



Inspectie van het Onderwijs
*Ministerie van Onderwijs, Cultuur en
Wetenschap*

The added value of research at the Inspectorate of Education in the Netherlands

March 30th, 2023

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Dutch Inspectorate of Education



The Dutch Inspectorate of Education

Effective supervision for better education

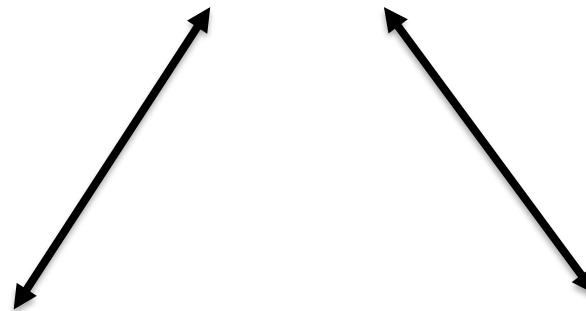
We:

- assess the quality of education of the individual educational institutes
- assess the quality and its developments of the education system as a whole
- stimulate schools and educational institutions to maintain and improve the quality of the education they offer
- communicate in an accessible way with all its target groups and stakeholders
- report to the public



What we do

Quality control and strategic development



System oversight

We assess the quality and its developments of the education system as a whole

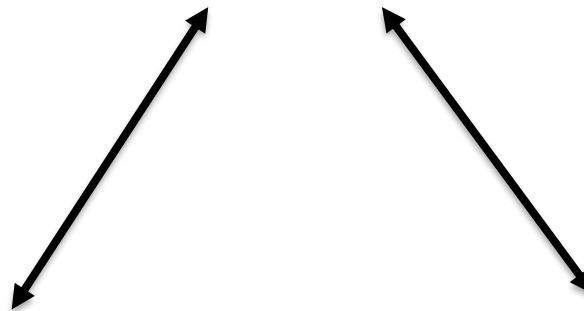
Inspections of individual schools and governing bodies of schools

We assess the quality of education of the individual educational institutes



What we do

Quality control and
strategic development
(Research)



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Education system research (1)

- “The education system”?
 - All (pre-)primary schools, all secondary schools, all special education needs schools, all vocational schools, all higher education institutions
 - Or a subset (always more than 1 school or school board)
- Why study the system? (and why not only individual schools?)
 - To gain insights into the quality of the whole education system, including transitions of students and patterns across schools.
 - To be able to describe how the education system functions.
 - To communicate about the quality of the system and to call attention to aspects of the system.



Education system research (2)

- When do we consider ourselves successful?
 - Comprehensive and coherent overview of the quality of the education system
 - Reliable and valid research results
 - Useful for the inspection of individual schools
 - Aids in the continuing development of our inspections
 - When our results encourage other stakeholders in education to act

Inspectie: onderwijs is toe aan grondige renovatie

Het onderwijs in Nederland moet structureel beter, constateert de inspectie in het woensdag verschenen rapport Staat van het Onderwijs 2021. De basisvaardigheden van leerlingen zijn onder de knie.



De Telegraaf NIEUWS SPORT ENTERTAINMENT FINANCIËEL VROUW LIFESTYLE WAT U ZEGT
NIEUWS / BINNENLAND

Nog geen driekwart basisscholieren haalt vereiste schrijfniveau

Interview

'Leer basisscholier schrijven, geen yoga'

Alida Oppers en Marleen van der Lubbe

Basisvaardigheden leren zou op de basisschool prioriteit moeten hebben. „Laten we even ophouden over verkeersveiligheid en yoga.”

Loten voor een studieplek is echt eerlijker

Kansenongelijkheid Ruim vijf jaar na het afschaffen van loting is duidelijk dat het de kansongelijkheid in het hoger onderwijs vergroot heeft en collegezalen homogener maakte.

'Bijna helft van leraren kan les niet goed op alle niveaus afstemmen'

Wat is een goede les en hoe doen leraren het in de praktijk? Hannah Bijster onderzocht dat voor de Onderwijsinspectie.

Onderwijs

Zorg dat kinderen beter gaan leren lezen, schrijven en rekenen, waarschuwt de onderwijsinspectie



Bij rekenen halen jaarlijks ongeveer 50.000 groep 8-leerlingen niet het streefniveau. 24 procent van de 15-jarige leerlingen leest niet op basisoniveau. Beeld Patrick Post

In 'De staat van het onderwijs' roept de Onderwijsinspectie opnieuw op tot structurele verbetering van de vakken taal en rekenen. De problemen zijn dit coronajaar alleen maar groter geworden, de kansongelijkheid is gegroeid.

