

Assicurare la qualità dell'istruzione

*Politiche e approcci alla
valutazione delle scuole
in Europa*

Rapporto Eurydice





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*Istruzione e
formazione*

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PREFAZIONE



In un momento in cui l'Europa ha reso la crescita economica la sua priorità politica, come indicato dal Presidente della Commissione Europea Jean-Claude Juncker nelle sue linee guida politiche, l'attenzione è stata posta come mai prima sui sistemi educativi: migliorare la qualità dell'istruzione è fondamentale per ristabilire la crescita economica di lungo termine e la creazione del lavoro in Europa.

Migliorare la qualità e l'efficacia dell'investimento nell'istruzione in Europa è uno degli obiettivi chiave del Quadro strategico europeo per l'istruzione e la formazione (ET 2020). Un'istruzione di alta qualità è fondamentale per il lavoro, la coesione sociale e il successo economico e sociale in Europa. Tuttavia, la qualità deve essere monitorata e migliorata continuamente, e richiede quindi dei sistemi di assicurazione della qualità che coprano tutti i livelli di istruzione.

Nel maggio 2014, i ministri dell'educazione nazionale dei paesi europei riconoscevano il ruolo importante dei meccanismi di assicurazione di qualità per aiutare gli istituti di istruzione e formazione e i decisori politici a rispondere alle sfide di oggi. Tuttavia, i sistemi di assicurazione di qualità devono basarsi su principi che vanno oltre il semplice approccio *checklist*: dobbiamo promuovere una cultura che si batte per migliorare costantemente la qualità dell'insegnamento e dell'apprendimento. Gli Stati membri sono incoraggiati a sviluppare e promuovere tale cultura, garantire la trasparenza dei risultati della valutazione della qualità – un processo che la Commissione europea deve rafforzare promuovendo l'apprendimento reciproco in questo campo.

In questo contesto, ho il piacere di presentare la seconda pubblicazione di Eurydice sulla valutazione delle scuole: *Assicurare la qualità dell'istruzione: Politiche e approcci alla valutazione delle scuole in Europa*. Questa pubblicazione fornisce un quadro completo su come 32 paesi europei valutano la qualità delle proprie scuole. Il rapporto effettua una comparazione tra approcci, strutture e ruolo svolto dai sistemi di valutazione esterna e interna delle scuole, analizzando le procedure, gli strumenti, le qualifiche dei valutatori e l'uso che viene fatto dei risultati.

La pubblicazione apporta un notevole contributo al dibattito sull'assicurazione di qualità delle scuole. Basandosi sui dati raccolti attraverso la rete Eurydice, fornisce un'analisi comparativa europea e profili nazionali dettagliati, ricchi di informazioni, che mostrano la diversità e il dinamismo del settore. Mostra che a livello europeo, la valutazione delle scuole sta indubbiamente cambiando, muovendosi costantemente verso approcci più inclusivi, basati sul dialogo e globali.

Invito tutti i professionisti e i decisori politici che lavorano sulla valutazione delle scuole a fare un buon uso di questo rapporto quando dovranno definire politiche, analizzare sistemi e valutare metodologie. Sono sicuro che questa pubblicazione sarà utile per il lavoro futuro in Europa.

Tibor Navracsics

Commissario per l'Istruzione, la cultura, la gioventù e lo sport

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PRINCIPALI RISULTATI

Migliorare la qualità dell'istruzione e della formazione è un punto fondamentale del dibattito politico sull'istruzione sia a livello nazionale che europeo. A livello europeo, è stata ampiamente riconosciuta la necessità di politiche e sistemi volti a garantire e migliorare la qualità dell'istruzione. Nel 2014, il Consiglio ha invitato la Commissione europea a rafforzare l'apprendimento reciproco e a sostenere gli Stati membri nello sviluppo dei propri sistemi di assicurazione della qualità ⁽¹⁾. Questo rapporto offre un quadro specifico per paese e un quadro comparativo della valutazione delle scuole in Europa, per promuovere la condivisione delle conoscenze relative alle modalità di miglioramento della qualità dei sistemi educativi. Tratta la valutazione delle scuole che offrono istruzione obbligatoria a tempo pieno in tutti gli Stati membri dell'UE, in Islanda, Norvegia, nell'ex Repubblica jugoslava di Macedonia e in Turchia.

La valutazione delle scuole è volta a monitorare o migliorare la qualità della scuola nel suo insieme. Può far riferimento a una vasta gamma di attività scolastiche, compreso l'insegnamento e l'apprendimento e/o tutti gli aspetti della gestione scolastica. Esistono due principali tipi di valutazione scolastica: la valutazione esterna, svolta da valutatori che non fanno parte del personale della scuola in questione, e la valutazione interna, svolta principalmente dai membri del personale della stessa.

La valutazione delle scuole è un approccio diffuso usato nell'assicurazione di qualità in Europa. In 26 paesi, vengono svolte sia la valutazione esterna che la valutazione interna delle scuole. La situazione dei paesi in cui la valutazione delle scuole non è un aspetto importante del loro sistema di assicurazione della qualità non deve essere fraintesa. La valutazione delle scuole è un possibile metodo di assicurazione di qualità, che spesso coesiste con altri tipi di approccio, come il monitoraggio dell'intero sistema educativo o la valutazione degli insegnanti. I paesi in cui la valutazione delle scuole è poco sviluppata possono avere un considerevole raggio di azione per la valutazione del sistema educativo nel suo insieme, dell'offerta educativa delle autorità locali o dei singoli insegnanti.

Il presente rapporto ha rivisto gli aspetti chiave delle strutture e dell'organizzazione della valutazione esterna e interna delle scuole in Europa nel 2013/14. Nelle pagine seguenti vengono riportati i principali risultati di questo studio, insieme alle iniziative nazionali che potrebbero ispirare lo sviluppo futuro di politiche di altri paesi europei, e riflessioni su diversi modelli di responsabilità delle scuole che emergono da questa analisi. Dove possibile, le conclusioni riportate evidenziano anche le tendenze rispetto al primo rapporto di Eurydice ⁽²⁾ sullo stesso argomento (2004).

VALUTAZIONE ESTERNA DELLE SCUOLE

La valutazione esterna delle scuole, già ampiamente usata agli inizi degli anni 2000 come approccio all'assicurazione di qualità (Eurydice, 2004), è stata introdotta o è in fase di introduzione su base sperimentale in alcuni altri paesi. Rispettivamente nel 2007 e nel 2009, la Francia e la Comunità germanofona del Belgio hanno ampliato l'oggetto dei loro sistemi di valutazione, in precedenza incentrati sui singoli insegnanti. Inoltre, Danimarca e Svezia, dove il sistema di valutazione era incentrato principalmente sulle autorità locali ⁽³⁾, hanno rafforzato il ruolo delle autorità centrali nella valutazione esterna delle scuole rispettivamente dal 2006 e dal 2003. Infine, in Italia e Ungheria, dove la valutazione delle scuole non era un elemento fondamentale dell'assicurazione di qualità in ambito educativo, sono stati introdotti degli approcci più completi su base sperimentale.

⁽¹⁾ Conclusioni del Consiglio del 20 maggio 2014 sulla garanzia della qualità a sostegno dell'istruzione e della formazione, GU C 183, 14.6.2014.

⁽²⁾ Eurydice, 2004. *Valutazione delle scuole dell'istruzione obbligatoria in Europa*. Bruxelles: Eurydice.

⁽³⁾ Le autorità locali sono responsabili della valutazione della propria offerta educativa e loro stesse vengono valutate da autorità o agenzie educative centrali.

Nella maggior parte dei paesi l'ispettorato di livello centrale è responsabile della valutazione esterna delle scuole

In 27 dei 31 sistemi educativi in cui viene svolta la valutazione esterna delle scuole, ne è responsabile un organo centrale/di livello superiore, spesso chiamato "ispettorato". In Danimarca, Lituania e Islanda, la responsabilità della valutazione esterna delle scuole è condivisa tra livello centrale e regionale o locale. In Estonia, Ungheria, Austria, Polonia e Turchia, gli enti regionali o sub-regionali sono responsabili dell'implementazione della valutazione delle scuole, che comporta diversi livelli di standardizzazione negli enti decentrati. Infine, in Estonia, Slovacchia, Regno Unito (Inghilterra, Galles e Scozia) e nell'ex Repubblica jugoslava di Macedonia, le autorità locali o i fondatori delle scuole a livello regionale hanno alcune responsabilità di valutazione per le scuole che gestiscono, sulla base dello stesso metodo di valutazione esterna delle scuole usato dall'ente di livello centrale (o regionale).

Nella maggior parte dei paesi, per fare domanda per un posto, sono richiesti una qualifica di insegnante e un certo numero di anni di esperienza professionale in una scuola, come insegnante o in una posizione amministrativa. In una dozzina di paesi, i candidati con un maggior numero di qualifiche, acquisite in ambiti come istruzione, ricerca o psicologia, ed esperienze professionali di diverso tipo, possono diventare valutatori esterni. Alcuni paesi (come Italia e Islanda) considerano la partecipazione di persone con esperienze acquisite al di fuori delle scuole, in ambiti quali la ricerca nella valutazione, come un requisito e un vantaggio per le equipe di valutatori esterni.

I criteri usati nella valutazione esterna delle scuole spesso sono altamente standardizzati

Nella maggior parte dei casi, la valutazione esterna delle scuole si incentra su una vasta gamma di attività scolastiche, che comprendono i compiti educativi e amministrativi, i risultati degli studenti e il rispetto dei regolamenti. A sostegno del proprio lavoro, i valutatori fanno riferimento a un quadro deciso a livello centrale che stabilisce in modo strutturato e uniforme i punti focali della valutazione esterna e gli standard che definiscono una "buona" scuola.

Una dozzina di sistemi educativi non seguono questi modelli a vari livelli. Alcuni approcci alla valutazione esterna delle scuole si focalizzano solo su aspetti specifici del lavoro scolastico come il rispetto dei regolamenti (Estonia, Slovenia e Turchia) o il "livello di studio" (gruppi di insegnamento in un dato ambito di studio) (Comunità francofona del Belgio). In Francia, dove il sistema di ispezione è più incentrato sul personale scolastico, non esiste un protocollo standardizzato che definisce il contenuto e le procedure della valutazione esterna delle scuole. In Svezia, l'ispettorato è autonomo per quanto riguarda i criteri valutativi da considerare e li basa sulla Legge sull'istruzione, sui regolamenti scolastici e sui curricula dell'istruzione obbligatoria. Infine, in Danimarca, gran parte del processo di valutazione esterna è definito dalle singole municipalità, con il sostegno dell'autorità centrale.

Le procedure di valutazione delle scuole presentano un quadro piuttosto omogeneo

Nonostante le differenze relative al campo di azione e alla gamma di attività valutate, l'implementazione della valutazione esterna delle scuole in Europa si basa su una struttura molto omogenea che consiste in tre fasi: (1) analisi, (2) visita e (3) rapporto. Tutti i paesi che prevedono la valutazione esterna hanno procedure che riflettono questo schema. Inoltre, in molti sistemi educativi, viene messa a disposizione dei valutatori un'ampia e ricca varietà di strumenti, dando così la possibilità di diversificare le fonti di informazione, aumentando il dialogo con i principali soggetti interessati e arrivando a conclusioni chiare e basate sull'esperienza. Anche se esistono differenze, come ad esempio il livello di autonomia dei valutatori nella scelta di specifici strumenti o l'obiettivo esplicito per cui sono usati, in generale vi è un quadro convergente nell'insieme che mostra una struttura solida e strumenti adeguati.

Approcci basati sul rischio e attività di miglioramento sono praticati in un numero molto limitato di paesi

L'analisi dei processi adottati per la valutazione esterna mostrano anche due pratiche interessanti usate in pochissimi paesi: l'approccio basato sul rischio e le attività di miglioramento.

- In sei sistemi educativi (Danimarca, Irlanda, Paesi Bassi, Svezia e Regno Unito (Inghilterra e Irlanda del Nord)), negli ultimi anni è stato introdotto un approccio basato sul rischio. Questo metodo viene usato per focalizzare il lavoro dei valutatori sulle scuole che non stanno rispettando gli standard previsti (Danimarca, Irlanda, Paesi Bassi e Regno Unito (Inghilterra)), o per scegliere tra diverse tipologie di ispezione (Svezia e Regno Unito (Irlanda del Nord)). L'approccio ha implicazioni sul rendimento, sia budgetario che in termini di focalizzazione dell'attenzione e delle risorse laddove sono più necessarie, ma si riferisce anche all'accuratezza e alla pertinenza degli indicatori presi in considerazione. Inoltre, rafforza il ruolo della valutazione esterna come processo volto a individuare le debolezze del sistema e potenzialmente può avere l'effetto contrario di rendere invisibile la buona pratica. Comunque, l'approccio basato sul rischio e le sue implicazioni potrebbero essere studiate ulteriormente e oltre a poter costituire un'area in cui i paesi cooperano imparando gli uni dagli altri.
- In pochissimi sistemi educativi (Francia (ISCED 1), Lituania, Polonia e Regno Unito (Inghilterra, Galles e Irlanda del Nord)), le valutazioni esterne non sono volte solo a trovare difetti nel rendimento delle scuole, ma anche ad aumentare la visibilità di quelle che stanno agendo bene e che stanno ottenendo buoni risultati. Il metodo che usa la valutazione esterna come strumento per individuare e dare visibilità alle buone pratiche permette di individuare e condividere le esperienze su ciò che funziona e in quali circostanze si rivela positivo per la scuola e per il sistema. Inoltre, rende più ampia la valutazione esterna e fornisce un percorso per ulteriori sviluppi del suo ruolo e del suo funzionamento.

L'uso dei risultati della valutazione mostra concezioni diversi di accountability della scuola

L'analisi di come la valutazione esterna è concepita e organizzata nei diversi sistemi educativi sembra indicare modi alternativi di vedere l'accountability della scuola. In linea con Harris e Herrington (2006)⁽⁴⁾, distinguiamo tra responsabilità basata sul governo e responsabilità basata sul mercato. Con tutte le dovute considerazioni sulle differenze tra i sistemi educativi in Europa e quello degli Stati Uniti d'America, la dicotomia illustrata dagli autori pone a un estremo quei sistemi che devono rendere conto al pubblico o, per usare un termine preso in prestito dall'economia, al mercato, e dall'altra parte quelli per i quali lo Stato, o l'autorità pubblica competente, è responsabile della qualità dell'educazione e devono quindi garantire che le scuole rispettino gli standard stabiliti. La responsabilità basata sul mercato "offre ai genitori una scelta più ampia di scuole da far frequentare ai loro figli" (Harris & Herrington 2006, p. 221) e innescano dinamiche di mercato in cui le scuole devono rendere e competere per gli studenti sia per varietà che per qualità dell'offerta. La responsabilità basata sul governo delega la gestione degli strumenti che possono influire sul rendimento delle scuole all'autorità competente. Questi strumenti consistono in incentivi, sanzioni, stanziamento di fondi che dipendono dagli indicatori socio-economici, ecc.

I due pilastri fondamentali dei sistemi di responsabilità basati sul mercato sono l'accesso all'informazione e la libertà di scelta di genitori e alunni. Nei sistemi di responsabilità basati sul governo, la distribuzione degli studenti nelle scuole si basa su regole predefinite che valgono per tutti, e le informazioni sulla qualità della scuola devono essere prima di tutto accessibili a coloro che

⁽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), pp. 209-238.

prendono le decisioni relative al sistema. I due indicatori che sembrano inserire i sistemi in una o nell'altra categoria sono: (1) la pubblicazione del rapporto di valutazione esterna, e (2) il livello di libertà di genitori/alunni nella scelta della scuola⁽⁵⁾. Un rapporto reso pubblico nell'ambito di un sistema che conferisce pieni poteri a genitori e alunni nella scelta della scuola provoca dinamiche di mercato, dove il rapporto, e quindi il sistema di valutazione esterna che permette la produzione di tale rapporto, diventa una leva che può influenzare la scelta dei genitori e, di conseguenza, spingere le scuole a migliorare il rendimento. Al contrario, un rapporto che non viene reso pubblico o distribuito con delle restrizioni, in un sistema che attribuisce gli alunni alle scuole sulla base di criteri prestabiliti, come la vicinanza, sposta l'accountability delle scuole nel novero dei compiti dello Stato, che è l'ultimo responsabile dell'istruzione dei propri cittadini e del miglioramento del rendimento delle scuole.

Alcuni sistemi educativi come Belgio (Comunità fiamminga), Irlanda, Lituania, Paesi Bassi e Regno Unito (Inghilterra, Galles e Irlanda del Nord) rientrano nella visione orientata al mercato. Al contrario, per paesi come Francia, Cipro, Slovenia e Turchia, l'accountability delle scuole è innanzitutto e soprattutto nei confronti dello Stato. Tutti gli altri sistemi educativi si trovano lungo questo asse senza adottare chiaramente l'una o l'altra visione. In alcuni paesi, se i rapporti sono pubblici, vi sono pochi o nessun margine per genitori e alunni nella scelta dell'istituto scolastico (Estonia, Polonia, Portogallo e Islanda), mentre in altri un'ampia o totale libertà di scelta della scuola da parte di genitori e alunni non è accompagnata da informazioni disponibili sulla qualità della scuola (Belgio (Comunità francofona), Italia, Lettonia e Spagna), spostando i giudizi dei cittadini sulla qualità delle scuole verso le reti informali di genitori e alunni.

VALUTAZIONE INTERNA DELLE SCUOLE

Negli ultimi dieci anni, in Europa, sono aumentate le aspettative nei confronti della valutazione interna delle scuole. Dagli inizi degli anni 2000, lo status della valutazione interna delle scuole è passato da raccomandato o possibile a obbligatorio in una dozzina di sistemi educativi⁽⁶⁾. I regolamenti centrali/di livello superiore stabiliscono che la valutazione interna è obbligatoria in 27 sistemi educativi. Laddove la valutazione interna non è obbligatoria, di solito è raccomandata. Gli unici paesi in cui le scuole non sono tenute a svolgere una valutazione interna sono Bulgaria e Francia, quest'ultima limitatamente alle scuole primarie.

La valutazione interna è strutturata a vari livelli nei diversi paesi dalle autorità centrali/di livello superiore

Al di là dell'immagine generale delle scuole che svolgono la valutazione interna quasi ovunque, le politiche relative alla sua implementazione variano molto e in molti casi lasciano autonomia alle scuole su questo punto.

I paesi in cui le scuole sono obbligate a usare lo stesso quadro di riferimento dei valutatori esterni (Romania ed ex Repubblica jugoslava di Macedonia) o uno specifico quadro di riferimento per l'autovalutazione (Grecia), o in cui il contenuto del rapporto della valutazione interna è stabilito per legge (Lettonia e Slovacchia), sono invece eccezioni. Nel Regno Unito (Scozia), tutte le scuole hanno adottato lo stesso quadro di riferimento usato dai valutatori esterni sulla base di un consenso nazionale.

⁽⁵⁾ Figura 5B p. 35, EACEA/Eurydice/Eurostat 2012. *Le cifre chiave dell'istruzione in Europa 2012*. Bruxelles: EACEA P9 Eurydice.

⁽⁶⁾ Estonia (2006), Irlanda (2012), Grecia (2013/14), Croazia (2008), Italia (2011), Lussemburgo (2009), Ungheria (2011), Austria (2012), Portogallo (2002) e Regno Unito (Irlanda del Nord (2010) e Galles (2010)).

La maggior parte dei sistemi educativi hanno regolamenti che stabiliscono i soggetti da coinvolgere nei processi di valutazione interna. Possono essere suddivisi in due grandi gruppi: 16 paesi richiedono la partecipazione di una vasta gamma di soggetti interessati compresi studenti e/o genitori, mentre solo 7 paesi regolano la partecipazione dei membri del personale scolastico. Nell'ultimo caso, il coinvolgimento di altri soggetti interessati può essere comunque incoraggiato.

Il modo in cui vengono usati i risultati della valutazione interna a livello di scuola viene lasciato all'autonomia del personale scolastico. Le autorità educative, di solito, prevedono indicazioni generali sull'uso dei risultati della valutazione interna per migliorare la qualità delle scuole. Tuttavia, in una dozzina di sistemi educativi, le scuole devono usare i risultati della valutazione interna per produrre un documento strategico che stabilisca le misure di miglioramento ⁽⁷⁾. La pubblicazione dei risultati della valutazione interna è richiesta solo in Irlanda, Grecia, Lettonia, Paesi Bassi, Romania, Slovacchia, Islanda ed ex Repubblica jugoslava di Macedonia.

Quasi tutti i paesi mettono misure e strumenti di supporto a disposizione delle scuole per la valutazione interna

Senza considerare se l'autovalutazione è obbligatoria o raccomandata, tutte le scuole (tranne in Bulgaria) utilizzano almeno una (spesso di più) misura di supporto per aiutarle a svolgere le valutazioni interne. Queste includono: formazione specializzata in valutazione interna, uso di quadri di riferimento per la valutazione esterna, indicatori che permettono alle scuole di confrontarsi con altre scuole, linee guida specifiche e manuali, forum online, consulenza di specialisti esterni e sostegno economico.

Mentre in Belgio (Comunità fiamminga), Germania, Estonia, Irlanda, Spagna, Lituania, Malta, Austria, Polonia, Romania e Regno Unito, le scuole hanno cinque o più diversi tipi di misure di sostegno a disposizione, in altri paesi, queste sono più limitate. Il Belgio (Comunità francofona), ad esempio, utilizza solo indicatori che permettono alle scuole di confrontarsi con altre scuole. A Cipro (solo ISCED 2) e nei Paesi Bassi, le scuole hanno la possibilità di usare un quadro di riferimento della valutazione esterna per aiutarsi nei processi di autovalutazione, ma non esistono altre misure di supporto.

Il modo più comune di fornire supporto alle scuole, in Europa, è la predisposizione di linee guida e manuali. Ad eccezione di Belgio (Comunità francofona e germanofona), Francia, (ISCED 1), Cipro, Ungheria ⁽⁸⁾, Paesi Bassi ed ex Repubblica jugoslava di Macedonia, tutti gli altri sistemi educativi prevedono linee guida e manuali per la valutazione interna delle scuole. Dall'altra parte, il sostegno economico, è la misura di supporto meno diffusa, essendo prevista solo in Spagna e Croazia.

Nel 2004, solo un quarto dei paesi dava la possibilità alle scuole di utilizzare indicatori come i risultati dei test degli studenti per confrontare il proprio rendimento con altre scuole che lavoravano nelle stesse condizioni, o con le medie nazionali ⁽⁹⁾. Adesso, ciò accade in due terzi dei sistemi educativi, rendendo tali indicatori il secondo strumento più usato in Europa per la valutazione interna. Questa tendenza ha coinciso con l'introduzione, negli ultimi anni, di meccanismi di valutazione nazionale obbligatori in molti paesi e con il fatto che diversi paesi forniscono alle singole scuole i risultati dei test collettivi ⁽¹⁰⁾.

⁽⁷⁾ Belgio (Comunità germanofona), Estonia, Irlanda, Spagna, Lussemburgo (ISCED 1), Austria, Regno Unito (Irlanda del Nord e Scozia) e Islanda.

⁽⁸⁾ L'autorità educativa sta sviluppando un manuale di autovalutazione per le scuole.

⁽⁹⁾ Per maggiori informazioni, cfr: Eurydice, 2004. *Valutazione delle scuole dell'istruzione obbligatoria in Europa*. Bruxelles: Eurydice.

⁽¹⁰⁾ Per maggiori informazioni, cfr: EACEA/Eurydice, 2009. *Prove nazionali di valutazione degli alunni in Europa: obiettivi, organizzazione e uso dei risultati*. Bruxelles: EACEA P9 Eurydice.

RAPPORTI TRA VALUTAZIONE INTERNA ED ESTERNA DELLE SCUOLE

In 31 sistemi educativi, le scuole svolgono la valutazione interna e sono esaminate da valutatori esterni. Una forma diffusa di interdipendenza tra i due processi è l'uso che i valutatori esterni fanno dei risultati della valutazione interna. In due terzi dei sistemi educativi in cui la valutazione esterna e interna coesistono, i risultati della valutazione interna fanno parte delle informazioni analizzate durante la fase preliminare della valutazione esterna. Insieme ad altre fonti di informazione, i risultati della valutazione interna spesso permettono ai valutatori esterni di elaborare un profilo della scuola che devono visitare e focalizzare meglio il proprio lavoro. Di solito, i valutatori esterni non considerano i risultati della valutazione interna quando questa ha uno scopo e un oggetto diversi, o quando la valutazione interna non è obbligatoria o non completamente implementata.

La valutazione interna delle scuole può avere diverse caratteristiche ed essere un processo altamente strutturato con strategie dall'alto verso il basso o avere una dimensione dal basso verso l'alto ⁽¹¹⁾. Nel primo caso, criteri, procedure, o materiali di riferimento a supporto della valutazione sono stabiliti a livello centrale. Tale approccio è molto utile quando la valutazione interna è volta a fornire informazioni ai valutatori esterni. Ma può anche evitare che i valutatori esterni si focalizzino sugli ambiti più utili della scuola in questione e anche limitare i miglioramenti della qualità dell'insegnamento offerto. Al contrario, l'approccio dal basso verso l'alto ha una logica più partecipativa. Grazie a questo approccio il personale scolastico adatta i criteri e i processi della valutazione interna ai propri bisogni, con un giusto sguardo agli obiettivi locali e nazionali. Tale logica autorizza i valutatori degli obiettivi e del processo che ne segue, delegando completamente la responsabilità di definire i punti della valutazione a persone più vicine alle attività valutate. Questo approccio ha il potenziale di creare un impegno condiviso per i miglioramenti da prevedere sulla base dei risultati della valutazione. Ma gli esperti possono anche evidenziare delle debolezze, come la mancanza di competenze dei valutatori o la difficoltà di prevedere una pluralità di punti di vista quando si arriva a prendere decisioni sulle azioni di miglioramento ⁽¹²⁾.

