Europos Komisija

Švietimo kokybės užtikrinimas

Europoje įgyvendinama mokyklų vertinimo politika ir metodai

Tinklo „Eurydice“ ataskaita

Švietimas ir mokymas

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PRATARMĖ

Europos Komisijos Pirmininko Žano Klodo Junkerio politikos gairėse teigiama, kad atgaivinti ekonomikos augimą yra svarbiausias Europos politinis prioritetas, tad kaip niekada daug dėmesio turi būti skiriama švietimo sistemoms, ir ne be pagrindo: siekiant sėkmingai atkurti ilgalaikį ekonomikos augimą ir darbo vietų kūrimą Europoje, svarbiausia – pagerinti švietimo kokybę.

Siekti kokybiškesnių ir veiksmingesnių investicijų į švietimą visoje ES yra vienas iš svarbiausių Europos bendradarbiavimo švietimo ir mokymo srityje strateginės programos („ET 2020“) tikslų. Norint sudaryti galimybes įsidarbinti, skatinti socialinę sanglaudą ir sėkmingai plėtoti bendrą Europos ekonominę ir socialinę gerovę, būtina užtikrinti kokybišką švietimą. Tačiau kokybę reikia nuolat stebėti ir gerinti, o tam reikalingos veiksmingos visus švietimo lygmenis apimančios kokybės užtikrinimo sistemos.

2014 m. gegužės mėn. ES valstybių švietimo ministrai pripažino, kad kokybės užtikrinimo mechanizmų reikšmė, švietimo ir mokymo institucijoms ir politikos formuotojams sprendžiant šiuo metu kylančius uždavinius, yra labai didelė. Tačiau kokybės užtikrinimo sistemos turi būti grindžiamos principais, kurie apima daugiau nei vadinamojo kontrolinio sąrašo sutikrinimą: turime puoselėti kultūrą, kurioje būtų siekiama nuolat gerinti mokymo ir mokymosi kokybę. Valstybės narės yra skatinamos tokią kultūrą kurti ir skleisti, kad kokybės užtikrinimo proceso, kurį Europos Komisija yra įsipareigojusi sustiprinti šioje srityje skatindama savitarpio mokymąsi, rezultatai būtų skaidrūs.

Šiandieninėmis aplinkybėmis man malonu pristatyti antrąjį, mokyklų vertinimui skirtą, Europos švietimo informacijos tinklo „Eurydice“ leidinį „Švietimo kokybės užtikrinimas. Europoje įgyvendinama mokyklų vertinimo politika ir metodai“ (angl. *Assuring Quality in Education – Policies and Approaches to School Evaluation in Europe*). Šiame leidinyje išsamiai pristatoma, kaip 32-ose Europos šalyse vertinama mokyklų kokybė. Ataskaitoje lyginami metodai, struktūros ir tai, kokią reikšmę turi išorinio ir vidinio mokyklų vertinimo sistemos; kartu nagrinėjamos konkrečios procedūros, priemonės, vertintojų kvalifikacija ir nauda, kurią galima gauti panaudojus rezultatus.

Šis leidinys yra vertingas indėlis į debatus dėl mokyklų kokybės užtikrinimo. Remiantis „Eurydice“ surinktais duomenimis, jame pateikiama tiek Europos lygmens lyginamoji analizė, tiek išsamūs nacionaliniai aprašai, kuriuose ne tik supažindinama su išsamia informacija, bet ir pristatoma šio sektoriaus įvairovė ir dinamiškumas. Leidinyje parodoma, kad Europos lygmeniu mokyklų vertinimo srityje daroma neabejotina pažanga ir palaipsniui pereinama prie įtraukesnių, pagrįstų dialogu, holistinių metodų.

Visus specialistus ir politikos formuotojus, dirbančius mokyklų vertinimo srityje, kviečiu naudotis šia ataskaita kuriant politiką, analizuojant sistemas ir vertinant metodus. Esu tikras, kad šis leidinys pasitarnaus tolesniam darbui visoje Europoje.

Už švietimą, kultūrą, jaunimo reikalus ir sportą atsakingas Komisijos narys Tiboras Navračičius

TURINYS IR PAVEIKSLĖLIŲ SĄRAŠAS

PAVEIKSLĖLIŲ SĄRAŠAS

PAGRINDINIAI NUSTATYTI FAKTAI

Švietimo ir mokymo kokybės gerinimas yra pagrindinė politinių debatų švietimo klausimais tema tiek nacionaliniu, tiek ES lygmeniu. Dėl politikos ir sistemų, kuriomis būtų siekiama užtikrinti ir pagerinti švietimo kokybę, poreikio yra plačiai sutariama Europos lygmeniu. 2014 m. Taryba paragino Europos Komisiją stiprinti savitarpio mokymąsi ir padėti valstybėms narėms plėtoti savas kokybės užtikrinimo priemones[1]. Siekiant paskatinti dalijimąsi žiniomis apie švietimo sistemų kokybės gerinimo metodus, šioje ataskaitoje pateikiama atskirų šalių ir lyginamoji mokyklų vertinimo Europoje apžvalga. Joje aptariamas privalomąjį švietimą teikiančių mokyklų visose ES valstybėse narėse, taip pat Islandijoje, Norvegijoje, buvusiojoje Jugoslavijos Respublikoje Makedonijoje ir Turkijoje vertinimas.

Mokyklų vertinimo tikslas – vykdyti mokyklos kaip visumos kokybės stebėseną arba tą kokybę pagerinti. Mokyklų vertinimas gali būti susijęs su daugeliu mokyklos veiklos sričių, įskaitant mokymą ir mokymąsi ir (arba) visus mokyklos valdymo aspektus. Skiriami du pagrindiniai mokyklų vertinimo tipai: išorinis vertinimas (jį atliekantys vertintojai nėra vertinamos mokyklos darbuotojai) ir vidinis vertinimas (jį atlieka visų pirma vertinamos mokyklos darbuotojai).

Mokyklų vertinimas yra plačiai visoje Europoje taikoma kokybės užtikrinimo priemonė. 26 šalyse atliekamas tiek išorinis, tiek vidinis mokyklų vertinimas. Padėties šalyse, kuriose mokyklų vertinimas nėra pagrindinis tų šalių kokybės užtikrinimo sistemos aspektas, nereikėtų suprasti klaidingai. Mokyklų vertinimas tėra vienas iš galimų kokybės užtikrinimo būdų, be kurio esama ir, pavyzdžiui, visos švietimo sistemos stebėsenos arba mokytojų vertinimo. Šalys, kuriose mokyklų vertinimas yra menkai išplėtotas, gali būti sukaupusios reikšmingos medžiagos švietimo sistemai kaip visumai vertinti – jose gali būti vertinamos vietos valdžios institucijų užtikrinamos švietimo paslaugos arba atliekamas atskirų mokytojų vertinimas.

Šioje ataskaitoje apžvelgiami pagrindiniai 2013–2014 m. Europoje atlikto išorinio ir vidinio mokyklų vertinimo struktūros ir organizavimo bruožai. Toliau apžvelgiami pagrindiniai šios ataskaitos faktai, o kartu supažindinama su nacionalinėmis iniciatyvomis, ateityje galbūt įkvėpsiančiomis kitų Europos šalių politikos formuotojus, ir sumanymais dėl įvairių mokyklų atskaitomybės modelių, kurie nustatyti atlikus analizę. Toliau pateikiamose išvadose, jei yra galimybė, taip pat atkreipiamas dėmesys į tendencijas po pirmosios tinklo „Eurydice“ ataskaitos ta pačia tema (2004 m.)[2].

IŠORINIS MOKYKLŲ VERTINIMAS

Jau prieš dešimtmetį („Eurydice“, 2004 m.) plačiai taikytas vienas iš kokybės užtikrinimo metodų – išorinis mokyklų vertinimas – dabar imtas taikyti arba yra pradedamas taikyti kaip bandomasis metodas dar keliose šalyse. Belgijoje prancūzų ir vokiečių kalbomis kalbančiųjų bendruomenės atitinkamai 2007 ir 2009 m. išplėtė savo vertinimo sistemų aprėptį – anksčiau šios sistemos buvo taikomos tik atskiriems mokytojams. Taip pat Danijoje ir Švedijoje, kuriose vertinimo sistema buvo taikoma daugiausia vietos valdžios institucijų lygmeniu[3], atitinkamai nuo 2006 ir 2003 m. sustiprintas centrinės institucijos vaidmuo atliekant išorinį mokyklų vertinimą. Pagaliau Italijoje ir Vengrijoje, kuriose mokyklų vertinimas nėra pagrindinis švietimo kokybės užtikrinimo aspektas, kaip bandomieji yra pradedami taikyti platesnės aprėpties metodai.

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1 Žr. 2014 m. gegužės 20 d. Tarybos išvadas dėl kokybės užtikrinimo remiant švietimą ir mokymą, OL C 183, 2014 6 14.

2 Eurydice, 2004. *Evaluation of schools providing compulsory education in Europe*: Brussels: Eurydice.

3 Vietos valdžios institucijos yra atsakingos už savo pačių teikiamo švietimo vertinimą, o jas atitinkamai vertina centrinės už švietimą atsakingos institucijos arba žinybos.

Daugumoje šalių išorinį mokyklų vertinimą atlieka centrinio lygmens inspekcijos

27-iose švietimo sistemose iš 31-os yra atliekamas išorinis mokyklų vertinimas, už kurį atsako centrinė arba aukščiausiojo lygmens įstaiga, dažniausiai vadinama inspekcija. Danijoje, Lietuvoje ir Islandijoje atsakomybę už išorinį mokyklų vertinimą dalijasi centrinis lygmuo ir regioninis arba vietos lygmuo. Estijoje, Vengrijoje, Austrijoje, Lenkijoje ir Turkijoje mokyklų vertinimas pavestas regioninėms arba subregionų įstaigoms, taigi dėl to skiriasi decentralizuotų įstaigų standartizacijos laipsnis. Pagaliau Estijoje, Slovakijoje, Jungtinėje Karalystėje (Anglijoje, Velse ir Škotijoje) ir buvusiojoje Jugoslavijos Respublikoje Makedonijoje vietos valdžios institucijos arba regioninių mokyklų steigėjai prisiima dalį atsakomybės už jų žinioje esančių mokyklų vertinimą, o tuo pat metu pagrindines išorinio mokyklų vertinimo priemones taiko centrinio (arba regionų) lygmens įstaiga.

Daugumoje šalių vertintojo pareigas siekiantis eiti asmuo privalo turėti mokytojo kvalifikaciją ir tam tikros trukmės profesinę darbo mokykloje patirtį – mokytojo arba vadovo. Dvylikoje šalių išorės vertintojais gali būti asmenys, turintys įvairesnę kvalifikaciją – švietimo, mokslinių tyrimų ar psichologijos srityje, ir sukaupę įvairesnės profesinės patirties. Įdomu tai, kad kai kuriose šalyse (pavyzdžiui, Italijoje ir Islandijoje) reikalaujama ir pageidaujama, kad išorės vertintojų grupių nariai būtų asmenys, profesinės patirties įgiję ne mokykloje, o, pavyzdžiui, vertinimo tyrimų srityje.

Atliekant išorinį mokyklų vertinimą dažniausiai taikomi griežtai standartizuoti kriterijai

Daugeliu atvejų atliekant išorinį mokyklų vertinimą daugiausia dėmesio skiriama įvairioms mokyklų veiklos sritims, įskaitant su švietimu ir valdymu susijusias užduotis ir moksleivių pasiekimus, taip pat taisyklių laikymąsi. Vykdydami užduotis vertintojai taiko centralizuotai nustatytą tvarką, pagal kurią sistemiškai ir nuosekliai nustatomi ne tik pagrindiniai išorinio vertinimo dalykai, bet ir standartai, pagal kuriuos apibrėžiama gerai vertintina mokykla.

Dvylikoje švietimo sistemų nuo šio modelio nukrypstama įvairiai. Kai kur atliekant išorinį mokyklų vertinimą svarbūs yra tik tokie konkretūs mokyklų darbo aspektai, kaip taisyklių laikymasis (Estijoje, Slovėnijoje ir Turkijoje) arba mokymo lygis (mokymo komandos tam tikroje mokymo srityje) (Belgijos prancūzakalbių bendruomenėje). Prancūzijoje, kurios tikrinimo sistemoje daugiausia dėmesio skiriama atskiriems mokyklų darbuotojams, nėra standartizuoto protokolo, pagal kurį būtų nustatomas išorinio mokyklų vertinimo turinys ir procedūros. Švedijoje inspekcija, remdamasi Švietimo įstatymu, mokyklų taisyklėmis ir privalomojo švietimo mokymo programomis, gali savarankiškai nustatyti vertinimo kriterijus. Pagaliau Danijoje pagrindinę išorinio vertinimo proceso plano dalį nustato atskiros savivaldybės, o joms padeda centrinio lygmens institucija.

Mokyklų vertinimo procedūros yra palyginti panašios

Neatsižvelgiant į vertinamos veiklos apimties ir pobūdžio skirtumus, išorinis mokyklų vertinimas Europoje grindžiamas labai panašia struktūra, kurią sudaro trys pagrindiniai žingsniai: 1) analizė; 2) vizitas; 3) ataskaita. Visose šalyse, kuriose atliekamas išorinis vertinimas, taikomos procedūros pagal šį planą. Be to, daugelyje švietimo sistemų vertintojai turi galimybę naudotis daugybe labai įvairių priemonių, o tai leidžia įvairinti informacijos šaltinius, skatinti aktyvesnį dialogą su susijusiais subjektais ir pateikti įrodymais pagrįstas skaidrias išvadas. Nors skirtumų yra, pavyzdžiui, tai, kiek savarankiškai vertintojai gali rinktis konkrečias priemones, arba tai, kokiu konkrečiu tikslu jos naudojamos, tačiau, apskritai, bendras visumos vaizdas rodo, kad struktūra yra tvirta, o priemonės – tinkamos.

Rizikos vertinimai ir viešinimo veikla – vos keliose šalyse

Atlikus išorinio vertinimo procesų analizę, be kita ko, nustatyti du įdomios praktikos, taikomos keliose šalyse, pavyzdžiai: rizika pagrįsto metodo taikymas ir viešinimo veikla.

- Šešių šalių švietimo sistemose (Danijos, Airijos, Nyderlandų, Švedijos ir Jungtinės Karalystės (Anglijos ir Šiaurės Airijos)) pastaraisiais metais pradėtas taikyti rizika pagrįstas metodas. Pagal šį metodą vertintojų dėmesys nukreipiamas į tas mokyklas, kurių veiklos rezultatai neatitinka joms keliamų standartų (Danijoje, Airijoje, Nyderlanduose ir Jungtinėje Karalystėje (Anglijoje)), arba šis metodas taikomas renkantis inspekciją pagal tipologiją (Švedijoje ir Jungtinėje Karalystėje (Šiaurės Airijoje)). Šis metodas yra našus – jį taikant galima kontroliuoti biudžetą, o dėmesį ir išteklius nukreipti ten, kur jų labiausiai trūksta; be to, jis grindžiamas vertinamų rodiklių tikslumu ir svarbumu. Taip pat taikant šį metodą padidėja išorinio vertinimo kaip proceso, kuriuo siekiama nustatyti sistemos trūkumus, reikšmė, tačiau atsiranda ir priešingo poveikio tikimybė, t. y. kad gerosios patirties pavyzdžiai liks nematomi. Vis dėlto rizika pagrįstas metodas ir jo poveikis turėtų būti nagrinėjami toliau, ir būtent šioje srityje šalys galėtų bendradarbiauti kaip savitarpio mokymosi partnerės.
- Kelių šalių švietimo sistemose (Prancūzijos (ISCED 1), Lietuvos, Lenkijos ir Jungtinės Karalystės (Anglijos, Velso ir Šiaurės Airijos), atliekant išorinį vertinimą siekiama ne tik nustatyti mokyklų veiklos trūkumus, bet ir padidinti matomumą tų mokyklų, kurios dirba pažangiai ir geba pasiekti gerų rezultatų. Taikant išorinį vertinimą kaip priemonę, padedančią nustatyti gerosios patirties pavyzdžius ir padaryti juos matomesnius, sudaromos sąlygos rinkti įrodymus to, kokios priemonės ir kokiomis aplinkybėmis yra veiksmingos ir teigiamą poveikį užtikrina tiek mokyklų, tiek sistemų lygmeniu, ir surinktais įrodymais dalytis. Be to, taikant šį metodą, išplečiama išorinio vertinimo aprėptis ir sudaromos sąlygos plėtoti jo reikšmę ir funkcijas.

Remiantis vertinimo išvadomis, mokyklų atskaitomybė suprantama nevienodai

Išanalizavus, kaip įvairiose švietimo sistemose suprantamas ir rengiamas išorinis vertinimas, nustatyta, kad mokyklų atskaitomybės klausimas vertinamas labai nevienodai. Remdamiesi *Harris & Herrington* (2006 m.)[4], šiame tekste išskiriame atskaitomybę valdžios institucijoms ir atskaitomybę rinkai. Deramai atsižvelgiant į tai, kad Europos ir Jungtinių Amerikos Valstijų švietimo sistemos skiriasi, pagal autorių pateiktą dichotomiją viename spektro gale atsiduria tos sistemos, kuriose mokyklos yra atskaitingos visuomenei arba, kalbant iš ekonomikos pasiskolintais terminais, rinkai, o kitame spektro gale – tos sistemos, kuriose už švietimo kokybę atsako valstybė arba atitinkama valdžios institucija, kuri atitinkamai turi užtikrinti, kad mokyklos atitiktų nustatytus standartus. Taikant atskaitomybės rinkai modelį, tėvams suteikiama daugiau pasirinkimo galimybių mokyklose, kurias lanko jų vaikai (*Harris & Herrington*, 2006 m., p. 221), ir vyksta į rinkos pokyčius panaši kaita, nes mokyklos turi varžytis dėl moksleivių ir siūlyti tiek įvairovę, tiek kokybę. Taikant atskaitomybės valdžios institucijoms modelį, valdyti priemones, kurios gali daryti poveikį mokyklų veiklos rezultatams, pavedama atsakingai institucijai. Šios priemonės – tai paskatos, sankcijos, lėšų paskirstymas atsižvelgiant į socialinius ir ekonominius rodiklius ir t. t.

Du pagrindiniai sistemų, kuriose taikomas atskaitomybės rinkai modelis, ramsčiai – tai galimybė gauti informaciją ir tėvų bei moksleivių pasirinkimo laisvė. Sistemose, kuriose taikomas atskaitomybės valdžios institucijoms modelis, moksleivių paskirstymas į mokyklas iš esmės grindžiamas iš anksto nustatytomis principu „iš viršaus į apačią“ pagrįstomis taisyklėmis, kurios taikomos visiems, taigi informacija apie mokyklų kokybę visų pirma turi būti prieinama tiems, kurie priima sprendimus dėl

[4] Harris, D. N. & Herrington, C. D., 2006. Accountability, Standards, and the Growing Achievement Gap: Lessons from the Past Half-Century. *American Journal of Education*, 112(2), p. 209–238.

sistemos. Du rodikliai, pagal kuriuos sistemos priskirtinos vienai arba kitai kategorijai, yra: 1) išorinio vertinimo ataskaitos viešinimo laipsnis, 2) tėvų ir (arba) moksleivių laisvės pasirinkti mokyklą laipsnis[5]. Ataskaitos paviešinimas sistemoje, kurioje visos teisės pasirinkti mokyklą suteikiamos tėvams ir moksleiviams, lemia pokyčius, panašius į tuos, kurie vyksta rinkoje, taigi ataskaita, o kartu ir išorinio vertinimo sistema, leidžianti parengti tokią ataskaitą, tampa svertu, galinčiu turėti įtakos tėvų pasirinkimui ir, atitinkamai, paskatinti mokyklas gerinti veiklos kokybę. Kita vertus, jei ataskaita neskelbiama viešai arba su ja susipažinti gali ne visi, sistemoje, kuria remiantis moksleiviai paskirstomi į mokyklas pagal iš anksto nustatytus kriterijus, pavyzdžiui, geografinį atstumą, mokyklų atskaitomybės klausimas pereina valstybei, kuri ir taip jau atsako už savo piliečių švietimą ir mokyklų veiklos gerinimą.

Rinkos dėsniais pagrįstos švietimo sistemos veikia Belgijoje (flamandų bendruomenėje), Airijoje, Lietuvoje, Nyderlanduose ir Jungtinėje Karalystėje (Anglijoje, Velse ir Šiaurės Airijoje). Na, o Prancūzijoje, Kipre, Slovėnijoje ir Turkijoje mokyklos pirmiausia turi atsiskaityti valstybei. Visas kitas švietimo sistemas galima išdėstyti įvairiai spektre, konkrečiai nepriskiriant jų nei vienam, nei kitam modeliui. Beje, kai kuriose šalyse, nors ataskaitos skelbiamos viešai, tėvai ir moksleiviai gali tik iš dalies rinktis mokymo įstaigą arba apskritai tokios teisės neturi (pavyzdžiui, Estijoje, Lenkijoje, Portugalijoje ir Islandijoje), o kitose, nors informacija apie mokymo įstaigų kokybę viešai neskelbiama, tėvai ir moksleiviai gali visiškai laisvai pasirinkti mokyklą (pavyzdžiui, Belgijoje (prancūzakalbių bendruomenėje), Italijoje, Latvijoje ir Ispanijoje), taigi dažniausiai apie mokyklų kokybę piliečiai sprendžia neformaliuose tėvų ir moksleivių tinkluose.

VIDINIS MOKYKLŲ VERTINIMAS

Per pastarąjį dešimtmetį išaugo lūkesčiai, susiję su vidiniu mokyklų vertinimu Europoje. Palyginti su šio amžiaus pradžia, dvylikoje švietimo sistemų vidinis mokyklų vertinimas tapo nebe rekomenduojama arba galima, bet privaloma priemone[6]. Pagal centrinio / aukščiausiojo lygmens taisykles šiuo metu vidinis vertinimas yra privalomas 27-iose švietimo sistemose. Ten, kur vidinis vertinimas neprivalomas, dažniausiai jis yra rekomenduojamas. Vienintelės šalys, kuriose mokykloms nei neprivaloma, nei rekomenduojama atlikti vidinį vertinimą, yra Bulgarija ir Prancūzija (pastarojoje – tik pradinėms mokykloms).

Įvairiose šalyse centrinio / aukščiausiojo lygmens institucijos prie vidinio vertinimo tvarkos nustatymo prisideda nevienodai

Žvelgiant į bendrą vaizdą, vidinis mokyklų vertinimas atliekamas beveik visur, tačiau politika, kuria reglamentuojamas šis vertinimas, labai įvairi, o atsakomybė už jį dažniausiai pavedama pačioms mokykloms.

Šalys, kuriose mokyklos privalo taikyti tokią pat tvarką kaip ir išorės vertintojai (Rumunija ir buvusioji Jugoslavijos Respublika Makedonija) arba specialią įsivertinimo tvarką (Graikija), arba tos, kuriose vidinio vertinimo ataskaitos turinys reglamentuojamas įstatymais (Latvija ir Slovakija), yra labiau išimtis. Jungtinėje Karalystėje (Škotijoje) visos mokyklos taiko tokią pat nacionaliniu sutarimu grindžiamą tvarką kaip ir išorės vertintojai.

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[5] 5B pav., p. 35, EACEA/Eurydice/Eurostat 2012. *Key Data on Education in Europe 2012 Edition*. Brussels: EACEA P9 Eurydice.

[6] Estija (2006 m.), Airija (2012 m.), Graikija (2013–2014 m.), Kroatija (2008 m.), Italija (2011 m.), Liuksemburgas (2009 m.), Vengrija (2011 m.), Austrija (2012 m.), Portugalija (2002 m.) ir Jungtinė Karalystė (Šiaurės Airija (2010 m.) ir Velsas (2010 m.)).

Daugumoje švietimo sistemų yra nustatyta, kokie asmenys turi dalyvauti vidinio vertinimo procesuose. Juos galima suskirstyti į dvi plačias grupes: 16-oje sistemų turi dalyvauti įvairūs suinteresuotieji subjektai, įskaitant moksleivius ir (arba) tėvus, o septyniose reikalaujama tik kad dalyvautų mokyklų darbuotojai. Pastaruoju atveju kitų suinteresuotųjų subjektų dalyvavimą galima kaip nors skatinti.

Kaip mokyklų lygmeniu panaudoti vidinio vertinimo rezultatus, dažniausiai sprendžia mokyklų darbuotojai. Už švietimą atsakingos institucijos paprastai išleidžia išsamius nurodymus, kaip turi būti panaudojami atliekant vidinį vertinimą nustatyti faktai, kad būtų pagerinta mokyklų kokybė. Tačiau dvylikoje švietimo sistemų mokyklos turi panaudoti atliekant vidinį vertinimą nustatytus faktus, kad parengtų strateginį dokumentą, kuriame būtų išvardytos kokybės gerinimo priemonės[7]. Viešinti vidinio vertinimo rezultatus privaloma tik Airijoje, Graikijoje, Latvijoje, Nyderlanduose, Rumunijoje, Slovakijoje, Islandijoje ir buvusiojoje Jugoslavijos Respublikoje Makedonijoje.

Kad vidinis vertinimas vyktų sklandžiau, beveik visose šalyse mokykloms teikiamos paramos priemonės

Nesvarbu, ar įsivertinimas yra privalomas ar rekomenduojamas, visose mokyklose (išskyrus Bulgarijos) taikoma bent viena (dažnai – daugiau) paramos priemonė, padedanti atlikti vidinį vertinimą. Tai tokios priemonės kaip specialistų mokymas vidinio vertinimo srityje, išorinio vertinimo tvarkos taikymas, rodikliai, pagal kuriuos mokyklos gali lygintis tarpusavyje, specialios gairės ir vadovai, internetiniai forumai, išorės specialistų patarimai, taip pat finansinė parama.

Belgijoje (flamandų bendruomenėje), Vokietijoje, Estijoje, Airijoje, Ispanijoje, Lietuvoje, Maltoje, Austrijoje, Lenkijoje, Rumunijoje ir Jungtinėje Karalystėje mokyklos turi galimybę taikyti penkių ar daugiau rūšių paramos priemones, o kitose šalyse tokių priemonių taikoma mažiau. Pavyzdžiui, Belgijoje (prancūzakalbių bendruomenėje) taikomi tik rodikliai, pagal kuriuos mokyklos gali lygintis tarpusavyje. Kipre (tik ISCED 2) ir Nyderlanduose mokyklos, kad vykdyti įsivertinimo procesus būtų lengviau, turi galimybę taikyti išorinio vertinimo tvarką, tačiau neturi galimybės naudotis jokiomis kitomis paramos priemonėmis.

Įprasčiausia pagalbos mokykloms priemonė visoje Europoje – jų aprūpinimas gairėmis ir vadovais. Visose švietimo sistemose, išskyrus Belgijos (prancūzakalbių ir vokiškai kalbančiųjų bendruomenes), Prancūzijos (ISCED 1), Kipro, Vengrijos[8], Nyderlandų ir buvusiosios Jugoslavijos Respublikos Makedonijos, yra rengiamos vidinio mokyklų vertinimo gairės ir vadovai. Na, o finansinė parama yra rečiausiai taikoma paramos priemonė – ja naudojamasi tik Ispanijoje ir Kroatijoje.

2004 m. tik ketvirtadalyje šalių mokykloms buvo leista panaudoti tokius rodiklius kaip moksleivių testų rezultatai tam, kad jos galėtų savo veiklos rezultatus palyginti su kitų panašiomis sąlygomis veikiančių mokyklų rezultatais arba nacionaliniais vidurkiais[9]. Šiuo metu tokia tvarka taikoma dviejuose trečdaliuose švietimo sistemų, o minėti rodikliai yra antra dažniausiai taikoma vidinio vertinimo priemonė Europoje. Ši tendencija įsivyravo tuo pat metu, kai pastaraisiais metais daugelyje šalių buvo parengti privalomojo nacionalinio testavimo mechanizmai ir paaiškėjo, kad nemažai šalių mokykloms atskirai pateikia suvestinius jų testų rezultatus[10].

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7 Belgija (vokiškai kalbančiųjų bendruomenė), Estija, Airija, Ispanija, Liuksemburgas (ISCED 1), Austrija, Jungtinė Karalystė (Šiaurės Airija ir Škotija) ir Islandija.

8 Už švietimą atsakinga institucija šiuo metu rengia mokykloms skirtą vidinio vertinimo vadovą.

9 Daugiau informacijos rasite: Eurydice, 2004. *Evaluation of schools providing compulsory education in Europe.* Brussels: Eurydice.

10 Daugiau informacijos rasite: EACEA/Eurydice, 2009. *National Testing of Pupils in Europe: Objectives, Organisation and Use of Results.* Brussels: EACEA P9 Eurydice.

VIDINIO IR IŠORINIO MOKYKLŲ VERTINIMO RYŠYS

31-oje švietimo sistemoje atliekamas ne tik vidinis, bet ir išorinis mokyklų vertinimas. Plačiai paplitęs šių dviejų procesų sąveikumo pavyzdys – galimybė išorės vertintojams remtis atliekant vidinį vertinimą nustatytais faktais. Dviejuose trečdaliuose švietimo sistemų, kuriose atliekamas ir vidinis, ir išorinis vertinimas, atliekant vidinį vertinimą nustatyti faktai sudaro dalį informacijos, kuri analizuojama parengiamuoju išorinio vertinimo etapu. Be kitų informacijos šaltinių, išorės vertintojai remiasi ir atliekant vidinį vertinimą nustatytais faktais, o tai sudaro jiems sąlygas išplėsti mokyklos, į kurią rengiamas vizitas, aprašą ir dirbti kryptingiau. Jei skiriasi vidinio vertinimo tikslas ir apimtis arba jei vidinis vertinimas yra neprivalomas ar iki galo nebaigtas, išorės vertintojai paprastai neatsižvelgia į jį atliekant nustatytus faktus.

Vidinis mokyklų vertinimas gali būti apibūdinamas įvairiai ir toks vertinimas yra arba principu „iš viršaus į apačią“ pagrįstomis strategijomis kruopščiai paremtas procesas, arba labiau principu „iš apačios į viršų“[11] grindžiamas veiksmas. Pirmuoju atveju kriterijai, procedūros ir informacinė medžiaga, kuria remiamasi atliekant vertinimą, yra nustatomi centralizuotai. Toks metodas ypač naudingas tada, kai informaciją, surinktą atliekant vidinį vertinimą, ketina panaudoti išorės vertintojai. Tačiau, kai taikomas šis metodas, išorės vertintojai gali mažiau dėmesio skirti vertinamai mokyklai svarbiausioms sritims, taigi teikiamo švietimo kokybė nebus pagerinta tiek, kiek galėtų būti. Principas „iš apačios į viršų“ – atvirkščiai – labiau grindžiamas dalyvavimu. Kai taikomas šis metodas, mokyklos darbuotojai vidinio vertinimo kriterijus ir procesus pritaiko prie savo poreikių, deramai atsižvelgdami į vietos ir nacionalinius tikslus. Dirbdami pagal tokią tvarką vertintojai gali daugiau dėmesio skirti tikslams ir procesams, nes visa atsakomybė už vertinimo klausimų nustatymą suteikiama labiausiai su vertinama veikla susijusiems subjektams. Tikėtina, kad, remiantis pagal šį metodą atlikto vertinimo išvadomis, pagerinti mokyklų veiklos kokybę bus siekiama bendromis jėgomis. Vis dėlto ekspertai taip pat nurodo keletą trūkumų, pavyzdžiui, vertintojų kompetencijos stoką arba sunkumus, kylančius siekiant apibendrinti nuomonių įvairovę ir priimti sprendimus dėl gerinimo veiksmų[12].

Už švietimą atsakingos institucijos įtaką vidinio vertinimo turiniui gali daryti įvairiai, pavyzdžiui, pateikdamos rekomendacijų dėl iš anksto nustatyto kriterijų sąrašo naudojimo, teikdamos gaires ir vadovus arba sudarydamos ir išplatindamos rodiklius, pagal kuriuos mokyklos gali lygintis tarpusavyje. Rekomendacijų dėl vidinio vertinimo turinio teikiama labai dažnai, o atvejų, kai visą procesą reguliuoja už švietimą atsakingos institucijos, pasitaiko labai retai; jei pagal taisykles mokyklos privalo taikyti tuos pačius kriterijus, kuriuos taiko išorės vertintojai, galimos tam tikros korekcijos. Pavyzdžiui, Rumunijoje mokyklos yra raginamos prie nacionalinių standartų prijungti sritis, kurios atliekant vidinį vertinimą būtų svarbios joms pačioms. Todėl Europos šalyse dažnai sudaromos sąlygos taikyti principu „iš apačios į viršų“ pagrįstus vidinio vertinimo metodus. Tokia kryptis iš dalies atspindima ir su išoriniu mokyklų vertinimu susijusioje praktikoje, pavyzdžiui, išorės vertintojų ir mokyklos darbuotojų dialogu pagrįstuose galutinės vertinimo ataskaitos rengimo procesuose arba moksleivių, tėvų ir vietos bendruomenės dalyvavimu pagrįstuose išorinio vertinimo veiksmuose.

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[11] Eurydice, 2004. *Evaluation of schools providing compulsory education in Europe*: Brussels: Eurydice.

[12] Dupriez, V., Franquet, A., 2013. L'évaluation dans les systèmes scolaires: au-delà d'un effet miroir? In: V. Dupriez, dir. *L'évaluation dans les systèmes scolaires. Accommodements du travail et reconfiguration des professionnalités.* Bruxelles: De Boeck, p. 21–34.

ĮVADAS

Siekiant jaunuoliams suteikti reikiamų žinių, išugdyti reikiamus įgūdžius ir kartu skatinti Europos socialinę ir ekonominę raidą, labai svarbu užtikrinti, kad švietimo ir mokymo sistemos būtų kokybiškos. Švietimo ir mokymo kokybės gerinimo klausimas nuolat aptariamas tiek nacionaliniu, tiek ES lygmens debatuose dėl švietimo politikos – tai liudija bendri švietimo sistemoms keliami tikslai, išdėstyti Europos bendradarbiavimo šioje srityje strateginėje programoje[1].

Švietimo kokybei užtikrinti ir gerinti skirtų sistemų ir politikos priemonių poreikis plačiai pripažįstamas Europos lygmeniu. 2001 m. Europos Parlamento ir Tarybos rekomendacijoje labai aiškiai pabrėžiama, kaip svarbu gerinti mokyklinio švietimo kokybę[2]. Vėliau Taryba ne kartą nurodė, kad svarbu vykdyti švietimo kokybės stebėseną ir atlikti jos vertinimą[3]. 2014 m. Taryba paragino Europos Komisiją stiprinti savitarpio mokymosi sritį ir padėti valstybėms narėms plėtoti savas kokybės užtikrinimo priemones[4].

Siekiant paskatinti dalijimąsi žiniomis apie Europos švietimo sistemų kokybės užtikrinimą ir tam skirtus metodus, šioje ataskaitoje pateikiama atskirų šalių ir lyginamoji mokyklų vertinimo struktūrų, tikslų ir atlikimo tvarkos Europoje apžvalga.

ATASKAITOS DĖMESIO CENTRE – MOKYKLŲ VERTINIMAS

Švietimo kokybės užtikrinimą galima suprasti kaip politikos priemonių, procedūrų ir praktikos visumos pasitelkimą vertinimo procese, siekiant užtikrinti, išlaikyti ir gerinti tam tikrų sričių kokybę. Sąvoka „vertinimas“ suprantama kaip bendras pasirinkto dalyko sisteminės ir kritinės analizės procesas, kuriam vykstant renkami susiję duomenys, o pasibaigus – priimami sprendimai ir (arba) pateikiama rekomendacijų dėl kokybės pagerinimo. Vertinami gali būti įvairūs dalykai: mokyklos, mokyklų vadovai, mokytojai ir kitas pedagoginis personalas, programos, vietos valdžios institucijos, visos švietimo sistemos veikimas ir t. t.

Kalbant apie kokybės užtikrinimą plačiąja prasme, šios ataskaitos dėmesio centre – privalomąjį švietimą teikiančių **mokyklų vertinimas**. Remiantis ankstesnėje „Eurydice“ ataskaitoje ta pačia tema (2004 m.)[5] nustatyta konceptualia sistema, mokyklų vertinimas apibrėžiamas kaip bendru sutarimu pagrįstas dėmesio sutelkimas į mokyklos darbuotojų veiklą. Atliekant tokio pobūdžio vertinimą, siekiama stebėti arba pagerinti bendrą mokyklos kokybę; išvados pateikiamos bendrojoje ataskaitoje, tačiau informacija apie atskirų mokytojų vertinimą į ją neįtraukiama.

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1 Žr. 2009 m. gegužės 12 d. Tarybos išvadas dėl Europos bendradarbiavimo švietimo ir mokymo srityje strateginės programos („ET 2020“), OL C 119, 2009 5 28, p. 2.

2 2001 m. vasario 12 d. Europos Parlamento ir Tarybos rekomendacija dėl Europos bendradarbiavimo vertinant mokyklinio švietimo kokybę, OL L 60, 2001 3 1, p. 51.

3 Žr. Tarybos ir Taryboje posėdžiavusių valstybių narių vyriausybių atstovų išvadas dėl švietimo ir mokymo veiksmingumo bei teisingumo, OL C 298, 2006 12 8, p. 3, taip pat 2009 m. gegužės 12 d. Tarybos išvadas dėl Europos bendradarbiavimo švietimo ir mokymo srityje strateginės programos („ET 2020“), OL C 119, 2009 5 28, p. 2.

4 Žr. 2014 m. gegužės 20 d. Tarybos išvadas dėl kokybės užtikrinimo remiant švietimą ir mokymą, OL C 183, 2014 6 14, p. 30.

5 Eurydice, 2004. *Evaluation of schools providing compulsory education in Europe*. Brussels: Eurydice.

Mokyklų vertinimas gali būti siejamas su įvairiomis mokyklos veiklos sritimis, įskaitant mokymą ir mokymąsi ir (arba) visus mokyklos valdymo aspektus. Šioje ataskaitoje daugiausia aptariami metodai, skirti švietimo ir valdymo veiklai. Profesionalių vertintojų atliekamas mokyklų vertinimas, kai vykdomos specialios užduotys (susijusios su apskaitos įrašais, sveikata, sauga, archyvų medžiaga ir t. t.), šioje ataskaitoje neaptariamas.

Mokyklų vertinimas gali būti išorinis arba vidinis. Išorinį vertinimą atlieka vertintojai, kurie nėra vertinamos mokyklos darbuotojai. Paprastai jie atlieka inspektorių vaidmenį ir atsiskaito už švietimą atsakingoms institucijoms. Vidinį vertinimą atlieka visų pirma mokyklos darbuotojai[6]. Atliekant tiek išorinį, tiek vidinį vertinimą taip pat gali dalyvauti tokie mokyklos suinteresuotieji subjektai kaip moksleiviai, tėvai arba vietos bendruomenės nariai.

Dėl keleto veiksnių mokyklų vertinimas tapo plačiai taikoma švietimo kokybės nustatymo ir gerinimo priemone visoje Europoje[7]. Praėjusio amžiaus devintajame dešimtmetyje pradėjus decentralizuoti švietimo sistemas ir kai kuriose šalyse vietos lygmens institucijoms bei mokykloms suteikus daugiau tradicinės autonomijos, vietos valdžios institucijos ir mokyklos tapo pagrindiniais švietimo politikos veikėjais. Yra nemažai šalių, kuriose mokykloms suteikti įgaliojimai priimti sprendimus dėl darbuotojų ir išteklių valdymo, taip pat dėl teikiamo švietimo turinio. Kai kuriais atvejais tokia autonomija derinama su prievole nustatyti strateginius kokybės gerinimo ir tolesnės plėtros švietimo teikimo srityje planus. Įvedus reformas, kuriomis mokykloms suteikta daugiau autonomijos, sudarytos sąlygos už švietimą atsakingoms institucijoms perduoti atskaitomybės prievolę pačioms mokykloms.

Mokyklų vertinimo reikšmė įvairių šalių švietimo sistemoms skiriasi. Žinoma, kiekviena šalis susikuria savitą vertinimo kultūrą, kurioje dėmesys skiriamas skirtingiems dalykams. Mokyklų vertinimas – tik vienas iš kokybės užtikrinimo sistemų, kurios atitinkamose šalyse gali būti išplėtotos nevienodai, aspektų. Siekiant paaiškinti mokyklų vertinimo ryšį su visa vertinimo sistema, šioje ataskaitoje pateikiami atskirų šalių aprašai, kuriuose aptariami ir kiti kokybės užtikrinimo metodai.

Sudarant šalių aprašus dėmesio taip pat skirta ir kokybės užtikrinimo sistemoms apibūdinti tose šalyse, kuriose netaikoma išorinio, o kartais ir vidinio mokyklų vertinimo sistema, pavyzdžiui, Bulgarijoje, Kroatijoje, Graikijoje, Kipre (ISCED 1), Liuksemburge, Suomijoje ir Norvegijoje. Kokybei užtikrinti minėtose šalyse gali būti vykdoma nuodugni visos švietimo sistemos stebėsena, pagrįsta standartizuotu moksleivių rezultatų vertinimu, vietos valdžios institucijų teikiamo švietimo vertinimu arba atskirų mokytojų vertinimu. Lyginamojoje analizėje nurodytos tik kelios tokios šalys.

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[6] Terminas „įsivertinimas“ paprastai vartojamas turint omenyje mokyklose atliekamą bet kokio pobūdžio vertinimą. Siekiant užtikrinti sąvokų aiškumą, „įsivertinimas“ (kai vertintojai priima sprendimus, susijusius su užduotimis, kurias atlieka jie patys) ir „vidinis vertinimas“ (kai sprendimus, neatsižvelgiant į duomenų rinkimo procesą, priima arba atskiri asmenys, arba asmenų grupė, ir tie asmenys yra vertinamos mokyklos darbuotojai arba moksleiviai) yra skirtingos sąvokos. Šioje ataskaitoje toks vertinimas, kurį atlieka pati mokykla, vadinamas vidiniu vertinimu.

[7] Žr. Eurydice, 2007. *School Autonomy in Europe. Policies and Measures.* Brussels: Eurydice.

ATASKAITOS TIKSLAI IR TURINYS

Pagrindinė šios ataskaitos paskirtis – supažindinti su Europoje atliekamo mokyklų vertinimo organizavimo ir plėtotės apžvalga. Be to, siekiama daugiau dėmesio atkreipti į bendrus bruožus, tendencijas ir nacionalines iniciatyvas, kurie gali turėti įtakos politinių priemonių pasirinkimui kitose Europos šalyse.

Ataskaitą sudaro trys dalys: glausta lyginamoji analizė, nacionaliniai aprašai ir terminų žodynėlis.

Lyginamojoje analizėje nagrinėjamos pagrindinės išorinio ir vidinio mokyklų vertinimo ypatybės.

Pirmasis skyrius skirtas išoriniam mokyklų vertinimui. Jame išvardytos šalys, kuriose taikomas šis metodas, ir glaustai apžvelgiama padėtis kitose šalyse. Taip pat jame aptariamos šios pagrindinės temos:

- už išorinį mokyklų vertinimą atsakingos institucijos tipas;
- vertinimo objektas ir kriterijai, į kuriuos atsižvelgiama priimant sprendimus dėl mokyklų;
- procedūros (pavyzdžiui, vizitai į mokyklas, stebėjimas klasėse, rizikos vertinimas, pokalbiai su suinteresuotaisiais subjektais ir t. t.), taikomos atliekant vertinimą ir vertinimo ataskaitos parengimas;
- galimas išorinio mokyklų vertinimo poveikis;
- vertinimo išvadų sklaida;
- pagrindinės išorės vertintojų kvalifikacijos ir profesinės patirties sritys.

Kaip ir bet koks kitas vertinimo procesas, tiek išorinis, tiek vidinis mokyklų vertinimas atliekamas panašiais etapais, įskaitant duomenų rinkimą ir sprendimo parengimą atsižvelgiant į sutartus kriterijus. Tačiau, dėl mokykloms ir vietos valdžios institucijoms vidinio vertinimo srityje suteiktos autonomijos, informacijos, kurios šaltinis yra vidinis vertinimas, apimtis yra mažesnė nei informacijos, kurios šaltinis – išorinis vertinimas.

Antrajame skyriuje, kuris yra skirtas vidiniam mokyklų vertinimui, aptariami šie pagrindiniai klausimai:

- mokykloms nustatyti oficialūs vidinio vertinimo reikalavimai;
- tėvų, moksleivių ir kitų suinteresuotųjų subjektų dalyvavimas vidinio vertinimo procesuose;
- įvairios priemonės, taip pat paramos priemonės, kurias vidinio vertinimo tikslais už švietimą atsakingos institucijos užtikrina mokykloms;
- vidinio vertinimo rezultatų panaudojimo galimybės mokyklų ir aukštesniųjų valdžios institucijų lygmenimis, įskaitant jų panaudojimą atliekant išorinį vertinimą.

Nacionalinių aprašų apžvalgoje supažindinama su konkrečiais pagrindiniais kiekvienoje šalyje taikomais išoriniais ir vidiniais mokyklų vertinimo metodais, taip pat su kitais kokybės užtikrinimo metodais. Pateikiamas nacionalinių aprašų gidas.

Terminų žodynėlyje pateikiamos visų ataskaitoje vartojamų sąvokų apibrėžtys.

ATASKAITOS APIMTIS IR INFORMACIJOS ŠALTINIAI

Šioje ataskaitoje pateikiama privalomojo pradinio ir vidurinio (žemesniojo ir aukštesniojo lygmens) bendrojo ugdymo mokyklų vertinimo sistemų apžvalga[8].

Čia kalbama apie valstybines visų šalių mokyklas ir nekalbama apie privačias mokyklas, išskyrus dotuojamas privačias mokyklas keliose šalyse, kuriose tokias mokyklas lanko daug vaikų, konkrečiai – Belgijoje, Airijoje, Nyderlanduose ir Jungtinėje Karalystėje (Anglijoje). Dotuojamos privačios mokyklos – tai mokyklos, kurių daugiau kaip pusę pagrindinio finansavimo sudaro valstybės lėšos.

Ataskaitiniai metai yra 2013–2014 m. Ataskaitoje aptariami visų ES valstybių narių, taip pat Islandijos, buvusiosios Jugoslavijos Respublikos Makedonijos, Norvegijos ir Turkijos duomenys[9].

Informacija surinkta pasitelkiant klausimynus ir nacionalinių aprašų šablonus, kuriuos užpildyti buvo paprašyta nacionalinių ekspertų ir (arba) nacionalinių tinklo „Eurydice“ atstovų. Pagrindinis informacijos šaltinis – centrinio / aukščiausiojo lygmens už švietimą atsakingų institucijų išduoti oficialūs dokumentai.

[8] Norėdami gauti tikslesnės informacijos apie privalomąjį pradinį ir vidurinį bendrąjį ugdymą kiekvienoje šalyje, žr. leidinį „Structure of European education systems 2014/15“ (liet. „2014–2015 m. Europos švietimo sistemų struktūra), kurį rasite adresu http://eacea.ec.europa.eu/education/eurydice/facts_and_figures_en.php#diagrams.

[9] Rengiant ataskaitą nedalyvavo šios tinklo „Eurydice“ šalys: Bosnija ir Hercegovina, Lichtenšteinas, Juodkalnija ir Serbija.

1 SKYRIUS. IŠORINIS MOKYKLŲ VERTINIMAS

Išorinis mokyklų vertinimas yra Europoje plačiai taikomas kokybės užtikrinimo būdas. Kaip jau minėta (žr. įvadą), tokį vertinimą atlieka vertintojai, kurie nėra vertinamų mokyklų darbuotojai, o ataskaitos yra teikiamos už švietimą atsakingoms institucijoms. Atliekant išorinį mokyklų vertinimą nagrinėjama mokykloje vykdoma veikla, nesiekiant mokyklos darbuotojams priskirti kokios nors atsakomybės. Tokio vertinimo tikslas – stebėti ir gerinti mokyklų kokybę ir (arba) moksleivių pasiekimus. Tačiau įvairiose šalyse pasirenkami skirtingi vertinimo aspektai, pavyzdžiui, atsižvelgiant į tai, kiek autonomijos suteikta konkrečiai mokyklai.

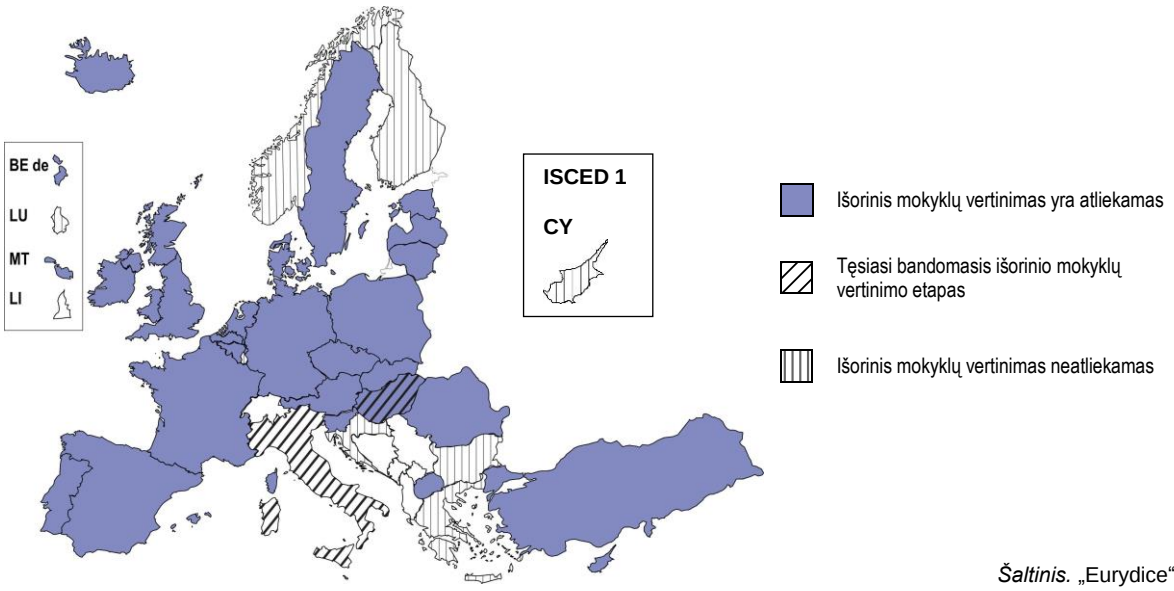
Šiame skyriuje aptariamas išorinio mokyklų vertinimo Europoje organizavimas. 1.1 skirsnyje pateikiamas bendras išorinio vertinimo būklės kiekvienoje šalyje vaizdas. 1.2 skirsnyje išvardijamos įstaigos ir už švietimą atsakingos institucijos, kurioms pavesta užduotis atlikti išorinį mokyklų vertinimą. 1.3 skirsnyje apžvelgiami kriterijai, kuriais remiantis priimami sprendimai dėl konkrečių mokyklų. 1.4 skirsnis skirtas informacijos rinkimo, išvadų rengimo ir nustatytų faktų pranešimo procedūroms. 1.5 skirsnyje aptariamas įvairus galimas išorinio mokyklų vertinimo poveikis. 1.6 skirsnyje nagrinėjama išorinio mokyklų vertinimo rezultatų sklaida. 1.7 skirsnyje aptariama vertintojų kvalifikacija ir profesinė patirtis.

1.1. Išorinio vertinimo būklė

Šiame skirsnyje pateikiama bendra išorinio vertinimo taikymo Europoje apžvalga. Taip pat jame apžvelgiama padėtis tose šalyse, kuriose šis metodas nėra pagrindinis kokybės užtikrinimo sistemos aspektas.

Išorinis mokyklų vertinimas Europoje taikomas labai plačiai. Jis atliekamas 26-ių šalių 31-oje švietimo sistemoje (žr. 1.1 pav.).

1.1 pav. Išorinio mokyklų vertinimo būklė pagal centrinio / aukščiausiojo lygmens nuostatas, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Kas būdinga įvairioms šalims

Prancūzija. Centrinio lygmens nuostatomis nustatyta, kad išorinis mokyklų vertinimas turi būti atliekamas, tačiau tai nėra sisteminė reguliariai taikoma priemonė. Pagrindinį dėmesį inspekcija paprastai skiria atskiriems mokyklų darbuotojams, ir tai iki šiol yra pagrindinė inspekcijos darbo sritis.
Italija. Pradėti išorinį mokyklų vertinimą visu pajėgumu planuojama 2015–2016 m., tada, kai baigsis bandomasis etapas.

Vengrija. Siekiant pasirengti 2015 m. planuojamam nuodugniam išoriniam vertinimui (pedagoginiam / profesiniam patikrinimui), taip pat išoriniam vertinimui, kuriuo bus siekiama patikrinti, ar mokyklos dirba laikydamosi teisės aktų, šiuo metu įgyvendinamas trejų metų trukmės bandomasis projektas.

Septyniose švietimo sistemose nėra centrinio lygmens nuostatų, kuriomis būtų reglamentuojamas išorinis mokyklų vertinimas.

Kroatijoje išorinis mokyklų arba mokytojų vertinimas nėra pagrindinis nacionalinių švietimo reformų ar politikos objektas. Bulgarijoje iki šiol irgi buvo panašiai, tačiau 2012–2014 m. čia buvo įgyvendinamas projektas, kuriuo siekta sukurti tikrinimo sistemą. Pasibaigus šiam projektui, Švietimo ir mokslo ministerija ėmėsi rengti naują priešmokyklinio ir mokyklinio ugdymo srities įstatymą, į kurį bus įtrauktos nuostatos dėl visuotinės tikrinimo sistemos. Šį įstatymą numatoma priimti 2015 m.

Graikijoje, Kipre (pradinio ugdymo srityje) ir Liuksemburge inspekcija arba mokyklų patarėjai, atlikdami išorinį vertinimą, daugiausia dėmesio skiria mokytojams. Nors minėtose šalyse išorinis mokyklų vertinimas tam tikru mastu yra atliekamas, jo apimtis palyginti siaura, nes domimasi tik tam tikrais konkrečiais dalykais, pavyzdžiui, finansinėmis sąskaitomis, sveikata, sauga, archyvais ir pan.

Suomijoje nėra centrinio lygmens nuostatų dėl išorinio mokyklų vertinimo. Tačiau vietos valdžios institucijos gali nuspręsti taikyti šį metodą į jų atsakomybės sritį patenkančioms mokykloms. Pagrindinio ugdymo srities teisės aktuose kalbama ne apie mokyklas, o apie švietimo teikėjus (t. y. savivaldybes, atsakingas už valstybines mokyklas). Atitinkamai, juose apibrėžtos būtent savivaldybių, o ne mokyklų teisės ir pareigos. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Svarbiausi atliekant šį išorinį vertinimą nustatyti faktai turi būti skelbiami viešai. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros, taigi švietimo teikėjams palikta nemažai laisvės. Vertinimo tikslas – prisidėti prie švietimo plėtotės ir pagerinti mokymosi sąlygas.

Norvegijoje išorinį vertinimą atlieka nacionalinė inspekcija, kurios pagrindinė užduotis – užtikrinti, kad vietos švietimo teikėjų veikla atitiktų teisės aktus. Visų pirma inspektoriai tikrina, ar mokyklos vykdo įstatymais joms nustatytas prievoles, taip siekdami užtikrinti, kad vaikai ir jaunuoliai turėtų vienodas teises į švietimą, nesvarbu, kokios jie lyties, iš kokios socialinės ir kultūrinės aplinkos, kur gyvena ir ar turi specialiųjų poreikių. Į išorinio vertinimo procesus mokykla gali būti įtraukiama tokiomis priemonėmis kaip pokalbiai su svarbiais žmonėmis. Vis dėlto inspektoriai visų pirma domisi mokyklų steigėjais.

1.2. Už išorinį vertinimą atsakingos įstaigos

Šiame skirsnyje supažindinama su įstaigomis, atsakingomis už išorinio mokyklų vertinimo atlikimą. Jame pateikiama informacija apie jų veiklos pobūdį, taip pat jų veikimo įgaliojimus. Be to, šiame skirsnyje atkreipiamas dėmesys į tuos atvejus, kai išorinio mokyklų vertinimo procese dalyvauja kelios įstaigos.

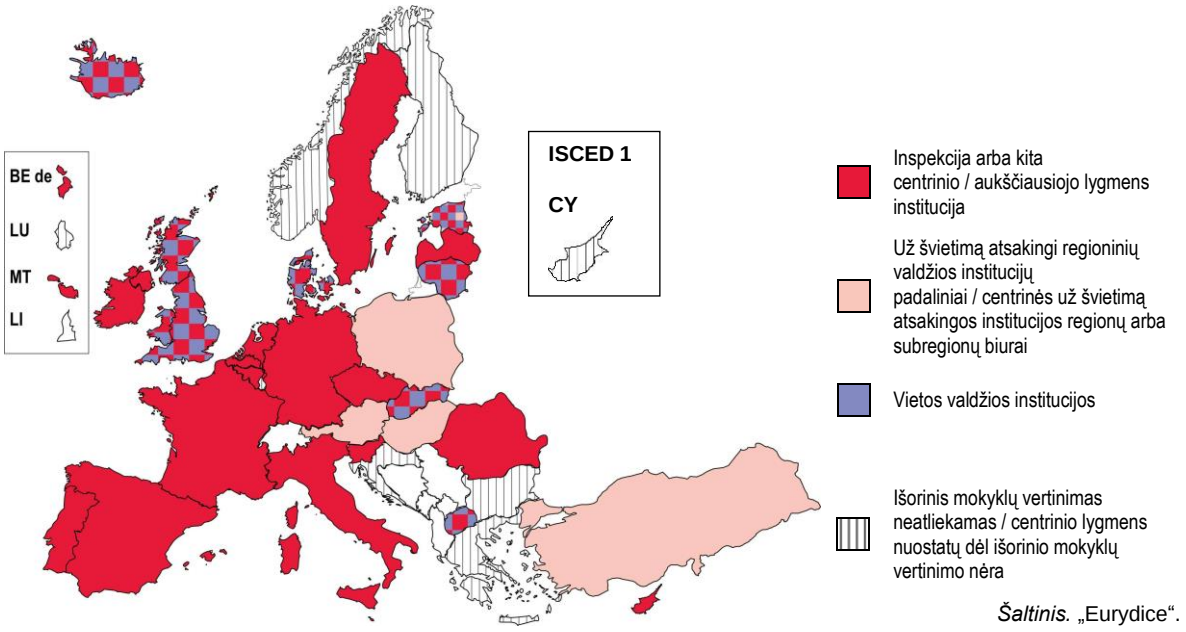
Daugumoje švietimo sistemų (27-iose iš 31-os, kuriose atliekamas išorinis mokyklų vertinimas) už išorinį mokyklų vertinimą atsako centrinio / aukščiausiojo lygmens institucija (žr. 1.2 pav.). Šios beveik vienodai reprezentuojamos įstaigos yra dviejų tipų. Pirmasis – centrinio / aukščiausiojo lygmens už švietimą atsakingos institucijos padalinys, paprastai vadinamas inspekcija arba, rečiau, vertinimo padaliniu. Antrasis – specialiai įsteigta atskira mokyklas tikrinanti žinyba.

Penkiose šalyse atsakomybė už išorinio mokyklų vertinimo atlikimą yra įvairiu mastu decentralizuota regionų ir vietos lygmenimis.

Estijoje mokyklų valstybinę priežiūrą Švietimo ir mokslinių tyrimų ministro vardu vykdo už švietimą atsakingi apskričių administracijų padaliniai. Tačiau, jei dėl tam tikros mokyklos pateikiamas labai

svarbus arba neatidėliotinas skundas, išorinį vertinimą turi atlikti Švietimo ir mokslinių tyrimų ministerijos Išorinio vertinimo departamentas. Vengrijoje už mokyklų tikrinimą (tiek teisės aktų atitikties, tiek profesinio / pedagoginio vertinimo sistemos, kuri šiuo metu yra išbandoma) atsako Vengrijos viešojo administravimo sistemos subregionų skyriai, kurie šiuo tikslu vadovaujasi už švietimą atsakingos ministerijos nustatytomis gairėmis. Austrijoje mokyklų priežiūra yra federalinio lygmens sritis, už kurią atsako devyni federaliniai biurai ir įvairios rajonų žinybos. Iš dalies šie atskiri biurai dirba nepriklausomai vienas nuo kito. Lenkijoje išorinį mokyklų vertinimą atlieka regionų inspektorių biurai (regioninės inspekcijos). Jie vykdo Švietimo ministerijos politiką, tačiau atsiskaito vaivadijų vadovams (vaivadoms), kurie regionų lygmeniu atstovauja Ministrui Pirmininkui. Turkijoje už išorinį mokyklų vertinimą atsako rajonų švietimo direkcijos, o Nacionalinio švietimo ministerijos konsultacijų ir kontrolės direkcija užtikrina pirmiau nurodytų direkcijų veiksmų koordinavimą.

1.2 pav. Už išorinį mokyklų vertinimą atsakingos įstaigos, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

Šiame žemėlapyje nurodoma, kokia (-ios) įstaiga (-os) yra atsakinga (-os) už išorinį mokyklų vertinimą. Jame nenurodomos tos įstaigos, kurių atsakomybė tik formali.
Centrinių už švietimą atsakingų institucijų regionų arba subregionų biurai yra administraciniai centrinio / aukščiausiojo lygmens institucijų padaliniai, veikiantys regionų arba subregionų lygmeniu.

Kas būdinga įvairioms šalims

Prancūzija. Inspekcijai vadovauja centrinė už švietimą atsakinga institucija, tačiau inspektoriai veikia vietos (pradinių mokyklų) arba regionų (vidurinių mokyklų) lygmeniu.
Italija. Informacija pagrįsta dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Vengrija. Duomenys yra susiję tiek su teisės aktų atitikties patikrinimo sistema, tiek su pedagoginio / profesinio vertinimo sistema, kuri šiuo metu yra išbandoma (žr. nacionalinį aprašą). Be to, remiantis Bendrojo ugdymo įstatymu (2011 m., CXC), mokyklų kuratoriai (vietos valdžios institucijos) taip pat gali atlikti išorinį mokyklų vertinimą.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Šešiose švietimo sistemose (Estijos, Slovakijos, Jungtinės Karalystės (Anglijos, Velso ir Škotijos) ir buvusiosios Jugoslavijos Respublikos Makedonijos) vietos valdžios institucijos arba regioninių mokyklų steigėjai privalo atlikti į jų atsakomybės sritį patenkančių mokyklų išorinį vertinimą. Tokios sistemos neįtrauktos į pagrindinę lyginamosios analizės sritį ir tolesniuose šio skyriaus skirsniuose nebus aptariamos.

Už švietimą atsakingų vietos valdžios institucijų atliekamo vertinimo principai įvairiose šalyse iš dalies skiriasi (vertinimo objekto ir tikslų požiūriu) nuo pagrindinių išorinio mokyklų vertinimo principų, kurių atlikdamos vertinimą laikosi centrinio arba regionų lygmens įstaigos. Estijoje vykdomos mokyklų valstybinės priežiūros ir mokyklų steigėjų atliekamo vertinimo tikslas tas pats – patikrinti, kaip mokyklos laikosi teisinių reikalavimų įvairiose srityse. Slovakijoje ir buvusiojoje Jugoslavijos Respublikoje Makedonijoje vietos valdžios institucijų atliekamo vertinimo apimtis yra siauresnė negu Valstybinės mokyklų inspekcijos atliekamo vertinimo. Slovakijoje Valstybinė mokyklų inspekcija, atlikdama vertinimą, daugiausia dėmesio skiria mokomiesiems aspektams ir teisės aktų nuostatų atitikčiai, o mokyklų steigėjai (savivaldybėse arba savivaldžiuose regionuose) atlieka savo mokyklų finansų auditą ir tikrina atitiktį bendrai privalomoms taisyklėms. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje ir savivaldybės, ir valstybinė inspekcija tikrina, kaip mokyklos taiko teisės aktus. Be to, inspektoriai vertina mokomosios veiklos kokybę ir veiksmingumą. Pagaliau Jungtinėje Karalystėje (Anglijoje, Velse ir Škotijoje) vietos ir centrinių valdžios institucijų taikomi metodai grindžiami iš esmės tais pačiais vertinimo tikslais ir objektais, tačiau jų pasirenkamos procedūros ir poveikis mokykloms skiriasi. Jungtinėje Karalystėje (Anglijoje ir Velse) vietos valdžios institucijos yra teisiškai įpareigotos į jų atsakomybės sritį patenkančioms mokykloms kelti aukštus standartus. Jokių konkrečių vertinimo procedūrų nenustatyta, ir už švietimą atsakingos vietos valdžios institucijos paprastai neatlieka patikrinimų, tačiau kai kurios iš jų rengia vizitus į mokyklas, nes tai yra jų stebėsenos veiklos dalis. Paprastai jos vertina mokyklų veiklą remdamosi duomenimis ir įvardija tas mokyklas, kurių kokybę būtina gerinti ir į kurių veiklą būtina įsikišti. Jungtinėje Karalystėje (Škotijoje) vietos valdžios institucijos privalo gerinti jų administruojamų mokyklų teikiamo švietimo kokybę.

Danijoje, Lietuvoje ir Islandijoje atsakomybę už išorinį vertinimą dalijasi centrinio ir vietos lygmens įstaigos.

Danijoje Nacionalinė kokybės ir priežiūros agentūra, remdamasi tam tikrais kriterijais, kasmet atlieka kiekvienos mokyklos patikrinimą, kad nustatytų trūkumus. Šiam pirmajam etapui pasibaigus, savivaldybės yra pagrindinės už tolesnius veiksmus ir gerinimo priemones, jei jų reikia, atsakingos šalys. Pagaliau minėta įstaiga gali reikalauti, kad savivaldybės parengtų veiksmų planą, kuriuo būtų siekiama pakelti konkrečios mokyklos akademinių standartų lygį.

Lietuvoje atsakomybę už išorinį vertinimą dalijasi Nacionalinė mokyklų vertinimo agentūra (NMVA) ir subjektas, kuriam mokykla priklauso, t. y. savivaldybė arba Švietimo ir mokslo ministerija (išskyrus privačias mokyklas). Subjektas, kuriam mokykla priklauso, inicijuoja ir planuoja išorinį savo mokyklų vertinimą, kurį paskui atlieka NMVA, prieš vertinimą ir po jo teikia mokykloms pagalbą ir stebi mokyklų veiklą vertinimui pasibaigus.

Islandijoje už švietimą atsakingos ministerijos Švietimo testavimo institutas kartu su už švietimą atsakingomis vietos valdžios institucijomis atlieka jungtinį patikrinimą / vertinimą visose 74 savivaldybėse. Reikjaviko savivaldybė savo žinioje esančias mokyklas vertina nepriklausomai.

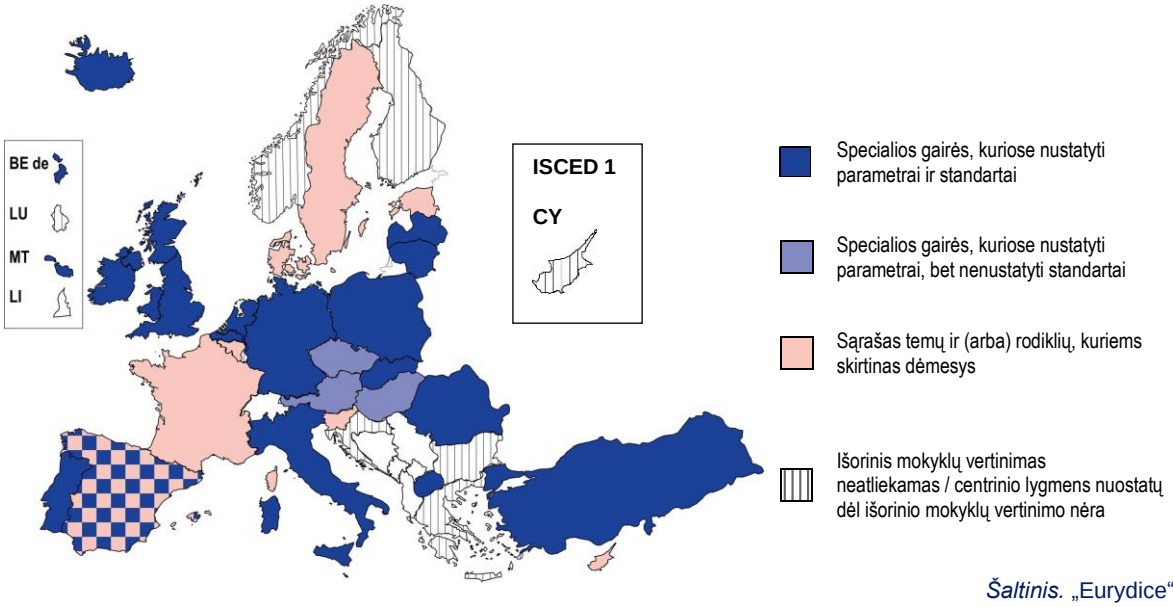
1.3. Naudojimasis išoriniam vertinimui skirtomis gairėmis

Šiame skirsnyje nuodugniai aptariamas vertinimo objektas ir tai, kaip įvairiose šalyse nustatomi kriterijai, į kuriuos turi atsižvelgti vertintojai. Vertinimo kriterijai grindžiami dviem dėmenimis – parametru (arba išmatuojamu numatomos vertinti srities aspektu) ir reikalingu standartu (lyginamuoju kriterijumi, pasiekimų lygiu ar norma), pagal kurį vertinamas parametras. Jie sudaro pagrindą (kiekybinį ir (arba) kokybinį) sprendimams priimti. Lyginamoji analizė rodo, kad daugumoje šalių išorės vertintojai remiasi standartizuotais centrinio / aukščiausiojo lygmens valdžios institucijų nustatytais kriterijais ir vertina įvairias mokyklos veiklos sritis. Likusiose šalyse, kuriose vertinimo kriterijai nėra standartizuoti centriniu / aukščiausiuoju lygmeniu, atliekant išorinį vertinimą dėmesys paprastai

skiriamas tik keliems mokyklos darbo aspektams ir (arba) toks vertinimas nėra atliekamas kaip savaime suprantamas dalykas.

Dviejuose trečdaliuose švietimo sistemų, kuriose atliekamas išorinis mokyklų vertinimas, yra nustatytos struktūrizuotos ir standartizuotos gairės, kuriose apibrėžiamas išorinio vertinimo turinys ir laukiami rezultatai (žr. 1.3 pav.). Šiose šalyse visi išorės vertintojai privalo naudotis tomis pačiomis gairėmis. Šis procesas prasidėjo paskutiniame praėjusio amžiaus dešimtmetyje[1] ir kai kuriose šalyse peržengė tūkstantmečio ribą. Pavyzdžiui, 2009 m. Belgijoje (vokiškai kalbančiųjų bendruomenėje) išleistas pirmasis dokumentas, kuriame sistemiškai apibrėžti pagrindiniai geros mokyklos bruožai ir standartai (Nurodomosios mokyklų kokybės gairės[2]). Verta paminėti, kad centralizuotai nustatytomis gairėmis kartais privaloma naudotis ir tose šalyse, kuriose atsakomybė atlikti išorinį vertinimą yra decentralizuota regionų lygmeniu, pavyzdžiui, Lenkijoje ir Austrijoje (žr. 1.2 skirsnį).

1.3 pav. Centriniu / aukščiausiuoju lygmeniu nustatyta išorinio mokyklų vertinimo turinio ir kriterijų nustatymo tvarka,
2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Kas būdinga įvairioms šalims

Danija. Siekdama nustatyti mokyklas, kurias būtina tobulinti, ir apie tai informuoti atitinkamas savivaldybes, Nacionalinė kokybės ir priežiūros agentūra kasmet tikrina mokyklas, dėmesį skirdama konkretiems rodikliams. Likusią proceso dalį pavesta vykdyti pačioms savivaldybėms, o joms padeda centrinio lygmens valdžios institucija.
Vokietija. Daugumoje Vokietijos žemių išorės vertintojai turi vadovautis išorinio mokyklų kokybės vertinimo gairėmis. Šiose gairėse nustatyti vertinimo kriterijai, kuriais apibrėžiama, kokia turi būti mokyklų ir mokymo praktikos kokybė, kad galėtų būti vertinama gerai.
Estija, Slovakija, Jungtinė Karalystė (Anglija, Velsas, Škotija) ir **buvusioji Jugoslavijos Respublika Makedonija**. Šiame žemėlapyje atspindimi pagrindiniai išorinio mokyklų vertinimo metodo, kurį taiko centrinio (arba regionų) lygmens įstaigos, principai; jame neatspindimos vietos valdžios institucijų prievolės, susijusios su jų žinioje esančių mokyklų vertinimu (žr. 1.2 skirsnį).
Ispanija. Išorinio vertinimo gairių, kurias kiekvienas autonominis regionas pateikia inspekcijai, pobūdis skiriasi – tai gali būti tiek plačių intervencijos sričių sąrašas, tiek išsamios gairės, kuriose nustatyti parametrai ir standartai.
Italija. Informacija grindžiama bandomojo projekto „*VALeS*“ duomenimis (žr. nacionalinį aprašą).
Vengrija. Šiame žemėlapyje atspindima pedagoginio / profesinio vertinimo sistema, kuri šiuo metu yra išbandoma (žr. nacionalinį aprašą). Tikrindami mokyklų teisinę atitiktį, vertintojai remiasi bendraisiais kriterijais.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

[1] Eurydice, 2004. *Evaluation of schools providing compulsory education in Europe*. Brussels: Eurydice.
[2] http://www.ahs-dg.be/PortalData/13/Resources/20131009_Der_Orientierungsrahmen_Schulqualitaet.pdf.

Centriniu lygmeniu parengtos išorinio vertinimo gairės paprastai apima įvairius mokyklų veiklos aspektus, įskaitant mokymo ir mokymosi kokybę, moksleivių mokymosi rezultatus, įvairias mokyklos valdymo sritis, taip pat atitiktį teisės aktų nuostatoms. Turkijoje atliekant išorinį mokyklų vertinimą daugiausia dėmesio skiriama atitikčiai teisės aktų nuostatoms tikrinti.

Vertinimo gairės skiriasi savo apimtimi ir sudėtingumu. Paprastai jų struktūra yra grindžiama pagrindinėmis mokyklų veiklos sritimis (pavyzdžiui, mokymas ir mokymasis, parama moksleiviams, lyderystė), kurios toliau skirstomos pagal smulkesnius parametrus. Siekiant padėti vertintojui kokybiškai ir kiekybiškai įvertinti mokyklos kokybę, gairėse pateikiami deskriptoriai, kuriais apibrėžiamas kiekvienam parametrui arba mokyklos darbo sričiai nustatytas pasiekimų lygis arba įvairūs galimi pasiekimų lygiai, kurie pasitaiko praktikoje. Dviejose šalyse (Čekijoje ir Austrijoje) parametrai, kuriuos reikia įvertinti, yra nustatyti centriniu lygmeniu, tačiau standartai, kurių turi būti laikomasi, – ne. Ko tikisi iš mokyklos, inspektoriai nustato remdamiesi asmenine patirtimi.

Keliose šalyse, kuriose taikomos centriniu lygmeniu parengtos gairės, nustatytos sistemos, pagal kurias vertinimo apimtis ir lygis pritaikomi prie konkrečios mokyklos aplinkybių. Šia diferencijuoto tikrinimo sistema siekiama daugiau svorio suteikti mokykloms ar sritims, kuriose prastų veiklos rezultatų tikimybė yra didesnė (žr. 1.4 skirsnį).

Švietimo sistemose, kuriose nėra centriniu / aukščiausiuoju lygmeniu nustatytų gairių, kuriose būtų pateikiami parametrai ir standartai, taip užtikrinant aiškiai struktūrizuotą išorinio mokyklų vertinimo procesą, paprastai keliama mažiau reikalavimų. Atliekant išorinį vertinimą dėmesys dažnai skiriamas konkretiems mokyklos darbo aspektams.

Belgijoje (prancūzakalbių bendruomenėje) atliekant išorinį vertinimą dėmesys skiriamas tik tam tikriems mokyklos darbo aspektams, apibrėžtiems nuostatomis, kuriomis reglamentuojama esama tikrinimo sistema. Tikrinimo sistema tradiciškai orientuojama į atskirų mokytojų tikrinimą. Nuo 2007 m. teisės aktuose pereita prie mokyklų mokymo lygio (pranc. *niveau des études*) vertinimo, o tai reiškia, kad pagrindinis tikrinimo objektas dabar yra mokymo komandos tam tikroje mokymo srityje.

Danijoje Nacionalinė kokybės ir priežiūros agentūra, atlikdama kasmetį pradinio ir žemesniojo lygmens vidurinio ugdymo mokyklų patikrinimą, daugiausia dėmesio skiria Švietimo ministerijos nustatytiems kokybės rodikliams. Šie rodikliai – tai, pavyzdžiui, nacionalinių testų ir baigiamųjų egzaminų rezultatai, taip pat priėmimo į aukštesniojo vidurinio ugdymo įstaigas rodikliai.

