



# Evaluation of Schools providing Compulsory Education in Europe





# **Evaluation of Schools providing Compulsory Education in Europe**

Eurydice  
The information network on education in Europe

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## PREFACE

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Compulsory quality education for all is the essential foundation required to construct a real Europe of knowledge. This is one of the contributions education systems are demanded to make to the Lisbon strategy for a European economy to become the most competitive and dynamic in the world, with greater social cohesion, by 2010.

However, the mechanisms needed to measure and promote this, quality still have to be developed. It was to respond to this challenge facing all European countries and encourage cooperation in this area that, on 12 February 2001, the Parliament and the Council adopted a recommendation concerned specifically with quality evaluation in school education.

The comparative study carried out by Eurydice unquestionably contributes to far greater insight into the current situation. I should like to express my warmest thanks to the Eurydice Network for this exceptionally interesting and detailed account of approaches to the evaluation of schools in Europe, which was prepared at the outset using national monographs.

The present study reveals that quality evaluation in schools takes several forms. Each country has developed an approach that corresponds both to its method of managing and organising its education system and its objectives. Over and above this diversity lies a growing general awareness that there is a crucial need everywhere for quality control and the implementation of improvement, in accordance with an appropriate division of responsibilities between education authorities and schools themselves.

In this respect European cooperation is essential, particularly as some countries have developed a real evaluation culture likely to inspire other education systems. Quality evaluation in school education is thus at the heart of the objectives for 2010 with which education and training systems have been entrusted in order to contribute to the success of the Lisbon strategy.

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke at the end.

Viviane Reding

European Commissioner for Education and Culture

January 2004



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# GLOSSARY

## CODES AND ABBREVIATIONS

### Country codes

<b>EU</b>	European Union	<b>EFTA/EEA countries</b>	The three countries of the European Free Trade Association which are members of the European Economic Area
<b>BE</b>	Belgium	<b>IS</b>	Iceland
<b>BE fr</b>	Belgium – French Community	<b>LI</b>	Liechtenstein
<b>BE de</b>	Belgium – German-speaking Community	<b>NO</b>	Norvège
<b>BE nl</b>	Belgium – Flemish Community		
<b>DK</b>	Denmark	<b>Candidate countries</b> (when the present publication went to press)	
<b>DE</b>	Germany	<b>BG</b>	Bulgaria
<b>EL</b>	Greece	<b>CZ</b>	Czech Republic
<b>ES</b>	Spain	<b>EE</b>	Estonia
<b>FR</b>	France	<b>CY</b>	Cyprus
<b>IE</b>	Ireland	<b>LV</b>	Latvia
<b>IT</b>	Italy	<b>LT</b>	Lithuania
<b>LU</b>	Luxembourg	<b>HU</b>	Hungary
<b>NL</b>	Netherlands	<b>MT</b>	Malta
<b>AT</b>	Austria	<b>PL</b>	Poland
<b>PT</b>	Portugal	<b>RO</b>	Roumania
<b>FI</b>	Finland	<b>SI</b>	Slovenia
<b>SE</b>	Sweden	<b>SK</b>	Slovakia
<b>UK</b>	United Kingdom		
<b>UK (E)</b>	England		
<b>UK (W)</b>	Wales		
<b>UK (NI)</b>	Northem Ireland		
<b>UK (SC)</b>	Scotland		

### Abbreviations relating to statistical indicators and other classifications

(:)	Data not available
(-)	Not applicable
(△)	Variable (depending to local education authority)