Le autorità educative influenzano il contenuto della valutazione interna in diversi modi, ad esempio predisponendo raccomandazioni sull'uso di una lista prestabilita di criteri, fornendo linee guida e manuali, o producendo e diffondendo indicatori che permettono alle scuole di confrontarsi tra di loro. Anche se in diversi casi esistono raccomandazioni relative al contenuto della valutazione interna, è però molto raro che il processo sia interamente determinato dalle autorità educative, e laddove i regolamenti obbligano le scuole a usare gli stessi criteri usati dai valutatori esterni, sono previsti alcuni adeguamenti. Ad esempio, in Romania, le scuole sono incoraggiate ad aggiungere agli standard nazionali le proprie aree di interesse per la valutazione interna. I paesi europei tendono pertanto a lasciare spazio agli approcci partecipativi dal basso verso l'alto alla valutazione interna. Questa tendenza si riflette, in qualche modo in pratiche relative alla valutazione esterna delle scuole, come i processi dialogici sul rapporto della valutazione finale tra valutatori esterni e personale scolastico, o il coinvolgimento di alunni, genitori e comunità locale nella valutazione esterna.

⁽¹¹⁾ Eurydice, 2004. *Valutazione delle scuole dell'istruzione obbligatoria in Europa*. Bruxelles: 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 professionalités*. Bruxelles: De Boeck, pp. 21-34.

INTRODUZIONE

I sistemi di istruzione e formazione di alta qualità sono fondamentali per fornire ai giovani conoscenze e abilità adeguate e sostenere quindi lo sviluppo sociale ed economico dell'Europa. Il miglioramento della qualità dell'istruzione e della formazione è un tema costante nel dibattito relativo alla politica educativa a livello nazionale ed europeo, come dimostrato dagli obiettivi comuni e condivisi per i sistemi educativi contenuti nel quadro strategico europeo per la cooperazione nel settore ⁽¹⁾.

A livello europeo, è stata ampiamente riconosciuta la necessità di sistemi e politiche volte a garantire e accrescere la qualità dell'istruzione. Una Raccomandazione del 2001 del Parlamento e del Consiglio europeo evidenziava l'importanza di sviluppare la valutazione qualitativa delle scuole ⁽²⁾. Da allora, l'importanza di monitorare e valutare la qualità dell'istruzione è stata ribadita più volte negli anni dal Consiglio ⁽³⁾. Nel 2014, il Consiglio ha invitato la Commissione europea a rafforzare l'apprendimento reciproco e sostenere gli Stati membri nello sviluppo dei propri sistemi di assicurazione della qualità ⁽⁴⁾.

Questo rapporto offre un quadro specifico per paese e un'analisi comparativa delle strutture, degli obiettivi, delle modalità di attuazione della valutazione delle scuole in Europa, per promuovere la condivisione di conoscenze e approcci all'assicurazione di qualità nei sistemi educativi europei.

IL FOCUS DEL RAPPORTO: LA VALUTAZIONE DELLE SCUOLE

Assicurare la qualità dell'istruzione può essere intesa come l'insieme delle politiche, delle procedure e delle pratiche previste per realizzare, mantenere o migliorare la qualità in settori specifici e che si affidano a processi di valutazione. Per "valutazione" si intende un processo generale di analisi sistematica e critica di un tema definito che comprende la raccolta di dati pertinenti e porta a giudizi e/o raccomandazioni per un miglioramento. La valutazione può incentrarsi su diversi aspetti: scuole, dirigenti scolastici, insegnanti e altro personale educativo, programmi, autorità locali o può essere incentrata sul rendimento dell'intero sistema educativo.

All'interno del vasto campo dell'assicurazione di qualità, questo rapporto si incentra sulla **valutazione delle scuole** dell'istruzione obbligatoria. Riferendosi al quadro concettuale stabilito nel precedente studio di Eurydice sullo stesso tema (2004) ⁽⁵⁾, la valutazione delle scuole si concentra sulle attività svolte dal personale scolastico considerato nel suo insieme. Una valutazione di questo tipo è volta a monitorare o migliorare la qualità dell'intera scuola e i risultati sono presentati in un rapporto generale che non include informazioni sulla valutazione dei singoli insegnanti.

⁽¹⁾ Cfr. Conclusioni del Consiglio su un quadro strategico per la cooperazione europea nel settore dell'istruzione e della formazione ("ET 2020"), GU C119, 28.05.2009, p. 2.

⁽²⁾ Raccomandazione del Parlamento e del Consiglio del 12 febbraio 2001 sulla collaborazione europea per la valutazione della qualità dell'insegnamento scolastico, GU L 60, 1.2.2001, p. 51.

⁽³⁾ Cfr. Conclusioni del Consiglio e dei Rappresentanti dei Governi degli Stati membri, riuniti all'interno del Consiglio sull'efficacia e l'equità nell'istruzione e nella formazione, GU C 298, 8.12.2006, p. 3; Conclusioni del consiglio del 12 maggio 2009 sul quadro strategico per la cooperazione europea nel settore dell'istruzione e della formazione ("ET2020"), GU C 119, 28.5.2009, p. 2.

⁽⁴⁾ Cfr. Conclusioni del Consiglio del 20 maggio 2014 sulla garanzia della qualità a sostegno dell'istruzione e della formazione, GU C 183, 14.6.2014, p. 30.

⁽⁵⁾ Eurydice, 2004. *Valutazione delle scuole dell'istruzione obbligatoria in Europa*. Bruxelles: Eurydice.

La valutazione della scuola può far riferimento a una vasta gamma di attività scolastiche, compreso l'insegnamento e l'apprendimento e/o tutti gli aspetti legati alla gestione della scuola. Questo rapporto riguarda in particolare gli approcci incentrati sulle attività educative e di gestione. In questo rapporto non è presa in considerazione la valutazione scolastica svolta da valutatori specialisti e per scopi specifici (relativi al conteggio dei risultati, alla salute, alla sicurezza, agli archivi, ecc.).

La valutazione delle scuole può essere esterna o interna. Nel primo caso, viene svolta da valutatori che non sono membri del personale della scuola in questione, che spesso sono organizzati in un ispettorato e relazionano alle autorità responsabili dell'educazione. Nel secondo caso, si riferisce alla valutazione svolta principalmente da membri del personale scolastico⁽⁶⁾. Entrambe possono prevedere altri soggetti interessati in ambito scolastico, come studenti, genitori o membri della comunità locale.

Diversi fattori hanno sostenuto lo sviluppo della valutazione delle scuole come pratica diffusa per misurare e migliorare la qualità dell'istruzione nei paesi europei⁽⁷⁾. Le tendenze verso la decentralizzazione dei sistemi educativi dagli anni ottanta in poi, combinate con la più tradizionale autonomia riconosciuta a livello locale e scolastico in alcuni paesi, hanno portato a percepire le autorità locali e le scuole come attori chiave della politica educativa. In diversi paesi, le scuole hanno responsabilità decisionali relative alla gestione del personale e delle risorse, e al contenuto dell'offerta educativa. A volte, questa autonomia si è combinata con la responsabilità di definire piani strategici per il miglioramento e lo sviluppo dell'offerta educativa. Le riforme che aumentano l'autonomia scolastica hanno preparato la strada per passare la responsabilità dalle autorità educative alle singole scuole.

L'importanza della valutazione delle scuole all'interno del sistema educativo varia da paese a paese, ma ogni paese sviluppa una cultura della valutazione incentrata su diversi aspetti. La valutazione delle scuole è solo un aspetto dei sistemi di assicurazione di qualità, che può essere più o meno sviluppata a seconda del paese in questione. Per dare un'idea di come la valutazione delle scuole si riferisca all'intero sistema di valutazione, questo rapporto fornisce un'analisi per paese che offre una descrizione degli altri approcci usati nell'assicurazione di qualità.

I profili per paese offrono anche spazio per descrivere il sistema di assicurazione di qualità in paesi che non hanno un sistema di valutazione esterna, e a volte interna, delle scuole, come Bulgaria, Croazia, Grecia, Cipro (ISCED 1), Lussemburgo, Finlandia e Norvegia. Per assicurare la qualità, questi paesi si basano sul monitoraggio del sistema educativo nel suo insieme sulla base dei risultati degli studenti in valutazioni standardizzate, sulla valutazione dell'offerta educativa dell'autorità locale, o sulla valutazione degli insegnanti su base individuale. Nell'analisi comparativa vi sono alcuni riferimenti a questi paesi.

⁽⁶⁾ Il termine "autovalutazione" viene comunemente usato per fare riferimento a tutti i tipi di valutazione che avvengono nelle scuole. Per chiarire i concetti, è stata fatta una distinzione tra autovalutazione (in cui i valutatori esprimono giudizi relativamente ai compiti che svolgono loro stessi) e valutazione interna (in cui, indipendentemente dalla raccolta dei dati, il giudizio viene espresso da singole persone, o da un comitato di persone, che fanno parte del personale o degli studenti della scuola). Per gli scopi di questo rapporto, tutte le valutazioni svolte dalla scuola stessa sono considerate "interne".

⁽⁷⁾ Cfr. Eurydice, 2007. *L'autonomia scolastica in Europa. Politiche e modalità di attuazione*. Bruxelles: Eurydice.

OBIETTIVI E CONTENUTO DEL RAPPORTO

Il principale scopo di questo rapporto è di fornire una panoramica sullo sviluppo e l'organizzazione della valutazione delle scuole in Europa. Vuole anche mettere in evidenza pratiche comuni, tendenze e iniziative nazionali che potrebbero ispirare futuri sviluppi politici in altri paesi europei.

Il rapporto si divide in tre parti: una breve analisi comparativa, i profili nazionali e un glossario.

L'analisi comparativa prende in esame gli elementi chiave dell'organizzazione della valutazione esterna e interna delle scuole.

Il primo capitolo è dedicato alla valutazione esterna delle scuole. Individua i paesi in cui viene usato questo metodo e analizza brevemente la situazione negli altri paesi, mettendo in evidenza i seguenti punti:

- il tipo di organo responsabile della valutazione esterna delle scuole;
- il focus della valutazione e i criteri presi in considerazione per esprimere giudizi sulle scuole;
- le procedure (ad esempio, visite di scuole, osservazioni di classi, valutazione del rischio, consultazione dei soggetti interessati, ecc.) usate per svolgere la valutazione e l'elaborazione di un rapporto di valutazione;
- i possibili risultati della valutazione esterna delle scuole;
- la divulgazione dei risultati della valutazione;
- le principali qualifiche ed esperienze professionali richieste ai valutatori esterni.

Come qualunque processo di valutazione, la valutazione esterna e interna delle scuole implica fasi simili, compresa la raccolta dei dati e l'elaborazione di un giudizio rispetto a criteri stabiliti. Comunque, a causa dell'autonomia riconosciuta alle scuole o alle autorità locali nell'ambito della valutazione interna, le informazioni fornite in relazione alla valutazione interna sono più limitate rispetto alla valutazione esterna.

Il secondo capitolo, sulla valutazione interna, si incentra sui seguenti punti principali:

- i requisiti ufficiali stabiliti per le scuole relativamente alla valutazione interna;
- il coinvolgimento di genitori, alunni e altri soggetti interessati nei processi di valutazione interna;
- i vari strumenti e le misure di sostegno messi a disposizione delle scuole da parte delle autorità educative per svolgere le valutazioni interne;
- l'uso fatto dei risultati della valutazione interna a livello di scuola e di autorità superiore, compreso per scopi di valutazione esterna.

I profili nazionali forniscono una panoramica delle caratteristiche principali dell'approccio di ogni paese alla valutazione esterna e interna delle scuole, e degli altri approcci usati nell'assicurazione di qualità. È disponibile una guida ai profili nazionali.

Il glossario definisce i termini specifici usati nel rapporto.

OGGETTO DEL RAPPORTO E FONTI DI INFORMAZIONE

Questo rapporto fornisce una panoramica sui sistemi di valutazione delle scuole a livello primario e secondario obbligatorio a tempo pieno (inferiore e superiore) ⁽⁸⁾.

Il rapporto copre le scuole pubbliche in tutti i paesi. Le scuole private non sono incluse, eccetto le scuole private sovvenzionate nei pochi paesi in cui tali scuole accolgono un vasto numero di studenti, cioè Belgio, Irlanda, Paesi Bassi e Regno Unito (Inghilterra). Le scuole private sovvenzionate sono scuole in cui più della metà del finanziamento proviene da una fonte pubblica.

L'anno di riferimento è il 2013/14. Il rapporto copre tutti i paesi membri dell'Unione Europea, Islanda, ex Repubblica jugoslava di Macedonia, Norvegia e Turchia ⁽⁹⁾.

Le informazioni sono state raccolte attraverso questionari e modelli per i profili nazionali completati da esperti nazionali e/o dai rappresentanti nazionali della Rete Eurydice. I documenti ufficiali emessi dalle autorità educative di livello centrale/superiore sono le prime fonti di informazione.

⁽⁸⁾ Per informazioni precise sull'istruzione generale primaria e secondaria a tempo pieno in ogni paese, consultare: *Structures of European education systems 2014/15*, disponibile su:
http://eacea.ec.europa.eu/education/eurydice/facts_and_figures_en.php#diagrams

⁽⁹⁾ I seguenti paesi della rete Eurydice non hanno partecipato a questo rapporto: Bosnia-Erzegovina, Liechtenstein, Montenegro e Serbia.

CAPITOLO 1: LA VALUTAZIONE ESTERNA DELLE SCUOLE

La valutazione esterna delle scuole è un approccio ben radicato per l'assicurazione di qualità in Europa. Come viene definito in questo rapporto (cfr. Introduzione), viene svolta da valutatori che non sono membri del personale della scuola in questione, che relazionano alle autorità responsabili dell'educazione. La valutazione esterna delle scuole tratta le attività svolte all'interno della scuola senza cercare di attribuire responsabilità ai singoli membri del personale. La valutazione di questo tipo è volta a monitorare o migliorare la qualità della scuola e/o i risultati degli studenti. Tuttavia, la gamma di aspetti valutati varia da un paese all'altro, a seconda – ad esempio – del livello di autonomia delle scuole.

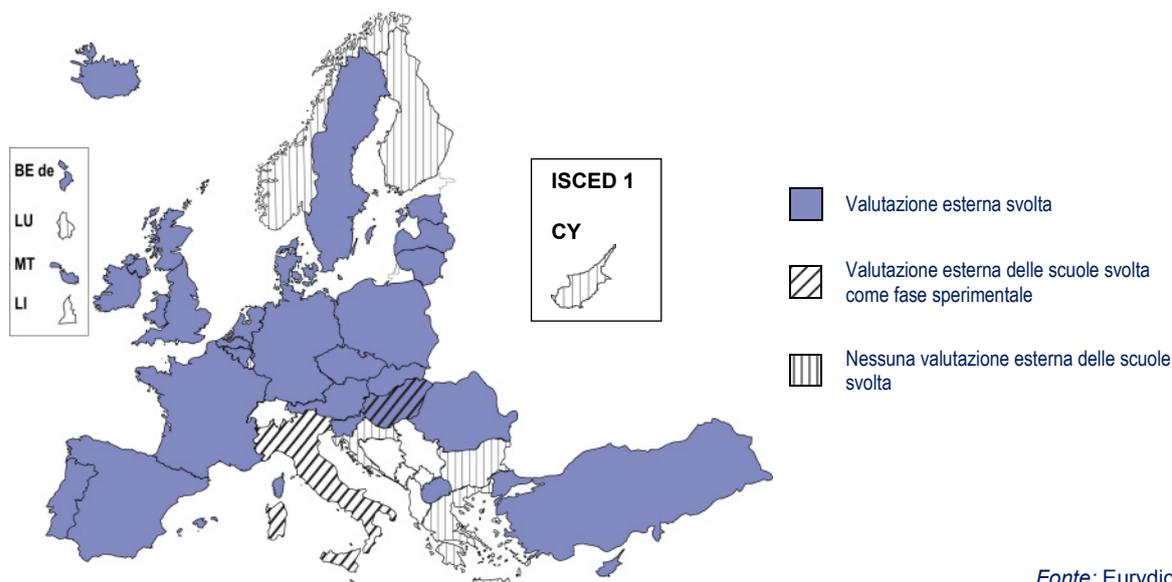
Questo capitolo descrive come è organizzata in Europa la valutazione esterna delle scuole. La sezione 1.1 offre un quadro generale del suo status in ogni paese. La sezione 1.2 individua gli organi e le autorità educative responsabili dello svolgimento della valutazione esterna delle scuole. La sezione 1.3 discute i criteri usati per esprimere giudizi sulle singole scuole. La sezione 1.4 è dedicata alle procedure usate per raccogliere informazioni, arrivare a delle conclusioni e presentare i risultati. La sezione 1.5 descrive i diversi risultati possibili della valutazione esterna delle scuole. La sezione 1.6 prende in esame quanto vengono diffusi i risultati della valutazione esterna. Infine, la sezione 1.7 evidenzia le qualifiche e le esperienze lavorative dei valutatori.

1.1. Status della valutazione esterna

Questa sezione offre un quadro generale dell'esistenza della valutazione esterna in Europa. Prende in considerazione anche la situazione dei paesi in cui questa non è un aspetto importante del loro sistema di assicurazione di qualità.

La valutazione esterna delle scuole è diffusa in Europa. Viene svolta in 31 sistemi educativi, distribuiti in 26 paesi (cfr. Figura 1.1).

Figura 1.1: Status della valutazione esterna delle scuole in base ai regolamenti centrali/di livello superiore, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Note specifiche per paese

Francia: i regolamenti centrali prevedono che la valutazione esterna delle scuole venga svolta, ma non è un approccio adottato in modo sistematico. Il sistema di ispezione di solito si incentra sui singoli membri del personale, che rappresenta ancora la percentuale più grande del lavoro di ispezione.

Italia: l'implementazione completa della valutazione esterna delle scuole inizierà nel 2015/16, dopo una fase sperimentale.

Ungheria: è in corso un progetto pilota di tre anni per preparare l'introduzione, nel 2015, di una tipologia globale di valutazione esterna ("ispezione didattica/professionale"), affiancata dalla valutazione esterna che si occupa di controllare che le scuole operino nel rispetto della normativa.

In sette sistemi educativi non vi sono indicazioni a livello centrale relativamente alla valutazione esterna delle scuole.

In Croazia, la valutazione esterna delle scuole o degli insegnanti non è il punto principale delle riforme o politiche educative nazionali. In Bulgaria, era così fino a poco tempo fa, ma dal 2012 al 2014 è stato svolto un progetto volto a definire un sistema di ispezione. In base a questo progetto, il Ministero dell'educazione e delle scienze sta preparando una nuova legge per l'istruzione preprimaria e scolastica che comprenda un sistema tradizionale di ispezione. La legge dovrebbe essere adottata nel 2015.

In Grecia, a Cipro (istruzione primaria) e in Lussemburgo, la valutazione esterna svolta dall'ispettorato o da consulenti scolastici riguarda soprattutto gli insegnanti. Anche se in questi paesi esiste una forma di valutazione esterna delle scuole, è piuttosto limitata come campo di azione dato che si riferisce a temi specifici, come resoconti economici, salute, sicurezza, archivi e altre problematiche.

In Finlandia, non esistono regolamenti a livello centrale sulla valutazione esterna delle scuole, ma le autorità locali possono decidere di utilizzare questo metodo per le scuole di cui sono responsabili. La normativa del settore educativo non si focalizza sulle scuole, ma su soggetti che erogano servizi educativi (ad esempio, le municipalità per le scuole pubbliche). Di conseguenza, diritti e responsabilità vengono definiti per questi ultimi e non per le scuole. I soggetti che erogano servizi educativi hanno il compito legale di valutare l'educazione che offrono e di partecipare alle valutazioni esterne del sistema di istruzione nel suo insieme o a livello regionale. I principali risultati di queste valutazioni esterne devono essere pubblicati. I regolamenti non specificano le forme e le procedure di valutazione a livello locale e lasciano molta libertà ai soggetti che erogano servizi educativi. Lo scopo della valutazione è di sostenere lo sviluppo educativo e migliorare le condizioni di apprendimento.

In Norvegia, la valutazione esterna svolta dall'ispettorato nazionale si incentra sul garantire che le attività proposte dai soggetti che erogano servizi educativi a livello locale rispettino la normativa. In particolare, gli ispettori controllano che le scuole rispettino l'obbligo di garantire che bambini e giovani abbiano pari diritti all'istruzione, indipendentemente dal genere, dal contesto sociale e culturale in cui vivono, o da bisogni speciali. Le scuole possono essere coinvolte nei processi di valutazione esterna attraverso colloqui con le persone chiave. Ciononostante, gli ispettori si focalizzano soprattutto sui finanziatori delle scuole.

1.2. Organi responsabili della valutazione esterna

Questa sezione tratta gli organi di valutazione responsabili della valutazione esterna delle scuole e fornisce informazioni sulla loro natura e sul livello di autorità al quale operano. La sezione evidenzia anche dove sono coinvolti diversi organi nello svolgimento della valutazione esterna delle scuole.

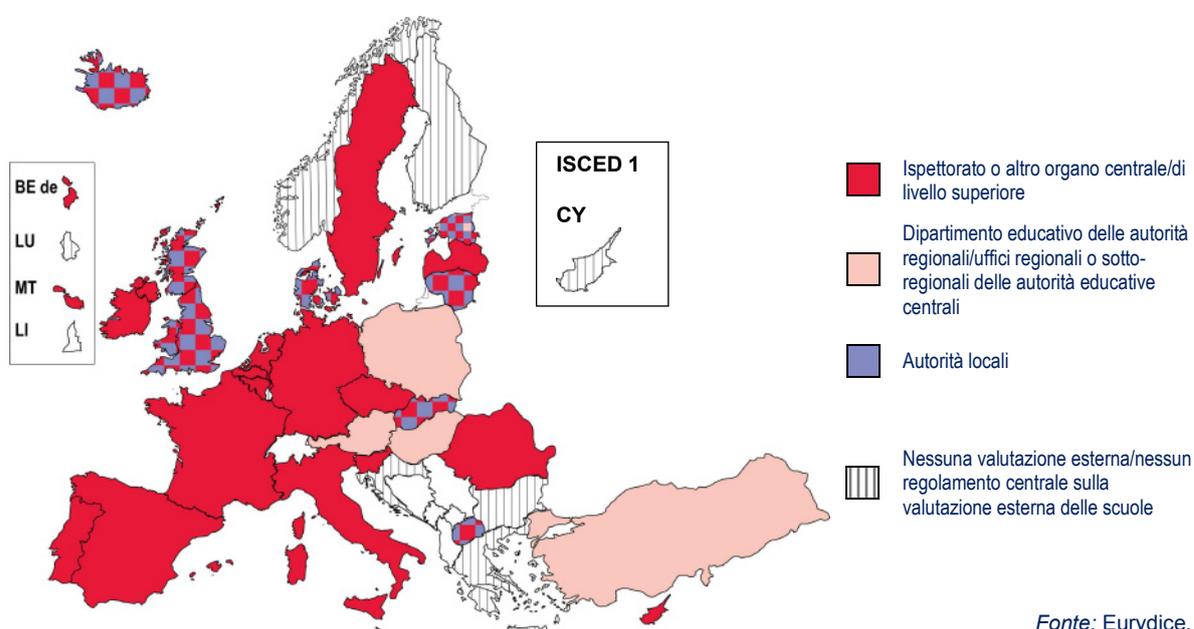
Nella maggior parte dei sistemi educativi (27 su 31 in cui esiste la valutazione esterna delle scuole), un organo centrale/di livello superiore è responsabile della valutazione esterna delle scuole (cfr. Figura 1.2). Esistono due tipi di organi, rappresentati più o meno equamente. Il primo è il dipartimento dell'autorità educativa di livello centrale o superiore, di solito identificato come "ispettorato" o, meno spesso, come dipartimento di valutazione. Il secondo tipo è un'agenzia a sé, dedicata all'ispezione scolastica.

In cinque paesi, le responsabilità dell'implementazione della valutazione esterna delle scuole sono decentrate a diversi livelli, regionale o sotto-regionale.

In Estonia, la "supervisione statale" delle scuole viene svolta dai dipartimenti educativi dei governi provinciali per conto del Ministero dell'educazione e della ricerca. Tuttavia, se si verifica un reclamo serio o urgente nei confronti di una scuola in particolare, la valutazione esterna è di competenza del Dipartimento di valutazione esterna del Ministero dell'educazione e della ricerca. In Ungheria, le unità

sotto-regionali dell'amministrazione pubblica ungherese sono responsabili dello svolgimento di ispezioni nelle scuole (sia per un controllo del rispetto della normativa che per un monitoraggio del sistema di valutazione professionale/didattica), in base alle linee guida stabilite dal Ministero responsabile dell'educazione. In Austria, la supervisione delle scuole è una responsabilità federale divisa tra nove uffici federali e una serie di uffici distrettuali. A un determinato livello, questi uffici agiscono in modo indipendente. In Polonia, la valutazione esterna delle scuole viene svolta da uffici regionali di sovrintendenza (ispettorati regionali). Essi attuano la politica del Ministero dell'educazione, ma ne rispondono al governatore della provincia (*voivode*) che rappresenta il Primo ministro nelle regioni. In Turchia, i consigli educativi provinciali sono responsabili della valutazione esterna delle scuole, mentre il consiglio per l'orientamento e il controllo del Ministero dell'educazione nazionale garantisce il coordinamento tra di loro.

