



**Inspections as a twin vehicle for  
school development and National  
control?**



***He who increases his knowledge, increase his pain***

(Ecclesiastes 1:18 - King James Bible Online)

## Introduction

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*Thank you for sharing!*



Inspections are one of several instruments deployed to improve the Norwegian educational system.

How does ‘inspection’ interact in combination with other measures aimed at developing our educational system?

- The Norwegian context
- How the inspection is positioned and works in the system





## THE NORWEGIAN EDUCATIONAL SYSTEM:

1. **KINDERGARTEN:** age 1 - 6 (voluntary but a statutory right from the age of two)
2. **PRIMARY:** age 6 - 13 (mandatory)
3. **LOWER SECONDARY:** age 13 - 16 (mandatory)
4. **UPPER SECONDARY:** age 16+ (voluntary but a statutory right)
  - General studies - three years, must normally be taken within five years.
  - Vocational subjects - two years at school and two years apprenticeship for a craft certificate, or two years plus one year supplementary studies qualifying for higher education. There are also other alternatives.

# Facts and figures

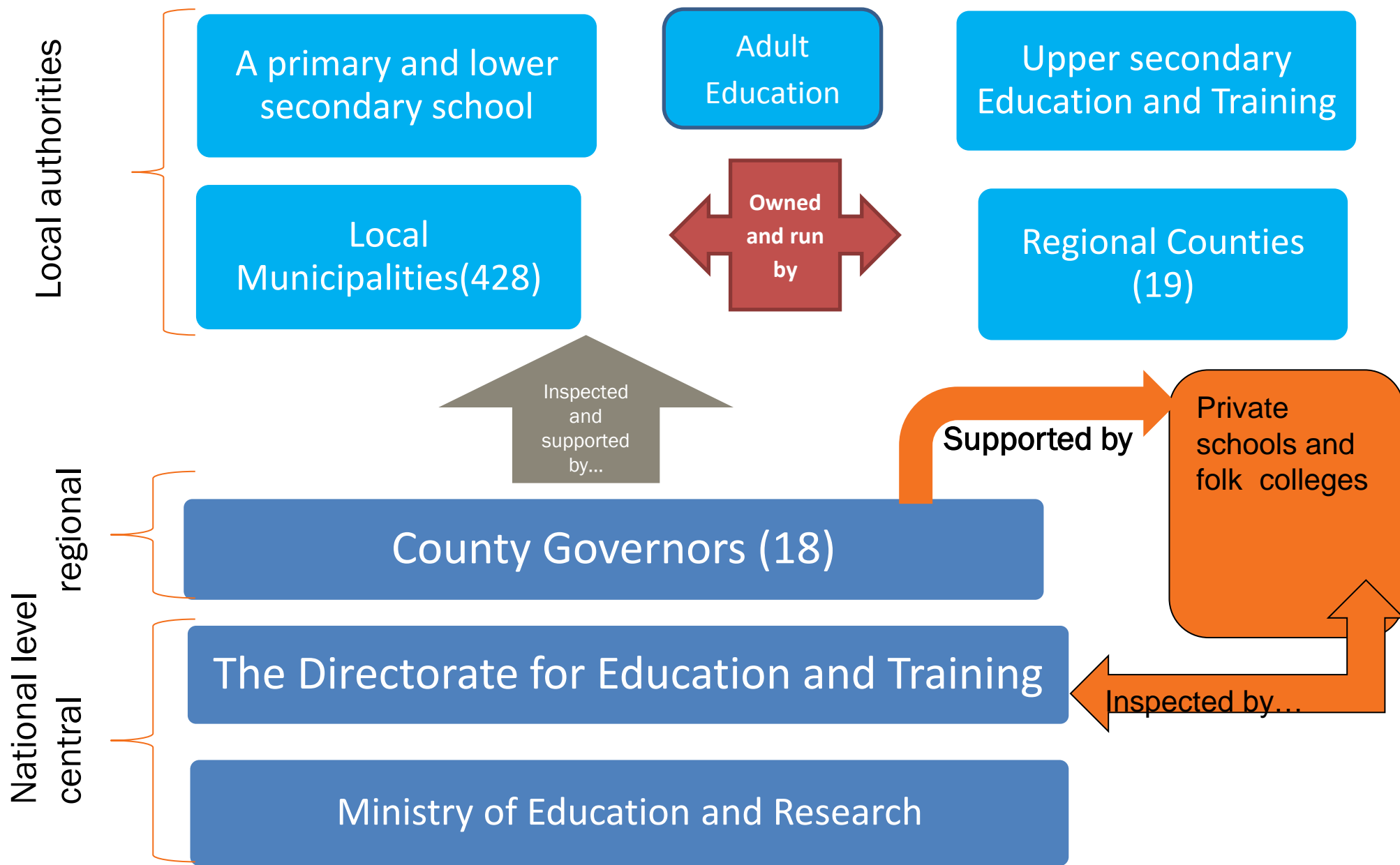
## 19 counties

- 427 upper secondary schools
- 199 554 pupils
- 22 763 teachers

## 428 municipalities

- 2957 primary and lower secondary schools
- 614 894 pupils
- 57 460 teachers
- 6273 Kindergartens (53 % private)





## We all look for an optimal mix...

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Capacity-  
building



Standards



Assessment



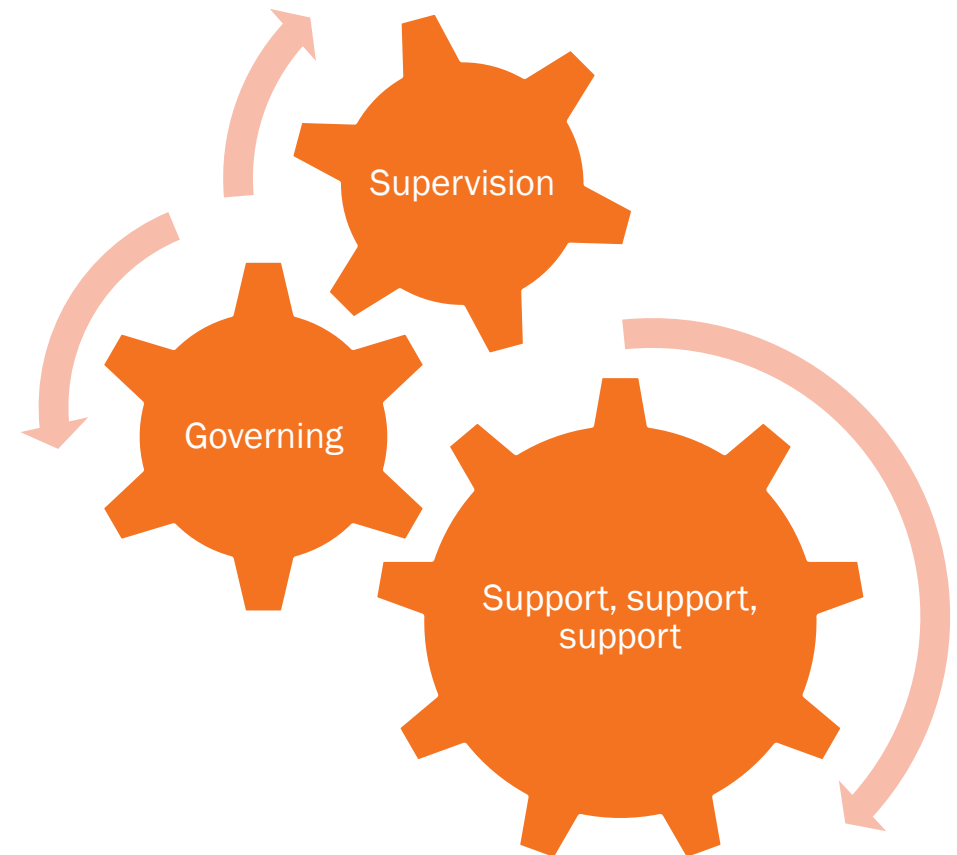
# The Norwegian Directorate for Education and Training