Prancūzijoje nėra standartizuotų taisyklių, kuriomis būtų apibrėžtas išorinio vertinimo turinys ir procedūros. Tačiau siekdamos, kad vietos ir regionų inspektorių darbas būtų kryptingas, už švietimą atsakingos institucijos yra parengusios rodiklių, susijusių su pagrindiniais švietimo rezultatais, ir kontekstinių kintamųjų, suskirstytų pagal mokyklas, rinkinį. Taip pat paminėtina, kad po to, kai 2005 m. buvo pradėta vykdyti veiklos tikslais pagrįstų sutarčių (pranc. *contrat d'objectifs*) stebėsena, regioninės už švietimą atsakingos valdžios institucijos pradėjo rengti sistemiškesnį vidurinių mokyklų politikos ir veikimo vertinimą, atsižvelgdamos į minėtose sutartyse nustatytus plačius edukacinius tikslus.

Estijoje ir Slovėnijoje atliekant išorinį mokyklų vertinimą daugiausia dėmesio skiriama teisės aktų atitikčiai tikrinti pagal temas, kurios arba yra apibrėžiamos kasmet (Estijoje), arba nustatytos Inspektavimo įstatyme (Slovėnijoje).

Švedijoje išorinio vertinimo objektas nustatytas Švietimo įstatyme, taip pat Inspekcijai skirtuose nurodymuose ir su ja sudarytoje viešųjų paslaugų sutartyje. Švedijos mokyklų inspekcijai suteikta autonomija pasirinkti, kuriuos parametrus ir standartus vertinti. Pagrindinės išorinio vertinimo sritys yra šios: moksleivių pažanga siekiant mokymosi tikslų, lyderystė, pažanga keliant švietimo kokybę ir atskirų moksleivių teisės.

1.4. Išorinio vertinimo procedūros

Šiame skirsnyje nagrinėjamos Europos švietimo sistemose taikomos išorinio mokyklų vertinimo procedūros.

Šis skirsnis suskirstytas į šešias dalis, kurių kiekvienoje aptariami skirtingi mokyklų vertinimo tvarkos aspektai.

Pirmoje dalyje kalbama apie vertinimo dažnumą. Antroje dalyje pateikiama bendra įvairių etapų apžvalga. Paskesnėse keturiose dalyse nagrinėjami įvairūs su procedūromis susiję aspektai, konkrečiai – informacijos rinkimas ir analizė, vizitai į mokyklas, suinteresuotųjų subjektų įtraukimas ir vertinimo ataskaitos rengimas.

Kur svarbu ir tinkama, supažindinama su tam tikrose šalyse taikomais išsamiais metodais.

Išorinio vertinimo dažnumas

Išorinio mokyklų vertinimo dažnumą šalys nustato remdamosi tokiais trimis pagrindiniais modeliais:

- ciklišku modeliu, pagal kurį visos mokyklos yra vertinamos reguliariais intervalais, kuriuos nustato centrinio / aukščiausiojo lygmens institucijos arba inspekcijos;
- kryptingu modeliu, kuris grindžiamas atranka, rizikos vertinimu arba *ad hoc* kriterijais, kuriuos nustato centrinio / aukščiausiojo lygmens institucija ir kurie išdėstomi metinėje arba daugiametėje darbo programoje;
- šių dviejų modelių deriniu.

Taikant ciklišką modelį, vertinimas atliekamas reguliariais intervalais, kurie gali trukti nuo trejų (buvusiojoje Jugoslavijos Respublikoje Makedonijoje ir Turkijoje) iki dešimties (daugiausia) metų (Belgijoje (flamandų bendruomenėje)). Dažniausiai nustatomas penkerių metų trukmės išorinio vertinimo intervalas.

Keliose švietimo sistemose netaikomas principas, kad visos mokyklos turi būti vertinamos reguliariai. Jungtinėje Karalystėje (Škotijoje) neseniai pereita nuo kartos trukme pagrįsto tikrinimo ciklo prie atrankos sistemos, kurioje pagal metinę programą statistiškai tinkama planuojamų tikrinti mokyklų imtis nustatoma remiantis tokiais kriterijais kaip dydis, vieta miesto arba kaimo, arba skurdžioje vietovėje ir t. t. Islandijoje nustatyta, kad imtyje turi būti įvairių savivaldybių mokyklos. Airijoje ir Danijoje vertintinoms mokykloms atrinkti taikomas rizika pagrįstas metodas, o Belgijoje (prancūzakalbių bendruomenėje), Ispanijoje, Estijoje ir Vengrijoje (tikrinama atitiktis teisės aktams) už išorinio vertinimo atlikimą atsakingos įstaigos kasmet arba kas keletą metų nustato kriterijus, pagal kuriuos pasirenkamos mokyklos, į kurias bus rengiami vizitai. Kipre išorinis mokyklų vertinimas (ISCED 2) atliekamas tada, kai centrinė administracija, deramai atsižvelgusi į administracinius ir akademinius mokyklų veiklos rodiklius, nusprendžia, kad jo reikia. Pagaliau Prancūzijoje inspektoriams suteikta nemažai laisvės pasirinkti, kuriose mokyklose bus atliekamas išorinis vertinimas, ir nemanoma, kad tikrinti kiekvieną mokyklą yra savaime būtina.

Nyderlanduose, Švedijoje ir Jungtinėje Karalystėje (Anglijoje ir Šiaurės Airijoje) veikia abi sistemos. Visų mokyklų išorinio vertinimo grafikas yra ciklinis, bet jis gali būti keičiamas arba, remiantis rizikos vertinimu, priklausyti nuo rezultatų (žr. dalį „Rizikos vertinimas“ toliau).

Išorinio vertinimo proceso etapai

Palyginus įvairių šalių duomenis galima apibendrinti, kad iš esmės išorinį vertinimą sudaro trys etapai:

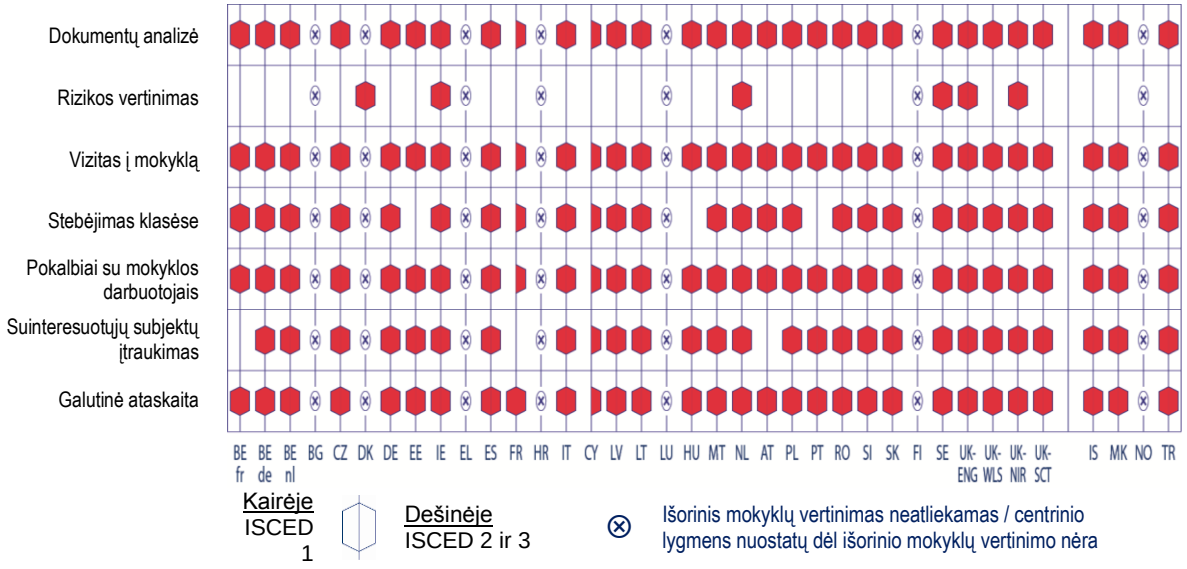
a) pirmasis etapas apima atskirų mokyklų duomenų rinkimą ir analizę; kartais šiuo etapu taip pat atliekama pirminė rizikos analizė;

b) antruoju etapu rengiamas vizitas į mokyklą, siekiant stebėti darbą, patikrinti dokumentus ir pasikalbėti su mokyklos atstovais, taip pat, kai kuriais atvejais, kitais susijusiais suinteresuotaisiais subjektais;

c) trečiuoju etapu rengiama vertinimo ataskaita.

Šiais etapais dirbama visose šalyse, tačiau kiekvienas žingsnis įvairiose šalyse gali būti įgyvendinamas skirtingai, o jų sudėtingumas taip pat gali skirtis. Šioje schemiškoje struktūroje pateikiama lyginamoji analizė atspindi didelę metodų ir praktikos įvairovę.

1.4 pav. Išorinio mokyklų vertinimo procedūros, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

MK: žr. terminų žodynėlį.

Kas būdinga įvairioms šalims

Danija. Centrinė valdžios institucija tiesiogiai atlieka mokyklų rizikos analizę, praneša savivaldybėms, kurių mokyklų veikla neatitinka standartų, ir prisideda prie savivaldybių pastangų pagerinti jų teikiamų švietimo paslaugų kokybę.
Estija, Slovakija, Jungtinė Karalystė (Anglija, Velsas, Škotija) ir **buvusioji Jugoslavijos Respublika Makedonija**. Šiame paveikslėlyje atspindimi pagrindiniai išorinio mokyklų vertinimo metodo, kurį taiko centrinio (arba regionų) lygmens įstaigos, principai; jame neatspindimos vietos valdžios institucijų prievolės, susijusios su jų žinioje esančių mokyklų vertinimu (žr. 1.2 skirsnį).
Prancūzija. ISCED 1 lygmeniui nenustatyta standartizuota mokyklų vertinimo tvarka.
Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Kipras. ISCED 1 lygmenyje išorinis mokyklų vertinimas neatliekamas.
Vengrija. Duomenys yra susiję tiek su atitikties teisės aktams patikrinimo sistema, tiek su pedagoginio / profesinio vertinimo sistema, kuri šiuo metu yra išbandoma (žr. nacionalinį aprašą).
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Duomenų rinkimas ir analizė

Parengiamasis duomenų ir informacijos apie atskiras mokyklas rinkimo ir analizavimo etapas yra dalis vertinimo proceso visose šalyse, kuriose atliekamas išorinis vertinimas. Tačiau jo paskirtis įvairiose šalyse skiriasi: daugumoje šalių šiuo etapu vertintojai sudaro mokyklos, į kurią numatomas vizitas, aprašą ir patikslina vertinimo objektą, bet yra šalių, kuriose šiuo etapu atskiriamos tos mokyklos, kuriose reikia atlikti patikrinimą, nuo tų, kuriose patikrinimas nereikalingas, arba, kai kuriais atvejais, šiuo etapu pasirenkami reikiami tikrinimo būdai (žr. dalį „Rizikos analizė“ toliau).

Dažniausiai vertintojai surenka įvairius skirtingų šaltinių duomenis prieš vizitą į mokyklą. Įvairiose šalyse surenkamų ir analizuojamų dokumentų ir duomenų pobūdis skiriasi, tačiau, apibendrinant, juos galima priskirti vienai iš šių keturių kategorijų:

- Statistiniai duomenys, susiję su veiklos rezultatais ir kitais kiekybiniais rodikliais: pagrindinis rodiklis yra moksleivių pasiekimai arba nacionalinių testų rezultatai, kurie kartais gretinami regionų arba vietos lygmeniu arba su mokyklų, kurių socialinė ir ekonominė padėtis panaši, rezultatais. Tokius duomenis paprastai papildo kita kiekybinė informacija, pavyzdžiui, klasės dydis, moksleivių ir mokytojų santykis, specialiųjų poreikių turinčių vaikų skaičius, mokyklos nebaigusių asmenų skaičius, mokytojų kaita ar moksleivių lankymo ir darbuotojų buvimo darbe įrašai. Jungtinėje Karalystėje (Velse) atsižvelgiama ir į tai, kaip moksleivius įvertina mokytojai. Kai kuriose šalyse (Belgijoje (flamandų bendruomenėje), kai kuriose Vokietijos žemėse ir Slovakijoje) inspektorių prašymu mokyklos informaciją pateikia atsakydamos į klausimynų klausimus.
- Ataskaitos ir kiti kokybiniai dokumentai. Daugelyje šalių inspektoriai naudojasi anksčiau parengtomis išorinio ir, jei yra galimybė, vidinio vertinimo ataskaitomis. Nagrinėjami ir kiti dokumentai, pavyzdžiui, mokyklos ugdymo planas, pedagoginis aprašas, mokyklos interneto svetainė, taip pat bendrieji mokyklos politikos dokumentai. Islandijoje vertintojai taip pat tikrina su moksleivių gerove susijusius mokyklų veiksmų planus.
- Administraciniai dokumentai. Kartais peržiūrimi tvarkaraščiai, mokyklos metinis kalendorius, tarybos posėdžių protokolai, veiklos planai, mokyklos patalpų planas, vidaus tvarkos taisyklės ir kt. Kai kuriose šalyse tikrinama ir tokiu konkrečiu aspektu kaip skundų tvarkymo procedūros (Čekijoje, Austrijoje, Slovakijoje ir Švedijoje), tęstinės profesinės raidos tvarkaraščiai (Čekijoje ir Vokietijoje), finansinės ataskaitos (Maltoje), mokyklos vadovo priimti sprendimai (Slovakijoje) ir kt.
- Ketvirtasis informacijos šaltinis – įvairūs mokyklų suinteresuotieji subjektai, pavyzdžiui, mokyklų vadovai, mokytojai, tėvai, moksleiviai ar vietos bendruomenės atstovai. Tačiau tokia informacija ne visada surenkama prieš surengiant vizitą į mokyklą, ypač, jei informacija renkama per pokalbius ar posėdžius (žr. dalį „Suinteresuotųjų subjektų įtraukimas“).

Rizikos vertinimas

Rizikos vertinimas kaip parengiamieji veiksmai atliekamas Danijoje, Airijoje, Nyderlanduose, Švedijoje ir Jungtinėje Karalystėje (Anglijoje ir Šiaurės Airijoje). Tokia praktika taikoma siekiant vertintojų dėmesį nukreipti į mokyklas, kurių veiklos rezultatai nepateisina lūkesčių (Danijoje, Airijoje, Nyderlanduose ir Jungtinėje Karalystėje (Anglijoje)), arba pasirinkti tinkamiausią inspektavimo būdą (Švedijoje ir Jungtinėje Karalystėje (Šiaurės Airijoje)). Moksleivių pasiekimų rodikliai, dažniausiai sudaromi pagal nacionalinių testų rezultatus, yra svarbiausias elementas. Vis dėlto mokymosi rezultatų duomenys yra papildomi kitų šaltinių informacija, pavyzdžiui, Nyderlanduose – mokyklos finansiniais duomenimis, Švedijoje – mokyklos apklausos rezultatais, Airijoje – moksleivių išlaikymo ir jų lankymo duomenimis, o Jungtinėje Karalystėje (Anglijoje ir Šiaurės Airijoje) – po ankstesnių patikrinimų padarytais sprendimais.

Jungtinėje Karalystėje (Anglijoje) mokyklos tikrinamos cikliškai – kiekviena mokykla tikrinama kas penkerius metus. Tačiau per paskutinį vertinimą puikiai įvertintose mokyklose vėliau įprastiniai patikrinimai neatliekami – praėjus trejiems metams po paskutinio patikrinimo kasmet, kol mokykla pajėgia išlaikyti kokybę, atliekamas tik jų rizikos vertinimas; na, o gerai įvertintose mokyklose tai, po kiek laiko turi būti atliekamas kitas patikrinimas, nustatoma atlikus pirmąjį rizikos vertinimą. Kitose šalyse (Airijoje, Nyderlanduose ir Švedijoje) rizikos vertinimas atliekamas kasmet. Airijoje, be pagal rizikos vertinimą atrinktų mokyklų, inspekcija į savo metinę darbo programą įtraukia ir atsitiktine tvarka atrinktas įvairaus kokybės lygio mokyklas.

Vizitai į mokyklas

Vizitai į mokyklas yra įprasta visose šalyse praktikuojama procedūros dalis. Tokie vizitai reikalingi tam, kad vertintojai galėtų gauti tiesioginius mokyklos veiklos ir rezultatų įrodymus; jie yra populiarūs ir beveik visur organizuojami panašiai.

Vizitų trukmė įvairiose šalyse skiriasi – nuo vienos dienos (Austrijoje ir Švedijoje) iki septynių (daugiausia) dienų (Slovakijoje), o vidutinė jų trukmė yra dvi–trys dienos. Daugumoje šalių vizitų trukmė priklauso nuo patikrinimo sudėtingumo arba mokyklos dydžio pagal moksleivių skaičių. Maltoje vizito trukmę lemia mokykloje dirbančių mokytojų skaičius.

Daugumoje šalių vizitų tikslas dažniausiai yra:

- pokalbiai su darbuotojais;
- stebėsena klasėse;
- mokyklos veiklos, patalpų ir (arba) vidaus dokumentų patikrinimas.

Pokalbiai su darbuotojais įprastai rengiami per visus vizitus. Dažniausiai kalbamasi su mokyklų vadovais ir kitais mokyklų vadovybės atstovais. Pokalbiuose dažnai dalyvauja ir mokytojai, taip pat kiti mokyklų darbuotojai. Jungtinėje Karalystėje (Šiaurės Airijoje) mokytojų taip pat prašoma užpildyti elektroninį klausimyną, kuris yra prieinamas visiems mokytojams, o pildomas – savanoriškai. Portugalijoje tokia praktika taip pat taikoma, bet apklausiami tik atrinkti mokytojai. Vengrijoje, atliekant bandomąjį pedagoginį / profesinį vertinimą, turi būti surengiami pokalbiai su bent 5 proc. mokytojų.

Stebėsena klasėse vykdoma beveik visose šalyse, išskyrus Estiją, Vengriją (įgyvendinamas bandomasis projektas) ir Portugaliją. Kai kuriose šalyse yra nustatyta, kiek klasių ar pamokų turi būti stebima vizito metu. Belgijoje (vokiškai kalbančiųjų bendruomenėje) inspektoriai privalo stebėti bent 50 proc. mokytojų vedamas pamokas, o Islandijoje turi būti užtikrinama net 70 proc. mokytojų vedamų pamokų stebėsena. Latvijoje rekomenduojama stebėti bent 12 pamokų, o Maltoje, atsižvelgiant į vizito trukmę ir vertintojų pajėgumą, siūloma stebėti kuo daugiau pamokų. Islandijoje ir Lietuvoje, stebėdami pamokas, vertintojai privalo pildyti specialias pastaboms skirtas formas.

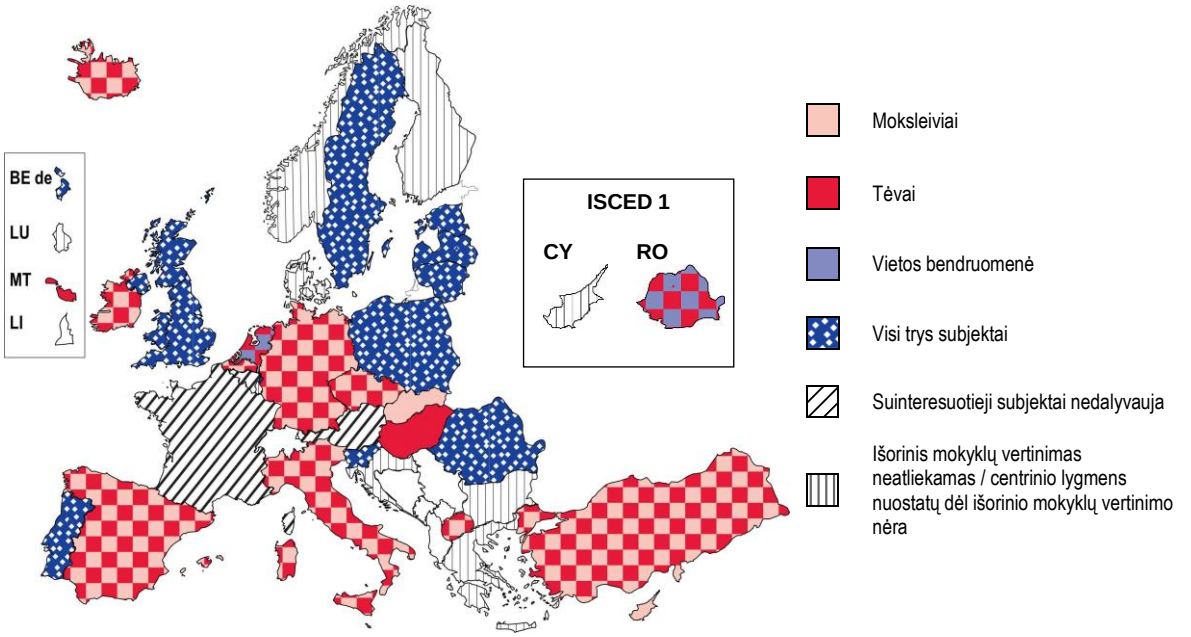
Kitos mokyklų veiklos stebėsena, taip pat mokyklos patalpų ir (arba) vidaus dokumentų tikrinimas – tai taip pat daugelyje šalių vykdomos užduotys, tačiau čia skirtumų gerokai daugiau. Paprastai vertintojai susipažįsta su mokyklų infrastruktūra (klasėmis, laboratorijomis ir t. t.), tikrina administracinius dokumentus ir, kad geriau suprastų mokyklos atmosferą, stebi moksleivius per pertraukas.

Suinteresuotųjų subjektų įtraukimas

Įtraukti mokyklų suinteresuotuosius subjektus yra viena iš valstybėms narėms skirtų Europos Parlamento ir Tarybos rekomendacijų Europos bendradarbiavimo vertinant mokyklinio švietimo kokybę srityje[3]. Šiose rekomendacijose siūloma įtraukti interesų mokyklose turinčius asmenis „tam, kad būtų skatinama bendra atsakomybė už mokyklų tobulinimą" (OL C 60, 2001 03 01, p. 53). Kaip minėta ankstesnėse dalyse, mokyklų vadovų ir mokytojų įtraukimas daugiau ar mažiau užtikrinamas beveik visur, tačiau moksleiviai, tėvai ir vietos bendruomenės atstovai ne visada turi galimybę būti išklausyti ir pasiekti, kad į jų nuomonę būtų atsižvelgta. Toliau pateikiamame žemėlapyje parodyta, kuriose šalyse atliekant vertinimą dalyvauja tėvai, moksleiviai ir (arba) vietos bendruomenės atstovai.

1.5 pav. Moksleivių, tėvų ir vietos bendruomenės atstovų dalyvavimas atliekant išorinį mokyklų vertinimą, 2013–2014 m. privalomas

bendrasis ugdymas



Šaltinis. „Eurydice".

Kas būdinga įvairioms šalims

Danija. Siekdama nustatyti savivaldybes, kurių mokyklas būtina tobulinti, Nacionalinė kokybės ir priežiūros agentūra kasmet tikrina mokyklas. Likusią proceso dalį pavesta vykdyti pačioms savivaldybėms, o joms padeda centrinio lygmens valdžios institucija.
Estija, Slovakija, Jungtinė Karalystė (Anglija, Velsas, Škotija) ir **buvusioji Jugoslavijos Respublika Makedonija**. Šiame žemėlapyje atspindimi pagrindiniai išorinio mokyklų vertinimo metodo, kurį taiko centrinio (arba regionų) lygmens įstaigos, principai; jame neatspindimos vietos valdžios institucijų prievolės, susijusios su jų žinioje esančių mokyklų vertinimu (žr. 1.2 skirsnį).
Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Vengrija. Pokalbiai su suinteresuotaisiais subjektais numatyti tik pagal pedagoginio / profesinio vertinimo sistemą, kuri šiuo metu yra išbandoma (žr. nacionalinį aprašą). Atitikties teisės aktams patikrinimo sistemoje suinteresuotųjų subjektų dalyvavimas nenumatytas.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

13-oje švietimo sistemų (Belgijos (vokiškai kalbančiųjų bendruomenėje), Estijos, Latvijos, Lietuvos, Lenkijos, Portugalijos, Rumunijos (ISCED 2), Slovėnijos, Švedijos ir Jungtinės Karalystės) iš 31-os,

[3] 2001 m. vasario 12 d. Europos Parlamento ir Tarybos rekomendacija dėl Europos bendradarbiavimo vertinant mokyklinio švietimo kokybę, OL C 60, 2001 3 1, p. 51.

kuriose atliekamas išorinis mokyklų vertinimas, vertinimo etapu gali būti atsižvelgiama į moksleivių, tėvų ir vietos bendruomenės atstovų nuomones. Devyniose švietimo sistemose (Belgijos (flamandų bendruomenėje), Čekijos, Vokietijos, Airijos, Ispanijos, Italijos (įgyvendinamas bandomasis projektas), Islandijos, buvusiosios Jugoslavijos Respublikos Makedonijos ir Turkijos) iš suinteresuotųjų subjektų dalyvauja tik moksleiviai ir tėvai, o Nyderlanduose ir Rumunijoje (ISCED 1) – tik tėvai ir vietos bendruomenės atstovai. Maltoje pagal nustatytas procedūras procese gali dalyvauti tik tėvai, o Kipre (ISCED 2) ir Slovakijoje – tik moksleiviai. Vengrijoje, atliekant 2015 m. numatomą pedagoginį / profesinį vertinimą, planuojama įtraukti tėvus. Trijose šalyse (Belgijoje (prancūzakalbių bendruomenėje), Prancūzijoje ir Austrijoje) pokalbių su suinteresuotaisiais subjektais nenumatyta.

Nors daugumoje šalių galioja nuostatos dėl suinteresuotųjų subjektų įtraukimo, jos ne visada taikomos sistemiškai. Šešiose švietimo sistemose (Belgijos (flamandų bendruomenėje), Čekijos, Vokietijos, Italijos (įgyvendinamas bandomasis projektas), Nyderlandų ir Slovėnijos) informacijos rinkimas kalbantis su tėvais, moksleiviais ar vietos bendruomenės atstovais yra laikomas viena iš priemonių, padedančių geriau įvertinti teikiamo švietimo kokybę ir tiksliau suformuluoti sprendimus. Taigi vertintojai gali patys spręsti, naudotis tokiomis priemonėmis ar nesinaudoti.

Jei tėvai ir (arba) moksleiviai įtraukiami į procesą, jie dalyvauja apklausose, pokalbiuose arba ir ten, ir ten. Pokalbiai gali būti arba asmeniniai, arba su tikslinėmis grupėmis. Daugumoje šalių visiems moksleiviams ir jų tėvams pateikiami klausimynai. Tačiau Belgijoje (vokiškai kalbančiųjų bendruomenėje), Airijoje, Kipre (ISCED 2), Portugalijoje, Islandijoje, buvusiojoje Jugoslavijos Respublikoje Makedonijoje ir Turkijoje apklausiami tik atrinkti moksleiviai ir (arba) tėvai arba jų atstovai mokyklos taryboje arba kituose mokyklos valdymo organuose. Maltoje, jei mokykloje mokosi daugiau kaip 150 moksleivių, klausimynai nebeanalizuojami.

14-oje šalių prie išorinio vertinimo vietos bendruomenės atstovai gali prisidėti dalyvaudami pokalbiuose. Visose šalyse vietos bendruomenė laikoma valdomąjį vaidmenį atliekančiu subjektu – tai savivaldybės, tarybos, kontrolieriai ar savininkai. Lietuvoje ir Rumunijoje vietos bendruomenė gali būti įtraukiama, bet tai nėra privaloma. Lietuvoje gali būti apklausiami mokytojų profsąjungos ir mokyklų savininkų atstovai, o Rumunijoje stebėti procesą ir prisidėti prie vizito į mokyklą tikslų įgyvendinimo gali būti kviečiami vietos administracijos atstovai. Švedijoje, atliekant nuodugnų vertinimą, išklausomi ir socialinės priežiūros tarnybų darbuotojai.

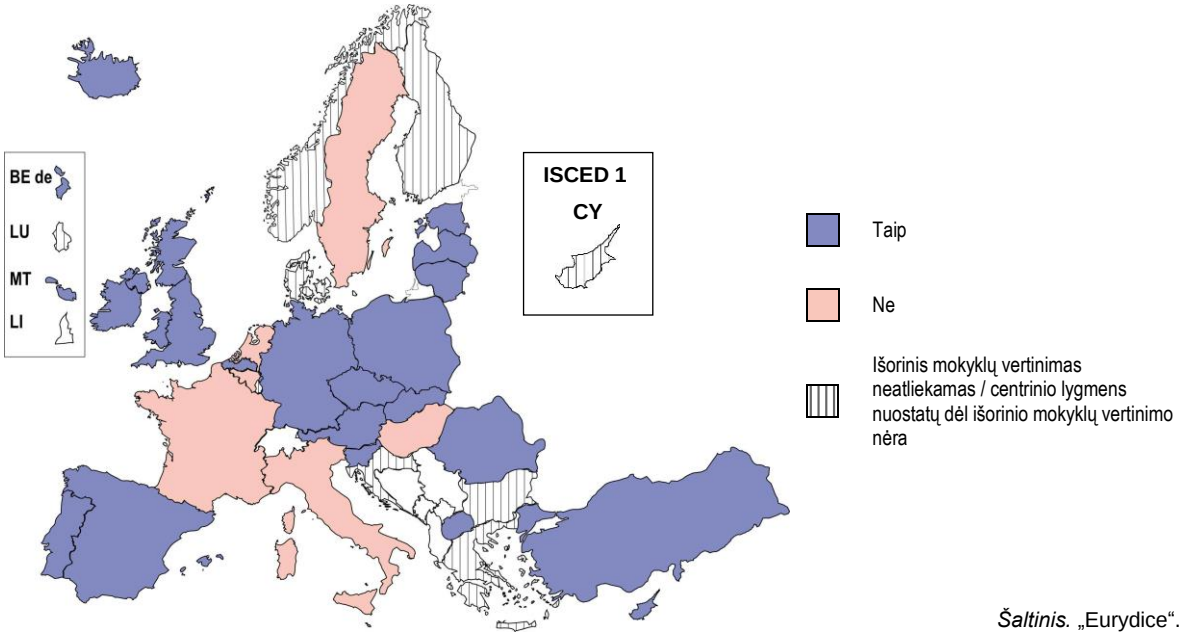
Tėvai, moksleiviai ir, kai numatyta, vietos bendruomenės atstovai kalbinami įvairiomis temomis. Daugumoje šalių svarbiausias klausimas yra susijęs su kalbinamųjų pasitenkinimu bendra mokyklos kokybe, taip pat joje teikiamo švietimo ir mokyklos infrastruktūros kokybe. Užduodami ir kitų sričių klausimai, pavyzdžiui, susiję su mokymosi krūviu, sauga, mokymosi aplinka ir mokyklos atmosfera. Jungtinėje Karalystėje (Anglijoje) tėvai gali pareikšti savo nuomonę apie tai, kaip, be kita ko, mokykla sprendžia patyčių problemą, o Latvijoje domimasi ir tokiomis sritimis kaip popamokinė veikla ar mokyklos savivaldos reikalai. Švedijoje tėvai ir moksleiviai taip pat vertina lyderystės vaidmenį mokykloje. Ispanijoje mokyklos gauna įvairių su konkrečiomis aplinkybėmis susijusių klausimynų, kuriuos, be mokytojų ir mokyklos vadovų, turi užpildyti moksleiviai ir tėvai. Šiais klausimynais siekiama surinkti informaciją apie kontekstinius kintamuosius, pavyzdžiui, šeimos kilmę, socialines ir ekonomines sąlygas, mokyklos aplinką ir t. t., kad būtų galima geriau suprasti, kodėl moksleivių nacionalinių testų rezultatai yra vienokie ar kitokie.

Vertinimo ataskaitos rengimas

Vertintojų darbas, jų nustatyti faktai ir, jei reikia, priimti sprendimai yra aptariami galutinėje vertinimo ataskaitoje. Ši praktika taikoma visose šalyse. Vis dėlto Austrijoje tokia ataskaita laikoma inspektoriaus ir mokyklos susitarimu dėl aspektų, į kuriuos reikia atkreipti dėmesį.

Daugumoje šalių vertinimo ataskaitos rengimas yra vertintojų ir mokyklos vadovybės dialogu pagrįstas procesas. Kai kada jame dalyvauja ir mokytojai. Šešiose švietimo sistemose (Belgijoje (prancūzakalbių bendruomenėje), Prancūzijoje, Italijoje (vykdomas bandomasis projektas), Vengrijoje, Nyderlanduose ir Švedijoje) vertinimo ataskaita yra baigiama rengti nesitariant su mokykla. Tačiau Nyderlanduose mokyklos gali nesutikti su galutinės ataskaitos išvadomis – šiuo tikslu kompetentingai valdžios institucijai jos turi pateikti savo nuomonę.

1.6 pav. Galutinė ataskaita rengiama tariantis su mokykla, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Kas būdinga įvairioms šalims

Danija. Siekdama nustatyti savivaldybes, kurių mokyklas būtina tobulinti, Nacionalinė kokybės ir priežiūros agentūra kasmet tikrina mokyklas. Likusią proceso dalį pavesta vykdyti pačioms savivaldybėms, o joms padeda centrinio lygmens valdžios institucija.
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Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Vengrija. Šiame žemėlapyje atspindima tik su atitikties teisės aktams patikrinimo sistema susijusi padėtis. Su pedagoginio / profesinio vertinimo sistema, kuri šiuo metu yra išbandoma (žr. nacionalinį aprašą), susijusios procedūros dar nenustatytos.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Dialogu pagrįstas procesas, per kurį parengiama galutinė ataskaita, gali turėti įvairaus sudėtingumo sluoksnius. Pagrindinę schemą sudaro trijų žingsnių modelis: 1) vertintojai siunčia mokykloms ataskaitos projektą; 2) mokyklų vadovai pateikia savo pastabas; 3) vertintojai baigia rengti ataskaitą.

Tačiau kai kuriose šalyse ši schema gali būti koreguojama, pavyzdžiui, ją papildant.

Lenkijoje mokyklos neturi galimybės komentuoti pačios ataskaitos, tačiau specialiame posėdyje, kuris surengiamas prieš redaguojant ataskaitą, su visais mokytojais žodžiu aptariami nustatyti faktai. Be to, mokyklos vadovas gali nesutikti su galutinės ataskaitos išvadomis, tada regioninio mokyklų inspektoriaus nurodymu vertintojams gali tekti iš naujo nagrinėti surinktus duomenis. Latvijoje mokykla

turi teisę dėl galutinės ataskaitos pareikšti prieštaravimą ir Akreditacijos komiteto pirmininkui pateikti savo pasiūlymų.

Belgijoje (vokiškai kalbančiųjų bendruomenėje) taikoma praktika pastabas apie ataskaitos projektą pateikti žodžiu. Latvijoje, Portugalijoje, Jungtinėje Karalystėje ir Turkijoje po to, kai pateikiamos pastabos, bet dar prieš užbaigiant ataskaitą, rengiama diskusija su mokyklos vadovu ir, kai kada, mokytojais. Jungtinėje Karalystėje (Šiaurės Airijoje) vertintojai rengia papildomą posėdį su mokyklos taryba, kuriame keičiamasi nuomonėmis dėl mokyklos. Tada, kai ataskaita galutinai parengiama, Belgijoje ir Airijoje mokyklos gali pateikti papildomas pastabas raštu.

Pastabas apie ataskaitos projektą mokyklos paprastai gali teikti bet kuriuo klausimu. Vis dėlto Airijoje ir Jungtinėje Karalystėje (Anglijoje, Velse ir Šiaurės Airijoje) pirminės pastabos gali būti teikiamos tik siekiant ištaisyti faktines klaidas, o bendras sprendimas yra neginčijamas. Portugalijoje, jei nesutinka su vertintojų pateiktais nustatytais faktais, mokyklos turi galimybę pastabas apie ataskaitos projektą pateikti raštu. Belgijoje (vokiškai kalbančiųjų bendruomenėje), mokyklai pateikus rašytines pastabas apie ataskaitos projektą, rengiamas tų pastabų aptarimas. Jame ataskaitos projektą ir mokyklos pastabas vertintojai aptaria su mokyklos vadovybe, mokytojų kolektyvo atstovais, mokyklos tarybos atstovu (vok. *Schulschöffe*) ir mokyklos plėtros taryba (vok. *Schulentwicklungsberatung*), jei tokia jau veikia mokykloje arba jei mokykla yra pateikusi paraišką tokią tarybą steigti.

1.5. Išorinio vertinimo poveikis

Šiame skirsnyje aptariama, kaip įvairiose švietimo sistemose panaudojami išorinio vertinimo rezultatai.

Šį skirsnį sudaro keturios dalys, kuriose išsamiai apžvelgiami įvairiose šalyse įvairiomis aplinkybėmis taikomi veiksmai. Pirmoje dalyje pateikiama bendra įgyvendinant procedūras galimų veiksmų – taisomųjų, drausminių ir viešinimo – tipologijos apžvalga. Kiekvienoje kitoje dalyje išsamiau nagrinėjamos specifinės tipologijos, išskiriant įvairias aplinkybes, kuriomis imamasi atitinkamų veiksmų.

Kur svarbu ir tinkama, supažindinama su tam tikrose šalyse taikomais išsamiais metodais.

Poveikio tipologija

Atliekant išorinį mokyklų vertinimą taikomos procedūros dažniausiai grindžiamos daugumoje švietimo sistemų taikoma trijų etapų schema, tačiau, nagrinėjant išorinio vertinimo poveikį, aiškėja kur kas labiau nevienalytis, įvairovę atspindintis vaizdas, kuriame vos keli modeliai yra bendri daugumai šalių.

Neatsižvelgiant į įvairovę, vienas dalykas yra bendras daugumai švietimo sistemų, tai – rekomendacijos. Visose šalyse, kuriose atliekamas išorinis vertinimas ir kurios pateikė duomenis, išskyrus Belgiją (vokiškai kalbančiųjų bendruomenę) ir Lenkiją, vertintojai savo ataskaitose pateikia rekomendacijas dėl kokybės gerinimo. Lenkijoje tokios rekomendacijos rengiamos tik tuo atveju, jei nesilaikoma teisinių reikalavimų arba padaroma kitų pažeidimų. Rekomendacijų pobūdis ir tonas įvairiose šalyse vis dėlto skiriasi – vienur tai griežti reikalavimai mokykloms imtis konkrečių veiksmų, kitur – bendro pobūdžio pasiūlymai, kaip pagerinti padėtį vienoje ar kitoje srityje. Pavyzdžiui, Čekijoje mokyklos nėra įpareigotos laikytis rekomendacijų dėl švietimo kokybės gerinimo, tačiau privalo jų paisyti, jei nustatoma didelių trūkumų. Italijoje, deramai atsižvelgiant į tai, kad tebesitęsia bandomasis etapas, ir Kipre (ISCED 2) mokykloms suteikta autonomija spręsti, ar įgyvendinti vertintojų pateiktas rekomendacijas, ar ne. Prancūzijoje (ISCED 1) įsipareigojimas laikytis rekomendacijų yra labiau pasirenkamojo, o ne privalomojo pobūdžio. Estijoje ir buvusiojoje Jugoslavijos Respublikoje Makedonijoje yra nustatomi terminai, iki kurių rekomendacijos turi būti įgyvendintos ir tikslai pasiekti.

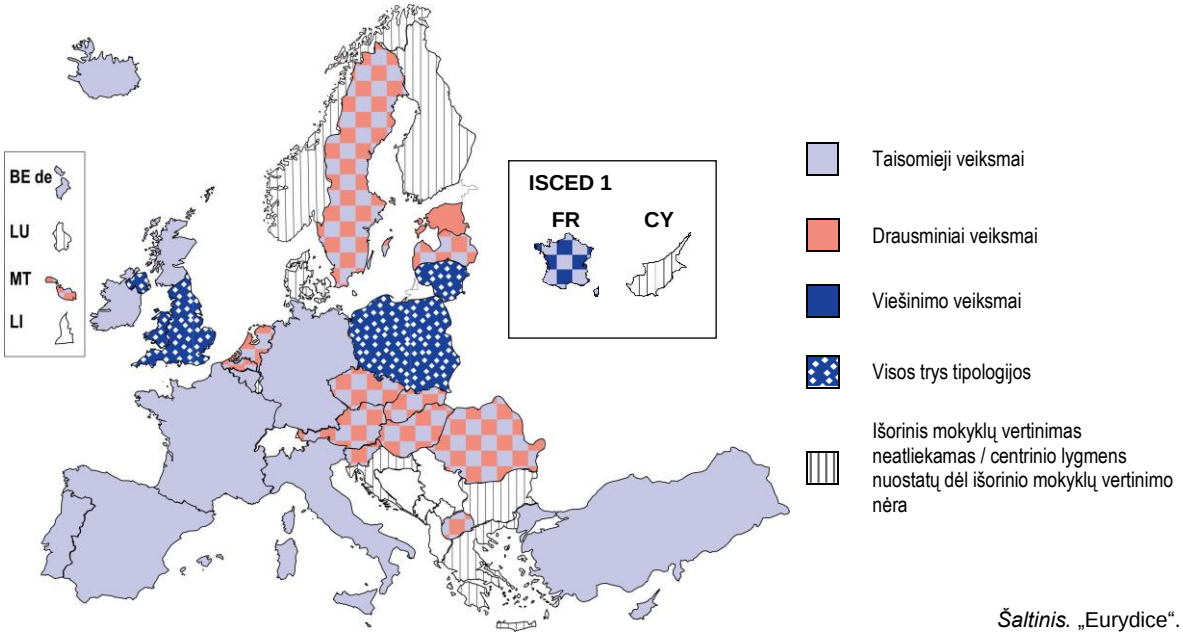
Vadovaudamiesi rekomendacijomis, mokyklos, vertintojai ir (arba) atsakingos valdžios institucijos imasi veiksmų. Skiriami trijų kategorijų veiksmai:

1. Taisomieji;
2. Drausminiai;
3. Viešinimo.

Pirmajai kategorijai priskiriamais veiksmais siekiama pašalinti mokyklų teikiamo švietimo kokybės trūkumus ir spragas arba ištaisyti padarytus teisinių nuostatų pažeidimus (žr. 1.8 pav.). Kai kuriose šalyse vertintojai gali dalyvauti tolesniuose veiksmuose, pavyzdžiui, atliekant paskesnius patikrinimus arba analizuojant, kaip atitinkama mokykla pašalino pirminius trūkumus. Kitur mokyklos gali būti įpareigojamos imtis tiesioginių veiksmų, kuriais būtų siekiama gerinti padėtį vertintojų nurodytose srityse; kartais veiksmai turi būti numatomi specialiuose kokybei gerinti parengiamuose planuose. Taip pat yra nemažai šalių, kuriose gali būti teikiamos tokios paramos priemonės kaip papildomi ištekliai, konsultacijos ir mokymas.

Antrajai kategorijai priskiriami drausminiai veiksmai, kurių paprastai imasi atsakingos valdžios institucijos ir kurie taikomi tada, kai taisomieji veiksmai nepadaro reikiamo poveikio.

1.7 pav. Išorinio mokyklų vertinimo ataskaitų poveikio tipologija, 2013–2014 m. privalomas bendrasis ugdymas



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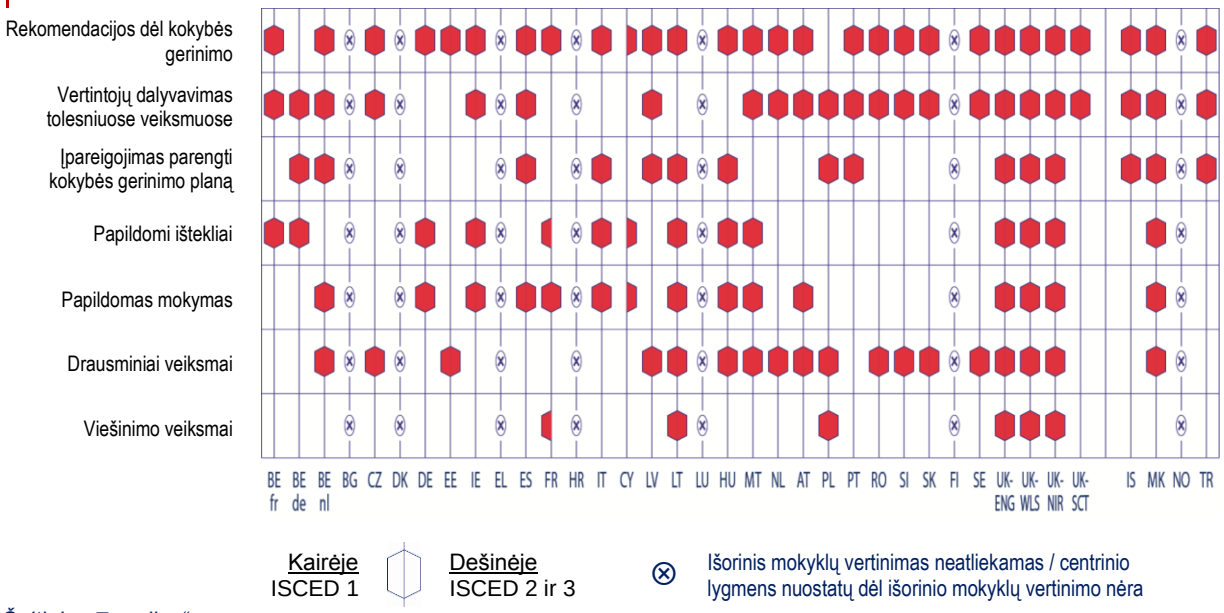
Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Vengrija. Atitikties teisės aktams patikrinimo sistemoje numatytos tik drausminės priemonės, o pedagoginio / profesinio vertinimo sistemoje, kuri šiuo metu yra išbandoma, numatyti taisomieji veiksmai (žr. nacionalinį aprašą).
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Trečiajai kategorijai priskiriami veiksmai, kuriais siekiama pripažinti, skleisti ir plėtoti gerąją patirtį. Daugumoje šalių galioja nuostatos, priskirtinos dviem pirmiau nurodytoms kategorijoms, tačiau yra ir tokių, kuriose vertinimo procesu siekiama pasinaudoti kaip priemone, leidžiančia didinti matomumą tų gerais rezultatais pasižyminčių mokyklų, kurios gali padėti gerinti bendrą mokyklų įvaizdį ir prisidėti prie bendro mokyklų veiklos kokybės gerinimo.

1.8 pav. Išorinio mokyklų vertinimo ataskaitų poveikio tipologija, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

MK: žr. terminų žodynėlį.

Kas būdinga įvairioms šalims

Danija. Siekdama nustatyti savivaldybes, kurių mokyklas būtina tobulinti, Nacionalinė kokybės ir priežiūros agentūra kasmet tikrina mokyklas. Likusią proceso dalį pavesta vykdyti pačioms savivaldybėms, o joms padeda centrinio / aukščiausiojo lygmens valdžios institucija.
Estija, Slovakija, Jungtinė Karalystė (Anglija, Velsas, Škotija) ir **buvusioji Jugoslavijos Respublika Makedonija**. Šiame žemėlapyje atspindimi pagrindiniai išorinio mokyklų vertinimo metodo, kurį taiko centrinio (arba regionų) lygmens įstaigos, principai; jame neatspindimos vietos valdžios institucijų prievolės, susijusios su jų žinioje esančių mokyklų vertinimu (žr. 1.2 skirsnį).
Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Vengrija. Duomenys yra susiję tiek su atitikties teisės aktams patikrinimo sistema, tiek su pedagoginio / profesinio vertinimo sistema, kuri šiuo metu yra išbandoma (žr. nacionalinį aprašą).
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Taisomieji veiksmai

Vertintojai ne tik rengia rekomendacijas, bet ir gali dalyvauti tolesniuose veiksmuose. Šioje ataskaitoje tolesniais veiksmais vadinami tokie veiksmai, kuriuose vertintojai dalyvauja analizuojant arba tikrinant, kaip mokyklai sekėsi įgyvendinti rengiant ataskaitą pateiktas rekomendacijas. Tokie veiksmai taikomi maždaug dviejuose trečdaliuose švietimo sistemų, kuriose atliekamas išorinis mokyklų vertinimas (žr. 1.8 pav.). Tolesnius veiksmus paprastai sudaro papildomi vizitai arba, rečiau, mokyklų parengtų ataskaitų analizė ir aiškinimasis, kokių veiksmų buvo imtasi siekiant pašalinti vertintojų nustatytus trūkumus. Visose šalyse, išskyrus Maltą ir iš dalies Airiją, tolesnių veiksmų imamasi tik tais atvejais, kai trūkumus, spragas ir pažeidimus nustatė ir apie juos pranešė vertintojai. Pavyzdžiui, Belgijoje (vokiškai kalbančiųjų bendruomenėje) tolesnių veiksmų imamasi tik nustačius labai didelių trūkumų, o

Slovėnijoje tokie veiksmai taikomi tik tada, kai priemonių įgyvendinimą ketinama stebėti ilgesnį laikotarpį. Jungtinėje Karalystėje (Velse) tolesniems veiksmams priskiriamų vizitų tvarkaraštis priklauso nuo trūkumų masto. Maltoje vienų metų laikotarpiu nuo vertinimo ataskaitos paskelbimo tokie vienos dienos vizitai rengiami į visas mokyklas iš anksto nepranešus, o Airijoje tolesniems veiksmams priskiriami patikrinimai atliekami tik atrinktose mokyklose. Latvijoje ataskaitas mokyklos turi teikti kasmet, kol įgyvendina visas rekomendacijas.

Visose šalyse, kuriose atliekamas išorinis vertinimas, reikalaujama, kad mokyklos imtųsi veiksmų, kuriais būtų siekiama pagerinti teikiamo švietimo kokybę arba ištaisyti vertintojų nustatytus trūkumus. 12-oje švietimo sistemų (Belgijos (vokiškai kalbančiųjų ir flamandų bendruomenėse), Ispanijos, Latvijos, Lietuvos, Lenkijos, Portugalijos, Jungtinės Karalystės (Velso ir Šiaurės Airijos), Islandijos, buvusiosios Jugoslavijos Respublikos Makedonijos ir Turkijos) pagal išorinio vertinimo tvarką reikalaujama, kad mokyklos pateiktų atskirą veiksmų planą nustatytiems trūkumams pašalinti. Lenkijoje tokia praktika taikoma tik jei veiklos rezultatai labai prasti. Belgijoje (flamandų bendruomenėje) kokybės gerinimo planas yra viena iš galimybių, kurias mokykla gali pasirinkti, kad galutiniu ministerijos sprendimu nebūtų nedelsiant uždarytos. Parengusi planą, mokykla yra įpareigojama konsultuotis su mokyklų konsultavimo tarnyba. Italijoje, nors tebesitęsia bandomasis etapas, ir Jungtinėje Karalystėje (Anglijoje) specialaus veiksmų plano parengti nereikalaujama, tačiau galiojantys kokybės gerinimo planai turi būti tikslinami atsižvelgiant į vertintojų rekomendacijas. Vengrijoje pagal pedagoginio / profesinio patikrinimo sistemą, kuri šiuo metu yra išbandoma ir kurią numatoma pradėti taikyti 2015 m., remdamosi inspektorių rekomendacijomis, mokyklos turės parengti penkerių metų veiksmų planus. Tik Belgijoje (flamandų bendruomenėje) ir Lietuvoje galioja aiškios nuostatos, kuriomis siekiama užtikrinti, kad tvirtinant veiksmų planą dalyvautų mokytojai.

Yra nemažai šalių, kuriose mokyklos gali pasinaudoti paramos priemonėmis. Dažniausios iš jų – papildomas mokymas ir papildomi ištekliai, kurie gali būti tiek finansinio, tiek profesinio pobūdžio. 15-oje švietimo sistemų (Belgijos (flamandų bendruomenėje), Vokietijos, Airijos, Ispanijos, Prancūzijos, Italijos (įgyvendinamas bandomasis projektas), Vengrijos (tik pedagoginio / profesinio vertinimo sistemoje, kuri šiuo metu yra išbandoma), Kipro (ISCED 2), Lietuvos, Maltos, Austrijos, Jungtinės Karalystės (Anglijos, Velso ir Šiaurės Airijos) ir buvusiosios Jugoslavijos Respublikos Makedonijos) papildomas mokymas suprantamas kaip paramos priemonė, kuria pasinaudoti galima arba vertintojui rekomendavus, arba pačių mokyklų iniciatyva, įgyvendinant savo kokybės gerinimo planą. 14-oje švietimo sistemų (Belgijos (prancūzakalbių ir vokiškai kalbančiųjų bendruomenėse), Vokietijos (kai kuriose žemėse), Airijos, Prancūzijos (ISCED 1), Italijos (įgyvendinamas bandomasis projektas), Vengrijos (tik pedagoginio / profesinio vertinimo sistemoje, kuri šiuo metu yra išbandoma), Kipro (ISCED 2), Lietuvos, Maltos, Jungtinės Karalystės (Anglijos, Velso ir Šiaurės Airijos) ir buvusiosios Jugoslavijos Respublikos Makedonijos) papildomais ištekliais mokyklos gali pasinaudoti tada, kada joms prireikia. Visur, išskyrus Italiją, kurioje išorinio vertinimo sistema dar tik bandoma, ir Lietuvą, papildomi ištekliai yra paprastai suprantami kaip profesinė parama, t. y. konsultacijos, kurias teikia arba pati vertinimą atliekanti įstaiga, arba specializuotos organizacijos. Lietuvoje papildoma finansinė parama gali būti skiriama mokykloms, pavyzdžiui, siekiant paremti pagalbą moksleiviams teikiančių pedagogų įdarbinimą. Pagal vieną iš dviejų Italijoje įgyvendinamų bandomųjų projektų 10 tūkst. eurų numatoma skirti mokykloms, savo kokybės gerinimo planuose užsibrėžusioms plėtoti inovatyvią praktiką. Prancūzijoje (ISCED 1), Kipre (ISCED 2) ir Maltoje papildomi ištekliai suprantami ir kaip mokyklos darbuotojų skaičiaus didinimas. Jungtinėje Karalystėje (Anglijoje) parama gali būti užtikrinama padedant užmegzti prasčiau įvertintų ir stiprių mokyklų partnerystę.

Drausminiai veiksmai

18-oje švietimo sistemų iš 31-os, kuriose veikia išorinio vertinimo schemos, teisės aktais nustatytas drausminių veiksmų taikymas tais atvejais, kai pažeidžiamos teisinės nuostatos arba jei per tam tikrą laiką nesugebama pašalinti trūkumų. Čekijoje, Vengrijoje (atitikties teisės aktams patikrinimo sistemoje) ir Austrijoje drausminių veiksmų gali būti imamasi tik jei pažeidžiami įstatymai, na, o visose kitose šalyse šie veiksmai taikytini ir tada, kai mokyklos nepajėgia įgyvendinti vertintojų parengtų rekomendacijų.

Drausminiai veiksmai priskiriami dviem kategorijoms: tokie, kuriais siekiama paveikti mokyklos darbuotojus, ir tokie, kurie skirti mokyklai kaip visumai arba atskiroms jos įstaigoms. Dažniausiai švietimo sistemose taikomos abi tipologijos.

Pirmajai kategorijai paprastai priskiriami tokie veiksmai kaip baudos, sankcijos, priežiūra arba mokyklos vadovų, rečiau – kitų darbuotojų, pakeitimas. Galimybė atleisti mokyklos vadovą arba administraciją įteisinta Čekijoje, Lenkijoje, Slovėnijoje ir Slovakijoje. Tačiau Lenkijoje aiškiai nustatyta, kad tokia priemonė galima tik tuo atveju, kai nesugebama įgyvendinti kokybės gerinimo plano. Maltoje, nors joje ir nėra oficialiai patvirtinto drausminių priemonių sąrašo, būta atvejų, kai tokių veiksmų teko imtis. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje, jei nustatoma sunkių pažeidimų, pavyzdžiui, piktnaudžiavimo alkoholiu arba narkotikais, priekabiavimo prie moksleivių ar neteisėto mokyklos biudžeto panaudojimo atvejų, vertintojas gali siūlyti atleisti bet kurį iš mokyklos darbuotojų.

Antrajai kategorijai paprastai priskiriami drausminiai veiksmai, nukreipti į mokyklos pajėgumą vykdyti visas funkcijas ir gali grėsti net tokiomis priemonėmis kaip mokyklos uždarymas, jai skiriamo biudžeto sumažinimas ar jos teisinio pagrindo pripažinimas negaliojančiu. Vertinant pastarąją priemonę pasakytina, kad Latvijoje, pavyzdžiui, mokyklos gali prarasti teisę išduoti valstybės pripažįstamus bendrojo ugdymo mokyklos baigimo pažymėjimus; Čekijoje ir Slovakijoje centrinė mokyklų inspekcija gali siūlyti atitinkamą mokyklą išbraukti iš mokyklų registro; Estijoje atsakinga ministerija gali paskelbti švietimo licenciją negaliojančia, o tai reikštų, kad mokykla nebegali tęsti veiklos; Jungtinėje Karalystėje (Anglijoje), jei šią priemonę būtų nuspręsta taikyti akademijos atžvilgiu, ministras galėtų nuspręsti nutraukti šios įstaigos finansavimo susitarimą. Finansiniai padariniai numatyti ir Nyderlanduose, čia kraštutiniais atvejais gali būti atšaukiamas visas metinio mokyklos biudžeto finansavimas; ši priemonė galima ir prancūzakalbėje Belgijos bendruomenėje, tačiau dar niekada nebuvo taikyta.

Vengrijoje (pagal atitikties teisės aktams patikrinimo sistemą) ir Švedijoje atsakingos valdžios institucijos gali visam laikui uždaryti mokyklas; ši priemonė galima ir Belgijos flamandų bendruomenėje, tačiau taikoma retai. Švedijoje mokykla gali būti uždaryta tik šešiems mėnesiams, o jiems praėjus inspekcija pradeda taikyti priemones, reikalingas mokyklos veiklos rezultatams pagerinti.

Kai kuriose šalyse taikomos kitokios drausminės priemonės, pavyzdžiui, Jungtinėje Karalystėje (Anglijoje) mokykloms, kurioms taikomos specialios priemonės, neleidžiama įdarbinti naujai kvalifikaciją įgijusių mokytojų; Estijoje ir Švedijoje mokyklos savininkui gali būti skiriama bauda.

Daugumoje šalių drausminius veiksmus taiko atsakingos valdžios institucijos, o, pavyzdžiui, Slovėnijoje inspektoriai patys turi teisinę galią taikyti kai kurių rūšių sankcijas, įskaitant laikiną visos mokyklos veiklos sustabdymą (vis dėlto ši sankcija dar niekada nebuvo taikyta).

Viešinimo veiksmai

Įprastai didžiausią poveikį išorinis vertinimas turėtų daryti mokykloms, kurių veiklos rezultatai neatitinka nustatytų standartų, tačiau kai kada, taikant atitinkamas procedūras ir praktiką, siekiama pripažinti, skleisti ir plėtoti gerąją patirtį. Šiame tekste viešinimo veiksmai – tai oficialus išorinio vertinimo procese nustatytų geriausios patirties pavyzdžių pripažinimas, patvirtinimas ir sklaida. Tik

šešiose švietimo sistemose iš 31-os, kuriose atliekamas išorinis vertinimas, imamasi tam tikrų viešinimo veiksmų. Prancūzijoje (ISCED 1) mokyklos, kurių veiklos rezultatai geri arba kurios pripažintos kaip inovatyvios, gali gauti papildomų išteklių; Lietuvoje vertinimo įstaiga (NMVA) turi teisę rinkti informaciją apie mokyklose taikomą gerąją patirtį ir ją skleisti bendromis pastangomis su tokių mokyklų vadovais ir mokytojais; Lenkijoje vertintojai turi parengti specialią geriausios patirties formą toms mokykloms, kurių veikla tam tikrose srityse yra įvertinama labai gerai. Tokia forma vėliau išplatinama per inspektoriaus interneto svetainę; Jungtinėje Karalystėje (Anglijoje, Velse ir Šiaurės Airijoje) per patikrinimą surinkti duomenys gali būti panaudojami rengiant temines ar kitokias geriausios patirties ataskaitas ir skelbiami inspekcijų interneto svetainėse.

Taikant šį metodą sudaromos sąlygos skleisti informaciją apie tai, kokios priemonės ir kokiomis aplinkybėmis yra veiksmingos, ir didinti gerų rezultatų pasiekusių mokyklų matomumą. Šis metodas taip pat svarbus puoselėjant teigiamų atsiliepimų teikimo ir savitarpio mokymosi kultūrą, o tai gali paskatinti išorinio vertinimo vaidmens ir tikslų plėtotę.

1.6. Išorinio vertinimo rezultatų sklaida

Šiame skirsnyje aptariama, kaip platinami išorinio vertinimo rezultatai ir kas turi teisę su jais susipažinti.

Visų pirma reikia skirti atskirų mokyklų vertinimo ataskaitas nuo ataskaitų, kuriose pateikiami suvestiniai faktiniai duomenys. Pirmojo tipo ataskaitos yra tokios ataskaitos, kurias vertintojai parengia atlikę vertinamąjį darbą – jose aptariama atskirų mokyklų veikla; antrojo tipo ataskaitose dažniausiai pateikiami suvestiniai vienų ar daugiau metų veiklos duomenys.

Pirmoje šio skirsnio dalyje aptariamas atskirų mokyklų išorinio vertinimo ataskaitų sklaidos mastas, aptariant įvairius variantus tarp dviejų kraštutinumų: viešo ataskaitų skelbimo kaip savaime suprantamo dalyko ir jokios informacijos apie ataskaitas neteikimo.

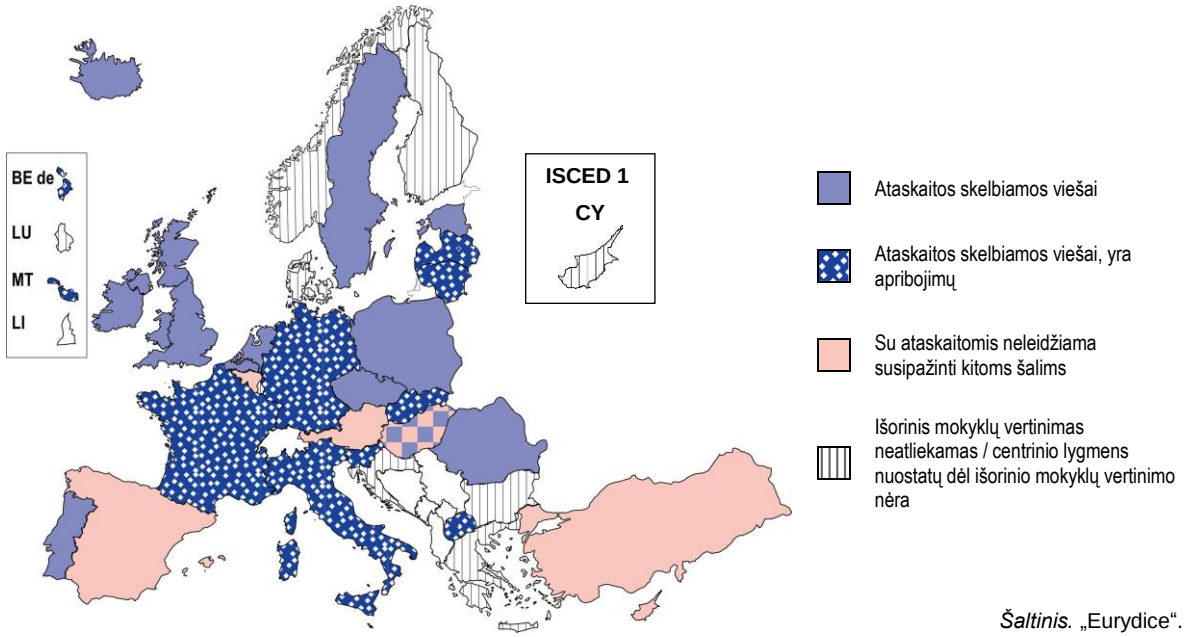
Antroje dalyje supažindinama su suvestinėmis vertinimo duomenų ataskaitomis; tokios ataskaitos daugumai vertinimo įstaigų yra būdas atsiskaityti centrinio / aukščiausiojo lygmens valdžios institucijoms.

Vertinimo ataskaitų viešinimas

Į išorinio vertinimo rezultatų platinimą žvelgiama trejopai: a) ataskaitos skelbiamos viešai; b) ataskaitos skelbiamos viešai, bet yra tam tikrų apribojimų; c) su ataskaitomis neleidžiama susipažinti nei visuomenei, nei atitinkamiems suinteresuotiesiems subjektams, tačiau, vykdant procedūrą, jos gali būti pateikiamos centrinio / aukščiausiojo lygmens už švietimą atsakingoms valdžios institucijoms. Kaip matyti 1.9 paveikslėlyje, daugelyje švietimo sistemų vertinimo ataskaitos skelbiamos viešai visos arba su tam tikrais apribojimais ir tik keliose šalyse neleidžiama susipažinti su jų turiniu.

Pagal 1.9 paveikslėlį 15-oje švietimo sistemų visuomenei leidžiama susipažinti su ataskaitomis; dažniausiai jos skelbiamos centrinio / aukščiausiojo lygmens valdžios institucijos, išorinį vertinimą atliekančios įstaigos arba pačios mokyklos interneto svetainėje. Kai kuriose iš šių šalių mokyklos ne tik privalo ataskaitą paviešinti, bet ir turi arba yra raginamos apie jos parengimą pranešti mokyklos suinteresuotiesiems subjektams. Tokia praktika taikoma Belgijoje (flamandų bendruomenėje), Čekijoje, Airijoje, Nyderlanduose, Lenkijoje, Jungtinėje Karalystėje ir Islandijoje. Nyderlanduose prastai įvertintoms mokykloms taikomos specialios papildomos priemonės: atitinkama mokykla yra įtraukiama į inspekcijos interneto svetainėje skelbiamą sąrašą, be to, prie ataskaitos pridedamas papildomas tėvams skirtas puslapis.

1.9 pav. Išorinio atskirų mokyklų vertinimo ataskaitų viešinimas, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

Šiame žemėlapyje nurodoma padėtis, susijusi su atskirų mokyklų išorinio vertinimo ataskaitų viešinimu. Jame neatspindima padėtis, susijusi su kai kuriose šalyse rengiamų suvestinių ataskaitų viešinimu. Tai, kad su ataskaitomis neleidžiama susipažinti išorės šalims, nereiškia, kad ataskaita negali būti perduota už švietimą atsakingoms centrinio / aukščiausiojo lygmens valdžios institucijoms.

Kas būdinga įvairioms šalims

Danija. Nacionalinė kokybės ir priežiūros agentūra viešai skelbia bendrus metinio patikrinimo rezultatus, tačiau neteikia informacijos apie atskiras mokyklas.
Estija, Slovakija, Jungtinė Karalystė (Anglija, Velsas, Škotija) ir **buvusioji Jugoslavijos Respublika Makedonija**. Šiame žemėlapyje atspindimi pagrindiniai išorinio mokyklų vertinimo metodo, kurį taiko centrinio (arba regionų) lygmens įstaigos, principai; jame neatspindimos vietos valdžios institucijų prievolės, susijusios su jų žinioje esančių mokyklų vertinimu (žr. 1.2 skirsnį).
Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Latvija. Viešai skelbiama tik dalis ataskaitos.
Vengrija. Atitikties teisės aktams patikrinimo rezultatai viešai neskelbiami, o pagal pedagoginio / profesinio vertinimo sistemą, kuri šiuo metu yra išbandoma, mokyklos įpareigojamos vertinimo ataskaitą paskelbti savo interneto svetainėje (žr. nacionalinį aprašą).
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Dešimtyje švietimo sistemų ataskaitos yra viešinamos, tačiau su tam tikrais apribojimais, pavyzdžiui, jas leidžiama peržiūrėti tik pateikus prašymą arba su jomis gali susipažinti tik susiję suinteresuotieji subjektai.

Belgijoje (vokiškai kalbančiųjų bendruomenėje) ataskaita yra perduodama visiems, dalyvaujantiems atliekant išorinį vertinimą, dažniausiai tai – mokyklos suinteresuotieji subjektai, t. y. tėvų ir moksleivių atstovai. Maltoje tėvams parengiamos specialios glaustos ataskaitos, o mokyklos vadovas tėvams turi raštu pranešti pagrindinius nustatytus faktus. Prancūzijoje už ataskaitos pristatymą tėvams ir vaikams atsako mokyklos vadovas. Panašiai ir Lietuvoje, kur ataskaitos viešinimo klausimą sprendžia pati mokykla. Tačiau mokyklos vadovas privalo atliekant vertinimą nustatytus faktus pristatyti mokyklos darbuotojams, tėvams ir moksleiviams, o svarbiausi nustatyti faktai, susiję su bendraisiais pranašumais ir silpnybėmis, skelbiami vertinančiosios įstaigos interneto svetainėje.

Italijoje, Slovakijoje ir buvusiojoje Jugoslavijos Respublikoje Makedonijoje su vertinimo ataskaita leidžiama susipažinti pateikus prašymą. Italijoje pagal naująją išorinio vertinimo sistemą, kuri šiuo metu yra išbandoma, numatomas vadinamasis atsiskaitymo visuomenei etapas; jo galutinė tvarka dar nėra iki galo patvirtinta, todėl mokyklos gali pačios priimti sprendimą dėl ataskaitų paskelbimo savo interneto svetainėje. Slovėnijoje tam tikri asmeninio ar konfidencialaus pobūdžio duomenys yra laikomi įslaptintais. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje mokyklų vadovybė visada privalo visoms suinteresuotosioms šalims pranešti atliekant vertinimą nustatytus faktus.

Iš visų šalių išsiskiria Latvija, čia apribojimai siejami ne su informacijos viešinimo tvarka, o su jos tipu. Šioje šalyje, naudojant specialią formą, kurioje nurodomos vertintojų pavardės, vertinimo lygiai, pranašumai ir rekomendacijos, viešinamos tik ataskaitos dalys. Šią formą galima rasti vertinančiosios įstaigos interneto svetainėje, kur su ja susipažinti gali visi. Vis dėlto pateikus prašymą, tėvams, mokytojams ir savivaldybės atstovams gali būti leidžiama peržiūrėti visą ataskaitą.

Vokietijoje ataskaita arba yra pateikiama susijusiems suinteresuotiesiems subjektams, arba ją galima peržiūrėti pateikus prašymą – kuri tvarka pasirenkama, priklauso nuo konkrečios Vokietijos žemės. Slovėnijoje ataskaita pateikiama tiems darbuotojams, kurių darbui patikrinimas turi įtakos, arba savivaldybėms, jei yra pateikta su jų funkcijomis susijusių rekomendacijų. Susipažinti su ataskaita gali būti leidžiama ir pateikus prašymą, tačiau tam tikri asmeninio ar konfidencialaus pobūdžio duomenys yra laikomi įslaptintais.

Septyniose švietimo sistemose (Belgijos (flamandų bendruomenėje), Danijos, Ispanijos, Kipro (ISCED 2), Vengrijos (pagal atitikties teisės aktams patikrinimo sistemą), Austrijos ir Turkijos) vertinimo ataskaitos (arba, Danijos atveju, išsamūs rizikos vertinimo rezultatai) viešai neskelbiamos.

Atliekant vertinimą nustatytų faktų suvestinės ataskaitos

Daugumoje šalių atliekant vertinimą nustatyti faktai pranešami centrinio / aukščiausiojo lygmens valdžios institucijoms. Nors kai kuriais atvejais atskirų mokyklų vertinimo ataskaitos yra tiesiogiai perduodamos minėtoms institucijoms, dažniau vertinančiosios įstaigos parengia metines arba dvimetes ataskaitas, kuriose pateikia bendrą apžvalgą. Ataskaitos gali būti rengiamos skirtingais tikslais. Pavyzdžiui, Ispanijoje, Slovėnijoje ir Rumunijoje daugiausia dėmesio jose skiriama vertinančiosios įstaigos veiklai. Belgijoje (flamandų bendruomenėje), Latvijoje, Lietuvoje ir Slovakijoje ataskaitose pateikiama bendra nustatytų faktų apžvalga ir rekomendacijos. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje aprėpiamos abi minėtos sritys. Beje, Rumunijoje bendros švietimo sistemos kokybės ataskaita rengiama kas ketverius metus. Kai kuriose šalyse, pavyzdžiui, Čekijoje ir Jungtinėje Karalystėje (Anglijoje, Velse ir Šiaurės Airijoje), be metinių vertinimo veiklos ir (arba) nustatytų faktų ataskaitų, rengiamos ir specialios teminės ataskaitos. Austrijoje suvestiniai mokyklų patikrinimo duomenys regionų lygmeniu yra pagrindas, kuriuo remiantis rengiami regionų plėtros planai pagal mokyklos tipą, o į suvestinius regionų lygmeniu nustatytus faktus atsižvelgiama rengiant nacionalinius plėtros planus. Dažniausiai teminės, metinės arba dvimetės ataskaitos viešinamos jas skelbiant vertinančiosios įstaigos interneto svetainėje arba centrinio / aukščiausiojo lygmens valdžios institucijos informacijos viešinimo kanalais.

1.7. Išorės vertintojų kvalifikacija

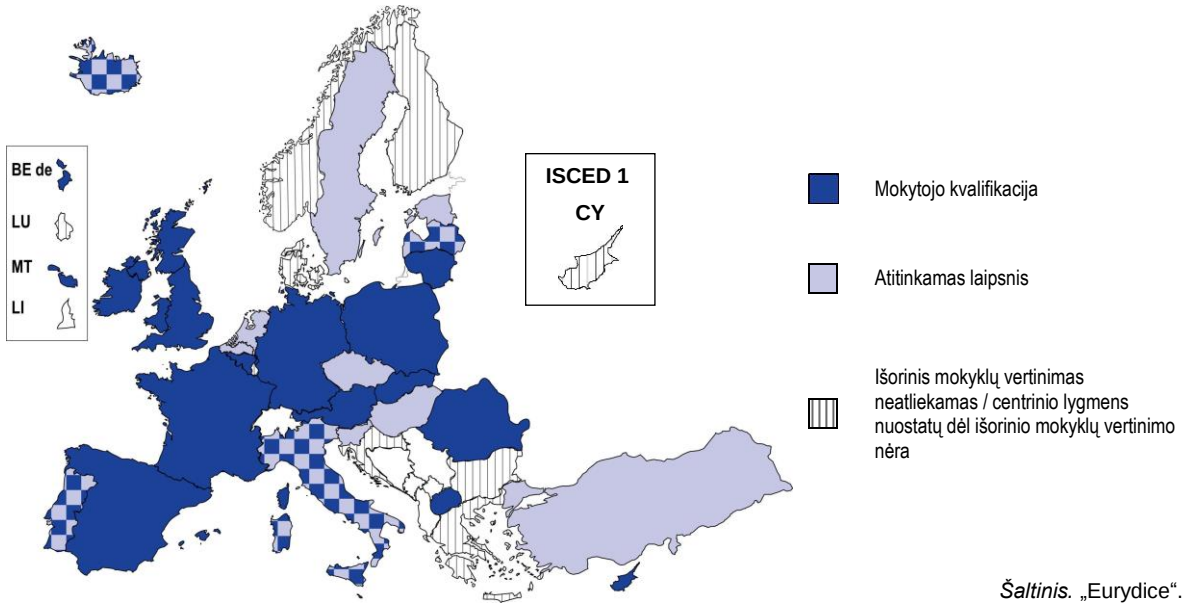
Šiame skirsnyje nagrinėjama, kokia turi būti asmens, norinčio vykdyti mokyklų išorės vertintojo funkcijas, kvalifikacija ir profesinė patirtis. Jame taip pat nurodoma, kuriose šalyse vertintojai privalo išklausyti specialius mokymo kursus. Šiame skirsnyje nenagrinėjama kvalifikacija asmenų, kurie nėra specialistai ir atliekant išorinį vertinimą dalyvauja savanoriškai (pavyzdžiui, Vokietijoje ir Jungtinėje Karalystėje (Škotijoje ir Velse). Taip pat jame neaptariami įvairių sričių ekspertams, kurie prie

inspektorių komandos prisijungia *ad hoc* pagrindu ir aiškinasi konkrečius klausimus, keliami reikalavimai (Čekijoje, Estijoje, Prancūzijoje ir Slovėnijoje). Daugiau informacijos apie vertinimo dalyvius, kurie nėra specialistai, ir *ad hoc* pagrindu dalyvaujančius ekspertus pateikiama nacionaliniuose atitinkamų šalių aprašuose.

Oficiali kvalifikacija ir profesinė patirtis

Daugelyje šioje ataskaitoje aptariamų šalių asmenys, norintys vykdyti išorės vertintojo funkcijas, privalo turėti mokytojo kvalifikaciją (žr. 1.10 pav.) ir, kaip įprasta, tam tikros trukmės profesinę mokytojo arba švietimo vadybos specialisto darbo mokykloje patirtį.

1.10 pav. Privaloma mokyklų išorės vertintojų kvalifikacija, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

Į šiame paveikslėlyje pateikiamą informaciją neįtraukti nei savanoriškai prie vertintojų komandos prisijungusių asmenų, kurie nėra specialistai, nei *ad hoc* pagrindu prie vertintojų komandos prisijungusių įvairių sričių ekspertų duomenys.
Kai reikalaujama turėti atitinkamą laipsnį, gali būti reikalaujama ir mokytojo kvalifikacijos, bet ne tik.