Figura 1.2: Soggetti responsabili della valutazione esterna delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Nota esplicativa

Questa cartina mostra l'organo o gli organi responsabili dello svolgimento della valutazione esterna delle scuole. Non mostra gli organi che hanno solo responsabilità formali.

Gli organi regionali o sotto-regionali delle autorità educative di livello centrale sono divisioni amministrative delle autorità centrali/di livello superiore che operano a livello regionale o sotto-regionale.

Note specifiche per paese

Francia: l'ispettorato è gestito dall'autorità educativa centrale, ma gli ispettori operano a livello locale (scuole primarie) o regionale (scuole secondarie).

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Ungheria: i dati si riferiscono al sistema "di controllo del rispetto della normativa" e al sistema di valutazione "didattica/professionale" (cfr. Profilo nazionale). Inoltre, in base alla Legge sull'istruzione generale (2011, CXG), anche i gestori delle scuole (autorità locali) possono svolgere una valutazione delle scuole.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare l'istruzione che offrono, e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

In sei sistemi educativi (Estonia, Slovacchia, Regno Unito (Inghilterra, Galles e Scozia) ed ex Repubblica jugoslava di Macedonia), le autorità locali o i soggetti che erogano servizi educativi regionali sono responsabili della valutazione delle scuole che gestiscono. Questi approcci non sono l'oggetto principale dell'analisi comparativa e non saranno considerati nelle sezioni seguenti di questo capitolo.

A seconda del paese, le valutazioni svolte dalle autorità educative locali si raccordano in modo diverso in termini di focus e obiettivi con l'approccio principale della valutazione esterna delle scuole svolta da un organo di livello centrale o regionale. In Estonia, lo Stato supervisiona le scuole e la valutazione svolta dai soggetti che erogano servizi educativi ha lo stesso obiettivo, cioè il rispetto da parte delle scuole dei requisiti normativi in diversi ambiti. In Slovacchia e nell'ex Repubblica jugoslava di Macedonia, l'ampiezza della valutazione da parte delle autorità locali è più limitata rispetto a quella dell'ispezione delle scuole da parte dello Stato. In Slovacchia, mentre l'Ispettorato scolastico di Stato si incentra sugli aspetti educativi e sul rispetto della normativa, i soggetti che erogano servizi educativi (municipalità o regione autonoma) svolgono controlli finanziari delle proprie scuole e controllano il rispetto delle regole. Nell'ex Repubblica jugoslava di Macedonia, sia le municipalità che l'Ispettorato di Stato si concentrano sull'applicazione dei regolamenti da parte delle scuole. Inoltre, gli ispettori valutano la qualità e l'efficacia delle attività educative. Infine, nel Regno Unito (Inghilterra, Galles e Scozia), i metodi adottati dalle autorità locali e centrali hanno gli stessi obiettivi e lo stesso focus, ma le procedure usate e gli obiettivi delle scuole differiscono. Nel Regno Unito (Inghilterra e Galles), le autorità educative locali hanno il compito legale di promuovere standard elevati nelle scuole che gestiscono. Non sono previste specifiche procedure di valutazione e le autorità educative locali di solito non svolgono ispezioni, anche se alcune prevedono visite delle scuole come parte delle attività di monitoraggio. Esse controllano principalmente il rendimento delle scuole attraverso l'uso di dati e individuano le scuole che necessitano di miglioramenti e interventi. Nel Regno Unito (Scozia), le autorità locali devono migliorare la qualità dell'istruzione offerta nelle scuole che gestiscono.

In Danimarca, Lituania e Islanda, le responsabilità della valutazione esterna sono ripartite tra livello centrale e locale.

In Danimarca, l'Agenzia nazionale per la qualità e la supervisione svolge un'analisi annuale di ogni singola scuola su una serie limitata di indicatori, per individuare i limiti. Una volta completata questa prima fase, le municipalità sono le principali responsabili delle misure di controllo e di miglioramento, se necessarie. Infine, l'Agenzia può richiedere alle municipalità di elaborare un piano di azione per garantire un miglioramento negli standard accademici delle scuole.

In Lituania, la responsabilità della valutazione esterna è condivisa tra l'Agenzia nazionale per la valutazione delle scuole (*National Agency for School Evaluation – NASE*) e il gestore della scuola, che è la municipalità o il governo centrale (eccetto nelle scuole private). Il gestore intraprende e pianifica la valutazione esterna delle proprie scuole che sono poi valutate dalla NASE, fornisce assistenza alle scuole prima e dopo la valutazione, e monitora il loro rendimento dopo la valutazione.

In Islanda, l'Istituto di test educativi del Ministero responsabile dell'educazione svolge una ispezione/valutazione congiunta con le autorità educative locali in tutte e 74 le autorità locali. La Municipalità di Reykjavík valuta le proprie scuole in modo indipendente.

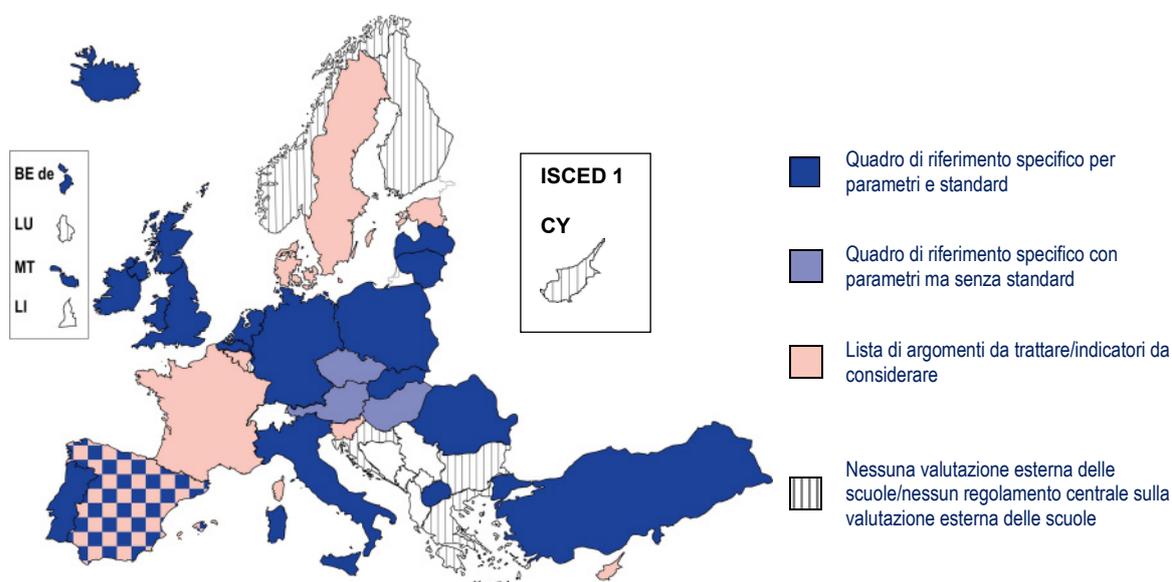
1.3. Utilizzo di quadri di riferimento per la valutazione esterna

Questa sezione fornisce informazioni sul focus delle valutazioni e sul modo in cui i paesi stabiliscono i criteri che devono essere presi in considerazione dai valutatori. I criteri di valutazione si basano su due componenti, cioè il parametro (o aspetto misurabile di un ambito che deve essere valutato) e lo standard richiesto (il benchmark, il livello di rendimento o la norma) rispetto al quale il parametro viene valutato. Forniscono la base (quantitativa e/o qualitativa) sulla quale vengono espressi i giudizi. L'analisi comparativa mostra che nella maggior parte dei paesi, i valutatori esterni utilizzano criteri standardizzati stabiliti a livello di autorità centrale/di livello superiore e si concentrano su una vasta gamma di attività scolastiche. Negli altri paesi, dove i criteri di valutazione non sono standardizzati a

livello centrale/superiore, la valutazione esterna tende a incentrarsi su aspetti limitati del lavoro scolastico e/o non viene svolta d'ufficio.

Due terzi dei sistemi educativi in cui viene svolta la valutazione esterna delle scuole hanno previsto quadri di riferimento stabiliti e standardizzati che definiscono il contenuto e le aspettative delle valutazioni esterne (cfr. Figura 1.3). In questi paesi, tutti i valutatori esterni devono usare lo stesso quadro di riferimento. Questo processo è iniziato negli anni '90 ⁽¹⁾, e in alcuni paesi è continuato nel nuovo millennio. Ad esempio, nel 2009, il Belgio (Comunità germanofona) ha pubblicato il primo documento che descriveva in modo sistematico una serie di caratteristiche e standard fondamentali per le buone scuole (Guida per la qualità della scuola ⁽²⁾). Dobbiamo anche ricordare che l'uso obbligatorio di un quadro di riferimento stabilito a livello centrale si trova anche in paesi in cui le responsabilità della valutazione esterna sono decentrate a livello regionale, ad esempio Polonia e Austria (cfr. Sezione 1.2).

Figura 1.3: Disposizioni a livello centrale/superiore per stabilire il contenuto e i criteri per la valutazione esterna delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Note specifiche per paese

Danimarca: per individuare e informare le municipalità su dove sono necessari interventi, l'Agenzia nazionale per la qualità e la supervisione effettua un controllo annuale delle scuole incentrato su specifici indicatori. La parte rimanente del processo spetta alle municipalità, con il sostegno dell'autorità di livello centrale.

Germania: la maggior parte dei *Länder* forniscono ai valutatori esterni dei quadri di riferimento per la valutazione della qualità della scuola. I quadri di riferimento includono i criteri di valutazione che definiscono cosa si intende per scuole e pratiche di insegnamento di buona qualità.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) e ex Repubblica jugoslava di Macedonia: la cartina si riferisce solo al metodo principale di valutazione esterna delle scuole utilizzato dall'organo di livello centrale (o regionale) e non alle responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Spagna: la natura dei quadri di riferimento forniti da ogni Comunità autonoma all'ispettorato per le valutazioni esterne varia, da una lista di diverse aree di intervento a quadri dettagliati contenenti parametri e standard.

Italia: le informazioni si basano sul progetto pilota VALeS (cfr. Profilo nazionale).

Ungheria: la cartina mostra la situazione per il sistema di valutazione "didattica/professionale" in fase di sperimentazione (cfr. Profilo nazionale). Per il controllo del rispetto della normativa, i valutatori esaminano le scuole utilizzando criteri comuni.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa, e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

⁽¹⁾ Eurydice, 2004. *Valutazione delle scuole dell'istruzione obbligatoria in Europa*. Bruxelles: Eurydice.

⁽²⁾ http://www.ahs-dg.be/PortalData/13/Resources/20131009_Der_Orientierungsrahmen_Schulqualitaet.pdf

In generale, i quadri di riferimento per la valutazione esterna stabiliti a livello centrale coprono una vasta gamma di aspetti scolastici, compresa la qualità dell'insegnamento e dell'apprendimento, i risultati di apprendimento degli studenti, diversi ambiti della gestione scolastica e il rispetto dei regolamenti. In Turchia, invece, la valutazione esterna delle scuole si incentra soprattutto sul rispetto dei regolamenti.

I quadri di riferimento per la valutazione variano in lunghezza e complessità. Di solito sono strutturati in base ai principali ambiti delle attività scolastiche (ad esempio, insegnamento e apprendimento, supporto agli studenti, dirigenza scolastica), anch'esse organizzate in parametri più specifici. Per aiutare il valutatore a valutare e classificare la qualità della scuola, il quadro di riferimento fornisce descrittori che definiscono il livello di risultato atteso per ogni parametro o ambito dell'attività scolastica, o i vari livelli possibili di risultati che possono presentarsi. In due casi (Repubblica ceca e Austria), i parametri da considerare sono stabiliti a livello centrale, mentre non lo sono gli standard. Gli ispettori determinano cosa si aspettano da una scuola sulla base della propria esperienza.

Diversi paesi con quadri di riferimento stabiliti a livello centrale hanno istituito sistemi per adattare l'ampiezza e la scala di valutazione a particolari circostanze delle scuole. Questo sistema di "ispezione differenziata" è volta a porre maggiore accento sulle scuole o sulle aree dove è più alto il rischio di scarso rendimento (cfr. Sezione 1.4).

Nei sistemi educativi in cui non esiste un quadro di riferimento di livello centrale/superiore con parametri e standard che fornisca un processo altamente strutturato per la valutazione esterna delle scuole, i requisiti di solito sono più limitati. La valutazione esterna tende a incentrarsi su aspetti specifici dell'attività scolastica.

In Belgio (Comunità francofona), la valutazione esterna si incentra su aspetti limitati dell'attività scolastica, specificati dal decreto che definisce l'attuale sistema di ispezione. Il sistema di ispezione è tradizionalmente organizzato sulla valutazione dei singoli insegnanti. Dal 2007, la normativa si è spostata verso la valutazione del "livello di studio" (*niveau des études*) all'interno delle scuole. Ciò significa che gli insegnanti di un dato ambito di studio adesso sono l'oggetto principale dell'ispezione.

In Danimarca, nel controllo annuale delle scuole primarie e secondarie inferiore, l'Agenzia nazionale per la qualità e la supervisione si incentra sugli indicatori di qualità stabiliti dal Ministero dell'educazione. Questi indicatori includono, ad esempio, i risultati dei test nazionali e degli esami finali e i tassi di iscrizione dell'istruzione secondaria superiore.

In Francia, non esiste un protocollo standardizzato che definisce il contenuto e le procedure della valutazione esterna. Tuttavia, per orientare il lavoro degli ispettori locali e regionali, le autorità educative forniscono una serie di indicatori relativi ai principali risultati dell'istruzione e delle variabili contestuali presentate dalle scuole. Inoltre, il monitoraggio dei "contratti basati su obiettivi" (*contrat d'objectifs*), introdotto nel 2005, ha portato le autorità educative regionali a svolgere valutazioni sistematiche delle politiche delle scuole secondarie e del loro funzionamento in relazione agli obiettivi educativi più ampi stabiliti in tali contratti.

In Estonia e Slovenia, la valutazione esterna delle scuole si incentra soprattutto sul rispetto della normativa rispetto a una serie di argomenti specificati annualmente (Estonia) o presentati nella legge sull'ispezione (Slovenia).

In Svezia, il focus della valutazione esterna viene stabilito nella Legge sull'educazione, nell'orientamento dell'ispettorato e nel suo accordo sul servizio pubblico. L'ispettorato svedese per le scuole (*Swedish Schools Inspectorate – SSI*) è autonomo per quanto riguarda i parametri e gli standard da considerare. I principali ambiti presi in esame nelle valutazioni esterne sono: i progressi

degli studenti verso gli obiettivi educativi, la leadership, il miglioramento della qualità dell'educazione e i diritti dei singoli studenti.

1.4. Procedure per la valutazione esterna

Questa sezione prende in esame le procedure presenti nei sistemi educativi europei per la valutazione esterna delle scuole.

È divisa in sei sotto-sezioni che coprono diversi aspetti dei protocolli usati per valutare le scuole.

La prima sotto-sezione tratta la frequenza delle valutazioni. La seconda fornisce un quadro generale delle diverse fasi. Le seguenti quattro sotto-sezioni trattano aspetti specifici delle procedure, in particolare: la raccolta di informazioni e la loro analisi, le visite in situ, il coinvolgimento dei soggetti interessati e la redazione del rapporto di valutazione.

Laddove pertinente, vengono evidenziati approcci dettagliati utilizzati in paesi specifici.

Frequenza della valutazione esterna

I paesi stabiliscono la frequenza della valutazione esterna delle scuole in base a tre modelli:

- un modello ciclico in cui tutte le scuole vengono valutate a intervalli regolari specificati dalle autorità centrali/di livello superiore o dall'ispettorato;
- un approccio mirato basato su una campionatura, sulla valutazione del rischio e su criteri ad hoc stabiliti a livello di autorità centrale/di livello superiore e attraverso un programma annuale o pluriennale;
- una combinazione di entrambi.

Nel caso del modello ciclico, le valutazioni avvengono a intervalli regolari che possono andare da tre anni (ex Repubblica jugoslava di Macedonia e Turchia) a un massimo di 10 anni (Belgio (Comunità fiamminga)). L'intervallo stabilito più diffuso tra due valutazioni esterne è cinque anni.

In diversi sistemi educativi, il principio che tutte le scuole devono essere valutate a intervalli regolari non vale. Il Regno Unito (Scozia), recentemente è passato da cicli generazionali di ispezione a un sistema di campionatura in cui viene stabilito un campione statisticamente valido di scuole oggetto di ispezione durante il programma annuale utilizzando criteri come le dimensioni, la dislocazione in un'area urbana, rurale o povera, ecc. In Islanda, il campione deve essere rappresentativo di diverse municipalità. In Irlanda e Danimarca, viene usato un approccio basato sul rischio per selezionare quali scuole valutare, mentre in Belgio (Comunità francofona), Spagna, Estonia e Ungheria (controllo del rispetto della normativa), gli organi responsabili dello svolgimento della valutazione esterna delle scuole stabiliscono annualmente, o su base pluriennale, i criteri rispetto ai quali selezionare le scuole da visitare. A Cipro, la valutazione esterna delle scuole (ISCED 2) si svolge quando l'amministrazione centrale lo reputa necessario, con la dovuta attenzione al rendimento amministrativo e accademico delle scuole. Infine, in Francia, gli ispettori hanno un ampio margine di manovra per la selezione delle scuole oggetto di valutazione esterna, e non hanno il compito di valutare sistematicamente ogni scuola.

Nei Paesi Bassi, in Svezia e nel Regno Unito (Inghilterra e Irlanda del Nord) i due sistemi coesistono. La programmazione di valutazioni esterne è ciclica per tutte le scuole, ma può essere cambiata o aggiornata dai risultati basati sulla valutazione del rischio (Cfr. "Valutazione del rischio").

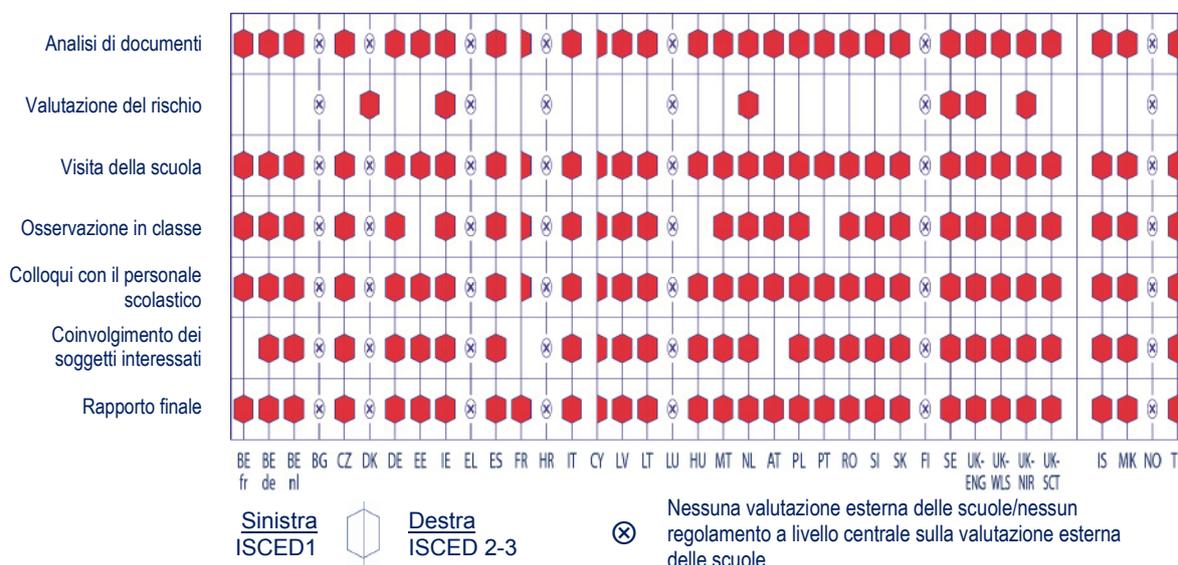
Fasi del processo di valutazione esterna

La comparazione tra paesi mostra che il processo pratico di implementazione della valutazione esterna si divide in tre fasi:

- la prima fase consiste nella raccolta e analisi dei dati delle singole scuole e a volte in un'analisi iniziale del rischio;
- la seconda fase prevede una visita alla scuola per osservare le pratiche, controllare i documenti e parlare con le persone interne alla scuola e, in alcuni casi, altri soggetti interessati pertinenti;
- la terza fase consiste nel predisporre il rapporto di valutazione.

Queste fasi sono presenti in tutti i paesi, anche se ogni fase può essere implementata in modo diverso da un paese all'altro e mostrare diversi livelli di complessità. In tale struttura schematica, l'analisi comparativa mostra una ricca varietà di approcci e pratiche.

Figura 1.4: Procedure per la valutazione esterna delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicativa

MK: cfr. Glossario.

Note specifiche per paese

Danimarca: l'autorità centrale svolge un'analisi del rischio direttamente sulla scuola, informa le municipalità su quali scuole non rispettano gli standard e sostiene le municipalità nel compito di migliorare i servizi educativi offerti.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: le informazioni valgono solo per il metodo principale di valutazione esterna delle scuole utilizzato dall'organo di livello centrale (o regionale) e non per le responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Francia: per il livello ISCED 1 non esiste un protocollo standardizzato per la valutazione delle scuole.

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Cipro: per il livello ISCED 1, non esiste una valutazione esterna delle scuole.

Ungheria: le informazioni fanno riferimento al sistema di "controllo del rispetto della normativa" e il sistema di valutazione "didattica/professionale" in fase di sperimentazione (cfr. Profilo nazionale).

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa, e di partecipare alle valutazioni esterne del sistema di istruzione nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

Raccolta e analisi dei dati

La fase preliminare di raccolta e analisi delle informazioni e dei dati sulle singole scuole fa parte del processo in tutti i paesi in cui esiste la valutazione esterna. Tuttavia, non serve allo stesso scopo ovunque: mentre in diversi paesi permette ai valutatori di delineare un profilo della scuola da visitare e di focalizzare meglio la valutazione, in alcuni paesi questa fase è vista come uno strumento per differenziare tra scuole che hanno bisogno di un'ispezione e quelle che non ne hanno bisogno, o – in alcuni casi – per scegliere tra diversi tipi di ispezione (cfr. "Valutazione del rischio").

Nella maggior parte dei casi, i valutatori raccolgono una serie di dati da diverse fonti prima della visita della scuola. La natura dei documenti e dei dati raccolti e analizzati varia da un paese a un altro, ma rientra in una delle quattro seguenti categorie:

- **Dati statistici sul rendimento e altri indicatori quantitativi:** il principale indicatore sono i risultati degli studenti o il rendimento nei test nazionali, a volte standardizzati a livello regionale o nazionale o con scuole di contesti socio-economici simili. Tali dati di solito vengono completati con altre informazioni quantitative, come le dimensioni delle classi, la proporzione alunni/insegnanti, il numero di alunni con bisogni speciali, il tasso di abbandono scolastico, il ricambio di insegnanti o i dati sulla frequenza di alunni e personale. Nel Regno Unito (Galles), viene presa in considerazione anche la valutazione degli alunni da parte degli insegnanti. In alcuni casi (Belgio (Comunità fiamminga), alcuni *Länder* in Germania, e Slovacchia), gli ispettori richiedono alle scuole di fornire informazioni tramite un questionario.
- **Rapporti e altri documenti qualitativi:** in molti paesi, gli ispettori fanno uso di rapporti di valutazioni esterne precedenti e, se disponibili, di valutazioni interne. Vengono consultati altri documenti, come il piano di sviluppo della scuola, l'offerta didattica, il sito della scuola, i documenti generali di politica scolastica. In Islanda, i valutatori prendono in considerazione i piani di azione scolastica relativi al benessere degli studenti.
- **Documenti amministrativi:** in alcuni casi vengono consultati orari, calendario scolastico annuale, verbali delle riunioni del consiglio, programmazione dell'attività, piantina della struttura della scuola o regolamenti interni. In alcuni paesi, vengono presi in considerazione anche alcuni documenti specifici come le procedure per la gestione dei reclami (Repubblica ceca, Austria, Slovacchia e Svezia), i programmi per lo sviluppo professionale continuo (Repubblica ceca e Germania), i rapporti finanziari (Malta) o le decisioni prese dal capo di istituto (Slovacchia).
- **Una quarta fonte di informazione** deriva da vari soggetti interessati in ambito scolastico, come i gestori della scuola, gli insegnanti, i genitori, gli alunni o i rappresentanti della comunità locale. Tali informazioni non sempre vengono fornite prima della visita della scuola, soprattutto quando le informazioni sono raccolte attraverso colloqui o durante incontri (cfr. "Coinvolgimento dei soggetti interessati").