Menu nrc

Mijn r

'Schaduwonderwijs' is een forse groeimarkt geworden

De Staat van het Onderwijs Steeds meer leerlingen krijgen bijles en extra huiswerkbegeleiding. Maar dat vergroot de kansongelijkheid tussen leerlingen en goed toezicht is er niet.



How do we proceed?

1. Determine what our framework is with which we look at the education system. Or: What do we expect the education system to accomplish?
2. Determine what is necessary to study
3. Conduct the research
4. Evaluate our impact



1. What do we expect from education/the education system?

We expect that the education system ensures that students ...

- obtain the skills, knowledge and attitudes that are required to be successful in the labor market and in society, that are asked for in the labor market and in society, and that matches the ability and talents of students (“**Qualification**”).
- obtain the social competencies, knowledge, and attitudes that are required to participate optimally and contribute to society (“**Socialization**”).
- Have an educational career that suits their abilities and talents and that they obtain a place in the labor market suited to their ability and talents (“**Allocation**”).

To be able to achieve this, the education system is equipped and organized in such a way that it can ensure continuity and contribute to these three core functions (“**Necessary conditions**”).



2. Setting the research agenda

- Firm basis due to standard monitoring (register data)
- Internal and external input on the relevant topics
- Topics which are relevant for the system as a whole and topics relevant for one (sub)sector
- Priority given based upon
 - Relevance and urgency
 - Contribution to (the learning of) students
 - Matches our role (inspectorate)
 - Is not (being) done somewhere else
 - Can be answered with available or reasonably obtainable information



3. Conduct the research

Both qualitative and quantitative research

- Research question
- Literature review
- Data and analyses
 - Administrative data (enrollment, exams, diploma's, labor market outcomes, background characteristics, etc.)
 - Newly collected data (need for developing instruments)
 - Surveys to schools, teachers, other staff (sometimes parents and students)
 - School visits with interviews, observations, or surveys

=> More information in the workshop *Designing research with the Dutch Inspectorate of Education*



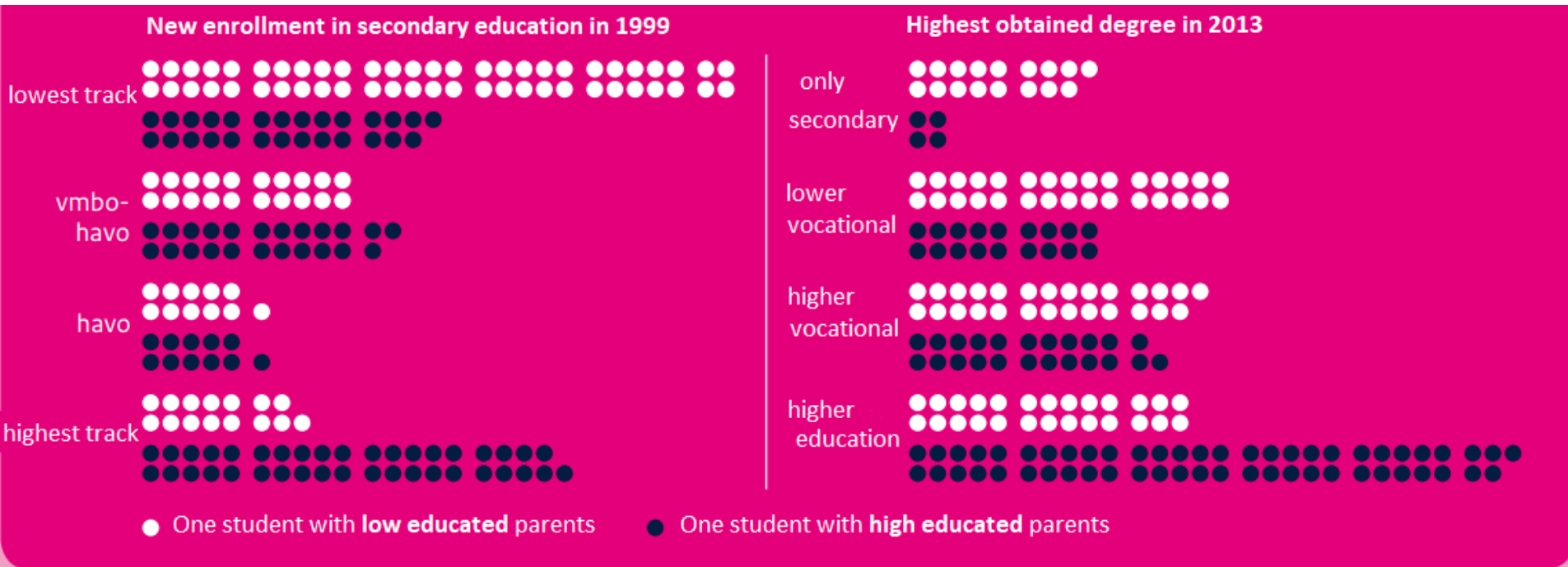
4. What do we (hope to) achieve with research?