Kas būdinga įvairioms šalims

Danija. Siekdama nustatyti savivaldybes, kurių mokyklas būtina tobulinti, Nacionalinė kokybės ir priežiūros agentūra kasmet tikrina mokyklas. Likusią proceso dalį pavesta vykdyti pačioms savivaldybėms, o joms padeda centrinio / aukščiausiojo lygmens valdžios institucija.
Estija, Slovakija, Jungtinė Karalystė (Anglija, Velsas, Škotija) ir **buvusioji Jugoslavijos Respublika Makedonija**. Šiame žemėlapyje atspindimi pagrindiniai išorinio mokyklų vertinimo metodo, kurį taiko centrinio (arba regionų) lygmens įstaigos, principai; jame neatspindimos vietos valdžios institucijų prievolės, susijusios su jų žinioje esančių mokyklų vertinimu (žr. 1.2 skirsnį).
Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Vengrija. Šiame žemėlapyje atspindimi reikalavimai, keliami atitikties teisės aktams patikrinimą atliekantiems vertintojams. Pedagoginį / profesinį vertinimą, kurį planuojama baigti rengti 2015 m., atliekantys vertintojai privalo turėti mokytojo kvalifikaciją.
Slovakija. Mokyklų inspektoriai privalo ne tik turėti mokytojo kvalifikaciją, bet ir būti išlaikę viešojo sektoriaus darbuotojams privalomą egzaminą.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.
Jungtinė Karalystė (Anglija, Škotija). Šiame paveikslėlyje nurodomi Jos Didenybės inspektoriams keliami reikalavimai. Informacija apie kitų išorės vertintojų kvalifikaciją pateikiama nacionaliniuose aprašuose.

Dvylikoje šalių išorės vertintojais gali tapti keliose srityse kvalifikuoti ir įvairesnės profesinės patirties turintys kandidatai.

Belgijoje (flamandų bendruomenėje), Čekijoje, Estijoje, Vengrijoje (taikoma vertintojams, atliekantiems atitikties teisės aktams patikrinimą), Nyderlanduose, Slovėnijoje, Švedijoje ir Turkijoje reikalaujama turėti aukštąjį išsilavinimą, tačiau nenurodoma, kurios konkrečiai srities jis turi būti, o vertintojams privaloma profesinė patirtis taip pat gali būti įgyta ne mokykloje, bet tokiose srityse kaip švietimas, moksliniai tyrimai, psichologija ar švietimo administravimas. Turkijoje norintieji tapti vertintojais privalo ne tik turėti bakalauro laipsnį vienoje iš nurodytų sričių, bet taip pat arba turėti mokymo patirties, arba būti išlaikę viešojo sektoriaus personalo atrankos egzaminą ne žemesniu nei nurodyta balu. Čekijoje, kai atliekama finansų kontrolė, inspektorių komandoje turi būti vienas kontrolierius / auditorius, kurio specializacija – išteklių valdymas ir administravimas.

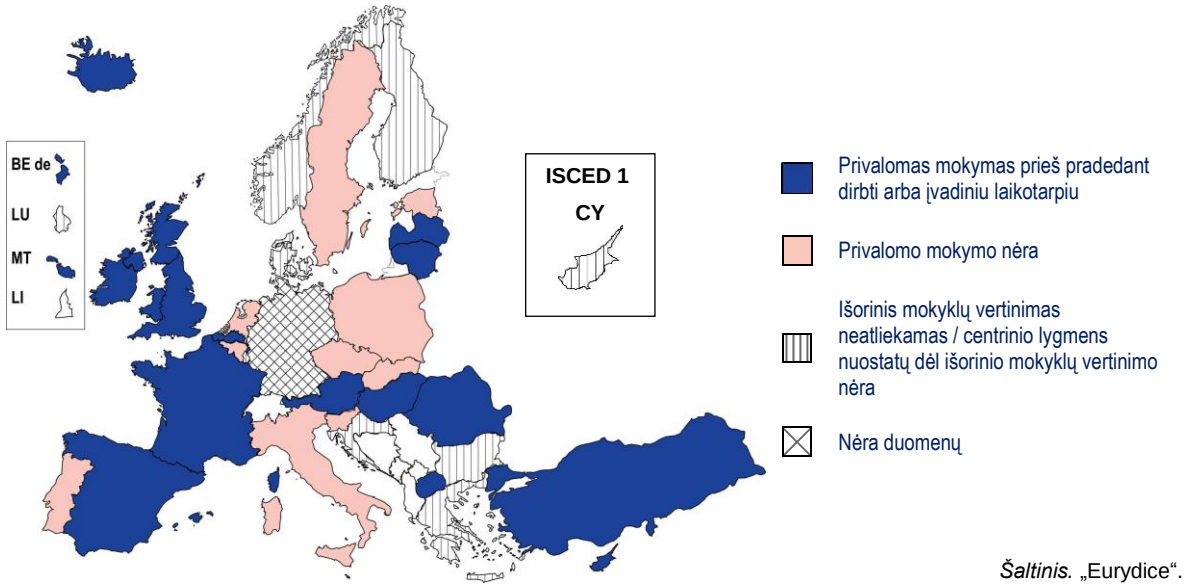
Italijoje (įgyvendinamas bandomasis projektas), Portugalijoje ir Islandijoje inspektorių komandoje turi būti ne tik mokytojo kvalifikaciją ir profesinės darbo mokykloje patirties turinčių vertintojų, bet ir tokių, kurie dirba mokslinių tyrimų arba akademinėje srityje. Latvijoje išorės vertintojai privalo turėti mokytojo ar švietimo vadybos specialisto kvalifikaciją arba mokytojo ar švietimo vadybos specialisto darbo mokykloje patirties.

Keliose šalyse kandidatai atrenkami remiantis ne tik formalia jų kvalifikacija ir profesine patirtimi, bet taip pat įgūdžiais, žiniomis ir gebėjimais. Pavyzdžiui, Belgijoje (flamandų bendruomenėje), Airijoje, Slovakijoje ir Jungtinėje Karalystėje (Velse) būtina turėti bendravimo ir ataskaitų rengimo įgūdžių. Svarbus gali būti ir gebėjimas bendrauti keliomis kalbomis: Ispanijoje vertintojai turėtų mokėti dar vieną oficialią kalbą, kuria kalbama (jei kalbama) atitinkamame autonominiame regione; Airijoje inspektoriai turi įrodyti gebėjimą veiksmingai bendrauti tiek anglų, tiek airių kalbomis; Slovakijoje inspektoriai turi mokėti nacionalinės mažumos, kurios aplinkoje jie dirba, kalbą. Analitiniai įgūdžiai yra dalis kriterijų, paminėtų Lietuvoje ir Jungtinėje Karalystėje (Velse). Paprastai reikalaujama, kad kandidatai, be kita ko, turėtų IKT srities įgūdžių, pavyzdžiui, Belgijoje (flamandų bendruomenėje), Airijoje ir Jungtinėje Karalystėje (Anglijoje). Taip pat kartais reikalaujama, pavyzdžiui, Vokietijoje ir Jungtinėje Karalystėje (Velse), kad kandidatai puikiai išmanytų švietimo sistemą.

Specializuotas mokymas

19-oje švietimo sistemų (žr. 1.11 pav.) išorės vertintojai turi būti išklausę specializuotą mokymo kursą prieš pradėdami dirbti arba jie turi jį išklausyti įvadiniu arba bandomuoju laikotarpiu. Įvairiose šalyse specializuotas mokymas gali skirtis – vienur orientuojamasi tik į vertinimą, kitur aprėpiamos kitos sritys.

1.11 pav. Mokyklų išorės vertintojams privalomas specializuotas mokymas, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

Į šiame paveikslėlyje pateikiamą informaciją neįtraukti nei savanoriškai prie vertintojų komandos prisijungusių asmenų, kurie nėra specialistai, nei *ad hoc* pagrindu prie vertintojų komandos prisijungusių įvairių sričių ekspertų duomenys.

Kas būdinga įvairioms šalims (1.11 pav.)

Danija. Siekdama nustatyti savivaldybes, kurių mokyklas būtina tobulinti, Nacionalinė kokybės ir priežiūros agentūra kasmet tikrina mokyklas. Likusią proceso dalį pavesta vykdyti pačioms savivaldybėms, o joms padeda centrinio / aukščiausiojo lygmens valdžios institucija.
Estija, Slovakija, Jungtinė Karalystė (Anglija, Velsas, Škotija) ir **buvusioji Jugoslavijos Respublika Makedonija**. Šiame žemėlapyje atspindimi pagrindiniai išorinio mokyklų vertinimo metodo, kurį taiko centrinio (arba regionų) lygmens įstaigos, principai; jame neatspindimos vietos valdžios institucijų prievolės, susijusios su jų žinioje esančių mokyklų vertinimu (žr. 1.2 skirsnį).
Italija. Informacija grindžiama dviejų bandomųjų projektų duomenimis (žr. nacionalinį aprašą).
Vengrija. Šiame žemėlapyje atspindimi reikalavimai, keliami atitikties teisės aktams patikrinimą atliekantiems vertintojams. Kandidatai, pretenduojantys atlikti pedagoginį / profesinį vertinimą, kurį planuojama baigti rengti 2015 m., prieš pradėdami dirbti privalės dalyvauti už švietimą atsakingos valdžios institucijos rengiamoje mokymo programoje.
Slovėnija. Būsimi arba jau paskirti inspektoriai gali lankyti už viešąjį administravimą atsakingos ministerijos rengiamą 16-os valandų trukmės mokymo kursą, kuriuo siekiama padėti jiems pasirengti privalomam mokyklų inspektorių egzaminui.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Devyniose švietimo sistemose norintieji tapti išorės vertintojais turi išklausyti specializuotą mokyklų vertinimo arba vertinimą apskritai apimantį mokymo kursą. Belgijoje (vokiškai kalbančiųjų bendruomenėje) kandidatai turi išklausyti Šiaurės Reino-Vestfalijos švietimo ir mokymo ministerijos rengiamą kelių mėnesių trukmės intensyvų mokymo kursą apie įvairius mokyklų vertinimo proceso aspektus. Ispanijoje privalomas profesinio mokymo kursas ir praktika yra atrankos proceso dalis. Prancūzijoje sėkmingai atranką į nacionalinio švietimo inspektoriaus postą įveikę kandidatai vienus metus atlieka papildomas užduotis ir mokosi. Lietuvoje, Latvijoje, Rumunijoje ir Jungtinėje Karalystėje (Anglijoje), kuriose sutartys su išorės vertintojais sudaromos tik vienam ar keliems vertinimams atlikti, teisė atlikti vertinimą suteikiama tik po to, kai išklausomas privalomas mokyklų vertinimo mokymų kursas. Anglijoje mokymas papildomiems inspektoriams susideda iš 5–6 dienas trunkančių vertinimo veiklos ir su praktinėmis užduotimis susietų seminarų. Islandijoje, kurioje sutartys su išorės vertintojais taip pat sudaromos konkretiems vertinimams atlikti, kiekvienoje komandoje turi būti žmonių, išklausiusių mokyklų vertinimo kursą aukštojo mokslo įstaigoje arba Švietimo testavimo instituto

rengiamą specializuotą vertinimo kursą. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje kandidatai į inspektorių vietas turi išklausyti vyresniųjų inspektorių rengiamą profesinio mokymo kursą, trunkantį nuo trijų iki šešių mėnesių.

Belgijoje (flamandų bendruomenėje), Airijoje, Maltoje, Jungtinėje Karalystėje (Velse, Šiaurės Airijoje ir Škotijoje) ir Turkijoje specializuotas vertinimo kursas rengiamas įvadiniu arba bandomuoju laikotarpiu ir visi nauji vertintojai ar inspektoriai turi jį išklausyti. Jungtinėje Karalystėje (Anglijoje) ši tvarka galioja Jos Didenybės inspektoriams, kuriuos inspekcija įdarbina tiesiogiai.

Kipre ir Vengrijoje (atitikties teisės aktams patikrinimo sistemoje) mokyklų išorės vertintojai prieš pradėdami dirbti turi būti išklausę tam tikrą mokymo kursą kitoje nei mokyklų vertinimas srityje. Kipre žemesniojo lygmens vidurinio ugdymo mokyklų vertintojai turi būti išklausę 200 valandų trukmės mokyklų lyderystės mokymo kursą. Vengrijoje inspektoriai, atliekantys atitikties teisės aktams patikrinimą, privalo turėti specialų viešojo administravimo srities kursų baigimo pažymėjimą. Austrijoje prieš pradėdami dirbti inspektoriai turi išklausyti mokyklų vadybos srities mokymo kursą.

2 SKYRIUS. VIDINIS MOKYKLŲ VERTINIMAS

Vidinis mokyklų vertinimas – tai procesas, kurį inicijuoja ir vykdo pačios mokyklos, kad įvertintų savo teikiamo švietimo kokybę. Šį vertinimą dažniausiai atlieka mokyklos darbuotojai, kai kuriais atvejais bendradarbiaudami su kitais mokyklos suinteresuotaisiais subjektais – moksleiviais, tėvais ar vietos bendruomenės atstovais. Mokyklos gali būti vertinamos bet kuriuo mokyklos gyvenimo aspektu, nuo pedagoginių metodų iki administracinio pajėgumo. 2001 m. Europos Parlamento ir Tarybos rekomendacijoje dėl Europos bendradarbiavimo vertinant mokyklinio švietimo kokybę[1] pabrėžiama šio metodo nauda siekiant pagerinti kokybę. Minėtoje rekomendacijoje valstybės narės raginamos „skatinti pačias mokyklas atlikti savęs vertinimą kaip metodą, sukuriantį besimokančią aplinką ir tobulinantį mokyklas".

Šiame skyriuje pateikiama dabartinės įvairių šalių politikos, susijusios su vidiniu mokyklų vertinimu, apžvalga. Jame aptariami trys pagrindiniai 2001 m. Europos Parlamento ir Tarybos rekomendacijoje pabrėžiami aspektai: 1) mokykloms skirta metodinė parama, apimanti mokymą ir kitas priemones; 2) įvairių mokyklos suinteresuotųjų subjektų įtraukimas; 3) vidinio ir išorinio vertinimo tarpusavio ryšys.

Pirmajame skirsnyje nagrinėjami įvairūs už švietimą atsakingų valdžios institucijų nustatomų reikalavimų, susijusių su tuo, kaip turi būti atliekamas vidinis vertinimas, tipai. 2.2 skirsnyje aiškinamasi, kokios šalys dalyvauja atliekant vidinį vertinimą ir kodėl. 2.3 skirsnyje kalbama apie paramos priemones, kurias už švietimą atsakingos valdžios institucijos teikia mokykloms, kad palengvintų joms vidinį vertinimą. Paskutiniame skirsnyje aiškinama vidinio vertinimo nauda, ypatingą dėmesį atkreipiant į tai, kas ir kaip naudojasi vertinimo rezultatais.

2.1. Vidinio vertinimo būklė

Šiame skirsnyje nurodoma, ar Europoje vidinis mokyklų vertinimas yra privalomas ar rekomenduojamas, ir tai, kaip dažnai jis atliekamas.

Remiantis centrinio / aukščiausiojo lygmens nuostatomis, vidinis mokyklų vertinimas yra privalomas dviejuose trečdaliuose švietimo sistemų (žr. 2.1 pav.). Kipre ir Liuksemburge atitinkamai vidurinių (ISCED 2) ir pradinių mokyklų vidinis vertinimas yra privalomas, o tose mokyklose, kurios teikia kitų lygmenųprivalomąjį švietimą, atlikti vidinį vertinimą tik rekomenduojama. Daugumoje švietimo sistemų, kuriose vidinis mokyklų vertinimas yra privalomas, reikalaujama jį atlikti kasmet, tačiau yra ir tokių šalių, kuriose kasmet jo atlikti nebūtina. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje vidinio vertinimo ataskaitas mokyklos privalo rengti kas dvejus metus, Latvijoje – kas šešerius. Belgijoje (vokiškai kalbančiųjų bendruomenėje), Liuksemburge (ISCED 1) ir Jungtinėje Karalystėje (Šiaurės Airijoje) vidinis vertinimas paprastai atliekamas kas trejus metus. Estijoje plėtros plano įgyvendinimo laikotarpiu, kuris trunka bent trejus metus, mokyklos privalo parengti bent vieną vidinio vertinimo ataskaitą. Jungtinėje Karalystėje (Velse) mokyklų įsivertinimo planų pateikimo dažnumas priklauso nuo to, kokiais intervalais atitinkama mokykla yra inspektuojama, t. y. bent kartą per šešerius metus. Vokietijoje klausimą dėl vidinio vertinimo dažnumo kiekviena žemė sprendžia pati. Kroatijoje, Lietuvoje, Vengrijoje ir Švedijoje nėra nuostatų, kuriomis būtų reglamentuojamas vidinio vertinimo dažnumas.

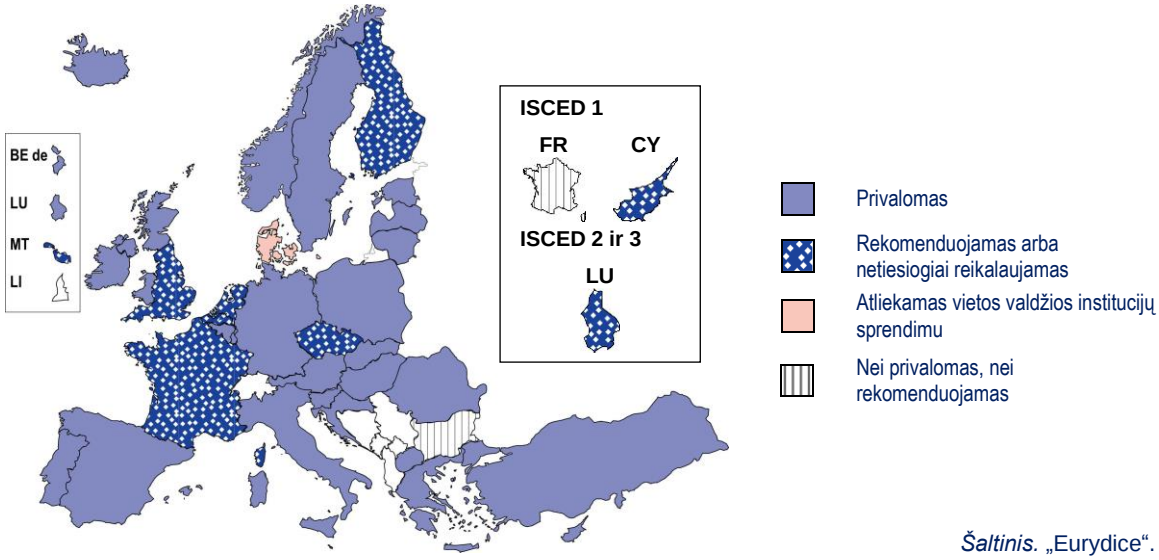
Dešimtyje švietimo sistemų centrinio / aukščiausiojo lygmens valdžios institucijos nereikalauja atlikti vidinio mokyklų vertinimo, tačiau gali būti rekomenduota jį atlikti, taip pat jį gali tekti atlikti vykdant kitus reikalavimus arba sprendimą dėl jo gali priimti vietos valdžios institucijos.

Kipre (ISCED 1), Liuksemburge (ISCED 2 ir 3), Maltoje ir Jungtinėje Karalystėje (Anglijoje) atlikti vidinį vertinimą rekomenduoja inspekcijos ar kitos už švietimo sistemos kokybės užtikrinimą atsakingos įstaigos. Kipre mokyklų inspektoriai skatina pradines mokyklas atlikti vidinį vertinimą ir parengti mokyklų kokybės gerinimo planus. Liuksemburge Mokyklų kokybės gerinimo agentūra rekomenduoja

[1] 2001 m. vasario 12 d. Europos Parlamento ir Tarybos rekomendacija dėl Europos bendradarbiavimo vertinant mokyklinio švietimo kokybę, OL L 60, 2001 3 1, p. 51.

vidurinėms mokykloms parengti ir įgyvendinti trejų metų trukmės plėtros planą, o paskui išnagrinėti jo rezultatus. Maltoje Švietimo kokybės ir standartų direktorato Kokybės užtikrinimo skyrius rekomenduoja vidinį vertinimą vykdyti kaip nuolatinį procesą kas trejus metus. Jungtinėje Karalystėje (Anglijoje) OFSTED (Švietimo standartų, paslaugų vaikams ir įgūdžių biuras, angl. *Office for Standards in Education, Children's Services and Skills*) rekomenduoja įsivertinimą įtraukti į nuolatinį mokyklų peržiūros ir kokybės gerinimo planavimo ciklą. Mokyklos gali pateikti glaustą rašytinę įsivertinimo apžvalgą inspektoriams, bet ji neprivaloma.

2.1 pav. Vidinio mokyklų vertinimo būklė pagal centrinio / aukščiausiojo lygmens nuostatas, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Kas būdinga įvairioms šalims

Italija. Vidinis vertinimas mokykloms tapo privalomas 2014–2015 m. visoje šalyje pradėjus įgyvendinti naująją nacionalinę švietimo sistemą.
Vengrija. 2011 m. Bendrojo ugdymo įstatyme vidinio mokyklų vertinimo procesai minimi aptariant išorinio pedagoginio / profesinio patikrinimo sistemą, kuri šiuo metu yra išbandoma. Ji bus pradėta taikyti 2015 m.

Prancūzijoje už švietimą atsakingos valdžios institucijos vidurinėms mokykloms rekomenduoja vidinio vertinimo procesą vykdyti prieš atnaujinant reguliarias veiklos tikslais pagrįstas sutartis (pranc. *contrats d'objectifs)*, kurios pasirašomos su regioninėmis institucijomis (akademijomis). Šios sutartys yra privalomos nuo 2005 m., o jų tikslas – remiantis tam tikrais plačiais pirmenybiniais švietimo srities tikslais įvertinti vidurinių mokyklų našumą.

Belgijoje (flamandų bendruomenėje) ir Nyderlanduose su vidiniu mokyklų vertinimu susijusiomis centrinio lygmens nuostatomis nustatyta bendra mokyklų atsakomybė už jų teikiamo švietimo kokybės stebėseną. Todėl, nors vidinis vertinimas nėra reglamentuojamas, inspektoriai tikrina, ar jis yra atliekamas.

Čekijoje nėra įstatymu nustatytų vidinio vertinimo taisyklių. Tačiau reikalaujama, kad mokyklos, remdamosi vidiniu vertinimu, rengtų metines ataskaitas, kurias inspektoriai vertina išorinio vertinimo tikslu atlikdami parengiamąją analizę.

Danijoje ir Suomijoje centrinio lygmens nuostatomis nereglamentuojama nei mokyklinio lygmens vertinimo forma, nei procedūros. Vietos švietimo teikėjai gali patys apsispręsti dėl kokybės užtikrinimo procedūrų objektų, metodų ir dažnumo. Vis dėlto 2009 m. Suomijos švietimo ir kultūros ministerija

išleido priemonę pavadinimu „Pagrindinio ugdymo kokybės kriterijai“[2], kuria rekomenduoja ir remia kokybės užtikrinimo darbą mokyklų ir savivaldybių lygmeniu.

Bulgarijoje ir Prancūzijoje (ISCED 1) nėra nei nuostatų, nei rekomendacijų dėl vidinio mokyklų vertinimo.

2.2. Vidiniame vertinime dalyvaujančios šalys

Europos Parlamento ir Tarybos rekomendacijoje dėl Europos bendradarbiavimo vertinant mokyklinio švietimo kokybę[3] primygtinai rekomenduojama į vidinį mokyklų vertinimą, kaip ir į išorinį (žr. 1 skyriaus 1.4 skirsnį), įtraukti įvairias šalis. Moksleivių, tėvų ir kitų mokyklos suinteresuotųjų subjektų, neskaitant mokyklos darbuotojų, dalyvavimas yra vienas iš pagrindinių sėkmingo vidinio vertinimo ypatumų, nes taip puoselėjama bendra atsakomybė už mokyklų tobulinimą. Be to, jei vidinio vertinimo procese dalyvaus vietos bendruomenės nariai, tikėtina, kad mokyklos daugiau dėmesio skirs jų aplinkoje kylantiems poreikiams.

Šiame skirsnyje aptariamos šalys, kurių dalyvavimas atliekant vidinį vertinimą yra reglamentuojamas centrinio / aukščiausiojo lygmens nuostatomis. Čia neaptariami įvairūs išorės specialistai, kurie įprasta tvarka arba mokyklos prašymu padeda vykdyti procesą. Šalių įsitraukimas mokyklų prašymu aptariamas kitame skirsnyje (žr. 2.3 skirsnį).

Informacija apie šalis, dalyvaujančias atliekant vidinį vertinimą, pateikiama 23-ose švietimo sistemose, kuriose šis klausimas yra reglamentuojamas (žr. 2.2 pav.). Vis dėlto verta paminėti, kad šalyse, kuriose tokių nuostatų nėra, centrinio lygmens valdžios institucijos dažnai rekomenduoja įtraukti suinteresuotuosius subjektus į vidinio vertinimo procesą. Ši praktika taikoma Airijoje, Maltoje, Suomijoje, Jungtinėje Karalystėje (Škotijoje) ir Norvegijoje.

Šalių dalyvavimą vidinio vertinimo procese reglamentuojančios valstybės gali būti skiriamos į dvi dideles grupes: tos, kuriose reikalaujama, kad dalyvautų kuo daugiau suinteresuotųjų subjektų, įskaitant moksleivius ir (arba) tėvus, ir tos, kuriose reguliuojamas tik mokyklų darbuotojų dalyvavimas. Svarbu pažymėti, kad tais atvejais, kai reglamentuojamas tik mokyklų darbuotojų dalyvavimas, mokyklos gali pačios spręsti dėl kitų suinteresuotųjų subjektų įtraukimo ir viršyti šioje srityje nustatytus reikalavimus, įtraukdamos tėvus, moksleivius ar vietos bendruomenės narius. Be to, kai privalomai procese turi dalyvauti tik mokyklų darbuotojai, už švietimą atsakingos valdžios institucijos vis tiek gali raginti mokyklas įtraukti kuo daugiau suinteresuotųjų subjektų. Pavyzdžiui, Lenkijoje teisės aktais nustatyta, kad mokyklos vadovas privalo atlikti vidinį vertinimą bendradarbiaudamas su mokytojais. Tačiau mokyklos inspektoriai tikrina, ar galimybę dalyvauti vidinio vertinimo procese turi tėvai ir moksleiviai; tokia praktika labai skatinama ir mokytojams skirtoje vidinio vertinimo mokymo programoje.

Mokyklos suinteresuotųjų subjektų (ne mokytojų, o tėvų, moksleivių ir kt.) dalyvavimo vidinio vertinimo procese detalės įvairiose šalyse skiriasi – vienur reikalingas paprasčiausias ataskaitos patvirtinimas, kitur proceso dalyviai turi dalyvauti visuose veiksmuose – rengiant procesą, analizuojant duomenis ir formuluojant sprendimus.

Devyniose švietimo sistemose mokyklų tarybos arba valdybos, į kurių sudėtį įeina tėvai ir (arba) moksleiviai, į vidinio vertinimo procesą įsitraukia įvairiu mastu. Estijoje, Slovėnijoje, Rumunijoje ir Jungtinėje Karalystėje (Velse) mokyklų tarybos arba valdybos į procesą įsitraukia pačioje jo pabaigoje.

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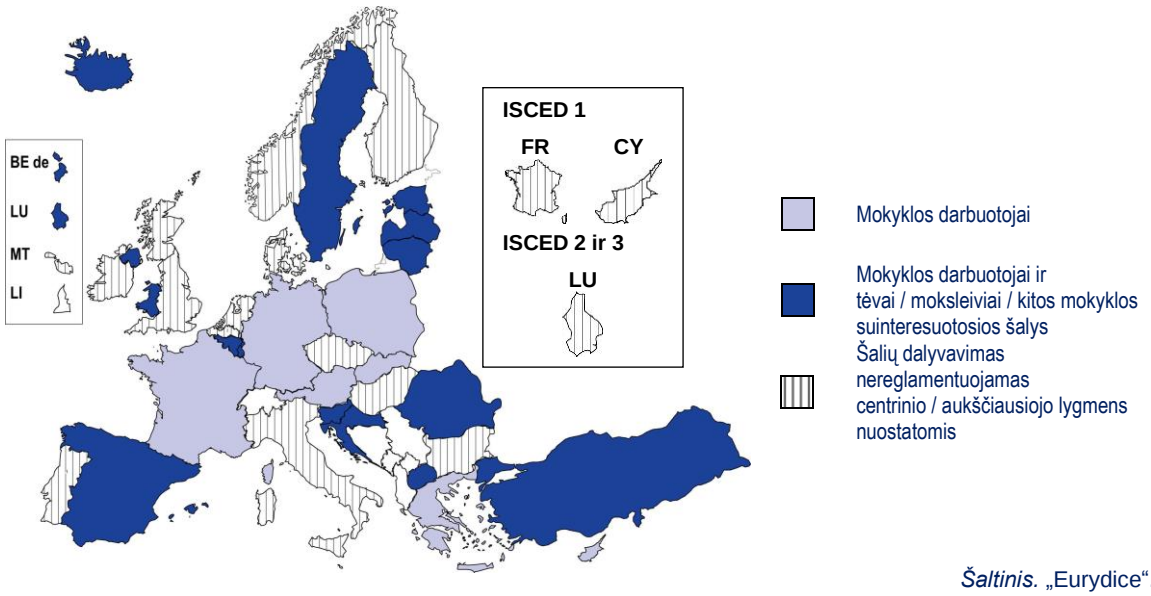
[2] http://www.minedu.fi/OPM/Julkaisut/2009/Perusopetuksen_laatukriteerit.html?lang=en.

[3] 2001 m. vasario 12 d. Europos Parlamento ir Tarybos rekomendacija dėl Europos bendradarbiavimo vertinant mokyklinio švietimo kokybę, OL L 60, 2001 3 1, p. 51.

Jų nariai aptaria ir patvirtina mokyklos vadovo pateiktą įsivertinimo ataskaitą. Lietuvoje mokyklos taryba nustato vidinio vertinimo apimtį ir metodus ir analizuoja rezultatus. Belgijos prancūzakalbių ir vokiškai kalbančiųjų bendruomenėse mokyklų tarybos pačios atsako už vidinio vertinimo procesų įgyvendinimą. Prancūzakalbių bendruomenėje dalyvių taryba (pranc. *conseil de participation*) įvertina mokyklos pasiekimus, atsižvelgdama į mokyklos projektą, o vokiškai kalbančiųjų bendruomenėje pedagogų taryba tikrina, ar mokyklos struktūros, metodai ir rezultatai atitinka mokyklos plane nustatytus tikslus ir kokiu mastu. Ispanijoje atsakomybę už vidinį vertinimą mokyklos taryba dalijasi su mokytojų asamblėja. Mokslo metų gale mokyklos taryba įvertina bendrą mokyklos darbą, taip pat mokyklos pasiekimus, atsižvelgdama į mokyklos plėtros planą ir bendrąją metinę programą. Jungtinėje Karalystėje (Šiaurės Airijoje) visą atsakomybę už vidinį vertinimą valdytojų taryba dalijasi su mokyklos vadovu.

2.2 pav. Pagal centrinio / aukščiausiojo lygmens nuostatas išorinio mokyklų vertinimo procese dalyvaujančios šalys,
2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

Sąvokos „mokyklos suinteresuotieji subjektai“ apibrėžtis pateikiama terminų žodynėlyje.

Kas būdinga įvairioms šalims

Bulgarija. Vidinis vertinimas neatliekamas.
Italija. Remdamasis dviem bandomaisiais projektais (žr. nacionalinį aprašą), kurie įgyvendinami siekiant visiškai pasirengti įdiegti naują nacionalinę vertinimo sistemą, INVALSI (ital. *Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione*) nurodo, kad į vidinio vertinimo procesą mokyklos turėtų įtraukti mokytojus, kitus darbuotojus, moksleivius ir tėvus.

Liuksemburge, atliekant vidinį vertinimą pradinėse mokyklose, įvairūs mokyklų suinteresuotieji subjektai įsitraukia į duomenų analizės ir sprendimo rengimo procesus. Mokyklos komitetas, bendradarbiaudamas su tėvų atstovais, mokomųjų dalykų koordinatoriais ir vietos valdžios institucijos mokyklų komisijos pirmininku, privalo užtikrinti, kad reguliariai, laikantis trejų metų trukmės plėtros plano, mokyklos atliktų įsivertinimą.

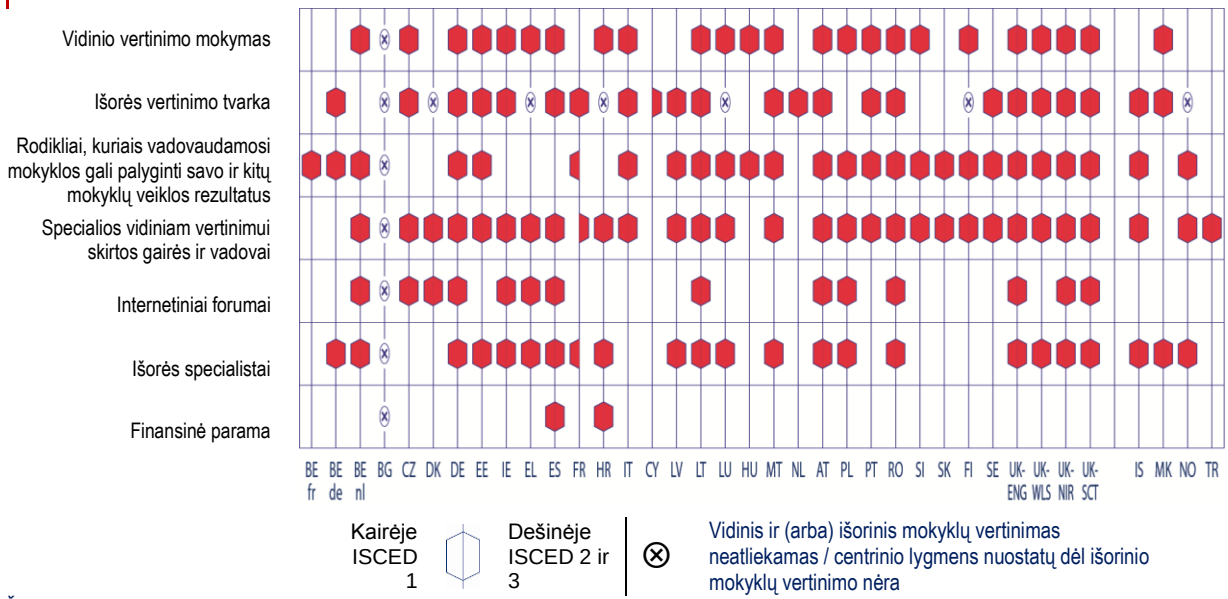
Pagaliau Rumunijoje, Islandijoje, buvusiojoje Jugoslavijos Respublikoje Makedonijoje ir Turkijoje mokykloms privaloma arba rekomenduojama sudaryti specialias vidinio vertinimo darbo grupes, į kurių sudėtį įeitų įvairios šalys. Rumunijoje kiekvienos mokyklos vertinimo ir kokybės užtikrinimo komiteto sudėtyje turi būti mokytojų, tėvų, moksleivių (pradedant žemesniojo lygmens vidurinio ugdymo

moksleiviais), vietos administracijos, etninių mažumų, taip pat kitų suinteresuotųjų subjektų, kurie yra svarbūs konkrečiai mokyklai, atstovai. Šis komitetas parengia kokybės gerinimo strategiją ir planą, prižiūri, kaip atliekamas vidinis vertinimas, ir rengia metinę vidinio vertinimo ataskaitą. Islandijoje kiekviena mokykla privalo sistemiškai įvertinti savo veiklos rezultatus ir kokybę, o mokyklos darbuotojai, moksleiviai ir tėvai (pagal aplinkybes) turi aktyviai dalyvauti šiame procese. Šiuo tikslu mokykloms rekomenduojama įsteigti darbo grupę, kuri būtų atsakinga už vidinio vertinimo planavimą, atlikimą ir ataskaitos parengimą. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje mokyklos direktorius į privalomas įsteigti vidinio vertinimo darbo grupes turi įtraukti kuo daugiau įvairių šalių. Turkijoje kiekvienoje mokykloje yra įsteigiama įsivertinimo komanda, į kurios sudėtį įeina direktorius, kiti mokyklos administracijos darbuotojai, mokytojai, moksleiviai, tėvai ir kiti suinteresuotieji subjektai.

2.3. Vidaus vertintojams teikiamos paramos priemonės

Šiame skirsnyje aptariamos įvairios paramos priemonės, kuriomis mokyklos gali pasinaudoti atlikdamos vidinį vertinimą. Kai kuriose šalyse vertintojams rengiamas specialus mokymas, tačiau galima ir kitokia parama – priemonės, duomenys, dokumentai. Pavyzdžiui, mokyklos gali naudotis išorinio vertinimo tvarka, rodikliais, kuriais vadovaudamosi jos gali palyginti savo ir kitų mokyklų veiklos rezultatus, specialiomis gairėmis ir vadovais, taip pat rengti internetinius forumus. Dar viena papildoma paramos priemonė – galimybė gauti išorės specialistų pagalbą ir patarimus, o kartais įmanoma pasinaudoti ir finansine parama.

2.3 pav. Paramos priemonės, kuriomis gali pasinaudoti mokyklų vidaus vertintojai, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba

Rodikliai, kuriais vadovaudamosi mokyklos gali palyginti savo ir kitų mokyklų veiklos rezultatus, yra kiekybiniai duomenys, kuriais remdamosi mokyklos gali palyginti savo rodiklius su kitų mokyklų rodikliais arba nacionaliniais, regioniniais ar vietos lygmens vidurkiais. Jie gali būti susiję su moksleivių testų rezultatais, jų daroma pažanga, administraciniais darbuotojų duomenimis, mokyklos darbo sąlygomis ir kt.
MK: žr. terminų žodynėlį.

Kas būdinga įvairioms šalims

Vokietija. Įvairiose žemėse taikomi skirtingi metodai ir priemonės.
Italija. Paveikslėlyje pateikiama informacija atspindi padėtį 2014–2015 m. pradėjus naujosios nacionalinės švietimo sistemos įgyvendinimą visoje šalyje.

Latvija. Vietos valdžios institucijų įsteigtos mokyklos, atlikdamos vidinį vertinimą, gali nevaržomai prašyti bet kokios švietimo specialistų paramos.
Vengrija. Šiuo metu vykdoma vidinio mokyklų vertinimo reforma, t. y. rengiami įsivertinimo vadovai ir, kaip paramos priemonė, numatoma išorės specialistų pagalba.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Vidaus vertinimo srities mokymas

Daugiau kaip pusėje švietimo sistemų, kaip paramos priemonė, mokykloms rengiamas specializuotas vidaus vertinimo srities mokymas. Šį mokymą rengia ir teikia įvairios įstaigos, įskaitant aukštojo mokslo įstaigas, tolesnio mokymosi centrus, taip pat su švietimo sistemos kokybės užtikrinimu susijusias agentūras arba ministerijų padalinius. Paprastai toks mokymas skiriamas mokyklų vadovams ir jų pavaduotojams, tačiau taip pat gali būti rengiamas mokytojams, o kai kuriose šalyse – ir kitiems darbuotojams. Pavyzdžiui, Estijoje mokyklų vadovai sprendžia, ar mokyme dalyvaus tik tam tikri darbuotojai, ar visa mokykla kaip komanda. Airijoje, be mokyklos vadovo, mokyme kviečiamas dalyvauti dar vienas mokyklos darbuotojas.

Dažniausiai įsivertinimo mokymas nėra privalomas, o rengiamas, jei yra poreikis. Vis dėlto vertinimo mokymas yra privalomas Liuksemburge (Mokyklų kokybės tobulinimo agentūra kasmet rengia privalomus mokymo kursus ir reguliarius seminarus pradinėms mokykloms), taip pat Vengrijoje, Maltoje, Slovakijoje ir Jungtinėje Karalystėje, kuriose šis mokymas yra įvadinio mokymo arba kvalifikacijos kėlimo programos mokyklų vadovams ir (arba) mokytojams dalis. Vengrijoje ir Slovakijoje, nors šiose šalyse nerengiami specialūs vidinio vertinimo mokymą apimantys kursai, su šia sritimi susiję elementai yra įtraukti į privalomą mokyklų vadovų ir (arba) jų pavaduotojų kvalifikacijos kėlimo programą. Kai kuriuose mokytojams skirtuose kvalifikacijos kėlimo kursuose taip pat aptariami vidinio mokyklų vertinimo klausimai. Lenkijoje mokyklos vadovas privalo užtikrinti, kad mokytojai išklausytų vidinio vertinimo sritį apimantį mokymo kursą, jei mano, kad to reikia. Slovėnijoje mokytojai ir mokyklos vadovai, dalyvaudami nuolatinėje kvalifikacijos kėlimo programoje, išklauso ir mokyklų įsivertinimo srities mokymo kursą.

Vertinimo mokymas būna įvairus – gali būti rengiami specialūs seminarai, dirbtuvės ar sudaromi internetiniai moduliai. Turinio požiūriu daugiausia dėmesio juose skiriama metodinei pagalbai rengiant vidinio vertinimo procesus, taip pat siekiant padėti suprasti ir panaudoti veiklos rezultatų duomenis ir duomenų analizę.

Paramos priemonės, duomenys ir dokumentai

Šioje dalyje aptariamos įvairios priemonės, duomenys ir dokumentai, kuriais mokyklos gali pasinaudoti atlikdamos vidinį vertinimą, pavyzdžiui, jos gali naudotis išorinio vertinimo tvarka, rodikliais, kuriais vadovaudamosi jos gali palyginti savo ir kitų mokyklų veiklos rezultatus, specialiomis gairėmis ir vadovais, taip pat rengti internetinius forumus.

Išorinio vertinimo tvarka

Beveik dviejuose trečdaliuose išnagrinėtų švietimo sistemų mokyklos nebūtinai privalo, bet gali įsivertindamos pasinaudoti išorinio vertinimo tvarka. Tik Rumunijoje ir buvusiojoje Jugoslavijos Respublikoje Makedonijoje taikyti šią tvarką mokykloms yra privaloma. Panašiai ir Jungtinėje Karalystėje (Škotijoje), kurioje įsivertinimo tikslu visos mokyklos sistemiškai taiko už švietimą atsakingos Škotijos institucijos ir vietos valdžios institucijų nustatytą išorinio vertinimo tvarką, nors tai neprivaloma ar nebūtina pagal įstatymus.

Daugumoje švietimo sistemų mokyklos gali nevaržomai rinktis priemones, kurios, jų nuomone, labiausiai atitinka jų vidinio vertinimo poreikius, įskaitant išorinio vertinimo tvarkos taikymą. Vidinio

vertinimo procese gali būti naudingi ir tokie įvairūs dokumentai kaip išorinio vertinimo rezultatų analizė arba klausimynai, taip pat išorinio vertinimo ataskaitų rengimo modeliai.

Mokyklų palyginamieji rodikliai

Galimybė mokykloms susipažinti su rodikliais, kuriais remdamosi jos gali palyginti savo ir kitų mokyklų veiklos rezultatus, kaip ir galimybė pasinaudoti išorinio vertinimo tvarka, yra viena iš dažniausiai taikomų paramos priemonių. Galimybė susipažinti su tokiais rodikliais kaip moksleivių testų rezultatai ir juos palyginti su atitinkamais kitų panašiomis sąlygomis veikiančių mokyklų (ugdymo tipas, mokyklos dydis ir geografinė vietovė, moksleiviams sudarytos socialinės ir ekonominės sąlygos ir kt.) rodikliais arba nacionaliniais vidurkiais, mokykloms suteikiama dviejuose trečdaliuose švietimo sistemų. Vadovaudamosi šiais įvairiais rodikliais mokyklos gali įvertinti savo veiklos rezultatus, palyginti juos su kitų mokyklų rodikliais ir nustatyti atskaitos tašką, kurio atžvilgiu bus atliekamas įsivertinimas ir analizė.

Paprastai šiuos duomenis galima gauti per ministerijų tinklalapius ir įvairias kitas interneto svetaines bei internetines platformas. Kai kurios internetinės taikomosios programos siūlo daugybę virtualių priemonių, skirtų duomenų analizei ir palyginimui įvairiais būdais. Kai kuriose šalyse susipažinti su šiais rodikliais gali tik mokyklos, tačiau kitose daugelis rodiklių yra vieši, t. y. jie skelbiami nacionalinių statistikos biurų interneto svetainėse.

Vidinio vertinimo gairės ir vadovai

Visose šalyse, išskyrus Belgiją (prancūzakalbių ir vokiškai kalbančiųjų bendruomenes), Prancūziją (ISCED 1), Kiprą, Vengriją[4], Nyderlandus ir buvusiąją Jugoslavijos Respubliką Makedoniją, atsakingos institucijos, jų patariamosios ar vykdomosios įstaigos arba kitos paramą švietimo ar vertinimo procesuose teikiančios įstaigos yra parengusios specialias vidinio vertinimo gaires ir vadovus. Šiuose dokumentuose aptariamos tokios galimos priemonės kaip SSGG analizė, klausimynai, interviu, veiklos rezultatų vertinimo kriterijai ir t. t. Pasitaiko, pavyzdžiui, Airijoje, kad juose atspindima išorinio vertinimo tvarka. Slovakijoje vidinio vertinimo gairės ir vadovas įtraukti į centrinio lygmens taisykles, kuriose taip pat apibrėžiamas įsivertinimo ataskaitų turinys. Islandijoje Vietos valdžios institucijų asociacija išleido už švietimą atsakingoms vietos valdžios institucijoms skirtą informacinį vadovą, padėsiantį joms remti vidinio vertinimo procesą mokyklose. Be to, kad mokykloms būtų lengviau atlikti vidinį vertinimą, Islandijos vertinimo bendruomenės savanorių komanda (vertinimo patirties turinčių asmenų grupė) sudarė glaustą patariamąjį vidinio vertinimo vadovą.

Kai kuriose šalyse tokie vadovai ir gairės yra skelbiami atitinkamų už švietimą atsakingų valdžios institucijų interneto svetainėse.

Graikijoje ir Suomijoje centrinio lygmens valdžios institucijos nėra nustačiusios išorinio mokyklų vertinimo sistemos ar tvarkos. Tačiau jos yra parengusios pakankamai išsamią vidinio mokyklų vertinimo tvarką. Graikijoje Švietimo politikos institutas (Švietimo ir religinių reikalų ministerijos vykdomoji įstaiga) nustatė specialią mokyklų vertinimo tvarką, pagal kurią daugiausia dėmesio skiriama įnašui, procesams ir rezultatams, o mokyklų teikiamas švietimas vertinamas pagal 15 kokybinių ir kiekybinių rodiklių, besiskiriančių savo aktualumu ir reikšme konkrečiai mokyklai, atsižvelgiant į jos padėtį ir sąlygas, kuriomis ji veikia. Suomijoje Švietimo ir kultūros ministerija parengė kokybės kriterijų sąrašą, kaip priemonę mokyklų kokybei gerinti vietos ir mokyklų lygmeniu. Keturios pagrindinės sritys yra susijusios su struktūrų kokybe; jose nagrinėjami valdymo, personalo ekonominių išteklių ir vertinimo aspektai. Kitos šešios pagrindinės sritys yra susijusios su moksleiviais; jose aptariamas mokymo programos įgyvendinimas, instruktavimo ir mokymo tvarka, parama mokymuisi,

[4] Už švietimą atsakinga institucija šiuo metu rengia mokykloms skirtą įsivertinimo vadovą.

augimui ir gerovei, įtrauktis ir įtaka, mokyklos ir namiškių bendradarbiavimas ir mokymosi aplinkos sauga.

Internetiniai forumai

Trečdalyje švietimo sistemų ministerijos, inspekcijos, už švietimą atsakingos valdžios institucijos ar kitos su švietimu susijusios įstaigos, siekdamos palengvinti vidinio vertinimo procesą, sudarė sąlygas prisijungti prie jų interneto svetainėse rengiamų forumų. Šiuose forumuose suteikiama prieiga prie daugybės internetinių taikomųjų programų, leidžiančių įvairių kategorijų mokyklų darbuotojams ir (arba) vertinimo ekspertams keistis informacija, nuomonėmis, dalytis gerąja patirtimi ir idėjomis. Šios internetinės priemonės taip pat suteikia galimybę pasinaudoti įvairiais naudingais įrankiais (pastabų lapu, klausimynais, mokomąja vaizdo medžiaga, DUK, techninе pagalba ir t. t.). Pavyzdžiui, Lenkijoje prie tokio forumo galima prisijungti dalyvaujant vidinio vertinimo srities mokyme ar seminaruose. Ispanijoje kai kurie autonominiai regionai sudaro darbinius virtualius mokyklų tinklus, kuriuose keičiamasi gerąja ir kita patirtimi, priemonėmis ir vertinimo ištekliais. Lietuvoje veikiančioje tiesioginėje internetinėje sistemoje „IQES online Lietuva“ galima naudotis profesionaliai parengtais vidinio vertinimo instrumentais, kurie gali būti pritaikomi kiekvienos mokyklos poreikiams, taip pat metodiniais patarimais. Rumunijoje veikia internetinė taikomoji programa, kuria naudodamosi atskiros mokyklos gali kreiptis pagalbos ir paramos, o Rumunijos ikiuniversitetinio ugdymo kokybės užtikrinimo agentūros (ARACIP) ekspertams sudarytos sąlygos skelbti naujienas ir nustatyta sistema, per kurią galima susisiekti su pasirinktomis mokyklomis, jei iš jų reikalaujama atlikti tam tikras užduotis.

Papildomi ištekliai

Išorės specialistai

Daugiau nei pusėje švietimo sistemų mokykloms reikalingi išorės ekspertų patarimai ir parama. Tai labai įvairių sričių specialistai – akademinių klausimų ekspertai, patarėjai ir konsultantai švietimo ir mokyklų kokybės gerinimo klausimais, savivaldybių švietimo skyrių specialistai, mokytojų instruktoriai, mokyklų lyderiai ir mokytojai. Išorės specialistai daugiausia prisideda teikdami patarimus, konsultuodami ir mokydami, kaip atlikti vidinį vertinimą ir pagerinti procesus, kokiomis priemonėmis gali būti naudojamasi, kaip pateikti nustatytus faktus ir rengti tokiais faktais grindžiamus veiksmų planus. Jie taip pat gali teikti paramą, susijusią su kokybės užtikrinimo ir plėtros tikslų ir priemonių planavimu, taip pat su faktiniu jų įgyvendinimu.

Išorės ekspertai gali būti viešojo sektoriaus darbuotojai arba privatūs išorės ekspertai. Abiem atvejais galimybę mokykloms pateikus prašymą nemokamai pasinaudoti jų paslaugomis užtikrina už švietimą atsakinga valdžios institucija. Pavyzdžiui, Belgijoje (vokiškai kalbančiųjų bendruomenėje) nemokamas šių ekspertų paslaugas užtikrina Švietimo ministerijai pavaldi mokyklų plėtros taryba. Lenkijoje vidinio mokyklų vertinimo paramą teikia mokytojų mokymo centrų, konsultacinių ir patariamųjų centrų, taip pat švietimo srities bibliotekų darbuotojai (pvz., mokytojai, psichologai, ugdymo specialistai, bibliotekininkai ir t. t.). Centrinio lygmens nuostatomis dėl pedagoginės veiklos priežiūros šios institucijos yra įpareigotos remti mokyklų kokybės gerinimo procesą. Mokyklos gali kreiptis paramos, kai joms jos reikia. Jungtinėje Karalystėje (Škotijoje) vietos valdžios institucijos teisiškai privalo remti vertinimo procesą, taigi kai kurios vietos valdžios institucijos samdo nepriklausomus konsultantus, kad jie padėtų analizuoti duomenis ir patartų kitais įsivertinimo klausimais. Kai kurios vietos valdžios institucijos kviečia mokytojus dalyvauti kartu su kitomis mokyklomis atliekamo tarpusavio vertinimo procese.

Kai kuriose švietimo sistemose išorės ekspertai į vertinimo procesą įtraukiami sistemiškai. Pavyzdžiui, Jungtinėje Karalystėje (Velse) kiekvienai mokyklai priskiriamas vietos valdžios institucijų darbuotojas,

kuris yra įpareigotas bendradarbiauti su mokykla nustatytą mažiausią dienų skaičių kasmet ir taip padėti mokyklai vertinimo procese. Norvegijoje kai kuriuose regionuose įsteigtos išorės vertinimo grupės, kurios bendradarbiauja su kitomis savivaldybėmis, o jų nariai yra įvairių savivaldybių ugdymo srities specialistai, turintys mokytojavimo patirties, buvę mokyklų lyderiai ar dirbę už švietimą atsakingose valdžios institucijose; kai kuriose savivaldybėse kviečiami konsultantai ir iš privačiojo sektoriaus.

Yra šalių, kuriose pačios inspekcijos aktyviai dalyvauja vidinio vertinimo procese ir tam tikra prasme atlieka mokyklas konsultuojančių išorės specialistų vaidmenį. Tokia tvarka galioja, pavyzdžiui, Ispanijoje, kurioje švietimo inspekcijos, bendradarbiaudamos su mokyklų atstovais ir atsižvelgdamos tiek į išorinio, tiek į vidinio vertinimo rezultatus, atlieka pagrindinį vaidmenį vertinimo procese. Vidiniam mokyklų vertinimui kaip priemonei pagerinti mokyklų kokybę labai daug reikšmės skiriama ir Liuksemburge; Švietimo, vaikų ir jaunimo ministerijos (MENJE) įsteigta Mokyklų kokybės gerinimo agentūra (ADQS) siūlo metodinę ir įrodymais pagrįstą paramą ir taip padeda mokykloms gerinti savo kokybę. Mokyklų inspektoriai (nedalyvaujantys atliekant išorinį vertinimą) ir už informavimą atsakingi mokytojai (tai mokytojai, teisiškai priskirti kiekvienam inspektoriui papildomai pedagoginei paramai teikti) teikia mokykloms reikšmingą paramą, susijusią su mokyklų planų įgyvendinimu ir daromos pažangos stebėsena.

Finansinė parama

Ispanijoje ir Kroatijoje kaip papildomi ištekliai teikiama finansinė parama. Ispanijoje, siekdamos paskatinti, paspartinti ir pastūmėti įsivertinimo planų, taip pat mokyklų teikiamo švietimo kokybei gerinti skirtų planų įgyvendinimą, kai kurios regioninės valdžios institucijos finansuoja išlaidas ir skelbia kvietimus dalyvauti konkursuose finansinei paramai gauti. Kroatijoje mokyklų įsivertinimas yra Nacionalinio išorinio švietimo vertinimo centro projekto dalis. Šiam projektui skirtos lėšos yra įtrauktos į nacionalinį švietimui skirtą biudžetą ir teikiamos per Mokslo, švietimo ir sporto ministeriją.

2.4. Vidinio vertinimo metu nustatytų faktų panaudojimo galimybės ir sklaida.

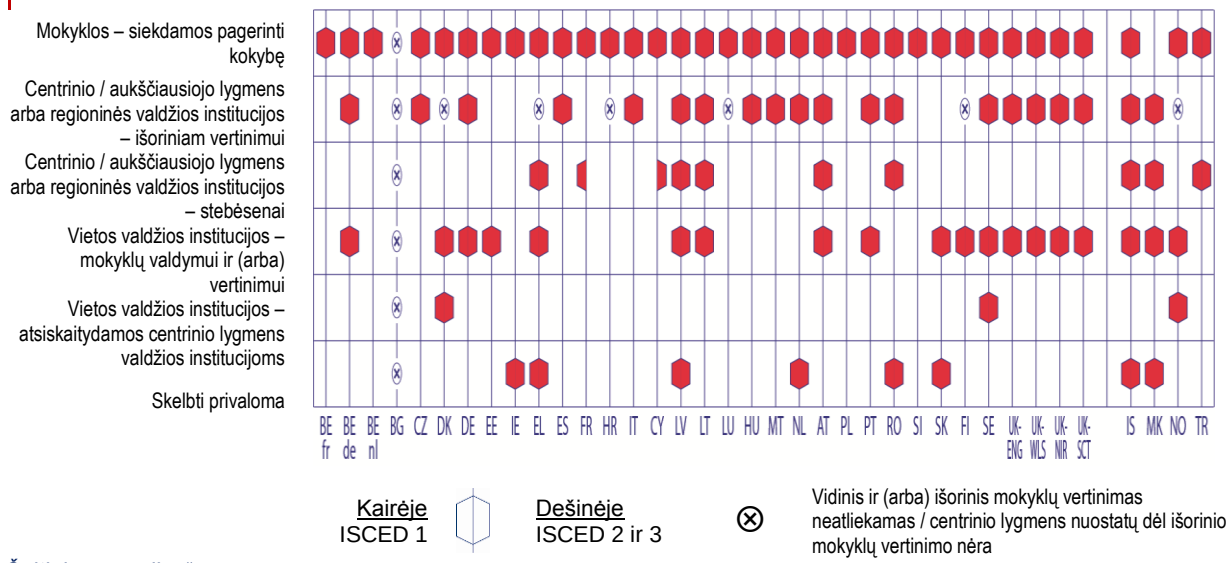
Šiame skirsnyje nagrinėjama, kaip naudojami vidinio vertinimo rezultatai, ir aptariami jų naudotojai. Naudotojais vadinami asmenys, kurie naudodamiesi gautais rezultatais atlieka veiksmus ar priima sprendimus. Remdamosi surinkta informacija, atliekant vidinį vertinimą nustatytais faktais gali vadovautis:

- mokyklos – siekdamos pagerinti kokybę;
- centrinio / aukščiausiojo lygmens arba regioninės valdžios institucijos – išoriniam mokyklų vertinimui ir (arba) švietimo sistemos stebėsenai vykdyti;
- vietos valdžios institucijos – mokyklų valdymui ir (arba) vertinimui ir (arba) atsiskaitydamos aukštesniojo lygmens už švietimą atsakingoms valdžios institucijoms.

Šiame skirsnyje taip pat pateikiama informacija apie vidinio vertinimo rezultatų paskelbimą.

Beveik visose šalyse vidinio vertinimo rezultatus mokyklos paprastai naudoja savo kokybei ir veiklai gerinti (žr. 2.4 pav.). Be to, daugumoje šalių už švietimą atsakingos institucijos arba tam tikros nacionalinės įstaigos į vidinio vertinimo rezultatus atsižvelgia siekdamos tobulinti savo valdymo, stebėsenos ar vertinimo veiklą.

2.4 pav. Vidinio vertinimo rezultatų naudojimas ir naudotojai, 2013–2014 m. privalomas bendrasis ugdymas



Šaltinis. „Eurydice“.

Pastaba (2.4 pav.)

MK: žr. terminų žodynėlį.

Kas būdinga įvairioms šalims

Bulgarija. Vidinis vertinimas neatliekamas.
Italija. Paveikslėlyje pateikiama informacija atspindi padėtį 2014–2015 m. pradėjus naujosios nacionalinės švietimo sistemos įgyvendinimą visoje šalyje.
Vengrija. Paveikslėlyje pateikiama informacija atspindi padėtį 2015 m. pradėjus pedagoginio / profesinio patikrinimo sistemos, kuri šiuo metu yra išbandoma, integravimą.
Slovakija. 2006 m. dekrete dėl vidinio vertinimo neužsimenama apie galimybę vidinio vertinimo rezultatus panaudoti išoriniam vertinimui. Tačiau paprastai inspektoriai peržiūri vidinio vertinimo ataskaitas.
Suomija. Švietimo teikėjai yra teisiškai įpareigoti vertinti jų teikiamo švietimo kokybę ir dalyvauti atliekant išorinį švietimo sistemos (visos arba regionų lygmeniu) vertinimą. Nuostatomis neįvardyta nei vietos lygmens vertinimo forma, nei procedūros.

Kaip vidinio vertinimo rezultatus naudoja mokyklos

Kaip panaudoti vidinio vertinimo rezultatus mokyklų lygmeniu, iš esmės sprendžia patys mokyklų darbuotojai. Apskritai kalbant, už švietimą atsakingos valdžios institucijos, siekdamos padėti mokykloms gerinti kokybę, yra išleidusios bendrus nurodymus, kuriuose aptariamos atliekant vidinį vertinimą nustatytų faktų panaudojimo galimybės. Pavyzdžiui, Rumunijoje teisės aktais nustatyta, kad mokyklos privalo tobulinti bet kurią sritį, kuri atliekant vidinį vertinimą buvo įvertinta nepatenkinamai, ir gerinti kitas, kaip joms pačioms atrodo, tobulintinas sritis. Buvusiojoje Jugoslavijos Respublikoje Makedonijoje vidinio vertinimo tikslas – parengti mokyklą reguliariai atliekamam išoriniam vertinimui; teisinėmis nuostatomis nenustatyta jokių konkrečių vidinio vertinimo rezultatų panaudojimo mokyklų lygmeniu būdų.

Keliose šalyse galioja nuostatos, pagal kurias mokyklos privalo remtis nustatytais faktais, reguliariai rengdamos strateginius dokumentus, kuriais nustatomos kokybės gerinimo priemonės. Pavyzdžiui, Belgijoje (vokiškai kalbančiųjų bendruomenėje), Estijoje, Airijoje, Ispanijoje, Liuksemburge (ISCED 1), Austrijoje, Jungtinėje Karalystėje (Šiaurės Airijoje ir Škotijoje) ir Islandijoje mokyklos privalo savo periodiškai rengiamus plėtros ar kokybės gerinimo planus grįsti vidinio vertinimo rezultatais. Maltoje išorės vertintojai reikalauja, kad mokyklos pateiktų jiems vidinio vertinimo rezultatais pagrįstus veiksmų planus, kuriuose būtų nurodomos kokybės gerinimo priemonės. Lenkijoje reikalaujama, kad mokyklos vadovas į pedagoginės priežiūros planą įtrauktų visų per praėjusius metus atliktų mokyklos

kokybės vertinimų rezultatus. Prancūzijoje vidurinės mokyklos, sudarydamos vėlesne veikla pagrįstas sutartis, turi atsižvelgti į pranašumus ir trūkumus, nustatytus pasinaudojant centriniu lygmeniu suteiktomis įsivertinimo priemonėmis.

Tik aštuoniose šalyse yra įprasta vidinio vertinimo rezultatus skelbti viešai. 2012 m. Airijoje pradėjus taikyti sistemiškesnį mokyklų įsivertinimo metodą (SSE), visoms mokykloms iškeltas reikalavimas iki mokslo metų pabaigos mokyklų bendruomenėms pateikti savo įsivertinimo ataskaitų ir kokybės gerinimo planų santraukas. Graikijoje, Latvijoje, Slovakijoje, Islandijoje ir buvusiojoje Jugoslavijos Respublikoje Makedonijoje šiuos rezultatus mokyklos privalo skelbti savo interneto svetainėse. Latvijoje vidinio vertinimo rezultatai turi būti skelbiami mokyklos steigėjo (savivaldybės) interneto svetainėje. Nyderlanduose du dokumentus, kuriuose mokyklos įvardija kokybei užtikrinti numatytus veiksmus, t. y. mokyklos planą ir mokyklos informacinį leidinį, galima gauti mokykloje arba per mokyklos interneto svetainę. Pagaliau Rumunijoje nuo 2014–2015 m. mokyklos turi įkelti savo vidinio vertinimo ataskaitas į centralizuotą elektroninę platformą. Anksčiau ataskaitos buvo skelbiamos mokyklų interneto svetainėse arba iškabinamos mokyklos stende.

Kai kuriose kitose šalyse, pavyzdžiui, Slovėnijoje, viešai skelbti vidinio mokyklų vertinimo ataskaitas rekomenduojama už švietimą atsakingos valdžios institucijos parengtose gairėse, ir tai yra įprasta praktika.

Kaip vidinio vertinimo rezultatus naudoja centrinio / aukščiausiojo lygmens arba regioninės valdžios institucijos

Centrinio / aukščiausiojo lygmens arba regioninės valdžios institucijos atliekant vidinį vertinimą nustatytus faktus naudoja apytikriai dviejuose trečdaliuose šalių. Nustatytieji faktai naudojami atliekant išorinį vertinimą, stebėsenai arba abejaip.

Vidinio vertinimo rezultatų panaudojimas išoriniam vertinimui

Vidinio vertinimo rezultatų peržiūra labai dažnai yra išorinio vertinimo proceso, kurį vykdo centrinio / aukščiausiojo, regionų ar rajonų lygmens įstaigos, dalis. Tačiau jų reikšmė išorinio vertinimo procese įvairiose šalyse skiriasi. Atliekant vidinį vertinimą nustatyti faktai paprastai panaudojami kaip informacijos šaltinis rengiant išorinį konkrečios mokyklos vertinimą. Kai kuriose šalyse išorės vertintojai šiuos faktus priskiria prie įrodymų, naudojamų vertinant atskirų mokyklų vykdomų vidinio vertinimo procesų kokybę ir veiksmingumą. Pavyzdžiui, Portugalijoje išorės vertintojai veikia pagal tokią atskaitos sistemą, kuri pagrįsta įsivertinimo poveikiu planavimo, organizacinei ir profesinei praktikai. Pagaliau kai kada atliekant vidinį vertinimą nustatyti faktai yra pagrindinis rodiklis apibrėžiant išorinio vertinimo aprėptį. Pavyzdžiui, Jungtinėje Karalystėje (Škotijoje) inspektoriai pasitelkia mokyklos įsivertinimo ataskaitą ir kokybės gerinimo planą, kuriuos mokyklos turi parengti kasmet kaip pagrindą išoriniam vertinimui. Sistemos veikimas labai priklauso nuo vidinio vertinimo. Mokyklos ataskaitose privalo nurodyti, kaip joms sekasi laikytis standartų ir užtikrinti kokybę visais savo darbo aspektais, o inspektoriai nagrinėja tik penkis pagrindinius mokyklos darbo aspektus, ir vidinis vertinimas yra vienas iš jų.

Dešimtyje švietimo sistemų (žr. 2.4 pav.) išorinį vertinimą atliekančios centrinio arba regionų lygmens įstaigos vidinio vertinimo rezultatus naudoja retai ir nesistemiškai. Lenkijoje mokyklos gali pačios spręsti, ar leisti išorės vertintojams pasinaudoti vidinio vertinimo rezultatais, ar ne. Tokia politika galbūt atspindimas siekis užtikrinti, kad mokyklos būtų pagrindiniai savo vidinio vertinimo procesų valdytojai. Belgijoje (flamandų bendruomenėje) vidinis vertinimas neprivalomas, čia mokyklos pačios sprendžia, kaip panaudoti nustatytus faktus. Inspekcija tikrina, ar mokykloje taikoma vidinio vertinimo procedūra arba sistema, tačiau vidinio vertinimo rezultatų nenaudoja. Belgijoje (prancūzakalbių bendruomenėje)

atliekant tiek vidinį, tiek išorinį vertinimą tikrinami saviti ir skirtingi mokyklų darbo aspektai. Inspektoriai vertina mokomuosius dalykus, o atliekant vidinį vertinimą tikrinamas mokyklos projekto įgyvendinimas ir veiklos ataskaita. Estijoje, Slovėnijoje ir Turkijoje atliekant išorinį vertinimą daugiausia dėmesio skiriama mokyklų atitikčiai teisės aktams tikrinti, o vidinio vertinimo tikslas labiau nukreiptas į kokybės gerinimą ir rezultatus. Airijoje, kadangi 2012 m. pabaigoje pradėtas taikyti sistemiškesnis įsivertinimo metodas dar galutinai neįsigalėjo, kol kas nereikalaujama, kad inspektoriai atlikdami išorinį vertinimą sistemiškai atsižvelgtų į vidinio vertinimo rezultatus. Prancūzijoje abiejų procesų (išorinio ir vidinio vertinimo) objektas vienodas, t. y. mokyklų ir už švietimą atsakingų valdžios institucijų sudarytų veikla pagrįstų sutarčių įgyvendinimas, ir šie procesai vyksta lygiagrečiai. Vidurinės mokyklos vidinį vertinimą atlieka tam, kad tas sutartis atitinkamai pakoreguotų. Inspektoriai mokyklų veiklos rezultatus vertina atsižvelgdami į tai, kaip įgyvendinami sutartyse nustatyti tikslai.

Vidinio vertinimo rezultatų panaudojimas stebėsenai

Dešimtyje švietimo sistemų (žr. 2.4 pav.) centrinio arba regionų lygmens valdžios institucijos vidinio vertinimo rezultatus naudoja stebėsenai. Jais gali būti grindžiami sprendimai dėl kvalifikacijos kėlimo programos temų pasirinkimo ir išteklių paskirstymo. Susipažinusios su nustatytais faktais už švietimą atsakingos valdžios institucijos taip pat galėtų skleisti gerąją patirtį. Pavyzdžiui, Turkijoje už švietimą atsakingos valdžios institucijos įvairiuose susitikimuose ir per darbinius vizitus dalijasi gerąja patirtimi, apie kurią sužino iš vidinio vertinimo ataskaitų. Tai, kaip nustatyti faktai yra pateikiami centrinio ar regionų lygmens valdžios institucijoms ir paskui naudojami stebėsenai, įvairiose šalyse skiriasi. Pavyzdžiui, Rumunijos ikiuniversitetinio ugdymo kokybės užtikrinimo agentūra vidinio mokyklų vertinimo ataskaitas naudoja rengdama kasmetę veiklos ataskaitą, taip pat reguliariai rengiamas švietimo sistemos kokybės ataskaitas. Islandijoje už švietimą atsakinga ministerija, prireikus, gali prašyti mokyklos pateikti informacijos apie vidinį vertinimą, tačiau ši informacija yra skelbiama mokyklų interneto svetainėse.

Stebėsenai vidinio vertinimo rezultatai naudojami rečiau nei išoriniam vertinimui. Remiantis vidinio vertinimo rezultatais susidaryti bendrą vaizdą apie švietimo sistemos kokybę veikiausiai yra paprasčiau, kai atitinkamos valdžios institucijos kontroliuoja palyginti nedaug mokyklų, atsižvelgiant į jų jurisdikcijai priklausančios geografinės vietovės dydį (Kipras, Latvija, Lietuva, Austrijos regionai ir Islandija). Tokia praktika taikoma ir tada, kai išorinis mokyklų vertinimas neatliekamas, ir, atitinkamai, vidinio vertinimo ataskaitos yra labai svarbus informacijos apie atskiras mokyklas šaltinis, pavyzdžiui, Graikijoje.

Kaip vidinio vertinimo rezultatus naudoja vietos valdžios institucijos

Atliekant vidinį vertinimą nustatytais faktais vietos valdžios institucijos naudojasi 19-oje švietimo sistemų. Visose šiose sistemose vietos valdžios institucijos atsako už mokyklų valdymą.

Vietos valdžios institucijos vidinio vertinimo rezultatus naudoja mokyklų valdymui ir (arba) jų vertinimui. Pavyzdžiui, Suomijoje, kur vietos valdžios institucijos kaip švietimo teikėjos yra teisiškai įpareigotos vertinti savo teikiamą švietimą, vietos ir mokyklų lygmens įsivertinimo rezultatai naudojami siekiant paremti švietimo plėtotę ir pagerinti mokymosi sąlygas. Jungtinėje Karalystėje (Velse) vietos valdžios institucijos į nustatytus faktus atsižvelgia siekdamos išsiaiškinti su plėtra susijusius poreikius, nustatyti atitinkamus plėtros tikslus, palaikyti struktūrinį dialogą su mokyklomis ir priimti pagrįstesnius sprendimus dėl išteklių paskirstymo. Portugalijoje savivaldybės remiasi vidinio vertinimo rezultatais, siekdamos priimti pagrįstesnius sprendimus dėl priemonių, kuriomis mokykloms padedama gerinti švietimo kokybę, paskirstymo.

Tik trijose šalyse (Danijoje, Švedijoje ir Norvegijoje) vietos valdžios institucijos vidinio vertinimo rezultatus naudoja rengdamos savo teikiamo švietimo ataskaitas. Danijoje vietos valdžios institucijos savo interneto svetainėse privalo skelbti kasmetes kokybės ataskaitas, kuriose aptariama savivaldybių mokyklų sistema, mokyklų akademinis lygis, vietos valdžios institucijų įgyvendinamos priemonės, skirtos akademiniam lygiui įvertinti, ir tolesni veiksmai, kurių vietos valdžios institucijos ketina imtis atsižvelgdamos į naujausią kokybės ataskaitą. Švedijoje mokyklas prižiūrinti įstaiga vidinio vertinimo rezultatus naudoja rengdama ataskaitas Nacionalinei vertinimo agentūrai. Norvegijoje nuo 2009 m. vietos lygmens mokyklų administracijos yra įpareigotos rengti metines mokymosi būklės savo mokyklose ataskaitas ir teikti jas vietos politikams kaip pagrindą diskusijoms apie švietimą ir mokyklų kokybės gerinimą. Be to, inspekcija savivaldybių parengtas būklės ataskaitas naudoja vertindama švietimo kokybę vietos lygmeniu (žr. nacionalinį aprašą).

TERMINŲ ŽODYNĖLIS

Valstybių kodai

ES / ES-28	Europos Sąjunga	**HU**	Vengrija
		MT	Malta
BE	Belgija	**NL**	Nyderlandai
BE fr	Belgijos prancūzakalbių bendruomenė	**AT**	Austrija
BE de	Belgijos vokiškai kalbančiųjų bendruomenė	**PL**	Lenkija
BE nl	Belgijos flamandų bendruomenė	**PT**	Portugalija
BG	Bulgarija	**RO**	Rumunija
CZ	Čekija	**SI**	Slovėnija
DK	Danija	**SK**	Slovakija
DE	Vokietija	**FI**	Suomija
EE	Estija	**SE**	Švedija
IE	Airija	**UK**	Jungtinė Karalystė
EL	Graikija	**UK-ENG**	Anglija
ES	Ispanija	**UK-WLS**	Velsas
FR	Prancūzija	**UK-NIR**	Šiaurės Airija
HR	Kroatija	**UK-SCT**	Škotija
IT	Italija		
CY	Kipras	**IS**	Islandija
LV	Latvija	**MK***	Buvusioji Jugoslavijos Respublika Makedonija
LT	Lietuva	**NO**	Norvegija
LU	Liuksemburgas	**TR**	Turkija

MK*: ISO 3166. Laikinas kodas, neturintis jokios įtakos šios šalies nomenklatūrai, dėl kurios bus galutinai sutarta pasibaigus šiuo metu vykstančioms Jungtinių Tautų globojamoms deryboms (http://www.iso.org/iso/country_codes/iso_3166_code_lists.htm).

Statistiniai kodai

:	Nėra duomenų	(–)	Netaikoma

Apibrėžtys

Atskirų mokytojų vertinimas. Atlikus mokytojų vertinimą parengiamas sprendimas dėl jų darbo ir žodžiu arba raštu pateikiama asmeninių pastabų, siekiant jiems patarti ir padėti tobulinti jų mokymo įgūdžius. Šis vertinimas gali būti atliekamas per mokyklos vertinimo procesą (tokiu atveju pastabos paprastai teikiamos žodžiu) arba atskirai (po šio vertinimo mokytojas gali būti oficialiai paaukštintas).

Centrinio / aukščiausiojo lygmens institucijos. Atitinkamoje šalyje už švietimą atsakinga aukščiausiojo lygmens institucija, paprastai veikianti nacionaliniu (valstybės) lygmeniu. Vis dėlto Belgijos kalbinių bendruomenių (pranc. *Communautés*), Vokietijos žemių (vok. *Länder*), Ispanijos autonominių regionų (isp. *Comunidades Autónomas*) ir Jungtinės Karalystės decentralizuotų administracijų valdžia atsako už visas arba beveik visas su švietimu susijusias sritis, todėl būtent ji yra laikoma aukščiausiojo lygmens valdžios institucija.

Konsultavimasis su mokyklos vadovais prieš rengiant galutinę vertinimo ataskaitą. Kai kuriose šalyse taikoma vertinimo procedūra, kurią vykdant rengiama vertintojų ir tam tikrų mokyklos bendruomenės narių diskusija apie vertinimo rezultatus. Ši diskusija rengiama prieš parengiant galutinę vertinimo ataskaitą, taip suteikiant mokykloms – ypač jų valdymo organams – galimybę reaguoti, ištaisyti faktines klaidas ar paaiškinti tam tikrus punktus.

Kriterijai. Vertinimo kriterijai yra grindžiami dviem dėmenimis – parametru (išmatuojamu numatomos vertinti srities aspektu) ir reikalingu standartu (lyginamuoju kriterijumi, pasiekimų lygiu ar norma), pagal kurį vertinamas parametras. Jie sudaro pagrindą (kiekybinį ir (arba) kokybinį) sprendimams priimti.

Išorės specialistai. Asmenys, tiesiogiai nedalyvaujantys vidinį vertinimą atliekančios mokyklos veikloje, tačiau įvairiai prisidedantys prie vertinimo proceso. Už informavimą atsakingi asmenys turi patirties švietimo arba vertinimo srityje ir gali būti labai įvairių sričių specialistai (akademinių klausimų ekspertai, dirbantys su mokyklų teikiamu švietimu susijusiose srityse, privatūs konsultantai, mokytojų instruktoriai, viešojo sektoriaus įstaigų ekspertai ir t. t.). Šioje ataskaitoje aptariami tik tie atvejai, kai už švietimą atsakingos valdžios institucijos teikia kokią nors paramą (finansinę ar kitokią) mokykloms, kad jos galėtų naudotis išorės specialistų paslaugomis.

