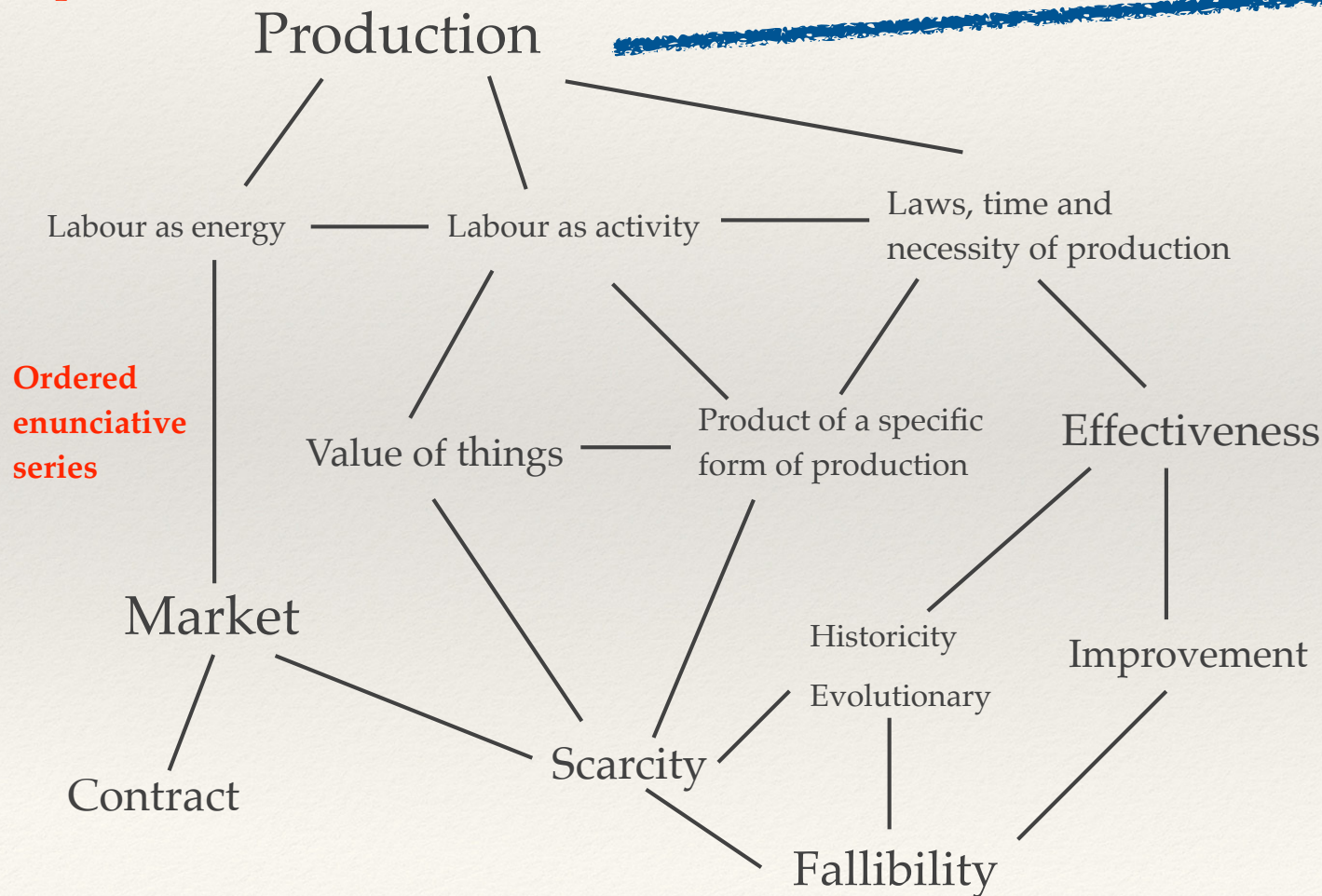
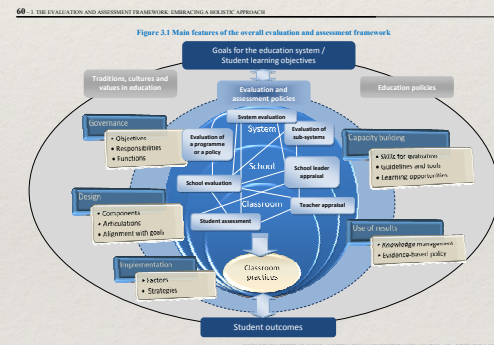