Valutazione del rischio

La valutazione del rischio viene svolta come fase preliminare in Danimarca, Irlanda, Paesi Bassi, Svezia e Regno Unito (Inghilterra e Irlanda del Nord). Questa pratica è usata per focalizzare l'intervento dei valutatori sulle scuole che non stanno avendo i risultati previsti (Danimarca, Irlanda, Paesi Bassi e Regno Unito (Inghilterra)) o per scegliere tra diversi tipi di ispezione (Svezia e Regno Unito (Irlanda del Nord)). Gli indicatori del rendimento degli studenti – che si basano ampiamente sui risultati conseguiti nei test nazionali, sono un elemento chiave. I dati relativi ai risultati di apprendimento sono comunque completati da altre fonti di informazione come, ad esempio, i dati finanziari della scuola nei Paesi Bassi; i risultati di un'indagine scolastica, in Svezia; la ripetenza e la

frequenza degli studenti, in Irlanda; e i giudizi espressi nelle precedenti ispezioni, nel Regno Unito (Inghilterra e Irlanda del Nord).

Nel Regno Unito (Inghilterra), le ispezioni sono cicliche e ogni scuola viene sottoposta ad un'ispezione ogni cinque anni. Tuttavia, le scuole considerate "eccezionali" nella valutazione precedente non devono sottoporsi a una nuova ispezione, ma solo a una valutazione del rischio tre anni dopo l'ultima ispezione, e poi annualmente, fintantoché la qualità della scuola viene mantenuta. Invece, la prima valutazione del rischio su scuole risultate "buone" determina l'intervallo prima dell'ispezione successiva. In altri paesi (Irlanda, Paesi Bassi e Svezia), la valutazione del rischio viene svolta annualmente. In Irlanda, oltre alle scuole selezionate attraverso la valutazione del rischio, l'ispettorato include nel programma di lavoro annuale scuole scelte a caso a tutti i livelli di qualità.

Visite alle scuole

Le visite alle scuole sono una fase standard delle procedure di tutti i paesi. Le visite sono volte a fornire ai valutatori una prova diretta del rendimento e del funzionamento della scuola, e sono attuate in modi simili quasi ovunque.

La durata delle visite può variare da un paese all'altro, andando da un minimo di un giorno (Austria e Svezia) a un massimo di sette giorni in Slovacchia. La durata media è di due/tre giorni. Nella maggior parte dei paesi, la durata dipende dalla complessità dell'ispezione o dalle dimensioni della scuola, calcolata in base al numero di alunni. A Malta, è il numero di insegnanti che determina la durata della visita.

Nella maggior parte dei paesi le visite sono organizzate intorno a tre attività principali:

- colloqui col personale;
- osservazioni di classi;
- ispezione di attività scolastiche, dei locali e/o dei documenti interni.

I colloqui con il personale sono una caratteristica comune di tutte le visite. Questi possono svolgersi con i dirigenti scolastici e con altri rappresentanti degli organi di gestione della scuola. Spesso vengono intervistati anche gli insegnanti e altro personale scolastico. Nel Regno Unito (Irlanda del Nord), gli insegnanti sono coinvolti anche attraverso un questionario online, disponibile per tutti gli insegnanti, con partecipazione su base volontaria. In Portogallo, questa pratica è limitata a un campione di insegnanti. In Ungheria, la valutazione "didattica/professionale" in fase sperimentale, prevede che venga intervistato almeno il 5% degli insegnanti.

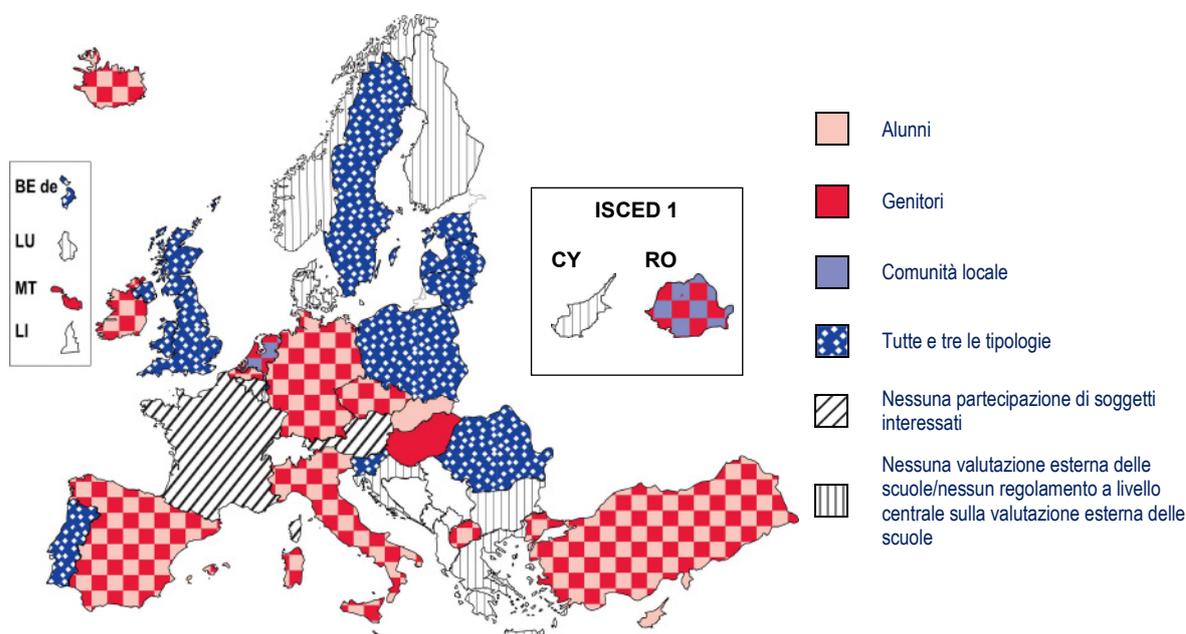
L'osservazione di classe è presente in quasi tutti i paesi, ad eccezione di Estonia, Ungheria (sperimentale) e Portogallo. In alcuni paesi, il protocollo per le visite delle scuole prevede un numero minimo di classi o di lezioni da osservare. In Belgio (Comunità germanofona), gli ispettori devono osservare le lezioni di almeno il 50% degli insegnanti, mentre in Islanda questa percentuale sale al 70%. In Lettonia, le procedure suggeriscono di osservare almeno 12 lezioni, mentre a Malta raccomandano di osservare più lezioni possibile a seconda della durata della visita e della capacità dei valutatori. In Islanda e Lituania, gli ispettori devono usare uno specifico formulario strutturato per focalizzare le osservazioni.

Osservare altre attività scolastiche, ispezionare i locali scolastici e/o documenti interni è un'attività meno diffusa, anche se presente in molti paesi. Di solito, i valutatori visitano le strutture scolastiche (aule, laboratori, ecc.), verificano i documenti amministrativi e osservano gli alunni durante le pause per capire meglio l'ambiente scolastico.

Coinvolgimento dei soggetti interessati

Il coinvolgimento dei soggetti interessati in ambito scolastico è tra le raccomandazioni sulla cooperazione europea nella valutazione della qualità nell'istruzione scolastica formulate dal Parlamento europeo e dal Consiglio e rivolte agli Stati membri⁽³⁾. Le raccomandazioni prevedono il coinvolgimento di coloro che hanno un ruolo nelle scuole come strumento che può “promuovere una responsabilità condivisa per il miglioramento delle scuole” (GU J 60, 1.3.2001, p. 53). Mentre il coinvolgimento di dirigenti scolastici e insegnanti è garantito a un qualche livello quasi ovunque, come descritto nelle sotto-sezioni precedenti, la pratica di coinvolgere alunni, genitori e rappresentanti della comunità locali con la possibilità di esprimere il proprio parere e prendere in considerazione la loro opinione, è meno uniforme o metodica. La cartina sottostante mostra in quali paesi sono coinvolti genitori, alunni e/o la comunità locale.

Figura 1.5: Coinvolgimento di alunni, genitori e della comunità locale nella valutazione esterna delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Note specifiche per paese

Danimarca: l’Agenzia nazionale per la qualità e la supervisione svolge un controllo annuale delle singole scuole per individuare le municipalità dove sono necessari dei miglioramenti. La parte rimanente del processo spetta alle municipalità con il sostegno dell’autorità di livello centrale.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: le informazioni valgono solo per il metodo principale di valutazione esterna delle scuole utilizzato dall’organo di livello centrale (o regionale) e non per le responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Ungheria: la consultazione dei soggetti interessati è prevista solo nel sistema di valutazione “didattica/professionale” (cfr. Profilo nazionale). Tali soggetti interessati non sono coinvolti nel sistema di valutazione del “controllo sul rispetto della normativa”.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa, e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

In 13 sistemi educativi (Belgio (Comunità germanofona), Estonia, Lettonia, Lituania, Polonia, Portogallo, Romania (ISCED 2), Slovenia, Svezia e Regno Unito) sui 31 in cui viene svolta la valutazione esterna, il punto di vista di alunni, genitori e rappresentanti della comunità locale può

⁽³⁾ Raccomandazione del Parlamento e del Consiglio del 12 febbraio 2001 sulla collaborazione europea per la valutazione della qualità dell’insegnamento scolastico, GU L 60, 1.2.2001, p. 51.

essere preso in considerazione durante la fase di valutazione. In nove sistemi educativi (Belgio (Comunità fiamminga, Repubblica ceca, Germania, Irlanda, Spagna, Italia (sperimentale), Islanda, ex Repubblica jugoslava di Macedonia e Turchia), i soggetti interessati sono limitati ad alunni e genitori, mentre nei Paesi Bassi e in Romania (ISCED 1), a genitori e comunità locale. A Malta, le procedure prevedono solo il coinvolgimento dei genitori, mentre a Cipro (ISCED 2) e in Slovacchia, solo gli alunni partecipano al processo. In Ungheria, la valutazione "didattica/professionale" che entrerà in vigore nel 2015 e che è attualmente in fase sperimentale, prevede il coinvolgimento dei genitori. In tre paesi (Belgio (Comunità francofona), Francia e Austria), non è prevista la partecipazione di questi soggetti interessati.

Mentre nella maggior parte dei paesi è previsto il coinvolgimento dei soggetti interessati, la sua applicazione non sempre è sistematica. In sei sistemi educativi (Belgio (Comunità fiamminga), Repubblica ceca, Germania, Italia (sperimentale), Paesi Bassi e Slovenia), raccogliere informazioni da genitori, alunni e comunità locale è considerato uno degli strumenti per valutare meglio la qualità dell'offerta educativa e per sostenere nella formulazione di giudizi. I valutatori possono comunque decidere se utilizzare o meno tali strumenti.

Laddove previsto, il coinvolgimento di genitori e/o alunni si può basare su indagini, interviste o entrambe. Le interviste possono essere individuali o organizzate in gruppi mirati. Nella maggior parte dei paesi, tutti gli alunni e i loro genitori vengono consultati attraverso questionari. Tuttavia, in Belgio (Comunità germanofona), Irlanda, Cipro (ISCED 2), Portogallo, Islanda, ex Repubblica jugoslava di Macedonia e Turchia, viene consultato solo un campione di studenti e/o genitori o di rappresentanti del consiglio scolastico o di altri organi di governo della scuola. A Malta, se la popolazione scolastica supera i 150 studenti, l'analisi dei questionari viene limitata a questo numero.

In 14 paesi, la comunità locale ha la possibilità di partecipare alla valutazione esterna soprattutto attraverso interviste. La comunità locale è considerata in tutti i paesi come attori con un ruolo di governo, come municipalità, consigli, amministratori o proprietari. In Lituania e Romania, il coinvolgimento della comunità locale è possibile, ma non obbligatorio. In Lituania, i rappresentanti dei sindacati degli insegnanti e i rappresentanti del proprietario della scuola possono essere consultati, mentre in Romania i rappresentanti dell'amministrazione locale possono essere invitati a osservare il processo e fornire suggerimenti durante la visita della scuola. In Svezia, nel caso di valutazioni approfondite, viene ascoltato anche il personale socio-assistenziale.

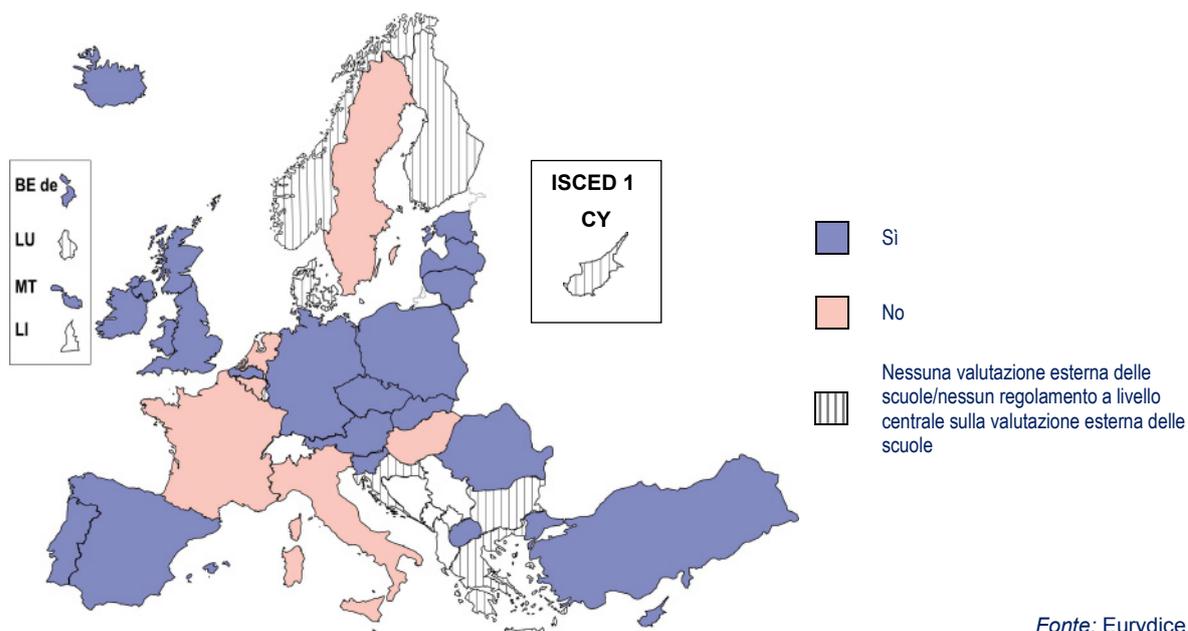
Genitori, alunni e, dove previsto, la comunità locale vengono consultati su una varietà di argomenti. Nella maggior parte dei paesi, la questione più importante riguarda la loro soddisfazione rispetto alla qualità generale della scuola, dell'offerta educativa e delle attrezzature scolastiche. Vengono affrontati anche altri temi, come il carico di lavoro degli alunni, la sicurezza, l'ambiente di studio e l'ambiente scolastico. Nel Regno Unito (Inghilterra), i genitori possono esprimere la propria opinione su come la scuola affronta il bullismo, tra le altre cose, mentre in Lettonia la consultazione riguarda temi come l'organizzazione delle attività extra-curricolari o l'autogoverno della scuola. Anche in Svezia la dirigenza scolastica viene valutata da genitori e alunni. In Spagna, le scuole ricevono una serie di questionari contestuali, che devono essere riempiti da studenti e genitori oltre che da insegnanti e dirigenti scolastici. Lo scopo di questi questionari è di ottenere informazioni sulle variabili contestuali, come il contesto familiare, il livello socio-economico, l'ambiente scolastico e così via, per capire meglio i risultati degli studenti ai test nazionali.

Redazione del rapporto di valutazione

Il lavoro dei valutatori, i risultati e, se previsti, i loro giudizi, vengono descritti in un rapporto finale di valutazione. Questa pratica è diffusa in tutti i paesi. In Austria, tale rapporto è visto come un accordo tra ispettore e scuola sugli aspetti che devono essere affrontati.

Nella maggior parte dei paesi, la redazione di un rapporto di valutazione è un processo dialogico tra i valutatori e la direzione della scuola. In alcuni casi, vengono coinvolti anche gli insegnanti. In sei sistemi educativi (Belgio (Comunità francofona), Francia, Italia (sperimentale), Ungheria, Paesi Bassi e Svezia), il rapporto di valutazione viene realizzato senza nessuna consultazione con la scuola. Nei Paesi Bassi, le scuole possono respingere le conclusioni sul rapporto finale sottoponendo la propria opinione all'autorità competente.

Figura 1.6: Consultazione con la scuola prima della finalizzazione del rapporto di valutazione, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Note specifiche per paese

Danimarca: l'Agenzia nazionale per la qualità e la supervisione svolge un controllo annuale delle singole scuole per individuare le municipalità dove sono necessari dei miglioramenti. La parte rimanente del processo spetta alle municipalità con il sostegno dell'autorità di livello centrale.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: la cartina fa riferimento al metodo principale di valutazione esterna delle scuole utilizzato dall'organo di livello centrale (o regionale) e non alle responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Ungheria: la cartina mostra la situazione per il sistema di "controllo del rispetto della normativa". Dato che il sistema di valutazione "didattico/professionale" è in fase sperimentale (cfr. Profilo nazionale), non esistono procedure in atto.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa, e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

Il processo dialogico che porta al rapporto finale di valutazione ha diversi livelli di complessità. Lo schema di base segue un modello in tre fasi, costituito da (1) valutatori che inviano alla scuola una bozza del rapporto; (2) capi di istituto che forniscono un feedback, e (3) valutatori che finalizzano il rapporto.

Alcuni paesi presentano tuttavia delle varianti al suddetto schema, aggiungendo informazioni o completandolo.

In Polonia, il rapporto stesso non può essere commentato dalla scuola, ma i risultati vengono discussi oralmente con tutti gli insegnanti in un apposito incontro prima della stesura. Inoltre, le conclusioni del rapporto finale possono essere respinte dal dirigente scolastico e, di conseguenza, il sovrintendente regionale può chiedere ai valutatori di analizzare nuovamente i dati raccolti. In Lettonia, la scuola ha il diritto di fare obiezioni al rapporto finale e fare proposte al capo del Comitato di accreditamento.

In Belgio (Comunità germanofona) è previsto un riscontro verbale alla bozza di rapporto. In Lettonia, Portogallo, Regno Unito e Turchia, questo riscontro è seguito da una discussione con il dirigente della scuola e in alcuni casi con gli insegnanti, prima di stendere il rapporto. Nel Regno Unito (Irlanda del Nord), i valutatori organizzano un ulteriore incontro con il consiglio scolastico per scambiarsi punti di vista sulla scuola. In Belgio e Irlanda, le scuole possono fornire ulteriori commenti scrivendo una volta che il rapporto è concluso.

Il feedback da parte della scuola sulla bozza di rapporto di solito può essere aperto a qualunque tema. In Irlanda e Regno Unito (Inghilterra, Galles e Irlanda del Nord), tuttavia, il riscontro iniziale è limitato a errori limitati ai fatti, mentre il giudizio complessivo non può essere discusso. In Portogallo, le scuole possono presentare un riscontro scritto sul rapporto finale che è in disaccordo rispetto ai risultati dei valutatori. In Belgio (Comunità germanofona), dopo che la scuola ha presentato commenti scritti sul rapporto finale, viene organizzata una "conferenza" di riscontro. In questa sessione, i valutatori discutono la bozza di rapporto e il feedback della scuola con la direzione della scuola, con i rappresentanti del personale insegnante, con un rappresentante del consiglio scolastico (*Schulschöffe*) e del Consiglio per lo sviluppo scolastico (*Schulentwicklungsberatung*), se ancora attivo nella scuola o se la scuola ha richiesto la sua presenza.

1.5. Risultati della valutazione esterna

Questa sezione descrive come i sistemi educativi trattano i risultati delle valutazioni esterne.

La sezione è suddivisa in quattro sotto-sezioni che forniscono una panoramica complessiva del tipo di azioni adottate, in quali paesi e in quali circostanze. La prima sotto-sezione fornisce una panoramica generale della tipologia di azioni previste solitamente per le procedure: correttive, disciplinari e di miglioramento. Le altre sotto-sezioni prendono in esame nel dettaglio le specifiche tipologie ed evidenziano le diverse circostanze in cui vengono adottate.

Laddove pertinente, vengono evidenziati gli approcci dettagliati usati in specifici paesi.

Tipologia di risultati

Mentre le procedure di implementazione delle valutazioni esterne nelle scuole di solito si basano uno schema organizzato in tre fasi, presenti nella maggior parte dei sistemi educativi, l'analisi dei risultati delle valutazioni esterne mostra un quadro più frammentato e diversificato, con solo pochi modelli adottati in quasi tutti i paesi.

Nonostante la diversità, un punto sembra essere condiviso in quasi tutti i sistemi educativi: le raccomandazioni. In tutti i paesi in cui viene svolta la valutazione esterna e per i quali i dati sono disponibili, ad eccezione del Belgio (Comunità germanofona) e della Polonia, i valutatori formulano delle raccomandazioni per il miglioramento dei propri rapporti. In Polonia, tali raccomandazioni sono previste solo nel caso in cui siano violati dei requisiti normativi o nel caso in cui siano commesse altre irregolarità. La natura e il tono delle raccomandazioni, comunque, varia da un paese all'altro, andando da obblighi per le scuole di mettere in atto specifiche azioni, a suggerimenti generali per il miglioramento di ambiti più vasti. In Repubblica ceca, ad esempio, le scuole non hanno l'obbligo di seguire le raccomandazioni volte a migliorare la qualità dell'istruzione, ma devono seguirle in caso di problemi gravi. In Italia, considerando la fase di sperimentazione, e a Cipro (ISCED 2), le scuole hanno completa autonomia di decidere se seguire o meno le raccomandazioni formulate dai valutatori. In Francia, per quanto riguarda il livello ISCED 1, l'impegno di seguirle è più morale che contrattuale. In Estonia e nell'ex Repubblica jugoslava di Macedonia, le raccomandazioni devono essere seguite e gli obiettivi raggiunti entro certi tempi.

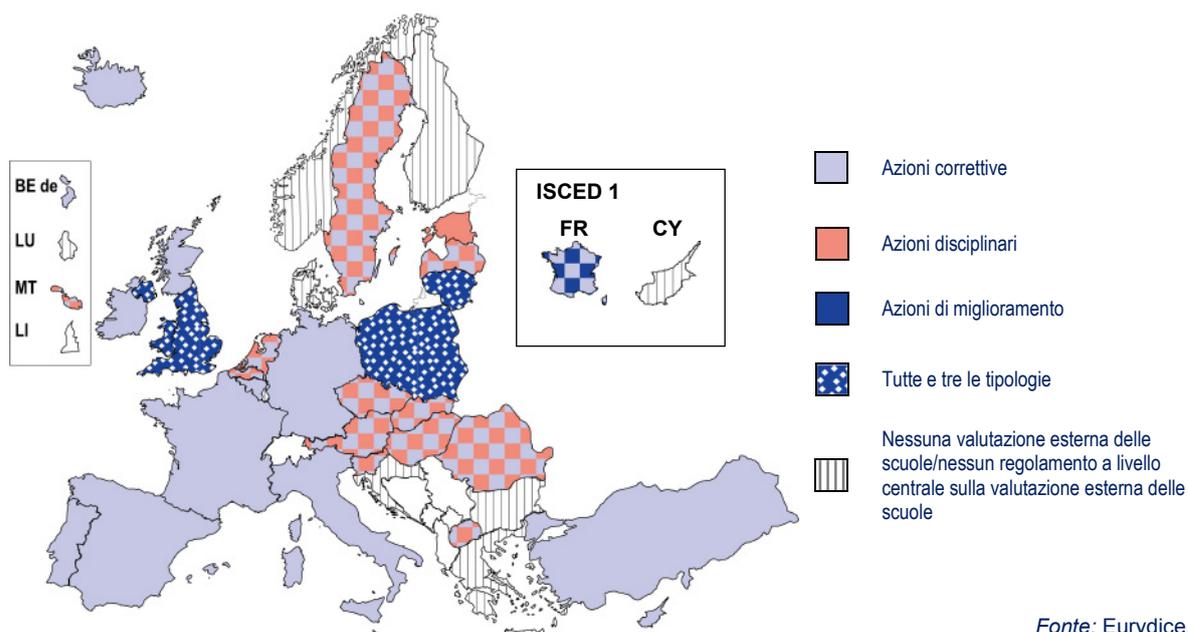
In base a tali raccomandazioni, le scuole, i valutatori e/o le autorità responsabili decidono le azioni da intraprendere. Queste possono essere raggruppate in tre grandi categorie:

1. azioni correttive;
2. azioni disciplinari;
3. azioni di miglioramento.

La prima categoria riguarda azioni volte a contrastare debolezze e limiti della qualità dell'istruzione offerta dalle scuole, o a porre rimedio a violazioni di regolamenti (cfr. Figura 1.8). In alcuni paesi, i valutatori possono essere coinvolti in ulteriori attività di controllo, come ispezioni o analisi supplementari di come la scuola ha gestito i limiti iniziali. In altri, le scuole possono essere tenute a mettere in atto azioni che toccano le aree problematiche evidenziate dai valutatori e in alcuni casi le azioni devono essere inserite in uno specifico piano di miglioramento. Infine, in alcuni paesi sono previste misure di sostegno che consistono in risorse supplementari, orientamento e formazione.

La seconda categoria si riferisce alle azioni disciplinari, di solito adottate dalle autorità responsabili e applicate nei casi in cui le azioni correttive non sono state efficaci.