Išorinis mokyklų vertinimas. Išorinį mokyklų vertinimą atlieka vertintojai, kurie paskui atsiskaito už švietimą atsakingai vietos, regionų ar centrinio / aukščiausiojo lygmens institucijai ir nėra tiesiogiai susiję su vertinamąja mokykla. Toks vertinimas apima daug mokyklos veiklos sričių, įskaitant mokymą ir mokymąsi ir (arba) visus mokyklos valdymo aspektus. Toks vertinimas, kurį atlieka profesionalus vertintojas ir per kurį vykdomos konkrečios užduotys (susijusios su apskaitos įrašais, sveikata, sauga, archyvais ir t. t.), nelaikomas išoriniu mokyklos vertinimu.

Įsivertinimas. Mokykloje atliekamas bet kokio pobūdžio vertinimas. Siekiant užtikrinti sąvokų aiškumą, „įsivertinimas“ (kai vertintojai priima sprendimus, susijusius su užduotimis, kurias atlieka jie patys) ir „vidinis vertinimas“ (kai sprendimus, neatsižvelgiant į duomenų rinkimo procesą, priima arba atskiri asmenys, arba asmenų grupė, ir tie asmenys yra vertinamos mokyklos darbuotojai arba moksleiviai) yra skirtingos sąvokos. Šioje ataskaitoje toks vertinimas, kurį atlieka pati mokykla, vadinamas vidiniu vertinimu.

Kokybės užtikrinimas. Plati sąvoka, apimanti politiką, procedūras ir praktiką, kuriomis siekiama užtikrinti, išlaikyti arba pagerinti kokybę konkrečiose srityse ir kurios grindžiamos vertinimo procesu. Sąvoka „vertinimas“ reiškia bendrą sistemiškos ir kritiškos konkretaus objekto analizės procesą, kuris apima susijusių duomenų rinkimą ir kuriam baigiantis priimamas sprendimas ir (arba) pateikiama

rekomendacijų dėl kokybės gerinimo. Vertinami gali būti įvairūs dalykai: švietimo įstaigos, mokyklų vadovai, mokytojai ir kiti pedagogai, programos, vietos valdžios institucijos arba visos švietimo sistemos veikimas.

Mokyklos suinteresuotieji subjektai. Visi tiesiogiai su konkrečios mokyklos darbu susiję asmenys (mokytojai, mokyklos vadovas, moksleiviai ir visi asmenys, kurie yra mokyklos organų nariai), taip pat asmenys, su mokykla susiję netiesiogiai. Pastarieji nėra konkrečios mokyklos darbuotojai ir jiems nėra atstovaujama kuriame nors iš mokyklos organų, tačiau jie laikomi mokyklos partneriais, nes turi su jos veikla susijusių interesų. Tai gali būti tėvai, vietos valdžios institucijų atstovai, taip pat vietos ekonominės bendruomenės atstovai ir t. t.

Mokyklų vertinimas. Vertinant mokyklas domimasi mokyklos darbuotojų veikla, nesiekiant atskiriems darbuotojams priskirti kokios nors atsakomybės. Atliekant tokio pobūdžio vertinimą siekiama stebėti arba pagerinti mokyklų kokybę ir (arba) mokymosi rezultatus, o nustatyti faktai pateikiami bendroje ataskaitoje, į kurią neįtraukiama su atskirų mokytojų vertinimu susijusi informacija. Mokyklų vertinimas gali būti vidinis arba išorinis.

Nacionaliniai testai. Kalbama apie nacionalinę standartizuotų testų žinybą ir centralizuotai rengiamus egzaminus moksleiviams. Sudarant šių testų turinį, juos administruojant ir vertinant, taip pat aiškinant ir panaudojant jų rezultatus, laikomasi centralizuotai nustatytų procedūrų. Šiuos testus standartizuoja už švietimą atsakingos centrinio / aukščiausiojo lygmens institucijos.

Parametras. Išmatuojamas vertinamos srities aspektas.

Standartas. Lyginamasis kriterijus, norma, taisyklė ar mokėjimo lygis, pagal kurį vertinamas išmatuojamas vertinamos srities aspektas.

Švietimo sistemos veikimo stebėsena nacionaliniu arba regionų lygmeniu. Informacijos rinkimo ir analizavimo procedūra, vykdoma siekiant patikrinti sistemos veikimą, atsižvelgiant į tikslus ir standartus, ir sudaryti sąlygas atlikti visus reikiamus pakeitimus. Naudojami labai įvairūs duomenys, pavyzdžiui, mokyklų įsivertinimo, išorinių patikrinimų ar kitų nacionalinių vertinimų rezultatai, specialiai parengti veiklos rodikliai arba tarptautinių vertinimų (įskaitant PIRLS, TIMSS, PISA ir t. t.) rezultatai. Kai kuriose šalyse remiamasi ekspertų arba specialiai paskirtos institucijos, pavyzdžiui, reformos įgyvendinimui stebėti įsteigtos tarybos, pateikiamais įrodymais.

Tolesni veiksmai atlikus vertinimą. Kai kuriose šalyse taikoma vertinimo procedūra, per kurią išorės vertintojai tikrina, kokią pažangą padarė mokyklos siekdamos per jų vertinimą nustatytų tikslų, arba aiškinasi, ar mokyklos vadovaujasi jų pateiktomis rekomendacijomis.

Vertinimas. Sistemiškos ir kritiškos analizės procesas, kuriam baigiantis priimami sprendimai ir (arba) pateikiama rekomendacijų dėl švietimo įstaigos kokybės gerinimo, konkretaus mokytojo ar vietos valdžios institucijų. Vertinimas gali būti vidinis arba išorinis.

Vertinimo tvarka. Vienas arba daugiau dokumentų, kuriais remdamiesi mokyklų vertintojai plėtoja vertinamus parametrus ir (arba) reikiamus standartus. Jie sudaro pagrindą (kiekybinį ir (arba) kokybinį) sprendimams priimti.

Vertintojas (-ai). Asmuo (asmenų grupė), kurio (-os) funkcija – atrinkti svarbius duomenis ir, jais remiantis, priimti vertinamąjį sprendimą.

Vidinis mokyklų vertinimas. Vertinimas, kurį atlieka tiesiogiai mokyklos veikloje dalyvaujantis asmuo arba asmenų grupės (pavyzdžiui, mokyklos vadovas, mokytojai arba administracijos darbuotojai, taip pat moksleiviai). Gali būti vertinama, kaip atliekamos mokymo ir (arba) valdymo funkcijos.

Vietos valdžios institucijų teikiamo švietimo vertinimas. Šį vertinimą gali atlikti centrinio / aukščiausiojo lygmens valdžios institucijos, inspekcija arba nacionalinė švietimo agentūra. Vietos valdžios institucijos vertinamos atsižvelgiant į tai, kaip joms sekasi administruoti mokyklas, esančias jų jurisdikcijai priklausančioje geografinėje vietovėje.

National profiles

These national profiles provide a concise overview of the key features of each country's approach to external and internal evaluation of schools. Each sheet is divided into four sections:

- The external evaluation of schools
- The internal evaluation of schools
- Other approaches used in quality assurance
- Reforms

Due to a great variation between countries in the ways external and internal evaluations are organised, the national profiles present differences in lengths and details. Where different education authorities share responsibilities for external school evaluation, the information is provided for all levels involved.

I. The external evaluation of schools

The external evaluation section is divided in six subsections:

1. Purpose of external evaluation and responsible bodies

This subsection identifies the body or bodies conducting or organising external evaluation of schools, and the main purposes of school evaluation. If different types of external evaluation exist (e.g. regular inspection, thematic evaluations, etc.), their different purposes are also explained.

2. Evaluators

The subsection provides information on the evaluators' qualifications and professional experience. Details of any specialist training in evaluation and its duration are mentioned. The information on the employment status of the evaluators is also included.

3. Evaluation framework

List of parameters and/or required standards are often used by evaluators to analyse the school performance and elaborate their judgments. The subsection indicates if these exist, if they are applied to all schools and in which circumstances, and which aspects are under scrutiny.

4. Procedures

This subsection describes the various procedures used by external evaluators for collecting information, reaching conclusions and reporting on the findings, including specific protocols followed to ensure the participation of school stakeholders, or the compiling of the final evaluation report. It also identifies the frequency with which external evaluations are conducted in each country.

5. Outcome of external evaluation

This part describes the kind of outcomes that follow the reporting of external evaluators: the issuing of recommendations for improvement; the actions that schools are compelled or advised to take following such recommendations (e.g. drafting a plan for improvement); where applicable, the disciplinary measures taken by the responsible authorities; and any additional resources or training (if provided) to schools as supporting measures.

6. Reporting of external evaluation findings

The subsection describes with whom and in what form the results of external evaluation are shared.

II. The internal evaluation of schools

The internal evaluation section is divided in four subsections:

1. Status and purpose

This subsection specifies whether there are central/top-level requirements or recommendations on the implementation of internal evaluation and explains its purposes (e.g. enhancing school quality, issuing a report for education authorities, feeding external evaluation, etc.). It also explains to what extent the foci of internal evaluation is imposed by education authorities or left to school's autonomy.

2. Parties involved

This part describes how participation in internal evaluation is regulated in each country, and if possible, what it the role of the various school stakeholders involved.

3. Evaluation tools and support

In many countries, evaluation tools and support measures are available to schools for internal evaluation. These can include external evaluation framework, indicators enabling schools to compare with other schools, external specialists, training in internal evaluation, financial support, online forums, guidelines and manuals specific to internal evaluation. This subsection provides an account of what is valid for each country.

4. Use made of internal evaluation results

Different players and bodies use internal evaluation findings and for different purposes. The subsection describes whether there are any central/top authority guidelines or recommendations on the way schools need to use the results of internal evaluation. Where relevant, this subsection also explains what use central/top education authorities and/or local government or educational providers/regional education authorities make of internal evaluation findings and whether these results have to be published and if yes, by whom.

III. Other approaches to quality assurance

This section provides an overview of which approaches to quality assurance other than the evaluation of schools are used in the specific country. These could be individual teacher evaluation or school head evaluation; evaluation of local authority educational provisions; monitoring of the performance of the education system at national or regional level; publication of school results in national tests; delivering aggregated student results obtained by schools in national tests to school staff, and other.

IV. Reforms

This section lists any forthcoming reform that will significantly alter information provided in any of the three previous sections. Only reforms that are already introduced in the political decision-making process are mentioned while general debates are excluded.

- **Further information on national education systems and related policies**

EURYPEDIA, the European Encyclopedia on National Education Systems provides up-to-date and comprehensive information by country and level of education.
http://eacea.ec.europa.eu/education/eurypedia

Belgium – French Community

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

Historically, the organisation of the school system has not involved the evaluation of 'schools'. Rather, inspectors have traditionally focused on the evaluation of teachers. However, since a 2007 Decree, they have been responsible for evaluating the 'level of studies' in schools. These external evaluations of schools are carried out by the General Inspectorate Service, which forms part of the General Administration of Education and Scientific Research within the Ministry of the French Community.

Under the Decree of 8 March 2007, inspectors are responsible for:

- evaluating and inspecting the 'level of studies', i.e. compliance with curricula set or approved by the government, whether learning materials and school equipment meet educational needs, and the consistency of educational practices, including evaluation practices;
- detecting any segregation mechanisms within schools and helping to eliminate such mechanisms;
- checking whether neutrality is observed, where this is required.

2. Evaluators

Inspectors are former teachers who must be full-time permanent employees (appointees), having taught for at least 10 years, or former head teachers. They must have the required educational qualifications. They are recruited based on a selection test followed by a two-year probationary period.

3. Evaluation framework

The only official framework for external evaluation is the Decree laying down the main tasks of inspectors and outlining the aspects of school activities which must be externally evaluated (see Section I.1).

4. Procedures

The external evaluation procedures are not precisely defined by the education authorities. Inspectors enjoy a wide degree of autonomy in their work. No minimum frequency for external school evaluation is officially set. Each year, the General Inspectorate Service selects the schools to be evaluated.

Under the 2007 Decree, the collection of evidence involves attending school lessons and activities, examining students' work and documents, reviewing the results achieved in external evaluations not leading to certification, questioning students, analysing quantitative data on failure, repetition or reorientation rates, and examining lesson preparations by teachers. Inspectors are free to decide on the length of their school visit.

This work is recorded in an evaluation report, which includes the schedule and objective(s) of the visits, procedures for collecting information, observations made, and opinion issued on the quality and effectiveness of the teaching delivered. School principals or, for private grant-aided schools, organising bodies can provide further written comments on the official report.

This report can cover the findings made in a class, in a school or in several schools.

5. Outcomes of external evaluation

The evaluation report is delivered to the head teacher. Since the 2007 reform, inspectors have evaluated the 'level of studies' in a school, which therefore means inspecting teams and not individuals. However, each teacher covered by the inspection receives individual feedback. Inspectors can also provide teachers and the school management with information and advice connected with the findings made during their work.

In the event of an adverse report or a report containing reservations, the inspector sets the date of a follow-up to see whether the school has made improvements based on the report. If not, the procedure then allows the inspector to send an information note to the educational support and advisory services so that they can become involved. These services are structures which were also created by the 2007 'Inspection Decree'. They consist of educational advisers who have independent status and specific training. Their work involves supporting and supervising educational teams and school managements in their efforts to improve the results of their educational activities. These services are required to advise teachers, educational teams and schools where inspectors have identified weaknesses or shortcomings. In theory, if the required improvements are not made by the school, a procedure can be followed to withhold subsidies from the school, but this has not yet happened.

6. Reporting of external evaluation findings

Evaluation reports are not made public.

By 5 July each year, each inspector provides his or her superiors with an assessment of his or her activities. This assessment includes a report on the implementation of curricula, on educational activities in schools and on the level of studies with reference to the observations made by the inspector and, if applicable, to data from the external evaluation of students.

At least every two years, the inspector-general/coordinator (head of the inspection services) produces a general report on the activities of the entire inspection service, which is delivered to the government.

Section II. Internal evaluation of schools

1. Status and purpose

There is no specific mechanism for the internal evaluation of schools, which is mostly left to their discretion.

However, there are two mechanisms that may contribute to this evaluation:

- since the 1997 Decree defining the priority missions of education, the school council (*conseil de participation*) of each school has been responsible for monitoring the school plan, evaluating its implementation, and monitoring the school's activity report;
- head teachers are provided with an annual scoreboard containing a series of administrative and statistical data characterising the school and its operation. This set of indicators has been available to primary schools since 2011 and to secondary schools since 2012.

2. Participation of players

The school council of each school, which is responsible for evaluating the implementation of the school plan (see Section II.1), includes members of the school (management, staff representatives), parents, student representatives and external representatives.

3. Evaluation tools and support

The education authorities provide various tools, indicators and methods to schools, which then decide on an internal evaluation approach.

These tools include the scoreboard, which provides data on staff (length of service, etc.) and the progress of students (repetition rate, failure rate, flow of students, proportion of new arrivals, etc.). The scoreboard also includes the average scores achieved by schools across the French Community.

More generally, the results of external evaluations of students can provide certain information. The results of each school's external evaluation cannot be made public, but schools can compare their own results with the overall results for the French Community. They

can use analysis tools such as the *Résultats et commentaires et les Pistes didactiques (Results and comments and Teaching methods) published by the Guidance Service of the Ministry of the French Community, which include the results for the entire system.*

In some cases, schools can call on educational advisers to support their internal evaluation processes or devote an internal training day to this type of issue. However, this is left to the discretion of schools.

4. Use made of results of internal evaluation

As internal evaluations are left to the discretion of schools, there are no systematic measures in this respect.

Section III. Other approaches to quality assurance

As part of the inspections, which, since the 2007 reform, have evaluated the 'level of studies' in a school and inspected teams, each teacher covered receives feedback. Inspectors can also always inspect teachers individually, but only at the request of the head teacher or education authority.

Head teachers are evaluated by their education authority during their probationary period, before being permanently appointed.

The education system as a whole is evaluated through various mechanisms (external evaluations of students, summary of inspection reports, results of international evaluations, etc.), which is the responsibility of the Ministry of the French Community. The top-level authority publishes the overall results of external evaluations in the French Community and each school has access to its own results. Individual schools' results cannot be made public.

Section IV. Reforms

No planned reforms.

Belgium – German-speaking Community

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

External evaluation has been compulsory since January 2009. It is carried out by a department for external evaluation established within the only higher education institution in the German-speaking Community. This department falls under the responsibility of the Minister of Education.

The German-speaking Community sees evaluation as an important tool for quality assurance and ensuring the improvement of schools and teaching. The purposes of external school evaluation are to:

- encourage school improvement and teaching development;
- establish comparability based on quality standards;
- facilitate accountability among independent schools;
- provide an evidence base for monitoring the education system in the German-speaking Community of Belgium.

2. Evaluators

The three people currently involved in carrying out external evaluation of schools are full-time employees of the higher education institution department which carries out the external evaluation. Evaluators must have a teaching qualification for one of the levels of education being evaluated (primary, lower or upper secondary education). When a school is being evaluated, at least one of the evaluators must be qualified for the level of education provided by the school. Evaluators must have at least ten years' teaching experience.

The persons responsible for the external evaluation must not have any involvement in the school development council (a department of the ministry of education) or the school

inspection services which both have a role in supporting schools implement improvements following external evaluation (see point 5 below). There is thus a clear separation of functions between external evaluation and school improvement support services.

Candidates for external evaluator roles must undertake intensive training provided by Ministry of Education and Training of North Rhine-Westphalia. This several months' training addresses various aspects of the evaluation process, including the evaluation framework (parameters and standards); evaluation techniques; principles of communication; conflict management and team work; as well as methods for producing evaluation reports. This close cooperation with North Rhine-Westphalia in Germany and – additionally – the Flemish Community of Belgium, results in regular refresher training for the external evaluators.

3. Evaluation framework

The guiding framework for school quality ([1]), published in 2009, is the first document published by the German-speaking Community of Belgium which systematically describes a set of core characteristics and standards for good schools.

The framework identifies six quality areas:

1. School results
2. Learning and teaching
3. School culture
4. Leadership and school management
5. Teacher professionalism
6. Objectives and strategies of quality development

These six areas are further subdivided into 28 quality aspects. These quality aspects are associated with 149 standards of quality, including 42 focusing on classroom observation.

The external evaluators use the quality standards to give the school a score between one and four, for each of the six quality areas of the evaluation framework. The four levels are described as 'exemplary', 'more strengths than weaknesses', 'more weaknesses than strengths', and 'greatly in need of improvement'.

4. Procedures

External evaluation is carried out at all schools in a five-year cycle.

The school management and the school 'organising body' receive three months notification of the planned external evaluation (excluding school holidays). The evaluation team decides the length of the school visit and the procedures to be included taking into account: the number of students, the size of school and whether there is a German- and French-speaking department.

Each external evaluation is based on a standardised method and uses standardised instruments, which include:

- a preliminary analysis of various documents (school policy documents in educational and organisational areas, student performance data, self-evaluation documents, school prospectus, factual data on staff, information on resources and buildings);
- a school visit, concerning the infrastructure (building and schoolyard) to which the school 'organising body' is invited by the school head;
- observations of lessons of at least 50 % of teachers (except classes in philosophical subjects and ethics);
- individual and group interviews addressing the various topics included in the guiding framework for school quality (see point 3). The interviews are generally conducted with the school management and the pedagogical council ([2]) and/or school representatives. Interviews with school staff, the pupil council and/or pupil representatives, parents (depending on their availability and the school's 'organising body') are also be carried out;

([1]) http://www.ahs-dg.be/PortalData/13/Resources/20131009_Der_Orientierungsrahmen_Schulqualitaet.pdf

([2]) The Pedagogical Council is composed of the school head, representatives of the school 'organising body', as well as at least five members of staff including teaching, education assistance, paramedical and social psychology staff.

- a parent questionnaire covering: children's life at school, teaching in the school, information provided about teaching and learning, parental involvement and satisfaction levels;
- initial verbal feedback followed by written feedback.

About five weeks after the school visit, the school head and the school 'organising body' receive a draft of the evaluation report. The school management is obliged to inform the teaching staff about this draft and, together with staff, follow the 'feedback protocol to the draft report'. A response must be sent to the evaluation team at least one week before the feedback conference.

During the feedback conference, the draft report is discussed by the evaluation team with the school management, the pedagogical council or a representative of the teaching staff, the school 'organising body' and possibly the school development council (see Section II).

The evaluation team may consider the comments of the school in the evaluation report.

The evaluation report is sent to the school and the school 'organising body' about one week after the conference. The school has the opportunity to formulate a written reply within five working days of the receipt of the evaluation report.

5. Outcomes of external evaluation

After the external evaluation, the school analyses the evaluation report and other available data (average results for the German-speaking Community in standardised tests such as DELF (French language proficiency tests), PISA, etc., as well as performance studies and internal evaluation results). The school then develops its own goals and measures for quality assurance and school improvement.

The school decides whether to ask for support in this process and who to approach, for example, the school development council in the pedagogical department of the ministry of education, subject councils of the higher education institution or external experts (see Section II).

The school head is responsible for this school process and, using a standard form, must inform the school inspection service within four months of receipt of the evaluation report of the school's new goals for quality assurance and development.

After setting its goals, the school carries out its planned improvement measures.

In cooperation with the school, the school inspection service normally monitors a school's progress towards the goals it has set for quality assurance and improvement, and checks are carried out at least every two years. However, in cases of serious deficiencies, the evaluation team may decide that a re-evaluation is necessary. This re-evaluation takes place 16 months after the receipt of the evaluation report and refers only to the quality assurance goals set by the school in response to the report.

6. Reporting of external evaluation findings

The evaluation team sends the school evaluation report and any observations to the Minister of Education, training and employment. Within 20 working days of receipt, the school head provides the evaluation report to all groups involved in the external evaluation (teachers, school 'organising body', etc.) and the Department of Education in the Ministry for Information.

Section II. Internal evaluation of schools

1. Status and purpose

As a result of Article 20 of the Foundation Decree of 31 August 1998, schools are obliged to base school improvement work on their school plan which provides a systematic basis for the changes to be made. The school plan defines the school's vision and strengths, development objectives, achievement targets and evaluation processes. Schools need to check whether and to what degree its structures, methods and results are consistent with the objectives stated in the school plan. Schools must undertake internal evaluation in relation to the school plan every three years, but they can decide the scope of this process. Indeed, the internal evaluation must not be a systematic

evaluation of all areas but should refer to particular subjects, as determined by the pedagogical council or school 'organising body'.

2. Parties involved

The pedagogical council is responsible for organising the internal evaluation related to the school plan; the views of parents and student representatives should be sought. In addition, the school is free to decide whether to seek support in this process (see point 3).

3. Evaluation tools and support

Schools are free to choose appropriate tools and support for internal evaluation.

Schools can use the guiding framework for school quality used in external evaluation as it contains various criteria relating to internal evaluation.

Schools may choose to be supported by specialists from the school development council, subject councils at the higher education institution, or external experts. The school development council and subject councils at the higher education institution provide their services to schools free of charge. The school development council usually provides support for setting targets and developing measures for quality assurance and improvement, as well as for implementing changes. If schools want the support of external experts, they must pay for it.

Schools do not receive their aggregated results in student standardised tests, except the ones from VERA (German language proficiency tests) (see Section III).

4. Use made of internal evaluation results

The school uses the results of the internal evaluation related to its school plan to set objectives and to implement changes. Furthermore, the results of internal evaluation and the schools' derived measures are used in the external evaluation process.

The results of internal evaluation are not required to be published, but the school makes them available to their 'organising body' for information.

Section III. Other approaches to quality assurance

Teaching staff members are regularly evaluated by the school head; however, the frequency varies according to their status (permanent, temporary, etc.). School inspection may play a role in the assessment of some temporary staff members, as well as in the assessment of a permanent member of the teaching staff at the written request of the school head and/or the school 'organising body'.

The school inspection process also examines schools' complaints procedures and ensures that the principle of compulsory schooling is adhered to.

The performance of the education system in the German-speaking Community is evaluated by analysing the results of a range of surveys and tests (e.g. PISA, VERA-German, mathematics, IGLU-German reading, DELF-French skills, SurveyLang). Some analysis is provided by the organisations themselves (e.g. DELF, SurveyLang) and others by the only HEI in the German-speaking Community of Belgium (e.g. PISA, VERA, IGU). The general results of the German-speaking Community are published on the website of the Ministry of Education and presented at a press conference. Schools are provided with their own results only from the VERA survey and can only compare them with the general results for the German-speaking Community.

To assure quality assurance and school improvement, the German-speaking Community of Belgium has also set up councils for school subjects. These councils aim to improve schools and the quality of teaching by responding to specific questions from schools, groups of teachers or individuals, offering targeted support for schools and providing training days.

Section IV. Reforms

According to the Decree on School Inspection and school development council (25 June 2012), at the request of the school authority, school heads may be evaluated by the inspectors together with the school authorities. This reform is scheduled but not yet implemented.

Belgium – Flemish Community

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

External evaluation of schools in the Flemish Community of Belgium is carried out by the Inspectorate, an independent body under direct jurisdiction of the Minister of Education and Training of the Flemish Government. The inspectorate is connected with the Agency for Quality in Education and Training, which is part of the Ministry of Education and Training. The Inspectorate's role is to monitor educational quality and act as a lever for improvement of educational quality.

Under the Decree on the Quality of Education, the role of the Inspectorate is to:

- provide advice on which institutions should be given government recognition;
- conduct inspections of institutions;
- carry out any other duty as decreed by the Flemish Government.

Every school must be inspected by the Inspectorate in order to be recognised by the Flemish government. The Inspectorate formally has an advisory role – its recommendations must be confirmed by the Flemish Government in order to become valid and operational.

2. Evaluators

The inspectors are educational staff employed by the Inspectorate under a specific statute. Under the 2009 Decree on Quality of Education, inspectors should have eight years' relevant professional experience within a school, as a teacher, principal or member of middle management. People with other relevant experience in education, quality assurance and evaluation may also apply.

The Inspectorate has developed sets of qualification requirements for prospective candidates. These focus on outputs (auditing, reporting, communication skills, etc.), competences (expertise in a specific educational level or subject) and behaviours. Usually, the generic competences such as computer literacy are tested by an external agency; the specific competences are assessed by a panel of internal and external experts.

Starting inspectors have to complete a one year trial period, which is round of with an evaluation carried out by the coordinating inspector. During the trial period, starting inspectors are supported by a mentor and receive around 30 days of training focused on the core stages of an inspection and differentiated according to the level of education they will inspect as well as tailored according to their personal development plan.

3. Evaluation framework

The Inspectorate inspects whether the school respects the relevant regulations and whether it systematically monitors its quality. If the school does not respect the conditions for recognition (minimum goals, safety and hygiene, etc.), a restricted positive or even a negative recommendation (multiple, severe and structural deficiencies) can be given. In the event of a 'negative' recommendation, the Inspectorate judges explicitly whether the school is capable of independently setting up a policy to address its shortcomings (the so-called 'policy-making capacities of schools').

The **CIPO-framework**, embodied in legislation under the 2009 Decree on Quality of Education, is used as a general conceptual framework for inspection. 'Output' is the key component in the CIPO-Framework (**context, input, process and output**). The **context, input and process** are the underlying components that indicate how the **outputs** are achieved. With the CIPO-framework, the Inspectorate assesses the extent to which the school manages to develop efficient processes and monitor them, taking into account the school-specific context and input variables in order to improve **output**. The main indicators used include: 'student performance', 'satisfaction/wellbeing of stakeholders', 'school career' (student progress and effective enrolment) and 'outcomes' (destination of students i.e. further/higher education or the job market).

The **context** includes 'identification', 'location', 'history' and 'regulatory framework'. **Input** covers staff and student characteristics, while the **'process'** component is more detailed and is divided into four main categories:

- 'General', with indicators on 'leadership', 'development of school vision', 'decision-making processes and procedures' and 'quality assurance';
- 'Personnel', with indicators on 'staff management' and 'professional development';
- 'Logistics', with 'infrastructure and equipment' and 'well-being' (safety and physical and mental health of staff, students and others);
- 'Educational policy' with 'curriculum' (study areas and school organisation); 'coaching and counselling' (relationships with other partners, study-related student guidance, career guidance and socio-emotional student counselling); and 'evaluation' (containing both evaluation practices and reporting practices).

The **CIPO-framework** is used to assess whether a school abides by regulations and attains the minimum goals. The **output** delivered by a school, i.e. whether it has attained the minimum goals prescribed, determines the classification given to a school (or to an element of its provision). The classification system includes: 'positive', 'positive with some reservations', or 'negative'.

The framework has been translated by the Inspectorate into a set of items for every educational level, which are examined in order to determine whether the school has achieved the minimum goals. So, for example, in secondary education, the team will always take into account whether the curriculum is comprehensive, balanced and appropriate for the attainment of the minimum goals (knowledge, insights, skills and attitudes); that the equipment is adequate and effectively used; the evaluation complete, balanced and appropriate; and whether the preventive and remedial support for students (in terms of differentiation, language policy, etc.) is effective.

Apart from the attainment of the minimum goals, the inspection team also looks at a basic set of conditions that must be met for official recognition to be granted, such as health and safety requirements and a contract with a pupil guidance centre. It also looks at adherence to other regulations which impact on the quality of education, such as equal educational opportunities and pupil assessment.

To assess schools' internal quality assurance, the Inspectorate has developed a cyclical model ([3]). The model was based on a literature study of different quality care systems and has four stages.

- PLAN: focus on targets and goals, requiring vision but also providing a framework for accountability;
- DO: provide the support needed to overcome structural and cultural barriers to meet the targets set;
- CHECK: ensure that there is appropriate self-reflection and self-evaluation to assess progress towards goals. Evaluation methods must be accurate and the school needs to be open to review by external evaluators;
- ACT and ADAPT: this is the development stage, where responsiveness to lessons learnt is essential.

4. Procedures

The Inspectorate audits all schools at least every 10 years, as stipulated in the 2009 Decree on Quality of Education. The audits follow a three-weekly model: the preliminary investigation (first week), the actual inspection visit (second week), and the drafting of the report (third week).

The preliminary investigation consists of a study of the available data and a short preliminary school visit. The inspection team analyses the school profile provided by the Data Warehouse, which includes data on qualifications, outcomes, school careers, socio-economic backgrounds of pupils and reference values. Inspectors also analyse the previous inspection reports and the short questionnaire filled in by the school (Y/N

([3]) www.onderwijsinspectie.be

questions). Before the inspection, every school may invite its pupils to fill in a survey on wellbeing. The results are fed back to the school and are used by the inspection team. During the preliminary visit, interviews with the principal and middle management are conducted, documentation is examined and a short tour is made of the school. All this provides an image of the school's strengths and weaknesses, which allows to focus on the inspection work.

During both the preliminary investigation and the actual inspection visit, documents such as pupils' examination results, decisions of the class board (deliberations and motivation), planning documents, student files, pedagogical project, etc. are provided by the school.

The actual inspection visit gives the team the chance to carry out a more in-depth investigation of the identified strengths and weaknesses. The method is again triangular (classroom observations, document analysis and interviews). It takes three to six days depending on the size of the school and ends with a debriefing during which the head of school and (usually) some representatives of the school team are informed about the findings.

Within 30 days of the debriefing, the school receives a draft version of the report. This draft report is verified by the school head and occasionally by some representatives of the school team. Within the next 60 days, the school receives the final version of the report and then has 30 days to submit its comments, which will be added in an addendum.

The Inspectorate investigates whether the school abides by the relevant regulations and whether it systematically monitors quality. If the school does not respect the basic conditions for recognition (minimum goals, health and safety, etc.) a 'positive with reservations' or even a 'negative' classification can be given depending on whether there are multiple, serious or structural deficiencies.

In the case of a 'positive with reservations' classification a follow-up inspection is arranged within three years. The same applies to a 'negative' classification, but in this case, additional requirements also apply with respect to the composition of the inspection team (e.g. the Flemish Government may decide that an external head of team must be appointed).

5. Outcomes of external evaluation

Every report contains a section describing the school's strengths, areas for improvement, and in the case of a 'positive with reservations' or a 'negative' classification, any shortcomings to be remedied.

Where a school is awarded a 'positive with reservations' classification, it can decide for itself how to remedy its shortcomings.

In the case of a 'negative' classification the inspectorate decides – based upon the school's capacity to remedy their shortcomings – whether cooperation with external guidance services is required. This is normally the case, and the school advisory services (funded by the government) usually provide assistance.

The school can opt to develop an improvement plan in order to prevent closure. The inspectorate then advises the Minister whether to approve the school's improvement plan. This improvement plan must incorporate the necessary measures to secure progress in terms of: goals, actions, participants, means, timescales, instruments and progress milestones. The improvement plan must be shared with school staff within 30 days.

If, during the follow-up visit, the inspection team judges that the shortcomings which led to the negative classification have not been dealt with, the team will advise the Minister to close the school (or the part that is failing). In practice however, this procedure is very rarely carried out.

6. Reporting of external evaluation findings

Since 2009 all inspection reports on individual schools have been made available on the public website ([4]). The reports start with a summary for the wider public in accessible language. Earlier reports can be consulted on request.

After receiving the final version of the report, the school has 30 days to discuss it at a staff

([4]) www.doorlichtingsverslagen.be

meeting and to inform pupils and parents about their opportunity to consult the report**.**

The Inspectorate's annual report contains information on school inspections and on the additional evaluations at system level that have taken place in the previous year. This report is addressed to the Flemish Government (one of the tasks of the Inspectorate) and is available to the general public on the Inspectorate's website.

Section II. Internal evaluation of schools

1. Status and purpose

Schools are the primary bodies responsible for the quality of the education they provide. The 2009 Decree on the Quality of Education stipulates that each school has a responsibility to provide good quality education and to monitor its quality. Schools are free to decide how to shape their internal quality system and how to demonstrate the quality of their provision.

There is no general obligation for schools to perform self-evaluation nor does the Ministry of Education and Training specify any areas to be evaluated. However, inspections check whether or not schools can demonstrate what steps they have taken to establish a comprehensive system of quality assurance, which implies that some form of self-evaluation is inevitable. The pedagogical/school advisory services, attached to the different educational networks, have a statutory duty to support educational institutions in their efforts to promote the quality of education.

Schools that receive funds within the framework of the Equal Educational Opportunities Policy (GOK, 'Gelijke Onderwijskansenbeleid' ([5])) were previously obliged to carry out self-evaluation in order to draw up plans for the effective use of the extra resources.

Survey: In 2011, Flanders participated in the 'OESO Review on evaluation and assessment frameworks for improving school outcomes'. This resulted in several recommendations for improving internal (and external) evaluation. The main conclusions concerning internal evaluation were that schools vary widely in their policy-making capacity, which included their ability to work with evaluation information and plan strategically for improvement. While schools generally have some form of quality monitoring, its rigour and impact on practice is highly variable.

2. Parties involved

Where a school drafts a plan to improve its quality after having received a negative classification in a final attempt to keep its recognition (see Section I.5), all key stakeholders mentioned in the Participation Decree of 2004 must be consulted.

Since 2004, secondary schools have been required to have a student council. Each secondary school has its own mechanism in place to collect student feedback. The Student Organisation of Flanders (VSK) has developed a resource 'Shsh! teacher's learning – 25 ways to discover how students experience your lessons ([6])' to encourage further input from students on school self-evaluation.

3. Evaluation tools and support

Schools have different tools and tests that help them obtain an informed view of the quality of their processes and outcomes.

The Ministry of Education and Training runs a 'Data Warehouse' system containing school-specific information on total student numbers and the numbers from a deprived background, student retention figures and school staff turnover. Since the current school year (2013/14), data bundles have been provided to schools, in order to increase their policy-making capacity. This bundle contains data provided by the school itself which has subsequently been enriched by data on the municipality, the school community, educational zone and Flemish education in general. A report is drafted for each school individually, which provides statistical data on six broad themes (number of pupils; pupil characteristics; number of staff; certification and evidence of courses studied; pupil retention and progress; and the number of pupils entering and leaving school). It also

([5]) http://www.ond.vlaanderen.be/gok/

([6]) http://www.scholierenkoepel.be/DeLeerkrachtLeert

allows the school to compare its performance with that of other schools.

Institutions, such as the school advisory services, support schools in strengthening their policy-making capacity and, as a consequence, their internal evaluation process. The school advisory services, in collaboration with the Flemish authorities, have developed an instrument for self-evaluation, which can be used by schools to assess their own policy-making capacity. In addition, the Flemish Government organises and subsidises further training for teachers and school leaders and provides schools with valuable policy information e.g. on computer literacy.

In order to evaluate, safeguard and improve the quality of Flemish education, the Flemish Government organises sample-based tests within the framework of the National Assessment Programme (NAP). These tests collect information on pupil performance in relation to attainment targets. Participating schools in the NAP receive a school feedback report, which enables a school to evaluate its students' performance in comparison with benchmark school.

Parallel versions of the tests used in the NAP have been developed as a means for schools to gain information on their student performance outcomes in relation to attainment targets. They enable schools to assess whether they have succeeded in achieving their attainment targets and to compare their outcomes with the average and with benchmark Flemish schools. Participating schools will receive a feedback report.

The performance of the education system at regional level takes place through tests within the framework of the NAP. In addition, each school is mapped against similar schools (comparable in terms of type of education, geographical location, pupil characteristics, etc.) in a reference profile. This is a report which allows schools to compare themselves with schools within the reference group on each individual indicator. The reference profile allows schools with similar characteristics to benchmark their results.

A website created by the Ministry of Education and Training called 'Tests for Schools' ([7]) provides three kinds of tests that support schools in their internal quality assurance processes. These include nationally developed or supported tests, tests developed by umbrella organisations and the NAP tests and their parallel versions, as described above.

To conclude, the external evaluation reports drafted by the inspectorate (see Section I) may also act as a catalyst for further reflection on internal quality assurance in schools.

4. Use made of internal evaluation results

There is no policy at government level which stipulates how the findings of internal evaluations are to be used by the various participants. This decision is left to schools. Consequently, it is up to the schools themselves whether they release the results of their internal evaluation.

Section III. Other approaches to quality assurance

In Flanders, both individual teachers and school heads are evaluated on the basis of an individualised job description. A member of staff with an individualised job description is evaluated at least once every four school years, by a senior colleague, who, in practice, is often the school head.

School heads and managers of independent boarding schools are evaluated directly by their governing board (for Community Education schools) or their school board (for schools in subsidised education).

Individual school results in external tests are not published in the Flemish Community.

Section IV. Reforms

No planned reforms.

([7]) http://www.ond.vlaanderen.be/toetsenvoorscholen/

Bulgaria

Section I. External evaluation of schools

There is no external evaluation of schools.

Section II. Internal evaluation of schools

There are no central or local regulations or recommendations on internal evaluation of schools providing primary and secondary general education.

Section III. Other approaches to quality assurance

Following request or complaints, inspectors of the regional inspectorates of Education may monitor the compliance with regulations of various aspects of the school's functioning. Such aspects could include the organisation of the educational and qualification process, the school documentation, the management and administration activities performed by the school head, the financial activities, the school audit of the budget, school material equipment, etc. At the end of the inspection, the evaluators may issue instructions to the school head on the measures to tackle the lack of compliancy with regulations. Inspectors also report to the Ministry of Education and Science which might take further policy measures to prevent non-compliancy with regulations.

The school pedagogical council may decide to include individual teacher performance or the results of external student assessment among the qualifying conditions for additional teacher remuneration.

School results in the national tests taken by students in the 4th, 7th and 12th year of schooling are made public by the Ministry of Education and Science. The Centre for Monitoring and Evaluating the Quality of Education established by the Ministry analyses students' standardised test results at national level.

Section IV. Reforms

Project BG051PO001-3.2.05 'Improvement of the System of Education Inspection' has been in operation since 2012. The project was carried out with the financial support of the 'Human Resources Development Operational Programme 2007-2013', and was co-financed by the European Union (EU) through the European Social Fund (ESF). The broad aims of the project were to improve management effectiveness and to raise the quality of education through the introduction of an improved model of education inspection, and to prepare a proposal for how the national inspection body might be improved. The specific objectives were to:

- synchronise inspection standards with educational standards, curricula and syllabuses at all levels of education;
- ensure that education evaluation is objective, that national educational standards are properly implemented and that the education process and education institutions are effective;
- establish an environment in schools that is conducive to the planning and implementation of the changes needed to improve student learning;
- suggest improvements for the organisation and management of the national inspection body;
- embed the evaluation system at school level;
- introduce a system of regular evaluation of directors' and teachers' work in order to improve the learning environment.

The project ended in April 2014. The new school evaluation model still needs to be integrated into the national education system by the adoption of new legislation or by reforming the existing legal basis of education and training. Following this project, the Ministry of Education and Science proposed relevant changes in the law for pre-primary and school education which incorporates a mainstream inspection system and could be adopted in 2015.

Czech Republic

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

External evaluation of schools is carried out by the Czech School Inspectorate ([8]). Established by law in 1991, the Czech School Inspectorate is a government administrative authority with a national remit. The Central School Inspector is appointed by the Minister of Education, Youth and Sports. The rules for external evaluation of schools are laid down in the Education Act. The main purpose of evaluation is to monitor quality. Both regular inspections and the thematic evaluations are carried out. While the result of the regular inspection is an inspection report on an individual school, the thematic evaluation summarises data collected from selected schools. The thematic evaluation deals with topics decided either by the Czech School Inspectorate or by the Ministry of Education such as bullying, healthcare protection, etc.

The Czech School Inspectorate:

- collects and analyses information on: the education of children, pupils and students; the activities of schools and school facilities registered in the School Register; and evaluates the effectiveness of the education system;
- checks and assesses the conditions, processes and outcomes of education according to the respective school educational programmes;
- checks and assesses the content of the school educational programme and its compliance with legislation and the framework educational programme;
- checks that the provision of education and school services meets legal requirements;
- executes public administrative control over the use of state funds.

2. Evaluators

Inspection activities in schools are carried out by school inspectors, controllers/auditors (employees of the Czech School Inspectorate), and by other 'invited persons'. School inspectors must have a university degree and at least five years' teaching experience or pedagogical and psychological experience (preferably in managerial positions). Their role is to evaluate educational and management tasks. The invited persons are external experts who are able to provide expert opinions on a specific subject or problem. For this reason, there are no set qualification requirements for invited persons. Controllers/auditors must have a university degree and at least five years' professional experience, or secondary education confirmed by a school-leaving examination and 20 years of professional experience. They evaluate operations related to accounting and finances.

3. Evaluation framework

The assessment follows the Criteria for Evaluation of Conditions, Course and Results of Education ([9]) set by the Czech School Inspectorate and approved by the Ministry of Education. The same criteria apply to all schools. The school inspectors determine, on the basis of their own experience, what they expect from a school for each indicator on the list.

The criteria cover the following topics: equal access to education, the school educational programme, school management, human resources and working condition of personnel, equipment, finances, organisation of education, support for pupils' individual development, partnerships, support for the development of functional literacy, evaluation of individual pupils' and group results, evaluation of the school's overall results. These 12 main topics are further subdivided into 78 indicators.

4. Procedures

The Czech School Inspectorate bases its inspection activities around the main objectives set for a given school year, which are approved by the Minister of Education, Youth and Sports.

([8]) http://www.csicr.cz

([9]) http://www.csicr.cz/cz/DOKUMENTY/Kriteria-hodnoceni

School inspection visits currently take place every three years. These include visits to schools at the time of school-leaving examinations, thematic evaluations, and visits to investigate complaints. Once every four years, a full inspection must be carried out. If shortcomings are identified during this inspection, a follow-up inspection is carried out after a shorter period. In addition, inspection activities are carried out in response to initiatives, complaints and petitions. The inspection process has three essential phases.

During the preliminary phase, the inspectors work with secondary source data – public resources, the school educational programme, the three previous annual reports, the previous inspection report, and a range of school documents (i.e. school websites, newspaper articles, complaints relating to the school, results of the testing of pupils). They also verify whether the school educational programme corresponds to the national framework educational programme.

At the inspection visit, the secondary data acquired during the preliminary phase is verified and school records and documents are examined, namely the plan on continuous professional development, the School Code and the registry of pupils and students. Classroom observations take place and teaching conditions, content and results of a specific subject are monitored. An inspection of premises is made and meetings of the educational council and subject committees are held. Inspectors interview the school head during the inspection visit regarding the conditions in school, education processes and results. Similarly, interviews relating to teaching matters are held with school staff. If necessary, pupils and parents fill in questionnaires to gather information about how satisfied they are with the working of the school. The average duration of the inspection visit is two to three days. In this phase the outcomes of the inspection are discussed.

The reporting phase begins with the submission of the inspection report to the school head. The school head may submit comments on the inspection report within 14 days of receipt.

The school head and the school organising body (usually the local authority, but the regional authority in the case of a multi-year secondary school) are responsible for addressing any failings revealed by the school inspection.

5. Outcomes of external evaluation

The inspection report contains recommendations for improving the quality of education. Nevertheless, it is the school's decision whether or not to follow these recommendations. The report specifies what failings have been identified and the deadlines for remedying them. A follow-up inspection to check that they have been dealt with may be conducted but, in practice, only schools with a significant number of failings are re-inspected.

Where measures have not been taken or completed by the deadline set within the administrative procedure, the Czech School Inspectorate can fine the person responsible. If a school has failed to act, or gross deficiencies are identified in schools or school facilities, an administrative procedure is launched, which may result in the Central School Inspector submitting a proposal to the Ministry of Education, Youth and Sports for the removal of the school from the School Register. The Czech School Inspectorate can also submit a proposal to the organising body of the school for dismissal of the school head.

6. Reporting of external evaluation findings

The outcome of an inspection is a report which includes: the identification and assessment of conditions in schools; the education processes in place and outcomes achieved in accordance with the school educational programme; the identification and assessment of the content of the school educational programme and its degree of compliance with legislation and the framework educational programme. The inspection report is a public document. The school head as an authority receives the inspection report in the first instance and has a right to make comments on the report. Subsequently, the report is sent to the organising body and the School Council. It is available on the Internet and in print at the

school, and copies are held by the school organising body and the relevant regional Inspectorate. The Czech School Inspectorate central office uses information from the inspection reports from individual schools to compile the Czech School Inspectorate Annual Report and thematic reports.

Section II. Internal evaluation of schools

1. Status and purpose

Although the internal evaluation of schools is the basis for schools' compulsory annual reports, there are no rules, criteria or terms for internal evaluation established in law. No national surveys or sources of information on the actual implementation of internal evaluation are available.

2. Parties involved

Schools have full power to decide who participates in an internal evaluation. No national surveys or sources of information on the parties involved in internal evaluation are available.

3. Evaluation tools and support

Schools may use the external evaluation criteria (see Section I.3) for their internal evaluation but this is not obligatory. Various tools to help schools with internal evaluation are available on the website ([10]) run by the National Institute for Education ([11]) – the organisation established by the Ministry of Education, Youth and Sports. The tools include: observation sheets, questionnaires, manuals and instructions, forums, etc.

In-service teacher training courses are provided by the National Institute for Further Education ([12]). These include internal evaluation and have different target groups (school heads, deputy heads and teachers).

4. Use made of internal evaluation results

There is no obligation to prepare a written report following internal evaluation. But the results of internal evaluation provide the basis for preparing and presenting the annual school report. The annual report is prepared in accordance with the Education Act and a Decree. Among other things, it should include information on: the educational attainment of pupils in line with the goals specified in the school educational programme and the level of education provided; the prevention of risky behaviour (e.g. bullying, absenteeism); school activities and the school's public profile; the school´s participation in development and international programmes; the projects carried out by the school and financed from external sources; and cooperation with trade unions, employers' associations and other partners while fulfilling its educational objectives. Anyone may access the annual report and make copies. The Czech School Inspectorate uses the outputs of internal evaluation as a one of the sources for its external evaluation of the school.

Section III. Other approaches to quality assurance

Teachers are evaluated by the school head as part of the internal school evaluation process. No central criteria exist for internal school evaluation.

School evaluation may also be carried out by the organising body (local or regional authority) according to criteria published in advance. But it is rare (usually carried out only by regional authorities), and only financial aspects are covered.

Regional authorities prepare an annual report on the state and development of the education system in their respective regions.

The performance of the education system is also addressed by the Czech School Inspectorate in annual reports and thematic reports. These are based on regular as well as specific (thematic) inspections of schools and on other official data (statistics, data in School Register, etc.). The Czech School Inspectorate's annual reports are the basis for the annual report on the state and development of the education system in the Czech Republic, published by the Ministry of Education, Youth and Sports.

([10]) http://evaluacninastroje.rvp.cz/nuovckk_portal/
([11]) http://www.nuv.cz/
([12]) http://www.nidv.cz/cs/

Section IV. Reforms

The National Education Inspection and Evaluation System of the Czech Republic (NIQES) ([13]) is a project co-financed by the European Social Fund and is being carried out between 2011 and 2014. The main objective of the project is the transformation and modernisation of the national inspection system in the Czech Republic. The project involves research, development and the pilot testing of new initiatives. Support is provided for the subsequent incorporation of the findings into the work of the Czech School Inspectorate. The intention is to build a modern and flexible national system for inspecting the quality and effectiveness of the education system.

The project involves the national testing of pupils in the 5th and 9th grades (ages 10/11 and 14/15), with the aim of providing relevant feedback to pupils, parents, teachers, school heads and the state. After two years' experience in verifying the results of pupils in these grades of basic schools, which involved almost all schools with pupils in the relevant years, the Czech School Inspectorate has prepared a sample survey on pupils in the 4th and 8th grades of basic schools (ages 9/10 and 13/14) and pupils in the second year of upper secondary vocational schools (ages 16/17). The testing involves approximately 400 schools and focuses on verifying the results in language and scientific literacy and the educational area 'People and their world'. In addition to the implementation of the findings of the NIQES, the Czech School Inspectorate plans to extend the current inspection cycle to 6 years. The new cycle is being introduced to correspond with the change in the term of appointment of school heads to 6 years.

([13]) http://www.niqes.cz/

Denmark

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

In Denmark, the municipality is responsible for public schools, this includes school quality. State regulations require municipalities to prepare a quality report every two years ([14]) which describes developments in the municipal school system (see Section III).

The National Agency for Quality and Supervision is responsible for monitoring municipalities in the preparation of their annual report. The Agency is part of the Ministry of Education.

The Agency conducts an annual screening of all public schools (primary and lower secondary education) and from autumn 2014, publishes its overall results. Where schools show repeated signs of poor quality (non-compliance with legislation or results below national averages), Agency staff engages in a dialogue with the relevant municipality about the specific actions to be taken.

2. Evaluators

Evaluators in charge of the annual screening of schools are employed by the National Agency for Quality and Supervision.

3. Evaluation framework

In its annual screening of schools, the National Agency for Quality and Supervision focuses on the quality indicators fixed over time by the Ministry of Education. These indicators may differ between primary and lower secondary education. They include, for example, the results of national tests and final examinations, enrolment rates in upper secondary education as well as, standardised measurements of student well-being from 2014/15 (see Section IV). National Agency staff analyses pupils' academic achievements in different subjects in order to assess whether the school is performing as well as expected given its

([14]) It was annually until September 2014.

circumstances. The social background of pupils is thus taken into consideration when comparing school results with national averages.

4. Procedures

The Agency carries out the annual screening of schools using the information in municipal quality reports (see Section III) and the national quality indicators. The municipalities whose schools need to improve are informed in January.

During the twelve months following the screening, the municipalities are responsible for putting measures in place to improve the quality of any poorly performing schools. At the end of this period, the Agency contacts the municipalities and schools with a view to opening a dialogue on the progress made so far, offering as needed: potential solutions to continuing problems, the support of teaching consultants or further follow-up from the Agency. Agency staff may visit a school or a municipality with their agreement, but this has not yet happened.

5. Outcomes of external evaluation

The government, the municipalities and stakeholders in public schools must follow up on the results of the annual screening and assess whether further measures are needed.

In the case of continued low performance by a particular *Folkeskole*, the Agency can request the municipal council to develop an action plan to ensure improvement in the school's academic standards and to submit it before the end of the year. However, it is the municipality which is responsible for the *Folkeskole* and therefore decides what sanctions or other actions to take in the case of poor quality schools or a failure to comply with education regulations. The agency may only provide advice to the municipality and comment on the interpretation of current education regulations. He/she may require a municipality board to implement an action plan, but may not specify the measures to be taken. However, if an order to produce an action plan is not complied with by the municipality board within the specified period, this will in itself be illegal. Furthermore, the state may decide to impose daily penalties on the members of a municipality board if the order is not followed. The penalties may continue until the order is carried out.

6. Reporting of external evaluation findings

Sharing the results of the processes carried out to improve poor quality schools is a matter of local autonomy.

Section II. Internal evaluation of schools

1. Status and purpose

Each school is responsible for ensuring the quality of education with regard to the *Folkeskole's* objectives. However, there are no central requirements or recommendations regarding the internal evaluation of schools. Municipalities decide whether and how schools should conduct an internal evaluation.

2. Parties involved

There are no central requirements about participation in schools' internal evaluation. It is up to municipalities to establish their own policies in this area.

3. Evaluation tools and support

Since autumn 2014, the Ministry of Education has maintained a public database containing each school's pupil achievement results, including grades in national tests and final examinations, transition to secondary education, etc. It also gives national averages and the averages for schools operating in particular circumstances. This system was already available in another version before autumn 2014; however in the way data is used, the new system has been optimised. Also, new data will be generated from the new system.

The National Agency for Quality and Supervision has launched and now manages an evaluation internet portal, which offers a wide range of evaluation tools, articles, and research case studies, etc.

The Ministry of Education has created a school development programme, which provides schools with a number of ICT-based self-evaluation tools. The evaluation system builds

on a cyclical process, within which the school describes its current status, draws up its objectives and quality criteria and subsequently evaluates its achievements and progress made in delivering its planned objectives.

4. Use made of internal evaluation results

There are no central requirements about the use of internal evaluation results. It is up to municipalities to establish their own policies in this area.

Section III. Other approaches to quality assurance

School heads carry out development interviews with teachers, which act as a form of assessment of the individual teacher's performance and as a basis for their professional development.

The municipalities are required to produce annual quality reports every two years, which serve as a means of evaluating performance of a municipality's entire school system. These reports describe the municipality's school system, each school's academic level; the measures implemented by the local authority to evaluate school performance and the steps taken by the local authority to follow up on the previous quality report. The municipality is responsible for defining the format and focus of the report. However, there must also be a mechanism for the systematic evaluation of these reports and follow-up at municipal level. The reports should therefore serve as the basis for local dialogue on quality development in public schools.

Pupil results from national tests in a particular subject are made available to the relevant subject teacher.

The Danish Evaluation Institute (EVA), an independent institution under the Ministry of Education, is responsible for evaluating teaching and learning at all levels of the education system. It carries out evaluations of programmes as well as national evaluations on specific themes or of aspects of the whole system. These evaluations involve samples of schools, and although individual judgments may be made about the schools selected, their primary purpose is to deliver information about the state of education at national level.

The National Agency for Quality and Supervision administers the compulsory national tests and final exams.

Section IV. Reforms

A new school reform which came into force on 1 August 2014 ([15]) introduced several changes to the evaluation system.

The new Act emphasises the role of the quality report as a tool for improving quality and student academic results through dialogue, which takes place within the municipality's board, between municipal administrators and school heads, as well as between school leaders and individual teachers and educators. The quality report is also the basis for the school board's supervision of school operations. In the context of the August 2014 reform, the Ministry has established minimum requirements for the content of quality reports, and has provided instructions and a template which municipalities and schools can use as guidance when drafting their reports. There has also been a change in the frequency with which the quality report will have to be produced; it is now every two years instead of annually.

Another element in the new reform on the Danish public school is that teaching consultants will support staff of the National Agency for Quality and Supervision in monitoring schools.

Finally, in the new legislation on school reform, national goals ([16]) have been established for the first time, in order to improve academic standards in public schools.

There are three national goals for public schools. They must:

- challenge all students to reach their full potential;
- reduce the impact of students' social background on their academic results;

([15]) Act No. 406 of 2014.

([16]) http://eng.uvm.dk/~/media/UVM/Filer/English/PDF/131007 %20folkeskolereformaftale_ENG_RED.ashx

- raise the level of trust in schools and improve student well-being by building respect for professional knowledge and practice.

These goals will contribute to the establishment of a clear framework for systematic and continuous evaluation.

Operational targets for student results (*resultatmål*) have also been established in relation to the national goals. These targets are intended to allow progress to be continually monitored. They will be used as indicators in the annual screening of schools performed by the National Agency for Quality and Supervision as from 2014. The targets are:

- at least 80 per cent of students must be rated 'good' at reading and mathematics in the national tests;
- the number of 'high performance' students in Danish and mathematics must increase year on year;
- the number of students with 'poor' results in the national tests for reading and mathematics must be reduced year on year;
- student well-being must improve.

Germany

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

In 15 of the 16 *Länder*, external school evaluation (*externe Evaluation*, also: *Fremd-evaluation*, *Schulinspektion*) is regularly carried out. Responsibility lies either with the school supervisory authorities (as a rule, the Ministries of Education and Cultural Affairs, sometimes the middle-level school supervisory authorities) or with the institutes for school pedagogy (*Landesinstitute für Schulpädagogik*).

School evaluation in Germany has a dual aim: monitoring the quality of school education and offering feedback and advice in order to improve provision.

2. Evaluators

The qualifications required for work as a school evaluator are determined by the *Länder*. As a rule, evaluation teams consist of teachers who are civil servants of the *Land*. Often these teachers have experience as head teachers, deputy head teachers or teacher trainers. In some *Länder*, representatives of industry or parents may be members of the evaluation team on a voluntary basis. Evaluation teams usually consist of three or four people. Evaluators who are teachers have normally completed several years' teaching service. In some *Länder*, at least one of the teachers in the evaluation team is required to have the same qualifications as the teachers at the school level under evaluation. Depending on the individual *Land*, evaluators are expected or required to have expert knowledge in the following areas: teaching quality, school pedagogics, the structure of the school system, school legislation and school administration, school evaluation procedures and observational and data analysis skills. Evaluators receive specialist training.

3. Evaluation framework

The evaluation procedures for schools in the *Länder* are in line with the educational standards for the primary sector, the *Hauptschulabschluss* and the *Mittlerer Schulabschluss* as adopted by the Standing Conference of the Ministers of Education and Cultural Affairs in 2003 and 2004. Educational standards are binding on all *Länder*. They are based upon the areas of competence for the individual subject or subject group which set down the capabilities, skills and knowledge students should have acquired at a certain stage of their school career. These cross-*Länder* attainment targets are, in most *Länder,* complemented by the provision of frameworks for school quality. The frameworks include evaluation criteria that define what constitutes good quality schools and teaching practices, and thus provide external evaluators and schools with a frame of reference.

As part of these overall strategies for quality assurance and quality development, increasing weight is given to measures for the evaluation of individual schools. In the majority of *Länder*, the

development of school-specific educational programmes is obligatory and plays a central role. Individual schools must specify their main aims and objectives within the context of *Land* regulations on learning content and the qualifications pupils receive on completion of their studies. At the same time, the school-specific programmes determine internal evaluation methods and criteria based on the requirements specific to the *Land* (e.g. curricula, timetables).

The main focus of school evaluation is on the improvement of educational processes (teaching and learning).

4. Procedures

The frequency with which external evaluations are routinely conducted varies between three and six years depending on the *Land*.

Typical procedures used in external evaluation include document/data analysis, visits to the school including classroom observations (lasting one to five days), as well as standardised questionnaires/interviews for/with teachers, pupils and parents.

Document/data analysis is mainly school-specific. The data and documents analysed include statistical data, results of surveys on learning levels, school-specific programmes, internal curricula, meeting minutes, pedagogical guidelines, concepts, resolutions, information from the school's maintaining body, target agreements, schedules for continuing professional development. In some *Länder*, schools have to complete a data sheet beforehand. Document/data analysis takes place before a school visit.

Teachers, pupils and parents may be asked via standardised questionnaires about their attitudes and opinions of the school.

After evaluation, as a rule, a draft version of the report is presented to the school. The school is then given an opportunity to comment on the draft before a final version is produced and forwarded to the school supervisory authorities. Depending on the *Land*, the evaluation report may contain recommendations but the evaluation team is not involved in any further developments.

5. Outcomes of external evaluation

As a rule, the results of school evaluation serve as a basis for a target agreement between the central education authority and the school. In some *Länder*, this is only the case if the evaluation report points to shortcomings in the school's overall performance; in others, target agreements are independent of evaluation.

In some *Länder*, additional resources and additional training may be provided to schools that have fared poorly in the evaluation in order to enable them to improve their performance in certain areas.

6. Reporting of external evaluation findings

In some *Länder,* evaluation reports are only distributed to the school itself and to the supervisory authorities; in others, the members of the school conference (teachers, parents, pupils) or the local education authorities also receive the evaluation report or are entitled to receive it on request. After internal consultation on the findings of the report, schools discuss recommendations and suggestions with the supervising education authority in order to develop target agreements.

Section II. Internal evaluation of schools

1. Status and purpose

As a rule, schools are required by the *Länder* to carry out internal evaluation. The main objective is to improve school quality. The areas to be evaluated are determined by the schools themselves. The frequency of internal evaluations depends on the regulations of the individual *Land*.

The school-specific programmes determine internal evaluation methods and criteria based on the requirements specific to the *Land* (e.g. curricula, timetables). The areas to be evaluated are determined independently by schools in their school-specific programmes. School-specific programmes should take account of the social and demographic requirements of the individual school (e.g. if there are many socially disadvantaged pupils in the catchment area, the school-specific programme should reflect this).

The frameworks for school quality of the *Länder* (see Section I.3) are of central importance to the implementation of school-specific programmes and provide schools with a frame of reference for internal evaluation.

2. Parties involved

As a rule, *Land* legislation requires schools to conduct internal evaluation. The *Land* also states requirements and provides recommendations. Schools, however, act independently in planning and implementing the evaluation procedure. Internal evaluation is, as a rule, conducted by the school head and/or a steering committee consisting of members of the teaching staff. Usually, the results of internal evaluation feed into external evaluation.

3. Evaluation tools and support

It is not compulsory for schools to use the same framework for internal evaluation that is used for external evaluation. Sometimes questionnaires used for external evaluation are recommended by central authorities for use in internal evaluation.

The *Land* usually provides guidelines for internal evaluation. There may be online forums established for exchanging views and opinions.

Methods of internal evaluation include standardised questionnaires for teachers, pupils and parents with questions about their attitudes and opinions of the school, data analysis, and comparison of test results with those of other schools working under similar conditions, classroom visits, and feedback from pupils. Methods and instruments may vary between the *Länder*.

4. Use made of internal evaluation results

Internal school evaluation is a collaborative, reflective process of internal school review. It provides teachers with a means of systematically looking at how they teach and how pupils learn and helps schools and teachers to improve teaching and learning quality. The results of internal evaluation are not published but may be available to local authorities and central authorities on request. As a rule, the results of internal evaluation feed into external evaluation.

Section III. Other approaches to quality assurance

In June 2006, the Standing Conference adopted a comprehensive strategy for educational monitoring which consists of four interconnected areas:

- participation in international comparative studies of pupil achievement;
- central review of the achievement of educational standards in a comparison between Länder;
- comparative studies within or across Länder in order to review the efficiency of all schools;
- joint education reporting by the Federation and the *Länder*.

Section IV. Reforms

No planned reforms.

Estonia

Section I. External evaluation of schools

School evaluation for which central/top and regional authorities are jointly responsible

1. Purpose of external evaluation and responsible bodies

'State supervision' of schools is carried out by the Department of External Assessment ([17]) in the Ministry of Education and Research, or by a county government on behalf of the Minister of Education and Research.

The purpose of state supervision is to ensure that the delivery of teaching and learning meets the requirements of current legislation. There are two aspects to state supervision. Firstly, thematic evaluations are carried out based on samples of schools, which involve the collection and analysis of data as well as some school visits. The themes of these evaluations relate to current priorities and specific policy areas, as

([17]) http://www.hm.ee/en/activities/external-evaluation

established each academic year by decree of the Minister of Education and Research (e.g. provision for SEN pupils, Estonian/Russian schools). Secondly, individual school inspections are carried out to look into particular matters, for example, in the event of complaints being made against an educational institution.

County governments carry out regular thematic evaluations. They also perform individual inspections of schools, except where there is a very serious or urgent complaint against a school (e.g. relating to school violence, infringements of students' rights, unprofessional behaviour by teachers, etc.). In such cases, the enquiry is carried out by officials of the Ministry of Education and Research. Finally, county governments also supervise educational institutions which have been granted an education licence for the first time.

2. Evaluators

Those exercising state supervision are either officials of the External Evaluation Department of the Ministry or inspectors of the education departments of county governments. The Minister of Education and Research has established the qualification requirements for these officials: he/she must have a Master's degree in any field or an equivalent qualification, at least five years' experience in teaching-related work and leadership competences. Teaching-related experience may include, for instance, teaching in schools, working as a research fellow at a university or as a school psychologist.

Where necessary, experts may be involved in state supervision if a more in-depth and complex analysis is required. For example, experts from the Centre for Curriculum Development or from a university can be involved in the evaluation of curriculum implementation.

3. Evaluation framework

State supervision (thematic evaluations and individual inspections) of schools focuses on whether the activities of a school comply with legislation and whether teaching and learning is in accordance with national curricula.

4. Procedures

Each academic year, thematic evaluations cover about 10 % of educational institutions: i.e. 60 pre-school child care institutions and 60 general education institutions. In addition, individual inspections are carried out in about 10-15 educational institutions a year.

External evaluators involved in thematic evaluations or individual inspections have the right to visit a school if they notify the head of the school in advance. The evaluators may also participate in the meetings of a teachers' council, board of trustees and parents as well as access school documents such as class records, the school's general work schedule and its development plan. As background information on the school, evaluators may also consider performance indicators about students, teachers and schools published in the Estonian Education Information System (EEIS) (see Section II.1). Evaluators conduct interviews with staff, the board of trustees, parents, students, and with the owner of the school to elicit information on the theme being evaluated or on the area of concern. They may observe the learning environment, including teaching and learning, but do not usually observe lessons except in the event that complaints have been filed against the teacher, or because the learning outcomes of students are low.

During the school visit, supervisors make recommendations to the head and the owner of the school for the improvement of procedures (e.g. procedure for final examinations, student assessment, school graduation, etc.) used by the school and issue judgements with orders for modifying any aspects of teaching and learning that do not comply with legislation. Before finalising it, the draft report is submitted to the head of the school, the owner of the school and the person whom the precept is aimed at within 15 calendar days as of the completion of state supervision. All mentioned bodies can provide comments and feedback within 3 calendar days.

5. Outcomes of external evaluation

The results of supervision (thematic evaluation or individual inspection) are formulated as a report which becomes a public document. The report contains the time and description of any infractions, any judgements or proposals made,

and the period of notice allowed for appeals against the judgements. The judgements include the name of the person or body at whom they are directed, the obligation to change practice to avoid future infractions and the deadline for complying with the judgement. The Minister of Education and Research or the county governor approves the report.

The report is submitted to the head of the school and the maintaining body of the school within 60 calendar days as of the commencement of state supervision. If the maintaining body of the school fails to comply with the judgement within the term specified, the supervisory body may impose a penalty of up to 640 euros. In the event of an educational institution failing to comply with the requirements of state supervision, its education licence may be declared invalid and the institution can no longer operate.

6. Reporting of external evaluation findings

The results of state supervision are documented in a certificate. The certificate is sent to the head of the school and to the maintaining body. The results of inspection are made public and the certificate is published on the website of the Ministry of Education and Research, and, if the inspection was conducted by the county government, it also appears on their website.

At the end of each academic year, the county governor submits a summary report to the Ministry of Education and Research, which includes an analysis of the results of the thematic state supervision conducted in the county.

By the end of each calendar year, the Ministry of Education and Research produces an overview of how well the education system is working, which also includes the findings of the state supervision process.

- **School evaluation for which local authorities are responsible**

Supervisory control over municipal schools is exercised by local authorities, and is intended to check whether a school meets legal requirements as well as the appropriate use of available resources. Within this framework, all areas of school activity may be inspected, including the use of financial and human resources. Each local authority is free to determine its own organisation and procedures, and the measures it takes to deal with any problems it finds.

Section II. Internal evaluation of schools

1. Status and purpose

In 2006, the Ministry of Education and Research introduced an obligation on pre-primary institutions, general education schools and vocational schools to conduct internal evaluations.

Educational institutions must produce an internal evaluation report once during a development plan period, which lasts at least three years. The report should list the strengths and weaknesses of schools.

Although, no mandatory report format or evaluation criteria have been introduced, the use of the performance indicators available in the EEI (see Section I) is recommended but not compulsory. These include: leadership and management; personnel management; cooperation with interest groups; resource management; the education/school process; pupil/student results in state examinations, completion, grade retention and absenteeism rates, personnel and interest groups, and statistics of the educational institution. Schools may also include their own indicators which are in accordance with the teaching and education objectives contained in the school development plan. The methods for carrying out internal evaluation are chosen by the educational institution.

2. Parties involved

The internal evaluation report form is compiled by the head of the school who submits it to the board of trustees and to the owner of the school for the expression of an opinion beforehand. Schools are free to decide whether to involve any other parties.

3. Evaluation tools and support

The performance indicators available in the EEIS provide educational institutions with an opportunity to monitor trends. A school's performance may be compared over a three

year period, or against average data for educational institutions of the same type. Similar educational institutions have been grouped according to their size and location as well as other factors.

Educational institutions are offered team training in order to provide them with the knowledge and skills needed for carrying out internal evaluation. Internal evaluation training courses are organised by universities or adult education institutions. Participation in training is voluntary, and the head of a school decides whether some members of staff should participate or whether the school participates as a team. The topics covered usually relate to the EEIS indicators (see above).

Schools may apply to the Ministry for support and qualified advisors are available. The aim of the advisors is to help school improve their internal evaluation process by, for example assessing whether the goals set have been reached. The Minister of Education and Research establishes the general conditions of and procedures for advising schools in matters of internal evaluation.

Guidelines and handbooks have been created to improve the internal evaluation process. Handbooks for internal evaluation are publicly accessible on the website of the Ministry and the handbooks include recommendations for analysing the indicators mentioned above.

4. Use made of internal evaluation results

The internal evaluation report points out the strengths of an educational institution as well as areas for improvement. The results are used by educational institutions in their development plans to improve school performance.

Section III. Other approaches to quality assurance

Teachers are evaluated internally according to the regulations of each institution or sometimes externally during the 'state supervision' process if they have been the subject of complaints or if the learning outcomes of their students are low.

The school maintaining body decides whether and when the head of the school should be evaluated. This is not a common practice.

The results of the national final examinations (at the end of 9th and 12th grade) are openly accessible in the EEIS. Schools can compare themselves with the average results of schools of in the same circumstances. 'Foundation Innove', an institution authorised by the Ministry of Education and Research responsible for the organisation of the national tests, also informs schools about their results in national assessments.

Section IV. Reforms

No reforms planned.

Ireland

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

In Ireland, statutory responsibility for the external evaluation of schools rests with the Inspectorate of the Department of Education and Skills ([18]). The Inspectorate implements a comprehensive programme of evaluation using a range of inspection models, ranging from short, unannounced inspections, to more intensive forms of inspection.

One of the key objectives of the Inspectorate is to improve the quality of learning for children and young people in Irish schools and centres for education. External evaluations identify and acknowledge good educational practice and, through feedback to schools and teachers, they provide advice as to how the quality of education provision can be improved.

The Inspectorate conducts a range of different types of external evaluation of schools: whole-school evaluation (WSE), incidental inspections, and subject inspections.

([18]) https://www.education.ie/en/The-Department/Management-Organisation/Inspectorate.html

Incidental inspections are low-stakes evaluations, in that the emphasis is on advice and there is no published report. In contrast, a whole-school evaluation engages school management, teachers, parents and learners in a review of the work of the school and the inspection report is published.

Incidental inspections are unannounced inspections which an inspector carries out in a school for the purpose of evaluating a specific aspect of the school's work and provision, such as teaching, learning, pupils' achievement, and supports for pupils. They have the advantage of facilitating a review of the work in classrooms on a normal school day without the formality that accompanies a planned WSE.

Subject inspections evaluate the work of subject departments and/or the delivery of a specific programme such as Leaving Certificate Applied, Leaving Certificate Vocational Programme or Transition Year.

Other types of inspection:

- Programme evaluations: Inspectors evaluate the effectiveness of specific curricular programmes at post-primary level.
- Focused evaluations: The Inspectorate conducts evaluations of specific types of schools or centres for education. For example, in 2013 and 2014, the Inspectorate conducted evaluations of planning in schools that participate in 'Delivering Equality of Opportunity in Schools' (DEIS), a specific programme for disadvantaged schools.
- Evaluations of Special Educational Needs (SEN) Provision – Inspectors evaluate SEN provision in mainstream and special schools.

2. Evaluators

In order to be considered for appointment, inspectors are required to hold a recognised, relevant first or second class honours primary degree (Level 8, National Qualifications Framework) and hold a recognised teacher education qualification (minimum Level 8). They have to be registered with the Teaching Council in Ireland and have at least five years' satisfactory service as a teacher. They also have to be able to demonstrate an ability to communicate effectively in both English and Irish as well as have excellent interpersonal and communication skills including IT skills. Inspectors are appointed following an open competition organised through the Public Appointments Service.

Where the particular appointment requires relevant expertise, experience in a particular capacity, for example, as a school leader, may be required in addition to the above.

Specialised training in evaluation is provided during an extensive period of induction within the Inspectorate, typically lasting six months. Participation in continuous professional development (CPD) is required. This CPD is organised within the Inspectorate on a number of occasions throughout the year. The Inspectorate regularly engages facilitators/ presenters from the wider education sector whose expertise in particular areas is in areas relevant to our work.

The Department of Education and Skills also facilitates post-graduate study by inspectors through grant-aid. A significant number of inspectors have achieved PhD qualification.

3. Evaluation framework

The focus of general inspection work is on a relatively small number of key features of schools that have most impact on the quality of the learning experience.

The Inspectorate use different forms of inspection depending on the circumstances of the school and other factors. It allows the Inspectorate to target a proportion of inspection activity where the risk to students' learning is greatest. For example, information acquired during short, unannounced inspections can now be used to highlight where further, more intensive inspections are needed. Guides to each form of inspection, which include the evaluation framework applied, are available on the website of Department of Education and Skills ([19]).

Whole-school evaluation focuses on management, planning, curriculum provision, teaching

([19]) www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/

and learning and student support. At post-primary level, the majority of whole-school evaluations are shorter and more focused on management, leadership and learning.

Inspectors' judge each element of education provision in the school on a quality continuum as follows: significant strengths; more strengths than weaknesses; more weaknesses than strengths; and significant weaknesses.

4. Procedures

The frequency of external evaluation is determined by the Inspectorate of the Department of Education and Skills. The Inspectorate has moved from cyclical evaluation in schools to 'smart regulation' of schools. A risk-based approach is used to support planning for inspection. At primary level, the inspection planning process involves risk assessment based on data from a significant number of unannounced incidental inspections that will be conducted each year and a range of other data, including school size, for example. At post-primary level, data from stand-alone subject inspections, incidental inspections and other school evaluations facilitates risk-based assessment in the selection of schools for WSE or other forms of inspection. Other data available to the Department of Education and Skills such as performance in state certificate examinations, student attendance and student retention data is considered as part of the risk assessment process.

Whilst the programme of inspection includes schools identified through the Inspectorate's risk analysis procedures as likely to benefit from external evaluation, schools at all levels of quality performance are also randomly included in the annual programme of inspections.

The procedures employed during an external evaluation are determined by the Inspectorate, following extensive consultation with the school partners, including representatives of management bodies, patrons, parents, students, and teachers.

As inspection approaches have developed in Ireland, the emphasis on documentation has reduced in external evaluations. Depending on the particular model of inspection deployed, inspectors may request to see all or any of the following:

- strategic documents on school's policy in various areas (admission, child protection, code of behaviour, pupil assessment);
- school self-evaluation reports and improvement plans;
- administrative or descriptive documents on timetables and calendar, minutes of the board meeting and assessment records.

Visits to primary schools for whole-school type evaluations typically extend from two to four days, depending on the size of the school. Similar evaluations at second level are conducted by an inspection team over three days. All external evaluations typically include classroom observation.

Inspectors make judgements based on evidence from a range of sources, including meetings with school leaders, management and other relevant personnel, including parents' representatives and student representatives (at post-primary level); observation of teaching and learning; review of documents; and surveys of parents and students.

A sample of parents and students is surveyed by a questionnaire to gather their views on certain aspects of provision in their schools. These are paper-based and anonymous. A confidential, online questionnaire for teachers is currently being piloted for whole-school evaluations.

Boards of management, officers of the parents' association, and the student council in post-primary schools, are consulted by inspectors during a WSE.

During all inspections each teacher, and others whose work has been evaluated, receives oral feedback. At the end of the in-school phase of all inspections, oral feedback is also provided to the school principal, and to the board of management and parents' representatives (in the case of whole-school evaluations).

Following the in-school phase, inspectors prepare a draft report which is sent to the school for factual verification. If errors of fact are

reported, the report is amended and a final version is sent to the school, inviting them to provide a school response. The final report is then issued to the school principal, chairperson of the board of management, chairperson of the parents' association, chairperson of the students' council (at post-primary level) and the school's patron/trustee.

Systematic follow-up procedures enable the Inspectorate to monitor how well school communities had responded to inspection recommendations. These procedures include both dedicated follow-up inspections on a sample of schools and a focus during whole-school evaluations on the actions a school has taken to implement recommendations made in previous inspections. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations. Any school in which an evaluation has been conducted may be subject to a follow-through evaluation.