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Ambitions: Optimize change of right mix,  
holistic approach, release synergies

- Curriculum planning
- Examinations and tests
- Knowledge development
  - inspections, statistics, feed-back, research at all levels
- International comparisons

Setting standards through  
assessment/feedback-systems  
Capacity building





## National goals –> local implementation: Legal framework

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### Inspection: Governance

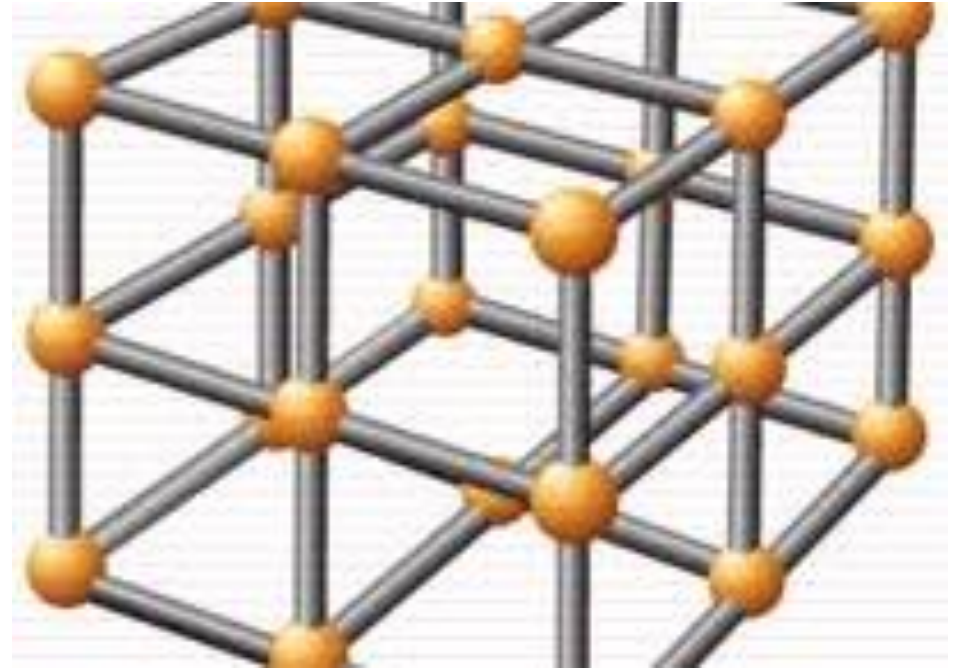
- Guidance: Know and understand the framework
- Self evaluation: Tools to «self inspect»
- Inspection: Compliance

### An ambulatory team of advisors

Support schools own development and initiate change through:

- External evaluation
- Internal evaluation

Based on analysis of schools improvement areas.