Figure 1. Key Components of the CIPP Evaluation Model and Associated Relationships with Programs



Ordered
enunciative
series

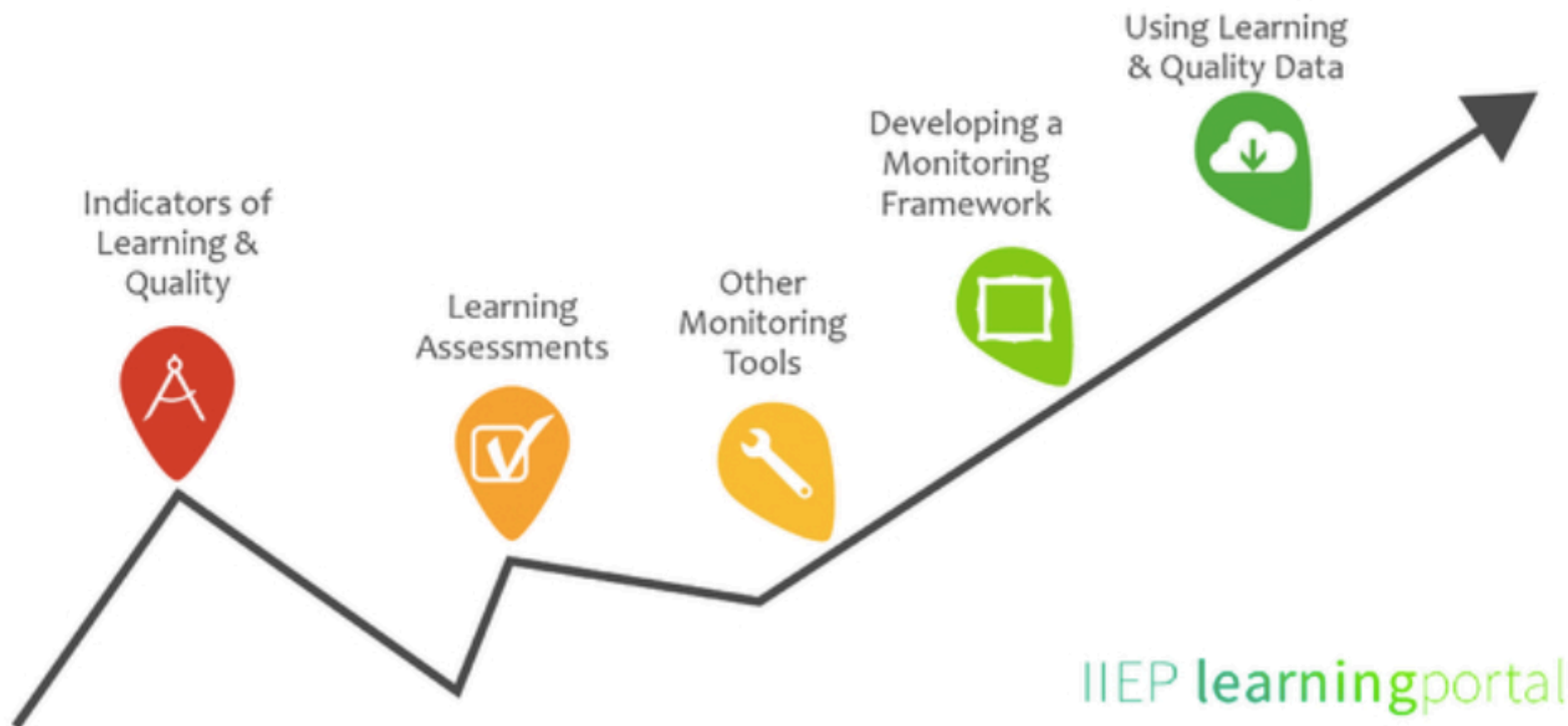


Biology as a field of
concomitance

Living system

Education as a process of production - the figure of labour

Monitor learning



Working on the means of production

Quality assurance in education can be understood as policies, procedures, and practices that are designed to **achieve, maintain or enhance** quality in specific areas, and that rely on an **evaluation** process. By ‘evaluation’, we understand a general process of **systematic and critical analysis of a defined subject** that includes the **collection of relevant data** and leads to **judgements and / or recommendations for improvement**. The evaluation can **focus on various subjects**: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system (Eurydice, 2015, p. 13).