Figura 1.7: Tipologia di risultati in base al rapporto di valutazione esterna della scuola, istruzione generale obbligatoria a tempo pieno, 2013/14



Note specifiche per paese

Danimarca: l'Agenzia nazionale per la qualità e la supervisione svolge un controllo annuale delle singole scuole per individuare le municipalità dove sono necessari dei miglioramenti. La parte rimanente del processo spetta alle municipalità con il sostegno dell'autorità di livello centrale.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: la cartina fa riferimento al metodo principale di valutazione esterna delle scuole utilizzato dall'organo di livello centrale (o regionale) e non alle responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

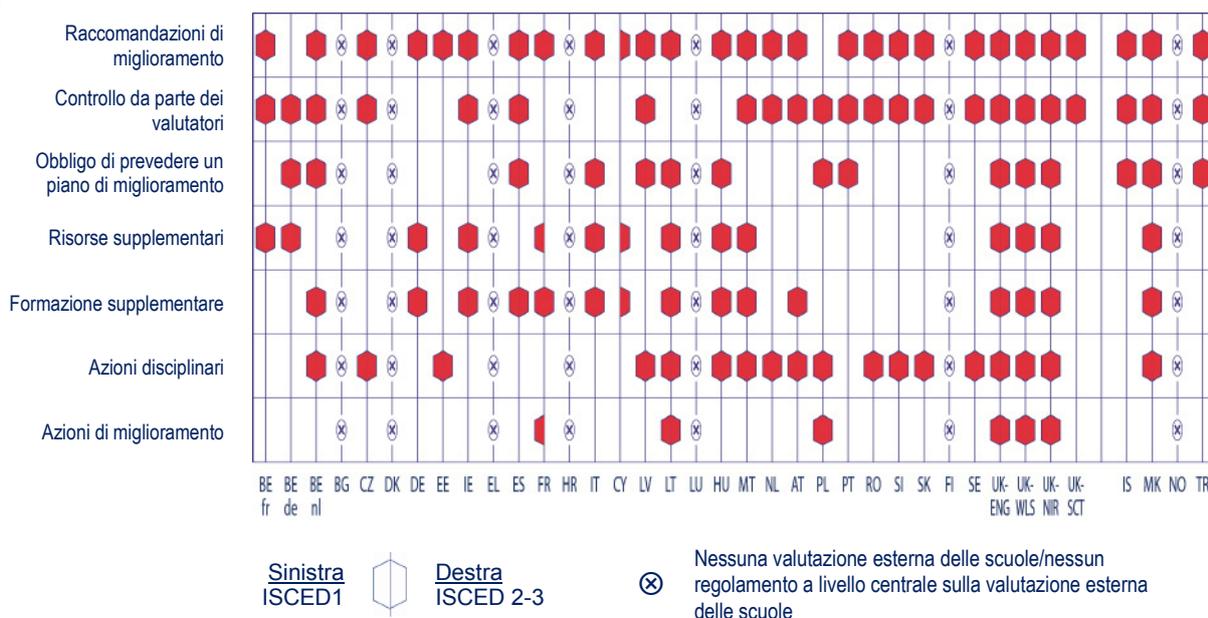
Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Ungheria: il "controllo del rispetto della normativa" prevede solo misure disciplinari, mentre il sistema di valutazione "didattico/professionale" in fase sperimentale prevede azioni correttive (cfr. Profilo nazionale).

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta di istruzione e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

La terza categoria include azioni volte a riconoscere, diffondere e promuovere buone pratiche. Mentre molti paesi hanno sviluppato offerte che rientrano nelle prime due categorie, in alcuni casi, i risultati sono visti come strumento per rafforzare la visibilità delle scuole che stanno lavorando bene, con un ritorno potenzialmente positivo in termini di immagine per la scuola e di miglioramento delle pratiche della scuola nel suo insieme.

Figura 1.8: Tipologia di risultati della valutazione esterna delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicativa

MK: Cfr. Glossario.

Note specifiche per paese

Danimarca: l'Agenzia nazionale per la qualità e la supervisione svolge un controllo annuale delle singole scuole per individuare le municipalità dove sono necessari dei miglioramenti. La parte rimanente del processo spetta alle municipalità con il sostegno dell'autorità di livello centrale.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: le informazioni si riferiscono solo al metodo principale di valutazione esterna delle scuole utilizzato dall'organo di livello centrale (o regionale) e non alle responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Ungheria: le informazioni si riferiscono sia al "controllo del rispetto della normativa" che al sistema di valutazione "didattico/professionale" in fase sperimentale (cfr. Profilo nazionale).

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

Azioni correttive

Oltre a formulare raccomandazioni, i valutatori possono essere coinvolti in azioni di controllo. Nel contesto di questo rapporto, sono considerate azioni di controllo quelle che coinvolgono i valutatori nell'analisi o nel controllo di come la scuola ha gestito le raccomandazioni formulate alla fine del rapporto. È il caso di circa due terzi dei sistemi educativi che svolgono la valutazione esterna delle scuole (cfr. Figura 1.8). Le azioni di controllo, di solito, consistono in visite supplementari o, più di rado, in un'analisi dei rapporti fatta dalle scuole che forniscono resoconti sulle azioni adottate per gestire i punti deboli individuati dai valutatori. Ad eccezione di Malta, e in una certa misura dell'Irlanda, le azioni di controllo sono previste solo quando i punti deboli, i problemi o le violazioni vengono individuate e riportate dai valutatori. In Belgio (Comunità germanofona), ad esempio, solo le

mancanze serie portano ad azioni di controllo, mentre in Slovenia le azioni di controllo sono previste solo quando le misure devono essere supervisionate per un lungo periodo di tempo. Nel Regno Unito (Galles), la gravità del punto debole della scuola in questione determina la programmazione della visita di controllo. A Malta, tutte le scuole ricevono una visita di controllo di un giorno senza preavviso entro un anno civile dalla pubblicazione del rapporto di valutazione, mentre in Irlanda le ispezioni vengono svolte in un campione di scuole. In Lettonia, le scuole devono presentare un rapporto ogni anno finché tutte le raccomandazioni non sono state implementate.

In tutti i paesi in cui viene svolta la valutazione esterna, le scuole devono prevedere azioni volte a migliorare la qualità dell'istruzione offerta o rimediare ai problemi individuati dai valutatori. In 12 sistemi educativi (Belgio (Comunità germanofona e fiamminga), Spagna, Lettonia, Lituania, Polonia, Portogallo, Regno Unito (Galles e Irlanda del Nord), Islanda, ex Repubblica jugoslava di Macedonia e Turchia), le procedure di valutazione esterna prevedono l'obbligo per le scuole di stabilire un piano di azione mirato nello specifico ai punti deboli individuati. In Polonia, ciò è limitato ai casi di scarsissimo rendimento. In Belgio (Comunità francofona), il piano di miglioramento è un'opzione che le scuole possono scegliere per evitare la chiusura immediata, soggetta alla decisione finale del Ministero. Il piano è accompagnato dall'obbligo di ricevere orientamento dal servizio di consulenza scolastica. In Italia, anche se ancora in fase sperimentale, e nel Regno Unito (Inghilterra), non è richiesto di sviluppare uno specifico piano di azione, ma i piani di miglioramento esistenti dovrebbero essere corretti tenendo conto delle raccomandazioni dei valutatori. L'ispezione "didattica/professionale" in Ungheria, attualmente in fase sperimentale e attuata a partire dal 2015, prevede che le scuole sviluppino un piano di azione quinquennale che segua le raccomandazioni degli ispettori. Solo in Belgio (Comunità fiamminga) e Lituania, vi sono chiare indicazioni volte a garantire il coinvolgimento degli insegnanti nella promozione del piano di azione.

In diversi paesi, delle misure di sostegno sono disponibili per le scuole. Di solito consistono in formazione supplementare o risorse aggiuntive, che possono essere di natura economica o professionale. In 15 sistemi educativi (Belgio (Comunità fiamminga), Germania, Irlanda, Spagna, Francia, Italia (in fase sperimentale), Ungheria (solo per il sistema "didattico/professionale" in fase di sperimentazione), Cipro (ISCED 2), Lituania, Malta, Austria, Regno Unito (Inghilterra, Galles e Irlanda del Nord), ed ex Repubblica jugoslava di Macedonia), la formazione supplementare è vista come una misura di sostegno e può essere attivata su raccomandazione dei valutatori o dalle stesse scuole come parte del piano di miglioramento. In 14 sistemi educativi (Belgio (Comunità francofona e germanofona), Germania (alcuni *Länder*), Irlanda, Francia (ISCED 1), Italia (in fase sperimentale), Ungheria (solo per il sistema "didattico/professionale" in fase di sperimentazione), Cipro (ISCED 2), Lituania, Malta e Regno Unito (Inghilterra, Galles e Irlanda del Nord) e l'ex Repubblica jugoslava di Macedonia, le risorse aggiuntive possono essere messe a disposizione delle scuole in caso di necessità. Ad eccezione del sistema di valutazione esterno sperimentale previsto in Italia e ad eccezione della Lituania, le risorse supplementari sono viste come un supporto professionale, sotto forma di orientamento, fornito dallo stesso organo di valutazione o da organizzazioni specializzate. In Lituania, il sostegno economico supplementare può essere concesso alle scuole per sostenere, ad esempio, l'uso di personale docente che fornisce aiuto agli studenti. Uno dei due progetti pilota presenti in Italia prevede lo stanziamento di 10 000 euro per le scuole che vogliono sviluppare pratiche innovative nei propri piani di miglioramento. In Francia (ISCED 1), a Cipro (ISCED 2) e Malta, le risorse supplementari sono volte anche ad aumentare il numero di persone coinvolte nella scuola. Nel Regno Unito (Inghilterra), il sostegno può essere fornito gemellando le scuole più deboli con quelle che hanno migliori risultati.

Azioni disciplinari

In 18 sistemi educativi su 31 che presentano modelli di valutazione esterna, la normativa prevede l'uso di azioni disciplinari nel caso di violazione dei regolamenti o incapacità di recupero delle mancanze dopo un certo periodo. In Repubblica ceca, Ungheria (sistema di controllo del rispetto della normativa) e Austria, le azioni disciplinari possono essere adottate solo se le leggi sono state infrante, mentre negli altri paesi possono includere l'incapacità di rispondere alle raccomandazioni formulate dai valutatori.

Le azioni disciplinari rientrano in due categorie: quelle che riguardano il personale che lavora nella scuola e quelle rivolte alla scuola nel suo insieme o agli organi responsabili. Nella maggior parte dei casi, i sistemi permettono entrambe le tipologie.

La prima categoria, di solito, consiste in contravvenzioni, sanzioni, esami o sostituzione del dirigente scolastico o più raramente di altro personale. Il licenziamento del dirigente scolastico o del personale di gestione è ammesso esplicitamente come possibilità in Repubblica ceca, Polonia, Slovenia e Slovacchia. In Polonia, comunque, è espressamente limitato all'incapacità di implementare il piano di miglioramento. Anche se non è prevista una lista di misure disciplinari, questa azione è stata adottata, in alcuni casi, a Malta. Nell'ex Repubblica jugoslava di Macedonia, il valutatore può proporre di licenziare qualunque membro del personale scolastico in caso di gravi infrazioni, come abuso di alcool e di droghe, molestia di studenti o uso improprio del budget della scuola.

La seconda tipologia di azione disciplinare, di solito, si incentra sulla capacità della scuola di operare pienamente e può arrivare alla chiusura della scuola, attraverso la riduzione dello stanziamento di finanziamenti o attraverso l'invalidamento delle sue basi legali. Per quanto riguarda quest'ultimo caso, in Lettonia, ad esempio, le scuole possono perdere il diritto a rilasciare certificati riconosciuti dallo Stato al termine dell'istruzione generale; in Repubblica ceca e Slovacchia, l'ispettore scolastico centrale può proporre l'eliminazione della scuola dall'Elenco delle scuole; in Estonia, il Ministero può dichiarare non valida la licenza educativa, impedendo alla scuola di lavorare; e nel Regno Unito (Inghilterra), nel caso di un'accademia, il Segretario di Stato può decidere di interrompere l'accordo di finanziamento. Conseguenze economiche sono previste anche nei Paesi Bassi, dove in casi estremi l'intero finanziamento annuale della scuola può essere trattenuto. È possibile anche nella Comunità francofona del Belgio, anche se questa misura non è ancora stata applicata.

In Ungheria (nel sistema di "controllo del rispetto della normativa") e in Svezia, le autorità responsabili possono chiudere del tutto le scuole. Una misura prevista anche nella Comunità francofona del Belgio, nonostante venga attuata raramente. In Svezia, una scuola può essere chiusa solo per sei mesi dopo i quali l'ispettorato interviene per adottare le misure necessarie per migliorare il rendimento della scuola.

In alcuni paesi, sono previste altre azioni disciplinari, come nel Regno Unito (Inghilterra), dove le scuole – con misure speciali – non possono assumere nuovi insegnanti, o in Estonia e Svezia, dove il proprietario della scuola può ricevere una contravvenzione.

Mentre nella maggior parte dei paesi le azioni disciplinari vengono adottate dalle autorità responsabili, in Slovenia, gli stessi ispettori possono legalmente richiedere alcuni tipi di sanzioni, compresa la sospensione temporanea di tutte le attività scolastiche, anche se quest'ultima non è stata ancora applicata.

Azioni di miglioramento

Se la maggior parte dei risultati delle valutazioni esterne trattano le scuole che operano al di sotto di determinati standard, in alcuni casi, le procedure e le pratiche prevedono anche l'individuazione, la diffusione e la promozione di buone pratiche. Le azioni di miglioramento sono qui definite come individuazione, appoggio e diffusione ufficiale di buone pratiche che emergono dalla valutazione

esterna. Solo sei sistemi educativi sui 31 che prevedono la valutazione esterna hanno una forma di azione di miglioramento. In Francia, le scuole di livello ISCED 1 considerate buone o innovative possono ricevere risorse supplementari; in Lituania, l'organo di valutazione (NASE) ha il compito di raccogliere informazioni sulle buone pratiche nelle scuole e di distribuire queste informazioni in collaborazione con il dirigente scolastico e gli insegnanti di tali scuole; in Polonia, i valutatori devono preparare un formulario relativo a una buona pratica specifica per le scuole che hanno ottimi risultati rispetto ad alcuni standard. Tale formulario viene poi distribuito attraverso il sito della sovrintendenza; nel Regno Unito (Inghilterra, Scozia e Irlanda del Nord), le esperienze raccolte durante le ispezioni possono essere usate in rapporti tematici e di altro tipo sulle buone pratiche e rese disponibili attraverso i siti dell'ispettorato.

Questo approccio permette un aumento della consapevolezza di cosa funziona e in quali circostanze, e migliora il profilo delle scuole che hanno raggiunto buoni risultati. Sostiene anche una cultura di riscontro positivo e apprendimento reciproco che può contribuire all'evoluzione del ruolo e degli obiettivi della valutazione esterna.

1.6. Diffusione dei risultati della valutazione esterna

Questa sezione descrive come vengono diffusi i risultati della valutazione esterna e chi può accedervi.

È necessario fare una distinzione preliminare tra i rapporti di valutazione delle singole scuole e i rapporti che forniscono dati complessivi sui risultati. I primi si riferiscono ai singoli rapporti dei valutatori in seguito alla valutazione e che quindi si riferiscono alle singole scuole, mentre i secondi spesso consistono in rapporti composti da dati complessivi sulle attività svolte durante uno o più giorni.

La prima sotto-sezione prende in considerazione il livello di distribuzione dei rapporti della valutazione esterna delle singole scuole tenendo conto delle varie possibilità tra i due estremi: rapporti resi pubblici d'ufficio e rapporti che non vengono diffusi.

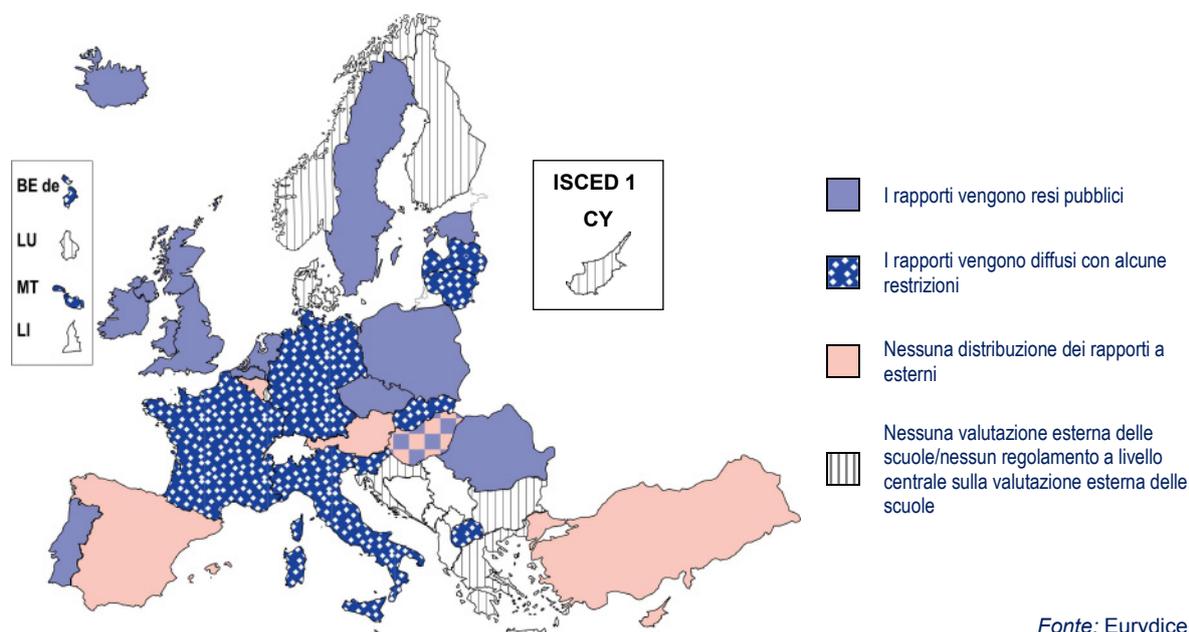
La seconda sotto-sezione tratta i rapporti complessivi sui risultati della valutazione, un metodo usato dalla maggior parte degli organi di valutazione come strumento di resoconto nei confronti delle autorità di livello centrale/superiore.

Distribuzione dei rapporti di valutazione

Esistono tre metodi di distribuzione dei risultati della valutazione esterna: (a) i rapporti vengono resi pubblici; (b) i rapporti vengono distribuiti con alcune restrizioni; e (c) i rapporti non vengono distribuiti al pubblico generale o ai soggetti interessati pertinenti, anche se possono essere trasmessi, come parte della procedura, alle autorità educative di livello centrale o superiore. Come si vede dalla Figura 1.9, nella maggior parte dei sistemi educativi, i rapporti di valutazione vengono resi pubblici o diffusi senza restrizioni e, solo in pochi paesi, i rapporti non vengono distribuiti per niente.

Come mostra la Figura 1.9, in 15 sistemi educativi i rapporti sono resi pubblici di solito tramite pubblicazione sul sito web dell'autorità di livello centrale/superiore, dell'organo che ha svolto la valutazione esterna o della scuola stessa. In alcuni di questi paesi, oltre a rendere disponibile il rapporto, le scuole sono tenute a informare della loro esistenza i soggetti interessati in ambito scolastico. È il caso di Belgio (Comunità fiamminga), Repubblica ceca, Irlanda, Paesi Bassi, Polonia, Regno Unito e Islanda. Nei Paesi Bassi, vengono adottate misure specifiche supplementari nei confronti delle scuole più deboli: la scuola in questione viene aggiunta a una lista pubblicata sul sito dell'ispettorato e viene aggiunta una pagina al rapporto destinata ai genitori.

Figura 1.9: Distribuzione dei rapporti della valutazione esterna delle singole scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicativa

La cartina fa riferimento ai rapporti della valutazione esterna delle singole scuole. Non prende in considerazione la distribuzione dei rapporti con i dati complessivi prodotti in alcuni paesi. “Nessuna distribuzione dei rapporti a esterni” non esclude che il rapporto venga trasmesso alle autorità educative centrali/di livello superiore”.

Note specifiche per paese

Danimarca: l’Agenzia nazionale per la qualità e la supervisione pubblica i risultati generali del controllo annuale senza alcuna informazione sulle singole scuole.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: la cartina si riferisce solo alla valutazione esterna delle scuole svolta dall’organo di livello centrale (o regionale) e non alle responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Lettonia: il rapporto è accessibile al pubblico solo in parte.

Ungheria: i risultati del “controllo del rispetto della normativa” non vengono resi pubblici, mentre il sistema di valutazione “didattico/professionale” in fase sperimentale obbliga le scuole a pubblicare il rapporto di valutazione sul loro sito (cfr. Profilo nazionale).

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

In dieci sistemi educativi, i rapporti sono accessibili con alcune restrizioni, rendendoli disponibili su richiesta o distribuendoli solo ai soggetti interessati pertinenti.

In Belgio (Comunità germanofona), il rapporto viene trasmesso a tutte le persone coinvolte nella valutazione, che di solito includono i soggetti interessati in ambito scolastico, come i rappresentanti dei genitori e degli alunni. A Malta, vengono preparati dei brevi rapporti per i genitori e il dirigente scolastico è tenuto a comunicare ai genitori per iscritto i risultati principali. In Francia, il dirigente scolastico è libero di decidere se distribuire il rapporto ai genitori. Anche in Lituania la distribuzione del rapporto dipende dalla decisione della scuola, ma viene richiesto al dirigente scolastico di presentare i risultati della valutazione al personale, ai genitori e agli studenti, e i risultati principali in termini di punti forti e punti deboli generali vengono pubblicati sul sito dell’organo di valutazione.

In Italia, Slovacchia e nell’ex Repubblica jugoslava di Macedonia, il rapporto di valutazione può essere consultato su richiesta. Per quanto riguarda l’Italia, il nuovo sistema di valutazione esterna in fase di sperimentazione prevede una “fase di rendicontazione sociale”, anche se le modalità non sono state

ancora stabilite, lasciando una qualche libertà alla scuola nella scelta di rendere disponibili i rapporti al pubblico più ampio attraverso il sito web. In Slovenia, alcuni dati di natura personale o confidenziale devono essere mantenuti riservati. Nell'ex Repubblica jugoslava di Macedonia, il dirigente scolastico è tenuto a informare tutte le parti interessate dei risultati della valutazione.

La Lettonia è un caso particolare: la restrizione riguarda la tipologia di informazioni e non il modo in cui vengono diffuse. In questo paese, infatti, solo alcune parti del rapporto vengono rese pubbliche su uno schema specifico che contiene i nomi degli esperti, il giudizio della valutazione, i punti forti e quelli deboli. Lo schema viene pubblicato sul sito dell'organo di valutazione ed è accessibile a chiunque. Il rapporto completo può essere comunque accessibile ai genitori, agli insegnanti e ai rappresentanti della municipalità, su richiesta.

In Germania, il rapporto viene distribuito agli soggetti interessati pertinenti o reso disponibile su richiesta e le due modalità coesistono a seconda dei *Länder*. In Slovenia, viene distribuito a coloro il cui lavoro è stato oggetto di ispezione, o alle municipalità, se qualche raccomandazione rientra tra le loro competenze. Il rapporto può essere reso disponibile su richiesta, ma alcuni dati di natura personale o confidenziale vengono tenuti riservati.

Infine, in sette sistemi educativi (Belgio (Comunità francofona), Danimarca, Spagna, Cipro (ISCED 2), Ungheria (per il sistema di controllo del rispetto della normativa), Austria e Turchia), i rapporti di valutazione (o i risultati dettagliati di valutazione del rischio nel caso della Danimarca) non vengono resi pubblici.

Rapporti complessivi sui risultati della valutazione

Nella maggior parte dei paesi, i risultati della valutazione vengono anche distribuiti alle autorità centrali/di livello superiore. Anche se in alcuni casi i rapporti di valutazione sulle singole scuole vengono trasmessi direttamente alle autorità, più spesso gli organi di valutazione stendono dei rapporti annuali o biennali che forniscono un quadro generale. La natura di tali rapporti può avere diversi scopi. In Spagna, Slovenia e Romania, ad esempio, si incentrano sulle attività dell'organo di valutazione; in Belgio (Comunità francofona), Lettonia, Lituania e Slovacchia, forniscono un quadro generale dei risultati e delle raccomandazioni. Nell'ex Repubblica jugoslava di Macedonia, coprono entrambi gli aspetti. In Romania, viene preparato un rapporto sulla qualità generale del sistema educativo ogni quattro anni. In alcuni paesi, come Repubblica ceca e Regno Unito (Inghilterra, Galles e Irlanda del Nord), oltre ai rapporti annuali sull'attività di valutazione e/o sui risultati, sono previsti dei rapporti tematici specifici. In Austria, i dati dell'ispezione della scuola a livello provinciale costituiscono la base dei piani di sviluppo per tipo di scuola e i risultati regionali generali forniscono informazioni per il piano di sviluppo nazionale. In molti casi, i rapporti tematici, annuali o biennali, vengono resi pubblici attraverso il sito dell'organo di valutazione o tramite i canali di distribuzione dell'autorità centrale/di livello superiore.