## Symbioses and dilemmas support and pressure

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Audit

Inspection

PRESSURE

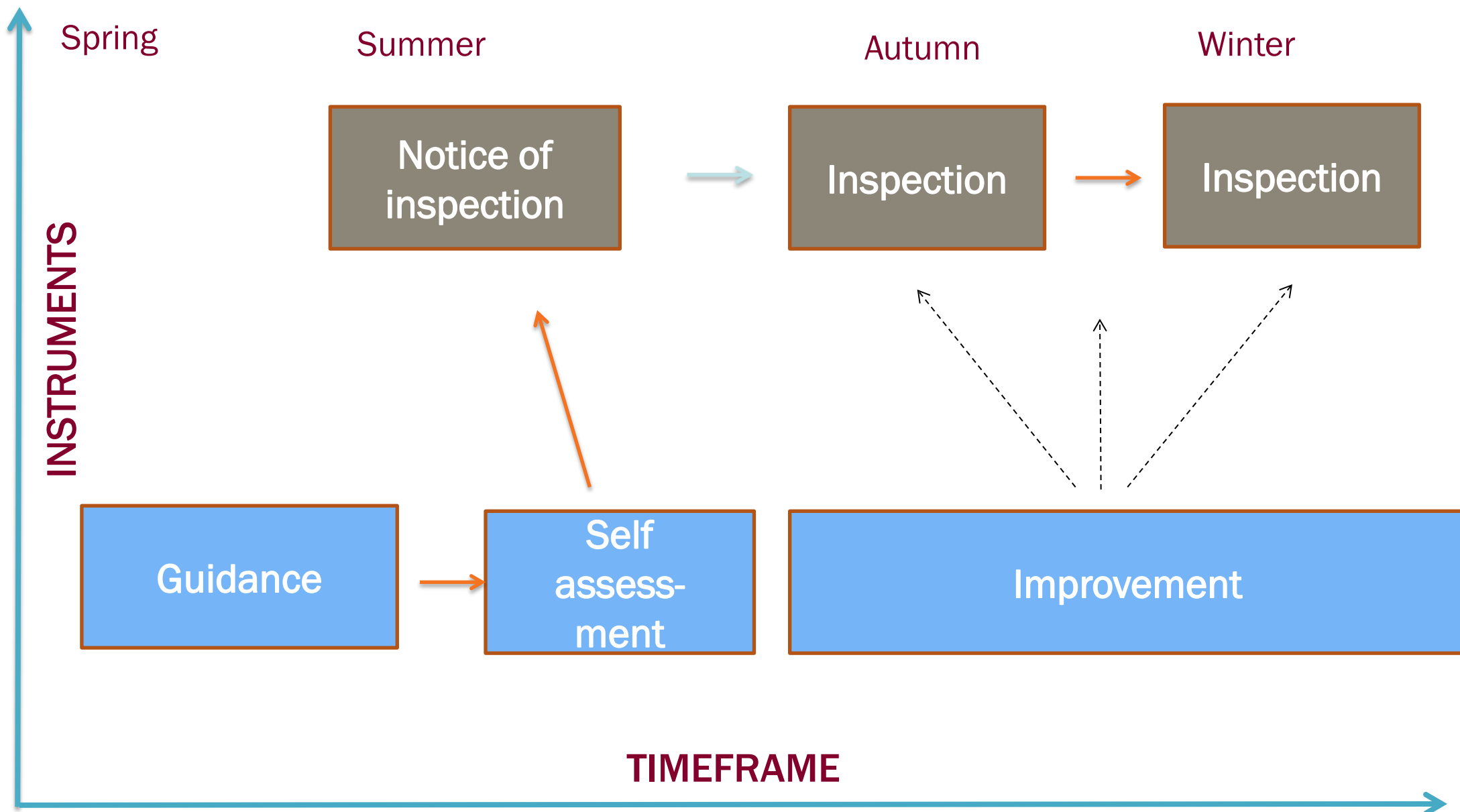
Activity  
assessment

SUPPORT

School  
evaluation

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## AN EXAMPLE OF SYMBIOSES?



## Statements on impact of inspection – school leaders

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- 80% ‘The inspection is an important corrective for guiding the school’s activities in the right direction’
- 72% ‘The feedback shows that the advisory inspection is of great value to the school’
- 58% ‘The National inspection made us aware of weaknesses we had not identified on our own.»

# Symbioses and dilemmas

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## Great expectations

- ✓ A common strategy: all parties pull in the same direction in a coordinated effort
- ✓ Control many of the factors of input
- ✓ Governance/control AND support in a 'symbiosis' - i.e. internal and external evaluations
- ✓ Strong focus on individual rights (equality and due process) AND at the same time focus on the organizations ability to deliver

## Pride and prejudice?

- ÷ Strong state – weak municipalities? Who sets the agenda?
- ÷ State as both whip and carrot?
- ÷ One-size-fits-all?
- ÷ What works?
- ÷ Cannibalism? Who eats who?
- ÷ New development – law and pedagogics work in unison





**Crowds panic as flooding threatens Ireland...**