Scarcity/Failure

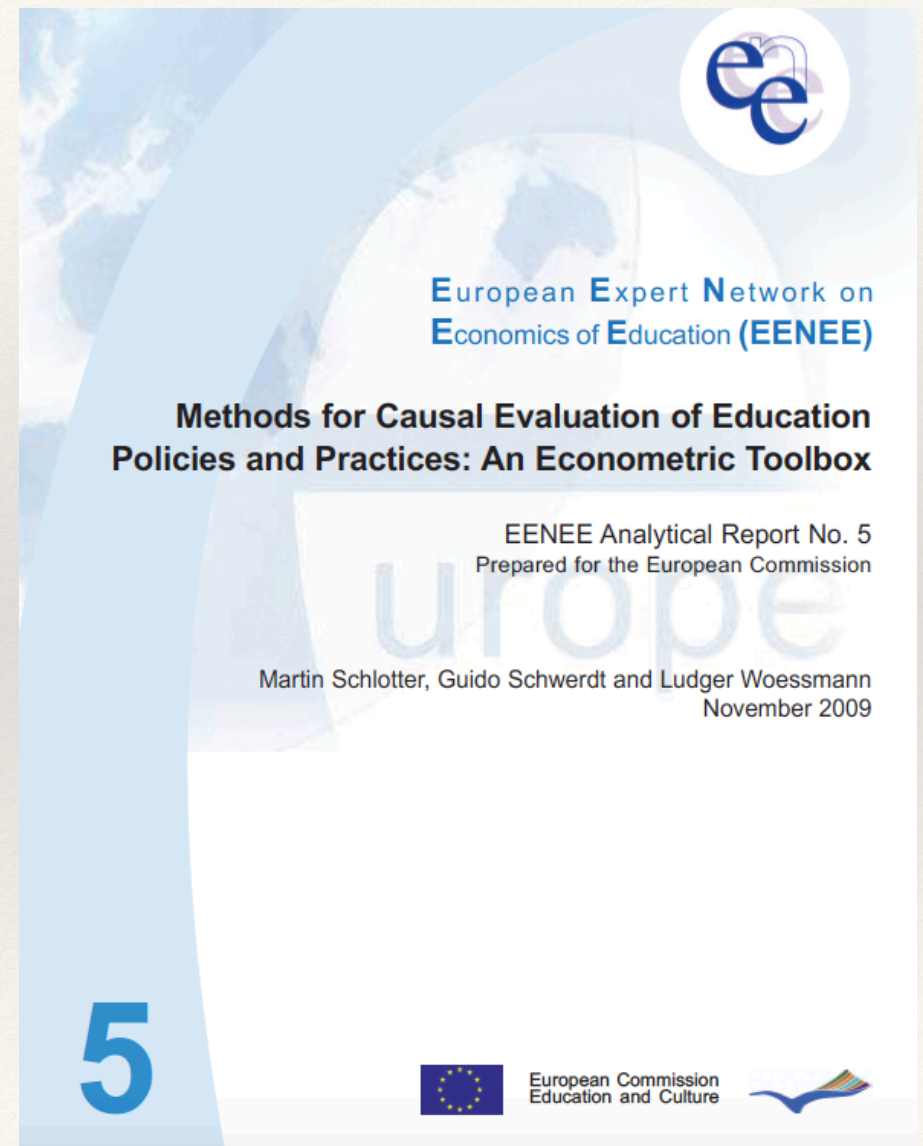
[We need to address a] double **challenge**: to prioritise public **investment** in the education and training sector, and to find more **efficient ways** of deploying available financial resources which might call for structural **reform** in particular education systems. The main **lever for increasing** the efficiency of investment in education and training is to **enhance the quality** of provision and to focus on **prevention** of educational **failure**. Increasingly, Member States are developing models of **cost-sharing** between different partners in the educational process – the state, businesses and individuals, foundations and alumni – with public investment helping to leverage private sector match-funding (EU Commission, 2012, p. 12).