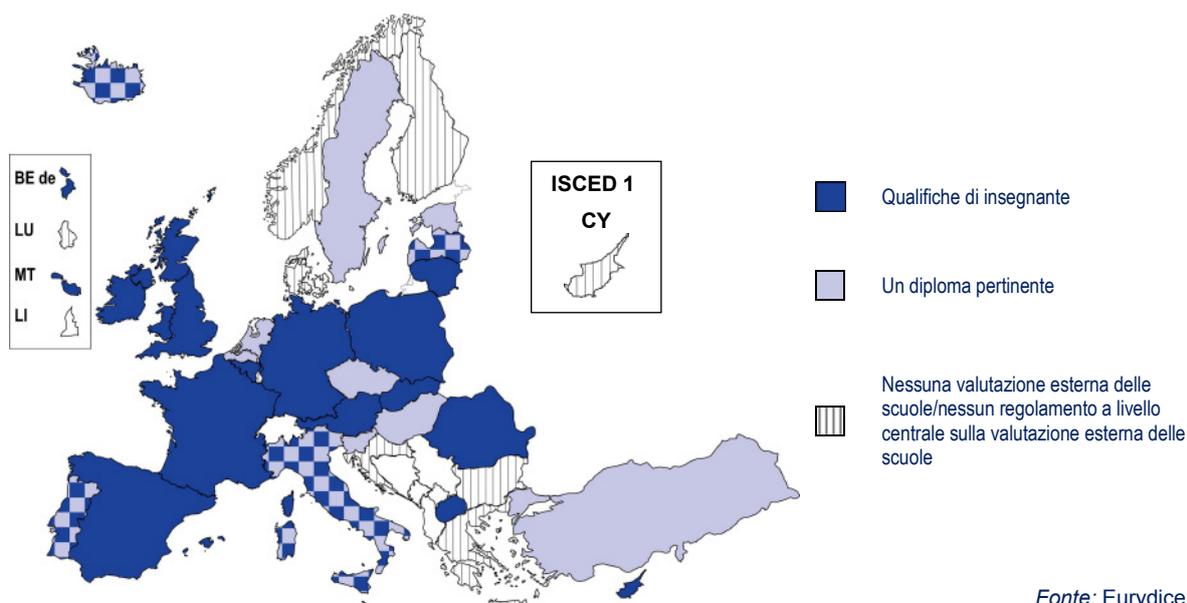
1.7. Qualifiche dei valutatori esterni

Questa sezione analizza le qualifiche e l'esperienza professionale necessarie per diventare valutatore esterno delle scuole. Descrive anche se la formazione specifica fa parte dei requisiti. Questa sezione non prende in considerazione le qualifiche di membri esterni che partecipano alle valutazioni esterne su base volontaria, come in Germania e Regno Unito (Scozia e Galles). Non prende in esame neanche i requisiti per gli esperti di ambiti specifici che si uniscono alle equipe di valutatori nominati ad hoc e che trattano argomenti specifici (Repubblica ceca, Estonia, Francia e Slovenia). I profili nazionali dei paesi in questione forniscono maggiori informazioni sui membri esterni e sugli esperti coinvolti ad hoc.

Qualifiche formali ed esperienza professionale

Nella maggior parte dei paesi in questione, per diventare valutatore esterno è necessaria una qualifica di insegnamento (cfr. Figura 1.10) e, di solito, un certo numero di anni di esperienza professionale in una scuola come insegnante o in una posizione amministrativa.

Figura 1.10: Qualifiche richieste ai valutatori esterni delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicativa

Questa figura non prende in considerazione i membri non esperti che si uniscono al gruppo di valutazione su base volontaria e neanche gli esperti di campi specifici che si uniscono al gruppo di ispettori nominati ad hoc. Un diploma pertinente può includere una qualifica per insegnare, ma non si limita a questo.

Note specifiche per paese

Danimarca: l'Agenzia nazionale per la qualità e la supervisione svolge un controllo annuale delle singole scuole per individuare le municipalità dove sono necessari dei miglioramenti. La parte rimanente del processo spetta alle municipalità con il sostegno dell'autorità di livello centrale.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: la cartina si riferisce solo al metodo principale di valutazione esterna delle scuole utilizzato dall'organo di livello centrale (o regionale) e non alle responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Ungheria: la cartina mostra la situazione dei valutatori che svolgono il "controllo del rispetto della normativa". I valutatori dell'ispezione "didattico/professionale", attuata dal 2015, devono avere una qualifica di insegnante.

Slovacchia: oltre alla qualifica di insegnanti, gli ispettori scolastici devono avere superato un esame da impiegati del settore pubblico.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

Regno Unito (ENG, SCT): la figura mostra i requisiti per gli ispettori di sua maestà (*Her Majesty's Inspectors*). Per le qualifiche degli altri valutatori esterni, cfr. Profili nazionali.

In una dozzina di paesi, i candidati con una vasta gamma di qualifiche e con diverse esperienze professionali possono diventare valutatori esterni.

In Belgio (Comunità fiamminga), Repubblica ceca, Estonia, Ungheria (valutatori che superano il controllo del rispetto della normativa), Paesi Bassi, Slovenia, Svezia e Turchia, mentre è richiesta una qualifica di istruzione superiore, non vi sono limitazioni ad ambiti specifici e l'esperienza per diventare valutatori può essere acquisita anche al di fuori della scuola, in settori come l'istruzione, la ricerca, la psicologia o l'amministrazione educativa. In Turchia, oltre a un diploma di istruzione superiore in

diversi ambiti possibili, i candidati a diventare ispettori possono avere un'esperienza di insegnamento o avere ottenuto un punteggio minimo specifico all'esame per la selezione del personale pubblico. In Repubblica ceca, quando viene svolto il controllo finanziario, l'equipe ispettiva deve includere un controllore/auditor specializzato in gestione e amministrazione delle risorse.

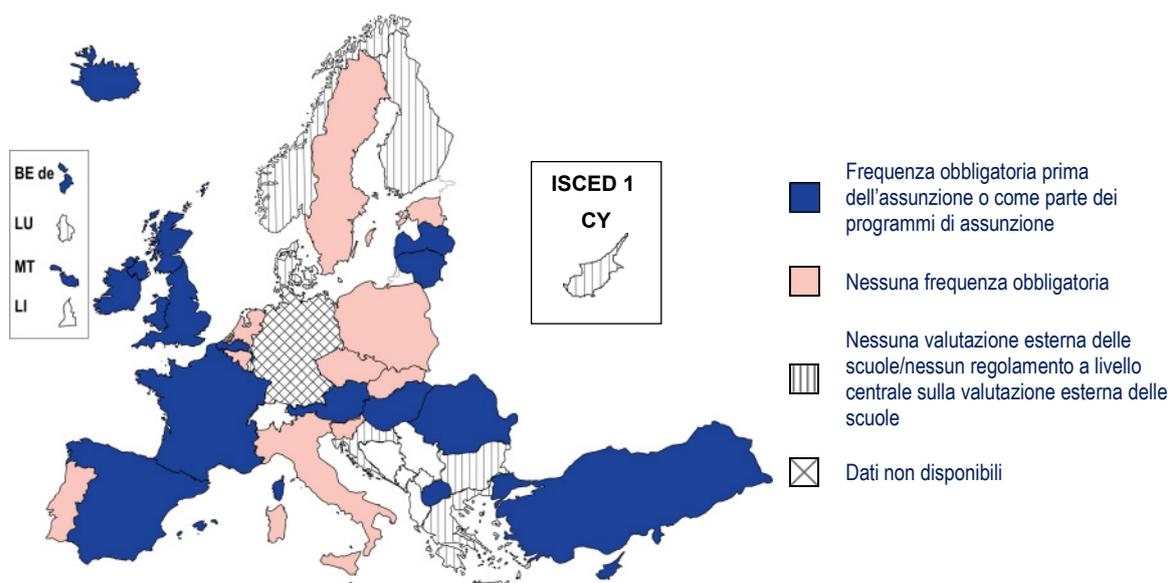
In Italia (fase sperimentale), Portogallo e Islanda, l'equipe di ispettori include valutatori con un profilo accademico o di ricercatori, oltre a valutatori con qualifiche di insegnanti ed esperienza professionale nelle scuole. In Lettonia, i valutatori esterni devono avere una qualifica di insegnanti o un'qualifica nel settore dell'amministrazione scolastica, e avere esperienza lavorativa in una scuola come insegnante o con un ruolo nell'amministrazione scolastica.

Oltre alle qualifiche formali e all'esperienza professionale, diversi paesi selezionano i candidati anche sulla base delle abilità, delle conoscenze e delle competenze. Ad esempio, competenze comunicative e informative sono richieste in Belgio (Comunità fiamminga), Irlanda, Slovacchia e Regno Unito (Galles). Può essere tenuto conto anche della conoscenza di diverse lingue: in Spagna, i valutatori devono conoscere la lingua co-ufficiale della Comunità autonoma corrispondente se esiste; in Irlanda, gli ispettori devono dimostrare di sapere comunicare sia in inglese che in irlandese; in Slovacchia, gli ispettori devono conoscere la lingua della rispettiva minoranza linguistica collegata alla loro attività lavorativa. Le abilità analitiche rientrano tra i criteri citati in Lituania e nel Regno Unito (Galles). Le abilità nelle TIC spesso sono richieste, come in Belgio (Comunità fiamminga), Irlanda e Regno Unito (Inghilterra). Ai candidati può essere richiesto di conoscere a fondo il sistema educativo, come in Germania e nel Regno Unito (Galles).

Formazione specifica

In 19 sistemi educativi (cfr. Figura 1.11), i valutatori esterni possono avere seguito una formazione specifica prima dell'assunzione o durante il periodo di prova. A seconda del paese, la formazione specifica può trattare la valutazione o altri ambiti.

Figura 1.11: Frequenza obbligatoria di una formazione specifica per i valutatori esterni delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicativa

Questa figura non prende in considerazione i membri non esperti che si uniscono al gruppo di valutazione su base volontaria e neanche gli esperti di campi specifici che si uniscono al gruppo di ispettori nominati ad hoc.

Note specifiche per paese (Figura 1.11)

Danimarca: l'Agenzia nazionale per la qualità e la supervisione svolge un controllo annuale delle singole scuole per individuare le municipalità dove sono necessari dei miglioramenti. La parte rimanente del processo spetta alle municipalità con il sostegno dell'autorità di livello centrale.

Estonia, Slovacchia, Regno Unito (ENG/WLS, SCT) ed ex Repubblica jugoslava di Macedonia: la cartina si riferisce solo al metodo principale di valutazione esterna delle scuole utilizzato dall'organo di livello centrale (o regionale) e non alle responsabilità di valutazione delle autorità locali per le scuole che gestiscono (cfr. Sezione 1.2).

Italia: le informazioni si basano su due progetti pilota (cfr. Profilo nazionale).

Ungheria: la cartina mostra la situazione degli ispettori che svolgono il "controllo del rispetto della normativa". I candidati a una posizione di valutatori dell'ispezione "didattico/professionale", in vigore dal 2015, devono partecipare a un programma di formazione organizzato dall'autorità educativa prima dell'assunzione.

Slovenia: un corso di formazione di 16 ore organizzato dal ministero responsabile della pubblica amministrazione è disponibile per i futuri ispettori e per quelli assunti, per prepararli a superare l'esame obbligatorio di ispettore scolastico.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

In nove sistemi educativi, i candidati al ruolo di valutatori esterni devono seguire una formazione specifica in valutazione scolastica o valutazione in generale. In Belgio (Comunità germanofona), i candidati devono seguire una formazione intensiva di diversi mesi, organizzata dal Ministero dell'educazione e della formazione del Nordreno-Vestfalia, su vari aspetti del processo di valutazione scolastica. In Spagna, una formazione professionale obbligatoria e una fase pratica costituiscono parte del processo di selezione. In Francia, i candidati ammessi alla posizione di ispettore dell'Educazione nazionale frequentano un anno di alternanza scuola-lavoro. In Lituania, Lettonia, Romania e Regno Unito (Inghilterra), dove ai valutatori esterni viene fatto un contratto specifico per una o più valutazioni, questi hanno il diritto di effettuare valutazioni solo dopo aver seguito un corso di formazione obbligatorio in materia di valutazione scolastica. In Inghilterra, gli ispettori supplementari seguono una formazione di 5-6 giorni di valutazione e laboratori, inframezzata da esperienza pratica. In Islanda, dove ai valutatori esterni viene fatto un contratto per valutazioni specifiche, in ogni equipe ci devono essere persone che hanno seguito un corso di valutazione scolastica a livello di istruzione superiore o un corso di specializzazione sulla valutazione organizzato dall'Istituto per la valutazione educativa. Infine, nell'ex Repubblica jugoslava di Macedonia, i candidati alle posizioni di ispettore devono completare le sessioni di formazione professionale organizzate dagli ispettori esperti che durano da tre a sei mesi.

In Belgio (Comunità fiamminga), Irlanda, Malta, Regno Unito (Galles, Irlanda del Nord e Scozia), e Turchia, una formazione specifica in valutazione viene organizzata durante il periodo di prova ed è seguita da tutti i nuovi valutatori o ispettori. Nel Regno Unito (Inghilterra), questo vale per gli ispettori di sua maestà (*Her Majesty's Inspectors*), che sono assunti direttamente dall'ispettorato.

A Cipro e in Ungheria (controllo del rispetto della normativa), i valutatori esterni devono avere seguito una formazione specifica in ambiti diversi dalla valutazione scolastica prima dell'assunzione. A Cipro, i valutatori delle scuole secondarie inferiori devono avere partecipato a un corso di formazione di 200 ore in direzione scolastica. In Ungheria, gli ispettori che svolgono il controllo del rispetto della normativa hanno un certificato di formazione specifica in amministrazione pubblica. In Austria, gli ispettori devono svolgere una formazione in gestione scolastica, prima o dopo l'assunzione.

CAPITOLO 2: LA VALUTAZIONE INTERNA DELLE SCUOLE

La valutazione interna delle scuole è un processo introdotto e svolto dalle stesse scuole per valutare la qualità dell'istruzione che offrono. È svolto innanzitutto dai membri del personale scolastico e, in alcuni casi, in collaborazione con altri soggetti interessati in ambito scolastico, come studenti, genitori o membri della comunità locale. Può trattare qualunque aspetto della vita scolastica, dall'approccio didattico all'efficacia amministrativa. La Raccomandazione del Parlamento e del Consiglio sulla collaborazione europea per la valutazione della qualità dell'insegnamento scolastico del 2001 ⁽¹⁾ evidenzia l'interesse di questo approccio per migliorare la qualità. La Raccomandazione invita gli Stati membri a "incoraggiare l'autovalutazione delle scuole come metodo per creare apprendimento e migliorare le scuole".

Questo capitolo fornisce un quadro delle attuali politiche adottate dai paesi relativamente alla valutazione interna delle scuole. Prende in esame tre aspetti chiave evidenziati dalla Raccomandazione del Parlamento europeo e del Consiglio del 2001: (1) il sostegno metodologico fornito alle scuole attraverso la formazione e altri strumenti; (2) il coinvolgimento di diversi soggetti interessati in ambito scolastico; e (3) l'interrelazione tra valutazione interna e valutazione esterna della scuola.

La prima sezione prende in esame i diversi tipi di requisiti previsti dalle autorità educative su come deve essere attuata la valutazione interna delle scuole. La sezione 2.2 analizza quali parti sono coinvolte nella valutazione interna e le modalità di coinvolgimento. La sezione 2.3 si incentra sulle misure di sostegno fornite dalle autorità educative alle scuole per svolgere la valutazione interna. La sezione finale descrive l'uso che viene fatto della valutazione interna, con particolare attenzione a chi utilizza i risultati e in che modo.

2.1. Status della valutazione interna

Questa sezione evidenzia se la valutazione interna della scuola è obbligatoria o raccomandata in Europa e analizza con quale frequenza viene svolta.

In base ai regolamenti di livello centrale/superiore, la valutazione interna delle scuole è obbligatoria in due terzi dei sistemi educativi (cfr. Figura 2.1). A Cipro e in Lussemburgo, la valutazione interna della scuole è obbligatoria rispettivamente per le scuole secondarie (ISCED 2) e primarie; anche se è raccomandata per le scuole che offrono gli altri livelli dell'istruzione obbligatoria. Nella maggior parte dei sistemi educativi in cui la valutazione interna è obbligatoria, deve essere svolta annualmente, mentre in un paio di paesi, le scuole non devono prevederla ogni anno. Nell'ex Repubblica jugoslava di Macedonia, le scuole devono produrre un rapporto sulla valutazione interna ogni due anni, e in Lettonia, ogni sei anni. In Belgio (Comunità germanofona), Lussemburgo (ISCED 1) e Regno Unito (Irlanda del Nord), la valutazione interna deve essere prevista ogni tre anni. In Estonia, le scuole devono produrre almeno un rapporto di valutazione interna durante un periodo di piano di sviluppo, che dura almeno tre anni. Nel Regno Unito (Galles), la frequenza obbligatoria per la presentazione di un piano di autovalutazione della scuola dipende dalla frequenza delle ispezioni, cioè almeno una volta ogni sei anni. In Germania, ogni Land stabilisce la frequenza della valutazione interna. Infine, in Croazia, Lituania, Ungheria e Svezia, i regolamenti sulla valutazione interna non ne stabiliscono la frequenza.

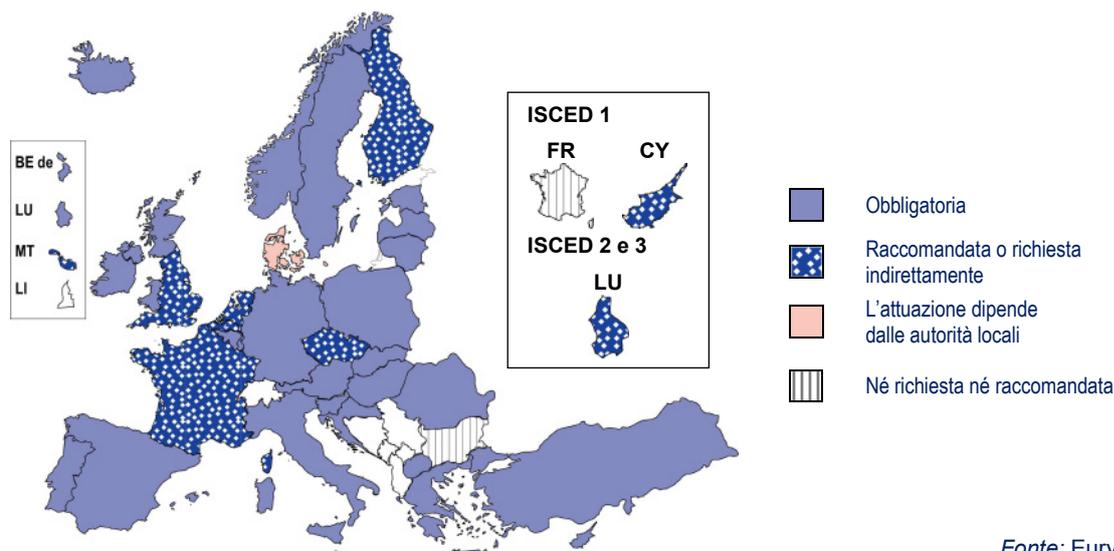
In dieci sistemi educativi, la valutazione interna delle scuole non è resa obbligatoria dall'autorità centrale/di livello superiore, ma può essere raccomandata, è una conseguenza di altri requisiti o è una prerogativa delle autorità locali.

A Cipro (ISCED 1), in Lussemburgo (ISCED 2 e 3), a Malta e nel Regno Unito (Inghilterra), la valutazione interna è raccomandata dagli ispettori o da altri organi responsabili della garanzia di qualità del sistema educativo. A Cipro, gli ispettori scolastici incoraggiano le scuole primarie a svolgere la valutazione interna e a sviluppare i piani di miglioramento della scuola. In Lussemburgo,

⁽¹⁾ Raccomandazione del Parlamento e del Consiglio del 12 febbraio 2001 sulla collaborazione europea per la valutazione della qualità dell'insegnamento scolastico, GU L 60, 1.2.2001, p. 51.

l'Agenzia per lo sviluppo della qualità scolastica raccomanda alle scuole secondarie di prevedere e attuare un piano triennale di sviluppo e di rivederne i risultati. A Malta, il Dipartimento di garanzia della qualità, interno alla Direzione per la qualità e gli standard educativi, raccomanda che la valutazione interna sia un processo continuo basato su un ciclo triennale. Nel Regno Unito (Inghilterra), l'Ofsted raccomanda che l'autovalutazione venga fatta come parte del ciclo continuo di controllo della scuola e del piano di miglioramento. Le scuole possono presentare agli ispettori un breve resoconto scritto dell'autovalutazione, ma non è obbligatorio.

Figura 2.1: Status della valutazione interna delle scuole in base ai regolamenti centrali/di livello superiore, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Note specifiche per paese

Italia: la valutazione interna è diventata obbligatoria per le scuole nel contesto del nuovo Sistema nazionale di valutazione, la cui implementazione a livello nazionale è iniziata nel 2014/15.

Ungheria: la legge sull'istruzione generale del 2001 fa riferimento ai processi di valutazione interna in relazione all'ispezione "didattica/professionale" in fase sperimentale. Quest'ultima sarà introdotta nel 2015.

In Francia, le autorità educative raccomandano alle scuole secondarie di svolgere una valutazione interna prima del rinnovo del periodico "contratto per obiettivi" (*contrats d'objectifs*) firmato con le autorità educative (*Academies*). Questi contratti sono obbligatori dal 2005 e sono volti a valutare l'efficienza delle scuole secondarie rispetto a una serie di obiettivi educativi individuati come prioritari.

In Belgio (Comunità fiamminga) e nei Paesi Bassi, i requisiti centrali relativi alla valutazione interna delle scuole fanno riferimento alle responsabilità generali delle scuole per il monitoraggio della qualità dell'istruzione offerta. Quindi, anche se la valutazione interna non è regolamentata direttamente, gli ispettori controllano che venga svolta davvero.

In Repubblica ceca, non vi sono regolamenti stabiliti per legge per la valutazione interna, ma le scuole devono presentare un rapporto annuale basato sulla valutazione interna, che gli ispettori consultano come parte dell'analisi preparatoria della valutazione esterna.

In Danimarca e Finlandia, i regolamenti centrali non specificano le forme e le procedure della valutazione a livello di scuola. I soggetti che erogano servizi educativi a livello locale possono stabilire l'ambito, i metodi e la frequenza delle procedure di assicurazione di qualità. In Finlandia, nel 2009, il Ministero dell'istruzione e della cultura ha previsto uno strumento, chiamato "Criteri di qualità per l'istruzione di base" ⁽²⁾, per raccomandare e sostenere il lavoro di assicurazione di qualità a livello scolastico e municipale.

⁽²⁾ http://www.minedu.fi/OPM/Julkaisut/2009/Perusopetuksen_laaturiteerit.html?lang=en

Infine, in Bulgaria e Francia (ISCED 1), non esistono regolamenti o raccomandazioni sulla valutazione interna delle scuole.

2.2. Soggetti coinvolti nella valutazione interna

Come per la valutazione esterna (Cfr. Sezione 1.4 del Capitolo 1), il coinvolgimento di diverse parti nella valutazione interna delle scuole è fortemente consigliato dal Parlamento europeo e dal Consiglio nelle raccomandazioni sulla cooperazione europea per la valutazione della qualità dell'insegnamento scolastico ⁽³⁾. La partecipazione di studenti, genitori e altri soggetti interessati in ambito scolastico oltre al personale scolastico, è visto come uno degli elementi chiave di una valutazione interna efficace, dato che promuove una responsabilità condivisa per il miglioramento delle scuole. Inoltre, la partecipazione di membri della comunità locale nel processo di valutazione interna può garantire che le scuole siano più sensibili ai bisogni del loro contesto.

Questa sezione prende in esame le parti coinvolte nella valutazione interna in base ai regolamenti centrali/di livello superiore. Questa sezione non prende in considerazione gli specialisti esterni che sostengono il processo regolarmente o su richiesta della scuola. Quest'ultimo aspetto viene analizzato nella sezione successiva (cfr. Sezione 2.3).

Le informazioni sulle parti coinvolte nella valutazione interna sono limitate ai 23 sistemi educativi che presentano regolamenti su questo aspetto (cfr. Figura 2.2). Tuttavia, bisogna dire che nei paesi senza regolamenti, la partecipazione di soggetti interessati nella valutazione interna spesso è raccomandata dalle autorità centrali. È il caso di Irlanda, Malta, Finlandia, Regno Unito (Scozia) e Norvegia.

I paesi che hanno regolamentato la partecipazione delle parti coinvolte nella valutazione interna possono essere suddivisi in due grandi gruppi: quelli che richiedono la partecipazione di una vasta gamma di soggetti interessati, compresi studenti e/o genitori, e quelli che regolano solo la partecipazione dei membri del personale scolastico. È importante notare che, laddove i regolamenti sono limitati al personale scolastico, le scuole sono libere di decidere sul coinvolgimento di altri soggetti interessati e possono anche spingersi oltre i regolamenti in questo ambito, includendo genitori, studenti o membri della comunità locale. Inoltre, quando i regolamenti sono limitati al personale scolastico, le autorità educative possono incoraggiare le scuole a includere una gamma più ampia di soggetti interessati. Ad esempio, in Polonia, la normativa specifica che il dirigente scolastico deve svolgere la valutazione interna in collaborazione con gli insegnanti. Ma gli ispettori scolastici controllano se genitori e studenti hanno la possibilità di partecipare al processo di valutazione interna, promosso ampiamente attraverso una formazione sulla valutazione interna prevista per gli insegnanti.