**Other abbreviations**

AHS	<i>Allgemeinbildende höhere Schulen</i>	AT
ČSI	<i>Česká školní inspekce</i>	CZ
EA	<i>Education authorities (see also LA – Local authorities)</i>	UK (SC)
EFQM	European Foundation for Quality Management	EU
EKK	<i>Riiklik Eksami-ja Kvalifikatsioonikeskus (National Examination and Qualification Centre)</i>	EE
ETI	<i>Education and Training Inspectorate</i>	UK (NI)
EVA	<i>Danmarks Evalueringsinstitut (Danish evaluation institute)</i>	DK
HED	Heads of education directorates	EL
HEOFF	Heads of educational Offices	EL
HMI	<i>Her Majesty's Inspector(s) of Schools</i>	UK (E)
HMIE	<i>Her Majesty's Inspectorate of Education</i>	UK (SC)
ICEC	<i>Instituto Canario de Evaluación y Calidad Educativa</i>	ES
IEN	<i>Inspecteurs de l'éducation nationale</i>	FR
INCE	<i>Instituto Nacional de Calidad y Evaluación</i>	ES
INValSI	National Institute for the Evaluation of the Education system	IT
IGE	<i>Inspecção Geral da Educação</i>	PT
IPR	<i>Inspecteurs pédagogiques régionaux</i>	FR
KEE	<i>Kendro Ekpedeftikis Erevnas (Center for research into education)</i>	EL
LA	<i>Local authorities (see also EA – Education authorities)</i>	UK (SC)
LEA	<i>Local education authorities</i>	UK (E/W)
MEPI	Regional pedagogical institutes	HU
NAE	National agency for education ( <i>Skolverket</i> )	SE
NBE	National Board of Education	FI
NBE	Norwegian Board of education	NO
NCEAPE	National Commission for Evaluation and Accreditation of Pre-university Education	RO
OFFI	<i>Országos Felsőoktatási Felvételi Iroda (National Office of Higher Education Enrolment)</i>	HU
Ofsted	<i>Office for Standards in Education</i>	UK (E)
OKÉV	<i>Országos Közoktatási Értékelési és Vizsgaközpont (Centre for Educational Evaluation and Examination)</i>	HU
PI	Pedagogical institute	EL
SCRIPT	<i>Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques</i>	LU

**The use of italics in the text**

All terms whose use is limited to a country or a Community and which would not normally be understood by a foreign reader appear in italics irrespective of the language version of the study.

## GENERAL INTRODUCTION

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Improving the quality of education is a constant concern of national policy-makers. Evaluation of the education offered pupils is one of the means by which this aim may be achieved. Such evaluation may assume several forms depending on the components subject to investigation, whether they be the processes activated by teachers, the tasks assumed by schools, local authority school management and administration, the functioning of the education system as a whole, or the performance of pupils who may be examined by individual teachers or schools, a local education authority or a national body. All such aspects might be the focus of a comparative study. However, the present study concentrates solely on approaches to the evaluation of **schools** providing compulsory education. The decision to proceed in this way reflects the terms of the Recommendation of the European Parliament and of the Council (12 February 2001) on European Cooperation in Quality Evaluation in School Education. It is clear from the Recommendation that improvements in quality evaluation in education ultimately hinge on developments at school level. The Recommendation emphasises the interrelation between external and internal evaluation, and calls on the Member States to 'encourage school self-evaluation (¹) as a method of creating learning and improving schools, within a balanced framework of school self-evaluation and any external evaluations' (page 60/53 of the Recommendation).

The present introduction is in two parts. The first establishes the general framework for this comparative investigation by indicating the focus of the study (schools as entities), along with its analytical unit (the approach to evaluation), its methodology, scope, overall structure and content.

The second part contains diagrams that provide a general outline of evaluation systems. These diagrams will enable readers who so wish to understand how the evaluation of schools is situated in relation to a country's entire system of educational evaluation. The diagrams may vary considerably from one country to the next both from the perspective of the evaluators and in terms of the components evaluated (whether pupils, teachers, schools, local educational providers or the education system overall). The second part of the introduction will also provide some insight into the position of each of the different countries vis-à-vis the study as a whole.

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(¹) The term 'self-evaluation' is commonly used to refer broadly to all types of evaluation that occur in schools. In order to clarify the concepts, a distinction has been drawn between self-evaluation (in which evaluators form judgements relating to tasks that they perform themselves) and internal evaluation (in which, independently of data collection, the judgement is formed by individual persons, or a body of persons, who are staff members or pupils at the school). For the purposes of this study, all evaluations conducted by a school itself are referred to as 'internal'.