The dream of the perfect mastery of reality: knowing, judging, orienting action and fulfilment

- ❖ Evaluation determines the merit, worth, or value of things. The evaluation process identifies relevant values or standards that apply to what is being evaluated, performs empirical investigation using techniques from the social sciences, and then integrates conclusions with the standards into an overall evaluation or set of evaluations (Scriven, 1991).
- ❖ Evaluation is the systematic and objective determination of the worth or merit of an object. Merit: The excellence of an object as assessed by its intrinsic qualities or performance. Worth: The value of an object in relationship to a purpose. (Joint Committee, 1994: 205, 207 and 210).
- ❖ [...] evaluation is judging the merit or worth of an entity. This, in fact, is a statement of the goal of evaluation. The goal is to “value” in a systematic way. This valuing consists of two aspects. As you have seen, a part of judging is the determination of the merit—the intrinsic value of the entity being studied. [...] there are also extrinsic aspects to be considered. [...], we ask what is its worth within our context? [...] Thus we seek to value or evaluate by considering both merit and worth (Alkin, 2011: 9-10).

Knowledgeable entities, the will to know and the mechanics of the real-world

- ❖ Education policy-makers and practitioners **want to know** which policies and practices can best **achieve their goals**. But research that can inform **evidence-based** policy often requires complex methods to **distinguish causation from accidental association**. Avoiding econometric jargon and technical detail, this paper explains the main idea and intuition of **leading empirical strategies** devised to **identify causal impacts** and illustrates their **use** with **real-world examples**. It covers six evaluation methods: controlled **experiments**, lotteries of oversubscribed programs, instrumental **variables**, **regression discontinuities**, differences-in-differences, and panel-data **techniques**.



External/Internal

- ❖ The combination between external and internal evaluation: external evaluators make use of internal findings
 - ❖ In 31 education systems, schools both carry out internal evaluation and are examined by external evaluators. One widespread form of interdependence between the two processes is the use that external evaluators make of internal evaluation findings. In two thirds of the education systems where external and internal school evaluation coexist, internal evaluation findings are part of the information analysed during the preliminary phase of external evaluation. Together with other sources of information, internal evaluation findings often enable external evaluators to elaborate on the profile of the school to be visited and better focus their work. (Eurydice, 2015, p. 12).

The chain: individuating, being strategic, evaluating, improving

- ❖ Decentralisation and School Autonomy as supporting the widespread of school evaluation in almost all the countries
- ❖ The *chain*: individuating, being strategic, evaluating, improving
 - ❖ Several factors have supported the development of the evaluation of schools as a widespread practice for measuring and improving the quality of education across European countries. Trends towards decentralisation of education systems from the 1980s onwards, combined with the more traditional autonomy conferred to local and school levels in some other countries, resulted in local authorities and schools appearing as key actors of education policy. In a number of countries, schools are conferred with decision making responsibilities on human and resource management, as well as on the content of education provision. Sometimes, this autonomy has been combined with the responsibility of defining strategic plans for improvement and further development of education provision. Reforms increasing school autonomy have paved the way to a transfer of accountability from education authorities to individual schools (Eurydice, 2015, p. 14).