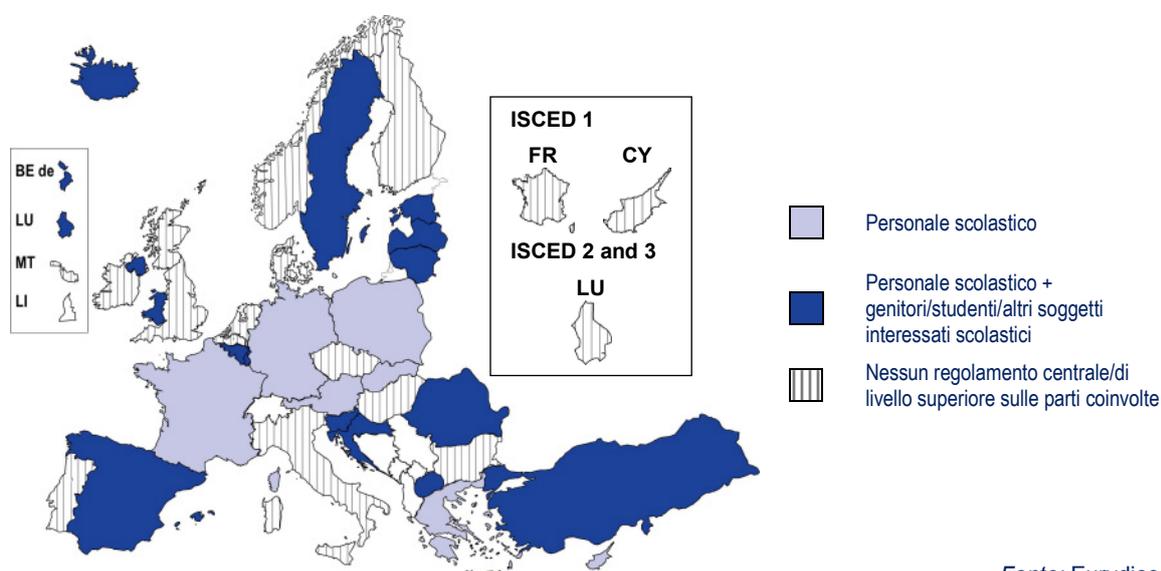
Le modalità di coinvolgimento di soggetti interessati in ambito scolastico diversi dal personale scolastico nella valutazione interna (genitori, studenti, ecc.) varia a seconda dei paesi, andando dalla semplice approvazione di un rapporto all'essere completamente coinvolti nella definizione del processo, nell'analisi dei dati e nell'elaborazione dei giudizi.

In nove sistemi educativi, i consigli scolastici o gli organi di governo della scuola che comprendono i rappresentanti dei soggetti interessati in ambito scolastico compresi genitori e/o studenti, intervengono a vari livelli nel processo di valutazione interna. In Estonia, Slovenia, Romania e Regno Unito (Galles), i consigli scolastici o gli organi di governo della scuola intervengono alla fine del processo. I membri discutono e approvano il rapporto di autovalutazione presentato dal dirigente scolastico. In Lituania, il consiglio scolastico definisce l'oggetto e i metodi usati per la valutazione interna e analizza i risultati.

⁽³⁾ Raccomandazione del Parlamento e del Consiglio del 12 febbraio 2001 sulla collaborazione europea per la valutazione della qualità dell'insegnamento scolastico, GU L 60, 1.2.2001, p. 51.

Nella Comunità francofona e germanofona del Belgio, i consigli scolastici sono responsabili dello svolgimento del processo di valutazione interna. Nella Comunità francofona, il *conseil de participation* valuta i risultati della scuola rispetto al progetto scolastico, mentre nella Comunità germanofona, il consiglio didattico controlla se e a quale livello le strutture, i metodi e i risultati della scuola rispettano gli obiettivi stabiliti nel piano della scuola. In Spagna, l'organo di governo della scuola è corresponsabile della valutazione interna, insieme al consiglio dei docenti. Alla fine dell'anno scolastico, valuta il funzionamento generale della scuola e i suoi risultati come scuola rispetto al Piano di sviluppo della scuola e al Programma generale annuale. Nel Regno Unito (Irlanda del Nord), l'organo di governo condivide con il dirigente scolastico la responsabilità generale della valutazione interna.

Figura 2.2: Parti coinvolte nella valutazione interna delle scuole in base ai regolamenti centrali/di livello superiore, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicativa

Per una definizione di soggetti interessati in ambito scolastico, cfr. Glossario.

Note specifiche per paese

Bulgaria: nessuna valutazione interna.

Italia: tenendo conto dei due progetti pilota (cfr. Profilo nazionale) previsti per preparare la completa introduzione del nuovo Sistema nazionale di valutazione, l'Invalsi indica che le scuole debbano coinvolgere nella valutazione interna gli insegnanti, il personale non docente, gli studenti e i genitori.

In Lussemburgo, diversi soggetti interessati in ambito scolastico intervengono nell'analisi dei dati e nell'elaborazione dei giudizi durante il processo di valutazione interna svolto nelle scuole primarie. Il comitato scolastico in collaborazione con i rappresentanti dei genitori, con i coordinatori per materia e con il presidente della commissione scolastica dell'autorità locale, è responsabile dello svolgimento dell'autovalutazione scolastica organizzata in base a un piano triennale di sviluppo.

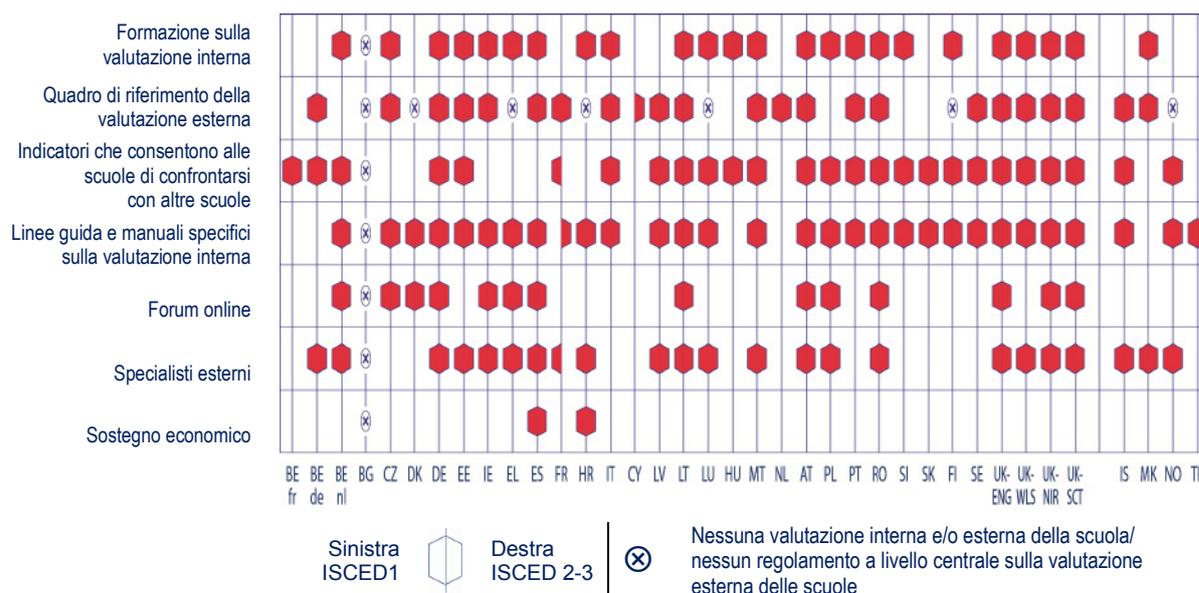
Infine, in Romania, Islanda, ex Repubblica jugoslava di Macedonia e Turchia, è obbligatorio o raccomandato che le scuole prevedano gruppi composti da vari soggetti interessati e in particolar modo per lo svolgimento della valutazione interna. In Romania, il Comitato di valutazione e di assicurazione della qualità di ogni scuola deve avere dei rappresentanti di insegnanti, genitori, studenti (dal livello secondario inferiore in poi), amministrazione locale, minoranze etniche e altri soggetti coinvolti e considerati importanti dalla scuola. Il comitato stabilisce la strategia e il piano di miglioramento della qualità, supervisiona le attività di valutazione interna e prevede il rapporto annuale sulla valutazione interna. In Islanda, ogni scuola deve valutare sistematicamente i risultati e la qualità

delle attività scolastiche con l'attiva partecipazione del personale scolastico, di alunni e genitori, se possibile. A tal fine, le scuole devono creare un gruppo responsabile della pianificazione, dello svolgimento e del rapporto sulla valutazione interna. Nell'ex Repubblica jugoslava di Macedonia, il dirigente scolastico deve includere più soggetti diversi nei gruppi di valutazione interna da costituire. In Turchia, in ogni scuola viene creata un'equipe di autovalutazione che comprende il dirigente, altri amministratori della scuola, insegnanti, studenti, genitori e altri soggetti coinvolti.

2.3. Misure di sostegno a disposizione dei valutatori interni

Questa sezione prende in esame una gamma di misure di sostegno messe a disposizione delle scuole per aiutarle a svolgere la valutazione interna. Oltre alla formazione specifica che i valutatori seguono in alcuni paesi, sono disponibili altri strumenti, dati, documenti o misure di sostegno. Questi includono l'uso di quadri di riferimento della valutazione esterna, indicatori che permettono alle scuole di comparare il proprio rendimento con altre scuole, linee guida specifiche e manuali, e forum online. Come misura aggiuntiva, le scuole possono ricevere un aiuto e una consulenza da specialisti esterni e, in alcuni casi, beneficiare di un sostegno economico.

Figura 2.3: Misure di sostegno disponibili per i valutatori interni delle scuole, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicitiva

“Indicatori che permettono alle scuole di confrontarsi con altre scuole” si riferisce a dati quantitativi che permettono alle scuole di confrontarsi con altre scuole o con le medie nazionali, regionali o locali. Possono fare riferimento ai risultati dei test degli studenti, ai progressi degli studenti, ai dati amministrativi sul personale o sulle condizioni di lavoro a scuola, ecc.

MK: Cfr. Glossario.

Note specifiche per paese

Germania: metodi e strumenti possono variare tra i *Länder*.

Italia: le informazioni della figura verranno completamente attuate nel contesto del nuovo Sistema di valutazione nazionale che verrà implementato a livello nazionale nel 2014/15.

Lettonia: le scuole finanziate dai governi locali sono libere di chiedere qualunque sostegno a specialisti dell'educazione durante la valutazione interna.

Ungheria: è in atto una riforma della valutazione interna delle scuole che introdurrà manuali di autovalutazione e specialisti esterni come misure di sostegno.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

Formazione sulla valutazione interna

In più di metà dei sistemi educativi viene offerta alle scuole, come misura di sostegno, una formazione specifica sulla valutazione interna. La formazione è sviluppata e offerta da una serie di organi diversi, compresi istituti di istruzione superiore, centri per la formazione continua o agenzie/dipartimenti del ministero responsabili dell'assicurazione di qualità del sistema di istruzione. La formazione spesso è rivolta ai dirigenti scolastici e ai loro vicari, ma può coinvolgere anche insegnanti e, in alcuni paesi, altri membri del personale. Ad esempio, in Estonia, i dirigenti scolastici decidono se alcuni membri del personale possono partecipare o se la scuola partecipa come equipe. In Irlanda, oltre al dirigente scolastico, un altro membro del personale è invitato a partecipare alla formazione.

Di solito, la formazione sull'autovalutazione non è obbligatoria, ma disponibile su richiesta. La formazione sulla valutazione è comunque obbligatoria in Lussemburgo (l'Agenzia per lo sviluppo della qualità della scuola organizza formazioni annuali obbligatorie e regolari sessioni di lavoro per le scuole primarie), e in paesi come Ungheria, Malta, Slovacchia e Regno Unito dove fa parte della formazione iniziale o in servizio dei dirigenti scolastici e/o degli insegnanti. In Ungheria e Slovacchia, anche se non vi sono corsi specifici di formazione sulla valutazione interna, le formazioni obbligatorie in servizio per dirigenti scolastici e/o vicari di dirigenti scolastici, includono elementi relativi a questo tema. Diversi corsi di formazione in servizio per insegnanti trattano la valutazione interna della scuola. In Polonia, il dirigente scolastico è tenuto a offrire agli insegnanti una formazione sulla valutazione interna se lo ritiene necessario. In Slovenia, gli insegnanti e i dirigenti scolastici possono, come parte dello sviluppo professionale continuo, seguire corsi di formazione sull'autovalutazione scolastica.

La formazione sulla valutazione può essere offerta sotto forma di seminari, workshop, moduli online. In termini di contenuti, si incentra soprattutto sul sostegno metodologico per lo sviluppo dei processi di valutazione interna e la comprensione e l'uso di dati sul rendimento e di strumenti di analisi dei dati.

Strumenti di sostegno, dati e documenti

Questa parte descrive la gamma di strumenti, dati e documenti resi disponibili per le scuole per aiutarle nella valutazione interna, come quadri di riferimento sulla valutazione esterna, indicatori che permettono alle scuole di confrontarsi con altre scuole, linee guida specifiche e manuali, oltre a forum online.

Quadri di riferimento per la valutazione esterna

In circa due terzi dei sistemi educativi presi in esame, le scuole possono, ma non necessariamente sono obbligate, usare un quadro di riferimento utilizzato per la valutazione esterna come sostegno per l'autovalutazione. Solo in Romania ed ex Repubblica jugoslava di Macedonia è obbligatorio che le scuole usino lo stesso quadro di riferimento. Anche nel Regno Unito (Scozia), tutte le scuole utilizzano in modo sistematico il quadro di riferimento della valutazione esterna usato da *Education Scotland* e dalle autorità locali per l'autovalutazione, anche se non è obbligatorio o richiesto per legge.

Nella maggior parte dei sistemi educativi, le scuole sono libere di scegliere gli strumenti che si adattano meglio ai propri processi di valutazione interna, compresa la scelta dei quadri per la valutazione esterna. Diversi documenti come l'analisi dei risultati della valutazione esterna, o questionari e modelli di rapporti usati per le valutazioni esterne, possono rientrare nel processo di valutazione interna.

Indicatori che permettono alle scuole di confrontarsi

Oltre all'uso dei quadri relativi alla valutazione esterna, fornire l'accesso a indicatori che permettono alle scuole di confrontarsi con altre scuole è una delle misure di sostegno più diffuse. In due terzi dei sistemi educativi, vengono messi a disposizione delle scuole indicatori come i risultati dei test degli

studenti confrontati con quelli di altre scuole che lavorano in condizioni simili (tipo di istruzione, dimensioni e ubicazione della scuola, contesto socio-economico degli alunni, ecc.) o confrontati con le medie nazionali. Questi indicatori permettono alle scuole di valutare e confrontare il proprio rendimento con altre scuole e stabilire un punto di riferimento per la propria autovalutazione e analisi.

Di solito, questi dati sono disponibili attraverso l'homepage dei Ministeri e vari altri siti e piattaforme online. Alcune applicazioni su web offrono una vasta gamma di strumenti virtuali per analizzare e confrontare dati in diversi modi. L'accesso a questi indicatori, in alcuni paesi, è limitato alle scuole, ma in altri, molti indicatori sono resi pubblici, ad esempio sui siti web degli uffici nazionali di statistica.

Linee guida e manuali specifici sulla valutazione interna

Ad eccezione del Belgio (Comunità francofona e germanofona), Francia (ISCED 1), Cipro, Ungheria ⁽⁴⁾, Paesi Bassi ed ex Repubblica jugoslava di Macedonia, le autorità responsabili, i loro organi di consiglio o esecutivi, o altri organi che sostengono l'istruzione o i processi di valutazione hanno previsto linee guida specifiche e manuali per la valutazione interna. Questi documenti si incentrano sugli strumenti che possono essere usati, come le analisi SWOT, questionari, colloqui, uso di criteri di misurazione del rendimento, ecc. A volte, come in Irlanda, possono ispirarsi ai quadri usati per la valutazione esterna. In Slovacchia, i regolamenti centrali incorporano linee guida e un manuale per la valutazione interna e definiscono il contenuto dei rapporti di autovalutazione. In Islanda, l'Associazione delle autorità locali ha pubblicato un manuale informativo per le autorità educative locali per aiutarle a sostenere la valutazione interna delle scuole. Inoltre, un gruppo di volontari della Società islandese di valutazione (persone con esperienza nella valutazione) prevedono un breve manuale di orientamento alla valutazione interna per aiutare le scuole con questo processo.

In alcuni paesi, questi manuali e linee guida sono accessibili sul sito web dell'autorità educativa interessata.

Le autorità centrali in Grecia e Finlandia non hanno previsto un sistema o un quadro di riferimento per la valutazione esterna delle scuole, ma hanno sviluppato un quadro piuttosto elaborato per la valutazione interna delle scuole. In Grecia, l'Istituto per la politica educativa (*Institute of Educational Policy – IEP*), un organo esecutivo del Ministero dell'educazione e degli affari religiosi ha previsto un quadro di riferimento per la valutazione delle scuole che si incentra su input, processi e risultati e in cui l'offerta educativa viene valutata rispetto a 15 indicatori qualitativi e quantitativi che possono differire in importanza e significato in base alla situazione e al contesto della scuola. In Finlandia, il Ministero dell'educazione e della cultura ha stabilito una lista di criteri di qualità che servono come strumento per migliorare la qualità della scuola a livello locale e a livello di scuola. Quattro delle aree principali fanno riferimento alla qualità delle strutture e sono dedicate alla governance, al personale ed alle risorse economiche e agli aspetti relativi alla valutazione. Le altre sei aree sono relative agli alunni e trattano di implementazione del curriculum, organizzazione dell'insegnamento, supporto allo studio, alla crescita e al benessere, inclusione e influenza, cooperazione scuola-famiglia, e sicurezza dell'ambiente di studio.

Forum online

In un terzo dei sistemi educativi, ministeri, ispettorati, autorità educative o altri organi in ambito educativo hanno sviluppato l'accesso a forum online sui propri siti per sostenere la valutazione interna. Questi forum forniscono accesso a una vasta gamma di applicazioni web che permettono uno scambio di informazioni, opinioni, condivisione di buone pratiche e idee tra diverse categorie di personale scolastico/esperti in valutazione. Questi strumenti web permettono anche di avere accesso a strumenti utili (fogli di osservazione, questionari, video tutorial, FAQ, sostegno help desk, ecc.). In Polonia, ad

⁽⁴⁾ L'autorità educativa sta sviluppando un manuale di autovalutazione per le scuole.

esempio, il forum è disponibile come parte della formazione e dei workshop previsti sulla valutazione interna. In Spagna, alcune Comunità autonome prevedono delle reti virtuali di lavoro tra scuole per scambiarsi esperienze e buone pratiche, strumenti e risorse per la valutazione. In Lituania, la piattaforma online "IQES online Lietuva" consente l'accesso a strumenti studiati in modo professionale per la valutazione interna, che possono essere personalizzati, consulenza sulla metodologia e accesso a informazioni più generali. In Romania, l'applicazione online permette alle singole scuole di richiedere aiuto e sostegno e di prevedere esperti dell'Agenzia rumena per l'assicurazione di qualità nell'istruzione pre-universitaria (ARACIP) con un forum per pubblicare novità oltre ad un sistema per contattare le scuole selezionate nel caso in cui debbano svolgere particolari compiti.

Risorse aggiuntive

Specialisti esterni

In più della metà dei sistemi educativi, le scuole cercano aiuto e supporto da specialisti esterni. Tali professionisti provengono da contesti diversi compresi esperti accademici, consulenti educativi e per il miglioramento scolastico, specialisti dei dipartimenti educativi municipali, formatori di insegnanti, dirigenti scolastici e insegnanti. Il coinvolgimento di specialisti esterni consiste soprattutto nell'offerta di consulenza e formazione su come svolgere una valutazione interna e migliorare i processi, quali strumenti possono essere usati, come presentare i risultati e definire piani di azione basati sui risultati. Possono anche fornire sostegno per stabilire gli obiettivi e le misure di garanzia e sviluppo della qualità, e per la loro implementazione.

Questi esperti esterni possono essere dipendenti pubblici o esperti esterni privati. In entrambi i casi, è l'autorità educativa che li mette a disposizione delle scuole gratuitamente, su richiesta. In Belgio (Comunità germanofona), ad esempio, è il consiglio di sviluppo della scuola interno al Ministero dell'educazione che fornisce gratuitamente servizi per le scuole. In Polonia, il sostegno per la valutazione interna della scuola è fornito da dipendenti di centri di formazione per insegnanti, centri di consulenza e biblioteche scolastiche (insegnanti, psicologi, specialisti dell'educazione, bibliotecari, ecc.). Come previsto dai regolamenti centrali sulla supervisione didattica, queste istituzioni devono sostenere il processo di miglioramento della scuola. Le scuole possono richiedere supporto quando ne hanno bisogno. Nel Regno Unito (Scozia), l'autorità locale ha il compito di supportare la valutazione e, di conseguenza, alcune autorità locali assumono consulenti esterni che siano in grado di aiutare nell'analisi dei dati o su altri aspetti dell'autovalutazione. Alcune autorità locali coinvolgono insegnanti nella "valutazione tra pari" di altre scuole.

In alcuni sistemi educativi, gli specialisti esterni sono coinvolti sistematicamente nel processo di valutazione. Ad esempio, nel Regno Unito (Galles), ad ogni scuola viene destinato un membro del personale dell'autorità locale che lavora con la scuola per un numero minimo di giorni all'anno per supportare la valutazione. In Norvegia, alcune regioni hanno previsto gruppi sovra-municipali per la valutazione esterna composti da educatori di diverse municipalità che hanno lavorato come insegnanti, dirigenti scolastici o con l'autorità educativa; in alcune municipalità coinvolgono anche consulenti del settore privato.

In un paio di paesi, lo stesso ispettorato è coinvolto ampiamente nel processo di valutazione interna e, in parte, agisce come "specialista esterno" per le scuole. È il caso della Spagna, dove i Servizi di ispezione scolastica hanno un ruolo chiave nel processo di valutazione, in collaborazione con il personale scolastico e tenendo conto dei risultati della valutazione esterna e interna. Anche il Lussemburgo conferisce grande importanza alla valutazione interna della scuola come strumento per migliorare la qualità delle scuole e l'Agenzia per lo sviluppo della qualità (ADQS), creata all'interno del Ministero dell'educazione, dei bambini e della gioventù (MENJE), offre un sostegno metodologico e basato sull'esperienza per aiutare le scuole a migliorare la propria qualità. Gli ispettori scolastici (non

coinvolti nella valutazione esterna) e gli “insegnanti risorsa” (specifici insegnanti legalmente assegnati a ogni ispettore per un sostegno didattico supplementare) forniscono un importante supporto alle scuole per implementare i propri piani e monitorarne i progressi.

Sostegno economico

Infine, in Spagna e Croazia, sono disponibili sostegni economici come risorse aggiuntive. In Spagna, per incoraggiare, favorire e promuovere l’implementazione dei piani di autovalutazione e dei piani per migliorare la qualità dell’istruzione a scuola, alcune autorità regionali finanziano le spese e organizzano dei bandi per il supporto economico. In Croazia, l’autovalutazione delle scuole fa parte del progetto del Centro nazionale per la valutazione esterna dell’istruzione. I finanziamenti per questo progetto rientrano nel finanziamento nazionale per l’istruzione e sono resi disponibili dal Ministero delle scienze, dell’istruzione e dello sport.

2.4. Uso e diffusione dei risultati della valutazione interna

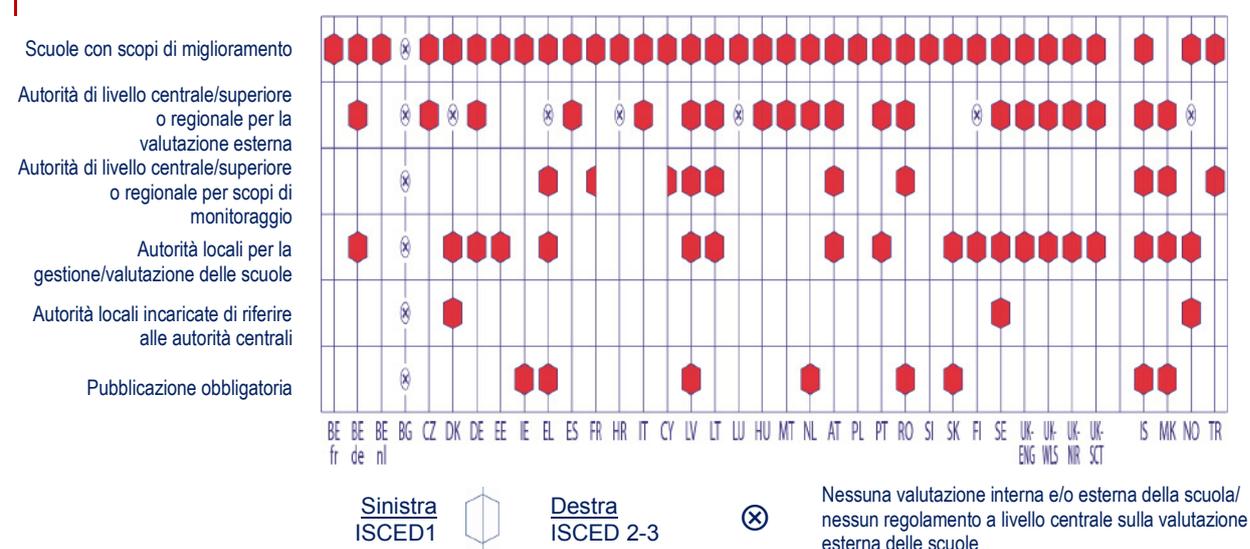
Questa sezione prende in esame l’uso e gli utilizzatori dei risultati della valutazione interna. Gli utilizzatori sono coloro che svolgono azioni o prendono decisioni in conseguenza di tali risultati. In base alle informazioni raccolte, le conclusioni dei risultati della valutazione interna possono essere usati:

- dalle scuole per scopi di miglioramento;
- dalle autorità di livello centrale/superiore o regionale per la valutazione esterna delle scuole e/o per il monitoraggio del sistema educativo;
- dalle autorità locali per la gestione o la valutazione delle scuole e/o per riferire alle autorità dell’istruzione superiore.