- We conduct oversight, we do not make or execute (education) policy
- We aim to communicate about the quality of the system and to call attention to certain aspects of the system.
- We carefully choose our topics and strive to keep a close watch on trends and developments
- We carefully choose how we communicate our results
- We are never the only push for action, but potentially we are the final push
- See also “Research for quality control and strategic development”



Example 1: Inequality (1)

- Publication: State of the Dutch Education/Staat van het Onderwijs (2016): “Inequality based on students’ background characteristics is increasing.”





Example 1: Inequality (2)

Policy changes since (no proof for causal link!):

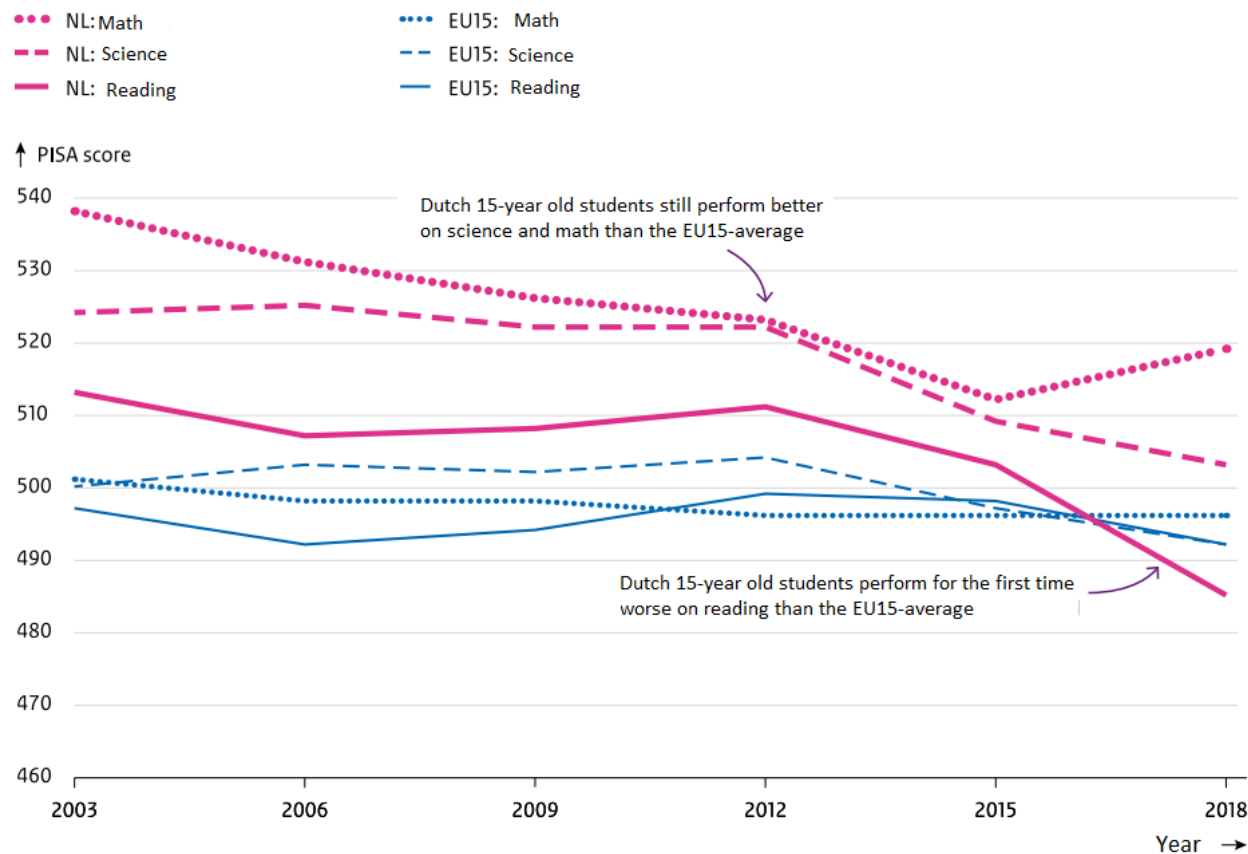
- Policy initiative “Alliance for Equal Opportunities” from the Ministry of Education, with Ministry of Social Affairs, Ministry of Youth, municipalities, school boards, schools, teachers (2016)
- More attention on the municipal level for equal opportunities in education
- Extra funding for academic research “Towards a knowledge-intensive policy on educational disadvantage in primary education” (2019)
- Adjusted policy for publicly financing schools with students from disadvantaged backgrounds (2019)