Doxological oppositions, alternatives, divergences, ruptures and contradictions

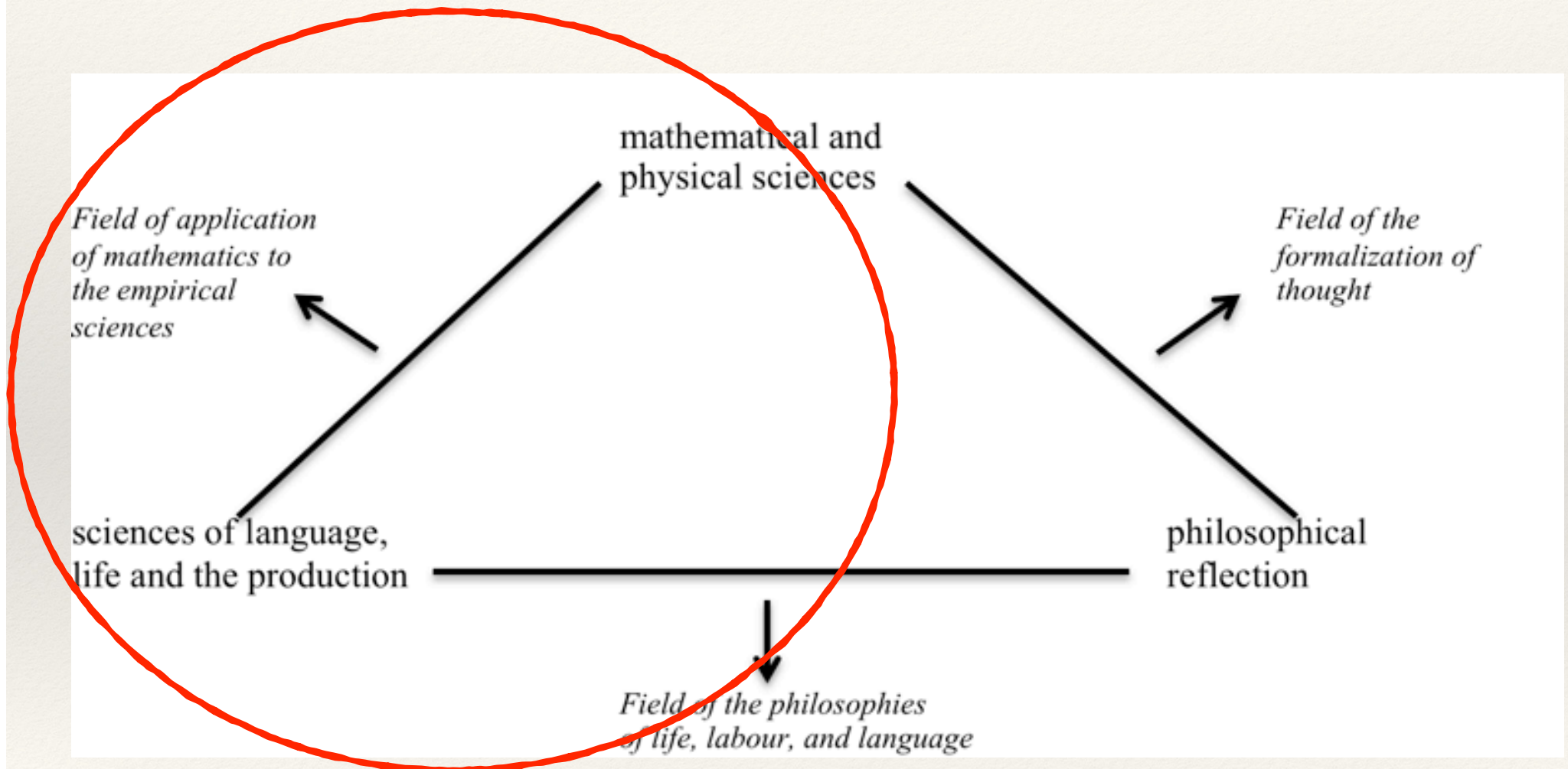
Models of organizational effectiveness			
Effectiveness criteria	Level of analysis	Focus of interest	Theoretical background
<i>Productivity</i>	Organization	Outputs and its determinants	Economic rationality
<i>Adaptability</i>	Organization	Input requirement	Open systems
<i>Commitment</i>	Individual members	Motivation	Human relations
<i>Continuity</i>	Organization/individuals	Formal structure	Theory of bureaucracy
<i>Responsiveness to external constituents</i>	Sub-groups within organization	Dependencies, power	Political theory

Source: Scheerens and Creemers, 1989, pp. 691 and 696

Scheerens and Demeuse (2005, p. 374 and 382) identify in the micro-economic theory and public choice theory, cybernetics and theories on learning organisations and the concept of autopoiesis originated from biology three of the basic theoretical strands influencing school effectiveness research and school improvement models.