Questa sezione fornisce anche informazioni sulla pubblicazione dei risultati della valutazione interna.

In quasi tutti i paesi, le scuole usano i risultati della valutazione interna per migliorare la propria qualità e il proprio funzionamento (cfr. Figura 2.4). Inoltre, nella maggior parte dei paesi, le autorità educative o alcuni organi nazionali, tengono conto dei risultati della valutazione interna per adattare le proprie attività di gestione, monitoraggio o valutazione.

Figura 2.4: Usi e utilizzatori dei risultati della valutazione interna, istruzione generale obbligatoria a tempo pieno, 2013/14



Fonte: Eurydice.

Nota esplicativa (Figura 2.4)

MK: cfr. Glossario.

Note specifiche per paese

Bulgaria: nessuna valutazione interna.

Italia: le informazioni della figura verranno completamente attuate nel contesto del nuovo Sistema di valutazione nazionale che inizia ad essere implementato a livello nazionale nel 2014/15.

Ungheria: le informazioni della figura saranno valide con l'introduzione dell' "ispezione didattica/professionale" nel 2015, attualmente in fase sperimentale.

Slovacchia: l'uso dei risultati della valutazione interna per la valutazione esterna non è citato nel decreto del 2006 sulla valutazione interna. Tuttavia, i rapporti sulla valutazione interna di solito vengono presi in esame dagli ispettori.

Finlandia: i soggetti che erogano servizi educativi hanno il compito legale di valutare la loro offerta educativa e di partecipare alle valutazioni esterne del sistema educativo nel suo insieme o a livello regionale. I regolamenti non specificano le forme e le procedure di valutazione a livello locale.

Uso da parte della scuola dei risultati della valutazione interna

Il modo in cui i risultati della valutazione interna vengono usati a livello di scuola è lasciato all'autonomia del personale scolastico. Di solito, le autorità educative hanno previsto delle indicazioni generali sull'uso dei risultati della valutazione interna per migliorare la qualità delle scuole. Ad esempio, in Romania, la normativa prevede che le scuole migliorino gli ambiti individuati dalla valutazione interna come "non soddisfacenti" e individuino altri ambiti in cui è necessario un miglioramento. Nell'ex Repubblica jugoslava di Macedonia, lo scopo della valutazione interna è di preparare la scuola alla valutazione esterna periodica e i regolamenti non riportano nessun uso specifico dei risultati della valutazione interna a livello di scuola.

Alcuni paesi hanno dei regolamenti che stabiliscono che le scuole devono usare i risultati per produrre sistematicamente documenti strategici che prevedano misure di miglioramento. In Belgio (Comunità germanofona), Estonia, Irlanda, Spagna, Lussemburgo (ISCED 1), Austria, Regno Unito (Irlanda del Nord e Scozia) e Islanda, le scuole devono basare il proprio sviluppo periodico o il piano di miglioramento sui risultati della valutazione interna. A Malta, i valutatori esterni richiedono alle scuole di mostrare un piano di azione con le misure di miglioramento, basato sui risultati della valutazione interna. Inoltre, in Polonia, il dirigente scolastico deve includere nel piano di supervisione didattica i risultati della valutazione della qualità della scuola svolta nell'anno precedente. In Francia, le scuole secondarie devono prevedere nel proprio "contratto per obiettivi" l'analisi dei punti forti e dei punti deboli individuati con l'aiuto dello strumento di autovalutazione fornito a livello centrale.

Solo in otto paesi i risultati della valutazione interna sono resi pubblici in modo sistematico. In Irlanda, in seguito all'introduzione di un approccio più sistematico all'autovalutazione della scuola (SSE) nel 2012, tutte le scuole devono fornire alla comunità scolastica ed entro la fine dell'anno scolastico, un resoconto dei rapporti di autovalutazione della scuola e dei piani di miglioramento. In Grecia, Lettonia, Slovacchia, Islanda ed ex Repubblica jugoslava di Macedonia, le scuole devono pubblicare i risultati sul proprio sito web. In Lettonia, i risultati della valutazione interna devono essere pubblicati sul sito della scuola o su quello del fondatore della scuola (municipalità). Nei Paesi Bassi, i due documenti in cui le scuole dimostrano le fasi attuate per assicurare la qualità, cioè il piano scolastico e il prospetto, possono essere richiesti alla scuola o recuperati sul sito della scuola. Infine, in Romania, dal 2014/2015, le scuole devono caricare i loro rapporti annuali di valutazione interna su una piattaforma elettronica centralizzata. In precedenza, i rapporti venivano pubblicati sul sito della scuola o affissi sulla bacheca pubblica della scuola.

In alcuni paesi, come la Slovenia, la pubblicazione dei risultati della valutazione interna è raccomandata in delle linee guida previste dalle autorità educative ed è una pratica diffusa.

Uso dei risultati della valutazione interna da parte delle autorità centrali/di livello superiore o regionali

Le autorità di livello centrale/superiore o regionale utilizzano i risultati della valutazione interna in circa due terzi dei paesi. Questi risultati vengono usati per la valutazione esterna delle scuole, per il monitoraggio o per entrambi.

Uso dei risultati della valutazione interna per la valutazione esterna

I risultati della valutazione interna spesso sono usati come parte del processo di valutazione esterna svolta dagli organi di livello centrale/superiore, regionale o provinciale. La loro importanza nei processi di valutazione esterna varia a seconda dei paesi. I risultati della valutazione interna di solito vengono usati come fonte di informazione per la valutazione esterna di una scuola specifica. In alcuni paesi, i valutatori esterni considerano questi risultati come parte degli elementi usati per valutare la qualità e l'efficacia dei processi di valutazione attuati dalle singole scuole. Ad esempio, in Portogallo, il quadro di riferimento usato dai valutatori esterni include l'impatto dell'autovalutazione sulla pianificazione, l'organizzazione e le pratiche professionali. Infine, in alcuni casi, i risultati della valutazione interna servono come punto di riferimento per definire l'ambito della valutazione esterna. Ad esempio, nel Regno Unito (Scozia), gli ispettori usano il rapporto di autovalutazione e il piano di miglioramento che le scuole devono produrre annualmente come punto di partenza per la valutazione esterna. Il sistema è strettamente legato alla valutazione interna. Le scuole devono presentare un rapporto sugli standard e la qualità di tutti gli aspetti del loro lavoro, anche se l'intervento degli ispettori è limitato a cinque aspetti principali dell'attività scolastica, tra i quali la valutazione interna.

In dieci sistemi educativi (cfr. Figura 2.4), l'uso dei risultati della valutazione interna da parte degli organi centrali o regionali che svolgono la valutazione esterna non è una pratica comune o sistematica. In Polonia, le scuole possono scegliere di condividere, se vogliono, i risultati della valutazione interna con i valutatori esterni. Questa politica può riflettere la volontà di lasciare che le scuole siano i principali attori dei loro processi di valutazione interna. In Belgio (Comunità fiamminga), la valutazione interna non è obbligatoria e le scuole decidono come usare i risultati. L'ispezione controlla se nella scuola esiste una procedura o sistema di valutazione interna, ma non usa i risultati della valutazione interna. In Belgio (Comunità francofona), la valutazione interna ed esterna si incentrano su aspetti specifici e distinti dell'attività scolastica. Gli ispettori svolgono la valutazione delle discipline di studio, mentre la valutazione interna si occupa dell'implementazione del progetto scolastico e del rapporto dell'attività. In Estonia, Slovenia e Turchia, la valutazione esterna delle scuole si incentra soprattutto sul rispetto della normativa, mentre la valutazione interna è più orientata al miglioramento e ai risultati. In Irlanda, dato che è ancora in corso l'introduzione di un approccio più sistematico all'autovalutazione della scuola, introdotto nel 2012, gli ispettori non considerano ancora in modo automatico i risultati della valutazione interna ai fini della valutazione esterna. In Francia, entrambi i processi (interno ed esterno) hanno lo stesso focus, cioè l'implementazione dei "contratti per obiettivi" tra le scuole e le autorità educative, e questi processi sono concepiti come paralleli. Le scuole secondarie svolgono una valutazione interna per adattare i propri contratti. Gli ispettori valutano il rendimento delle scuole nel rispetto dell'implementazione degli obiettivi contenuti nel contratto.

Uso dei risultati della valutazione interna a scopo di monitoraggio

In dieci sistemi educativi (cfr. Figura 2.4), le autorità centrali o regionali utilizzano i risultati della valutazione interna per il monitoraggio. Possono riguardare decisioni come la selezione di argomenti per la formazione in servizio o l'attribuzione di risorse. I risultati possono permettere alle autorità educative di diffondere esempi di buone pratiche. Ad esempio, in Turchia, le autorità educative promuovono, attraverso meeting e visite a tema, le buone pratiche selezionate sulla base dei rapporti di valutazione

interna. La modalità usata per comunicare i risultati alle autorità centrali o regionali e successivamente per usarli per il monitoraggio variano da paese a paese. Ad esempio, l'Agenzia rumena per l'assicurazione della garanzia di qualità nell'istruzione pre-universitaria utilizza i rapporti della valutazione interna delle scuole per produrre un rapporto annuale delle attività e rapporti periodici sulla qualità del sistema educativo. In Islanda, spetta al Ministero responsabile dell'educazione di richiedere informazioni sulla valutazione interna delle scuole, disponibile sul sito della scuola.

I risultati della valutazione interna sono usati più raramente per il monitoraggio che per la valutazione esterna. Infatti, l'uso dei risultati della valutazione interna per avere un quadro generale della qualità del sistema educativo potrebbe essere più facile quando le autorità competenti sono responsabili di un numero relativamente limitato di scuole in base alle dimensioni dell'area geografica sotto la loro giurisdizione (Cipro, Lettonia, Lituania, le regioni dell'Austria e Islanda). Ciò avviene anche quando non è prevista una valutazione esterna delle scuole e quindi i rapporti della valutazione interna rappresentano un'importante fonte di informazione sulle singole scuole, come ad esempio in Grecia.

Uso dei risultati della valutazione interna da parte delle autorità locali

In 19 sistemi educativi, le autorità locali utilizzano i risultati delle valutazioni interne. In tutti questi sistemi, le autorità locali sono responsabili della gestione delle scuole.

Le autorità locali utilizzano i risultati della valutazione interna per la gestione delle scuole e/o per la loro valutazione. Ad esempio, in Finlandia, dove le autorità locali, come i soggetti che erogano servizi educativi, hanno il compito legale di valutare la loro offerta di istruzione, i risultati dell'autovalutazione a livello locale e di scuola vengono usati per sostenere lo sviluppo educativo e per migliorare le condizioni di apprendimento. Nel Regno Unito (Galles), le autorità locali considerano i risultati per individuare i bisogni, prevedere obiettivi di sviluppo adeguati, avere un dialogo strutturato con le scuole e prendere decisioni sulla destinazione delle risorse. In Portogallo, le municipalità utilizzano i risultati della valutazione interna per prendere decisioni sulla destinazione degli strumenti che aiuteranno le scuole a migliorare la propria offerta.

Solo in tre paesi (Danimarca, Svezia e Norvegia), le autorità locali utilizzano i risultati in rapporti sull'offerta educativa. In Danimarca, le autorità locali devono pubblicare sul proprio sito dei rapporti annuali sulla qualità, che descrivono il sistema scolastico municipale, il livello scolastico, le misure attuate dall'autorità locale per valutare il livello accademico e gli interventi che l'autorità locale deve prevedere in seguito all'ultimo rapporto sulla qualità. In Svezia, l'organo di gestione delle scuole utilizza la valutazione interna per preparare rapporti per l'Agenzia nazionale per la valutazione. In Norvegia, dal 2009, gli amministratori delle scuole locali sono tenuti ad elaborare un rapporto annuale sullo status dell'istruzione nelle proprie scuole e a sottoporlo ai politici locali come base per le loro discussioni sull'istruzione e sul miglioramento delle qualità nelle scuole. Inoltre, l'ispettorato utilizza i rapporti municipali per valutare la qualità dell'istruzione a livello locale (cfr. Profilo nazionale).

Definizioni

Assicurazione di qualità: può essere intesa come un termine complessivo che si riferisce alle politiche, alle procedure e alle pratiche previste per raggiungere, mantenere o migliorare la qualità in ambiti specifici e che si riferisce a un processo di valutazione. Per “valutazione” si intende un processo generale di analisi sistematica e critica di un soggetto definito che comprende la raccolta di dati pertinenti e porta a un giudizio e/o a raccomandazioni per il miglioramento. La valutazione può incentrarsi su diversi aspetti: istituti di istruzione, dirigenti scolastici, insegnanti e altro personale educativo, programmi, autorità locali, o sul rendimento del sistema educativo nel suo insieme.

Autorità di livello centrale/superiore: autorità di livello superiore responsabili dell'istruzione in un dato paese, di solito poste a livello nazionale (statale). Tuttavia, in Belgio, Germania, Spagna e nelle amministrazioni del Regno Unito, rispettivamente le *Communautés*, *Länder*, *Comunidades Autónomas* e le amministrazioni, sono responsabili per tutti o per la maggior parte degli ambiti relativi all'istruzione e sono quindi considerate autorità di livello superiore.

Autovalutazione: si riferisce a tutti i tipi di valutazione che si svolgono nelle scuole. Per chiarire i concetti, è stata fatta una distinzione tra autovalutazione (in cui i valutatori esprimono giudizi relativi ai compiti che loro stessi svolgono) e valutazione interna (in cui il giudizio viene espresso da singole persone o da un gruppo di persone, che fanno parte del personale o che sono studenti della scuola). Per gli scopi di questo rapporto, tutte le valutazioni svolte dalla scuola stessa sono considerate “interne”.

Consultazione con l'amministrazione scolastica prima della stesura del rapporto finale di valutazione: procedura di valutazione che esiste in alcuni paesi e che comporta un confronto tra i valutatori e alcuni membri della scuola sui risultati della valutazione. Il confronto avviene prima che venga scritto il rapporto finale e offre alle scuole – e in particolare agli organi di gestione – l'opportunità di reagire, correggendo eventuali errori reali o chiarendo determinati punti.

Criteri: i criteri di valutazione si basano su due componenti, cioè il parametro (o aspetto misurabile di un ambito che deve essere valutato) e lo standard richiesto (benchmark, livello di rendimento o norma), rispetto al quale il parametro viene valutato. Forniscono la base (quantitativa e/o qualitativa) su cui si basano i giudizi.

Monitoraggio della valutazione: procedura di valutazione che esiste in alcuni paesi e durante la quale i valutatori esterni controllano fino a che punto le scuole hanno raggiunto gli obiettivi stabiliti durante la valutazione o che le scuole rispettino le raccomandazioni previste.

Monitoraggio del rendimento del sistema educativo a livello nazionale o regionale: comporta un processo di raccolta e analisi di informazioni per controllare il rendimento del sistema in relazione agli obiettivi e agli standard e permettere qualunque cambiamento debba essere fatto. La gamma di dati usati può includere ad esempio i risultati dell'autovalutazione della scuola, gli esami esterni o altre valutazioni nazionali, indicatori di rendimento preparati appositamente o risultati delle valutazioni internazionali (compresi PIRLS, TIMSS, PISA, ecc.). Alcuni paesi si basano sull'esperienza di esperti o di un'autorità specifica come il consiglio previsto per monitorare la riforma.

Parametro: aspetto misurabile di un'attività valutata.

Quadro per la valutazione: il documento o i documenti usati dai valutatori per elaborare i parametri e/o gli standard richiesti per valutare le scuole. Forniscono la base (quantitativa e/o qualitativa) su cui si basano i giudizi.

Soggetti responsabili in ambito scolastico: comprendono tutti coloro che sono direttamente coinvolti nel lavoro di una specifica scuola (insegnanti, dirigente scolastico, studenti o qualunque persona che è membro di un organo scolastico), e coloro che sono indirettamente associati ad essa. Questi ultimi non fanno parte del personale della scuola e non sono rappresentati in uno dei suoi organi, ma sono considerati parti in causa in quanto hanno un ruolo nella sua attività. Possono essere i genitori, i rappresentanti delle autorità locali o i rappresentanti della comunità economica locale, ecc.

Specialisti esterni: persone non direttamente coinvolte nelle attività della scuola che svolgono valutazione interna e che sostengono il processo di valutazione in diversi modi possibili. Tali persone hanno esperienza nel campo dell'educazione o della valutazione e possono provenire da diversi contesti professionali (esperti accademici che lavorano in ambiti relativi alla valutazione delle scuole, consulenti privati, formatori di insegnanti, esperti provenienti da istituti del settore pubblico, ecc.). In questo rapporto vengono considerate solo le situazioni in cui le autorità educative forniscono sostegno (economico o di altro tipo) alle scuole per ricorrere a specialisti esterni.

Standard: benchmark, norma, regolamento o standard di competenza rispetto al quale viene valutato un aspetto misurabile di un'attività.

Test nazionali: si riferiscono alla somministrazione nazionale di test standardizzati ed esami stabiliti a livello centrale rivolti agli studenti. I test contengono procedure stabilite a livello centrale per la preparazione del loro contenuto, della gestione e della correzione, e per l'interpretazione e l'uso dei risultati. Questi test sono standardizzati dalle autorità di livello centrale (o superiore).

Valutatori: la persona o il gruppo di persone che hanno la responsabilità di selezionare i dati pertinenti ed esprimere un giudizio sui contenuti.

Valutazione: la valutazione consiste nel processo di un'analisi sistematica e critica che porta a giudizi e/o a raccomandazioni per il miglioramento relativo alla qualità di un istituto di istruzione, di un insegnante o di un'autorità locale. La valutazione può essere interna o esterna.

Valutazione esterna delle scuole: viene svolta da valutatori che relazionano a un'autorità locale, regionale o centrale/di livello superiore e che non sono direttamente coinvolti nelle attività della scuola da valutare. Tale valutazione copre una vasta gamma di attività scolastiche, compreso l'insegnamento e l'apprendimento e/o tutti gli aspetti della gestione della scuola. La valutazione svolta da valutatori specializzati e che riguarda aspetti specifici (relativamente alle scritture contabili, alla salute, alla sicurezza, agli archivi, ecc.) non è considerata valutazione esterna della scuola.

Valutazione dell'offerta educativa dell'autorità locale: può essere svolta dalle autorità centrali/di livello superiore, dall'ispettorato o da un'agenzia educativa nazionale. Valuta le autorità locali rispetto alla loro amministrazione delle scuole nell'area geografica di loro competenza.

Valutazione delle scuole: si incentra sulle attività svolte dal personale scolastico senza cercare di attribuire responsabilità ai singoli membri del personale. La valutazione di questo tipo è volta a monitorare o migliorare la qualità della scuola e/o i risultati degli studenti, e i risultati sono presentati in un rapporto generale che non comprende informazioni sulla valutazione dei singoli insegnanti. La valutazione delle scuole può essere esterna o interna.

Valutazione del singolo insegnante: comporta un giudizio sul lavoro degli insegnanti e un riscontro personale, verbale o scritto per orientarli e aiutarli a migliorare il proprio insegnamento. Questa valutazione può essere svolta durante il processo di valutazione della scuola (in questo caso prevede un riscontro verbale) o a parte (prevedendo anche una valutazione formale dell'insegnante).

Valutazione interna delle scuole: valutazione svolta da persone o gruppi di persone direttamente coinvolti nella scuola (come il dirigente scolastico o il personale insegnante e amministrativo e gli studenti). Possono essere valutati anche l'insegnamento e/o gli aspetti legati alla gestione.

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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 is 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/euryperia>

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 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.

⁽⁸⁾ <http://www.csicr.cz>

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.

⁽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.aspx

- 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 significant 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

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

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.

⁽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 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 MECED 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 MECED 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

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

good practices implemented by schools to raise academic achievement.

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.

⁽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>

ration. Moreover, in order to improve school performance, within the framework of their 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

⁽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

that purpose, or by schools themselves, once they have had a meeting with the Inspectorate 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.

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 (decentralisation 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.

⁽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>

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 1.3) 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.

⁽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>

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).

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.).

⁽⁴⁵⁾ public.mzos.hr/fgs.axd?id=17504

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

⁽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.

⁽⁴⁹⁾ <http://www.invalsi.it/invalsi/ri/vales/>

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

⁽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.

⁽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>

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

⁽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/iniziativa/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

⁽⁶¹⁾ <http://www.ikvd.gov.lv/>

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

⁽⁶²⁾ <http://m.likumi.lv/doc.php?id=217947>

⁽⁶³⁾ http://ikvd.gov.lv/assets/files/faili/24.05.2011.leksej_ie_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/vispareja-izglitiba/>

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 education-

al 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 benchmarked 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'

⁽⁷⁹⁾ <http://www.cito.com/>

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.

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 (*Bundesschul-aufsichtsgesetz*), 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-managers 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 (*Schulverwaltungsreform*) 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](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 Inspectors) 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.

⁽⁹³⁾ <http://www.solazaravnatelje.si/ISBN/978-961-6637-69-5.pdf>

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

⁽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
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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=q&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=č&q&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 in 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 prescri-

bes 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_laaturiteerit.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 evalua-

tion 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.

⁽¹⁰⁸⁾ <http://www.skolverket.se/skolutveckling/kvalitetsarbete/sa-gor-andra>

⁽¹⁰⁹⁾ http://www.q-steps.se/Templates/Page_125.aspx

The SSI also evaluates local authorities and independent school organisers in their capacity as principal organisers of schools.

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 ben-

⁽¹¹⁰⁾ <http://www.skolverket.se/skolutveckling/kvalitetsarbete>

chmark 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⁾.

⁽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-->

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/granskning/Nyheter1/Ny-tillsynsmodell-fran-2015/>

⁽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.

⁽¹²¹⁾ http://www.local.gov.uk/publications/-/journal_content/56/10180/4024018/PUBLICATION

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

⁽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 Dash-

board⁽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 (Rgls) 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' Rgls.
- Additional Inspectors (AI) work as 'team inspectors' on independent inspection teams led by an Rgl 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 Rgls. 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 ongoing 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 Literacy 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/educationpublications/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 performan-

ce, 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-learning-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 activities¹⁴². 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

⁽¹⁴³⁾ <http://www.eschools.co.uk/>

⁽¹⁴⁴⁾ http://www.rtuni.org/uploads/docs/21672_National%20Standard.pdf

⁽¹⁴⁵⁾ <http://www.esags.tv/welcome/>

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.

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 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 overall 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 establishments.
- 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

⁽¹⁴⁹⁾ <https://www.scotxed.net/default.aspx>

⁽¹⁵⁰⁾ <http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/seniorphasebenchmarking>

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.

⁽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.

⁽¹⁵⁴⁾ http://www.educationscotland.gov.uk/inspectionandreview/Images/QISE_tcm4-722667.pdf

⁽¹⁵⁵⁾ http://www.educationscotland.gov.uk/inspectionandreview/Images/QIRES130612_tcm4-722669.pdf

⁽¹⁵⁶⁾ <http://www.namsmat.is/vefur/>

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 Reykjavik evaluates its schools independently. The Municipality of Reykjavik has its own evaluation procedure as well as a separate evaluation department (Statistics and Research, Reykjavik 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

⁽¹⁵⁷⁾ <http://eng.menntamalaraduneyti.is/media/law-and-regulations/Compulsory-School-Act-No.-91-2008.pdf>

⁽¹⁵⁸⁾ <http://reykjavik.is/heildarmat-grunnskolestarfi>

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, Reykjavik, 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 Reykjavik 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-efirlit-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.

- **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.

⁽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.

⁽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.

**EDUCATION, AUDIOVISUAL AND CULTURE
EXECUTIVE AGENCY**

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Il rapporto *Assicurare la qualità dell'istruzione - Politiche e approcci alla valutazione delle scuole in Europa* analizza le strutture e l'organizzazione della valutazione delle scuole a livello primario e a livello secondario obbligatorio. Prende in esame tutti gli Stati membri, oltre a Islanda, Norvegia, ex Repubblica jugoslava di Macedonia e Turchia. Le scuole costituiscono il fondamento dei sistemi di istruzione e formazione, e la valutazione delle scuole rappresenta uno strumento importante per monitorare e migliorare la loro qualità, come pure per aumentare la qualità dell'istruzione nel suo insieme. Il rapporto analizza le due tipologie principali di valutazione delle scuole: valutazione esterna, condotta da valutatori che non appartengono al personale della scuola in questione, e valutazione interna, effettuata principalmente dai membri del suo staff. Il rapporto contiene descrizioni specifiche per paese e un'analisi comparativa della valutazione delle scuole in Europa.

La rete Eurydice offre informazioni e analisi sulle politiche e sui sistemi educativi europei. È costituita da unità nazionali che si trovano nei 34 paesi partecipanti al programma dell'Unione europea Erasmus+, ed è coordinata dall'Agenzia esecutiva per l'istruzione, gli audiovisivi e la cultura, un'agenzia dell'Unione europea con sede a Bruxelles, che ne realizza le pubblicazioni e le banche dati.

La rete Eurydice serve principalmente ai soggetti coinvolti nei processi di politica educativa a livello nazionale, regionale e locale, e a coloro che operano nelle istituzioni dell'Unione europea. Si concentra soprattutto sulle modalità di organizzazione dell'istruzione in Europa a tutti i livelli. In generale, le pubblicazioni della rete si possono ripartire in descrizioni dei sistemi educativi nazionali, studi comparativi dedicati a temi specifici e indicatori e dati statistici. Sono disponibili gratuitamente sul sito della rete Eurydice o, a richiesta, in versione cartacea.