Example 2: Basic skills

Publication: The State of the Dutch Education/Staat van het Onderwijs (2020 & 2021):

“The performance level of students in secondary education on the ‘basic skills’ language and math is declining”





Example 2: Basic skills

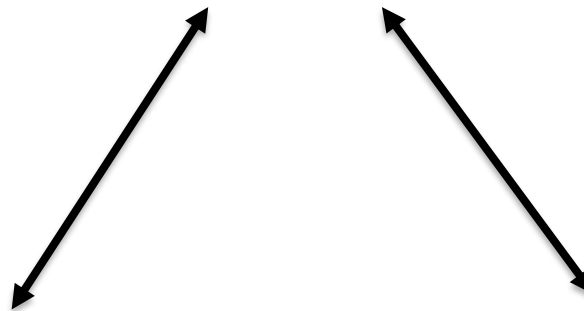
Policy changes since (no proof for causal link!):

- Funding for scientific research on knowledge and skills for students
- Activities of the Netherlands Institute for Curriculum Development (SLO) on basic skills
- Expertise center Basic skills
- Extra funding for improvement of basic skills as part of the extra COVID-19-funding for education (2021)
- Coalition agreement (2021): “Masterplan basic skills”: extra funding for schools (started 2023)



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Research for quality control and strategic development

Using evaluation research, we base our approach on evidence

- To learn: to gain insights into the quality of our processes and our effectiveness, in order to increase quality and effectiveness.
- For accountability: to justify our approach and quality management



What do we evaluate?

- Process quality evaluations
 - Noise and bias in inspector judgements
 - Post-inspection surveys
- Effect/impact evaluations
 - Effects of school inspections
 - Effects of board directed inspection
 - Effects of system oversight

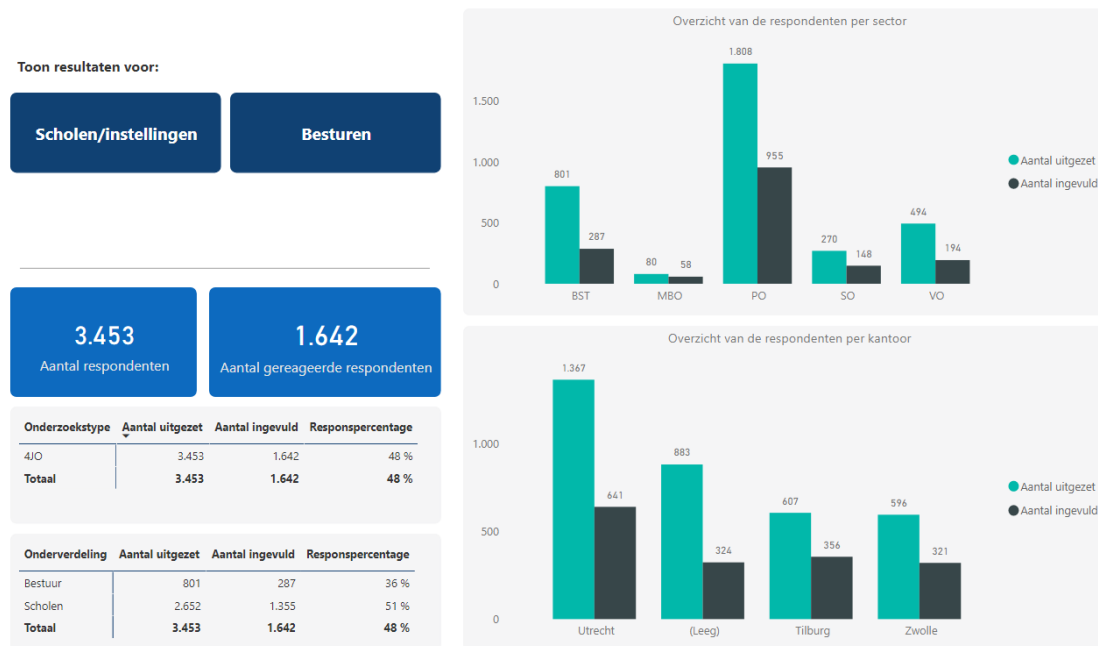


Example: Post-inspection surveys

- With post-inspection surveys we monitor how schools and boards experience inspection visits

KTO Vragenlijst

Overzicht van het aantal uitgestuurde en ingevulde vragenlijsten





Thank you!

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