In schools where external evaluation has revealed serious weaknesses, inspectors collaborate in regard to follow-through with officials from the School Governance Section of the Department of Education and Skills on the Department's School Improvement Group (SIG).

5. Outcomes of external evaluation

The inspection report affirms the school's strengths and makes recommendations about improving practice in areas identified for development. Responsibility for the implementation of recommendations and improvements in schools rests with the principal, teachers, board and patron of the school.

Schools' boards of management are responsible for ensuring that improvement takes place following inspections. They are expected to address recommendations within their ongoing school improvement planning processes. The Inspectorate does not generally request an action plan from schools. However, under a new national initiative introduced in 2012 all schools are required to conduct ongoing self-evaluation and to prepare a report and an action plan arising from the process.

Where schools have significance weaknesses in some elements of practice, particularly in leadership and management or teaching and learning, they may be subject to further monitoring. This is conducted by the Inspectorate in collaboration with other Department officials on the School Improvement Group. In some instances, SIG may request a school to provide an action plan.

Depending on the nature of the recommendations, support for improvement may be provided by the school itself, through its own staff resources. In addition, management representative bodies, including bodies representing school principals and deputy principals, board or patron/trustees may provide support to schools. The school may also access additional training from the Professional Development Service for Teachers, which can provide some targeted support to schools in response to specific issues that may arise during inspection. This service is funded by the Department of Education and Skills to provide professional development and support services to teachers.

6. Reporting of external evaluation findings

The reporting procedures employed during an external evaluation are determined by the Inspectorate, following extensive consultation with the school partners, including representatives of management bodies, patrons, parents, students, and teachers.

On conclusion of the evaluation (including opportunities for factual verification of a draft report by the school and for a school response to be appended to the evaluation report), the finalised report is issued by the Inspectorate to the school principal, chairperson of the board of management, chairperson of the parents' association, chairperson of the students' council (at post-primary level) and the school's patron/trustee.

Reports are also published on the Department of Education and Science website. As part of the publication process, school staff, management and parents' associations are informed in advance that the report will be published and management has the right to respond in writing to the report in advance of publication.

Student test results are analysed as part of the evidence base during inspections but the aggregated results are not included in external evaluation reports.

Section II. Internal evaluation of schools

1. Status and purpose

In 2012, a more systematic approach to school self-evaluation (SSE) was introduced in all Irish schools. Work on the introduction of this process was begun in late 2012 and is on-going. Direction was provided by the Department of Education and Skills to schools regarding the actions required at school level. All schools are required to prepare SSE reports and school improvement plans and to provide summaries of these to the school community by the end of the 2013/14 school year. These reports and plans will focus on one aspect of teaching and learning. As the SSE process embeds itself, the production of SSE and school improvement plans will become an annual requirement.

Although the Department of Education and Skills does set requirements for internal review, schools have autonomy in relation to how that review is conducted – the processes employed, the focus of the evaluation and the participants in this internal review are decided autonomously by the individual school. The Department provides comprehensive guides, *School Self-Evaluation Guidelines* (2012) ([20]) to support schools in making these decisions.

2. Parties involved

It is a matter for each school whom they engage in the SSE process. Schools are strongly advised by the Department of Education and Skills to involve the full school community (Board of Management, principal, teaching staff, parents and students) in the SSE process.

3. Evaluation tools and support

From late 2012, the Inspectorate began a programme of advisory visits to schools to support the introduction of more systematic school self-evaluation. By the end of 2013, 93 % of schools had been provided with such a visit.

In *Looking at Our School* (2003) ([21]) and *School Self-Evaluation Guidelines* (2012) ([22]), the Inspectorate has published the broad criteria used in evaluations as an aid to schools in their own school self-evaluation processes. These guidelines focus specifically on teaching and learning and the framework outlined mirrors that used by the Inspectorate for external evaluation of these aspects of school quality. Schools may choose to use the guidelines or not.

Additional support is available to schools through the Professional Development Service for Schools who provide training in implementing SSE. Typically, the school principal and one other member of staff (e.g. SSE co-ordinator) are invited to participate in this training.

The Inspectorate maintains a SSE website and publishes a newsletter to offer on-going advice to schools and to provide a forum through which schools can share their SSE practices.

4. Use made of results of internal evaluation

The SSE process is intended to be used by schools as a reflective, evidence-based means of improving learning. Systematic review of key elements of provisions allows the school to identify and prioritise areas for improvement and to set relevant targets.

School self-evaluation reports and improvement plans may be considered by inspectors as part of external evaluation.

The school is fully autonomous, within parameters set down by the Department of Education and Skills, to identify its own priorities and to set relevant targets. The school is required to publish its school improvement plan to parents.

([20]) http://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/sse_guidelines_post_primary.pdf

([21]) https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_looking_at_self_evaluation_second_level_schools_pdf.pdf

([22]) http://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/sse_guidelines_post_primary.pdf

Section III. Other approaches to quality assurance

The Teaching Council has responsibility for the induction and probation of newly qualified teachers. The Inspectorate, at the request of the Teaching Council, evaluates the professional competence of primary teachers, in accordance with Circular 0029/2012 for the purposes of informing the Teaching Council's decisions regarding registration.

Procedures for dealing with professional competence and disciplinary matters for teachers are in place for all schools. Under the penultimate stage of these formal procedures, boards of management may to seek (by application to the Chief Inspector) an independent evaluation of the work of a teacher where the board of school is dissatisfied with the professional standards of the teacher's work. When asked for such assistance, the Inspectorate conducts the necessary inspection visits and provides reports to the boards of management involved.

From time to time, the Inspectorate publishes composite reports on aspects of education provision so as to inform the wider school sector of its evaluation findings. Most recently, the Chief Inspector's Report 2010-2012 presented key findings about standards in schools attended by primary and post-primary students.

Section IV. Reforms

Reforms underway include the development/ revision of models for the external evaluation of schools' provision for pupils with special education needs; a curriculum evaluation model to examine teaching and learning within an individual subject in primary schools as well as schools' provision for the wellbeing of pupils.

Greece

Section I. External evaluation of schools

No external evaluation exists in Greece.

Section II. Internal evaluation of schools

1. Status and purpose

Following a two-year pilot project, annual school internal evaluation or self-evaluation has been compulsory for all types of pre-primary, primary and secondary schools since the 2013/14 school year. The legislation ([23]) currently in force stipulates that at the beginning of each school year (September) every school is required to set its own educational goals and plan how to reach them. The purpose of school self-evaluation is the improvement of all aspects of school education. Emphasis is placed on the development of action plans for the improvement of specific areas of educational tasks based on identified problems or individual school situation. The process of school self-evaluation includes a review of teaching and learning based on a specific framework of indicators (see Section 3); action planning for the improvement of special areas of interest; implementation of the improvement plans; and monitoring and evaluating the use of evaluation findings and progress towards the intended outcomes. At the end of each school year (June), schools are required to issue a report based on a centrally provided reporting template which is submitted on-line and published on the school's website.

2. Parties involved

The school head in cooperation with the school's teachers' assembly is responsible for the implementation of school self-evaluation procedures as well as for decisions taken in relation to the final report. The review and processes connected with it (data gathering, consultation through questionnaires, etc.) are recommended to be conducted by groups of teachers established specifically for this purpose. Representatives of parents and students may also participate, if agreed by the school's teachers' assembly.

3. Evaluation tools and support

School self-evaluation is based on a centrally provided evaluation framework prepared by the

([23]) Circulars 30973/Γ1/05-03-2013, 190089/Γ1/10-12-2013, Ministerial Decision 30972/Γ1/05-03-2014.

Institute of Educational Policy (IEP) ([24]), an executive body of the Ministry of Education and Religious Affairs that provides on-going research and technical support for the design and implementation of education policy. During the evaluation process, a school's educational provision is evaluated against 15 qualitative and quantitative indicators which may differ in importance and meaning according to the school's particular situation and environment. The indicators fall into three basic categories:

- school inputs (indicators such as school premises, technical infrastructure, human and financial resources);
- educational processes (indicators such as school leadership, management and organisation, teaching and learning processes, school climate and relations, programme implementation, interventions and improvement actions);
- educational outcomes (indicators such as attendance and dropping out, pupil attainment and progress, personal and social development of pupils, overall achievement of school objectives).

The school advisor supports the whole procedure by offering advice and training on specific evaluation or educational matters if necessary. School advisors are permanent public primary and secondary education teachers with higher qualifications, selected and appointed to the position of 'education executive' for a four-year tenure; they fall under the relevant Regional Education Directorate. They are responsible for providing scientific and pedagogical guidance as well as support and training for teachers in a particular region. They also participate in the assessment of teachers serving in schools under their jurisdiction.

When the system of self-evaluation was first implemented, a series of training seminars on the philosophy, methodology and use of the evaluation framework and tools was provided by the Institute of Educational Policy (IEP) to all school advisors and education directors at the beginning of school year 2013/14 (Oct.-Dec. 2013). In turn, school advisors provided introductory training to school heads in their catchment area as well as on-going support to schools during the implementation process.

At the same time, the Observatory of School Internal Evaluation was specifically set up by IEP to support school staff. It provided information, guidance, manuals and other tools, report forms, a brief overview of the school evaluation systems implemented in other countries, as well as examples of best practice identified during the pilot programme. The observatory also provides an online forum for different categories of education staff (school advisors, education directors, school heads, and teachers) where they can discuss issues relating to school self-evaluation. The observatory is operated and managed by the IEP.

4. Use made of internal evaluation results

The school itself is the primary beneficiary of self-evaluation outcomes; the school uses these outcomes to develop solutions to identified problems and weaknesses and thereby improve the quality of education it provides. At the end of each school year, every school draws up an annual evaluation report under the responsibility of the school head but in cooperation with the teachers' assembly and school advisors; this report is uploaded onto the school's webpage and is submitted to the relevant Primary or Secondary Education Directorate (local education authorities), through the Information Network for School Internal Evaluation (a digital platform set up and managed by IEP). Local and provincial authorities in turn report and forward suggestions to the central and regional bodies in charge of educational planning in order to support educational policy and decision making. In-school training of staff focused on particular issue(s) may be provided by the appropriate school advisors, based on identified needs.

Section III. Other approaches to quality assurance

Presidential Decree 152/2013 introduced a new teacher appraisal system to be implemented from the school year 2014/15. The Presidential Decree also determines the evaluation process for teachers' promotion and their tenure in posts

([24]) http://www.iep.edu.gr

of responsibility. The purpose of the new system is to improve teaching, school administration, and quality management by linking appraisal with professional training and development. The appraisal is carried out by a line manager on administrative matters, and by school advisors, on educational matters i.e. the teacher is assessed by the school head and the relevant school advisor, the school head is assessed by the education director and the school advisor, etc., on the basis of a centrally developed framework that defines the criteria, the procedures and the form of the report.

Monitoring of the overall education system relies on the results of school self-evaluation made available through the Information Network (managed by IEP), as well as on basic school indicators (such as data on human resources in terms of teaching staff and student population and flow, building infrastructure, etc.) available on the MySchool ([25]) information system operated by the Ministry of Education and Religious Affairs. Further evaluation data are provided through focused evaluation studies carried out by education authorities at national or regional level on specific issues of interest. No standardised national assessment scheme to provide regular information on student learning outcomes is currently in place.

Section IV. Reforms

Law 4142/2013 provides for the establishment of an independent administrative authority named the 'Authority for Quality Assurance in Primary and Secondary Education' (ADIPPDE). This Authority will undertake the supervision, coordination and support of all school education evaluation activities, and is tasked with ensuring high quality in primary and secondary education.

ADIPPDE, which is in the process of being set up, will be responsible for establishing an integrated school quality assurance system in Greece. It will be required to develop, standardise and implement evaluation processes, including criteria and indicators, as well as make all associated information publicly available.

([25]) http://myschool.sch.gr

Spain

Section I. External evaluation of schools

1. Purposes of external evaluation and responsible bodies

The Autonomous Communities, and the Ministry of Education, Culture and Sport (MECD) in the Autonomous Cities Ceuta and Melilla and Spanish schools abroad, are responsible for the external evaluation of schools. Consequently, both levels of government share top-level responsibilities in this area.

The main body in charge of the external evaluation of schools is the Education Inspectorate. Each Autonomous Community has its own Education Inspectorate, dependent on the relevant regional ministry/department of education in each Community, and staffed by civil servants who act as inspectors. Depending on the Community, this body may be further subdivided into smaller units known as Territorial Divisions.

According to the 2006 Education Act, the Education Inspectorate carries out the following functions: controls and supervises the operation of educational institutions as well as the programmes they deliver; oversees teaching and school management; supports continuous improvement; ensures that schools comply with legislation, regulations and official guidance; and produces both regular reports arising from its normal evaluation work as well as specific reports at the request of education authorities. These general functions, established at national level, can be further developed or extended by the Autonomous Communities.

2. Evaluators

External evaluations carried out by the Education Inspectorate are performed by evaluators who belong to the body of education inspectors. Their initial training is similar to the one required to become a member of the civil service teaching staff (PhD, bachelor's degree or equivalent, and a Master's degree in Teacher Training, or other equivalent certified Masters'

degrees in teaching). In order to become a member of the body of education inspectors, candidates must undergo a competitive examination together with a selection process based on a scale of merit and qualifications. These are established by each Autonomous Community for each call. A compulsory professional training and practice phase forms part of the selection process.

The admission requirements, established at national level, include at least six years' service and teaching experience, as well as mastering the co-official language (as needed in the Autonomous Community). Autonomous Communities may add further selection criteria according to their specific needs. In the competition phase other criteria may be added at regional level such as experience in school management, additional university qualifications, scientific and teacher training, participation in specific training to carry out inspection tasks or belonging to the body of senior professors.

Education inspectors have the right and the obligation to develop and refresh their skills and qualifications. Education authorities provide the necessary training courses, always linked to the field of inspection.

3. Evaluation framework

The 2006 Education Act regulates the general framework for the inspection of education. Each Autonomous Community develops this framework further and specifies the functions of the Education Inspectorate in greater detail. The Communities may also publish annual or multi-annual *Action Plans for Education Inspection,* setting priority action areas for the Inspectorate, defining the scope of their responsibilities and specifying any other activities they must carry out. They also issue guidelines on evaluation procedures and publish the regulations for each plan in their official bulletins. These include the objectives; the areas, scope and frequency of evaluation; as well as the indicators to be used. The nature of these documents varies according to each Community, as does the information they contain, which range from wide areas of intervention to specific indicators. The General Action Plan for the Education Inspectorate in Andalusia 2012-2016 ([26]), for example, is a four-year plan that includes six general categories of school organisation and management (key factors), which are further subdivided into the specific indicators that inspectors must consider in their evaluation and supervision work. The Plan also sets down standards as well as the expected results for each priority action.

The annual General Action Plan for the Education Inspectorate, school year 2013/14 of the Autonomous Community of Madrid, specifies the priority areas for inspectors. For each named priority area, the plan provides the operational objectives, a schedule, and an explanation of how the results will be analysed.

The education authorities in each Autonomous Community carry out standardised student assessment named 'Diagnostic Evaluations', which are one of the most important tools used in the external evaluation process (see Section III for further information). The aim of these 'Diagnostic Evaluations' is to gather information about schools and pupils and to propose improvement plans.

In addition, several Autonomous Communities have developed system indicators to provide an overview of education provision in their region. In this, they have followed the pattern established by the National Education System Indicators ([27]) (see Section III) covering: context, resources, schooling and processes and general results. Even though this system does not involve external school evaluation, some indicators (especially the results indicator) contribute to external evaluation as they can be used as a general framework for school evaluation. Some Autonomous Communities, for example Catalonia and Andalusia, have devised indicators systems.

4. Procedures

To carry out external evaluation, inspectors are allowed by the regulations to gather, analyse and evaluate information, as well as to resort to a series of procedures and actions that are specified in the Education Inspectorate Action

([26]) http://www.juntadeandalucia.es/boja/2012/61/d18.pdf
([27]) http://www.mecd.gob.es/inee/sistema-indicadores.html

Plans. There are some processes common to all regional education authorities:

- the examination, checking and analysis of all the academic, pedagogical and administrative documents in schools at any moment during the evaluation process;
- school visits: inspectors are granted free access to schools in order to gather information on school operations. The duration of visits, which may include classroom observations, is variable depending on the planned objectives. Inspectors plan their visits on a monthly or weekly basis according to the Annual Plan;
- interviews with different sections of the education community: inspectors have the power to interview anyone in the school, including the management team, teaching staff, students and parents. The topics covered in these interviews are set down in the Annual Plan drawn up by each inspector for his/her zone and schools. They include, for example, the school's results in the Diagnostic Evaluation or any other external evaluation, as well as any plans or measures for improvement. The consultation with the school management body (school head, deputy teacher or other management staff) before drafting the evaluation report can be held in one of these interviews, as well as the follow up of the measures/plans/programs launched according to the results of the Diagnostic Evaluation.

The schools to be evaluated each year are selected by each Autonomous Community according to their own criteria and based on the Annual Plan of each Education Inspectorate, where such criteria are made explicit. These criteria vary a lot from one Community to the next.

5. Outcomes of external evaluation

The Education Inspectorate collaborates with schools to improve those processes or areas which have received a negative evaluation in external assessments. In cooperation with the school management team, it agrees a schedule of regular visits to the school in order to assess the progress made. Such monitoring and supervision is a dynamic process that takes place throughout the whole school year and is intended to contribute to quality improvement in schools. It is carried out according to the criteria established in the Inspection Plans, but inspectors also follow up on any improvement measures agreed as a consequence of the Diagnostic Evaluation.

In addition, all the Autonomous Communities and the MECD require in their regulations all schools to take a series of actions and measures aimed at improving the quality of their education provision. Depending on the specific Autonomous Community, these actions and measures may be included in the *Plan for School Improvement* that schools must draft taking into account the results of the Diagnostic Evaluation (*Informe de Resultados*) provided by the Education Authority of the corresponding Autonomous Community. Other sources of information such as feedback from the Education Inspectorate may also contribute. This feedback from the inspectors depends on the regulation of each Autonomous Community. Normally, it is given in the form of a report in which the inspector includes the information that he/she considers relevant for the school, and is delivered to the School Board. However, it can also be delivered in a dynamic way, i.e. in the framework of a visit or in the process of evaluation, or even at the request of the school itself. In the context of the planning process of the school improvement plan or improvement measures, schools may receive training, support and guidance from the Education Inspectorate and, in some Autonomous Communities, from teachers' resource centres, which provide external support and training for schools. The report on the results of the Diagnostic Evaluation must be made public by the school to its teaching coordinating bodies and to the school board, who, on the basis of this, draw up a series of improvement measures collected in an action plan (see Section II).

6. Reporting of external evaluation findings

The Education inspectorate in each Autonomous Community draws up an *annual report* (*Memoria final*) of the tasks they have carried out, which is later submitted to their regional ministry/department of education.

One of the aims of the Education Inspectorate is issuing technical reports, either on the inspectorate's own initiative or at the request of education authorities. These might be regular reports, specific evaluation plans for schools, or reports on particular aspects of the education system.

Section II. Internal evaluation

1. Status and purpose

In Spain, educational institutions must implement internal or self-evaluation, according to the framework defined by each Autonomous Community or the MECD for its territory. This internal evaluation has a formative purpose, and is intended to identify the strengths and weaknesses of the school. School processes and outcomes should be evaluated at the end of each school year to provide information to guide education decision-making within the framework of schools' pedagogical autonomy.

This internal evaluation, which is intended to be a thorough analysis of school achievements and failings, with a view to rectifying any deficiencies identified, is based mainly on the report on evaluation results (*Informe de Resultados*). This report includes the results obtained by the school in the different external evaluations carried out by the Autonomous Communities (see Section III). Particular attention is paid to the Diagnostic Evaluation, although some Communities have implemented additional external evaluations whose results are also taken into account. Improvement plans, projects, initiatives or other actions are developed on the basis of these results.

In addition, the education authorities of the Autonomous Communities may also recommend Innovation Projects for Quality and Self-evaluation or Self-evaluation and Quality Improvement Plans, which schools are expected to adopt. Similarly, some evaluation institutes in the Autonomous Communities have developed a series of indicators to guide internal evaluation by suggesting the main areas on which schools should focus.

Moreover, under the principle of pedagogical autonomy, educational institutions may determine the way in which they carry out their own internal evaluation and develop their improvement plans. This generally involves two processes: (i) the development of an annual report at the end of the school year, which examines its activities, operations and results; and (ii) the implementation of the self-evaluation and quality improvement projects/plans proposed by the Autonomous Communities, which specify particular areas for evaluation. On the basis of the results of both processes, each school defines its Annual General Programme, which comprises the rules that set the way and timetable in which changes included in the improvement plan/project should be implemented, as well as the projects, the curriculum and all action plans agreed and approved, including improvement plans.

The education authorities of the Autonomous Communities are responsible for supporting and facilitating the self-evaluation process carried out by educational institutions. The education inspectorates play a key role in this task (see Section I).

2. Parties involved

For most of the Autonomous Communities the internal evaluation procedure and the parties involved are as follows:

- at the end of each school year, the school board evaluates the school development plan, as well as the annual general programme in relation to the planning and organisation of teaching, the development of extra-curricular activities, changes in student academic performance, the results of internal and external evaluations, and the effective management of human and material resources. It also examines the overall management of the school with a view to improving its quality;
- the teacher assembly evaluates, on a yearly basis, the delivery of the curriculum at each stage and cycle of education; it examines teaching processes and assesses overall school performance. To this end, it uses the results of student assessments as well as the

outcomes of the internal and external evaluations. The teacher assembly also evaluates all aspects of teaching included in school development plans and programmes, as well as the overall running of the school;

- the tasks of the Pedagogical Coordination Committee include promoting the evaluation of all school activities and projects and proposing evaluation criteria and procedures to the teacher assembly;
- the school head promotes internal evaluation in the school and collaborates with external evaluations (see Section I);
- school counsellors (internal in secondary schools and external in primary schools), who are responsible for school guidance and counselling activities, provide advice on the internal evaluation processes implemented by the schools, as well as on the development, monitoring and evaluation of the improvement plans;
- the self-evaluation coordinator (in some Autonomous Communities only) is a teacher in the school, responsible for the coordination and promotion of self-evaluation and improvement planning processes. He/she is not necessarily a member of the school management team.

Other bodies taking part in the internal evaluation of schools are:

- the Education Inspectorate, which supervises and provides assistance in relation to the development of the self-evaluation project/plan and improvement plans;
- the representatives of secondary students, who collaborate in the internal evaluation of the school through their membership of the school board;
- other bodies or school stakeholders may contribute to internal evaluation in schools where Innovation Projects for Quality and Self-evaluation are in place;
- specific teams, whose name varies depending on the Education Authority (self-evaluation committees/improvement teams/ quality teams/or the school management team itself), are involved in self-evaluation projects;
- quality working groups, as in the case of the Community of Valencia, which include not only the management team and teaching staff, but also a representative of the administrative and services staff.

3. Evaluation tools and support

External specialists:

- Education Inspectorate: the results of the Diagnostic Evaluation (see Section I) are used by the inspector in charge of the school to develop a report which includes recommendations for improvement. This report is intended to guide schools in deciding any actions for improvement. Their use is compulsory;
- advisors at teachers' resource centres provide advice and support for evaluation and quality improvement processes in schools. They are qualified as non-university teaching staff and work as civil servants under the relevant regional ministry/ department of education in each Autonomous Community.

In most Autonomous Communities, training for teachers in internal evaluation is included (recommended) in the self-evaluation and quality improvement plans of schools. Schools may seek information, support and training courses from teachers' resource centres, depending on the education authority to which they belong.

Financial support for self-evaluation is provided by some regional education authorities; they also sometimes organise calls for financial aid. For example, the amount of money granted by the Autonomous Community of Castile and Leon ([28]) is included as a supplement in its annual allocation, but the evaluation must be reflected in the final report of the improvement plan that stipulated the need for a quality review and its spending should be accounted for in the final report of the quality experience. The Community of Valencia organises a financial assistance scheme to partially cover the costs of good practices implemented by schools to raise academic achievement.

([28]) http://www.docv.gva.es/datos/2005/04/15/pdf/2005_X3903.pdf.

Online forums: some Autonomous Communities set up networks to involve schools in the development of projects, evaluation plans and other efforts to improve the quality of education in the region. They also participate in virtual communities and networks in order to exchange experiences and good practices, as well as share evaluation tools and resources.

Guidelines and manuals (some online) for internal evaluation have been produced in some Autonomous Communities to support the self-evaluation process. For example, Asturias ([29]) has established a Process Handbook which serves as a guide for schools.

Most Autonomous Communities award training to teachers who participate in evaluation and quality improvement projects/plans. Also, in some Autonomous Communities, the coordinators of evaluation projects and plans are given a teaching period each week to carry out this work.

Some Autonomous Communities have also developed a system of indicators to evaluate the school quality improvement plans implemented in their territory. This is the case of Navarre ([30]), which has devised a system of 30 indicators for the evaluation, implementation and monitoring of school improvement plans. These indicators are divided into four main categories: design of the plan; proposed measures; implementation and assessment; follow-up, evaluation and suggestions for improvement. The aim is to support those responsible for assessing school quality improvement plans both in school (quality managers, school heads, heads of department, etc.) and externally (inspectors). With the same goal in mind, Castile-La-Mancha ([31]) has also agreed a series of indicators and assessment criteria, which are grouped into four areas: teaching and learning processes; school organisation and operation; school projection in its surroundings (indicators related to the improvement of the relations and connections of the school with its immediate context: local associations, companies, authorities, other schools, sport clubs and others); and evaluation, training and innovation processes.

4. Use made of internal evaluation results

Schools are informed of the results of the Diagnostic Evaluations for formative and guidance purposes, and families and other stakeholders also are informed. Under no circumstances can the results of these evaluations be used to establish a ranking of schools or made public.

Those responsible for internal evaluation produce a report based on the results that is not published but is used by the school to draft its improvement plan. The Education Inspectorate may also analyse the results report to propose improvements or use it as a basis for external evaluation (see Section I). Students' personal data must be kept private and confidential, as required by the LOE. The transfer of data (including confidential data) is subject to data protection legislation.

Section III. Other approaches used in quality assurance

The systems for teacher evaluation are the responsibility of the Education Authority of each Autonomous Community and vary greatly between Communities. In some, teacher evaluation is carried out on a voluntary basis and, if the outcome is positive, may provide financial benefits. In other cases, plans to evaluate the teaching profession have been passed and are currently being developed. All teachers should be evaluated within the framework of these plans, where they exist. The bodies in charge of teacher evaluation are normally the evaluation agencies (in the Communities where these bodies exist) or the respective department of education of the Autonomous Community. For its part, one of the duties of the Education Inspectorate (depending on the Community) is supervising teachers' practice.

School heads are assessed at the end of their term of office in the school. The results of these assessments influence their level of remuneration. Moreover, in order to improve school performance, within the framework of their

([29]) http://evalua.educa.aragon.es/admin/admin_1/file/BlogCPR/ASTURIAS%20MANUAL%20AUTOEVALUACION.pdf

([30]) http://www.educacion.navarra.es/documents/57308/57761/Sistema_indic_sgto_planes_mejora.pdf/353bab4b-6f4d-435f-acca-cb1a19903f87

([31]) http://www.educa.jccm.es/es/normativa/resolucion-30-mayo-2003-direccion-general-coordinacion-poli

competences, Education Administrations can draw up and execute general plans for inspectors evaluating school management. The bodies responsible for the evaluation of school heads vary between Autonomous Communities.

At national level, the National Institute of Educational Evaluation ([32]) (INEE), which is a body dependent on the Ministry of Education, Culture and Sport, produces reports ([33]) from data emanating from the international evaluations in which Spain participates. Moreover, annually or biannually, using the State Education System Indicators, it publishes a document with information on: schooling and the educational environment, educational funding and education outcomes. The data presented covers three levels: Autonomous Community, national, and international.

Additionally, INEE and the equivalent bodies of the Autonomous Communities work together to carry out standardised student tests, i.e. the General Diagnostic Evaluations. These evaluations are sample-based, and focus on the basic competences established in the curriculum. They take place in the 4th year of primary education (ISCED1, 8-9 years old) and in the 2nd year of compulsory secondary education (ISCED 2, 12-13 years old).

After consultation with the Autonomous Communities, the INEE must present a report to Parliament based on the main State Education System Indicators as well as on the results of the General Diagnostic Evaluations and any international evaluations in which Spain has taken part. This report must also include any recommendations arising from the report on the Education System carried out by the State School Council ([34]).

At regional level, the education authorities in each Autonomous Community carry out their own Diagnostic Evaluations to gather information about schools and pupils and to put forward improvement plans. Diagnostic Evaluations include variables related to the school context, teaching and learning processes, school climate, school management, etc. The findings are gathered in a results report (*Informe de Resultados*) from the education authorities in each Autonomous Community.

Some Autonomous Communities also carry out external assessment of students at different stages of education. As an example of this, in Andalusia the *Agencia Andaluza de Evaluación Educativa* (AGAEVE) ([35]) uses an external evaluation test called ESCALA ([36]), which also has census purposes, to assess the performance levels of pupils in the second year of primary education (ages 7-8) (ISCED 1).

Some Autonomous Communities have created specific bodies to carry out external and general evaluation of their education systems, such as Evaluation Agencies or Higher Councils. In certain cases, Education Authorities also prepare reports and have even developed their own system of indicators.

The Ministry of Education, Culture and Sport periodically publishes the conclusions of general interest arising from the evaluations carried out by INEE in collaboration with the Autonomous Communities. An 'executive summary' geared to the needs of education administrators of the State and the Autonomous Communities containing a summary of the main outcomes is also written, as is a report for experts containing relevant technical and scientific information. All the outcomes are displayed in relative terms with respect to Spanish averages, except those which refer to students' levels of achievement. Evaluation results, regardless of whether they are state-wide or regional, must not be used to establish school rankings.

At regional level, whilst the use made of Diagnostic Evaluations varies between Autonomous Communities, there are some common patterns and trends. As a general rule, the findings are distributed to schools in the form of a school report: these reports can be drawn up either by a specific unit within each Community's education authority, which may also receive support from a group of experts appointed for that purpose, or by schools themselves, once they have had a meeting with the Inspectorate

([32]) http://www.mecd.gob.es/inee/portada.html
([33]) http://www.mecd.gob.es/inee/publicaciones.html
([34]) http://www.mecd.gob.es/cee/portada.html
([35]) http://www.juntadeandalucia.es/educacion/agaeve/index.html
([36]) http://www.juntadeandalucia.es/educacion/agaeve/docs/Orden_ESCALA.pdf

and have received support from different agencies, such as teacher resource centres or the Education Inspectorate.

Section IV. Reforms

Spain is undergoing a period of educational reform. The new Organic Act 8/2013 ([37]), of 9 December, on the Improvement of the Quality of Education (LOMCE), which modifies several aspects of the 2006 Education Act (LOE) ([38]), makes some changes in the evaluation of the education system as a whole.

This new Act introduces, as one of its main innovations, 'individualised assessments' at the 3rd and 6th year of primary education, the 4th year of compulsory lower secondary (ESO) and the 2nd year of general upper secondary (*Bachillerato*). These tests are managed and administered by the Ministry of Education, Culture and Sport and by the Education Authorities of the Autonomous Communities within their respective territories. In primary education, the purpose of 'individualised assessment' is diagnostic and formative. They are geared to the early detection of learning difficulties so that support measures for pupils can be put in place, and plans for school improvement can be implemented on the basis of the results. The assessment results will be delivered in a report to families and schools. In ESO and *Bachillerato,* the new final assessment scheme will determine the award of the *Graduado en ESO* certificate and the *Bachillerato* certificate, respectively. In ESO and *Bachillerato*, these tests will allow the authorities to establish accurate assessments and fair comparisons, as well as monitor the changes over time in the results obtained.

In addition, this Act establishes that the Education Authorities of the Autonomous Communities should promote actions to improve the quality of schools. They should be based on a whole-school view of the institution, which must submit a strategic plan outlining the aims and objectives to be achieved. Schools will be held accountable for the delivery of the plan.

([37]) http://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf

([38]) http://www.boe.es/buscar/pdf/2006/BOE-A-2006-7899-consolidado.pdf

France

Section I. External evaluation of schools

Central authorities are responsible for the external evaluation of schools, but its implementation is devolved to inspectors which operate within the limits of local (ISCED 1) or regional (ISCED 2-3) administrative districts.

- **Evaluation of primary schools**

1. Purpose of external evaluation and responsible bodies

Historically, the inspection model has focused on individual inspections of teachers and, to a lesser extent, other school staff. As a result, although National Education inspectors (IEN – *inspecteurs de l'Éducation Nationale*) are responsible for the external evaluation of primary schools, the core of their work involves the educational inspection of teachers, with school evaluations not forming a priority.

IENs operate in a geographical district encompassing some of the schools in a *département*. IENs, who work under the aegis of the Ministry of National Education, Higher Education and Research, conduct external evaluations of certain schools according to regulatory needs involving both the compliance of teaching with the national programme and also local policy (decompartmentalisation of teaching, teaching of modern languages, local partnerships, etc.).

IENs' work involves inspecting the quality of teaching, repetition rates and student guidance in mainstream classes, as well as all the mechanisms available to students who are struggling or who have a disability. This inspection can also cover organisational issues over which schools have control.

2. Evaluators

Evaluators are mostly management staff from the Ministry of National Education. IENs are recruited from among primary and secondary school teachers. They must prove that they have been teaching for five years and any experience as a trainer is an advantage. For one academic year, they alternate work and training at the National College for Education Management, Higher Education and Research (ESENESR), during which they cover the evaluation of individual staff and schools. They also undergo in-service training organised by the Ministry of National Education or by the regional education authorities (*académies*).

IENs can be assisted by district educational advisers and, as an exception, by regional education inspectors.

3. Evaluation framework

As regards the external evaluation of primary schools, there are no official parameters or standards. The only reference documents are the teaching skills guide ([39]) and official curricula ([40]). IENs view the school plan as an important tool in the external evaluation. They also consult the results of student evaluations carried out by teachers.

IENs can also use a series of indicators broken down by school:

- results of national evaluations measuring the skills acquired by students within a sample of schools (CEDRE, see Section III);
- indicators concerning the locally and nationally aggregated repetition rates ([41]);
- indicators such as school 'out of area' requests made by families and stability of the teaching staff, who provide information on the attractiveness of the school, with this data being aggregated nationally and by *département*;
- equipment indicators, such as the number of computers and/or internet connections provided by regional public authorities.

4. Procedures

IENs do not systematically evaluate all schools, as these are chosen because their results are unsatisfactory, or to understand good results, or even due to human resources management or other random issues. Schools can be chosen by the inspector or through a decision by his or her superior (regional director or director of education for the *académie*). On average, the IENs inspect 4 000 schools every year out of a total of more than 50 000.

There is no nationally standardised school evaluation protocol for IENs to follow. Each inspector enjoys broad discretion in conducting the external evaluation and defines the procedures to be used, which often stem from the training organised by the ESENESR.

5. Outcomes of external evaluation

The school evaluation report is written by the inspector. Schools are invited to follow the recommendations in the form of an undertaking, which is more moral than contractual, with the national education authorities represented by the IEN or the regional director. These recommendations mostly concern the form or content of teaching. As the school does not have legal personality, it cannot be sanctioned in disciplinary terms.

District inspectors submit their school evaluation reports to the regional directors, who are responsible for the schools in a *département*. These directors sign the reports on all external evaluations of schools. They guarantee that the conformity of teaching with the national programme is inspected.

The consequences of the evaluation are left to the discretion of the district inspector and the regional director, with the latter being responsible for imposing sanctions or allocating additional resources. At the inspector's request, additional resources, such as teaching or training resources, can be allocated by the regional authority (regional director and/or

([39]) Official gazette of national education of 25 June 2013.

([40]) Official gazette of national education, special edition No 3 of 19 June 2008.

([41]) Indicators provided by the Evaluation, Forecasting and Performance Department (DEPP).

director of education for the *académie*). These resources can support the efforts of an outstanding or innovative school and, in particular, help a school where poor results are linked to external social difficulties.

6. Reporting of external evaluation findings

The school evaluation report is systematically sent to the regional director. The IEN or the regional director then decides whether to forward the report to other players, where this is requested, or more generally to the school's teachers. The report can be given to teachers and, in part, to parents and the local council (insofar as it may concern them). The available indicators for the school and the local and national indicators (see Section I.3) are included in the report. Except in serious circumstances, no school report is submitted to the hierarchical levels above the *département* (regional director).

School evaluation reports are not published.

- **Evaluation of secondary schools**

1. Purpose of external evaluation and responsible bodies

Different forms of evaluation covering the school as a whole (and not just individual teachers), such as the evaluation of subject-based or educational teams, evaluation of levels or key stages, systematic evaluation of educational units and interdisciplinary audits, are conducted on the initiative of the regional education authorities (*académies*), but not systematically.

There has been renewed interest in school evaluations since the contract process was implemented in 2005. Secondary schools now sign a target-based contract (*contrat d'objectifs*) with the regional education authority, which is renewed every three or four years. This contract covers certain broad educational objectives which are deemed to be a priority, but does not cover all the activities carried out by the school.

The monitoring of these contracts has therefore led in recent years regional education authorities conducting more systematic evaluations of the policies followed by secondary schools and their operation in practice. The main aim of these evaluations is to measure the school's performance in relation to the target-based contract signed between the school and the regional education authority.

2. Evaluators

Evaluations are mostly conducted by teams of secondary education inspectors (IA-IPR [regional inspectors] or IEN-ET/EG [national education inspectors]). As national education officials, inspectors are recruited by competitive examination and have teaching experience of around 15 years. IA-IPRs have passed the high-level competitive examination for the recruitment of teachers and are therefore specialists in the teaching of their subject.

These teams can include staff with policy responsibilities at regional level (mostly former inspectors), such as continuing professional development, student guidance and vocational training. Initiatives to include management staff have mostly been abandoned. On very rare occasions, university specialists may participate in these operations.

3. Evaluation framework

There is no single evaluation model, or even any national recommendations on the approach to be taken. However, the General Inspectorate of National Education has produced several reports from which regional authorities can get inspiration ([42]).

The main variables on which the observations of inspectors focus are set out in the school plans or, more recently, in the target-based contracts signed between the head teacher and the regional education authority. They concern the main results achieved by students, their level of proficiency in key competences, or even the school's involvement in the co-construction of high-quality school courses.

The Ministry's Evaluation, Forecasting and Performance Department (DEPP) provides regional education authorities with a very detailed set of

([42]) Evaluation of secondary schools in France, critical assessment and prospects in 2004; Evaluation of teaching units: Towards a methodological and ethical approach, 2011.

statistical data (School Self-Evaluation and Guidance Aid-APAE) for all schools within the national territory, which describes both their operation and their performance and provides information on:

- the characteristics of the school's population;
- its available human resources and working hours;
- its performance – the students' results in national examinations and the conditions of schooling (repetition rate and completion rates), as well as the added value ([43]) offered by the school depending on the characteristics of its population.

Depending on the methods selected, certain regional education authorities also choose to focus on specific aspects (development of citizenship activities, commitment to partnership actions, promotion of culture and the arts, etc.).

4. Procedures

The methods for conducting school evaluations differ from one regional education authority to another. The frequency of such evaluations is very difficult to establish. As individual staff inspections form the priority in the work of inspectors, the time that they can spend on school evaluation is traditionally limited: it could take several years to cover all schools (depending on the size of the regional education area and the extent of the resources employed). In addition, the large number of schools compared to the number of inspectors does not allow for frequent observation. In the past (1990s), just one regional education authority (Lille) conducted a systematic evaluation operation covering all its schools. However, such operations have not generally been conducted in the other regional education areas. A recent (unpublished) report indicated that only eight regional education authorities out of thirty expressly included the evaluation of secondary schools in their plan. However, in five of these authorities, this involved a self-evaluation in the context of the monitoring of performance contracts.

([43]) For the same level of performance of students, the added-value of a school is greater as the student's socio-economic background is disadvantaged.

The monitoring of target-based contracts (see Section I.1) has required a more systematic evaluation of contracts when they expire (generally after three or four years). In addition, directors of education have increasingly entrusted regional inspectors/directors (former regional inspectors, members of the steering committee for the *académie*) with the tasks of monitoring and supervising schools. New initiatives have therefore been developed in which regional inspectors/directors involve education inspection staff, based on the new methods, in the evaluation of contracts through meetings to assess educational activities.

In the absence of national guidelines, the regional education authorities organise their school evaluations using a variety of models, with these evaluations being synchronised, as far as possible, with the term of contracts. Despite this diversity, the empirical observation of the protocols used by regional education authorities confirms the existence of common elements: development of a visit protocol which is circulated before the visit; frequent circulation of a 'guide' containing requests for additional information; formation of a team of independent interdisciplinary inspectors; and feedback of the result of observations to the school's management team.

These evaluations mostly involve observation time in classes and interviews with staff. By contrast, parents are only rarely involved in these evaluation operations.

5. Outcomes of external evaluation

The evaluations lead to the formulation of recommendations and advice for improving the performance of schools. They never lead to significant reductions in funding or even to sanctions. In the best-case scenarios, schools engage in training actions based on local initiative.

However, in recent years the introduction of contracts has led to the development of the 'management dialogue'. Every year a dialogue is established between the regional education authority and schools in order to set the amount of their grant (mainly for teaching hours). This grant is principally based on criteria involving the size of the school (number of students, etc.),

characteristics of the school population and, as far as possible, extent of the training offer. However, without radically altering these criteria, the management dialogue also includes the result of evaluations conducted under the target-based contracts, so that better account is taken of the contextual variables and projects within the school which are sponsored by local players.

6. Reporting of external evaluation findings

The results of school evaluations are mainly communicated to the regional education authority, and then to the management of the school in question. The head teacher may also decide to communicate the results to the school's board of governors (which includes parents' representatives as well as local elected officials). However, the principle of restricted circulation is most frequently applied, to avoid placing schools in a competitive situation.

Section II. Internal evaluation of schools

1. Status and purpose

In French primary schools, there is no internal evaluation in the proper sense of the term. Only an assessment of the multiannual school plan, which is mostly carried out every three years, can be likened to a very limited form of internal evaluation. The school council can annually assess the achievement of specific objectives which are set for schools in order to improve student performance, but this is not mandatory.

The self-evaluation of secondary schools is a relatively recent phenomenon. In the last few years, the national authorities have included self-evaluation practices in their recommendations. The combination of recommendations made by the European Parliament and the Council to the Member State ([44]) (2001) and the introduction of school contracts has led schools to adopt forms of self-evaluation since the middle of the 2000s.

As a result, the preparation of school plans and target-based contracts is now accompanied by an initial diagnosis of the school's strengths and weaknesses. This diagnosis is based on a series of indicators provided to the educational community by the school management. These indicators mostly stem from academic and national databases (School Self-Evaluation and Guidance Aid-APAE, see Section I.3).

The Ministry has also provided the educational teams of priority education schools with a specific self-evaluation and guidance tool (OAPE). Based not on quantitative data but on a series of key questions about how a school operates (core skills, student evaluation methods, relationships between players in the educational community, student development, etc.), this tool is made available to head teachers who can 'offer' it to other representatives in their educational community. However, this tool is not yet widely used.

2. Parties involved

The primary school plan is assessed by the teachers together with the head teacher. At their request, a district educational adviser can provide support.

Many secondary schools are now conducting self-evaluation. In most cases, the management team collects statistical data on general performance, which it provides to the teaching and non-teaching staff so that they can identify the school's strengths and weaknesses. The head teacher uses the result of this work to prepare the target-based contract (which is then submitted to the regional education authority) and school plan.

3. Evaluation tools and support

There is no framework or template for the internal evaluation of primary schools. The *département* sets out which indicators must be included in the school plan. The available indicators, which are often the same as those used in the external evaluations conducted by the IENs, generally concern students' results in national examinations, repetition rates, student guidance, attractiveness of the school or even its equipment (see Section I.3).

([44]) Recommendation of the European Parliament and of the Council of 12 February 2001 on European cooperation in quality evaluation in school education, OJ L 60, 1.3.2001, p. 51. http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32001H0166&from=EN

Secondary schools have access to a self-evaluation tool (APAE) provided by the central education authorities in order to diagnose their strengths and weaknesses. The APAE includes indicators covering, in particular, the characteristics of the school's population and its available human resources and working hours, as well as its performance, identified using the added value statistical concept (see Section I.3). Head teachers of secondary schools, and by extension other members of the school community, have access to the results for their school in relation to these indicators.

A methodological guide produced by one of the regional education authorities (Strasbourg) has been fairly widely circulated and has helped schools in other areas to diagnose their strengths and weaknesses.

4. Use made of results of internal evaluation

The school can use the school plan assessment to develop its educational policy. This assessment is systematically sent to the IEN in charge of the district, who forwards it, or an analysis of it, to the regional director. By analysing these assessments, the regional director can develop work practices or lessons to guide educational policy. The school plan assessment is not published.

In most cases, the result of the self-evaluation is used by the secondary school to prepare the initial target-based contract and school plan as well as to renew these documents (i.e. the assessment of the previous contract).

Section III. Other approaches to quality assurance

Teachers undergo regular systematic individual inspection so that their career progress can be managed. This inspection is particularly reflected in a score which determines the rate at which teachers progress through the ranks and therefore through the pay grades.

The head teacher is evaluated in the same way as other teachers (in lessons, if they are still teaching, or through an interview, if not teaching, or through a mixture of the two).

Head teachers of secondary schools are also regularly evaluated by the regional education authority, either when their letter of appointment expires (every three years) or, more commonly, when they participate in the annual national mobility. Depending on the result of their evaluation, head teachers can be entrusted with increasingly complex schools and therefore receive higher salaries.

The Evaluation, Forecasting and Performance Department (DEPP) of the Ministry of National Education is responsible for implementing a national external evaluation programme. It conducts various sample surveys, such as CEDRE which evaluates the skills acquired in various subjects by the end of primary and secondary school, or cohort monitoring studies, or even assessments at 18 years of age, which are normally published. The Evaluation, Forecasting and Performance Department (DEPP) publishes the results of these standardised evaluations aggregated at national level. The results achieved by each school's students in the final examination at the end of secondary education are published.

For over 25 years, various standardised forms of evaluating the skills of all students in French and mathematics at the end of the second and fifth years of primary education were applied. These were used by schools, *départements* and regional education authorities as local guidance indicators. Since 2013, these external evaluations of all primary school students have been suspended by the Ministry of National Education.

Section IV. Reforms

The tools and reference framework used by IENs to evaluate students' level of proficiency in terms of skills and capabilities will be changed because the compulsory education stages, curricula and common core of knowledge and skills will be progressively adapted from the 2015/16 academic year in order to implement the 2013 law on the reform of state schooling.

Croatia

Section I. External evaluation of schools

NA – There is no systematic or legally prescribed external evaluation of individual schools in Croatia

Section II. Internal evaluation of schools

1. Status and purpose

The Law on Education in Primary and Secondary Schools (2008) stipulates that internal evaluation is to be conducted in every school. It further prescribes that the results of standardised student assessments and internal (self-) evaluations are to be used by schools for continuous improvement of their work. As no more specific guidelines, goals or indicators are mandated at national level regarding the monitoring of this improvement, each school has substantial freedom to decide which factors to focus on and how to use the results of their own self-evaluation.

2. Parties involved

According to the National Curriculum Framework for Pre-school Education and General Compulsory and Secondary Education (2010), the '… *self-evaluation process should involve, in addition to the employees of pre-school and school institutions, students, parents, representatives of the local community, administrative and professional services and others. Their opinion will offer a wider perspective on the education provided by those institutions and facilitate better development of those institutions*' ([45]).

In practical terms, the process of self-evaluation in schools is organised and managed by the school quality team, comprising the school head, at least two teachers, and at least one non-teaching staff member (psychologist, special educational needs professional, etc.).

3. Evaluation tools and support

The evaluation framework for the self-evaluation of schools is not mandated by any official document, but nevertheless all schools which do conduct self-evaluation use the same guidelines and reporting templates issued by the National Centre for External Evaluation of Education ([46]) (NCEEE), a government agency established in 2008 by a dedicated law. In practice the NCEEE guidelines ('Guide for the implementation of self-evaluation in primary schools' ([47]) and 'Handbook for self-evaluation of secondary schools' ([48])) and reporting templates serve as an unofficial evaluation framework.

These documents suggest that self-evaluation should be conducted as a continuous process and repeated annually. The evaluation areas defined in the guidelines and reporting templates include: educational achievements, internal social processes, organisational issues, goal setting for improvement and school development planning.

The evaluation framework is mostly narrative/ qualitative; it does not include any quantitative parameters. Hence it is not really suitable for comparing different schools but only for monitoring the progress of individual schools from one year to another.

NCEEE assists schools in developing and conducting their internal assessment by providing regular training opportunities and on-demand expert advice to school quality teams. It also provides support for analysing results and monitoring schools' capacity to make progress. Self-evaluation of schools was introduced into the Croatian educational system, and is still run, as a project of NCEEE. Funds for this project are provided in the national education budget, through the Ministry of Science, Education and Sports.

4. Use made of internal evaluation results

Schools are free to decide which areas to focus on and how to use the results of their own self-evaluation. The only requirement for schools is

([45]) public.mzos.hr/fgs.axd?id=17504

([46]) http://www.ncvvo.hr

([47]) http://dokumenti.ncvvo.hr/Samovrjednovanje/2009-03-24/vodic.pdf

([48]) http://dokumenti.ncvvo.hr/Samovrjednovanje/Tiskano/prirucnik.pdf

to use standardised student assessments as part of their internal evaluation.

Section III. Other approaches to quality assurance

The work of NCEEE is dedicated to the development and implementation of practices for monitoring and improving the quality of education in Croatian pre-primary, primary and secondary education (ISCED 0-3). It organises and coordinates national tests and state *matura* (secondary school leaving exam), and also coordinates all activities related to the implementation of the various international education quality monitoring projects (PISA, PIRLS, TIMMS, TALIS).

National tests at ISCED level 2 are conducted on a representative sample of students and in one single subject. The subject and the age of students being tested are different from year to year.

The results of all these tests are made available to the schools who participate in them.

Section IV. Reforms

No planned reforms.

Italy

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The new National Evaluation System – *Sistema Nazionale di Valutazione* (SNV) was incorporated into legislation by Law no.10/2011 and is regulated by Presidential Decree no.80/2013. It is currently being piloted through two pilot projects: VALeS ([49]) (*Valutazione e sviluppo della scuola*) and *Valutazione e Miglioramento*. The new system will be mainstreamed from the 2014/15 school year, starting with a phase of internal evaluation followed by external evaluation the following year.

There are three main parties involved in implementing the system:

- the National Institute for the Evaluation of the Education and Training System ([50]) (*Istituto nazionale per la valutazione del sistema di istruzione e formazione* – INVALSI) coordinates the SNV. It provides evaluation protocols, develops indicators of efficiency and effectiveness, provides evaluation instruments for schools, selects external evaluators and assigns them to school inspection teams. INVALSI is a national, public research body, supervised by the Italian Ministry of Education, University and Research;
- the National Institute for Documentation, Innovation and Research in Education ([51]) (*Istituto nazionale di documentazione, innovazione e ricerca educativa* – INDIRE) supports schools in some areas of the evaluation process, in particular, helping them to plan and implement school improvement measures with a view to raising the quality of education provision as well as improving student learning outcomes. INDIRE is a national, public research body, supervised by the Italian Ministry of Education, Higher Education, and Research;
- inspectors from the Italian Ministry of Education, Higher Education, and Research.

Coordination and overall strategic management of the system is assured by the Conference for the Coordination of the SNV, led by the presidents of INVALSI and INDIRE, and a technical director representing the inspectors.

Inspections are carried out by teams comprising two external evaluators chosen from a register of candidates approved by INVALSI and one inspector from the Ministry of Education, University and Research.

The focus of the SNV is on the efficiency and effectiveness of the education and training system as well as the quality of education provision.

The three-year VALeS pilot project (2012-2015) involves 300 schools at all levels, which were

([49]) http://www.invalsi.it/invalsi/ri/vales/

([50]) http://www.invalsi.it/invalsi/index.php

([51]) http://www.indire.it/

selected by the ministry following an application procedure. The aim is to trial a continuous improvement process in a cycle of self-evaluation, external evaluation, and (re)defining school objectives.

The *Valutazione e Miglioramento* project (2013-2014) ([52]), carried out by INVALSI, has mainly involved primary and lower secondary schools (first cycle of education): 400 comprehensive schools and approximately 23 upper secondary schools. Schools have been randomly assigned to two possible evaluation pathways: 1) evaluation of outcomes and processes related to the organisational environment and 2) evaluation and class observation with the specific aim of analysing educational and didactic practices.

The aim of the *Valutazione e Miglioramento* project is to foster the evaluation's formative role through the analysis of internal processes, provision of the information to schools, and the internal promotion of practices leading to improvement processes in schools.

2. Evaluators

In the context of VALeS, INVALSI has defined two external evaluator profiles: experts with school-based experience (profile A) and those with expertise in other areas (profile B).

For profile A, in addition to a first degree, there are specific requirements in terms of professional experience for each type of expert:

- A1: experts in school leadership – school head currently in service and with at least three years' experience; school head not currently in service; inspector in service; teacher (in service or not) with at least five years' experience in management/ administrative work in schools.
- A2: experts in the pedagogical/teaching area – inspector not in service; teacher (in service or not) with at least five years' service and experience in coordinating teaching work in schools.

For profile B, there are also two types of expert:

- B1: experts in qualitative research.
- B2: experts in management and organisation.

However, the professional experience required is broadly the same: three years' post-graduate work in their respective field, carried-out in universities, public research institutes or other equivalent organisations.

Other types of professional experience considered to be of value for each profile, are professional collaboration with INVALSI; experience gained through external school evaluation activities with the Ministry of Education, regional school offices, former regional institutes for educational research, or INDIRE; participation in innovative projects or experiences, published work, or participation in courses on evaluation.

The *Valutazione e Miglioramento* project involves: evaluation teams and *ad hoc* trained observers.

The evaluation teams are made of two evaluators with different profiles: one of them (internal to the school) has organisational and teaching competences (teachers with experience in the school evaluation field); the other one, external to the school, is composed of a social researcher and of experts in the evaluation of organisations, with both methodological competences and competences in the analysis of organisations.

Observers are trained within the area of pedagogical and social sciences and have professional and research experience within the university sector. They conduct observation visits in the schools using different qualitative research techniques.

3. Evaluation framework

Pending the implementation of the National Evaluation System, the reference framework is provided by the school evaluation and development project known as VALeS ([53]) (*Valutazione e sviluppo della scuola*), which

([52]) The *Valutazione e Miglioramento* project started in 2008. The information contained in the National profile refers to the 2013-2014 edition of the project. Please, see: http://www.invalsi.it/invalsi/ri/audit/index.php?settore=progetto

([53]) http://www.invalsi.it/invalsi/ri/vales/documenti/Logiche_gen_progetto_VALeS.pdf

aims to identify criteria, tools and methodologies for the external evaluation of schools and head teachers. This reference framework was designed and developed by INVALSI (National institute for the evaluation of the education system) and is arranged into four areas:

- education and training results;
- educational practices;
- organisational environment (leadership, teamwork, partnerships and internal evaluation);
- social and environmental context within which the school operates.

This document explains the elements identifying a 'good school' in these four areas. It enables the results to be interpreted in light of the school's internal processes and resources, and taking account of the context in which the school operates. The final results through which schools can be characterised vary widely because of the independence of schools. They aim to ensure the educational success of all students, acquisition of skills, particularly core skills, and equity of outcomes.

The evaluation scale has four levels. The school can be judged as: 1 = inadequate; 2 = acceptable; 3 = good or 4 = excellent.

Specific frameworks related to the learning environment and the educational-didactic practices have been developed and are being used under the pilot project *Valutazione e Miglioramento*.

4. Procedures

The frequency of evaluation has not yet been established.

The evaluation process within the SNV has four phases:

- school self-evaluation involves an internal audit of the school's services, the drafting of a self-evaluation report in electronic format following the framework set up by INVALSI ([54]), and the development of an improvement plan. The audit is based on data from the Ministry of Education's information system with further processing carried out by INVALSI. This processing is based on the results of student outcomes and an estimate of the school's added value, taking into account each student's progress in standardised tests, their starting point, as well as their socio-cultural environment;
- external evaluation is divided into: (i) the identification of the institutions to be evaluated by INVALSI based on indicators of efficiency and effectiveness; (ii) visits to schools by external evaluation teams according to the evaluation programme and protocols elaborated by INVALSI and adopted by the SNV Conference; (iii) a reformulation of improvement plans by schools based on the results of external evaluation;
- actions for improvement are decided and implemented in schools. Support is provided by INDIRE or through collaboration with universities, research institutes, and/or professional and cultural organisations. Any such collaboration must take place within existing human and financial resources, and not make any additional demand on public funding;
- reporting by schools in order to ensure transparency and public accountability.

The VALeS project has only three steps in its external evaluation process:

- preparatory work – includes the examination of documents, such as the school prospectus (*Piano dell'offerta formativa,* POF), a document prepared by the school itself which shows its education provision; its organisation and management; and school and student data (largely provided by the Ministry of Education, Higher Education, and Research) such as students' results in standardised national tests. This first step also includes a planning visit to the school;
- school evaluation visit – involves meetings with school management, interviews with school staff, individual interviews with parents and student representatives, and visits to school rooms and laboratories. Questionnaires, interviews and focus groups

([54]) http://www.invalsi.it/invalsi/index.php

can be used to collect the opinion of the different stakeholders on issues closely related to those in the evaluation framework;

- post visit meeting – evaluators meet to discuss the indicators; examine practices; organisational models; and the effectiveness of actions taken by the school. They subsequently make a judgment on each area evaluated and on the results obtained. Within the VALeS project, the external teams communicate their evaluation results to schools through reports, drawn up according to INVALSI's guidelines ([55]).

There is no consultation with school management whilst finalising the evaluation report.

Up to now there has been no follow-up procedure as part of the VALeS pilot project and the SNV has no plans to incorporate this into the process.

As far as the pilot project *Valutazione e Miglioramento* is concerned, procedures are slightly different depending on the evaluation pathway to which schools are assigned. In the case of pathway 1, evaluation takes place through a visit to the school by a team of evaluators; in the case of pathway 2 (evaluation and classroom observation), in addition to the visit to the school by a team of evaluators, *ad hoc* trained observers carry out classroom observations In both cases, the process foresees that: 1) before visiting the school, the evaluation team examines some documents and data related to the school and a *Questionario Scuola* prepared by the school for the visit; 2) during the visit to the school, the evaluation team gathers information by involving different school actors through interviews and focus groups and by gathering additional documents produced by the school itself.

5. Outcomes of external evaluation

According to the SNV, schools need to reformulate their improvement plans on the basis of their external evaluation results. However, schools are not obliged to follow the evaluators' recommendations as long as the actions taken address the concerns highlighted in the external evaluation. It is for the school head to decide which path to follow, taking into account the school's specific priorities and context. Schools are supported in this process by an expert from INDIRE.

Within the VALeS project all schools can be allocated 10 000 EUR to develop projects within an improvement plan to be carried out in the following school year. For example, the funds can be used for additional training related to innovative teaching methods, technological innovation or new curriculum initiatives.

Within the *Valutazione e Miglioramento* project, all activities carried out are illustrated in a final report, which is at disposal of all schools. This report is also at the disposal of teachers for the self-evaluation of didactic and educational strategies.

6. Reporting of external evaluation findings

Part of the evaluation process is called the 'social reporting phase', which calls for the publication and dissemination of evaluation results based on the indicators defined in the evaluation framework. The main aim of social reporting is to ensure transparency and the sharing of data and other information with the wider community. In this way, it is intended to be a lever for improving school services.

As the new external school evaluation system has not yet been rolled out nationwide, the impact of this approach will only be visible in the next few years.

Currently, however, only a few schools publish either the results of their learning outcomes or their external evaluation, and there is no obligation to do so. Where this does happen, it is usually via the school website.

Section II. Internal evaluation of schools

1. Status and purpose

Until now, the legislative reference and framework for internal school evaluation has been incorporated within the School Service Charter (DPCM of 7 June 1995) and by the Regulation on autonomy (Presidential Decree

([55]) http://www.invalsi.it/invalsi/ri/vales/documenti/Linee_guida_autovalutazione.pdf

No. 275/1999), which strongly recommends the practice of self-evaluation.

The School Service Charter identifies three areas related to quality i.e., teaching, administration and environment. It also establishes the duty to define the quality elements and standards for each of these areas as well as the methods to be used. For example, in gathering information schools should direct questionnaires to parents, staff and – in upper secondary schools – to students.

In recent years, several local or regional self-evaluation experiments, linked to initiatives in individual schools or school networks, have started to provide schools with more rigorous and systematic methods to examine their work and to assess the results obtained.

These experiments have spread without central government influence on the choice of self-evaluation methods or benchmarks. Consequently, there are currently a variety of approaches and models.

However, the recent regulation on SNV has given a new boost to self-evaluation, which is now an explicit duty on schools and must be carried out on the basis of reliable and comparable data provided from Ministry of Education's information system and by INVALSI.

2. Parties involved

Schools are free to choose their internal self-evaluation team, which, together with the school head, is responsible for the preparation of the report. The school is also at liberty to decide on the involvement of other stakeholders. In the context of the two pilot projects described in Section I, INVALSI highly recommends the involvement of teachers, non-teaching staff, students, and parents in the evaluation teams.

3. Evaluation tools and support

The evaluation frameworks and tools available to schools are very varied. The most commonly used ones are:

- the INVALSI model provides schools with a format for the elaboration of the self-evaluation report, taking into consideration the four areas included in the evaluation framework. The focus is on reflective practice with an explanation of context, processes, and results;
- the ISO model ([56]), aimed at acquiring working methods and instruments that gradually improve the quality of the school, until the final certification ISO 9001 is awarded. The main feature of the ISO model is the involvement of the entire teaching staff.
- the EFQM model ([57]) (European Foundation for Quality Management) is based on the RADAR model (Results, Approach, Deployment, Assessment and Review), and focuses on nine criteria: leadership; politics and strategies; personnel; partnership and resources; results related to customers; results related to personnel; results related to society; and key results related to performance;
- the CAF model ([58]) (Common Assessment Framework) follows the principles of Total Quality Management. It is inspired by the EFQM model and uses the same number of evaluation criteria, but has a stronger focus on enabling factors such as the perception of stakeholders, or the effort needed to reach the expected results.

4. Use made of internal evaluation results

Internal evaluation results are mainly used by schools themselves to improve their own teaching, learning and management processes. In addition, the self-evaluation report is provided to INVALSI as part of the external evaluation process. However, these results are not used for system-level analysis.

Section III. Other approaches to quality assurance

The national education system is also evaluated/monitored using the results of standardised national tests organised by INVALSI and supplemented by the collection of data on students' educational levels. This collection of

([56]) http://www.iso.org/iso/home/standards/management-standards/iso_9000.htm

([57]) http://www.efqm.org/the-efqm-excellence-model

([58]) http://qualitapa.gov.it/it/iniziative/caf-per-miur/

data covers the knowledge and skills in Italian and mathematics of students in the second (7-8 years) and fifth (10-11 years) years of primary school, in the third year (13-14 years) of lower secondary school and in the second year (15-16 years) of upper secondary school.

The results of national testing are compiled into a national report and made public. The report is published annually by INVALSI and is used to improve knowledge and understanding of the working of the Italian school system. The results are also delivered to schools both as aggregated and disaggregated data in order to provide school managers and teachers with useful instruments for self-evaluation and for improving their provision.

Section IV. Reforms

The reform on school evaluation will be rolled out in the next three years.

The recently published Directive No. 11 of 18 September 2014 sets the Strategic priorities of the National Evaluation System (SNV) for the school years 2014/15, 2015/16 and 2016/17, identifying the a) Strategic priorities for the evaluation; b) General criteria to assure the autonomy of the inspection team and c) General criteria for the promotion of schools within the self-evaluation process.

The system will be rolled-out progressively:

Self-evaluation: starting from the 2014/15 school year, all schools, using the INVALSI framework, will annually carry out a self-evaluation. By July 2015 the self-evaluation report and the objectives for improvement will be at disposal of INVALSI. Schools will be required to act on the objectives for improvement starting from the 2015/16 school year. A first update of the self-evaluation report will take place in July 2016.

External school evaluation: the external evaluation activities will be rolled-out in the 2015/16 school year. Each year, for the following three school years, 10 % of the total number of schools will receive an external evaluation. Schools will be chosen on the basis of efficiency and effectiveness indicators, and up to 3 % on the basis of a random sampling

School system evaluation: by October 2015, the INVALSI will prepare a report on the developments of the Italian school system for the following school year to allow for an analysis at national level and international comparisons. This report will identify the critical domains and the areas of excellence of the Italian educational system supported by efficiency and effectiveness indicators.

The rolling-out of the reform will be completed at the end of the 2016/17 school year. Schools will publish the first social report on the portal of the Ministry of Education, Higher Education, and Research, called 'Scuola in chiaro' and on the institutional website of each school. This report will share the results reached taking into account the improvement objectives identified and followed in the previous years.

Cyprus

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

In Cyprus, formal external evaluation of schools is limited to lower secondary education (ISCED 2) and is exercised by central authorities, while for primary education (ISCED 1) regional authorities provide constant direct supervision of the work carried out by teachers and school heads, and indirectly of schools as a whole (see Section III).

Lower secondary school evaluations are conducted by a team of inspectors under the supervision of the General Inspectorate of Secondary Education of the Ministry of Education ([59]).

The main purposes of external school evaluation are: monitoring the compliance of schools and school heads with regulations; and evaluating teaching staff and schools' educational processes with a view to improving the quality of education provision.

The inspection takes the form of regular, general inspections.

([59]) http://www.moec.gov.cy/dme/en/index.html

2. Evaluators

Lower secondary school evaluators must hold a post-graduate degree in a subject related to education and have at least 15 years' teaching experience of which:

- two as deputy school head;
- five as teachers in secondary schools.

In addition, external evaluators must have participated in a school leadership training course – an obligatory 200-hour course taken over 8 months – while serving as deputy school leaders.

Evaluators are employed as school inspectors in subjects such as languages, maths, science and art (see Section III for information on the role of school inspectors). They undertake the role of external school evaluators, periodically, as members of ad-hoc committees. The chair in all these committees is the General Inspector of Secondary Education.

3. Evaluation framework

All lower secondary schools are evaluated on the basis of a common framework. The framework focuses on 11 areas relating to school characteristics and operations, such as the student population, school size, number and type of staff, services offered, and relations with parents and the local community.

There are no set standards or specific documents to be used by evaluators. The evaluation committee prepares an evaluation report focusing on the areas mentioned above.

4. Procedures

Lower secondary external school evaluation is not conducted routinely. It takes place whenever it is deemed necessary to assess the work done in school. The decision for conducting an external evaluation is based on formal and informal information collected by the Administration of Secondary Education about the administrative and academic performance of schools. The analysis of such information provides inspectors with the necessary background information.

The assessment unit visits the school for about three working days. During this period they can, if deemed necessary, observe the work in classrooms.

Prior to the school visit, the assessment unit provides the school head with a questionnaire which captures mainly administrative data. During the school visit itself, the team may hold interviews with the school administrative team (school head and deputy heads), course coordinators, student delegation, the school board and others.

Before drafting the final report, the assessment unit announces its preliminary findings to the school head and management team (deputy heads). If necessary, the findings are also announced to the teachers of the school. A consultation phase follows during which the school leadership and/or the body of teachers have the right to comment on or refute the report orally and/or in writing.

5. Outcomes of external evaluation

The assessment unit provides a number of suggestions for improvement at the end of the assessment report. Schools, however, are not obliged to accept the suggestions or to deliver a plan of action for improvement.

No disciplinary measures are taken against schools. The school administration may ask the school board to provide additional resources to the school where the evaluation report highlights any shortages, and if the report suggests any training needs, the school administration may encourage teachers to take training courses provided by the Pedagogical Institute ([60]).

6. Reporting of external evaluation findings

Evaluation reports are not published or distributed.

The assessment units deliver the report to the Administrator of General Secondary Education. No database is kept.

([60]) http://www.pi.ac.cy/pi

Section II. Internal evaluation of schools

1. Status and purpose

Internal evaluation in primary education is subject to school autonomy and there are no regulations from the central or regional authority on this matter. School inspectors encourage and help schools to carry out internal evaluation and develop school improvement plans.

In lower secondary education, internal evaluation takes the form of an 'activity report' and is prepared annually by school heads. The report is based on a specific template provided centrally. Annual school activity reports are gathered centrally and help educational authorities to monitor schools and the education system.

2. Parties involved

Primary schools have full autonomy in deciding who participates in internal evaluation.

For lower secondary schools, the school head is mainly responsible for preparing the annual school report, but deputy heads as well as other staff may also contribute.

3. Evaluation tools and support

School Inspectors may help primary schools to carry out their internal evaluation by providing tools and support.

For lower secondary education, a common template for the annual report is provided centrally and schools are obliged to use it. The main areas of focus are: general and specific annual goals; special educational programmes provided; workshops, lectures and seminars undertaken on teaching and learning; the school library; and problems with facilities or personnel.

4. Use made of internal evaluation results

While there is no direct use of internal evaluation reports or results in primary education, school inspectors may pass the findings to their regional authority. On the other hand, central authorities use annual school reports from lower secondary schools to compile a short synoptic report, which may be used as a tool for management decision making as well as for monitoring the school system as a whole. Regional authorities may also use annual school reports in their decision making, for example when allocating students and teachers to schools or deciding what financial support to provide.

Section III. Other approaches to quality assurance

In addition to any other special duties assigned to them, in primary education, school inspectors:

- supervise primary schools;
- supervise and provide guidance for teachers;
- collaborate with school heads in dealing with administrative or any other educational issues;
- participate actively in organising conferences and 'in-service training seminars' for teaching staff;

Through these procedures, inspectors also have the opportunity to evaluate primary schools.

School inspectors assess teachers and deputy school heads once every two years, up to their 25th year of service, and every three years thereafter.

Once every three years, school heads are assessed by a team of inspectors under the supervision of the District Inspectorate of Primary Education. Through this procedure, inspectors also have the opportunity to evaluate schools.

As far as lower secondary education is concerned, teachers are evaluated internally (by the school head) as well as externally (by subject inspectors) every other year after their 10th year of service for appraisal purposes. Newly appointed teachers are subject to the same kind of evaluation every semester, for the first two years, in order to confirm their status. School heads are externally evaluated by a group of inspectors every three years.

Section IV. Reforms

None foreseen.

Latvia

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The State Education Quality Service (IKVD) ([61]) accredits general and vocational education institutions and examination centres, as well as general and vocational education programmes. Accreditation involves a process of quality evaluation.

The institution comes under the supervision of the Ministry of Education and Science. School evaluation in Latvia has two main purposes: to ensure that education provision complies with the legislation in force, and to improve the quality of education. School evaluation encompasses both the accreditation of education programmes and schools. These duties are defined in law; only schools providing accredited education programmes have the right to issue the state's recognised education qualifications, the certificates of general basic (integrated ISCED 1 and 2 levels) and general upper-secondary education (ISCED 2 and 3 levels).

2. Evaluators

The external evaluation of schools and education programmes is carried out by an Accreditation Experts' Commission. Commissions may include: one representative of the Ministry of Education and Science or the National Centre for Education or State Service of Education Quality; representatives of education institutions, (but not from the school being evaluated); and education specialists nominated by the municipalities. A Commission usually has three or four members (depending on the size of school) including a head of commission and experts who must hold a teaching qualification or a relevant degree (in law or education management) and have at least one year of teaching experience or experience in school management. They must also undertake a specialist training course in evaluation organised by the IKVD (8-hour course). The IKVD contracts the experts to carry out quality evaluation (on site) and to produce an evaluation report on each school.

3. Evaluation framework

The evaluation framework is defined in the Cabinet Ministers' Regulation No. 852 of 14 September 2010 'Procedures for the Accreditation of General and Vocational Education Programmes, Education Institutions and Examination Centres' ([62]). The Regulation defines a set of parameters to be used by evaluators to evaluate schools.

In addition, a methodological tool was developed by IKVD in 2011. The 'Quality Evaluation Methodology of Education Institutions, Examination Centres and Education Programmes' ([63]) is designed to help evaluators match the defined parameters with agreed standards.

The main areas addressed by this framework are: (1) education content – school education programmes; (2) teaching and learning; (3) pupil/student achievement; (4) support for pupils/students; (5) school climate; (6) school resources and (7) organisation, management and quality assurance for which there are 19 evaluation parameters. The 19 evaluation parameters are evaluated according to four evaluation levels: level I – unsatisfactory, level II – satisfactory, level III – good and level IV – very good. A descriptive evaluation is provided for three of these parameters. This evaluation framework applies to all general education schools.

4. Procedures

The external evaluation of schools and their programmes normally takes place every six years. However, whereas schools are accredited for a period of six years, education programmes are accredited for a period of either two or six years.

For instance, in 2012, 83 % of education programmes were accredited for six years and 16 % of education programmes for two years

([61]) http://www.ikvd.gov.lv/

([62]) http://m.likumi.lv/doc.php?id=217947

([63]) http://ikvd.gov.lv/assets/files/faili/24.05.2011.Ieksejie_noteikumi_Nr.5.pdf

(accreditation was refused to 1 % of education programmes).

There are three stages in the school evaluation process:

- a preparation stage, prior to visiting the school, when evaluators analyse the internal evaluation report prepared by the school. At this stage the head of the evaluation Commission contacts the school to coordinate the visit;
- the next stage is the school visit that lasts two to three days. At school, the committee of experts evaluates the institution and its education programmes according to the seven areas defined in the Regulation (see Section I.3). It includes classroom observations (of no fewer than 12 lessons), and interviews with pupils, parents, teachers and a representative of the founder of school (usually the local government). Questionnaires are also issued to teachers, pupils and parents. The same seven areas of evaluation are addressed in the interviews and questionnaires. Both interviews and questionnaires cover topics on education provision (for instance on education workload, assessment system (whether it is clear or not for the respondent, etc.), school climate, organisation of extra-curricular activities, operation of the school's self-governance etc. A review of school documentation is carried out to ensure that the necessary and mandatory documents for teaching and learning have been completed (students' personal folders, minutes of pedagogical and school board meetings, records of student achievements, etc.);
- the last stage includes the preparation of the evaluation report. The report is sent to the school head for information. A consultation with the school may take place before the report is finalised. In addition, before the monthly meeting of the Accreditation Committee at IKVD, the school has the right to submit objections on the report and a proposal to the head of Committee. The school may also inform the head of Committee whether a school's representative will take part in the meeting.

As a follow-up, schools are required to submit an annual report to IKVD on their progress in implementing the recommendations issued as a result of the evaluation. Although there is no time limit set in the evaluation framework, usually schools are advised to provide at least a plan for implementation with the submission of their first progress report (before 1 December). Schools are then expected to submit a progress report every year until all recommendations are implemented. The efficiency with which this is carried out is also taken into account during next accreditation.

5. Outcomes of external evaluation

The Accreditation Experts' Commission submits the evaluation report and proposals (recommendations) for the improvement of the school to the IKVD. Based on the proposals of the commission, the IKVD decides whether to accredit the school for a six-year period or to refuse accreditation. It also decides whether to accredit its education programme for six or for two years, or to refuse accreditation. Schools are obliged to undertake actions to address the recommendations, while the responsibility of school founding body (usually the local government) is to ensure support for the implementation of the necessary improvements in their schools. Experts' commissions may refuse to accredit education programmes for the six-year period if some aspects are not rated to be of high quality. Where this occurs, accreditation may be granted for two years only. Decision on refusal may be taken if any of the following criteria is evaluated as 'insufficient': (1) education content – education programmes provided; (2) teaching quality; (3) equipment and other material resources; (4) human resources, or if more than one third of 19 criteria are evaluated as 'insufficient'. In some cases the IKVD demands a prompt response from the school to the experts' recommendations, but normally the school has to respond before 1 December. Refusal of accreditation is an indicator of low quality provision either of the education programme or the work of the school in general. In such cases, the founder of the school takes appropriate steps to improve education provision or school management. The

school may apply for a re-evaluation no earlier than after three months after the accreditation refusal. The most serious consequence for a school which has been refused accreditation of its education programme is the loss of the right to issue the state-recognised certificate on completion of general education.

- Any additional resources or training provision for schools depends on the founder of the school.

6. Reporting of external evaluation findings

The IKVD publishes the experts' reports ([64]) (but only the part accessible to the public) on its website. External evaluation results are disclosed within a specific template, including the names of experts, evaluation gradings, strengths and recommendations. Evaluation findings may also be consulted on request by parents, students and other stakeholders. The IKVD produces an annual report which consolidates the responses submitted by schools about the implementation of external evaluation experts' recommendations and informs the Ministry of Education and Science.

Section II. Internal evaluation of schools

1. Status and purpose

The current regulation in force (Cabinet of Ministers' Regulation No. 852) states that internal evaluation should be carried out at least once every six years. However, during the external evaluation process, experts check whether internal evaluation is carried out systematically every year and whether it focuses on priority areas. Experts also evaluate whether student achievement is evaluated annually by schools. The main purposes of internal evaluation are to improve the quality of schools and how they function, and to produce a report to feed into external school evaluation. The structure of the internal evaluation report is defined by the above-mentioned Regulation, it consists of: (1) the school's general profile, (2) the school's main targets (education priorities of previous years and outputs/ outcomes), (3) progress on the implementation of recommendations from previous evaluations, (4) school performance against the quality indicators of all seven evaluation areas, (5) other achievements (significant/specific to the school) and (6) a development plan (based on the findings of the internal evaluation). Internal evaluation should include an analysis of student achievement in national tests.