[They continue arguing how] with respect to school improvement and school effectiveness, the perspective of autopoiesis can be seen as a basis for explaining resistance to change and less “intrinsic” interest for enhancing effectiveness. It could also be seen as a philosophy that underlines the importance of available concepts and cultural preferences of key actors enforcing the status quo in organisations, which defy “easy” transformations. [...] Autopoiesis offers a more evolutionary perspective than rational planning.

The epistemological space of educational evaluation



The problem of governing man and control uncertainty

- ❖ I suggest to take the position that if we want to fully understand school evaluation as it emerges in our educational present, we need to recognize that it has found its constitutive possibility when the problem of governing the man and its activity and, later on, the problem of controlling (and reduce) the uncertainty inherent in human activity were created as a consequence of what Foucault has defined as the rise of man as the central figure in modernity, and then as object of knowledge, with the related opening of the empirical fields of life, labour and language.
- ❖ My point here is that the distinctive trait of evaluation, in its positivist or anti-positivist emergences, at the epistemic level is not its relation to mathematics but its pretensions of knowing to 'man in so far as he lives, speaks, and produces' (Foucault, 2002a, p. 383). Then, if one wants then to understand the epistemic conditions of existence for evaluation as a discourse and as a science, one needs to situate it 'in the vicinity, on the immediate frontiers, and along the whole length of those sciences that deal with life and labour' (ibid. 383).

The quadrilateral of school evaluation

Figure 3 – The quadrilateral of the discourse of evaluation



The quadrilateral of school evaluation

- ❖ Man, as object of evaluation, is constituted as a determined subject, a determination coming from positivities that are external to him and as a being living a condition of finitude, that takes the form of his fallibility
- ❖ Man appears as a paradoxical figure of knowledge, a peculiar form of empirical-transcendental allotrope: an externally determined object of knowledge but also an unlimited knower
- ❖ Evaluation presupposes the existence of an unthought (an invisible) which needs (and is waiting) to be brought back to the a cogito which is in the condition to unveil it
- ❖ Evaluation gains its value and sense of existence by the promise of improvement, the promise of a completion which assumes the forms of effectiveness, definitive improvement or matching of the objectives



Where do we get?

Political paradoxes and
epistemological ruptures

SECTION 4

Concluding remarks

What I am reflecting on and what I think it could be interesting to develop further

- ❖ For those who are uneasy with the current state of educational evaluation in Europe and are willing to think of a different evaluation.
- ❖ This kind of analysis suggests that a generative terrain of reflection is the practicing of those epistemological ruptures in evaluation that attempt to re-compose the quadrilateral and challenge its anthropological postulate.

Concluding remarks

Interesting to study to what extent and how evaluative models and experiences can and attempt to explore the following epistemological ruptures:



Rethinking the spatial dimension in the practice of educational evaluative research, focusing on the constructing of identities through the formation of social spaces, putting at the centre of its agenda foci and research questions that concern the 'rules and standards of reason' through which subjects are formed in the field of education through their locations within 'historicizing spaces in a variegated time frame'

Concluding remarks

Interesting to study to what extent and how evaluative models and experiences can and attempt to explore the following epistemological ruptures:



Thinking of time as a multiplicity of strands moving with an uneven flow, understanding change as ruptures or breaks and looking at continuities as conditional and relational. This implies a non-causal and non-linear mode of reasoning that abandons the objective to identify agents and factors of change that move 'in a continuum from the past to the present and the future'. It calls to an understanding of change and progress that is strictly bounded to 'breaking the chains of reason that bind and limit alternatives for action'

Concluding remarks

Interesting to study to what extent and how evaluative models and experiences can and attempt to explore the following epistemological ruptures:



Escaping from the enduring evolutionary principle that results in the centrality of the logic of comparison and the tendency to create differentiation drawing on 'some norms of unity' (Popkewitz, 1997: 25). Intensify the exploration of alternative discursive practices to construct differences that do not result in the formation of oppositional norms. This would be coupled with the attempt to position difference within a discourse that does not establish a single continuum of value, but take into account the hybridity, multiplicity and the performative effects of any form of classification and positioning (Popkewitz, 1997: 24).

Thanks for your attention

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