ACCOUNTED PoC
Towards Shared Accountability: Rethinking the Locus and Scale of Assessment and Improvement in Education

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Outline

1. Proof of Concept in Social Sciences: Key Considerations

2. Organizing the Application and Connecting it to the ERC Main Project

3. Main Concept of the PoC: Shared Accountability Model

4. Collaborating with policymakers: limitations and opportunities

I. PoC in Social Sciences: Some key considerations

- **Commercial Output Is Infrequent:** Technology transfer offices, incubators, and venture capital are not well-established in the social sciences.

- **Scaling Innovations Is Challenging:** Innovations are difficult to scale—especially internationally—due to context sensitivity.

- **Societal Applications Are More Feasible:** For example, designing a robust policy intervention can be a viable societal application.
  - **Main Focus:** Policy Transfer and Policy Learning around a policy model or prototype.
  - **Target Population:** Public administrations and civil society.
  - **Additional Feature:** A co-creation component enhances both the transferability and robustness of the policy design.

- **Demonstrate a Feasible Path to Impact:** Leverage partnerships with public institutions, NGOs, or social enterprises to illustrate a clear route to meaningful impact.

- **Tailor the Application for Impact Experts:** Focus on experts in knowledge transfer and impact, rather than on those in your specific field.

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II. Application Organization & connection with the ERC main project

<u>Reasons to Go for It</u>

- **Additional Research:** Expand your understanding of the ERC research focus.
- **Policy Testing/Piloting:** Pilot a policy that resonates with your ideas and vision that builds on existing findings.
- **Problem-First Approach:** Start with a clearly defined problem rather than a ready-made solution.

<u>Problem statement:</u> Should derive directly from your ERC Project
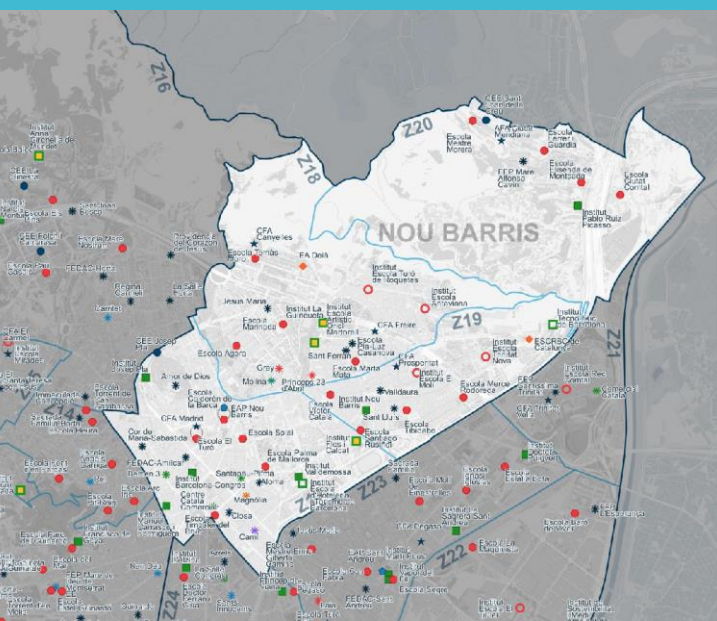
- **Side Effects of Current Policies:** The predominant accountability approach in education generates numerous unintended side effects.
- **Policy Shifts in Practice:** Governments are already addressing these issues by shifting accountability focus (from learning outcomes to teaching processes).

<u>Proposed Solution:</u> Gear around a main concept or intuition that derives from the knowledge accumulated after years of research with the ERC Project

- **Redesigning Accountability:** Existing solutions are insufficient—not only does the focus need to change, but the locus of accountability must be redesigned.
- **Re-Scaling the Policy:** Changing the scale of accountability—from individual schools to groups of schools—can restructure incentives and promote collaboration and mutual support.

REFORMING
SCHOOLS GLOBALLY

A Multi-Scalar Analysis of Autonomy and Accountability
Policies in the Education Sector (REFORMED)

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III. Main concept: Shared accountability model

PILOT PROJECT: TESTING THE SHARED ACCOUNTABILITY MODEL

Intervention. Combines two main elements: coordination of additional resources for schools and change in institutional logic, positioning the territory as the central point of reference

1. Additional resources of both an administrative and educational nature:
- Reduce administrative burden to enable school leaders to focus on pedagogical leadership
- Non-teaching educational support resources (social workers, psychopedagogists, and social integration specialists) to strengthen connections among schools, leverage local community resources, and engage families.

2. Institutional change: Network governance logic:
- Schools collectively define shared goals, identify common challenges, and develop joint strategies.
  - Initiatives include common teacher training, exchanging best practices, and fostering pedagogical dialogue across schools.
- Co-responsibility: Beyond standard education outcomes, schools are encouraged to take responsibility for the academic performance of the entire area and actively work together to improve results.

Ultimate Goals:
- Improve educational outcomes.
- Retain students in the system by offering an attractive and engaging educational offer.
- Enhance the satisfaction, well-being, and engagement of both students and teachers.

Evaluation: combines impact evaluation techniques and qualitative data gathering through observation/shadowing in meetings, and interviews.

Main output: a robust policy prototype based on the pilot experience and the evaluation results

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IV. Collaboration with policy makers: limitations and potential

- **Policy-Makers** as the privileged target and partner of PoCs in Social Sciences
  - Many challenges in implementing a PoC in social sciences stem from the dual role of policy-makers as both target and partner. Co-creation and partnerships can help address these tensions.

- LIMITATIONS
  - **Timing Conflicts:** Policy-makers' schedules may not align with the PoC timeline.
  - **Open Policy Environments:** Policy systems function as "open labs" where multiple interventions and external factors can influence outcomes.
  - **Evaluation Culture:** A lack of an established evaluation culture generates pressure on researchers to validate interventions.

- PROS AND POTENTIAL
  - Possibility to pilot and evaluate **real-world experiences**
  - **Field access:** Gain direct access to the field, and to administrative data, which otherwise is more challenging
  - **Tacit knowledge:** Capture insights related to micro-politics, authority, and legitimation that are often missed by conventional research methods.

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