2. Parties involved

The Cabinet Ministers' Regulation stipulates that all stakeholders in schools – teachers, students and parents – should take part in internal evaluation. A school has the right to decide on the degree of stakeholder involvement in the evaluation process. However, during the external evaluation process, the external experts consider the involvement of all stakeholders as part of their evaluation criteria. Parents, students and local government representatives are usually consulted through questionnaires and interviews during the internal evaluation process.

3. Evaluation tools and support

The structure of the internal evaluation report is determined by the Cabinet Ministers' Regulation (see Section II.1). Schools must examine the achievements of their students in centralised national tests. A comparison must be made with data which is not more than two years old on national averages, and averages for other similar schools (i.e. rural schools with other rural schools and schools in the capital city with other capital city schools, etc.). In Latvia, most schools are founded by local governments and schools are free to ask for support during internal evaluation from education specialists within their respective local government. An approach to school's internal evaluation and development planning is described by the *School Evaluation and Development Planning Handbook*.

4. Use made of results of internal evaluation

School staff use internal evaluation findings in order to plan future developments. Priorities for teaching and learning are also determined as a result of the findings. In Latvia, most schools are founded by local governments and

([64]) http://ikvd.gov.lv/vispārējā-izglītība/

municipalities who continue to be responsible for maintaining schools and for all aspects of their work. Local government education specialists therefore analyse internal evaluation findings in order to improve the work of the schools in their respective municipalities. Central education authorities use the results of internal evaluation to monitor the quality of school performance.

The results of internal evaluation must be published on the school's website or the school founder's (municipality) website.

Section III. Other approaches to quality assurance

Teachers' Professional Activity Quality Evaluation – teachers may apply on a voluntary basis to have their teaching assessed. There is a five-level scale, with level five being the highest level. According to the procedures set by the Ministry of Education and Science for the school year 2013/14, the evaluation of teachers at levels one to three takes place in school and is carried out by the internal evaluation committee. Level four is evaluated externally at city or municipality level, and level five is evaluated externally at national level. According to the Cabinet Ministers' Regulation on Teachers' Salaries, teachers assessed at levels three, four and five receive additional salary payments of 8 %, 20 % and 25 % respectively for their teaching work, thereby motivating teachers to gain the highest professional qualifications.

The Internal Audit Unit of the Ministry of Education and Science has the right to audit local authority education provision. The State Audit Office of Latvia has the right to evaluate the effectiveness of education provision of local authorities.

Student achievement in national tests is monitored by the National Centre for Education, which publishes school results in these tests. Aggregated results are compared by achievement levels, school location (capital city, rural schools, etc.), by type of school, by language of instruction (Latvian and ethnic minorities schools) etc.

The National Centre for Education delivers aggregated student results obtained by schools in national tests to school staff. Results are weighted and benchmarked to the national average and school location average.

Section IV. Reforms

A recent amendment to the Law on Education introduced a requirement for the external evaluation of school heads; a Government regulation is currently under development and the process is expected to start in 2015. Evaluation criteria are being developed and will be enshrined in a Cabinet Ministers' Regulation. Evaluation results will be used to inform decisions on school heads' performance and salary allowance.

Starting in 2017, the list of performance indicators used in external and internal school evaluation will be extended. In addition to an indicator on national test achievement there will be eight other performance indicators, including further education pathways and the employment status of graduates; the number of students taking interest-related (extra-curricular) education or vocationally oriented education programmes; the number of students learning by individual plan and those repeating a school-year, etc. This is intended to allow a comprehensive analysis of education quality to be carried out in every school and at national level. The quality indicators will allow for all stakeholders in education to create shared and better understanding about what high-quality education is. The indicators will be monitored and analysed in order to improve the quality of the education system.

A draft Cabinet Ministers' Regulation envisages that from 2015 schools will be obliged to update their internal evaluation reports every year (and not every six years). This is intended to enable education quality to be analysed more frequently and more closely both at school and national level. It will also help schools to become more aware of the value of internal evaluation as a support for their day-to-day work and quality evaluation. The measure is intended to embed a culture of internal evaluation in Latvian schools.

Lithuania

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The responsibility for external evaluation is shared between the National Agency for School Evaluation ([65]) (NASE) (an institution under the jurisdiction of the Ministry of Education and Science), and the school proprietor. The proprietor is usually either the municipality or central government (except in private schools).

The proprietor initiates and plans the external evaluation of their schools, provides them with assistance before and after evaluation, and monitors their performance following evaluation. NASE carries out the selection, training and certification of external evaluators; organises and coordinates evaluations; sets the timetable; puts together the evaluation teams, monitors school progress and the support given; and provides data on school performance.

The external evaluation of a school is conducted by teams of external evaluators. The stated goal of external evaluation is to promote school improvement by encouraging a culture of (self-) development and to raise achievement levels.

2. Evaluators

External evaluators must possess a higher education degree, be qualified as a pedagogue, have three or more years' experience in teaching and/or management experience in the education system, and be digitally literate. In addition, external evaluators must have knowledge of education legislation, be able to analyse information, and have other generic skills such as the ability to work well in teams.

The right to carry-out evaluations is only granted to evaluators after they have successfully completed a special training course and been awarded the external evaluator qualification. There are three levels of qualification: evaluator, mentoring evaluator and leading evaluator. The qualification must be renewed every three years. Candidates taking this qualification for the first time must complete 80 hours' theoretical training and 45 hours' practical training, i.e. they must participate as a trainee in the external evaluation of one school. Evaluators renewing their qualification must have participated in at least six evaluations and have undertaken at least 90 hours' training.

External evaluators are independent experts selected by NASE. They are employed under a service contract governed by the *Law on Public Procurement*.

3. Evaluation framework

External evaluations are conducted using the Indicators of Comprehensive School Evaluation ([66]), part of The Procedure for the External Evaluation of Performance Quality in General Education Schools. The framework, valid for all schools, is made up of 67 performance indicators grouped in 22 topics covering five areas: school culture, teaching and learning, student achievement, support for students, and school management. The list of indicators incorporates descriptors. School performance is judged using a five-level scale: Level 4 (very good), Level 3 (good), Level 2 (fair), Level 1 (poor), and Level N (very poor). The description of these evaluation levels is available at the website mentioned above.

4. Procedures

Schools are evaluated every seven years. If results show that school performance is poor and progress is insignificant, evaluations are carried out more frequently. More frequent evaluations can be initiated by the school itself or its proprietor. As a preliminary step, NASE collects school performance data, such as information about student achievements and school resources (human and material), which is passed to evaluators. In addition, the school being evaluated must provide evaluators with the following information: a weekly lesson plan and activity schedule; information about internal evaluations; the school's strategic plan; its

([65]) http://www.nmva.smm.lt/en/

([66]) http://www.nmva.smm.lt/external-evaluation-2/basic-information/

education plan; activity programmes; and reports on student progress. Evaluators must take into account the political, socio-economic, cultural, technological and pedagogical context of the school. These elements are taken into account when the team of evaluators is discussing the final report on the quality of the school and its performance.

Before the evaluation, a leading evaluator meets with representatives of the school community, such as the school head, staff, students, and parents. Other stakeholders, such as representatives of the school proprietor and teachers' union may also participate. These one-day meetings or interviews are intended to find out how the school evaluates itself, how it is evaluated by others, and how the external evaluation should be organised (up to 2014, surveys for parents, students and teachers were also conducted). The information collected is used to formulate hypotheses on the strengths and weaknesses of the school.

Following these preliminary steps, the team of evaluators conducts a three- to five-day visit, which can be prolonged if school activities do not correspond to its education plan or the approved schedules. The main focus is on observation of lessons and analysis of school processes (i.e. 75 % of the collected information). Evaluators use a structured form to focus the observations. Each teacher's activities (lessons or other activities) are observed. A draft report is then made available to the head of the school, who presents it to the community of teachers for comments; these are taken into account in the drafting of the final report. The follow-up to the external evaluation is made by the proprietor of the school and NASE, especially when the results show poor performance. External evaluators are not involved in this process.

5. Outcomes of external evaluation

The external evaluation report indicates the strengths and weaknesses of the school and provides a set of recommendations for improving performance. Once the evaluation report is finalised, the school head, together with teaching staff, must draw-up an improvement plan and inform the school proprietor. In order to encourage the use of the information contained in external evaluation reports to improve school performance, schools can be provided with financial support. The proprietor decides what support to allocate to schools, for example, hiring pedagogical staff providing assistance to students. However, any additional support is dependent on the proprietor's available resources. Training sessions are organised by the school itself depending on its needs, although the proprietor can also provide training as part of its additional support. If a school receives a poor evaluation grading and does not make any progress, an evaluation of the school leadership may be initiated. No other disciplinary measures are built into the evaluation system.

6. Reporting of external evaluation findings

NASE sends the evaluation report to the school proprietor and to the school itself.

The school head must give a presentation of the findings to other staff, parents and students. The main evaluation findings (strengths and weaknesses) for all schools are made available on NASE website and included in the Education Management Information System (EMIS). A school can make the complete report available to the public if it wishes to do so. Upon request, NASE can provide additional information about the performance of any school or group of schools (e.g., those founded by a single proprietor).

NASE presents an annual report on the external evaluation of schools to the Minister of Education and Science. This report is publicly available. In addition, NASE collects information about best practices in schools, and distributes this information in cooperation with the heads and teachers of these schools.

No formal system has been established to provide information about the performance of a specific school in comparison with a particular group of schools. However, such analyses can be made using data from the EMIS and other sources. These publicly available information sources provide information on a specific school's:

- strengths and weaknesses (based on external evaluation);
- the degree of improvement after internal evaluation (if the school provides this information);
- student achievement (results of *Matura* examinations taken on completion of upper secondary education).

Summaries of the results of external and internal evaluation in a county, or in particular groups of schools (e. g. by location or school type) can also be provided. External evaluation reports contain information on academic achievements (for example, in comparison with the expected achievement levels set out in the general curriculum framework) as well as student progress and other student achievements in school.

Section II. Internal evaluation of schools

1. Status and purpose

The *Law on Education* indicates that, alongside other measures used to improve the quality of education, internal school evaluations must be carried out. The school council chooses which areas to evaluate as well as the approaches and methods to follow. It is recommended that internal evaluations are conducted according to the model produced by NASE and approved by the Minister of Education and Science: *Guidelines for the Self-Evaluation of Performance Quality in General Education Schools.* Although this is at present the most widely used model across the country, schools may use alternative methods to evaluate the quality of their performance.

According to the recommended model, internal evaluation has several purposes, such as helping school heads to monitor the provision of education, supporting schools in becoming self-improving organisations, and finding examples of good practice. The objectives of internal evaluation are to:

- plan for school improvement;
- strengthen a sense of identity and responsibility for school improvement among members of the school community;
- provide the school community with reliable and comprehensive information about the school's performance;
- improve teaching skills;
- encourage individuals to reflect on their own role;
- spread models of good practice.

Internal evaluation is a planned process, but there are no specific recommendations or requirements on how long it should last or how often it is carried out; schools are free to decide this for themselves. The outcomes of internal evaluation are a key aspect of external evaluation.

2. Parties involved

It is recommended that the entire school community participates in internal evaluation, including the school head and other staff as well as students and parents. The recommended model has the following stages:

- preparation;
- general evaluation;
- in-depth analysis and evaluation of selected aspects;
- reporting on the evaluation procedures used and notification of the conclusions; and
- using the findings to plan further improvements in performance.

Responsibilities and tasks assigned are decided within the school. The school head, together with the school community, plans the internal evaluation. During the in-depth analysis of selected areas, it is recommended that, if necessary, data should be collected from a variety of sources, such as students, parents, teachers, individuals living in the area, and the media.

3. Evaluation tools and support

The framework used for external evaluation may also be used for internal evaluation. It is recommended that all indicators are used for the general evaluation stage, while only the relevant indicators that might reveal the causes of particular problems are used for the in-depth stage. Schools may use external consultants trained by NASE, who may be specialists from

municipal education departments, school leaders or teachers, to advise on issues such as the organisation of internal evaluation, data processing, and the use of results for forward planning. Advice on the use of the recommended internal evaluation model is also provided by NASE employees.

The recommended model also suggests that members of the school community are trained in its use. Training sessions are supported by school resources as well as those of external providers. NASE provides the online platform 'IQES online Lietuva' to support the improvement of both internal evaluations and lessons. The platform gives access to professionally-designed internal evaluation instruments which can be customised, as well as advice on methodology and more general information. A publication containing instruments for the evaluation of any type of school performance, in any area, and any school context is also available. NASE has also prepared additional support materials on issues relating to planning and improving school performance, such as publications, videos of lessons (series called *Success Stories*), and videos which illustrate how good school management can have a positive impact on the improvement process. These publications and videos are delivered to every school and are also publicly available.

4. Use made of internal evaluation results

The *Law on Education* indicates that the school council shall analyse internal evaluation results and take decisions regarding the improvement of school activities.

The *Guidelines for the Self-Evaluation of Performance Quality in General Education Schools* emphasise that internal evaluation is only effective if the results are used to inform management decisions, improve education provision and help teachers further develop their skills. The document recommends that the school community is informed about processes and results, presented with data and reports, and that the outcomes of the evaluation are used to guide the improvement of school performance. The external evaluation focuses on how the school uses internal and external evaluation findings for strategic planning and improvement of the school's performance.

Although the data collected during internal evaluation is confidential, the school can choose to share this information with third parties. NASE encourages schools to share such information as it can help school proprietors and national education institutions to identify trends, allocate funding, and spread examples of good practice. In addition, publicly available information allows schools to compare their performance with schools operating in similar contexts (e.g., the same municipality or type of location – urban or rural) as well as being useful for public relations. The majority of schools make this information available.

Section III. Other approaches to quality assurance

Teacher evaluation is carried out by a committee comprising the school head or deputy head together with representatives of the school council (school's own management body), teaching staff, and the school proprietor. The committee is approved by the school proprietor. Evaluation is voluntary, although it becomes mandatory if a teacher's competence is in question. Teacher evaluation procedures can also be determined by mutual agreement within the school.

School heads are evaluated by a committee made up of the school proprietor's representatives and other school heads. School leaders are evaluated every five years and in some cases even more frequently. School heads are expected to have the necessary skills to manage an educational institution.

The division of the municipality responsible for education is audited by the municipality's own internal audit service. Both its general performance and its financial management are evaluated. Conclusions relating to all areas of activity and recommendations for improvement are made once the evaluation is complete.

The Ministry of Education and Science and its authorised institutions are responsible for organising and implementing national level

monitoring of education. The manager of the EMIS oversees national monitoring, while the administration of the municipality organises the process at local level. Monitoring uses data about: students and their achievements, education staff, education funding, school supply services and other information.

The National Examination Centre (NEC) publishes (and provides schools with) the results of individual schools in national *Matura* examinations taken upon completion of upper secondary education. These can be compared to municipal or national averages. Schools also administer basic educational achievement tests organised nationally, but their school-level results are not made public. The NEC has created standardised tests which schools can use to evaluate the achievements of their students and to compare them to the national average. These results are taken into account in the external evaluation. The use of this information in internal evaluation depends on which area is being evaluated and the methods used.

Education supervision helps to ensure the quality of the implementation of education policy. State supervision is carried out by the Ministry of Education and Science.

During the accreditation of secondary education providers, the quality of programme delivery is assessed.

Section IV. Reforms

With changes in the country's legislative framework, a supervision system is being developed, and education supervision is an integral part of this process. The Government is considering the possibility of consolidating the institutions exercising supervision and optimising their functions. The reorganisation of the supervision of the education system is moving away from the mere duty of checking compliance with legislation, to a more in-depth analysis of the state of education and giving support to education providers.

Luxembourg

Section I. External evaluation

No external evaluation of schools.

Section II. Internal evaluation

1. Status and purpose

As a result of the increased pedagogical autonomy granted to schools through a variety of legislation enacted since 2004, Luxembourg places a very high emphasis on internal school evaluation as a means of improving the quality of schools. In 2009, the Agency for the Development of School Quality (ADQS) was created within the Ministry of Education, Children and Youth (MENJE) whose main mission is to offer methodological and evidence-based support to help schools improve their quality.

All primary schools are legally required to draw up, implement and review the results of their 3-year development plan ([67]). Secondary schools are strongly recommended by ADQS to do likewise although this is not yet prescribed in law.

This self-assessment approach, based on national guidelines and templates, involves undertaking an initial analysis of the school context, strengths and weaknesses, after which priorities are identified, objectives defined and annual action plans drawn up and implemented. Progress and achievements are reviewed annually.

For primary schools, each school development plan should be developed against a standard form available on the ADQS website. This requires a diagnosis of the schools' strengths and weaknesses according to a common methodology. Each school development plan should contain between one and five objectives, at least one being based on teaching and learning. Schools are encouraged to examine student performance results when examining their priorities for improvement. Beyond these

([67]) The school development plan is referred to as the '*plan de réussite scolaire*' and in primary schools as the '*plan de développement scolaire*' in secondary schools.

requirements and recommendations, schools are free to choose how best to gather and analyse their data, as well as to define their priorities. The school development plan is produced every three years, but a review of the action plan implemented is conducted annually by the school team with the assistance of the ADQS.

The goal of this internal evaluation is clearly for the school itself, and the results are intended solely for school improvement and not for external accountability purposes.

2. Parties involved

Internal school evaluation revolves around the school development plan. In primary schools, the school committee (comprising teachers and management representatives) is responsible for producing the school development plan in collaboration with parent representatives, school subject coordinators and the president of the school commission of the local authority. The plan is based on pedagogical recommendations and advice of the inspectors. The ADQS further verifies whether the plan conforms to national methodological recommendations before final approval is given by the local authority.

The procedure is not legally established as such in secondary schools, although most of them draw up their own school development plans. However, in practice, the school management makes efforts to ensure a high level of participation by teachers, parents and community partners.

3. Evaluation tools and support

ADQS provides methodological support to schools for the phases of data collection, analysis and interpretation which must be carried out in relation to the school development plan. The ADQS makes various types of data available to schools (demographic characteristics of the school population, student performance (see Section III) and descriptive data on teaching practices and school partners' views). ADQS also offers tools to analyse and interpret these data.

ADQS provides the following tools on its website ([68]):

- practical guides to drawing up a school development plan;
- a structured form to design the primary school development plan;
- a reference framework defining the topics and dimensions relevant to school quality;
- instruments for collecting data (questionnaires, interview grids, tables).

The ADQS offers primary schools individual support upon request, and compulsory annual training and regular working sessions. This includes methodological support for drawing up and monitoring the implementation of the school development plan; understanding and using school performance data; and communicating school results. Based on the training provided and experience gained, many schools now frequently carry out surveys to assess student, teacher or parent satisfaction. School inspectors and 'resource teachers' (specific teachers who are legally assigned to each inspector for extra pedagogical support) also provide significant support for schools in implementing their plans and monitoring progress.

It should be noted that the ADQS offers similar support on demand to secondary schools within the framework of their innovative school projects designed to improve school quality ([69]).

4. Use made of internal evaluation results

School improvement is the focus of internal evaluation so the results are for school use only. The non-attainment of targets set in the school development plan has no direct consequences. The evaluation process is intended to help them decide whether the objectives in their development plan need to be modified or whether any should be carried over into the next plan.

Section III. Other approaches to quality assurance

The Ministry of Education, Children and Youth (MENJE) oversees the use of human and

([68]) https://portal.education.lu/qualitescolaire/Accueil.aspx
([69]) http://www.ccpe.lu/index.php

financial resources in secondary schools. On an annual basis, during the first school term, civil servants from the Ministry visit schools to oversee and discuss the use of resources including budgets, staffing, and infrastructure. Time-tables are also examined.

Inspectors are responsible for supervising primary school's work, providing feedback on the quality of teaching and learning. At secondary level, the director of the school performs this role. However, due to excessive demands on inspectors' time arising from administrative duties, inspections are only carried out when a teacher wishes to transfer from one school to another or when a specific problem needs addressing.

The results of student performance in standardised tests ([70]) administered to all students in grades 3 and 9 are sent to schools by the MENJE, in order to help them monitor and raise the level of student achievement. Individual student results may be compared to class, school and national averages taking into account the socio-economic status of students. Class feedback encourages teachers to identify strengths and weaknesses and adapt their teaching. These school and student level data are neither published in league tables, nor used for external control or sanctioning purposes. The question of publishing individual school results in order to focus attention on accountability remains an issue of discussion among all school partners. Class teachers are free to distribute student results to parents but this is very rare. Parents may request student performance results for the school, but again this is not yet customary.

A national report based on the results of the standardised tests is published every three years. MENJE uses this report to adapt its policies for meeting the teaching and learning needs of the increasingly diverse student population. At the request of the Minister, SCRIPT-ADQS ([71]) produces other specific reports on various topics such as student performance, evaluations of pilot projects, and the collection and synthesis of qualitative feedback received from schools (inspectors, school committee presidents and school directors).

Section IV. Reforms

No planned reforms.

Hungary

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

In Hungary, the Act on General Education (2011, CXC) stipulates three main participating bodies and two forms of external school evaluation.

The participating bodies involved in external evaluation are:

- the ministry responsible for education, which has overall responsibility and supports some aspects of implementation;
- the educational authority, a central administrative body under the control of the Ministry responsible for education, with duties for coordination, central-level data collection, determining the scope and method of evaluation, improvement of standards and of the evaluation tools used;
- the sub-regional unit of the Hungarian public administration (*kormányhivatal*), responsible for carrying out inspections in schools.

The forms of external school evaluation envisaged by the Act on General Education are:

- the legal compliance check (*Hatósági ellenőrzés*), which ensures that schools operate in accordance with the relevant legislation. The sub-regional unit of the Hungarian public administration (SRU) carries out this check according to a work programme, approved annually by the ministry responsible for education. The work programme details which schools and aspects of provision must be checked,

([70]) All information related to the standardised tests is available online at http://www.epstan.lu/cms/fr/

([71]) Agency for the Development of School Quality is a division of SCRIPT *(Service de Coordination de la Recherche Innovative, Pédagogique et Technologique).*

although it does not set down systematic and comprehensive procedures for how the check must be carried out. The ministry may suggest and offer cooperation to the SRU, for example, by providing supporting documents, especially when a compliance check is initiated by the Ministry itself.

- The 'pedagogical/professional' inspection (*Pedagógia- szakmai ellenőrzés*) is due to be launched in 2015, at the end of its three-year pilot programme. It is a comprehensive evaluation process regulated by law, which covers the evaluation of teachers, school heads and the school itself. The purpose of the inspection and evaluation is to improve the quality of school practices. The SRU are responsible for carrying out the inspections, while the educational authority collects the information and data at national level and provides standards and evaluation criteria.
- According to the Act on General Education (2011, CXC) school maintainers (municipalities) may also exercise school evaluation.

2. Evaluators

There are no evaluators directly appointed by the Ministry or the educational authority.

Inspectors performing the legal compliance check are civil servants, in most cases permanent employees of the SRU, holding at least a higher education qualification and a special training certificate in public administration.

Evaluators for the 'pedagogical/professional' inspection will be external professionals, mostly teachers, appointed for a specific period and specific inspections by the SRU. Offices will appoint experts listed in a catalogue issued by the educational authority. Inspectors must hold a higher education degree, a teaching qualification, and a post-graduate teaching qualification as well as have 14 years' teaching experience. They must participate in the in-service training programme organised by the educational authority.

In addition, in order to remain in the catalogue of experts, professionals need to fulfil all their tasks; regularly participate in the in-service training programme organised by the educational authority; and achieve a certain level/score in the evaluation scorecard (completed by the evaluated staff members).

3. Evaluation framework

For the legal compliance check, the SRU examines all schools using several criteria. These deal with diverse issues such as, for example, equal treatment, number of students in the class, prevention of accidents and the implementation of action plans.

Under the new system for 'pedagogical/ professional' inspection, the educational authority will provide the parameters to be used as well as guidance on how to apply them. The competent SRU will inspect all schools with the aim of providing them with guidance for the improvement of their pedagogical and professional work. This inspection will also be used to evaluate how the institution has implemented its own pedagogical programme. The inspection will cover the following areas: educational processes (planning/ implementation/monitoring/ evaluation/feedback/ improvement); students' personal and social development; management and administration of students' results with particular respect to data protection and privacy issues; institutional knowledge sharing, communication and professional relations; school partnerships (networking); school resources and climate (e.g. ICT tools, environmental aspects, equipment for children with special educational needs; decision making processes; continuing professional development); and achievement of the objectives of the National Core Curriculum and the school programme.

4. Procedures

The yearly work programme of the SRU details which schools and which aspects of provision must be checked. There is no set frequency for the legal compliance but the process includes:

- analysis of documents relevant to the areas inspected, for example, in the case of equal treatment of students, enrolment and class registers showing the distribution of students between classes;
- interviews with those in charge; in most cases the school head and the deputy school

head, taking into consideration the areas under inspection as defined in the evaluator's work plan;

- site visit to the school and observations related to the areas under inspection. The length and frequency of visits depend on the individual case;
- evaluation follow-up – schools must carry out any measures specified in the binding decision of the SRU.

Every five years, the competent SRU will also perform the 'pedagogical/professional' inspection, which will be based on the following process:

- distribution, collection and analysis of satisfaction surveys of teachers, school employees, and parents;
- analysis of documents, such as the institutional self-assessments performed by the school, summaries of documents linked to previous inspections, the institution's pedagogical programme, continuous professional development plans, the school statute, school rules, the summary of the documentation on the teachers' and school head's evaluation and analysis of pupils' assessment results;
- interviews with at least 5 % of teaching staff members;
- a one-day visit to the school with the aim of interviewing staff, clarifying information and data collected through the analysis of documents, observing the school climate and assessing school infrastructure;
- within a week of the school visit, evaluators will send a report to the school maintaining body and the school head. The school head will prepare a five-year action plan. The implementation of this action plan and the documentation of previous inspections are examined in successive inspections.

5. Outcomes of external evaluation

The outcomes of a legal compliance check depend on the severity of the infringements identified. The SRU:

- informs the institution and its maintaining body about the findings, and in case of non-compliance, calls the competent person to act;
- may impose a fine;
- may delete the institution from the register (closing the institution);
- may initiate judicial proceedings.

Following the 'pedagogical/professional' inspection and the report prepared by evaluators, the school will develop a five-year action plan taking into consideration findings and recommendations. The teaching staff will have to approve the action plan and the school head will send it to the school maintaining body. Schools may be provided with additional training and resources depending on the action plan developed by the school head and the decision of the maintaining body.

6. Reporting of external evaluation findings

The findings of the legal compliance check are not published. However, the competent SRU has to upload the findings onto the platform of the educational authority.

According to the relevant legislation, data and information from the 'pedagogical/professional' inspection will be collected by the educational authority. The authority will prepare a national report and, taking the findings into consideration, improve the methods, tools and criteria used. The new inspection system will be implemented from 2015 but, at the moment, the way the results will be reported has not yet been specified. However, the school will be bound to publish the expert report compiled in the course of the 'pedagogical/professional' inspection on its website.

Section II. Internal evaluation of schools

1. Status and purpose

According to the Act on General Education (2011, CXC), internal school evaluation processes must be examined during the course of the external 'pedagogical/professional' inspection. This will be done in a piloting phase which is due to start in 2015 (see Section I). A Ministerial

decree stipulates that methods used during the internal evaluation of the pedagogical work of the school have to be specified in a document.

According to current regulations schools themselves may decide how the evaluation is carried out. However, the educational authority will provide schools with tools for self-evaluation and for satisfaction surveys (see Section II.3).

Despite the absence of specific recommendations on frequency, the external pedagogical/professional inspection to be performed every five years will imply regular internal evaluation should also take place. Internal as well as external evaluations are integral parts of the quality assurance system. The purpose of internal evaluation is to ensure quality.

2. Parties involved

Schools have full autonomy in deciding who should participate in the internal evaluation process and there are no central requirements or recommendations. There is no national overview on participation of stakeholders in internal evaluation processes.

3. Evaluation tools and support

The educational authority is developing external school evaluation tools, which will also guide schools in their internal school evaluation. In addition, the educational authority delivers the results of national competence examinations to schools. Schools have to use these results when developing their action plans.

Although there are no specific training courses on internal evaluation, compulsory in-service training for school heads, which may last two years or 60 hours, include elements relating to this issue. Several in-service training courses for teachers also deal with internal school evaluation. Higher education institutions, in-service teacher training institutes at county and regional level, and the Hungarian Institute for Educational Research and Development all provide in-service training.

The educational authority is in the process of developing a self-evaluation manual for schools and an online distance learning course.

4. Use made of internal evaluation results

There are no central guidelines on the use of internal evaluation results, however, from 2015, school inspections will cover this issue and evaluators may give recommendations and guidelines for further development. The findings of internal school evaluation will be fed into the report on external school evaluation, which will be sent to the school's maintaining body and the educational authority. Schools are not bound to publish the results of the internal school evaluation.

Section III. Other approaches to quality assurance

As from 2015, teachers and school heads will be evaluated through the 'pedagogical/professional' inspection. Nevertheless, individual teachers and school heads may also be evaluated in the course of internal evaluation.

A compulsory national competence examination takes place every year to assess student competences in reading literacy and mathematics in grades 6, 8 and 10. The results are aggregated at school, regional and national level. Trends in performance and average results are identified by gender, students' socio-economic background, and at sub-regional, regional and national level. The country-level report supports the monitoring of the performance of the education system at all levels. The educational authority is responsible for data and information gathering, publishing (on its website) and reporting at national level. The authority delivers the results to schools. Individual student data and results are made available exclusively to the teacher responsible and to students' parents.

Section IV. Reforms

The 'pedagogical/professional' inspection has become law and will be implemented from 2015. The competent authorities have been identified and most of the necessary evaluation tools have been developed. The inspection will be linked to supporting measures such as professional counselling.

Malta

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The authority responsible for the external evaluation of schools in Malta is the Quality Assurance Department ([72]) (QAD) within the Directorate for Quality and Standards in Education (DQSE). This body is a public authority and forms part of the Ministry for Education and Employment (MEDE) of the Government of Malta. It is regulated by Chapter 327 of the Laws of Malta (the Education Act) which also describes its main aims and terms of reference.

The department has a dual role in conducting external evaluations, namely to:

- support the internal evaluation of schools and in so doing helping schools in their on-going pursuit to improve quality;
- monitor the fulfilment of national standards and aspirations as described in the National
- Curriculum Framework for Maltese schools, *'A National Curriculum Framework for All'* ([73]).

2. Evaluators

Evaluators are officials within the QAD, called Education Officers. They are expected to have the following qualifications, teaching and professional experience:

- minimum qualifications: a Bachelor of Education (Hons.) degree, or an appropriate, recognized and equivalent first degree together with a Post-graduate Certificate in Education;
- minimum teaching experience: have at least ten years of experience in teaching;
- other qualifications and experience: candidates aspiring to become school evaluators need to have four years of experience in one of the following positions, each needing a specific qualification: *Assistant Head of School; Head of Department; Inclusive Education Coordinator* (INCO); *School Councilor.*

Specialist professional training is provided to all evaluators. New evaluators follow a three month induction programme during which they are trained by experienced senior members of staff in the QAD and/or the Directorate of Educational Services (DES) and/or the DQSE. New evaluators are also mentored by more experienced colleagues and supervised by Assistant Directors of Education in the QAD.

3. Evaluation framework

The external evaluation framework used by the QAD for all schools is described in '*The Integrated School Improvement Framework: the External Review*' ([74]).

The evaluation framework focuses on the following three key areas:

- **educational leadership and management** – focuses on educational leadership, school internal evaluation and development and effective school management;
- **learning and teaching** – focuses on curricular entitlement, effective learning and teaching, and assessment;
- **school ethos** – focuses on pastoral care, school climate and parental involvement.

Each of these three key areas is subdivided into three sub-areas each consisting of a number of parameters; these parameters vary in number from one to five. In turn, each parameter has standards against which the external evaluation will be carried out. The standards for each parameter serve as indicators against which school practices can be evaluated.

The school context and other school-specific information such as the social background of pupils and pupils' special educational needs, are considered through a document called the 'School Profile' which is compiled by the head of

([72]) https://education.gov.mt/en/education/quality-assurance/Pages/default.aspx

([73]) http://curriculum.gov.mt/en/Resources/The-NCF/Documents/NCF.pdf

([74]) http://education.gov.mt/en/education/quality-assurance/Pages/External-Reviews.aspx

school and given to the external evaluators three weeks before the external evaluation.

4. Procedures

No specific frequency is specified by the QAD for external evaluations, however evaluations are cyclical. Schools showing through their development plan that they are (a) aware of the main challenges they are facing, particularly in the areas of Leadership & Management and Learning & Teaching, and (b) provide evidence in the form of clear action plans that show active work to address challenges and improve, will be evaluated again after all other schools have been evaluated (i.e. when the second cycle starts). However, if a school fails to provide such evidence, the QAD will ask for a tighter evaluation cycle, in which case another evaluation will take place after one year.

The procedure followed by external evaluators involves the analysis of documents collected prior, during and after the evaluation. These include staff lists with their duties, the calendar of the school activities, the school development plan and internal evaluation documents, pupils' annual exam results together with national median and mean scores, school layout plans, lesson timetables, financial reports, teachers' schemes of work, pupil and staff attendance records and any school publication.

Twenty days prior to the external evaluation, the QAD provides the head of school with hard copies of pre-external evaluation questionnaires consisting of items covering all three key areas of the evaluation framework. All educational staff and parents are asked to complete the questionnaires which are then collected confidentially by the external evaluation team leader within a week of their distribution. The questionnaires from teachers are analysed and reported upon by the external evaluation team. In schools with more than 150 pupils, a random sample of 150 questionnaires from parents are analysed and reported upon by the external evaluation team.

The external evaluation involves a three, four or five day visit to the school depending on the number of teaching staff in the school. During this visit the external evaluators aim to observe as many lessons as possible, together with other school practices such as pupil entry and exit from the school as well as pupil activity during breaks. The evaluation team interviews the head of school, assistant head/s of school, teaching staff, the students' council and the parents' council regarding all three key areas of the evaluation framework.

Within two weeks after the evaluation, the evaluation team sends a draft report to the head of school, who, in turn, can submit feedback within three working days.

The evaluation team will perform an unannounced one day follow-up visit to the school within one calendar year from publication of final evaluation report. This follow-up is done for all evaluated schools irrespective of the outcomes of the external evaluation and serves to assess whether the previous findings were unduly influenced by school staff tactical behaviour and whether the school has started working on the evaluators' recommendations. If external evaluators find evidence of such tactical behaviour, although the final evaluation report is not changed, the external evaluation team will request another external evaluation to take place during the following school year.

5. Outcomes of external evaluation

The external evaluation report will contain findings and recommendations that are communicated to the school head electronically in a draft report. The head of school is required to act on these findings and recommendations by discussing the report with the educational staff and then together draw-up action plans with specific targets and timeframes.

For schools that show lack of improvement and do not respond positively to the supportive measures offered by the QAD, the Minister for Education and Employment may take disciplinary measures. There is no published specific list of measures that the Minister may take. Since the QAD started performing external evaluations in 2010, the measures that have been taken so far consisted of changes at the school senior management team level or any other staff level of the school.

Support for schools that need improvements is provided in the form of training, usually delivered by the Education Officers to heads of school and teaching staff. The external evaluators may also recommend that more human resources be assigned to the school to help it improve.

No resource rewards are given to schools performing well in external evaluations.

6. Reporting of external evaluation findings

The final external evaluation report is sent to the directors general of the Education Directorates of the Ministry for Education and Employment, the college principal (in Malta, state schools are clustered into colleges, with each college falling under the leadership of a college principal), and the head of school. This report will include mean and median pupil annual exam scores bench-marked against national annual exam results.

A summary of the final external evaluation report, consisting of the main findings (excluding the evidence), recommendations, and statistical information from the teaching staff and parents' questionnaires is also prepared by the external evaluators and given in hardcopy format to all the teaching staff.

The external evaluators also prepare a report with the findings that emerge from the questionnaires for parents in hard copy format. This report is distributed to all the parents.

The head of school is also asked by the QAD to hold a meeting with the teaching staff to discuss the findings and recommendations of the final external evaluation report. The QAD also expects the head of school to communicate in writing to the parents, the main findings and recommendations found in the final external evaluation report. This communication has to be approved by the external evaluation team leader prior to it being disseminated.

After the unannounced follow up visit, a follow up external evaluation report is drafted by the external evaluators and distributed to the head of school, the college principal and to the directors general of the Education Directorates.

Section II. Internal evaluation of schools

1. Status and purpose

The QAD recommends that schools follow the documents '*Knowing Our School*' ([75]) and '*School Development Plan Handbook*' ([76]) when performing internal evaluations. '*Knowing Our School*' states that internal evaluation is an on-going process based on a three-year cycle. It lists eight distinct areas that are to be evaluated: Leadership, Management & Quality Assurance, Teaching & Learning, Curriculum, Pupil Attainment, Support for learning, School ethos, and Resources.

External evaluators examine the reports issued from the internal evaluation for evidence as to how the school management team is managing the school in its pursuit to self-improve.

The internal evaluation is mostly an autonomous process that the school undertakes. The QAD, as the external evaluating body, provides schools with accepted internal evaluation tools, procedures and reporting practices ensuring that the internal evaluation process is valid.

2. Parties involved

Following present practice, the QAD recommends that the internal evaluation involves all school stakeholders, i.e. school management, educational staff, pupils, parents, the school council and the local community. The QAD does not prescribe the role each of these stakeholders should play in the internal evaluation process.

3. Evaluation tools and support

Whilst the external evaluation framework is available to schools for their internal evaluation, they are not obliged to use it.

Currently, at the end of the primary cycle, pupils sit for a national benchmark assessment in English, Maltese and Mathematics set by the

([75]) http://education.gov.mt/en/education/quality-assurance/Documents/QAD%20SCHOOL%20IMPROVEMENT/Knowing%20Our%20School.pdf

([76]) http://education.gov.mt/en/education/quality-assurance/Documents/QAD%20SCHOOL%20IMPROVEMENT/SDP%20handbook%20FINAL%20COPY.pdf

Department of Curriculum Management within the Ministry for Education and Employment. Following this assessment, primary schools are provided with the national mean and median scores of this assessment in order to allow them to compare their results with those obtained by all pupils on a national level. Similarly at the end of the secondary school cycle, pupils sit for the Secondary Education Certificate examinations set by the University of Malta in various subjects. Each school then receives the raw results obtained by its pupils to allow comparison with the raw results obtained on a national level.

The QAD offers support to schools to conduct internal evaluation by providing the professional services of Education Officers, who normally serve as external evaluators. They play the role of adviser on how to conduct an internal evaluation, the tools that can be used, how to present the findings and draft action plans based on these findings.

Training in internal evaluation is not imposed on schools and neither does it form part of the Bachelor of Education (Hons.) degree courses offered by the University of Malta as initial teacher education. However, those wanting to apply for school leadership roles need to be in possession of a Post-graduate Diploma in Educational Leadership conferred by the University of Malta, which includes the equivalent of five ECTSs dealing with internal school evaluation.

The documents '*Knowing Our School*' and *'School Development Plan Handbook'* provide guidelines and serve as manuals for conducting internal evaluations. These documents focus on the tools that can be used, such as SWOT analysis, questionnaires, interviews, use of performance measuring criteria, and on the way school leaders can use such tools with teaching staff, parents and students in a collegial effort to achieve improvement in the areas of Leadership, Management & Quality Assurance, Teaching & Learning, Curriculum, Pupil Attainment, Support for learning, School ethos, and Resources.

4. Use made of results of internal evaluation

The QAD encourages heads of school and teaching staff to use internal evaluation findings to create appropriate action plans that lead to school improvement.

The QAD external evaluators ask for action plans based on the internal evaluation findings as evidence that the school authorities are actively engaged in their school's on-going evaluation and improvement. The internal evaluation is thus directly linked to the external evaluation.

Schools are not obliged to publish the results of internal evaluations but are encouraged by the QAD to do so. The QAD does expect that for an internal evaluation to be valid, the teaching staff, parents and pupils are all involved in the process.

The decision whether or not the results of internal evaluations are published, and how these are disseminated, is taken by the school. However, the QAD expects that schools inform the teaching staff of the outcomes of the internal evaluation while it is up to the school to decide whether or not parents are informed of these outcomes.

Section III. Other approaches to quality assurance

Upon their employment within the state education sector teachers have a two-year induction phase during which they are evaluated by Education Officers of the QAD. Following this period, the Directorate for Educational Services is meant to keep monitoring teachers; however, there is currently no formal on-going evaluation structure. If however heads of school or parents lodge complaints on particular teachers with the QAD or the Directorate for Educational Services, Education Officers within these departments will formally evaluate these teachers.

Heads of school are not normally evaluated. However, like teachers they may be externally evaluated if complaints are lodged to the QAD by teachers or parents.

The DQSE is also expected to monitor the performance of the national educational system through the monitoring of national examination results, national literacy skills competences, the rate of early school leavers, the rate of students

continuing in post-secondary education, and the results obtained by Maltese pupils in international assessments such as PISA, TIMSS and PIRLS.

At present, the practice is for schools to be provided with statistical analysis (mean and median scores) of national exams so that they can compare the results obtained by their pupils against the national scores. Schools are not obliged to deliver their pupils' aggregated results to the school staff. Where this happens it is the school itself that disseminates these results to its teachers.

Section IV. Reforms

Currently the QAD is working on a reform to the internal evaluation of schools. The piloting phase of this reform is expected to be completed by August 2014, while the new policy on internal evaluation of schools is expected to be published in September 2014. It is envisaged that the new policy will come into force by May 2015.

The Netherlands

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

External school evaluation is entrusted to the Dutch Inspectorate of Education ([77]). The inspectorate operates under the supervision of the Ministry of Education, Culture and Science, but is professionally and organisationally independent.

The external evaluation carried out by the inspectorate is intended to both assess the quality of education offered in schools, and encourage schools to maintain and improve the education they offer. In addition, it inspects schools' compliance with financial and other regulations, and reports on the quality of individual institutions and the educational system as a whole. Finally, the external evaluation carried out by the inspectorate aims to supply reliable information on education.

In addition to inspecting single schools, the inspectorate carries out thematic inspections for topics that are important for all schools, such as language teaching in primary education or teaching time in secondary education. In addition, the inspectorate produces annual reports describing positive and negative developments in the education system and providing recommendations for improvement.

2. Evaluators

Evaluators are employees of the Dutch inspectorate of education. The inspectorate requires a diploma in higher education, and preferably professional experience and/or knowledge in one or more of the levels of education. Candidates must be able to produce a certificate of good conduct (*Verklaring omtrent gedrag*).

Evaluators receive in-service training, but the content, length, and approach is tailored to the specific educational level.

3. Evaluation framework

The inspectorate works with several risk-based assessment frameworks (differentiated according to the levels and sectors of education) ([78]), which incorporate the indicators and standards for assessing the quality of schools.

Following the 2008 amendment to the requirements on annual reporting for schools, the inspectorate now operates with a system of risk-based inspection that makes a distinction between: (i) schools 'at risk', which receive a full 'quality inspection'; and (ii) schools 'to be trusted', which are visited only once every four years for a 'basic inspection'.

The framework for basic inspection consists of an analysis of students' achievements, quality assurance, aspects of legal compliance and special needs provision and guidance.

([77]) http://www.onderwijsinspectie.nl/english

([78]) http://www.onderwijsinspectie.nl/onderwerpen/Toezicht/Toezichtkaders

A full quality inspection framework covers the key aspects of pedagogical and organisational processes that may impact on student outcomes. The framework comprises five parameters: outcomes, the teaching-learning process, special needs provision and guidance, quality assurance, and statutory regulations. These are then broken down into ten quality indicators, which are further divided into a range of sub-items. The inspectorate also checks schools' compliance with the law and its finances.

Based on the indicators, the inspectorate determines whether the school is of 'basic quality' or to be classified as 'weak' or 'very weak'.

This approach is used for all schools in primary and secondary education. Some additional indicators can be added for special needs education.

4. Procedures

The inspectorate carries out a risk analysis of all schools every year and visits each school at least once every four years.

Each year student results, financial data and any warning signs of failure on the quality of education are examined to determine the level of risk for each school. Warning signs include, for example, complaints and negative news in the media. If potential risks are identified, an inspection takes place.

Inspection visits are planned ahead. They include classroom observations of a minimum of four lessons per school, which focus on the school's overall teaching quality and not the appraisal of individual teachers. Such observations help the inspectors to understand whether the school leadership team is giving accurate descriptions of the school's quality. In schools where risks are identified, inspectors examine qualitative aspects more deeply, which might mean a closer look at the school's human resource policies and teaching requirements among other items. The inspectorate has the option to use a questionnaire to collect the views of staff, parents and, if necessary, other stakeholders, depending on the area of evaluation. Interviews are held frequently with teaching staff, remedial teachers, school leaders and school boards.

Once inspectors have produced the report, schools are given the opportunity to refute facts and, if they disagree with its conclusions, they may submit a response.

Where the risks identified are considered to be manageable by the school itself, the inspectorate will visit the school after one year; in cases where the school has been judged very weak, a follow-up visit takes place.

5. Outcomes of external evaluation

Schools that are considered to perform well on the basis of the yearly risk analysis receive a small-scale visit on a four-year basis.

Schools that are considered to be delivering a weak or very weak level of education receive a tailored inspection over the following years until they reach a basic level of quality.

In the latter case, the school concerned is added to a list of very weak schools published on the inspectorate's website. Following the visit, the inspectorate agrees with the school board on what needs to be achieved and by when. Schools have a maximum of two years to achieve the agreed objectives. During this period the inspectorate interviews the school at least once every six months to verify whether the quality of education is improving and at what pace. If schools do not show improvements, the inspectorate can exert increasing pressure by tightening up the inspection regime, visiting the school more frequently, and/or issuing an official warning to the school.

Disciplinary actions are taken against schools if, for example, they are underperforming in terms of quality or financial management. Very weak schools are also urged to improve by the threat of sanctions. The inspectorate and finally the Minister exert increasing pressure to improve the quality of the school, leading eventually, in extreme cases, to withholding the school's entire budget.

If schools don't demonstrate sufficient progress during the improvement process, the inspector can ask the school board to prepare an

emergency plan, which can include the transfer of the school to another school board, a merger, or closure of the school itself.

If schools show improvement they are no longer classified as weak or very weak and the very weak schools will be removed from the list on the inspectorate's website.

6. Reporting of external evaluation findings

Evaluation findings are published.

The judgment of the inspectorate is explained in a report which is published on the website of the inspectorate. This report is primarily written for the schools themselves and the school boards, and it is the duty of the school to communicate its existence to parents. For very weak schools, a separate page for parents is provided in the report.

The inspectorate also reports very weak schools to the Minister of Education, Culture and Science, and on the basis of this report the Minister can impose administrative and/or funding sanctions. The list of very weak schools is updated monthly.

Access to inspection findings is also guaranteed by the law on administrative transparency (*Wet openbaarheid bestuur*) which allows third parties to request documents from schools, provided that the documents do not form part of the inspectorate's working materials.

Student achievements are not published but are checked against the background of the school. Schools with many disadvantaged students can be evaluated according to different standards than other schools. Schools are not ranked by the inspectorate.

Section II. Internal evaluation of schools

1. Status and purpose

For reasons of public accountability, schools must report on student progress to parents as well as produce information on educational results, the quality of education, the financial situation of the school and the arrangements for professional governance. This information can also be used for internal evaluation. However, there are no legal requirements for schools to implement a particular self-evaluation process, but schools are required to draw up a school prospectus, an annual report and a four-year school plan, which is typically based on an internal review of school quality.

As of August 2010, schools are required to establish an internal supervisory board responsible for approving the school's annual report, and supervising the extent to which schools and school boards meet legal requirements, codes of good conduct, and have sound financial management. Schools are also required to achieve at least minimum levels of student achievement.

2. Parties involved

The school board is responsible for internal quality management and self-evaluation.

While school boards have a formal responsibility to ensure that their schools have a reliable internal quality management system, the implementation of self-evaluation activities are managed by school leaders and their management teams, who also decide who should participate in these exercises.

3. Evaluation tools and support

The Law on Primary Education requires schools to produce several strategic documents: (i) an annual report, (ii) a four-yearly school plan and (iii) a school guide (school prospectus). Regulations for secondary schools are similar. These documents make explicit references to quality, performance and strategies for improvement. The documents are prepared regularly.

In the annual report, schools describe the various activities of the preceding school year. It describes the policy of the school and its outcomes. This annual report includes a management report and an annual financial statement.

The school plan, which must be updated every four years, describes how the school intends to improve its quality. It must be approved by the 'participation council', which in primary education is made up of both parents and teachers, and in secondary education also

includes students. Through this document, the school makes itself and its policies accountable to the Inspectorate. School boards are also required to describe in the school plan how they perform their role in monitoring and improving school quality.

The school prospectus is an annual report, which is typically based on an internal review of the school. It describes the educational policy, the personnel policy, and the way the school has monitored and improved the quality of its education. The school prospectus contains information for parents and students. It is updated on the basis of the school plan and describes in some detail what happens in the school, its objectives and the results achieved. Schools are free to choose the way this information is presented. The prospectus can include information on parents' contribution, the rights and obligations of parents and students, and the provision made for students with learning difficulties or behavioural problems. The school sends a copy of its prospectus to the inspectorate, to which it is accountable. The inspectorate may decide to verify whether the statements made in the prospectus are accurate and reflect practice.

4. Use made of internal evaluation results

The school prospectus and school plan are considered to be the means by which schools demonstrate accountability to the public. These documents are also assessed by the inspectorate, who checks that the information provided is complete and accurate. For example, they check whether the school prospectus contains information on the complaints procedure, and whether it reflects their knowledge of the school based on their risk-assessment and inspection work.

School plans and prospectuses can be obtained from the school or via the school website.

Section III. Other approaches to quality assurance

Progress of primary school pupils is monitored by means of observation and testing. At the moment, the Cito ([79]) primary school leavers' attainment test for year 8, is used by approximately 85 % of Dutch schools to determine which type of secondary education will be most appropriate for the individual student. Schools use this test to determine the outcomes of their teaching and compare them with the results of other schools. It is also one of the indicators used to determine whether schools are at risk. As from 2015, all pupils in the final year of primary school will have to sit an attainment test, and schools' aggregated pupil results will be published.

Schools' aggregated student results in national tests are part of the initial risk assessment. The results are reported to the school board.

Teacher appraisal in the Netherlands is the responsibility of the employing authority for each school. Central regulations specify that schools should have regular performance interviews with all staff. However, employing authorities are free to develop their own frameworks for teacher appraisal. Many school boards delegate the responsibility for human resource management, including teacher appraisal, to school leaders, and practices vary from school to school. School boards are obliged to monitor teacher competencies. Principals typically conduct an annual or biannual performance review with each teacher.

Evaluation of the school head may be carried out by the school board. School boards are free to decide evaluation methods and which aspects to evaluate.

The responsibility for the evaluation of the Dutch education system is essentially shared between the Ministry of Education, Culture and Science and the Inspectorate of Education. The Ministry's main responsibilities in the evaluation of the education system are to:

- develop tools to monitor the performance of the education system (e.g. indicator framework, national student assessment and cohort studies);
- promote evaluation studies on particular aspects of the education system (e.g. policy and programme evaluation); and
- encourage the use of evaluation results in decision-making and policy development.

([79]) http://www.cito.com/

The Inspectorate of Education assumes the major responsibility for monitoring the quality of education. The Dutch Constitution entrusts the Inspectorate of Education with the preparation of an annual report on the State of Education in the Netherlands. Overall, the inspectorate is responsible for reporting publicly on the education system as a whole, providing information for policy development, and supplying reliable information on education. In consultation with the Ministry of Education, Culture and Science, it also engages in policy evaluations, and contracts research and analysis on specific aspects of the education system.

Section IV. Reforms

As from the 2014/15 school year, the inspectorate will reinforce its differentiated approach, based on risk-assessment. Additional categories will be added to the classification system. As well as sufficient, weak, and very weak there will also be moderate, average, good, and excellent categories. In addition, excellent schools will be rewarded.

Schools in primary and secondary education will receive a quality profile from the 2016/17 school year. A quality profile will indicate the level of school performance and the areas where improvements are possible. Five parameters will be used: educational attainment, educational process, school climate and safety, quality assurance and ambitions, financial and material resources.

Moreover, as school boards are responsible for the quality of their schools, the inspectorate is paying increased attention to school boards especially on the supervision of 'administrative acting' (*Bestuurlijk handelen*).

These changes will be introduced through a pilot project starting in August (2014) involving primary and secondary schools as well as schools providing special needs education.

Austria

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

School inspection in Austria is governed by the Federal School Inspection Act (*Bundesschulaufsichtsgesetz*), last amended in 2013. The supervision of schooling (*Schulinspektion*) is a federal responsibility divided between nine federal offices and a number of district offices. It is also differentiated by school type between compulsory general schools (primary, general secondary and new secondary schools), academic secondary schools, vocational schools, and upper vocational schools. These different offices act, to some degree, independently from each other.

The Federal Ministry of Education and Women's Affairs, maintains overall responsibility for school inspection, for the development of education standards and national tests, as well as for the overall improvement in quality. Heads of Units in the Ministry carry out overall performance reviews. Moreover, on a yearly basis, they lead bilateral discussions on performance targets for each school type with representatives of the school inspection officials in all nine Austrian *Länder*. This process leads to a national development plan for each school type.

School inspectors have a duty to monitor the quality of education and the working of schools, as well as provide advice on school improvement.

2. Evaluators

School inspectors are employed as civil servants by the central government but exercise their duties at the school inspection offices of the boards of education in the nine Austrian *Länder* and in the districts.

Regional school inspectors are either appointed for compulsory general schools, or academic secondary schools.

District school inspectors are responsible only for compulsory general education (primary, general secondary and new secondary schools).

In addition, there are subject inspectors (*Fachinspektoren*) who have their offices within *Landesschulrat* and are responsible for special subjects in their region (e.g. religious instruction, physical education, information technology, etc.).

Inspectors must hold an appropriate teaching diploma and have at least two years' teaching experience in the type of school concerned. Although it is not a requirement, most school inspectors are former school heads. They are recruited on the basis of a competitive procedure managed by the collegiate council of each *Land* board of education. However, it is the Minister of Education who selects the candidates from a short list provided by the board. Before or after appointment, inspectors must undertake training in school management. These courses cover school legislation, leadership and communication, personnel development and team building, as well as quality management.

3. Evaluation framework

Inspectors base their work on a range of official documents, directly linked to external evaluation, which provide the necessary information to ensure consistency in their work. These are:

The Federal School Inspection Act ([80]), which includes a definition and description of school quality and prescribes a system for periodic planning and reporting. It also calls for regular agreements on target setting at all levels, and provides for guidance and self-evaluation instruments as well as support measures for schools.

The School Inspection Mandate (General Directive), which states the basic values of school inspections, such as respect of educational principles, cooperation, and effectiveness of supervision.

The SQA ([81]) (School Quality in General Education), which has been officially implemented from school year 2013/14 as a quality management initiative, provides six evaluation parameters: learning outcomes, teaching and learning, the classroom environment and the environment of the school in general, leadership and school management, the professionalism of staff and staff development, school partnerships and external relations.

4. Procedures

The frequency of school inspection is not defined centrally, although there are requirements for periodic planning and reporting at all levels. Within SQA (School Quality in General Education initiative) schools have to draw up clearly defined development plans, which are discussed in meetings between the school and school inspectors. The targets agreed in the development plans are monitored on a yearly basis. Nevertheless, more frequent and more detailed monitoring is likely to be carried out in schools where problems have been identified.

Before visiting a school, in addition to the school development plans, inspectors analyse documents such as staff development plans, pupils' results in national tests, the rate of early school leaving, turn-over of teachers, parent complaints, burn-out of school heads, and other information that can provide evidence on school performance or signal potential problems.

Visits to the school, which are rarely longer than one day, may include classroom observation and a discussion with the school head and school staff. As a general rule, the school head and the teachers visited should be previously informed about the forthcoming inspection, although the decision on providing notice of the visit is taken on a case-by-case basis.

Questionnaires and interviews with various school stakeholders are only used in the framework of school development projects.

Inspections result in written documents that constitute the basis of agreements between the school head and the school inspector.

([80]) http://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009264

([81]) http://www.sqa.at/

School inspectors may call upon other inspectors, as well as experts and teachers with special knowledge to support them in the course of external evaluation. Experts join the evaluators on an ad hoc basis and are concerned only with the specific issue they have been asked to investigate. SQA-province coordinators support school inspection officials in the process of implementing SQA at the provincial level.

When shortcomings are identified, inspectors may decide that more thorough and frequent inspections are needed.

5. Outcomes of external evaluation

Following a visit, inspectors usually issue documents containing recommendations or instructions for remedying the identified shortcomings, but also, where appropriate, endorsement of any good practices observed. When shortcomings are identified, support and training may be provided to schools, such as SQA workshops for school heads, EBIS ([82]) consultant support, or youth coaching.

If a school does not meet the requirements or follow the advice given, further specific evaluations can be initiated.

Disciplinary action may be taken only if legislation has been contravened.

6. Reporting of external evaluation findings

The outcomes of the periodic performance reviews between the school head and the school inspectorate within the framework of the SQA scheme are not made public. School evaluation reviews are reported by the inspector to the provincial school board. The aggregated school inspection data is the basis for regional development plans by school type. The regional findings are reported for each school type to the Heads of Units in the Ministry responsible at national level. The regional aggregated data provides the basis for a national development plan for each school type.

The results of individual schools in national tests are sent to the head teacher of the school concerned and must be discussed with school partners, such as representatives of teachers, students, and parents. The wider school community may be involved in the analysis of the results.

Section II. Internal evaluation of schools

1. Status and purpose

Internal evaluation has been compulsory since 2012**.** According to the School Education Act governing the internal organisation of all schools, school heads are responsible for all administrative, managerial, and qualitative aspects of schooling, and therefore also for internal evaluation. The SQA framework can also be used for internal evaluation. In addition, two overarching goals are taken into account both in school planning and its evaluation. The first general strategic goal is defined by the Ministry every three years, and for the period 2012 to 2015 it is focused on improving individualised and competence-based learning and teaching. The second goal is defined by the school itself on the basis of their own needs. These goals are included in the school development plan; each year the school head and teachers plan what actions are needed to achieve the goals and how to evaluate the results.

Development plans contain indicators linked to input, processes and results. The results of national tests are also considered.

2. Parties involved

School heads are ultimately responsible for internal evaluation. Teachers nominated as 'SQA-school coordinators' support the school head in this process. In some schools, working groups on quality include representatives of all school partners, such as teachers, pupils, parents, and members of the local community.

3. Evaluation tools and support

The SQA's six-parameter framework is also used for internal evaluation. As with external evaluation, support measures for internal evaluation include: training (such as SQA workshops), the hiring of EBIS professional

([82]) http://www.sqa.at/course/view.php?id=44

consultants, online forums, as well as guidelines and manuals delivered through the SQA portal. This platform also provides guidance and self-evaluation instruments for teachers such as SQA online, which focuses on the general quality of teaching in individual schools; or instruments, which provide feedback for individual teachers.

Indicators which enable schools to compare themselves with other schools are available by school type in the form of regional and national mean values of attainment levels in national tests. This and other external data are available via the Ministry's homepage.

4. Use made of internal evaluation results

Internal evaluation feeds into the school development plan, which is discussed with inspectors once a year and provides a basis for the adoption of improvement measures. Information can be provided to municipalities as the quality of the school is crucial for its continuing operation and for the future development of the local community.

Regional education authorities are involved in the internal evaluation process through the inspectors' examination of school development plans and the annual discussions with school heads. This information feeds into the broader regional education planning process. The Ministry also looks at the aggregated results of internal evaluation.

The decision whether to publish the results of internal evaluation is left to the school.

Section III. Other approaches to quality assurance

According to the School Education Act school heads are teachers' immediate line-mangers and are charged with regularly verifying the quality of teaching and advising teachers on their work.

Based on schools' development plans, school heads conduct periodic performance reviews and discussions on target agreements with the school inspectorate. School inspectors observe, monitor and advise school heads.

The Federal Institute for Research on Education, Innovation and Development of the Austrian School System (BIFIE) is responsible for system monitoring. It prepares regular national reports analysing in detail different key aspects of Austrian education. This information is used in the process of external and internal evaluation.

Education standards were introduced in 2009 – the first national tests began in 2012. Pupils are tested in maths, German and English in years 4 and 8. Results are reported to all participating students, teachers and schools as well as at an aggregated level to the provincial, regional and central school authorities.

The results serve as a basis for internal and external evaluation. The results of individual schools are distributed to head teachers and must be discussed with the school partners (representatives of teachers, students, parents). School test results are the basis on which the goals and actions defined in the school development plan are progressed.

Section IV. Reforms

The School Administration Reform (*Schul-verwaltungsreform*) was launched in Parliament in 2013 and is being implemented over the course of 2014. It is intended to reduce bureaucracy by abolishing district school boards as an administrative level. The responsibilities of these boards will pass to regional education boards and district school inspectors will report directly to them.

Poland

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

'Pedagogical supervision', as it is referred to in the 2009 Regulation of the Minister of National Education (further amended in 2013) is carried out by regional superintendents' offices (regional inspectorates) which are special institutions

which form part of territorial government administration. They fall under the supervision of a *voivode* (governor of a province) who represents the Prime Minister in the regions. The Minister of National Education supervises the work of regional superintendents.

Pedagogical supervision comprises two aspects of external evaluation – evaluating school quality and checking compliance with legislation. It also involves providing support for schools to improve their processes (see Section II).

2. Evaluators

Pedagogical supervision is performed by school inspectors. They are hired (on the basis of a contract) by regional superintendents and have the status of public administration employees. An inspector should be a teacher or an academic teacher, with at least five years' work experience. Furthermore, inspectors must have completed CPD course or post-graduate studies in administration, management, or governance of education. In the case of a teacher, as an alternative, two years' experience as a school head, or two years' work experience in a superintendent's office or local administration (in education-related positions) is sufficient.

Inspectors are obliged to undertake a professional development course every two years.

3. Evaluation framework

Inspectors use a framework of 12 requirements/ standards:

1. the work of the school (or institution) is centred on student development;
2. educational processes are organised in a way that favours learning;
3. students gain the knowledge and skills set out in the core curriculum;
4. students are active;
5. social norms are respected;
6. the school (or institution) facilitates the development of students, taking their individual situation into account;
7. teachers cooperate in the planning and performance of educational processes;
8. the value of education is promoted;
9. parents are the partners of the school (or institution);
10. the resources of a school (or institution) and its local environment are used to promote mutual development;
11. when organising educational processes, the school (or institution) takes into account analyses of student results in: school tests; lower secondary school-leaving exams; upper secondary school-leaving exams; and professional qualification exams. It also considers the findings of other external and internal research;
12. the management of a school (or institution) supports its development.

Inspectors assess schools according to a five-point scale – A (highest) to E (lowest = inadequate) – for each requirement/standard in the framework.

The evaluator has a number of tools to help assess which level is appropriate. These tools are available on the *npseo* platform ([83]). Each requirement has a detailed description, and there is also a range of tools containing questions and indicators to help assess the appropriate level for a given standard.

The regional inspectorate decides each year whether all or only certain selected standards will be evaluated. The selection of priority standards takes into account the priorities set by the Minister of Education.

Another element in the process of pedagogical supervision is checking whether a school meets current legislative requirements. Checks are made using control sheets published yearly by the Minister of National Education on the ministerial website ([84]). The sheets specify selected areas of school activities and seek to identify whether the relevant regulations are being observed.

([83]) www.npseo.pl
([84]) http://www.men.gov.pl/

4. Procedures

The frequency of external evaluation is not specified in the legislation. The frequency is determined by the body carrying out the evaluation, and can be increased for some schools as a result of poor performance in a previous evaluation i.e. level E in standards 2, 3, 4, 5 and 7 (see Section I.3).

The evaluation procedures include a school visit (a school is informed about the planned evaluation 30 days prior to the visit), which lasts five days (over the period of two weeks). The visit includes classroom observation, questionnaires (on paper or online for all stakeholders) and interviews with five groups of stakeholders: teachers (a representative sample of teachers from the whole school), all teachers of a specific class, students, parents, non-teaching staff, and representatives of partner institutions or institutions cooperating with the school. Inspectors also consult representatives of local government (usually the responsible authority for the school).

The topics (questions) are selected by inspectors from the whole repertoire of topics available on the platform for inspectors. The *npseo* online platform was developed within the framework of a project ([85]) run by a consortium between the Centre for the Development of Education (leader of the project), the Jagiellonian University and a private company. The platform is owned and managed by the leader of the project, but once the project is completed, the platform will be owned by the Ministry of Education.

Evaluators use this platform to input the data collected during evaluation (e.g. data from questionnaires and interviews), as well as to process and publish data (tools available on the platform enable inspectors to generate evaluation reports from the inputted data).

The results of evaluation are presented to the teachers' council (all teachers of the school) for discussion before they are published (the report from evaluation is published on the platform with open access to the public. The content of the evaluation report is, however, decided solely by the inspectors. The conclusions of the final report can be refuted by the school head and as a result, the evaluators can be asked (by the regional superintendent) to analyse the collected data again. Evaluators do not provide recommendations – the school formulates its own response after analysing the report.

Follow-up depends on the assessment level awarded to the school. If the school gets a low/inadequate score (level E) for the standards related to: the organisation of the learning processes; implementation of the core curriculum; student activity; respecting the social norms; or teacher cooperation (standards 2-5 and 7), an official procedure is launched. In other cases – even if an E is awarded in any other standard – the school develops its own response and there is no follow-up (see more details in Section I.5 below).

Checks for compliance with legislation (in the form of a school visit) are announced seven days in advance and typically last one day. The superintendent's office (regional inspectorate) plans some checks for the whole school year but others are of an ad hoc, interventional nature.

School quality evaluations result in a report, while legal compliance checks result in a 'minutes document'. The school head may object to the content of these documents, addressing his/her objections to the educational superintendent in the region. The recommended evaluation procedures (published on the official pedagogical supervision website ([86]), but not having the status of legislation) also assume that six months after the evaluation, the school head receives a questionnaire to support self-evaluation and assess whether the improvement measures adopted by the school have been implemented.

5. Outcomes of external evaluation findings

Different consequences for schools ensue depending on the results of the evaluation. If a school has a low/inadequate score (level E) for the standards 2-5 and 7, the school head must

([85]) http://www.npseo.pl/action/externalevaluation

([86]) http://www.npseo.pl/data/documents/4/313/313.pdf

then outline an improvement plan and schedule for its implementation. The schedule is accepted by the superintendent's office (regional inspectorate). If the plan is not forthcoming, the superintendent calls for the dismissal of the school head (which is carried out by the school running body). Furthermore, the next evaluation takes place within three years and covers all current requirements/standards). Apart from this, there is no stated official period between evaluations.

If a school fails to meet any of the standards not directly related to teaching and learning or cooperation between teachers, the school should implement improvement measures, but their implementation is not supervised by the superintendent's office by means of any special procedure.

If a school is given very high scores in some of the standards, the evaluators draw up a good practice form which is then presented on the superintendent's website.

If the evaluators report any violations of the law as a result of a school's legal compliance check, the school head is obliged to implement specific recommendations (specified in the minutes of the check) by a given date.

6. Reporting external evaluation findings

The quality evaluation process ends with a report that the superintendent's office (regional inspectorate) hands to the school and the school running body; it is published on the pedagogical supervision website with open access to everyone. The school head must inform parents' and students' representatives about the publication of the report.

Any interested researcher can be granted access to aggregated data from all reports. This data is also used for the preparation of a yearly report for the Minister of Education.

The minutes documents from legal compliance checks are made available to the school head and the superintendent's office (regional inspectorate). The conclusions from a school's quality evaluation and the legal compliance check may be published on the website of the superintendent's office (regional inspectorate). It is up to the superintendent to decide whether this occurs. In practice, such publication is very rare.

Section II. Internal evaluation of schools

1. Status and purpose

The 2009 Regulation of the Minister of National Education on pedagogical supervision imposes an obligation on the heads of public schools to carry out a process of internal pedagogical supervision and evaluation. Its aims include improving the quality of school work and promoting teachers' individual development. The rationale behind this regulation is to direct the school's attention to its own identified needs and not on the priorities set by the educational authorities (until 2009 the regional superintendent's priorities were binding on school heads). Therefore, it is assumed that the evaluation areas for external and internal evaluation do not need to be the same.

The internal evaluation of public schools is based on a yearly schedule outlined at the beginning of a school year. Schools are autonomous when it comes to the choice of procedures for internal evaluation. At present, a pilot systemic project ([87]) is being developed which aims to support schools in their internal evaluation processes. Within the framework of this project, action research methods are promoted.

2. Parties involved

Legislation specifies that the school head must carry out internal evaluation in cooperation with teachers. Parents should also take part in internal evaluation and this fact is reflected in the evaluation tools developed for school inspectors.

In around 70 % of schools a special group/team of teachers carries out most of the internal evaluation processes. In 30 % of schools evaluation is performed by the school head or by another person chosen by the head.

The model of internal evaluation promoted in the framework of the systemic pilot project (see above) assumes the involvement of teachers

([87]) www.nauczycielbadacz.pl

and the gradual, systematic involvement of all stakeholders and, most of all, students and parents.

3. Evaluation tools and support

Schools are free to choose the subject of internal evaluation and its criteria. They may also choose and/or develop their own evaluation tools. The regulation only emphasises the role of the school head in classroom observation. Traditional survey methods are often used by schools for internal evaluation (approximately 60 %). The analysis of external examination results has naturally also become part of internal evaluation (see Section III).

Internal evaluation is promoted and supported through special workshops for school heads and teachers. These encourage the use of peer observation and other evaluation methods in order to raise the profile of quality management techniques e.g. interviews or visual sociology techniques. The workshops are organised by the same consortium which developed the platform for pedagogical supervision, and are optional for school heads and teachers.

Training in internal evaluation (a six-day course devoted to designing internal evaluation processes and learning about the data analysis tools) is carried out as part of projects financed by the European Structural Funds.

Once the projects are completed (by 2015), the support for evaluation processes at school will be carried out by the employees of teacher training centres, guidance and counselling centres and education libraries (e.g. teachers, psychologists, education specialists, librarians, etc.). As stipulated by the central regulation on pedagogical supervision, it is the duty of these institutions, which have the status of educational advisory bodies, to support the school improvement process. Schools can call for support as needed.

In addition, the school head is obliged to provide teachers with training on internal evaluation if he/she recognises such needs.

Forums, guidelines and manuals are available as part of the training provision described above. However, it should be noted that internal evaluation is to a large extent an autonomous school process, but training to use the available tools is offered to schools.

4. Use made of internal evaluation results

In the pedagogical supervision plan, the school head must include findings from any school quality evaluation carried out in the previous year. Although, the school must develop its own response to internal evaluation, there is no obligation on schools to produce a report. The use made of the findings and whether they are published depends on the school. The school head may present internal evaluation data as one of the sources used for external evaluation but this is not obligatory. All other uses made of its findings are left to the school to decide.

Section III. Other approaches to quality assurance

There is a system of teacher professional development based on planned development and systematic individual assessment/appraisal of teachers.

In addition, an evaluation of school heads and teachers may be requested by the head or teachers themselves; by the school's responsible authority or the supervising body; or the teachers' or school council. If the school head wants to re-apply for his/her own position, he/she can request an evaluation. Teacher evaluation is performed by the school head while the evaluation of the school head is carried out by the superintendent's office.

There is a system of external examinations. External assessment is under the supervision of the Central Examination Board and Regional Examination Boards. Schools receive information about the examination results for the whole school, classes/units and individual students in all of the exams and in specific tasks (measured skills). The examination boards also publish comparative results – comparisons are done at local, provincial, regional and national level.

Also Educational Added Value ([88]) is measured and the results are published.

([88]) http://2013.ewd.edu.pl/educational-value-added-in-poland/

The Ministry of National Education monitors the system of education with the use of research results, both national and international (e.g. PIRLS, PISA). It also uses data from external school evaluation and the examination system. The Ministry founded an Institute for Educational Research, which provides analysis and advice for the ministry.

Section IV. Reforms

No planned reforms.

Portugal

Section I. External evaluation

1. Purpose of external evaluation and responsible bodies

The Inspectorate of Education and Science (IGEC) is the body responsible for carrying out external evaluation in schools. It is an autonomous central administrative service, under the jurisdiction of the Ministry of Education and Science.

The main purposes of external evaluation are to:

- promote learning progress and improve student outcomes by identifying strengths and priority areas for school improvement;
- increase accountability at all levels by validating self-evaluation practices;
- encourage the participation of the school community and local communities in school life by improving public understanding of the quality of school work;
- contribute to the effective monitoring of the education system at all levels by providing policy-makers and school administrators with relevant information.

2. Evaluators

The external evaluation team comprises three members: two inspectors employed by IGEC and an external evaluator selected by IGEC from among a roster of university lecturers and/or researchers working in the area of evaluation, with names suggested by higher education institutions. External evaluators are contracted to carry out a specific evaluation, although they may be invited to participate in more than one evaluation. The qualifications and experience of the evaluators are decided by IGEC. Although not formally established, besides at least five years' teaching experience, the IGEC´s evaluators usually have experience both in external evaluation and a deep understanding of school organisation as a whole. The inspectors and external evaluators undertake training in evaluation, which includes a yearly 21-hour refresher course run by the Portuguese Inspectorate of Education with the cooperation of external experts (usually university staff). During the development of the annual external evaluation programme, the regional units of the inspectorate may organise additional workshops or discussion groups attended by all evaluators.

3. Evaluation framework

The evaluators use a common 'Reference framework for the external evaluation of schools' ([89]) as a qualitative basis on which judgements are formed. The framework is articulated around three central domains (1) outcomes, (2) educational provision, (3) leadership and management. Each central domain is subdivided into three major areas, represented by a variable number of parameters (41 in total). For instance, the domain 'Outcomes' is subdivided into 'Academic outcomes'; 'Social outcomes'; and 'Level of satisfaction of the school community'. The domain 'Educational provision' contains the areas 'Planning and articulation', 'Teaching practices'; and 'Monitoring and assessment'. Finally, the domain 'Leadership and management' is subdivided into 'Leadership'; 'Management'; and 'Self-evaluation and improvement'.

The evaluators assess the school in each of the three main domains and award each a grade on a five-level scale – excellent, very good, good, fair, unsatisfactory.

([89]) https://www.ige.min-edu.pt/upload/AEE_2013_2014/AEE_13_14_(1)_Quadro_Referencia.pdf

4. Procedures

External evaluation takes place at least every five years. For schools given a low grade, the evaluation cycle is shorter – three or four years (see below).

The typical procedures used in external evaluation are the following:

- prior to the school visit, the evaluation team consults a central database on student results in national tests. The evaluators consider 'the benchmarked profile of the school', which informs them whether student results, weighted according to a set of socio-economic variables, are below or above the expected results of other schools in similar circumstances. School documentation is also analysed, including the school leaflet; the school development plan; the annual activity plan; internal regulations; and the internal evaluation report;
- the visit to the school lasts from three to five days depending on the school's size. During this visit, a questionnaire is addressed to a sample of students and parents, as well as to all teachers and other school staff. The questionnaire deals with the level of satisfaction with school facilities, services, safety and teaching. Interviews with various stakeholders dealing with the parameters covered by the reference framework (see Section I.3) are also conducted. Finally, the school board selects and invites students, parents, teachers, staff and municipality representatives for panel discussions, following a common national structure.
- by the end of the school visit and before drafting the evaluation report, the evaluation team holds a meeting with the school board to discuss the evaluation findings. After this, the report is sent to the school and the management body is given the opportunity to examine it and give its response, correcting any factual errors or clarifying certain points, or even disagreeing with the results by drafting an 'objection'. This document is examined by the evaluation team who give feedback to the school and only then draft the final evaluation report before sending it to the school.

5. Outcomes of external evaluation

The external evaluation report identifies the school's strengths and weaknesses. Schools are recommended to take action to overcome any weaknesses by (1) discussing the report findings internally; and (2) drafting an improvement plan within two months of receiving the evaluation report. The school is free to decide who participates in this process. This plan establishes the priority areas for improvement with timed and viable targets, and designs a set of actions to achieve specific results. Schools with low grades, i.e. schools that have none of their domains rated above 'fair' (see Section I.3), go through a follow-up programme. These schools are likely to be monitored again within a one-year period by a team of inspectors according to the IGEC's 'Monitoring education action' procedure. A team of inspectors monitors the implementation of the school's improvement plan, assesses the actions underway and reports back to the school three times within a one-year period on the progress observed. The report gives systematic feedback, pointing out the school's achievements and any constraints faced.

6. Reporting of external evaluation findings

Evaluation findings are published as a report for each school by the Inspectorate of Education and Science ([90]). They are also delivered to the Ministry of Education and Science in an annual school external evaluation report.

Section II. Internal evaluation

1. Status and purpose

The implementation of internal evaluation has been mandatory since 2002, but there are no common standards or framework and schools are free to determine their own procedures. However, the reference framework used by external evaluators (see Section I) contains various parameters focused on internal

([90]) http://www.ige.min-edu.pt/

evaluation, dealing with the use of external evaluation results in the preparation of improvement plans; the involvement and participation of the educational community in self-evaluation; and the impact of self-evaluation on planning, organisation and professional practices.

2. Parties involved

The participation of stakeholders differs from school to school as they are free to make their own arrangements. The degree of stakeholder participation also varies a great deal, whereas in some cases they are fully engaged in the processes – from the designing stage to decision-taking – in others they may only be consulted through questionnaires.

3. Evaluation tools and support

Schools do not have to use or align their internal evaluation framework with the external one.

The Unit of the Ministry of Education in charge of processing the data from national tests and examinations (MISI) provides each school with data on its actual results as well as the expected values according to the socio-economic background of its students. The aggregated results at regional and national levels are also provided. There are no guidelines about the use that schools make of the information.

Schools may obtain support for internal evaluation from 'critical friends' who act as educational advisers or consultants, often in the context of joint projects with universities and other training institutions. 'Critical friends' usually have expertise in the field of education and may come from a variety of professional backgrounds such as academic experts, private consultants or teacher trainers. Training in internal evaluation for teachers/staff is available at universities but is not obligatory. Some training on internal evaluation is provided by higher education institutions and by teacher training centres.

IGEC's website provides online guidelines, manuals and information to support schools in developing internal evaluation processes.

4. Use made of internal evaluation results

There are no central level guidelines or recommendations on the way in which schools should use the results of internal evaluation. However, external evaluators assess how internal evaluation is conducted (see Section II.1). Furthermore, internal evaluation results are also considered when monitoring the activities of schools which have received low external evaluation grades under the system developed by the IGEC (see Section I.3).

Schools inform municipalities, which have significant responsibilities with respect to school management, about their internal evaluation processes and outcomes. Municipalities provide the necessary means to help schools improve their provision and may have some direct involvement in school improvement.

Schools are free to decide whether to publish their internal evaluation results on their website.

Section III. Other approaches to quality assurance

Probationary teachers are evaluated by senior teachers from other schools, when they reach the 2nd and 4th levels in their career, or whenever they apply for the award of an 'excellent' grade. All other teachers are evaluated internally, in order to monitor their performance.

School heads are evaluated by internal and external parties only when they apply for promotion.

Individual school results in national tests (both raw and weighted taking into account socio-economic variables (expected values)) are published by the Unit of the Ministry of Education (MISI). The same Unit provides and publishes national and regional averages, but does not do any benchmarking exercises.

Several bodies are involved in monitoring the education system as a whole:

- the Inspectorate of Education (IGEC) monitors the implementation of educational policies and supervises the use of resources by issuing a yearly report based on the findings of external school evaluation;

- the Institute for Educational Evaluation (IAVE) designs and administers national examinations and standardised tests, the results of which are collected and analysed to identify problems in the education system and to support decision making;
- the General Directorate for Statistics on Education and Science (DGEEC) collects, monitors, processes data and discloses information (namely statistics) and ensures that potential users have access to it (the above-mentioned MISI Unit is within this Directorate);
- the Portuguese Education Council (CNE), which is an independent advisory body on educational matters, produces statements and recommendations on educational matters, according to its own schedule or in response to requests from the Parliament or the Government.

Section IV. Reforms

Proposals to reform procedures for school external evaluation in the third school inspection cycle starting at the end of the current cycle (2011-2016) are currently under discussion and include:

- the adoption of classroom observation as a methodology for the external evaluation of schools (which has been already been introduced into the inspectors' training programme);
- setting up a body of appeal to investigate school complaints in cases where they do not accept their grading or disagree with evaluators' reasoning.

Romania

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The Romanian Agency for Quality Assurance in Pre-University Education (ARACIP) is the responsible body for the external evaluation of 'education providers' ([91]) (the legal name for kindergartens and schools, including schools providing initial vocational education and training (VET).

ARACIP is an autonomous, public institution of national interest working under the Romanian Ministry of Education, with legal status and its own budget. ARACIP main tasks are the authorisation, accreditation and recurrent evaluation of school and other non-tertiary educational institution.

The purpose of the external evaluation carried out by ARACIP is to:

- certify that school units meet student needs as well as the required quality standards;
- protect student interests by producing and disseminating information about education quality;
- play a role in the development of a 'culture of quality' in pre-university education institutions;
- recommend policies and strategies to the Ministry of Education to improve the quality of education.

ARACIP has no legal authority to support school development and improvement. This is the role of the inspection service delivered by the County School Inspectorates. The inspectorates monitor and advise schools on improving the quality of their education (see Section I.5). They focus on processes (teaching, management, etc.) and on compliance with specific education regulations, methods and guidelines, at teacher, head teacher and 'chair' ('school department') level.

([91]) Law No. 87/2006 for the endorsement of the Government's Emergency Ordinance No. 75/2005 concerning quality assurance in education.

2. Evaluators

The external evaluators are known as an 'experts in evaluation and accreditation'. They must:

- be qualified and experienced teachers;
- have expertise in evaluation (evaluation of institutions, projects and staff);
- provide evidence of professional competence (through personal achievement);
- in the three years prior to selection, participate in in-service education training programmes (minimum of 40 hours).

A desirable, but not essential attribute is management experience as a school head or county inspector.

After selection, the future evaluator takes a special compulsory training course, which is accredited and approved by ministerial order. The training lasts 89 hours, with 60 hours' face to face training (theory and exercises); 24 hours' work experience (shadowing an evaluator and filling in evaluation reports); and five hours' assessment (presentation of a portfolio and an interview). The training course focuses on evaluating: educational processes; the school development plan and school management; and human and financial resources. The course also covers quality evaluation models (ISO and EFQM), system evaluation, and management skills.

After successfully completing the course, the evaluator is added to the National Register of Experts in Evaluation and Accreditation. The evaluators are not ARACIP employees; they work under contract ('civil contract') and are paid for each evaluation report delivered. Evaluators are not allowed to evaluate schools in their own county and their activities are regulated by a code of conduct, approved by ministerial order.

3. Evaluation framework

External evaluators use Government-approved national standards and guidelines applicable to all schools, public and private. The same standards are also used for internal evaluation. There are three different quality standards:

- provisional authorisation (given to new schools);
- accreditation (awarded to new schools after a full education cycle i.e. two to four years following provisional authorisation; which represents the minimum acceptable level of education quality); and
- the quality or reference standard, which is the highest quality level.

The provisional level allows limited rights to schools i.e. to hire staff and provide education, but not to issue diplomas and certificates. An accredited school has full rights, including issuing diplomas and certificates. The 'quality or reference standard' is used during the 'recurrent evaluation' process (every five years). The quality provided by schools is determined, quality certificates are issued and league tables compiled.

The areas of focus in external evaluation are:

- institutional capacity (administrative and managerial structures, logistics, human resources);
- educational effectiveness (relating to the content of study programmes, learning outcomes, teachers' research activities, managing budgets);
- quality management (relating to strategies and procedures for quality assurance; procedures for the design; monitoring and review of study programmes and activities; objective and transparent procedures for the evaluation of learning outcomes; procedures for the evaluation of teaching staff; accessibility of learning resources; systematic updating of internal quality assurance databases; transparency of public information on study programmes and the diplomas and certificates offered; compliance with statutory quality assurance requirements.

These broad areas are divided into sub-areas and indicators (43). Each indicator has descriptors describing the norms, regulations and the required levels of proficiency an institution must meet to achieve the particular quality standard sought (provisional authorisa-

tion, accreditation, or quality/reference standard under the recurrent evaluation process).

4. Procedures

The same procedure applies to all quality standards and comprises:

- an application for external evaluation made either by the school or the Ministry of Education. Prior to the evaluation visit, the school must submit a set of data and documentation providing evidence that it has complied with the requirements of the national standards and guidelines (see Section I.3);
- examination of the supporting documents by ARACIP internal staff, who ensure that all the necessary material has been supplied by the school. A team of external evaluators is then appointed. Evaluators must have expertise in the relevant study programme/ level of education, and the quality of their previous evaluation reports is taken into account in the selection process. In addition, the evaluators selected must not reside in the same county as the school under evaluation;
- a two- or three-day site visit is made by a team of two to four evaluators. For provisional authorisation, evaluators check the premises, examine the documentation in more detail (if needed) and interview the head teacher. For accreditation and recurrent evaluation, classroom observations, interviews with teachers and interviews and/or questionnaires for parent and pupil representatives (on pupil and parent committees) as well as representatives of local administration and local employers also take place (ISCED 2). Pupils are not involved at ISCED 1 level. The interviews cover topics such as communications between school and the main stakeholders, participation in the decision making process, and satisfaction with education provision;
- completion of the external evaluation reports by the evaluators (one general, plus three sub-reports, one for each of the three main areas of focus, see Section I.3), based on the templates provided by ARACIP. Before leaving the school, minutes of the visit are recorded, stating which norms, regulations or levels of proficiency have not been met, and setting deadlines for schools to implement improvement actions;
- analysis and validation of the external evaluation reports by ARACIP internal staff. Based on these reports and on evidence provided by the school, endorsed by the County School Inspectorate, that improvements have been put in place, the ARACIP Board recommends to the Minister of Education whether a ministerial order should be issued for provisional authorisation or accreditation.

5. Outcomes of external evaluation

The possible outcomes of external evaluation are:

- provisional authorisation is granted to the school for the relevant level of education and study programmes. The school may then enrol students, hire teachers and start to provide education. If authorisation is withheld, the school may re-apply as many times as necessary;
- accreditation is granted for the relevant level of education, qualifications, specialisations, and study programmes. The school may issue school leaving certificates or qualification certificates (for IVET schools). If accreditation is withheld, the school may re-apply after a year. If this second request is refused following another external evaluation procedure, the school is closed;
- recurrent evaluation of accredited schools: if the school's qualifications, specialisations, and study programmes meet the minimum level required, a 'certificate of quality' is awarded. This certificate states the level of quality achieved according to national standards and is valid for 5 years. If the school does not meet the minimum level required, a warning is issued and another external evaluation is carried out after one year. If, after this second evaluation, the standards are still not met, a final warning is issued and the school may not enrol new students. A third evaluation occurs after one

or two years and if the standards are still not met, the school is closed.

Where schools are not awarded accreditation or a certificate of quality, the improvements they must make are integrated within the internal evaluation process taking place in accordance with the school development plan. The internal evaluation report on the quality of education is published every year. The School Inspection (undertaken by the County School Inspectorates) has a 'quality control' function and must monitor schools' progress in improving quality.

6. Reporting of external evaluation findings

The external evaluation reports, ARACIP Board decisions and the ministerial orders are published on the ARACIP website. ARACIP publishes a yearly activity report and, periodically (every four years), a general report on the quality of education.

The Quality Certificate, issued after recurrent evaluation, which is also published, includes an 'added value index'. This index shows the evaluation results, after controlling for the influence of the school context and input factors (such as family background and community factors, the socio-economic background of the school, the school infrastructure, etc.). This index is intended to measure the efficiency of education, revealing whether schools' actual results are above or below the expected norm, given their circumstances.

Section II. Internal evaluation of schools

1. Status and purpose

Internal evaluation is carried out each year, resulting in an annual published report. Every school has a Committee for Evaluation and Quality Assurance, which organises the internal evaluation process, but responsibility for the process lies with the school management (school board and head teacher). The annual report on internal evaluation comprises: a description of the school (including enrolment and results data); the quality improvement activities carried out in the previous school year; the results of internal evaluation against the 43 indicators contained in the national external evaluation standards; and the quality improvement activities planned for the next school year. In addition to the national standards, the school may choose its own areas of focus for internal evaluation.

2. Parties involved

According to legislation, the Committee for Evaluation and Quality Assurance must have representatives of teachers, parents (up to tertiary/non-university level), pupils (from lower secondary level), local administration, ethnic minorities, as well as other stakeholders considered important by the school (e.g. employers for IVET). The committee devises the quality improvement strategy and plan, supervises quality improvement and internal evaluation activities, and produces the annual report on internal evaluation. All these activities must be approved by the school board.

3. Evaluation tools and support

It is compulsory for schools to use the same framework as used for external evaluation (the national standards are common to both). Since 2011, schools have been provided with their 'added value' or 'efficiency index', allowing them to compare their results with schools in similar circumstances. Since 2013, internal evaluation has been supported by a centralised electronic platform ([92]), which provides a template and methodological support for quality assurance.

ARACIP has recruited and trained a body of about 600 'trainer-advisers' in order to support schools in developing their own internal quality assurance and improvement policies. The content of the training course is similar to the one for external evaluators (see Section I.2), but shorter (62 hours of training, instead of 89 hours).

At national level, in the last five years, about 17 000 inspectors, head teachers, teachers and other school representatives have been trained in quality matters. Each school has at least one person trained to use the internal evaluation electronic platform. The application has a 'Libra-

([92]) https://calitate.aracip.eu/

ry of Evaluation Support Materials' with manuals and guidelines, video tutorials and other tools; it also has a support system with FAQs and a helpdesk). The application allows individual schools to ask for help and support and provides ARACIP experts with a forum to publish news and a system for contacting selected schools if they are required to carry out particular tasks, such as sending information to ARACIP or organising a quality improvement activity.

4. Use made of internal evaluation results

Since the 2014/15 school year, the results of internal evaluations are available on the centralised electronic platform previously mentioned. Previously, they were published on the school website or displayed on the school public notice board. Legislation requires schools at all levels of education to use the results of internal evaluation to improve the quality of education. Schools must work to improve any areas of the national standards identified as 'unsatisfactory', as well as choose some of their own areas where they feel further improvement is needed.

At national level, the internal evaluation reports are used by ARACIP to produce the yearly activity report as well as for the periodical reports on the quality of the education system. Prior to 2013-2014, only samples of the reports were used but since then on all reports have been included.

Data has been uploaded onto the centralised electronic platform since the 2014/15 school year, and it will provide an important source of information for surveys and reports at national and regional levels. The data will be accessible at several levels: the general public has access to the data of public interest for every school; the inspectors from the County School Inspectorate have access to the school database for their respective county; the Ministry of Education and other national institutions have access to the national database.

Section III. Other approaches to quality assurance

Teachers are evaluated by the head teacher and school board on a yearly basis, but also by the County School Inspectorate in specific circumstances (such as for promotion and transfer).

School heads are evaluated, on yearly basis, by the County School Inspectorate.

Local authority education provision is evaluated annually by the Ministry of Education using criteria established in regulations, following a common template.

Monitoring the performance of the education system is performed at national and regional level resulting in the National Report on Education, produced annually by the Ministry of Education and presented to Parliament. Each county school inspectorate produces similar annual reports, which are presented to the Ministry of Education and to local stakeholders.

School results in national tests are published annually by the National Centre for Evaluation and Examination, for each type of national test. The results are presented as 'league tables' and are benchmarked against national and county averages.

Section IV. Reforms

The national standards and procedures for internal and external evaluation will be reviewed in 2014-2015, in order to simplify them and to re-direct the focus on student results and children's well-being. The general structure of standards will not be changed, but some standards and requirements will be removed, modified or new ones may be added. Consequently, the main aspects of education quality examined will be: learning outcomes, children's well-being and progress made in these areas; the quality of teaching and teachers' professional development; the capacity of the school to improve learning outcomes; quality of teaching in relation to children's' wellbeing; and stakeholder involvement and satisfaction levels. The procedures will be simplified; the amount of paperwork at school and national level will be reduced by better use of the centralised electronic platform, which will also be used for external evaluation. In this way, the data on internal and external evaluation will be

aggregated, and the internal evaluation of quality will be calibrated with the results of the external evaluation. By publishing internal and external evaluation reports on education quality, stakeholders (mainly pupils and parents) will have access to relevant information for choosing a suitable school. The decision-makers at local, regional (county) and national levels will use the information provided to identify the reforms needed to improve the quality of education.

Slovenia

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

External school evaluation is carried out in the form of inspections under the jurisdiction of the Inspectorate of the Republic of Slovenia for Education and Sport, which is affiliated to the Ministry for Education, Science and Sport. The Inspectorate is responsible for ensuring the adherence of the management and education activities of schools to legislation. The purpose of school inspection is, therefore, to ensure the implementation of educational legislation, the appropriate use of funds and the quality of educational provision.

2. Evaluators

Inspection is performed by inspectors (*inšpektorji*), who are employed by the State as public servants. School inspectors must have at least a master's degree or equivalent, a minimum of seven years' professional experience (in education, counselling, research or educational administration), and before appointment or within six months from the appointment at least; must have passed the school inspectors' examination (including knowledge of administrative, offence and inspection procedures). A 16-hour training course provided by the ministry responsible for public administration is available to prospective candidates to prepare for this examination. The Chief Inspector is the head of the inspectorate and must have a minimum of ten years' educational experience.

School inspectors may also be assisted by experts (*izvedenec*), normally well-renowned teachers or researchers. Education experts must have at least a master's degree or equivalent and a minimum of ten years' professional experience in education, counselling, or research and development activities. They must hold the title of counsellor (basic and upper secondary education), lecturer (short-cycle higher education), or higher education teacher. Experts may also be employees of the National Education Institute of the Republic of Slovenia, the National Examinations Centre or other public institute. The input of an expert is mandatory in cases where students or staff claim their rights have been infringed; such as a student's right to attain the level of knowledge allowing them to advance to the next grade or level of education; or a teacher's right to autonomy in carrying out their duties.

3. Evaluation framework

Inspectors check that legislation and other regulations are correctly implemented. The 21 areas covered by the inspection are determined by the School Inspection Act; they relate to the organisation, funding, and provision of education programmes, as well as ensuring the rights of pupils and teaching staff.

The Chief Inspector draws up the annual work programme of the inspectorate with the agreement of the minister and, taking into account current legislative priorities and any forthcoming reforms, decides which issues are to be addressed in regular inspections.

In basic schools, inspectors focus in particular on compliance with curriculum requirements, as well as compliance with requirements on the development of the annual work plan and the implementation of the education plan. They also pay attention to provision for pupils with special educational needs (SEN), enrolment procedures and the management of mandatory pupil information.

4. Procedures

According to law, regular inspections are to be conducted every five years. However, in practice, inspections are not as frequent as this due to the increasing demand, both in number and scope, of the extraordinary inspections initiated by parents, students, employees, unions, and others; and also because of limited staff resources.

Regular inspections, which take one day, are agreed in advance and carried out by two inspectors. Prior to the inspection, the school is sent a questionnaire on its operations and procedures, and must make available to the inspectors the educational and administrative documentation specified in legislation and other regulations. These documents include, for example, the annual work plan, registers, records, enrolment information, information on pupils, public documents, etc.).

School inspectors have the right and duty to inspect school facilities. They may question teachers, pupils and others involved in the inspection. With the permission of the head teacher, school inspectors and experts (if involved) may visit classes to observe teaching practices.

The head teacher and educational staff may communicate further explanations to external evaluators during the inspection process and before the official evaluation report is drafted. The inspection process – from announcement to completion – usually takes about two months. Generally, schools amend any infringements identified by inspectors during the inspection process. Where this it is not the case, the inspector may order actions to be taken and may set a deadline by which they must be rectified. After the deadline has expired, the head teacher must report to the inspectorate. A follow-up inspection is not required and is rarely conducted. Usually, this is only done in cases where measures are to be supervised for an extended period of time.

5. Outcomes of external evaluation

The official record includes a short account of the content of the inspection, any given statements, the observations, the pronounced warning and the deadlines set regarding actions to be taken to address infringements, irregularities or curriculum deficiencies. When needed, the inspectors issue decisions. The official record and/or decision is then sent to the head teacher and/or head of the branch and/or employee to whom the findings and conclusions apply. It is also send to the founder (municipality) if any of the recommendations made or actions to be taken fall within their remit. An appeal may be made against a decision to the relevant ministry.

The circumstances in which inspectors may require schools to amend infringements are specified in detail in legislation; they relate to: planning processes; implementing and organising educational activities; implementing curricula; maintaining educational records and issuing certificates; ensuring the quality of educational provision; safeguarding the rights and duties of pupils and education staff; providing information to parents, ensuring pupil participation and pupil safety, complying with a school head's legal duties and responsibilities; and the setting up of the school's expert bodies. The actions inspectors may take include:

- revoking a pupil's assessment grade and ordering pupils to be re-assessed;
- forbidding the delivery of educational content or activities which are not part of curriculum;
- banning the use of non-approved textbooks;
- preventing the use of unlawfully collected financial contributions from parents or pupils and ordering the money to be returned;
- suggesting to the relevant body or head teacher that disciplinary proceedings should be launched, or a member of staff (including the school head) dismissed or an employment contract terminated;
- temporarily suspending a teacher or (assistant) head teacher;
- reporting a criminal offence;
- temporarily suspending all school activities if serious infringements continue and threaten the life or health of pupils or staff.

6. Reporting of external evaluation findings

Official records of external evaluation are distributed to those employees whose work is affected by the inspection or to the municipality if any of the recommendations fall within their remit. The report can also be made available upon request, but some data of a personal or confidential nature is classified.

The Chief Inspector reports to the minister at least once a year on the work of the inspectorate. The report includes information on the number of inspections carried out in individual schools, notification of infringements and sanctions imposed, reporting back on sanctions previously imposed, a general overview of schools' compliance with legislation, and their degree of success in protecting the rights of children, staff, parents and other stakeholders in kindergartens and schools. The annual report is made available online.

Section II. Internal evaluation of schools

1. Status and purpose

Schools work in annual cycles of planning, monitoring and self-evaluation.

As specified in the 'Organisation and Financing of Education Act (2008)', schools have to produce annual self-evaluation report. Schools are autonomous when it comes to the choice of procedures and areas of self-evaluation. Education authorities have issued non-obligatory guidelines on the drafting of the self-evaluation report through a pilot-project (see Section II.3) as well as Protocol to support schools in implementing improvements and self-evaluation ([93]).

The self-evaluation report is only one of the mandatory documents that fit into the frame of internal evaluation. The schools also have to present annual work plans to the school council and produce a report on their implementation, based on the gathering and analysis of class and school level data.

2. Parties involved

According to the Act, the head teacher is responsible for drafting the school's self-evaluation report and the report on the implementation of the annual work plan. Both reports are adopted by the school council which comprises representatives of staff, parents and the municipality. Class teachers, expert working groups of teachers and the teachers' assembly carry out the analysis of educational activities, including pupils' results in national tests and other assessments. These analyses, which feature in the report on the implementation of the annual school work plan, are also discussed by pupils together with their class teacher (*razrednik*) and are then presented to parents.

The guidelines for drafting the self-evaluation report ([94]) prepared by the National School of Leadership in Education on behalf of the government suggest that schools set up a self-evaluation team comprising the head teacher and two or three members of school pedagogical staff and that the teachers' assembly discusses the draft report before sending it to the school council.

3. Evaluation tools and support

A number of tools, developed as part of several projects to support internal evaluation, are available on the National School of Leadership website ([95]) for schools to use at their own discretion. The National School for Leadership in Education has also published recommendations for self-evaluation and a protocol for self-evaluation (see Section II.1).

As specified in regulations adopted by the minister, at the end of a particular assessment period class teachers evaluate performance on the basis of pupils' academic results and class work in individual subjects. At the end of the school year, the evaluation also covers pupil progression and grade retention. Schools have access to a web application that allows them to analyse results on national testing in different ways, including comparing it with national

([93]) http://www.solazaravnatelje.si/ISBN/978-961-6637-69-5.pdf

([94]) http://kviz.solazaravnatelje.si/samoevalvacija/priporocila-za-samoevalvacijsko-porocilo

([95]) http://kviz.solazaravnatelje.si/gradiva/

results. However, the system does not allow a direct comparison between schools.

Teachers and head teachers may, as part of their continuing professional development, take training courses in self-evaluation and in the implementation of national testing and interpretation of results. Training courses in self-evaluation are provided by various public institutions, including the National School of Leadership in Education. The National Examinations Centre prepares materials and runs training courses on national testing and the interpretation of national test results.

4. Use made of internal evaluation results

The guidelines for drafting the self-evaluation report recommend that schools:

- use the report as a basis for further planning and quality improvement;
- publish the report on their website and present it to stakeholders, i.e. parents, municipalities etc.

Section III. Other approaches to quality assurance

Besides school evaluation there are also other types of quality assurance mechanisms in the Slovenian education system:

The head teacher evaluates the work of each teacher; carries out annual interviews, monitors teachers' work, provides advice, and makes recommendations for promotion to titles.

The school council annually evaluates the work of the head teacher and makes proposals for promotion to titles.

Each year, compulsory external assessment of students in grades six and nine is carried out nation-wide. Aggregated data on individual school performance are not published, but the publicly available national annual report ([96]) includes, amongst other things, an analysis of achievement in national tests, qualitative descriptions of pupil performance in the selected areas, and a breakdown of data according to gender and geographic areas. Schools are informed of their own results (see Section II.3)

The evaluation of the education system also takes account of the findings of evaluation research, targeted research projects and international studies (PISA, TIMSS, PIRLS, TALIS, etc.) as well as reports on the introduction of new educational programmes, parts of programmes or new organisation of the education system prepared by the National Education Institute.

The Council for Quality and Evaluation has been set up by the Minister to co-ordinate the quality process. Its duties involve giving opinions on the plans and the reports on new educational programmes, parts of programmes or other changes to education provision in schools. It also identifies fundamental evaluation issues, prepares tenders for new evaluation studies, selects which studies to sponsor and monitors their progress.

Section IV. Reforms

No planned reforms.

Slovakia

Section I. External evaluation of schools

- **School evaluation for which central/top authorities are responsible**

1. Purpose of evaluation and responsible bodies

External evaluation of schools is carried out at central level by the State School Inspectorate (SSI) ([97]), which is an administrative authority with national responsibilities established by law in 2000. The SSI is an independent institution and its activities are regulated by legislation. There are eight regional school inspection centres, which are executive branches of the SSI.

([96]) http://www.ric.si/national_assessment_of_knowledge/analyses

([97]) http://www.ssiba.sk/Default.aspx?text=g&id=1&lang=en

The main purpose of state school inspection is to monitor and improve the quality of the education process and school administration.

The Inspectorate conducts a range of different types of external school evaluation:

- **complex evaluation** (applies to all schools and examines the quality of school management, the teaching and learning process, including practical training in schools and other educational facilities); the condition of schools and provision of resources;
- **thematic evaluation** (examines specific aspects of a school's provision);
- **informative evaluation** (information collection on specific aspects of education policy).

2. Evaluators

Inspections are carried out by school inspectors employed by the SSI. They must have a university degree, eight years' teaching experience in a school and must have passed the public sector employee's examination. School inspectors must also have at least three years' experience in a managerial position in the education sector or in a position of a person who manages teachers, head teachers, etc. or equivalent.

Inspectors must also be able to use the Slovak language in their official communications; master the language of the respective national minority in connection with their working activity; have the personal qualities and ethical principles needed as well as the requisite academic qualifications. These competences are declared by the candidate in a Declaration of Honour before the selection procedure.

3. Evaluation framework

The SSI publishes a list of standards and parameters for each school year (e.g. Evaluation Criteria for the school year 2013/14 ([98])) on its website. The Inspectorate is responsible for compliance checks and evaluation in three areas: quality of school management, resources and facilities, and education processes. All types and levels of school are covered (i.e. kindergartens, primary schools, gymnasiums, upper secondary vocational schools, schools for pupils with SEN, etc.). The same basic framework is used in all schools, but evaluation criteria for specific types of school are also defined. Each of the three areas contains further indicators and sub-indicators, which are drawn from the standards defined in education legislation.

Criteria for the evaluation of school management:

- school education programme (to check whether it is in accordance with the state education programme (core curriculum);
- management of teaching and learning;
- internal system of quality control and evaluation;
- school climate and culture;
- school services.

Criteria for the evaluation of educational/ training facilities/resources:

- personnel working conditions;
- space;
- material resources and provision for information technology;
- use of materials and information technology in the education and training process;
- provision for health and safety.

Criteria for the evaluation of education and training processes:

- quality and professionalism of teaching (teachers and heads meet the legal qualification requirements and can access relevant continuing education);
- effectiveness of pupil learning and positive pupil outcomes.

Pupil knowledge is assessed by the National Institute of Educational Measurement ([99]).

The main foci of the school evaluation is adherence to rules; educational processes and their results; professionalism in teaching (shows if the subject is instructed by the teacher who meets the qualification requirements for

([98]) http://www.ssiba.sk/Default.aspx?text=g&id=32&lang=sk

([99]) http://www.nucem.sk/en/medzinarodne_merania

teaching the given subject according to law); adequateness of school facilities; provision of further education for the teaching staff; fulfilment of qualification preconditions for head teachers of schools.

4. Procedures

The frequency of external evaluation depends on the inspection plan for the particular school year ([100]), which is submitted annually to the Minister of Education by the chief school inspector. As a rule, complex inspection is carried out once in five years.

The inspection plan includes the inspection activities that form part of the main duties of the SSI as well as activities requested by the Ministry of Education or by the founders. The plan specifies what types of inspection are to be carried out and in which types of school, as well as the number of schools to be inspected. Representative samples of different types of schools are chosen, including by location (town/village); by founder; and by language of instruction.

The inspectorate analyses most of the required teaching/learning documentation before the school visit, but some is examined during the visit itself. Documents such as the school education programme, the timetable, organisational order; the annual school work plan; the annual staff working plan (e.g. for specialist staff such as the educational counsellor and pupil support coordinator); internal evaluation plan; decisions made by the head teacher (e.g. the postponement of compulsory school attendance for children who are not considered to be sufficiently ready to start school), as well as the continuing professional development programme and evidence of staff qualifications. Other documents examined include accident records and complaints procedures; records of pupils with SEN; and records of school trips and excursions.

The format, methods and means used by inspectors are set out in legislation; how they are applied depends on the inspectors and the circumstances of the particular inspection. They include: observations (school visits); surveys; interviews; questionnaires; reviews of educational documentation and pupil results; as well as meetings with the head teacher, staff and advisory bodies. School and pupil participation in competitions or exhibitions of pupils' work may also be considered by inspectors.

The questionnaires may be directed to the head teacher (to gain information about the school), to teachers (to find out about the school climate), or to pupils (to find out about health and safety measures, well-being, etc.). Inspectors carry out interviews with the school management and with pedagogical or non-pedagogical staff. They also monitor pupil behaviour, for instance, during breaks.

The duration of the inspection depends on the size and complexity of the school. A complex inspection takes five to seven days and the school inspection team consists of three to nine members. Thematic inspections last between two and four days and involve two or three inspectors. Follow-up inspections (subsequent inspections) are carried out only in schools where shortcomings have been identified in earlier inspections and improvement measures implemented. These usually last between two and four days and involve two to four team members.

When the inspection is completed, the school inspector informs or discusses with the school management (head teacher or other representative) the preliminary inspection findings. The report is prepared in consultation with the head within 21 days of the inspection.

5. Outcomes of external evaluation

When shortcomings are identified, the SSI may issue recommendations. If serious shortcomings are found, the SSI orders the head teacher to take measures for improvement. The head teacher must address any shortcomings within the deadline set by the SSI, and inform them in writing of progress made. If serious problems persist, the chief inspector may:

- submit proposals to the ministry to exclude the school from the school network, which can lead to closure of the school;

([100]) http://www.ssiba.sk/admin/fckeditor/editor/userfiles/file/Dokumenty/PIC_minister_13_14 %281 %29.pdf

- submit proposals to the ministry for changes in the school offer;
- submit a proposal to the founder that the head teacher is removed.

However, the SSI does not apply disciplinary measures; that is prerogative of the founder. However, the SSI may order a commission of investigation to be set up.

6. Reporting of external evaluation findings

The inspection findings are recorded in the form of a report and discussed with the head teacher. According to law, the school and the SSI service keep copies. The founder may request a copy from the head teacher.

Summaries of all the inspection reports (around 1 800 reports annually) are made for central government and are used in the preparation of overviews of the major issues that have arisen in a given school year.

The chief school inspector submits an annual report to the Minister of Education on standards in education and training in schools based on inspection findings and other results. The report is publicly available (e.g. for the school year 2012/13 ([101])).

The report contains a review of findings from the inspections with recommendations for particular types of schools. Recommendations are also made to the Ministry of Education, its directly managed organisations, head teachers and founders. As the SSI also handles complaints and petitions, the report also contains information on this area of its activity.

- **School evaluation for which local authorities are responsible**

1. Purpose of evaluation and responsible bodies

Alongside the external evaluation by the SSI, which is mainly focused on educational aspects and compliance with regulations, schools are also evaluated at regional and local levels by their founders. For public schools this involves the self-governing region at ISCED level 3 and the municipality at ISCED levels 0-2. These mainly cover financial audits, but they also check for compliance with education and training regulations as well as regulations governing school catering and school facilities.

2. Evaluators

The founders themselves decide what qualifications their own external evaluators should have.

3. Evaluation framework

At regional and local level, there is no centrally set evaluation framework.

4. Procedures

School founders have full autonomy is determining the procedures for the external evaluation of their own schools. These evaluations usually take place once a year.

5. Outcomes of external evaluation

The school founder may discuss the problems with the head teacher, reduce or revoke the school head's allowances, or after consultation with the school board, remove the head teacher.

6. Reporting of external evaluation findings

Not applicable.

Section II. Internal evaluation of schools

1. Status and purpose

Under the legislative Decree No. 9/2006, schools are required to prepare an annual self-evaluation report. The law prescribes the content of these reports, which schools are required to submit to their school board and founder for approval. Subsequently, they should be published by the end of the calendar year, i.e., by 31 December. Parents are also able to compare schools on the basis of these reports and use them as a guide in choosing a school.

The reports must contain information on the school (founder, contact details, etc.), its staff (including their qualifications, personal development plans and in-service training undertaken)

([101]) http://www.ssiba.sk/admin/fckeditor/editor/userfiles/file/Dokumenty/sprava12_13.pdf

and pupils. Pupil data include results in entrance examinations, admissions to further education, information on early school-leaving, leavers' destinations (labour market or further study); information on school fees, state funding and other budget information; educational activities; school projects; after school activities; as well as information on cooperation with pupils, parents and other education institutions.

These reports also contain information on the school's development aims for the respective year, the areas in which the school performed well, but also any areas in which the school is failing. The report should also mention any proposed improvement measures to address failings as well as the results of recent inspections.

The founder of the school may request additional information according to their interests and needs.

2. Parties involved

The reports are prepared by head teachers in cooperation with other senior educational staff and teachers. Educational associations and curricular review groups and advisory bodies may also play a significant role.

3. Evaluation tools and support

Decree No. 9/2006 (mentioned above) prescribes the content of annual self-evaluation reports, which is not the same as for external evaluation.

The indicators which enable schools to compare their performance with others include: pupil results in final/end-of-year assessments; pupil results in national tests, examinations and competitions; data on success in entrance examinations and admissions to further education.

Although there are no specific training courses on internal evaluation, to become a head teacher or deputy head teacher it is necessary to complete the appropriate form of further education and training. This training includes elements relating to training in internal evaluation.

Decree No. 9/2006 itself incorporates guidelines and a manual for internal evaluation. It prescribes the content and frequency of the report (once a year), the duty for the head teacher to provide a copy to the school founder and to make the report available on the internet/or in another public place. The guidelines on methodology describe how to compile the report.

4. Use made of results of internal evaluation

There are no central guidelines or recommendations on the way schools use the results of internal evaluation.

The results of internal evaluation are provided to the founders of schools in self-governing regions (ISCED 1 -2) and municipalities (ISCED level 3).

The aim of self-evaluation is to assess the current state of its provision so that it can be compared with its stated aims, and so establish a process of continuous improvement. Self-evaluation enables the school to identify its strengths and weaknesses, to indicate priorities and plan the activities necessary for quality improvement. The self-evaluation report is also one of the sources used in the evaluation of the head teacher.

Schools have a duty to publish their annual reports on their website.

Section III. Other approaches to quality assurance

Education staff working in schools are evaluated annually by their direct superior. For example, teachers are evaluated by deputy head teacher; the deputy head teacher is evaluated by the head teacher; and the head teacher is evaluated by the founder.

Section IV. Reforms

No reforms planned.

Finland

Section I. External evaluation of schools

There is no regular and systematic external evaluation of schools in Finland. The quality assurance system widely relies on self-evaluation of education providers and the external evaluations carried out by the Finnish Education Evaluation Centre. The focus of national evaluations is on the education system, not on individual schools and there is no system for school inspection.

Local authorities have a legal obligation to evaluate their own education provision and to participate in national evaluations. Forms and procedures of local evaluation are locally decided and may also include external evaluations of individual schools. The purpose of evaluation is to support educational development and improve conditions for learning.

Section II. Internal evaluation of schools

1. Status and purpose

The Finnish legislation on basic education does not focus on schools but on education providers. Consequently, the rights and responsibilities are defined for education providers (i.e. municipalities for public schools), rather than schools themselves (see Section I). The regulations do not specify the forms and procedures of evaluation at local level but leave a great deal of freedom to education providers in matters relating to quality assurance. The education providers may decide on the areas of focus, methods and frequency of the quality assurance procedures or they may delegate decision-making on this matter to schools. In practice, there is a strong focus both on self-evaluation of schools and education providers. The aims of evaluation are generally written into the local- and school-level curriculum or in the annual plan ([102]).

In terms of central level requirements, education providers are required to have a plan for evaluation and quality development. In practice, schools usually have such plans. Furthermore, in 2009, the Ministry of Education and Culture developed a tool to recommend and support quality assurance work at school and municipal level, 'Quality Criteria for Basic Education' ([103]). These guidelines are non-binding, but widely used.

2. Parties involved

The education provider decides on the methods used and the frequency with which the quality assurance procedures are carried out.

According to the 'Quality Criteria for Basic Education' developed by the Ministry of Education, the views of municipal decision makers, pupils and their guardians, teachers, principals and other stakeholders should be taken into account in the school's quality work.

3. Evaluation tools and support

The education provider decides on the methods used for quality assurance at local level and may provide various types of support, including, tools for schools.

The Ministry of Education and Culture has issued quality criteria that may serve as a tool in quality improvement at local and school level. The purpose of this tool is to help schools and public authorities identify shortcomings and develop corrective measures to improve their operations. Four of the main areas relate to the quality of structures and address governance, personnel, economic resources and evaluation. The six other main areas relate to pupils and deal with the implementation of the curriculum, instruction and teaching arrangements, support for learning, growth and well-being, inclusion and influence, home-school-cooperation, and safety in the learning environment.

The education provider decides whether and to what extent the centrally established quality criteria are used in the quality assurance work carried out at local level.

([102]) http://www.oph.fi/download/148966_Quality_assurance_in_general_education.pdf

([103]) http://www.minedu.fi/OPM/Julkaisut/2009/Perusopetuksen_laatukriteerit.html?lang=en

Schools participating in a national evaluation receive the data that enables them to compare themselves with averages (for more information see Section III).

In Finland, the available in-service training provision for school staff also includes training on evaluation.

4. Use made of internal evaluation results

Due to the autonomy of local education providers, the use of internal evaluation results varies between municipalities and schools. Education providers are not required to report to the national education authorities about either their quality assurance system or the findings of local evaluations.

The 'Quality Criteria for Basic Education' developed by the Ministry of Education and Culture contains recommendations on the use of internal evaluation results as a management tool in the school's daily work. It promotes staff discussion on the evaluation results, resulting in a joint written proposal for the actions to be taken. The proposals that require external measures and support should be submitted to the municipal political decision-making process.

Section III. Other approaches to quality assurance

National assessments of learning outcomes are regularly organised by an independent evaluation body under the ministry of Education and Culture. The assessments are sample-based but represent different parts of Finland, different types of municipalities, schools, etc. The regular sample comprises ca. 10 % of all schools and ca. 5-7 % per cent of pupils. In addition to the sample-based evaluations of learning outcomes, national evaluations also include thematic or system reviews.

The results are analysed at national level and salient findings of national evaluations are published. The main aim is to follow, at national level, how well the objectives set in the core curricula have been met. The national results are used for national development and as a basis for political decision-making.

The aim of national assessment is to develop and steer, not to control, nor produce school rankings. Consequently, school level results are not made public. Ranking schools has been debated in the last few years. However, even though the pressure primarily from the media has been strong, the consensus is that the results of national assessments should not be publicised. However, the participating schools receive feedback on their own results in relation to the national outcomes. Schools can use the results for their own development activities.

There is a test nearly every year either in the mother tongue and literature or in mathematics. Other subjects are evaluated according to the evaluation plan of the Ministry of Education and Culture. Academic subjects are evaluated, as are subjects such as arts and crafts and cross-curricular themes. The assessments are most commonly carried out in years six and nine of basic education.

There is no formal system of teacher and school head appraisal in Finland. Teaching and teacher performance is the responsibility of the school head who is not only the administrative head but also the pedagogical leader of a school. How they do this depends on the education provider or individual school. Annual or otherwise regular development discussions between teachers and the school head (as in any other context between the employer and the employee) are widely used in schools. The main focus of these is not to evaluate teacher performance but rather on the way forward, for example, continuing professional development needs and how to respond to these, well-being at work and developing coping mechanisms, etc. Correspondingly, school heads have their own discussions with their superiors.

Section IV. Reforms

In order to strengthen education evaluation activities, the national evaluation activities formerly carried out by the Finnish Education Evaluation Council, the Finnish Higher Education Evaluation Council and the Finnish National Board of Education were merged into a single Finnish Education Evaluation Centre that began operations in May 2014.

The new centre is an expert-run organisation implementing external evaluation of education and producing information for decision-making in the field of education policy and the development of education.

The main task of the centre is to conduct evaluations related to education and teaching and to the providers of education and the activities of higher education institutions as well as evaluations of learning outcomes in both general and vocational education and training. The centre is also expected to support education providers in matters related to evaluation and quality assurance and to enhance the evaluation of education.

Sweden

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The body responsible for monitoring and scrutinizing schools is the Swedish Schools Inspectorate ([104]) (SSI). It is an independent agency that performs regular inspections to monitor schools' compliance with regulations as well as the quality of education provided.

The Inspectorate also conducts other types of inspections such as:

- quality audits in specific areas, such as the content and methods of teaching a particular subject; or the role of the school head as an educational leader;
- focused inspections (also called *Flying inspections*) that aim to give an overall picture of a specific issue across a large number of schools;
- directed inspections to ensure compliance with regulations in a very specific area; and
- inspections following complaints.

The Swedish school system is goal/learning-outcome-oriented. All assessment and evaluation activities aim to ensure that individual students are given the opportunity to reach the nationally defined goals laid down in the Education Act, curricula and course syllabuses.

2. Evaluators

External evaluation is carried out by employees of the SSI, which has complete autonomy in deciding what qualifications and experience the evaluators should have. The minimum requirement is a Bachelor's degree (ISCED 5), although evaluators may have further qualifications, such as teaching qualifications, or specialisations in law, political science, or statistics.

3. Evaluation framework

The SSI bases its evaluations on the Education Act, school regulations, and the curricula for compulsory education. The main focus of evaluation is laid down in the Education Act as well as in the guidance for the Inspectorate and in its public service agreement ([105]). The SSI decides which parameters and standards to consider but the guidance stipulates that inspections should be based on an analysis of needs. A differentiated system is therefore in operation; schools which reveal a greater need for improvement are scrutinised more thoroughly.

The main areas under scrutiny in external evaluation are: students' progress towards educational goals, leadership, the improvement of quality in education, and individual students´ rights.

4. Procedures

All educational activities in Sweden are monitored through regular inspections every five years.

Before the regular inspection takes place a preliminary assessment is carried out using the results of the school survey (*skolenkäten*), and the centralised moderation of teacher scoring of student performance in national tests. A risk analysis is then made based on the findings.

([104]) http://www.skolinspektionen.se/en/About-Skolinspektionen/About-the-Swedish-Schools-Inspectorate/

([105]) http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Forordning-2011556-med-inst_sfs-2011-556/?bet=2011:556

There are two forms of regular inspection: basic inspection and in-depth inspection. The in-depth inspection is used for schools that show a need for greater improvement in the risk analysis.

Regular inspections examine:

- aggregated school data;
- the procedures for handling complaints;
- information from previous evaluations;
- results from centralised moderation of national tests;
- the school survey;
- information from the school's website.

In addition, descriptive reports are produced by schools using the Inspectorate's standard forms, where school results in national tests are one of the issues that are to be commented on. All information is analysed prior to school visits.

The school survey is also carried out prior to the school visit. All students in years 5 and 9, their parents and all teachers are addressed in the survey. The topics concern safety and the learning environment, educational leadership, basic values, and the working of the school.

During a regular inspection the Inspectorate interviews the responsible staff in the local authority, the operator of independent schools, and the school head. A visit lasting several days can include classroom observations, if all other data collection means have not provided sufficient information on the school. An in-depth inspection includes, in addition, interviews with teachers, students and student social welfare staff.

In addition to regular inspections, the inspectorate also carries out other types of inspection. These are: quality audits, directed inspections, inspections to recently established schools, and 'flying inspections'.

The SSI has a follow-up procedure when the findings of an evaluation are unsatisfactory, sometimes this involves follow-up visits.

5. Outcomes of external evaluation

The inspection exercise results in a 'decision' stating whether a school is failing to meet national requirements and, if so, in which areas. The decision also states what actions are required and the deadline by which these requirements must be met. If a school has minor deficiencies, the 'decision' is in the form of comments which do not carry any penalties.

The operator of the school is responsible for taking actions to address any problems. The evaluation findings are communicated to those responsible in both the municipality and the school through written reports or by oral communication. The SSI may use penalties and apply other pressure to ensure that problems are addressed by those responsible. If the school does not rectify the problems within the stated time limit, the SSI can order the school to take remedial measures.

If a school has major deficiencies the 'decision' is an injunction, which can be combined with a penalty if the school operator does not rectify the problems within the stated time limit. An injunction may also be grounds for other measures to be taken. If there are very serious problems the authority can order a temporary operating ban until the situation is rectified, but schools may only be closed for six months. If a municipality has not resolved any of the very serious problems, the Inspectorate can step in and take the measures deemed necessary for the school. The municipality is forced to bear the costs.

6. Reporting of external evaluation findings

Evaluation findings for individual schools are published as a matter of course by the SSI and the National Agency for Education ([106]) (NAE) through the internet database SIRIS ([107]).

Section II. Internal evaluation of schools

1. Status and purpose

Schools are responsible for continuous planning, follow-up and improvement of the education delivered, according to the Education Act and the curricula for compulsory education. This takes place through a systematic quality assurance process, which is intended to help

([106]) http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english/the-swedish-national-agency-for-education-1.61968

([107]) http://siris.skolverket.se/siris/f?p=SIRIS:33:0

schools achieve the goals stated in the Education Act, school regulations, and the curricula for compulsory education. The school head decides what systematic quality assurance process to use. Most schools prepare annual quality reports stating the objectives for the year, the measures taken, and an evaluation of progress made. These reports are sent to the school's maintaining body. Each school must also report students' results in national tests and final school grades to the NAE.

The NAE supports the work on systematic quality assurance by providing general guidelines.

2. Parties involved

The school head is responsible for implementing systematic quality assurance. The Education Act stipulates that teachers, other school staff, and students are to be involved in internal evaluation, but does not specify their role. Students' legal guardians are also to be given the opportunity to participate, mainly through satisfaction surveys.

3. Evaluation tools and support

The basic reference documents for internal evaluation are the Education Act and the curricula for compulsory education, which provide the general goals and guidelines.

Indicators used by schools to compare themselves with other schools are, for example, students' results in national tests, the number of students who have passed the minimum level at grade 9, and students' average marks. Schools can make comparisons with other schools in the same municipality, but national statistics are also available in the statistical databases.

The NAE and the SSI support the work around systematic quality assurance. The NAE has developed a tool for self-evaluation called 'BRUKA' and publishes general guidelines on systematic quality assurance, as well as providing recommendations on how to use the findings for further development. The agency has published examples on systematic quality assurance for the education sector ([108]). The SSI publishes guidelines based on their inspections with the objective of helping schools develop further. The focus is on the quality of education.

The quality assurance tool 'Qualis' is specifically designed for the evaluation of quality in schools. It is developed by a private consultancy with the support of the NAE, and provides a model for quality certification. It includes both self-assessment and external evaluation carried out by Qualis' examiners, as well as opportunities for schools to benchmark with other schools using the tool. Schools in around 50 municipalities use this system in their internal quality assurance processes ([109]).

4. Use made of internal evaluation results

Schools' maintaining bodies use the internal evaluation results in their systematic quality assurance process for the management of schools and to prepare reports for the NAE.

The NAE uses students' results in national tests as well as final school marks to monitor the education system.

The SSI uses the results as part of their process for external inspection.

Section III. Other approaches to quality assurance

Quality assurance is tackled through a variety of approaches and by a number of different bodies.

The SIRIS database contains benchmarks for municipal and national statistics. SIRIS shows students' results in national tests.

Teachers may be evaluated either within the school or by the SSI. Teachers are evaluated individually as a matter of course.

School heads are evaluated by the SSI as a matter of course. Educational leadership is the main focus of this evaluation.

The SSI also evaluates local authorities and independent school organisers in their capacity as principal organisers of schools.

([108]) http://www.skolverket.se/skolutveckling/kvalitetsarbete/sa-gor-andra

([109]) http://www.q-steps.se/Templates/Page____125.aspx

The maintaining body of a school is responsible for systematic and continuous planning, follow-up and improvement of education provision. This responsibility is exercised through a systematic quality assurance mechanism, carried out by each school, documented, and evaluated by local authorities. The NAE supports the work on systematic quality assurance by providing general guidelines ([110]). Local authorities are free to decide what procedures to follow. National statistics and reports from the NAE, surveys and reports carried out by the maintaining body, quality reports from schools and information from the board of directors at the municipality are examples of materials used in systematic quality assurance by local authorities. Systematic quality assurance is a cyclical process to ensure continuous improvement in education. Some municipalities choose to publish the outcomes on their websites, for example, evaluation findings, student results and quality reports as well as the results of satisfaction surveys.

Among other bodies performing work directly or indirectly related to quality assurance in education are: the National Agency for Education (NAE), the Institute for Evaluation of Labour Market and Education Policy (IFAU), and the Swedish Association of Local Authorities and Regions (SALAR).

The NAE is an independent agency responsible for evaluating schooling. Its aim is to secure equity and quality in schooling by identifying, analysing and highlighting the areas where national improvement is needed, as well as the reasons for differences between schools in the levels of student attainment. The agency is also responsible for managing statistics on the school system. The aim is to provide an overall view of schooling and materials at the national and local level. Among its other activities, the NAE publishes aggregated student results obtained by schools in national tests, and participates in international studies to benchmark the Swedish education system. In addition, the NAE operates the database SALSA, which publishes data on the proportion of students who have passed the minimum attainment level at year 9, and students' average marks per school. The database is a tool which benchmarks schools, with due consideration of students' background, such as parents' educational attainment, the proportion of boys/ girls, and the number of recent student immigrants. The intention is not to rank schools but to highlight the issues which schools cannot change but nevertheless have an impact on students' average marks.

The IFAU ([111]) is a public research institute. Its objective is to promote, support, and carry out evaluations. In education, its duties include evaluating the effects of education policies, and assessing how different measures affect the individuals' learning and future labour market outcomes.

The SALAR ([112]) (*Sveriges kommuner och landsting*) is both an employers' organisation and an organisation that represents and advocates for local government in Sweden. It is an autonomous body which seeks to encourage the use of systematic quality assurance processes in local government. SALAR, publishes the report 'open comparisons' based on school policy documents, a student satisfaction survey and national statistics. A number of indicators have been selected to describe school activities, such as learning outcomes, financial indicators, human resources, student surveys and background factors ([113]).

Section IV. Reforms

The frequency of inspection carried out by the SSI will change from five years to three years, starting from 2015. The Inspectorate will only visit municipal schools identified as in greater need for improvement following the risk analysis. All independent schools will be monitored ([114]).

([110]) http://www.skolverket.se/skolutveckling/kvalitetsarbete

([111]) http://www.ifau.se/en/About-IFAU/

([112]) http://english.skl.se/

([113]) http://webbutik.skl.se/bilder/artiklar/pdf/7585-057-3.pdf?issuusl=ignore

([114]) http://skolinspektionen.se/sv/Tillsyn--granskning/Nyheter1/Ny-tillsynsmodell-fran-2015/

United Kingdom – England

Section I. External evaluation of schools

- **School evaluation for which central/top authorities are responsible**

1. Purpose of external evaluation and responsible bodies

Ofsted ([115]), the Office for Standards in Education, Children's Services and Skills, is the main body responsible for external evaluation in schools. It is a non-ministerial government department. Ofsted's inspection programme, under section 5 of the Education Act 2005 (as amended), is intended to provide an assessment of how well single schools are performing, as well as promote the improvement of individual schools and the education system as a whole. It reports directly to the Secretary of State for Education and Parliament about the extent to which an acceptable standard of education is being provided at both the individual and aggregate level.

In addition to its main inspection programme, Ofsted also carries out more focused subject and thematic surveys, such as good practice surveys that highlight the features of what works well to promote quality improvement. Ofsted may also coordinate inspection visits across schools operating under shared leadership arrangements (federations) or across academies (grant-aided public schools) which are part of a multi-academy trust (i.e. one of several academies run by a single trust). It may also carry out focused inspections of schools in a given local authority area. This is often the case where there are concerns about performance.

2. Evaluators

Ofsted directly employs its own inspectors called Her Majesty's Inspectors (HMI). However, inspections are generally carried out by teams of Additional Inspectors (AI), employed by commercial organisations, termed Inspection Service Providers (ISPs) working under contract to Ofsted, and often led by a HMI.

HMI are appointed following an open application process. They must be educated to Bachelors degree level, hold Qualified Teacher Status (QTS) or an equivalent teaching qualification, and have significant experience of working in the education sector, together with leadership and management experience. Ofsted has a comprehensive programme of induction for new HMI inspectors. It ensures inspectors are kept up to date with developments through regular training events and targeted training programmes in the run-up to the introduction of new inspection frameworks.

The requirements for Additional Inspectors (AI) are set out in *Qualifications, experience and standards required of additional inspectors undertaking inspections on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills* ([116]). They will always have: a relevant degree and/or teaching qualification; a minimum of five years' successful teaching experience; credibility and up-to-date professional knowledge and competence in the use of IT. They will normally have: a minimum of two years' successful and substantial management experience in the relevant area; and a wide range of experience within the relevant area, for example in more than one institution. AI are trained by the contracted organisations to meet Ofsted requirements. Training is closely aligned with the training received by Her Majesty's Inspectors (HMI) and typically consists of 5-6 days of assessment and workshops, interspersed with practical experience.

3. Evaluation framework

To evaluate schools, Ofsted uses the *Framework for School Inspection* ([117]).

Inspectors formulate a judgement on the overall effectiveness of a school based on four main categories with seven to eight criteria for each. These are: the achievement of pupils; the quality

([115]) http://www.ofsted.gov.uk/

([116]) http://www.ofsted.gov.uk/resources/qualifications-experience-and-standards-required-of-additional-inspectors-undertaking-inspections-be

([117]) http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012

of teaching; the behaviour and safety of pupils; the quality of leadership and management. They must also consider: the spiritual, moral, social and cultural development of pupils at the school; the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.

Judgements are made on a four-point scale: grade 1: outstanding; grade 2: good; grade 3: requires improvement; and grade 4: inadequate. Within the 'inadequate' category, a school may be judged as either having serious weaknesses or as requiring special measures. The *School Inspection Handbook* ([118]) contains descriptors for each grade. The framework provides the basis for all routine inspections. It can be adapted in the case of monitoring visits to schools that were considered to require improvement or to be inadequate at their previous inspection, as such visits focus on implementation of previous recommendations and on the school's use of external support to improve.

4. Procedures

Schools will be notified of an inspection on the afternoon of the previous working day, although they may be inspected without notice where concerns have been identified. The frequency of inspection is proportionate to the performance and circumstances of schools. Academies are inspected within two years of opening and thereafter are subject to the same inspection regime as schools maintained by local authorities.

Regulations prescribe that schools must be inspected every five years, except for schools judged to be 'outstanding' at their previous inspection, which are exempt from further routine inspections unless a risk assessment raises concerns. Outstanding schools are subject to a risk assessment three years after the outstanding judgement and this is carried out annually thereafter. The risk assessment focuses on pupils' attainment, progress and attendance, the outcomes of any other inspections carried out at the school (e.g. survey inspections), parents' views and any complaints. Schools categorised as 'good' are also subject to risk assessment after three years and the outcome of this will determine whether or not the next inspection will take place before the end of the five year period. Schools judged to require improvement, where leadership and management also require improvement, will receive an initial monitoring inspection visit, usually within 4-12 weeks of the publication of the inspection report. Schools requiring improvement, but where leadership and management are good will not normally receive such a visit. The results of the monitoring visit will determine what further monitoring and support is required. All schools requiring improvement will have a full routine re-inspection no later than 24 months after the inspection at which the school was judged to require improvement. A school judged to be 'inadequate' because one or more of the key areas of its performance require significant improvement, but where leaders and managers have demonstrated the capacity to improve, is likely to be judged as having serious weaknesses. These schools will be monitored and re-inspected within 18 months of their last inspection. A school judged to be 'inadequate' and to require special measures because it is failing to give its pupils an acceptable standard of education, and because leaders, managers or governors have not demonstrated the capacity to secure the necessary improvement, will usually receive its first monitoring inspection within three months of the inspection that made it subject to special measures. A school may receive up to five monitoring inspections over an 18-month period following the inspection that placed it in special measures. It will normally be re-inspected within 24 months.

Inspectors use a range of evidence for the initial identification of issues to be followed up in inspection, including centrally collected performance data, such as that available through the interactive database RAISE online ([119]) (Reporting and Analysis for Improvement through school Self-Evaluation), the school's previous inspection report, any

([118]) http://www.ofsted.gov.uk/resources/school-inspection-handbook

([119]) https://www.raiseonline.org/login.aspx?ReturnUrl= %2findex.aspx

recent Ofsted survey reports and/or monitoring letters, and information from 'Parent View' ([120]), a database collecting parents' opinions through an online survey on twelve specific aspects of a school, including the quality of its teaching, progress being made by the child, and capacity to deal with bullying. Inspectors will also take account of external views of the school's performance. This may include any evaluation of the school's performance by the local authority.

Inspection visits do not normally last longer than two days. Inspectors will spend most of their time observing lessons and gathering robust, first-hand evidence, including through scrutiny of a school's records and documentation. Inspectors must have regard to the views of the headteacher; the governing body/proprietor; staff members; pupils and parents. Evidence gathered by inspectors includes discussions with pupils. Emerging findings will be discussed with the headteacher at regular intervals and, where appropriate, senior staff. The headteacher should be given the opportunity to provide evidence, where relevant. The lead inspector writes the inspection report and sends the draft of the report to the headteacher for comment. At this stage judgements cannot be changed unless factual errors or missing information have a significant bearing on them.

5. Outcomes of external evaluation

For each school, Ofsted's reports identify strengths and weaknesses and, where appropriate, the areas of concern and those where improvement is needed. Schools judged to require improvement are not requested to prepare separate action plans but to amend their existing plans in order to address the concerns identified. Schools judged to have serious weaknesses or those that require special measures may also amend their existing plans, rather than producing a new action plan. However, they must also submit the plan to Ofsted within 10 working days of the school receiving the inspection report. Where a school requires special measures, Ofsted may make a judgement (or in the case of academies, a recommendation) that the school may not employ newly qualified teachers. When an academy is judged to require special measures, the Secretary of State can decide to terminate its funding agreement. Although it is not excluded that in such cases the academy might close, alternative governance arrangements, such as selection of a new sponsor, are usually found.

Ofsted may offer or recommend a range of intervention/support strategies to schools requiring improvement or judged inadequate. These will depend on the specific areas that need to be focused on, but can include support from Her Majesty's Inspectorate (HMI) staff, attendance at an Ofsted improvement seminar or the brokering of links with stronger schools.

Where schools maintained by the local authority are eligible for intervention, the Secretary of State has the power to appoint additional governors, replace the board of governors with an interim executive board or direct the local authority to close a school. The Secretary of State has also the power under the Academies Act 2010 to make an academy order, whereby conversion to an academy with a strong sponsor will be the normal route to secure improvement. A school which falls below the minimum or 'floor' standards set by the Department for Education for attainment in national tests will be regarded as underperforming and an inspection will be triggered. In some cases, intervention may be required and could result in the school becoming a sponsored academy.

6. Reporting of external evaluation findings

The lead inspector in the inspection team writes a report setting out the inspection judgements under each of the aspects of a school's performance examined during the inspection and recommendations for where improvements need to be made. Test results are reported only in general terms by reference to national averages or trends in the school's performance. The report is sent to the school and published on Ofsted's website. Copies must be sent to: the headteacher; the local authority; the appropriate authority or proprietor (for example, the governing body or the academy trust where the local authority is not the appropriate authority); the person or body responsible for appointing foundation governors if the school has them

([120]) https://parentview.ofsted.gov.uk/

(including diocesan or other appropriate authorities in the case of schools with a religious character); other prescribed persons. Once a school has received its final report, it must send a copy to every parent of all registered pupils. A copy must also be made available on request to members of the public.

Evaluation findings may also be used to inform Ofsted's annual report on education nationally, its regional reports or thematic reports and in reporting to the Department for Education.

School evaluation for which local authorities are responsible

1. Purpose of external evaluation and responsible bodies

Under the Education Act 1996, local authorities have a duty to promote high standards in schools that they themselves maintain. Local authorities generally do not carry out inspections, although some will conduct school visits as part of their monitoring activities. They mainly review the performance of schools through the use of data and identify those schools that require improvement and intervention.

2. Evaluators

Several grades of staff with various job titles are involved in school or educational improvement services and the required qualifications vary. It is for local authorities themselves to determine their own service delivery arrangements, the qualifications required and the extent to which staff are directly employed, contracted or commissioned. Examples of different delivery models can be found in *The Council Role in School Improvement; Case Studies of Emerging Models* ([121]). However, a senior school improvement officer, and often grades below, will generally hold a relevant degree and a teaching qualification, and have leadership experience in teaching or inspection. Commonly, data analysis skills are also required.

3. Evaluation framework

Local authorities are free to devise their own frameworks for their monitoring activities. They are likely to refer to National Curriculum requirements, minimum standards of achievement, the outcomes of Ofsted reports and any existing action plans in their monitoring and analysis, but also to local documents such as a school improvement strategy or similar. The focus is on pupils' progress and attainment, and in particular, on identifying any schools causing concern. Local authorities' effectiveness in monitoring and supporting schools in these areas will be liable to inspection by Ofsted ([122]).

4. Procedures

Local authorities have a statutory duty to keep standards of education in their areas under review, but their evaluations do not have a set frequency or cycle. Much evaluation is post-analysis of outcomes, such as through Ofsted reports and performance data, including that held in RAISEonline. Different approaches will be taken by local authorities, depending on their contexts, and visits to schools, consultations/ discussions with parents and other stakeholders may all be undertaken. Follow-up can occur if evaluation reveals cause for concern.

5. Outcomes of external evaluation

Local authorities may issue a warning notice to a school they maintain when there are unacceptably low standards of performance of pupils or a serious breakdown in the way the school is managed or governed or the safety of pupils or staff of the school is threatened. Local authorities may not intervene in academies, but should inform the Secretary of State when they have concerns. A maintained school will be eligible for intervention if it does not comply with a warning notice, or if it has been categorised by Ofsted as causing concern (judgement of 'inadequate').Under the Education and Inspections Act 2006, local authorities then have power to suspend the delegated authority for the

([121]) http://www.local.gov.uk/publications/-/journal_content/56/10180/4024018/PUBLICATION

([122]) *Handbook for the Inspection of Local authority Arrangements for Supporting School Improvement* http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-local-authority-arrangements-for-supporting-school-improvement

governing body to manage a school's budget or to appoint an Interim Executive Board (IEB) in place of the board of governors. The IEB may recommend to a local authority, or recommend that the Secretary of State give a direction to a local authority, that a school should be closed.

The support offered to schools will depend on the particular case but can include brokering by the local authority of support arrangements with other schools, the facilitation of meetings between stakeholders, such as school staff, governors, parents and local authority officials and members, and training for governors.

6. Reporting of external evaluation findings

Any reports resulting from evaluation are normally internal documents.

Section II. Internal evaluation of schools

1. Status and purpose

Ofsted recommends that self-evaluation should be carried out as part of schools' on-going cycle of review and improvement planning, but there is no prescribed method, frequency or framework. Self-evaluation provides the basis for planning, development and improvement in schools. Inspection takes full account of, and contributes to, a school's self-evaluation. Schools may present a brief written summary of their self-evaluation to inspectors, but this is not mandatory.

2. Parties involved

Teachers and other staff, school governors, pupils and parents may all be involved in internal evaluation. It depends on the approach adopted by the individual school whether participants take an active part in the process, providing and analysing data themselves, or inform evaluation through discussions or consultation.

3. Evaluation tools and support

Schools may wish, but are not obliged to, use the framework for school inspection used by Ofsted. Ofsted provides a School Data Dashboard ([123]) to help schools compare their performance to that of other schools. National and similar school (based on prior attainment) comparisons can be made of the number of pupils achieving expected levels in tests and of the progress made by pupils. National comparisons are available for a school's ability to close the gap between disadvantaged and other pupils, attendance and school context (e.g. the percentage of pupils eligible for free school meals, or with special educational needs). Similarly, the Department for Education makes available a database of performance tables ([124]). Schools can use these tables to compare their pupils' attainment of the expected levels in national examinations with all schools, with all state-funded schools or with similar schools. They can also compare their level of pupil absence from school with national averages. Data on spending per pupil can be compared with the average across the local authority area and nationally.

Local authorities provide services for school improvement, including guidance and training for self-evaluation and through visits, meetings and brokering support arrangements between schools in their areas. Some of these services may be provided free of charge by the local authority, or they may be funded through joint investment by local authorities and schools or provided through traded services. The services of a school officer/school improvement officer/school development officer, or similar, may be made available for a number of days free of charge, depending on the local authority. Support from outstanding leaders of other schools through a school-to-school support scheme may be available, with or without payment. Examples of different models are in *The Council Role in School Improvement: Case Studies of Emerging Models* ([125]).

Initial teacher training reflects the requirements of the *Teachers Standards* ([126]) which state that appropriate self-evaluation, reflection and

([123]) http://dashboard.ofsted.gov.uk/

([124]) http://www.education.gov.uk/schools/performance/

([125]) http://www.local.gov.uk/publications/-/journal_content/56/10180/4024018/PUBLICATION

([126]) https://www.gov.uk/government/publications/teachers-standards

professional development activity is critical to improving teachers' practice at all career stages. Monitoring, evaluating and improving teaching, as well as school improvement form part of the National Professional Qualification for Headship. There is also an optional module in using data and evidence to improve performance. School Direct, an approach to Initial Teacher Training (ITT) that gives schools more influence over the ways teachers are trained, runs an online community to share experiences, resources and tips, but is not specific to evaluation. Ofsted includes good practice case studies in self-evaluation on its website.

4. Use made of results of internal evaluation

The results of school evaluation feed into the school's cycle of improvement and development planning. Local authorities consult them in their monitoring of schools. They form part of the evidence consulted during Ofsted inspections. They are not published.

Section III. Other approaches to quality assurance

Teachers, including headteachers, are evaluated annually as part of performance management. Headteachers either evaluate teachers themselves or appoint another staff member to do so. Headteachers are evaluated by the governing board, with the support of an external adviser.

There is a separate inspection framework for Ofsted to evaluate how well a local authority is performing its role in promoting high standards, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern. Inspection is not universal. It is carried out only where concerns about performance are apparent or at the request of the Secretary of State. Ofsted publishes the inspection findings in letter form, setting out briefly the context of the inspection, the evidence gathered, any strengths and weaknesses and areas recommended for improvement. There is not an equivalent inspection of the trusts which run academy chains (groups of academies).

Annually, Ofsted publishes a national report on education. It also produces occasional regional or thematic reports. The Department for Education publishes an annual report on academies showing the performance of this specific sector.

The Department for Education publishes the aggregated results of national tests in performance tables. National averages are also provided to schools along with their own pupil's results.

Section IV. Reforms

From September 2015, Ofsted will no longer contract with Inspection Service Providers (ISPs) for the delivery of school inspection services. Additional Inspectors (AI), who are currently contracted through ISPs to undertake inspections on behalf of Ofsted, will continue to form a significant part of the inspection workforce. However, from September 2015, AI will be contracted directly by Ofsted, giving Ofsted more direct control over their selection, training and quality assurance.

Also from September 2015, under proposals being consulted upon, Ofsted (subject to the will of Parliament) will introduce shorter inspections for school judged to be good at their previous inspection. The inspections will take place every three years, will report on whether or not a provider has maintained its overall effectiveness but will not provide a full set of graded judgements. A new inspection framework will make graded judgements on the following areas, using the existing four-point scale of outstanding, good, requires improvement and inadequate:

- effectiveness of leadership and management;
- quality of teaching, learning and assessment;
- personal development, behaviour and welfare;
- outcomes for children and learners.

United Kingdom – Wales

Section I. External evaluation of schools

- **School evaluation for which central/top authorities are responsible**

1. Purpose of external evaluation and responsible bodies

Estyn ([127]) (Office of Her Majesty's Inspectorate for Education and Training in Wales) is the main body responsible for external evaluation in schools. It is an independent public body funded by the Welsh Government.

Inspections aim at both monitoring quality by measuring the extent to which schools meet required standards, and providing feedback to schools in the form of recommendations to guide their future development.

In addition to individual school inspections, Estyn conducts thematic evaluations to identify good practice in addressing particular issues, such as supporting groups of vulnerable learners, or meeting the requirements of learners with Special Educational Needs (sometimes referred to as Additional Learning Needs).

2. Evaluators

Estyn delivers its work through personnel who fall into one of five categories:

- Her Majesty's Inspectors of Education and Training (HMI) are employed by Estyn as permanent members of staff and are civil servants. They lead and carry out inspection work and other tasks within their area of expertise.
- Registered Inspectors (RgIs) are contracted by Estyn for each inspection following a competitive tender, and act as Lead or Team Inspectors. Estyn recruits, trains and maintains a list of 'approved' RgIs.
- Additional Inspectors (AI) work as 'team inspectors' on independent inspection teams led by an RgI or HMI. Estyn recruits, trains and maintains a list of approved AI who are employed by them for specific inspection work. Secondees (seconded from a school or local authority to work full-time as inspectors for a fixed period of time, normally up to two years), are another type of AI. They carry out the same inspection work as an HMI and undertake remit work and other tasks, within their area of expertise. Secondees are paid by Estyn but are still employed by their original employer.
- Peer Inspectors (PI) have a managerial role in a school or provider and have teaching or training experience in the relevant sector. Estyn recruits and trains peer inspectors. They are full members of an inspection team and contribute to the inspection work in all key areas (questions). They also write sections within inspection reports allocated to them by the RgIs. A school PI might join an inspection two or three times a year, for periods of three or four days at a time.
- Lay Inspectors are members of the public trained by Estyn to participate in a school inspection. They provide an objective and impartial assessment on the provision of education. Legally, they cannot have been employed in the management of a school or the provision of education within a school, but they can have acted in a voluntary capacity or as a governor.

All school inspection staff (except lay inspectors) are required to possess a first degree and a postgraduate teaching qualification, and to have undergone an enhanced Disclosure and Barring Service check ([128]) during the previous three years. They are also required to have worked in a school leadership role (for example as a headteacher, deputy headteacher, head of department, or curriculum lead) for a minimum of five years. Although the requirements only stipulate that an individual must have qualified teacher status, headteachers will normally have been teachers for five years and the duties of the other categories of school leader invariably include teaching.

HMI are recruited against set criteria that include: knowledge, specifically of the education

([127]) http://www.estyn.gov.uk

([128]) https://www.gov.uk/disclosure-barring-service-check

system in Wales; skills, including analytical skills and ability to use evidence; communication, including the ability to present findings effectively; other attributes such as planning and project management. As part of their induction they are expected to undergo a rigorous in-house training programme and to partake in on-going professional development opportunities delivered by or on behalf of Estyn. Registered Inspectors' training is delivered through distance learning modules, a one-day written assessment, and an on-inspection assessment. Peer inspectors must undertake some initial preparation before attending a three-day training and assessment course and an annual one-day event.

3. Evaluation framework

Inspections carried out by Estyn are conducted against the Common Inspection Framework (CIF) ([129]) introduced in 2010. This is used as the basis for all inspections. The main areas ('Key Questions') which are addressed by the CIF are Outcomes, Provision, and Leadership. There are a total of 10 'Quality Indicators', allocated under the three Key Questions (so that each one contains 2-4 'Quality Indicators') including aspects such as wellbeing, the learning environment, or resource management.

Judgements are made by Estyn against set standards. These are:

- excellent: many strengths, including significant examples of sector-leading practice;
- good: many strengths and no important areas requiring significant improvement;
- adequate: strengths outweigh areas for improvement;
- unsatisfactory: important areas for improvement outweigh strengths.

4. Procedures

All schools are routinely inspected by Estyn every six years.

Inspectors use a range of evidence for the initial identification of issues to be followed up in inspection, including school performance data, such as the outcomes of teacher assessments and the results of the National Reading and Numeracy Tests. This may include any evaluation of the school's performance by the local authority.

Inspection visits last between two and five days, depending on the size of the school. Inspectors will normally spend between 30 and 50 per cent of their time observing teaching. They also scrutinise written evidence and records, such as the school's self-evaluation report and supporting evidence, its curriculum and assessment documentation and pupil attendance and behaviour records. Schools select a senior member of staff as a nominee to work with the inspection team. If the nominee is not the headteacher, the reporting inspector will hold a daily meeting with the headteacher to clarify inspection issues and discuss emerging findings. Interviews are held with various members of staff, including senior and middle managers.

Questionnaire surveys and focus group discussions are used to gather feedback from parents and pupils. This is done through: a pre-inspection meeting with parents/carers; a survey of pupils and parents/carers' views (samples or whole-cohort surveys are used depending on the size of the school); interviews with members of the school council and possibly other specific groups of pupils to follow identified lines of inquiry; a focus group meeting with parents; meetings with other stakeholders including governors and community representatives.

The outcomes of the inspection are presented orally to senior leaders at the end of the second day of the visit. A representative of the local authority is also invited to those meetings. A draft written report is then produced and sent to the school, which may highlight factual inaccuracies but cannot change the overall judgments.

Depending on the outcome of an inspection, Estyn may revisit a school more than once every six years.

5. Outcomes of external evaluation

Following the external evaluation, Estyn produces a series of recommendations. Schools

([129]) http://www.estyn.gov.uk/english/inspection/inspection-explained/

are required to respond to them with action plans discussed with the local authority staff known as 'Challenge Advisors'. These discussions can also include the school self-evaluation plans.

If the findings of the evaluation demonstrate excellent practice, the school may be invited to contribute an excellent practice case study. Estyn may also disseminate the case through its website.

If performance falls below the level Estyn defines in its standards, one of four courses of action can be taken, depending on the level of concern expressed by Estyn:

- local authority monitoring: for schools judged as generally good, but with a few areas that need improvement, the local authority is asked to monitor the school's progress in relation to the inspection recommendations. Termly meetings are held between Estyn and the local authority leading to a report, produced by the local authority, which Estyn uses to assess whether they need to monitor the school;
- Estyn monitoring: this category is used when an inspection team concludes that 'a school has some important areas for improvement'. Usually the school will be re-visited after 12-18 months in order to assess whether it has made the required progress or whether it should be 'identified as requiring significant improvement or special measures'. This may involve short visits to the school by inspectors;
- categorising as requiring significant improvement: this arises when inspectors 'judge that a school is performing significantly less well than expected'. Inspectors revisit the school after 12 months to assess its progress and if 'progress is poor, the school may be placed into special measures';
- categorising as requiring special measures: in cases where the standard of education is not acceptable and where there is poor leadership, schools are placed in special measures. Estyn informs the Welsh Government and undertakes monthly visits until the school makes sufficient progress for it to come out of this category.

For the last two categories, the Minister for Education and Skills and Assembly officers will be informed.

In the event of serious concerns being highlighted by Estyn, local authorities are expected to use their powers of intervention which can include using professional competence procedures where staff performance falls below the level expected and the local authority also has the power to remove the governing body. Additional resources can also be allocated to schools in response to Estyn recommendations, or arrangements made for extra training to be provided.

6. Reporting of external evaluation findings

Estyn reports are public documents which are made available online and through local authorities. Reports are made available to school staff and governors. Summary versions are produced and distributed to key stakeholders, including parents as a matter of course. Reports are provided to the Welsh Government and local authority Challenge Advisors. All Estyn inspections are reported using a preset format which presents the conclusions and provides context for the school and the inspection. They include the school's performance as measured by external assessments and mention national comparators, family of schools data (usually the results of teacher assessments or standardised external assessments, aggregated for a group of schools that share the same characteristics, e.g. rural or urban community, percentage of pupils eligible for free school meals, etc.). Elements of the report may also be included in composite or thematic reports.

School evaluation for which local authorities are responsible

1. Purpose of external evaluation and responsible bodies

Staff in the education services of the local authority is responsible for standards in all maintained schools. They evaluate schools to

ensure compliance with standards (for example audit requirements) and to improve quality by monitoring performance and identifying actions that will support school improvement. Their evaluations form part of the support and challenge function for schools.

2. Evaluators

All local authorities employ 'Challenge Advisors' who evaluate schools' work as part of their role to help to raise performance. This work follows processes which include reviewing a school's key data (outcomes of assessments, attendance, number of exclusions, etc.) and comparing it to that of other schools, including those with similar socio-economic characteristics.

The Challenge Advisors are employed by the local authorities and are expected to deliver an agreed number of days each year to support a school. Their role is to discuss and verify the school's self-evaluation, contribute to target setting, and work with the school to develop an action plan which enables it to move forward. Where schools require additional support their role can be more intensive.

Challenge Advisors are expected to possess a first degree, to have a teaching qualification, to have worked as a teacher and to have had a minimum of five years' experience in a school leadership role (as headteacher or senior leader). Although the exact duties and nomenclatures used for Challenge Advisors may vary, their duties normally include monitoring, supporting, and challenging schools and providing appropriate intervention where performance falls below the required standards. In doing so, they are expected to address issues of school improvement, leadership, teaching and learning, and the curriculum, among others.

3. Evaluation framework

Frameworks used in Wales to support school evaluation for which local authorities are responsible are produced by consortia of local authorities ([130]). Local frameworks are also used to assess specific areas of schools' work such as financial management and administrative systems (for example their processes for ordering goods and services, reporting staff absences and other issues relating to day-to-day control of the school). These follow a pattern set in the Common Inspection Framework.

Other frameworks can also be used by schools to support their work, such as the Welsh Government's School Effectiveness Framework ([131]) and the National Literary and Numeracy Framework ([132]). Some local authorities encourage their use to inform the self-evaluation exercises that they require of schools.

4. Procedures

Local authority evaluations are conducted on an annual basis.

The evaluations undertaken by local authorities are based on schools' self-evaluation data and ongoing discussions of a school's performance and how it needs to develop. The evidence base used includes: school performance information, including the results of external assessments, such as GCSE results and outcomes of the National Literacy and Numeracy Tests; internal assessment, such as teacher assessment; analysis of Estyn action plans; and family of schools data (schools that share the same characteristics). This is supplemented by discussions between the Challenge Advisors and the schools and forms the main basis of the evaluations undertaken by the local authorities.

Following an inspection by Estyn, schools receive follow-up support which is determined by the outcome of the evaluation. Each school is allocated a minimum level of support which is delivered by the local authority. More intensive support is provided by local authorities following the publication of the Estyn report. Local authorities are required to report to Estyn on progress.

Local authority evaluations involve the headteacher and possibly members of the school Senior Leadership Team.

([130]) http://www.erw.org.uk/regional-support-challenge-and-intervention-framework-rscif/

([131]) http://wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en

([132]) http://learning.wales.gov.uk/resources/nlnf/?lang=en

5. Outcomes of external evaluation

Following reports by Challenge Advisors, local authorities are expected to use their powers of intervention to address any issues which may arise. These include:

- discussing recommendations for improvement with the school, identifying the key areas of weakness and how these might be addressed, including drawing attention to good practice in other schools;
- allocating additional support to a school, including intensive support from a Challenge Advisor or seconding a member of experienced staff to address particular issues;
- arranging for additional training delivered by local authority staff or external providers (e.g. training providers or staff from other schools);
- using professional competence procedures where staff performance falls below the required level or removing a school's governing body where it has failed to meet its statutory obligations.

6. Reporting of external evaluation findings

Local authority evaluations (school self-evaluation annual review documents) are internal reports which usually remain with the school and relevant local authority.

Section II. Internal evaluation of schools

1. Status and purpose

The Common Inspection Framework introduced in 2010 requires self-evaluation to be carried out as part of the inspection process and sets out the evidence to be presented. The regional consortia, in their work with schools, require them to produce an internal evaluation on an annual basis, although this is only a recommendation at central level. The self-evaluation has two main purposes: firstly, to enable the school to judge its own performance against set criteria, and secondly, to enable local authorities to monitor school performance, quality-assure schools' work, assess performance, and identify which schools require additional support. Self-evaluation is undertaken against frameworks set by the local authorities which are usually aligned to the Welsh Government's evaluation framework ([133]). The implementation of internal evaluation is decided by local authorities working in response to the Welsh Government's requirements about the standard of school performance they should expect.

2. Parties involved

School leaders are required to produce the annual internal evaluation of their school's performance. Other school staff members may be asked to contribute to this work by providing data, and school leaders may use information such as lesson observations and reviews of pupil work or lesson plans as part of this work. The headteacher discusses the outcomes of the school's annual self-evaluation with the school's chair of governors and this is then reported to governors, during a scheduled meeting. Governing bodies may appoint a sub-committee to examine the issues raised in greater detail.

3. Evaluation tools and support

Schools use a range of frameworks to complete their internal evaluation, including those produced by local consortia. The latter may be modelled on the Estyn frameworks, but could place greater emphasis on certain aspects. For example, the ERW (Education through Regional Working Consortium) framework encompasses factors such as results and trends in performance compared with national averages, attendance, range and quality of teaching approaches, and strategic direction and impact of leadership. Consortia are responsible for providing training for school leaders and other staff in the use of their frameworks. The topic of self-evaluation also features as an element of the professional standards for school leaders which are addressed through the National Professional Qualification for Headship.

Indicators that are used include pupil results in external assessments, the outcome of teacher

([133]) http://wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en

assessments, contextual data (e.g. percentage of pupils entitled to free school meals) and funding levels. The information for each school is benchmarked against all those in a local authority and in the family of schools (a set number of schools sharing the same characteristics).

As part of self-evaluation for inspection, schools are required to present evidence against each of the 29 aspects contained in the Common Inspection Framework (CIF), together with judgements about how effectively each one is being addressed. When producing the self-evaluation, schools are advised by Estyn to: cross-reference to sources of supporting evidence, using hyperlinks where appropriate; provide and comment on statistical data about recent outcomes, normally over the last three years; identify areas for improvement as well as strengths; refer to sector-leading practice where appropriate; and link clearly to an improvement plan and targets.

Estyn has produced self-evaluation manuals for both primary ([134]) and secondary ([135]) schools which feed into the CIF and can be used as part of schools' internal self-evaluation processes.

Local authority staff (often referred to as Challenge Advisors) support the evaluation. Each school is allocated a member of the local authority staff who works with the school for a minimum number of days each year. Where a school faces significant challenges, the number of days is increased to enable the school to be given more intensive support.

4. Use made of results of internal evaluation

The school self-evaluation is used for internal purposes and is not published.

Internal evaluation is used to enable schools and local authorities to identify a school's performance against set criteria. It enables local authorities to identify developmental needs, set appropriate development targets, have a structured dialogue with schools, and to measure performance, alongside factors such as capacity to improve, leadership strengths, and areas for development. Local authorities use the information from schools' self-evaluations to monitor performance and to inform decisions about the allocation of resources. The outcomes of these evaluations are reported to the Welsh Government for information and are used by Estyn as part of the evidence base for inspections.

Section III. Other approaches to quality assurance

In 2011, the Welsh Government introduced a system where each secondary school is allocated into one of five bands (Band 1 being the top performing and Bands 4 and 5 being the bottom performing schools) ([136], [137]). This is done on the basis of an analysis of school performance data including overall results and specific measurements of performance in English/Welsh and mathematics, and school attendance.

Within each data group, 'relative performance' is measured to take account of a selection of actual performance, progress over time, and performance relative to context and cohort (for example, free school meals levels). Banding is considered one of many measures of performance, with the purpose of identifying the level of support which schools require, and providing more transparent information on relative performance of schools.

Teachers' performance is appraised by their line manager (a member of the school leadership team) on an annual basis. Headteachers are evaluated by external actors, usually a headteacher from a different local authority area. Those annual evaluations are undertaken as a matter of course.

Estyn evaluates local authority education provision as part of its cycle of inspections and usually this is done every five years. This is done against criteria set at a national level.

([134]) http://www.estyn.gov.uk/english/inspection/inspection-guidance/primary-schools/

([135]) http://www.estyn.gov.uk/english/inspection/inspection-guidance/secondary-schools

([136]) http://wales.gov.uk/docs/dcells/publications/120118bandingpresentationen.pdf

([137]) http://wales.gov.uk/docs/dcells/publications/121206-guide-to-school-banding-en.pdf

Section IV. Reforms

The Welsh Government has announced that from January 2015, it will begin to introduce changes to the National School Categorisation System, covering both primary (initially on a pilot basis) and secondary schools. Schools will be assessed on a range of performance measures provided by the Welsh Government and on self-evaluation by schools on their ability to improve in relation to leadership, learning and teaching. Self-evaluations will be corroborated by Challenge Advisors. The combination of the two judgements (on performance measures and self-evaluation) will lead to a colour categorisation of the school (green/yellow/-amber/red) which will trigger a bespoke programme of support, challenge and intervention. This will replace the system of school banding for secondary schools mentioned in Section III above.

United Kingdom – Northern Ireland

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The Education and Training Inspectorate ([138]) (ETI), a division within the Department of Education, is the body responsible for inspecting and reporting on the quality of education in schools. The purpose of inspection is to promote the highest possible standards of learning, teaching and achievement, by evaluating the quality of provision and identifying schools' strengths and areas for improvement. In addition to regular inspections of individual schools, particular surveys/evaluations are undertaken to gain evidence on a specialist area of the curriculum or on matters of priority interest. Results of these may be used to disseminate examples of good practice. Evidence collected during individual school inspections may be used in a composite, thematic, or good practice report.

2. Evaluators

Inspectors are directly employed by the inspectorate. They can cover different responsibilities and roles. District inspectors have responsibility for a group of organisations within an educational phase and within a particular geographical area. They carry out ongoing monitoring visits. In the case of follow-up inspections, the district inspector will generally be the reporting inspector. Reporting inspectors manage the inspection team and are supported, in most cases, by a deputy reporting inspector. Inspections of individual organisations are normally undertaken by a team of specialist inspectors, supported where appropriate by associate assessors (see below) and professional associates.

All inspectors must be qualified to at least degree level or equivalent, and must have a qualification enabling them to teach in a grant-aided school (as publicly funded schools are referred to in Northern Ireland). Most inspection teams include specialist inspectors (e.g. of particular subjects, pastoral care/safeguarding, Irish-medium education) and qualifications specific to the post will be required. All inspectors have substantial teaching experience. Requirements depend on the specific post but, typically, these are ten years' experience, three of which would be at senior level and include such areas as leading or implementing improvement strategies or influencing or monitoring evaluation.

Newly appointed inspectors serve a probationary period of one year, during which they follow an appropriate programme of induction and staff development. Core induction lasts for 12 weeks. Staff development continues throughout an inspector's service with the organisation.

The ETI also recruits a pool of 'associate assessors' from among senior school staff, such as principals, deputy principals or senior teachers. Associate assessors may be asked to join an inspection team up to a maximum of

([138]) http://www.etini.gov.uk/

twice a year. Training for associate assessors is provided by professional development courses, three to four of which are held annually. Content is tailored to the needs of the assessors, as identified through previous conferences.

3. Evaluation framework

The general framework and quality indicators guiding inspections of schools are provided in the ETI's 2010 publications *Together Towards Improvement: a process for self-evaluation* ([139]) ([140]).

Inspectors assess the quality of provision under three broad headings: leadership and management; quality of provision for learning; quality of achievements and standards. Under these headings, five key questions and areas of focus are provided:

- *How effective are leadership and management in raising achievement and supporting learners?* This question deals with strategic leadership, action to promote improvement, staffing, accommodation and physical resources, links and partnerships, equality of opportunity, diversity and good relations, and public value.
- *How effective are teaching, learning and assessment?* Here, the areas under scrutiny are planning, teaching and learning, and assessment.
- *How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community*? In this section, inspectors assess the quality of curriculum provision and learning experiences.
- *How well are learners cared for, guided and supported?* This question considers aspects of pastoral care, safeguarding, and additional learning support (and for post-primary: careers education, information, advice and guidance).
- *How well do learners develop and achieve?* This area deals with achievement, standards, progression, and fulfilling potential.

For each quality indicator category, there is a set of suggested performance indicators. Six performance levels are used for reporting: outstanding; very good; good; satisfactory; inadequate; unsatisfactory.

This framework is used for all routine school inspections. Follow-up inspections will focus more on the specific areas identified as requiring improvement.

4. Procedures

ETI has developed a proportionate and risk-based inspection strategy for schools, which is being phased in over a six-year period which began in September 2010. All schools will have a formal inspection activity at least once in a three-year period, but the length and nature of the inspection activity varies according to assessment of risk. This involves using information from performance indicators, such as the percentage of pupils achieving the target levels for attainment in assessments and national tests; risk factors, such as the length of time since the previous inspection; and ongoing monitoring of school by district inspectors.

Schools receive two weeks' notice of an inspection. Prior to an inspection, primary schools have to submit some documentation to ETI that helps the inspectorate in understanding the context of the school. The documentation includes basic information on aspects such as class sizes, pupil: teacher ratios, teachers' timetables, teaching staff details and numbers of children with special educational needs. Post-primary schools are required to complete an inspection overview document and provide it to the reporting inspector. This document consists of a concise, up-to-date summary of the school's priorities and how these were set, the actions currently being taken and the evidence available under the three headings of 'achievements and standards', 'the quality of provision for learning' and 'leadership and management'. Schools are encouraged to ensure that some form of self-evaluation on the three main parameters is available for inspection. ETI provides a sample

([139]) http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm (primary)

([140]) http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.pdf (post-primary)

proforma which a school may use if it finds it to be helpful. Governors are required to conduct a self-evaluation, rating themselves against three levels of effectiveness, which will form the basis of their discussion with inspectors. The self-evaluation includes how well governors understand performance data, and whether they have an accurate picture of their school's performance against benchmarks and for different groups of learners. A *proforma* is available from ETI. Inspection visits are carried out on either a two- or five-day block model (primary) or a five-day block model (post-primary).

On the basis of the evidence provided in the school's self-evaluation, inspectors select a sample of lessons to observe; interview key staff; interact with and interview pupils; and track progress of the work in pupils' books in order to evaluate how effective the school has been in carrying out and demonstrating improvement. The overall trends and progress in the school's internal and external performance indicators are tracked and benchmarked against the performance of pupils within the school and the performance of pupils in schools with a similar free school meal entitlement.

Prior to an inspection, the school sends parents a letter from ETI giving them details of how to access an online questionnaire on its website. Teachers and other staff also have the opportunity to respond to a questionnaire.

The school's performance data is discussed with the senior management team who have a chance to provide their interpretation of the context of the organisation. The reporting inspector holds a meeting with the board of governors to hear its views about the school.

The school receives a pre-publication draft of the report to check for factual accuracy. The reporting inspector considers any factual errors identified, if necessary discusses these with the school and makes any required adjustments to the report.

Depending on the overall judgement there can be follow-up actions.

5. Outcomes of external evaluation

ETI's reports give an overall judgement of outstanding, very good, good, satisfactory, inadequate or unsatisfactory and identify the areas where improvement is needed. For schools judged to be outstanding or very good, acknowledgement by the board of governors/ management committee of the inspection, as well as the receipt and distribution of the report, is all that is required. For schools judged to be good, ETI, through visits by district inspectors, monitors their progress in the areas for improvement identified by the inspection. If the school is judged satisfactory, a letter will be sent from the Department of Education (DE) to the school outlining the follow-up action required. In response, the school must send the DE an action plan addressing the issues identified. Interim follow-up visits to monitor progress, and a formal follow-up inspection to reach a decision on whether there has been sufficient improvement to allow the school to exit the monitoring process, take place over a 12-24 month period. A school judged inadequate or unsatisfactory is placed in formal intervention and is subject to a targeted programme of support. The DE writes to the Education and Library Board (ELB – the employing authority for controlled schools), or the Council for Catholic Maintained Schools (CCMS – the employing authority for voluntary maintained schools), as appropriate, outlining ETI's findings and detailing the follow-up actions required, copying the letter to the school. The school should agree an action plan with the ELB/CCMS who will send it to the DE. This action plan will be the basis for the follow-up process which will include interim follow-up visits and follow-up inspections. In line with the *Every School A Good School* ([141]) formal intervention process, the interim follow-up visit(s) and the first of at most, two follow-up inspections should be completed within 12–18 months of the receipt of the action plan.

Where, after two inspections, performance is found to remain less than satisfactory, the DE will meet with ELB/CCMS, ETI and the board of

([141]) http://www.deni.gov.uk/index/curriculum-and-learningt-new/standards-and-school-improvements/every-school-a-good-school.htm

governors to discuss alternative approaches and to take action. Possible actions include:

- restructuring of the governance, leadership and management within the school;
- merging the school with a neighbouring school;
- closing the school and reopening after a period with a new management team;
- closing the school and transferring the pupils to other nearby suitable schools.

It is not the duty of the Education and Training Inspectorate to provide extended support for teachers and schools. Support for underperforming schools is mainly provided by the Curriculum, Advisory and Support Service (CASS) of the ELBs. Such support may include advice for governors, training for management teams, and support or training across a range of areas.

6. Reporting of external evaluation findings

Inspection results are reported as an overall performance level against each main parameter. Test results are reported in the context of assessing achievement and standards. For primary schools, end of key stage results are reported in general terms or as being above or below national averages. Post-primary reports include three years' historical data for the school's examination results. General Certificate of Secondary Education (GCSE) results are compared with the national average for similar schools in the same free school meals category. ETI publishes all school inspection reports on its website. The school and board of governors receive a copy. They must provide parents with the web link to the report and also give information on the school notice board on when a paper copy can be consulted by those parents without access to a computer.

When formulating education policies, the DE has regard to ETI reports. Evaluation findings may be used to inform the biennial Chief Inspector's report on the education system, or ETI's thematic or composite reports.

Section II. Internal evaluation of schools

1. Status and purpose

Through the Education (School Development Plans) Regulations (Northern Ireland) 2010, the Department of Education (DE) requires schools to undertake self-evaluation as part of school development planning. A School Development Plan must be revised no later than three years from the date of the last plan and no later than six months from the date of publication of the report of an inspection of the school. Schools are encouraged to make some self-evaluation information available at the start of an inspection and ETI provides a sample *proforma* which schools may use if they wish. The focus of self-evaluation depends on the context of the school, e.g. its size, experience of self-evaluation or if the principal is newly appointed, as well other factors, such as the areas for improvement identified during an inspection, the standards achieved by the pupils in internal and external assessments or the outcomes of consultation with pupils, parents and staff.

2. Parties involved

The prime responsibility for self-evaluation lies with the principal and the board of governors. They are responsible for selecting the other stakeholders, e.g. teachers, other staff, parents, or pupils who will be involved. The approach of the individual school determines whether participants are actively involved through providing and analysing data themselves or inform evaluation through discussions or consultation.

3. Evaluation tools and support

Schools may choose to use the same frameworks used by the inspectorate for external evaluation. They may use them only in part or devise their own quality indicators.

In 2010, the Department of Education issued a guidance document to support schools in their self-evaluation and development planning activities[142]. This was distributed to all schools.

([142]) http://www.deni.gov.uk/sdp_guidance_2010_-_english_published_version_revised.pdf

All schools are provided annually with benchmarking data by the Department of Education that enables them to compare their performance in assessments and in public examinations with schools of similar characteristics, for example, the socio-economic background of their pupils, as measured by entitlement to free school meals. This is one element of the range of data available to schools to support planning for improvement at pupil, class, year group, key stage and whole-school level. Other resources include the data available through the eSchools ([143]) system, and statistical bulletins from the Department of Education.

School improvement services are offered by the Curriculum Advice and Support Service of the ELBs in support of *Every School a Good School*. These include school improvement advisers, on-site, centre-based or web training for teachers and governors and the provision of guidance materials.

Evaluation is one of the competences required of teachers at all stages of their training, and training providers' courses must aim to develop such competences. The principles and practice of quality assurance systems, including school review and self-evaluation, are part of the *National Standards for Headteachers* ([144]) (NI), which underpin the Professional Qualification for Headship (NI). The Regional Training Unit runs courses in self-evaluation. The DE provides a web-based platform, ESaGS.tv ([145]), which shares ideas and practices and provides support materials across a range of school improvement issues.

ETI has published a suite of materials, including DVDs, designed to assist self-evaluation at whole-school and subject level. The Catholic Council for Maintained Schools has also produced guidance.

4. Use made of results of internal evaluation

The results of school evaluation feed into the school's cycle of improvement and development planning. ELBs will consult them to inform any post-inspection improvement support they are providing and they form part of the evidence base which ETI uses in inspections.

Section III. Other approaches to quality assurance

Teachers, including school principals, are evaluated annually as part of the performance review and staff development (PRSD).scheme. The principal's review is conducted by a minimum of two governors, assisted by external advisors. The principal is responsible for appointing the reviewers of teachers. These are generally internal staff.

The Department of Education commissions research on, and reviews of, the education system that covers Education and Library Boards (ELBs). District inspectors gain an overview of quality in specific areas. Area board co-ordinators lead teams of inspectors working within a particular ELB area and thus gain an overview of the quality of provision within that Board's area.

The Chief Inspector issues a biennial report considering the quality of educational provision and outcomes nationally.

The Department of Education and the Council for the Curriculum, Examinations and Assessment issue aggregated national statistics for performance in public examinations.

All schools are provided annually with benchmarking data to enable them to compare their performance in assessments and in public examinations with schools in similar circumstances, in terms of enrolment bands and proportions of pupils with free school meals entitlement.

Section IV. Reforms

No reforms.

([143]) http://www.eschools.co.uk/

([144]) http://www.rtuni.org/uploads/docs/21672_National %20Standard.pdf

([145]) http://www.esags.tv/welcome/

United Kingdom – Scotland

Section I. External evaluation of schools

School evaluation for which central/top level authorities are responsible

1. Purpose of external evaluation and bodies

School inspections are carried out by Education Scotland (formerly HMIE). Education Scotland is a Scottish Government executive agency, dedicated to the improvement of education.

The main purposes of school inspections are:

- to provide assurance to stakeholders about the quality of education provided;
- to build capacity for improvement by focusing on schools' self-evaluation procedures; and
- to inform national policy development through evidence-based advice.

2. Evaluators

School inspections are carried out by Her Majesty's Inspectors who are civil servants working for Education Scotland. School inspections are led by a managing inspector (MI). Staff who are recruited as HM Inspectors must have a University Honours degree or equivalent and a teaching qualification, have had successful professional experience in education and a proven track record in a significant leadership role (for example as a headteacher, depute headteacher, or subject leader). Once appointed as inspectors, the successful candidates are provided with a nine-month probationary period which includes bespoke training in evaluation and shadowing school inspections.

Inspection teams also include Associate Assessors (AAs) who are high-performing practitioners (e.g. headteachers, depute headteachers, local authority quality improvement officers). AAs join inspection teams approximately three times a year and Education Scotland compensates their employers through payment of a daily fee to allow them to do so.

Inspection team also include voluntary lay Members who are non-educationalists, selected and trained by Education Scotland staff and who focus on schools' partnerships with parents.

3. Evaluation framework

To evaluate schools, the inspectors use a common framework, 'How good is our school?' ([146]), which contains six key areas:

- What outcomes have we achieved?
- How well do we meet the needs of our school community?
- How good is the education we provide?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

Each key area contains several quality indicators which include illustrations of performance/practice/provision which would be described as 'very good' and 'weak'. These quality indicators enable inspectors to mark each key area on a 6-point scale of evaluations ranging from excellent to unsatisfactory.

The framework, 'How good is our school' is used not only by inspectors, but also by schools for their self-evaluation and by local authorities for their work in supporting school self-evaluation. The framework covers all aspects of the work of the school but, during inspection, the inspectors focus only on five quality indicators, which are improvements in performance, learners' experiences, meeting learning needs, curriculum and improvement through self-evaluation.

4. Procedures

From 2011/12, Education Scotland moved from a generational cycle of inspection (where a school was inspected every six to seven years) to a sampling model where around 220 school inspections take place each year. Education Scotland's statisticians identify a statistically valid sample of schools to be inspected within the annual programme. The sample of school is

([146]) How good is our school? (third edition)

selected on the basis of their size, the location in an urban or rural area, a deprived area and whether the school is denominational or not. In addition, there is the possibility to add a small number of schools to the sample, in discussion with local authorities, for example schools which are known to be underperforming, or schools where there is innovative practice.

The week of inspection progresses as follows:

- On the first day, the inspection starts with a scoping meeting which builds on the school's own self-evaluation report, and during which the head teacher presents key information contained in the school's Standards and Quality Report and School Improvement Plan (see Section II). The meeting focuses on how self-evaluation is leading to improvement. The head teacher may point the team in the direction of good practice. A representative of the local authority attends the meeting and feeds in evidence from the authority's evaluation of the school. The lay member will meet with the Chair of the Parent Council, a group of parents and a group of children/young people. A voluntary briefing for school staff who wants to know more about the inspection will be held.
- During the next three days, Inspectors will collect evidence to establish their findings. They visit classes and observe learning and teaching. There will be a particular focus on literacy, numeracy, health and wellbeing. They will also meet groups of pupils, and school staff. They will look at documentation provided by the school, such as school policies and documents relating to the school's self-evaluation. They draw on analyses of questionnaires completed in advance of the inspection by staff, parents and pupils and dealing with all aspects of the school's self-evaluation and people's view. In secondary schools, they discuss with staff statistical data drawn from *Insight* (see Section II.3) about the school's performance in national examinations. The lay member will continue to look at aspects of partnership working with parents. At the end of the second day all staff are invited to take part in in a professional dialogue session.
- Once inspectors feel they have enough evidence to make their evaluations, the inspection team will meet to discuss and agree the inspection findings. They will discuss their findings about the three key questions which are the focus of the inspection (see Section I.3) with the head teacher, other members of the senior management team and a representative of the local authority. At the end of the discussion, inspectors will agree with the head teacher areas which will help to continue to improve the school. They will discuss any continuing engagement activities which might support the school in taking improvements forward. They may also discuss how they will follow up on any innovative and/or highly effective practice seen during the inspection. In primary schools, a member of the team will give some feedback on the key messages from the inspection findings to staff.
- Before the letter to parents is published on Education Scotland's website, the school, the Chair of the Parent Council and the local authority have the opportunity to comment on the draft. The detailed Record of Inspection Findings is shared with the school, the Chair of the Parent Council and the local authority to support improvement.

5. Outcomes

There are four main outcomes of the inspection procedure:

- In the 'no continuing engagement' option, Education Scotland is satisfied with the over-all quality of provision and confident that the school's self-evaluation processes are leading to improvements. As a result, they will make no further visits in connection with this inspection. The local authority will inform parents about the establishment's progress as part of their arrangements for reporting to parents on the quality of their establish-ments.
- In the 'additional support' option, Education Scotland is satisfied with the overall quality of provision and confident that most of the school's self-evaluation processes are

leading to improvement. However, inspectors feel that the school will benefit from some support and this can be provided by a range of Education Scotland staff (inspectors or education officers, in partnership with the local authority.

- In the case of a request for 'further inspection', Education Scotland thinks that the school needs additional support and more time to make necessary improvements. An Area Lead Officer will discuss with the local authority the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. Education Scotland will return to evaluate aspects of provision and the progress in improving provision within an agreed timescale following publication of the inspection letter. They will then issue another letter to parents on the extent to which the establishment has improved.
- In case the inspection procedure identified an innovative practice they would like to explore further, they work with the school and education authority to record the practice and share it more widely.

6. Reporting findings

Inspection reports are published as a matter of course by Education Scotland. The school will be provided with a draft copy of the report, in the format of a letter to parents, within two weeks after the inspection. At the same time, the local authority and Chair of the Parent Council will receive a draft copy of the letter. The head teacher, local authority and the Chair of the Parent Council will be asked to provide an agreed response, including any comments or suggested corrections, during the following week.

The final version of the letter will normally be published on Education Scotland's website within eight working weeks after the end of the inspection. It will include a link to other evidence from the inspection such as pre-questionnaire findings, attainment information and Education Scotland's evaluations of the five quality indicators from *How good is our school?* selected for external evaluation. Schools will also be sent a small number of paper copies of the letter and evaluations for those parents who do not have online access.

School evaluation for which local authorities are responsible

Local authorities bear responsibilities for school evaluation (see Section II.1). They are required to 'endeavour to secure improvement in the quality of the school education which is provided in the schools managed by them' ([147]). Local authorities have full autonomy in ensuring these responsibilities.

Section II. Internal evaluation of schools

1. Status and purpose

According to what has become known as the 'Scottish approach', schools must take responsibility for the quality of the education they provide and must demonstrate that they are taking action to secure continuous improvement. The Standards in Scotland's Schools Act 2000 requires public schools to produce an annual self-evaluation report and a plan for improvement. The approaches to self-evaluation and the effectiveness of the improvement process is one of the five quality indicators subject to external inspection by Education Scotland.

In evaluating their own work, schools are supported and challenged by their local education authorities. The self-evaluation report and a plan for improvement completed by schools are analysed by local authority staff who will seek clarification to ensure schools continue to improve. Schools who require additional support to improve will work closely with local authority staff.

All three actors (schools, local authorities and inspectors) use the same, shared criteria to identify strengths and areas for improvement, listed in the framework, 'How good is our school' ([148]).

([147]) Standards in Scotland's Schools etc. Act 2000

([148]) How good is our school? (third edition)

2. Parties involved

The reference framework for external and internal evaluation of schools (How good is our school) highlights the importance of involving staff at all levels, children and young people, parents and partners in the school community in evaluating the quality of the school's work openly and rigorously.

3. Evaluation tools and support

All schools in Scotland use 'How good is our school' for their self-evaluation, which is the same framework as used by Education Scotland, and by local authorities. It is not a legislative requirement, or 'compulsory', but has been universally adopted through national consensus.

Up until 2014, secondary schools have been able to use the national *Standard Tables and Charts* (STACS) ([149]) data collated by Scottish Government statisticians. The website provides analyses of data relating to the results of national examinations which local authorities and schools use to compare performance: across different subjects within schools; across the local authority; nationally and with a group of selected schools. In August 2014, STACS was replaced by the new system *Insight* ([150]), which supports schools in evaluating their performance and planning for improvement in new ways. *Insight* provides more information on educational outcomes, including post-school destinations and attainment at the end of education. Schools will be able to evaluate their performance in relation to their local authority; nationally, as well as to other schools with similar characteristics of pupils.

Some local authorities engage independent consultants to help with analysis of data, or other approaches to self-evaluation. Some local authorities involve their teachers in 'peer evaluation' of other schools. All local authorities have Quality Improvement Officers or the equivalent who support schools.

Across the country, local authorities and schools have a range of approaches to training teachers at all levels in self-evaluation. There is a range of resources on Education Scotland's website to support this process, and local authorities draw on these, as well as their own local expertise and resources. Furthermore, training in self-evaluation is part of initial teacher education ([151]). The inspectorate body, Education Scotland, provides online ([152]) a range of resources to support self-evaluation at local authority and school level, including occasional on-line seminars.

4. Use of results

There is a legislative requirement for local authorities to support their schools in using the results and findings of self-evaluation to produce an annual report on the standards and quality of their work, and to plan for improvement.

Education Scotland uses the school's self-evaluation as the starting point for its inspections.

Section III. Other approaches to quality assurance

Teachers and head teachers are evaluated by the local authority through 'professional review and development' (PRD). Each local authority has its own approach to PRD, informed by the standards provided by the General Teaching Council Scotland (GTCS) ([153]).

Evaluation of local authority education provision is undertaken through the system of Validated self-evaluation (VSE). It is a voluntary process which aims to support and challenge the work of education authorities to improve the quality of provision and outcomes for learners. It is led by the local education authority and involves a partnership in which Education Scotland works alongside the authority and applies its knowledge of educational delivery and expertise in evaluation. The purpose of this is to support, extend and challenge the education authority's own self-evaluation, and so affirm (or otherwise) and strengthen outcomes for learners.

([149]) https://www.scotxed.net/default.aspx

([150]) http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/seniorphasebenchmarking

([151]) http://www.gtcs.org.uk/standards/standards-for-registration.aspx

([152]) http://www.journeytoexcellence.org.uk/

([153]) http://www.gtcs.org.uk/standards/about-the-standards.aspx

Education Scotland publishes 'state of the nation' reports ([154]) every three years on the quality of education across all sectors, based on its inspections and reviews during the three-year period in question.

Education Scotland's inspection also provides baseline data on its findings to enable the Scottish Government to monitor the quality of pre-school and school education over time ([155]).

Schools and local authorities are able to use data relating to national examinations (see Section II.3).

Section IV. Reforms

Work is due to commence in the near future to produce the next edition of 'How good is our school?' The nature of changes has not yet been decided.

Iceland

Section I. External evaluation of schools

1. Purpose of external evaluation and bodies responsible

The Ministry of Education, Science and Culture in cooperation with the Association of Local Authorities (representative body of the country's local authorities) is legally responsible for evaluating 'compulsory schools', i.e. primary and lower secondary schools. Due to the small size of most local authorities, the Ministry conducts a joint inspection/evaluation with the local educational authorities (LEAs) in all 74 local authorities, except in the capital city of Reykjavik.

Since 2012, the public authority, the Educational Testing Institute ([156]) has been responsible for carrying out inspections/evaluations in compulsory and secondary schools in Iceland, on behalf of the Ministry of Education, Science and Culture.

The Ministry of Education, Science and Culture also organises thematic inspections, as well as participation in international educational research and comparison exercises.

The purpose of evaluation and quality control as written in the Compulsory School Act 91/2008 ([157]) is to:

- provide information about school activities, school achievements and developments to educational authorities, school staff, parents and pupils and educational institutions receiving students from said schools (in this case upper secondary schools);
- ensure that school activities are carried out in accordance with the law, regulations and the National Curriculum Guide for Compulsory Schools;
- improve the quality of education and school activities, and to encourage developmental work;
- ensure that pupils' rights are respected and that they get the service they are entitled to in accordance with the law.

According to legislation, evaluation at local level should be carried out in pre-schools, primary and lower secondary schools. Although local educational authorities have a formal responsibility for these evaluations, in practice only the Municipality of Reykjavík evaluates its schools independently. The Municipality of Reykjavík has its own evaluation procedure as well as a separate evaluation department (Statistics and Research, Reykjavík City Department of Education and Youth – TOR ([158])) and has been conducting evaluations of compulsory schools since 2007 based on the legislation currently in force, the national curriculum requirements and the policies of local educational authorities.

The purpose of this evaluation is to monitor and improve school performance. Municipalities carry out external evaluation and quality control as laid down in the Compulsory School Act 91/2008. They provide the Ministry with information on the implementation of school

([154]) http://www.educationscotland.gov.uk/inspectionandreview/Images/QISE_tcm4-722667.pdf

([155]) http://www.educationscotland.gov.uk/inspectionandreview/Images/QIRESI130612_tcm4-722669.pdf

([156]) http://www.namsmat.is/vefur/

([157]) http://eng.menntamalaraduneyti.is/media/law-and-regulations/Compulsory-School-Act-No.-91-2008.pdf

([158]) http://reykjavik.is/heildarmat-grunnskolastarfi

operations, their internal evaluation procedures, their external evaluation outcomes, and on the development of school policy and planning for improvement.

2. Evaluators

Evaluators carrying out the external evaluation for the Ministry of Education, Science and Culture work in teams of two or three. In every team there must be teachers with experience of working at the same school level as the one they are evaluating, and people who have experience or expertise in research and school evaluation – either a through a course in school evaluation at university level or specialised course on evaluation run by the Educational Testing Institute. One of these inspectors/ evaluators comes from the Educational Testing Institute, and the other is appointed by local authorities.

These teams are independent inspectors contracted for each individual school evaluation. The Ministry of Education, Science and Culture sets some rules for the evaluators they contract. During the term of inspection evaluators are not allowed to work in schools of the same level they are inspecting. No specific courses or specialist training is required other than that mentioned above and no specialist training or courses are initiated regularly by the top-level authorities. Training for these specialists is sporadic. The most recent training course, initiated by the Educational Testing Institute, took place in 2013.

In Reykjavik, school evaluation is conducted by evaluators with teaching experience and experience in research methods such as observations, interviews and focus groups. Specialists from the human resources division of the Reykjavik City Department of Education and Youth take part in gathering information during school visits as do specialists from the statistics and research division.

3. Evaluation framework

For the joint evaluation of compulsory schools carried out by teams from central authorities and local authorities there is an evaluation framework, '*Gæðastarf í grunnskólum* ([159])' (Quality in compulsory schools) with parameters and standards that consist of three or four indicators and a structured plan for inspection. This plan includes general instructions and ethics and guiding principles for evaluators ([160]), indicators to guide the evaluators, and the general structure of the evaluation report. The main framework consists of three core indicators relating to various aspects of schooling: leadership, teaching and learning as well as self-evaluation. A fourth indicator is selected by the local authority in cooperation with the school such as provision for children with special needs, school climate or another aspect of interest to the school. As this last indicator is specific for each school it does not have the same status as the other three. Each indicator consists of between six and ten elements each with 8-15 aspects to consider. Standards for compulsory schools were developed from legislation and the curriculum and school performance is measured against these standards ([161]). Each aspect is evaluated on a five-point scale where 1 is unsatisfactory; 2 is satisfactory in some areas but with other important areas less than satisfactory; 3 is good with most areas satisfactory; 4 is very good with every area up to standard; 5 is given when the school shows excellence in some areas.

The main areas of focus during these evaluations are: school leadership, educational processes, outcomes, internal evaluation and compliance with regulations.

The municipality of the capital, Reykjavík, is the only local authority conducting regular external evaluations. Reykjavik City Department of Education and Youth is working out frameworks for evaluating compulsory schools. These are similar to the framework mentioned earlier for the joint evaluation of compulsory schools carried out by teams from central and local authorities. In Reykjavik, human resource management in schools is also evaluated.

([159]) http://www.namsmat.is/vefur/ytra_mat_skola/grunnskoli/vidmid_visbendingum.pdf

([160]) http://www.namsmat.is/vefur/ytra_mat_skola/grunnskoli/sidareglur_matsadila.pdf

([161]) http://www.namsmat.is/vefur/ytra_mat_skola/grunnskoli/vidmid_visbendingum.pdf

4. Procedures

There are no legal requirements with respect to the frequency of external evaluations of compulsory schools. The Ministry of Education, Science and Culture jointly with the LEAs conduct evaluations in 10 compulsory schools a year. Schools are chosen according to municipality, so that evaluation is spread across different local authorities. The typical procedure used in external evaluation is the analysis of various documents and data from schools, namely all the information schools are obliged to publish by law either on paper or on the internet. This includes the school curriculum guide, its annual operational plan, its self-evaluation outcomes and its improvement plan. School action plans concerning student wellbeing, measures to prevent school failure and the teaching of students with special needs are also taken into consideration. Information is also gathered for compulsory schools on student achievement in standardised national tests in Icelandic and maths in the 4th, and 7th and 10th grades, and also in English in 10th grade. Various other data gathered through surveys conducted in schools are also used as part of this document analysis, which is mostly done prior to the school visit. Surveys used in the internal evaluation of schools may be aimed at pupils, parents and/or teachers and may deal with aspects such as wellbeing, management or study habits.

The school visit includes interviews, focus groups as well as classroom observations in compulsory schools. It lasts between two and five days according to school size. In compulsory schools at least 70 % of teachers are evaluated in classroom situations. For classroom observations, there is a structured form on which to focus observations.

Interviews are conducted with principals and other senior staff. Group interviews are conducted with randomly selected persons drawn from students, parents, teachers, other staff in schools and the school board. Interviews are on the broader aspects of schooling.

The draft report is submitted to the principal for consultation to ensure the accuracy of information provided.

The Ministry of Education, Science and Culture follows up every school evaluation with a letter to the school authorities calling for a mandatory improvement plan. The Ministry then send a new letter asking how school improvement has been implemented in the few months following the evaluation.

The Reykjavik City Department of Education and Youth evaluates seven compulsory schools a year. They finished their first cycle of evaluation in spring 2014 and are starting the next round. At this pace schools in Reykjavík will have external evaluation approximately every six years.

Reykjavik follows the same procedure in their local external evaluations as the one explained in the previous section on school evaluation for which central/top authorities are responsible.

Reykjavik city also conducts surveys among parents, students and staff of schools and gathers information from schools for use in the external evaluation.

5. Outcome of external evaluation

Recommendations for improvement are issued in the report written by external evaluators. The Ministry of Education, Science and Culture calls for a written plan for improvement based on the report from the local authorities and the school. The findings of the external evaluation are followed up to ensure that there has indeed been an improvement. On the basis of the responses received from the school and the local authorities, the Ministry of Education decides on any measures to be taken. However, there are no legal provisions for taking disciplinary measures against schools.

No additional resources or training are provided by the Ministry.

Local authorities also call for a written plan of improvement from the school based on the findings and recommendations of the external evaluation report. Again, no disciplinary measures are instigated at local authority level.

In Reykjavík, if the evaluation division notices common tendencies in their external evaluations, indicating that many schools require improvement in a particular area, they will provide group support for all schools affected.

6. Reporting of external evaluation findings

The findings for each school evaluated are published in named school report on the website of the Ministry of Education, Science and Culture. Schools also often publish their report on their website but this is not mandatory. Reports of evaluations carried out by the Educational Testing Institute on behalf of the Ministry in compulsory schools are also published on the Institute's website. Each school evaluation report is sent to the school authorities in the municipalities and a summary of findings is sent to every student and parent in the school.

Evaluation findings from Reykjavik schools are published in form of an individual school report on Reykjavik's City Department of Education and Youth website. Reports of evaluations carried out by the Educational Testing Institute on behalf of the Ministry and other local authorities in compulsory schools are published on the Institute's website. Schools often publish their own report, but again, this is not mandatory.

Section II. Internal evaluation of schools

1. Status and purpose

All schools (pre-primary, compulsory and upper secondary education) are required by legislation to apply internal evaluation methods to evaluate their work. This should be a continuing process with the main purpose of improving school quality but also as a means of reporting to the educational authorities. No specific report template is in use for internal evaluation or improvement planning.

Schools are required to publish information on their internal evaluation process, in accordance with the school curriculum guide and plans for improvement. Internal evaluation methods may be subject to external evaluation by the Ministry of Education, Science and Culture.

2. Parties involved

By law, each school is required to systematically evaluate the results and quality of school activities with the active participation of school personnel, pupils and parents, as appropriate. The head teacher/rector has overall responsibility for ensuring that internal evaluation is carried out. For this purpose, schools are recommended to establish a group responsible for planning, carrying out and reporting on internal evaluation.

3. Evaluation tools and support

Schools are free to use whatever tools they choose for internal evaluation. Internal evaluation is to include the school's policy and objectives, an explanation of how these are to be achieved, an analysis of the strengths and weaknesses of the school's operations and a plan for improvement. Schools do not have to use the same framework used in external evaluation.

Compulsory schools can choose to use online questionnaires aimed at pupils, parents, teachers and other staff, which help schools compare themselves with other participating schools on various aspects of provision. For example, the wellbeing of students and teachers, student attitudes to subjects, study habits, etc. This information is used by schools in conducting their internal evaluation. Student results in national tests are published as school results and can be used in internal evaluation and to compare schools.

Some local authorities support schools struggling with internal evaluation. Teacher advisors or other specialists in educational improvement from the local educational authorities work with schools to improve their evaluation procedures.

The Association of Local Authorities in Iceland has published an information manual for local educational authorities to help them support internal evaluation in schools ([162]).

A team of volunteers from the Icelandic Evaluation Society (group of people with

([162]) http://www.samband.is/media/mat-og-rannsoknir-a-skolastarfi/Leidbeiningar-og-vidmid-fyrir-eftirlit-med-innra-mati-lokaskjal.pdf

experience in evaluation) has put together a short guidance manual on internal evaluation to help schools with the process ([163]).

4. Use made of internal evaluation results

Schools should use the results of internal evaluation to produce an improvement plan for the year ahead. They should also monitor how well they fulfil their plan. Connections must be made between the internal evaluation findings and the school improvement plan.

The way local authorities use internal evaluation varies from one authority to another. Reykjavik and some other local authorities follow their schools' improvement plans from year to year. The internal evaluation report is of interest to external evaluators. The Ministry may request information at any time relating to schools' internal quality systems. Schools' internal evaluation reports should be made public, for example, on school websites.

Section III. Other approaches to quality assurance

Teachers are not evaluated individually in Iceland, nor are school heads.

Local authorities are not evaluated regularly. The Ministry conducts specific evaluations on various aspects of schooling, such as reading instruction in compulsory schools, local authorities' provision of support for children with special educational needs and how educational authorities work to improve the school climate and student wellbeing.

Once every three years, the Ministry sends Parliament a report on compulsory schooling in Iceland. Data is collected at the top and local levels on aspects such as budgets, the number and size of schools, the number of pupils, diverse information on the demography of pupils and staff, teaching time, days in school, assessment, performance in national tests, teaching materials, inspection and evaluation, international studies and projects the ministry funds.

The Educational Testing Institute publishes aggregated school results every year in national tests for Icelandic and Maths in the 4th, 7th and 10th grades and also for English in the 10th grade. These results are benchmarked with the national curriculum guide. Schools are given the results for all students who have taken the same national tests. These are both raw scored and benchmarked to the national curriculum guide.

The Ministry of Education, Science and Culture analyses and disseminates information relating to compulsory school activities based on information provided by the municipalities as well as on data it collects itself (cf. Article 37 and 38 of The Compulsory School Act, 91/2008).

Section IV. Reforms

No planned reforms.

Former Yugoslav Republic of Macedonia

Section I. External evaluation of schools

- **School evaluation for which central/top authorities are responsible**

1. Purpose of evaluation and responsible bodies

The State Inspectorate for Education (SIE), a body within the Ministry of Education and Science ([164]), is the competent authority for external evaluation in primary and secondary schools in all 84 municipalities of the former Yugoslav Republic of Macedonia. The SIE carries out **regular school evaluation** (every three years) as well **ad hoc inspections** in response to written requests by students, parents, parent councils, school staff or other citizens. The purpose of the evaluation is to evaluate the quality of the educational process, ensure educational standards are met and that schools comply with relevant legislation and bylaws.

([163]) http://netla.hi.is/menntakvika2010/alm/026.pdf

([164]) http://mon.gov.mk/

2. Evaluators

The Evaluators are Education Inspectors – employees of the Ministry of Education and Science's State Inspectorate for Education. Evaluators must have teaching qualifications and at least five years' work experience in schools or other educational institutions. They must complete professional training courses lasting three to six months run by senior evaluators from the SIE and pass the evaluators' professional exam.

3. Evaluation framework

The process of evaluation is carried out in accordance with the Law on Education Inspection; the Regulation on the Methods and Procedures for Inspection Monitoring; and the Manual of Regular Evaluation. The standards and instruments for the evaluation of schools are defined in two documents:

- Instruments for the Preparation Phase of Regular Evaluation;
- Instruments for the Implementation Phase of the Regular Evaluation.

The indicators for school quality performance are defined in School Quality Performance Indicators.

During the process of **regular evaluation**, the evaluator/inspectors evaluate and examine 7 areas, 28 indicators and 99 parameters (the list of indicators is subject to constant revision, depending on the needs, priorities and findings of SIE staff). The standards for each parameter are defined in the document Indicators for the quality of school performance. According to the standards, each parameter can be graded *Very Good* or *Partially Complies.* The document also defines what data sources may be used by the evaluator in grading each parameter. The seven areas covered in a regular evaluation are:

- school curriculum (three indicators: completion of teaching plans and programmes, quality of the teaching plans and programmes, extra-curricular activities);
- student attainment (three indicators: student attainment, student retention, grade retention);
- teaching (six indicators: teachers' plans, teaching process, students' learning experience, meeting students' needs, continuing assessment, reporting on student progress);
- student support (four indicators: general care for students, health, educational guidance and advice, monitoring student progress);
- school environment (four indicators: school climate, promoting student attainment, equality and equity, partnerships with parents and the local and business communities);
- resources (five indicators: accommodation and premises, tools used in the educational process, provision of teaching staff, monitoring the professional development needs of teaching staff, financial working of the school);
- management, governance and policy making (three indicators: management and governance of the school, objectives and development of school policy, development planning).

School compliance with regulations focuses on: school management, educational process and use of ICT, professional development, extra-curricular and project activities, experimental programmes, enrolment, pedagogical records and documentation, and finance.

Ad hoc Inspections only examine the specific problem or activity specified in the original request which called for the evaluation.

4. Procedures

Regular Evaluation of Schools

The SIE Director adopts an Annual Programme for the Work of the State Inspection for Education and is responsible for its implementation.

Regular evaluations have four phases: preparation, implementation, notification and control. During the preparation phase, SIE evaluators draw up a list of documents that will be required of the school in question and define the objectives of the evaluation: The documents examined can include, for instance, the school work programme; its annual report, timetable; previous regular evaluation report (if any), school self-evaluation report; school develop-

ment plan; minutes from meetings of the school council, parents and school board; comparative analyses of trends in student attainment by gender, ethnicity, social status, subjects and qualifications in the last three to five years; students external assessment report, etc.

Fifteen days before the implementation phase the school is informed of the evaluation process by SIE staff. During the implementation phase the SIE team of evaluators visits the school, carries out interviews and classroom observations and composes a draft version of the Evaluation Report. There are specific templates and instructions that evaluators use to gather the relevant information throughout all stages of the evaluation.

The school visit lasts between three and five days and the team of evaluators comprises at least three inspectors.

Interviews are held with the school director, school board, and council of parents, student community, school pedagogue, psychologist, librarian and teachers. The framework and procedure for the interviews are defined in the Manual for Regular Evaluation: Instrument for interviews during school evaluation (No. IFI.11-16). Shortly before the interviews, the evaluator provides the school director with a sample of the interview agenda, which is then shared with all interviewees, except the students. The agenda describes the general nature of the questions but not the actual questions.

On the basis of the classroom observation forms each evaluator draws up a summary report (Final Analysis) of the classroom observation, which is later reviewed during the final meeting of the team of evaluators.

For the drafting of the Evaluation Report the evaluators use quantitative data, school documentation, opinions and attitudes of the interviewees, evaluator's observation and specific findings. The report is subsequently amended in the Ministry of Education and Science and finalised after consultation with the school. The final report is then delivered to the school management (notification phase).

Control monitoring (control phase) is a follow-up of the regular evaluation (see Section II.5)

The **Ad hoc inspection** follows the same procedures as the regular evaluation. Prior to implementation of the ad hoc inspection, the evaluator must inform the school director about the purpose of the evaluation and may request a statement and additional information from the school director on the problem specified.

5. Outcomes of external evaluation

On completion of the external evaluation, the SIE evaluator informs the founder ([165]) of the school about the results of the evaluation via a submission of Minutes of the External Evaluation. If the evaluator identifies any shortcomings with respect to compliance with legislation or any other irregularity that needs urgent attention, the evaluator also submits a Decision for Rectification, which indicates the actions that must be taken by the school director within eight days of receipt of the Decision.

The school is obliged to rectify any problems and apply the recommendations prescribed by the SIE evaluators. Within of 15 days of receiving the evaluation findings, the school must deliver an action plan to the SIE, which includes a time frame and the actions to be taken with respect to each indicator in question. The school is obliged to implement the action plan within a period of six months. The control phase of the evaluation (**control monitoring**) begins six months after the notification phase is completed, i.e. at the end of the period allowed to the school management to rectify any problems and implement the evaluators' recommendations.

Evaluators must inform the founder of the school immediately if urgent action is needed in order to prevent an infringement or if the safety of students is endangered. If a crime has been committed the evaluator must notify the competent authorities. If the evaluator judges that a member of staff has failed to prevent harassment of students, has committed a felony with respect to school finances, has induced

([165]) According to provisions in the new legislation, introduced as a result of the process of decentralisation in education, the founders of the primary schools in Skopje are the Municipalities of Skopje (nine of them), and the founder of the secondary schools is the City of Skopje. For all other schools (primary and secondary) in the country, the founder is the Municipality in which they are situated.

students to consume alcohol or drugs or has distributed alcohol and drugs among students, or personally consumed alcohol and drugs, the evaluator may propose to the school that the member of staff is dismissed.

At the request of schools, additional resources and training for school improvement may be provided by the Bureau for Educational Development (e.g. draft the action plan and carry out the SIE recommendations following school self-evaluation).

6. Reporting of external evaluation findings

At the end of the calendar year, the SIE Director submits an Annual Report of the Work of the State Inspectorate for Education to the Minister of Education and Science and to the Government. There is no prescribed template for drafting the Annual Report. It must be made publicly available (Article 15 of the Law on Education Inspection) ([166]) and this is the responsibility of the SIE itself. However, the annual report must contain the following information:

- rating of the quality and effectiveness of the educational process through the evaluation of schools;
- general rating for school compliance with laws and bylaws;
- information about the number of school visits carried out and evaluations performed;
- information about any identified legal infringements or criminal acts, as well as the implementation of disciplinary measures;
- recommendations for the resolution of identified problems;
- other information relevant to the work of the State Inspectorate for Education.

According to the Law, all reports from the regular evaluation of primary and secondary schools must be made available to the public. The Manual of Regular Evaluation also stipulates the design and structure of the Evaluation Report. Although the Evaluation Report is mainly intended for the school management, it must also be clear and understandable to other parties, such as parents, students, school staff, etc. The school management is obliged to inform all interested parties of the evaluation findings.

([166]) In the course of 2013 the SIE became an independent public body. SIE is responsible for making all relevant documents publicly available. The construction of SIE web portal is under way.

- **School evaluation for which local authorities are responsible**

1. Purpose of external evaluation and responsible authorities

Local authorities are responsible for external evaluation at local level for the primary and secondary schools in their respective areas. In the city of Skopje, the nine municipalities ([167]) are responsible for the external evaluation of primary schools situated in their own administrative territory. The city authority of Skopje is responsible for the external evaluation of its secondary schools.

The purpose of the evaluation is to ensure compliance with the relevant laws and bylaws and to promote optimum conditions for implementing educational processes in schools. Mayors also adopt an annual plan for the evaluation, inspection and monitoring of schools and is responsible for the organisation and delivery of the planned evaluations.

2. Evaluators

Each municipality may appoint, by Mayor's decision, an authorised external evaluator (inspector) who conducts the external evaluation, inspection and monitoring of primary and secondary schools in the municipality. However, so far, out of a total of 84 municipalities, only eleven evaluators/inspectors have been authorised by mayors across the whole territory of the former Yugoslav Republic of Macedonia. The reason for this low rate of appointment/authorisation is the shortage of qualified staff. If the Mayor does not appoint an authorised evaluator (inspector), then their respective duties are transferred to the inspectors of the State Inspectorate for Education.

([167]) Centar, Gazi Baba, Aerodrom, Chair, Kisela Voda, Butel, Shuto Orizari, Karposh, Gjorche Petrov.

Authorised evaluators must have teaching qualifications and at least five years' teaching experience in institutions approved by the Ministry of Education and Science.

3. Evaluation framework

Pursuant to Article 10 of the Law for Education Inspection ([168]), authorised municipal evaluators must use the national regular evaluation framework. The following areas are inspected:

- employment conditions and procedures for school staff;
- working conditions in the schools;
- pupil admission procedures;
- the admission of pupils in compliance with territorial divisions;
- school transport, grants and accommodation for pupils (where applicable);
- procedures for appointing teachers and associates;
- procedures for establishing school bodies;
- control and monitoring of the financial resources acquired from own sources and activities.

4. Procedures

The authorised evaluators at local level can carry out regular evaluations, ad hoc inspections and control monitoring. The frequency of external evaluation at municipality/local level depends on the plan and programmes of each municipality. There is no prescribed number of visits for external evaluations at local level in the existing regulations. The procedures are the same as those used by the SIE (see section on school evaluation for which central authorities are responsible) for the examination of documents, the school visit, interviews with school staff, consultation with school management and evaluation follow-up. However, there is no classroom observation as part of the school visit at local level, nor are there any questionnaires for staff, parents or other stakeholders.

During the process of evaluation and monitoring, the authorised evaluator checks whether the relevant laws and bylaws have been adhered to and indicates where schools may have shortcomings. The evaluator must seek to prevent schools from continuing with any illegal practices or procedures and, where necessary, must propose disciplinary procedures against school employees. Finally, the evaluator must notify the municipality or the Skopje City Council, about the findings of the evaluation, inspection or monitoring visit.

5. Outcomes of external evaluation

The outcomes of external evaluation at local level are the same as for the central level (see Section I.5 of the evaluation for which central level is responsible), however no additional resources or training are provided to schools at local level.

The authorised evaluators are also empowered to initiate disciplinary measures or legal action against the school, school director or other member of school staff where they have identified legal infringements or suspect that a criminal act has taken place.

6. Reporting of external evaluation findings

The authorised evaluator (inspector) submits the minutes of the evaluation to the Council of the Municipality and the respective school director.

The Mayors adopts and publishes an Annual Report for the Work of the Authorised External Evaluator, which contains the same information as the annual report prepared by the SIE (see Section I.6 under external evaluation for which central authorities are responsible).

In addition, the evaluation reports from the municipalities are delivered to the State Inspectorate of Education. Each municipality, which has appointed an authorised evaluator, publishes on their web portal an Annual Report for the Work of the Authorised Evaluator. The report is distributed to the schools under the jurisdiction of that particular municipality. Schools are obliged to inform interested parties about the findings of the evaluation.

([168]) http://edulaws.mk/index.php?option=com_content&view=article&id=247&Itemid=175&lang=en

Section II. Internal evaluation of schools

1. Status and purpose

According to the Law on Primary Education and the Law on Secondary Education, schools are obliged to carry out internal evaluation every two years, following the procedures set down in the Manual for Regular Evaluation i.e. follow the same evaluation principles.

The purpose is to prepare the school for their regular evaluation. The report from the internal evaluation is one of the basic documents required by the SIE in the preparation phase of the regular evaluation.

2. Parties involved

The internal evaluation must involve all groups in the school: teaching staff, administration staff, psychologist, pedagogue, librarian, the student community, Council of Parents, School Board, representatives of the local and the business community. The school director is responsible for the whole process of internal evaluation. He/she appoints five other persons who will monitor the process. Seven groups are set up – one for each area of evaluation. By involving as many people as possible, the intention is to produce a comprehensive, detailed and credible internal evaluation report.

3. Evaluation tools and support

Schools are obliged to conduct the evaluation in accordance with the Manual for Internal Evaluation which is prepared by the Bureau for Educational Development (BDE) and is based on the evaluation framework for the regular evaluation i.e. it follows the same principles. Hence, the internal evaluation covers the same seven areas of evaluation (see Section I.3). Schools are expected to provide a description of the current state of progress in each area covered by the indicators.

The BDE is responsible for carrying out professional monitoring, research, improvement and development of the educational process in pre-school, primary and secondary education, art education, vocational education and the education of SEN pupils. With respect to school evaluation, BDE provides advisory support to schools for improving the quality of education. The BDE provides advisors and training for school staff involved in internal evaluation, at the request of the school.

The Pedagogical Service (body within the Ministry of Education and Science) also provides support for schools by creating service models that may be further developed in cooperation with school pedagogues, teachers, directors or municipalities. It also has a range of other advisory and support functions to help improve the quality of education.

4. Use made of results of internal evaluation

On completion of the internal evaluation, schools are obliged to notify and report to the Mayor, the Ministry of Education and Science, the State Inspectorate for Education and the Bureau for Educational Development. The report of the internal evaluation must also be made available to the public. The report of the internal evaluation is used by the SIE in the preparation phase for the regular evaluation process; and by the BDE in the planning and provision of training for the teaching staff of the school in question. The respective school commission responsible for teacher promotion also uses the results of the internal evaluation in its decision making. The authorised evaluators of the municipality request the internal evaluation report from the school in preparation for the local external evaluation.

Schools have full autonomy regarding internal use of results.

Section III. Other approaches to quality assurance

The evaluation of teachers and school heads is conducted as part of the regular school evaluation. Evaluators must follow the Guidelines for the Evaluation of Teachers and take into account students' results in national tests. The results of the teacher evaluation from the regular evaluation, the internal evaluation and national test results are used by the respective school commission to inform the teacher promotion process. In addition, credits or

penalties may be given to individual teachers depending on the performance of their students.

The monitoring of the education system is also the responsibility of the SIE (State Inspectorate of Education). The process takes account of the regular evaluation of schools and comparisons between the findings of regular evaluations and internal evaluations. The quality of the educational process is assessed through monitoring: national and subject curricula, attainment, teaching and learning, support to students, school ethos, resources, and management and school policy. As a result of this monitoring, the SIE publishes a Report on the Quality of the Educational Process in Primary and Secondary Schools, which contains a description of the monitoring process and makes recommendations for improvement.

The National Examinations Centre is also responsible for planning, organising and implementing the national external tests, and sends individual students' results to schools. The National Examinations Centre also provides aggregated student results to each school together with an assessment of the school's performance, as well as credits or penalties for teachers.

Section IV. Reforms

As part of the activities in the Western Balkan Platform on Education and Training ([169]), the incumbent authorities in the former Yugoslav Republic of Macedonia are planning to introduce measures to make the teaching profession a regulated profession. Reforms will also introduce changes to the arrangements for the education and training of future teachers, and for the evaluation and promotion of teachers.

([169]) http://ec.europa.eu/education/international-cooperation/western-balkans_en.htm

Norway

Section I. External evaluation of schools

There is no regular and systematic external evaluation of schools in Norway. External evaluation carried out by central authorities focuses on local school providers (see Section III).

Section II. Internal evaluation of schools

1. Status and purpose

All schools are required to have their own school-based quality assessment plan. The Education Act stipulates that schools must regularly evaluate the extent to which the organisation, facilities and delivery of teaching are contributing to the objectives for the transmission of knowledge laid down in the National Curriculum. School heads have overall responsibility for the development of school practices, keeping up-to-date with state and local priorities, and monitoring educational outcomes.

2. Parties involved

National authorities recommend that school leaders, teachers, parents and pupils in all schools participate in analysing data from tests, exams and users surveys.

3. Evaluation tools and support

To encourage self-evaluation at school level, the Directorate for Education and Training provides a range of data to schools. The School Portal ([170]) presents national, regional and local level data on learning outcomes (examination results and results from national tests in basic skills), the learning environment, resources and early school leaving rates in upper secondary schools and vocational training institutions. Individual school results are not available on the School Portal but they are sent to school staff by the Directorate for Education and Training. The Directorate provides information on the school's average performance and its standard deviation compared to regional and national results.

([170]) www.Skoleporten.no

However, municipalities have the freedom to implement local policies in this matter and to give access to aggregated student results at individual school level to other schools and/or to parents.

The School Portal also presents the results of a pupil survey, which is carried out every year in all schools at the 7th, 10th and 11th grades. The indicators are pupils' well-being, support from teachers, support from parents and academic challenges. Results are benchmarked to national and regional results, but schools cannot see the results of other schools

In addition to the national mandatory tests and surveys, some municipalities and counties have chosen to develop their own quality assessment tools, such as local tests and surveys, which are obligatory only in their own schools.

In addition to comparative data, the Directorate for Education and Training also provides schools with a manual for reflection to support local discussion by staff on school practices and results in respect of the learning environment, learning outcomes and early school leaving rates (the 'point-of-view' analysis). The analysis helps schools to compare examination results as well as data from the pupil survey and national tests with their own assessment of the school's practice.

At regional and local level, a system of external 'evaluators' who assist schools in self-evaluation has been developed. The external evaluator´s role is not to be an overseer of schools, but rather to act as a 'critical friend' in their development work. For instance, representatives of the local department of education organise dialogue meetings with school staff representatives to discuss a set of key questions derived from school results in national tests and examinations, and subsequently agree on an action plan. Some regions have established external assessment groups working across municipal borders. The main aim is to assist in the assessment and development of education quality by providing an outside view. The assessment group is composed of educators from various municipalities who have worked as teachers, school leaders or with the national inspectorate, in some municipalities they also invite consultants from the private sector.

4. Use made of internal evaluation results

The results of internal evaluations are used by both schools and local authorities as foundation for planning school quality improvement. More specifically, local authorities use the results of internal evaluation in their annual report about the status of learning at their schools (see Section III). There are no consequences for schools with poor results; though some of them might receive support or guidance from either the local authority or national authorities.

Section III. Other approaches to quality assurance

The aim of the national inspection, established in 2006, is to ensure compliance of school providers' activities with education legislation. Inspection is initiated by the Directorate for Education and Training, on behalf of the Ministry of Education and Research. The Directorate for Education and Training establishes the annual focus of inspection. The inspectors at the county governors' offices (regional representatives of the central authorities) are responsible for carrying out inspections of school providers (counties, municipalities, and private schools providers). Since 2009, inspectors have also been tasked with ensuring that school providers (i.e. municipalities for primary and lower secondary levels) have an effective quality system in place and are able to change their practices if shortcomings or infringements are identified. In particular, inspectors check that school founders comply with their statutory obligations to ensure that children and young people have an equal right to education, regardless of gender, social and cultural background, where they live, or any special needs.

The Directorate for Education and Training determines which issues and indicators will be the focus of inspection for the year in question. The issues are chosen on the basis of risk analyses carried out using data from international studies, statistics, examinations, national test results, user surveys and questionnaires.

When the subject for an inspection period is decided, control questions are developed based on the provisions of the Education Act or other legal documents. The Directorate develops quality indicators and guidelines for the audit.

The Directorate for Education and Training always seeks to make sure that every school/municipality inspected is judged against and meets the same criteria. To achieve this, the common Handbook of Inspection Methods must be used in every inspection.

In addition to inspections instigated by the national authorities, county governors may also initiate inspections in their own areas. These are based on the county governor´s own analysis of need, but must be carried out according to the principles stated in the common Handbook of Inspection Methods. About half of the inspections instigated by county governors are devoted to issues of local importance.

Every year, a sample of schools and municipalities are selected for evaluation. To make sure that the inspections focus on the most significant areas, both the Directorate and the county governors carry out risk analyses. These analyses take a range of different sources of information into consideration. For example:

- serious complaints regarding a school/ municipality;
- media coverage;
- scores on national tests and outcomes of national/local surveys;
- other local knowledge of the school/ municipality.

Inspectors focus primarily on school founders. They do not visit classrooms. Schools are involved via interviews with key people. One of the main focuses of the external evaluation is checking the effectiveness of communication between local authorities and school heads.

If an infringement is discovered or reported, inspectors will inform the school provider via an inspection report and will order the school provider and the school to rectify the problem. In the case of non-compliance with legislation, inspectors will follow up to ensure that the necessary changes have been implemented and that the school meets all legislative requirements.

The Directorate is responsible for providing a summary report for the Ministry of Education. This is an overview of the findings of all the county governors' inspection reports from the previous year.

The inspection reports are published.

Norway introduced a new approach to inspections in 2014, which combines guidance and inspection. The intention is to improve schools' and their providers' understanding of how to comply better with the regulations. Before every inspection the municipality and school leaders are provided with relevant guidance materials, invited to meetings on the subject of inspection, and given a self-assessment scheme in order to prepare for the inspection. After the inspection, more guidance will be offered through conferences based on inspection experiences.

National authorities carry out the monitoring of the education system as a whole by collecting information about schools from different sources, such as public statistics, examination results, mandatory national tests and user surveys. National authorities develop the annual national tests in basic skills.

Student results from national tests and examinations are displayed at school and are publicly available at municipality, county and national level (see Section II.3).

Norway participates in several international comparative studies, including PISA, TALIS, (OECD) and TIMSS, PIRLS, ICCS, ICILS, TEDS-M and TIMSS Advanced (IEA).

Municipalities are responsible for ensuring the quality of schooling in primary and lower secondary schools. National authorities require all school providers (i.e. municipalities for primary and lower secondary schools and counties for upper secondary schools) to have suitable quality assessment systems which implies that they develop procedures for evaluating and following up school results. Since 2009, local school providers have been obliged

to produce an annual report on the state of learning in their schools and submit it to local politicians who use it as the basis of their discussions on education and quality improvement in schools. The report should contain information on indicators relating to the learning environment, learning outcomes and early school leaving in upper secondary education and vocational training. School providers may add other indicators relevant to local circumstances.

Section IV. Reforms

No planned reforms.

Turkey

Section I. External evaluation of schools

1. Purpose of external evaluation and responsible bodies

The Guidance and Control Directorate of the Ministry of National Education ([171]) (MoNE) exercises overall responsibility for the external evaluation of schools. The Directorate creates rules and guidelines for school supervision and ensures that these guidelines are applied. To ensure consistency in the application of the standards across cities, the directorate facilitates the coordination of Provincial Education Inspectors' Units.

The Guidance and Control Directorate prepares a three-year work programme and annual activity plan, taking into account the Strategic Plan ([172]) of the MoNE. This programme is approved by the MoNE. The work programme is revised each year in line with the evaluation results. The Provincial Education Inspectors' Units produce annual operating plans in line with the three-year work programme and send them to the governor for approval 15 days before the start of the academic year.

It is the Provincial Education Inspectors' Units operating under the Provincial Education Directorates that are responsible for assessing schools and officially responsible for external evaluation. There is a three-year annual guidance and supervision programme.

The main purpose of external evaluation is to check schools' compliance with existing legislation and provide guidance for improvement. Inspectors seek to identify problems, propose appropriate solutions, improve practices, improve performance and quality, enable schools to make better use of public resources and help school staff meet these aims.

2. Evaluators

External evaluation is carried out by education inspectors who are civil servants employed by Provincial Education Inspectors' Units. Prospective Inspectors must undertake a two-tier competition comprising a written and oral examination administered by the Ministry of National Education. To be admitted to this competition, the candidate must hold a four-year bachelor's degree in one of the fields relevant to the area as specified in the examination guide (e.g. education, science and literature, law, political science, economics and administrative sciences etc.) and be under the age of thirty-five. There are two possible pathways to become an education inspector: eight years' teaching experience within the Ministry; or by direct application, having first obtained a specified minimum score from the Public Personnel Selection Examination

Candidates successful in the competition (written exam and theoretical exam) are appointed as assistant inspectors whose training takes three years. The three-year training programme is comprised of three phases: basic training, theoretical training and one last year of on-the-job training. It is essential that assistant inspectors work with mentor-inspectors on issues such as guidance, supervision, examination and investigation. A proficiency examination is taken on a date determined by the examination committee. Examinees scoring

([171]) http://www.meb.gov.tr/english/indexeng.htm

([172]) The annual activity plan sets out the evaluation activities to be carried out that year while the strategic plan is the main educational policy document of MoNE setting out educational goals and the activities to achieve these goals over four years.

70 % or more are considered successful. Successful assistant inspectors are assigned as education inspectors.

In line with the Ministry principles specified in the relevant legislation, inspectors can undertake in-service training to update their existing professional knowledge or increase and develop their expertise. As needed, inspectors who work in the provinces can be appointed to the Guidance and Control Directorate. Since education inspectors appointed within this Directorate are selected from those serving in the Provincial Education Inspectors' Units, the qualities and experience of these two groups are similar.

3. Evaluation framework

Inspectors carry out their school evaluation activities following the 'School Guidance and Control Guidelines' prepared by the Guidance and Control Directorate for the different school types and levels. Inspectors are required to identify, examine and evaluate reliable information and documentation to achieve the audit objectives. Control principles and guidelines shape inspectors' working methods but do not limit their ability to control and do not pose an obstacle to the development of auditing practice. The School Guidance and Control Guideline serves as a framework for the areas to be addressed during inspections. The framework includes five main areas to be evaluated: (1) education and training activities, (2) management activities, (3) financial processes, (4) monitoring and evaluation processes, and (5) evaluation of school management. Each domain is subdivided into various areas. For instance, in the 'education and training activities' area, educational processes such as preparation, measurement and evaluation, guidance activities, social activities, the physical condition of the school and student outcomes are evaluated. The 'financial processes' area deals with the effective and efficient use of financial resources; and the 'monitoring and evaluation' area addresses to what extent the school has implemented the suggestions made at the previous inspection, i.e., the improvement measures taken by the school.

In school evaluation, it is essential to combine the tasks of corruption and fraud prevention with educational development and mentoring. Emphasis is given to the analysis of educational processes and outcomes in accordance with the legislation as well as pre-determined goals and objectives. The main focus of school evaluation is schools' compliance with regulations in the areas mentioned above.

4. Procedures

School evaluations are done on a three-year basis. While evaluating schools, the processes of data collection, analysis and interpretation are coordinated by the Guidance and Control Directorate of the MoNE and conducted by the inspectors of the Provincial Education Inspectors' Units.

In school evaluations, the inspector carries out a prior investigation by collecting all the information that might be needed before the guidance and audit. The documents examined include legislation, strategic plans, quality standards and main school policy documents. The latter might include reports on previous audits, information about school staff i.e. job allocations, job descriptions, qualifications, staff disciplinary procedures, etc.

Examination of the material gathered in the planning phase determines the focus of the school guidance and supervision visit. In the planning phase, the potential problem areas are identified and put in order of priority according to their level of impact.

The external evaluation visit lasts a maximum of three days. During the evaluation, in addition to the analysis of the school administrative documents, classroom observations are undertaken and interviews are held with school staff as well as with parents and students on the school council. Before the report is drafted by the inspectors, a meeting is held with the school management and teachers to share the results of the external evaluation and receive feedback. At the end of the evaluation, a report is presented to the school administration. In return, the school management prepares a 'school development plan' based on the results of the evaluation within one month of the evaluation. The implementation of this plan by the school is monitored by education inspectors. In this way,

inspectors support the school administration and teaching staff to produce solutions that will improve school performance. Inspectors must back up their findings with sufficient evidence.

5. Outcomes of external evaluation

Within one month of receiving the guidance and control (evaluation) report, schools must prepare a School Development Plan in line with the findings and recommendations (problems and solutions) and send this plan to the Provincial Educational Inspectors' Unit, a body within the provincial organisation of the ministry. The school practices specified in the plan are monitored and evaluated by the Unit. Monitoring and evaluation could also be carried out as new guidance and supervision work depending on the subject. The Guidance and Control Directorate acts as the coordinating body across the country for post-evaluation monitoring.

6. Reporting of external evaluation findings

At the end of the evaluation, a report prepared by the inspectors is presented to the school and the Provincial Education Inspectors' Unit. A summary report covering information from all evaluations carried out at the provincial level is submitted to the Guidance and Control Directorate of the Ministry. The evaluation results are not shared with any bodies outside the Ministry.

Section II. Internal evaluation of schools

1. Status and purpose

Self-evaluation is carried out within the framework of the 'Ministry of National Education Quality Management System Directive'. Under this directive, which entered into force in November 1999 and was revised in January 2014, self-evaluation became compulsory for schools. Self-evaluation is done annually within the Education Quality Management System in all types of education institutions operating under the MoNE. Institutions regularly and systematically carry out their self-evaluations, reporting their review and improvement activities within the specific criteria. The main goal of self-evaluation is to establish the quality management system in schools.

Reporting procedures are different for each type of school, and templates including the relevant criteria have been provided.

2. Parties involved

Within the Quality Management System in Education, self-evaluation is carried out according to the programme announced by MoNE. A self-evaluation team is set up in each school comprising the principal, other school administrators, teachers, students, parents and other stakeholders (i.e. members of the school-parent association or members of the local business community).

3. Evaluation tools and support

Under the 'Ministry of National Education Quality Management System Directive' evaluation focuses on the following areas:

- leadership;
- school development plan;
- human resource management;
- cooperation and other resource management;
- process management;
- satisfaction levels;
- performance outcomes;
- financial results.

Reliability, objectivity, transparency are essential in the evaluation process.

4. Use made of internal evaluation results

Schools identify areas for improvement through the self-evaluation process; they then plan and subsequently implement the necessary changes. Moreover, continuity in the process is assured by them observing and evaluating their practices.

Schools' self-evaluation reports are evaluated initially by district quality boards, then by provincial quality boards. The best reports in each category are sent to the MoNE. The most successful institutions in the country are therefore identified as a result of the evaluation

reports and field visits. Successful institutions are awarded with quality prizes (see below). Furthermore, best practices are shared in meetings organised by MoNE with the participation of the successful schools, management and staff from MoNE as well as provincial and district education directorates, members of parliament and the press.

Two quality rewards are given in two basic categories called 'Quality Institution of the Year' and 'Quality Team of the Year'. There are four sub-categories of award: 'Primary Institution of the Year', 'General Secondary Institution of the Year', 'Vocational and Technical Education Institution of the Year' and 'Non-Student Institution of the Year'.

The aim of this award system is to establish the quality management system in education in the institutions that belong to central, provincial and abroad organization and to provide awards to the most successful institutions and teams.

Section III. Other approaches to quality assurance

Individual teacher evaluation is carried out only when there is a complaint against a teacher. Moreover, in accordance with the Regulation on Secondary Education Institutions, school heads are required to observe teachers in the classroom once every semester. However, this class visit is made for guidance purposes rather than teacher evaluation.

A performance evaluation system was introduced for school heads in March 2014. According to this system, school heads are appointed for a four year-period. At the end of this period, they are subject to an evaluation conducted by various stakeholders, including the chair of the student board; the chair and deputy chair of the school-parent association; two teachers elected by the board of teachers, the most senior and junior teacher; the unit manager in the Provincial Education Directorate responsible for the school; the unit manager in the Provincial Education Directorate responsible for human resources; and the head of Provincial/District Education Directorate. A standard evaluation form is used. School heads who obtain a minimum 75 % in the evaluation are appointed for another four-year period.

Aggregated student results of national tests are not directly delivered to school staff by MoNE. However, individual student results may be accessed online by the school staff. Schools commonly make their own aggregated analysis of their performance.

Section IV. Reforms

No planned reforms.

ŠVIETIMO, GARSO IR VAIZDO BEI KULTŪROS VYKDOMOJI ĮSTAIGA

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EC-04-14-939-LT-N

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