## GENERAL FRAMEWORK

### A. The focus of the study: schools as entities

The evaluation of schools as entities is concerned with the activities of their staff considered collectively, without associating responsibility for those activities with one or more individual staff members except in the case of the school head. It should be borne in mind that the range of tasks evaluated varies from one country to the next, depending on the extent to which schools are autonomous. Only tasks which are actually carried out by a particular school and which may be evaluated are taken into account.

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When school heads are the focal point of an evaluation that covers all school activities (including those they do not actually carry out themselves) and its findings are used to improve the quality of the school, the operation will be regarded as an evaluation of that school as an entity. However, when heads are evaluated by the school board to assess their own activities of resource or personnel management, this will be regarded as evaluation on an individual basis and not taken into account.

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The evaluation of teachers on an individual basis is only considered in terms of the way it relates to the evaluation of schools (see Chapter 1, section 4). In some countries, the evaluation of a school consists essentially in a judgement about the work of its teachers, with an appraisal of how it functions as an entity no more than a minor consideration. It is thus important to identify precisely those countries which, in the course of the investigation, are not taken into account when the main concern is to examine approaches to the external evaluation of schools as entities.

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By considering the aims of evaluation, it is possible to distinguish between the evaluation of schools as entities in terms of their educational provision (in which case evaluation seeks to monitor or improve their performance) and the evaluation of teachers on an individual basis (which seeks to monitor their work or help them improve their personal performance). In practice, where schools as entities are the focus of evaluation, the findings are presented as a self-contained whole (with no individualised feedback). By contrast, if teachers are evaluated on an individual basis, those observed receive verbal or written feedback on their own work as such. These two types of evaluation may be combined. The evaluation of schools as entities may also provide an opportunity for forming a judgement about the work of individual teachers, which may be backed up with advice and recommendations.

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The evaluation of local education authorities or local educational providers, the individual assessment of pupils and the overall analysis of education systems are not a central feature of our investigation. More specifically, questions concerning assessment methods used to award qualifications to pupils or enable them to progress from one class to the next are not examined.

In the same way, measures for monitoring the general 'health' of education systems, such as standardised tests that have to be taken by all pupils (or a representative sample) at one or more stages in their schooling are peripheral to the study. Finally, if the results of pupil assessment (in tests of this kind, or formal qualifying examinations) are used to evaluate individual schools, they are discussed as relevant criteria (Chapter 2). Similarly, reference is made to situations in which evaluation findings for individual schools are collated and used for higher authorities to appraise the state of the education system (Chapter 3).

## B. The Unit of Analysis: the approach to evaluation

The comparative analysis is built up around the concept of an 'approach to evaluation', which constitutes the analytical unit of the study. Such an approach may be defined as a set of components, including the type of evaluator, the aspects evaluated and the evaluation criteria, the procedures and the use made of evaluation results.

Evaluators may be responsible to the (local, regional or central) education authority responsible for a particular school, in which case one may refer to **external evaluation** or, in other words, evaluation undertaken by persons not directly involved in the activities of the school being evaluated.

Evaluators may also be persons or groups of persons who are directly involved in the activities of the school (such as the school head or its teaching and administrative staff or pupils), or directly affected by these activities (as in the case of parents and people in the local community). All of them may be grouped under the heading of 'school community'. In the case of this particular group, and solely for the purposes of the comparative study, reference will be made to **internal evaluation**.

Evaluation may be entrusted to independent experts. These persons are responsible for drawing up evaluation criteria and procedures and formulating the judgement. They then submit their findings to a body or to one or more persons responsible for making use of them. This may mean a body that is either actually part of the education authority or accountable to it (in which case the experts are part of an external evaluation), or instead the school head or a group of persons in the school (in which case the experts contribute to an internal evaluation).

School tasks that may be the focus of evaluation are classified into six major areas of responsibility.

On the one hand are **educational** responsibilities corresponding to:

- (a) the teaching/learning of skills and knowledge, and
- (b) teaching/learning about appropriate patterns of social behaviour and personal development, including vocational guidance.

On the other are **administrative** responsibilities corresponding to:

- (c) the management of human resources;
- (d) the management of operational resources;
- (e) the management of capital resources, and
- (f) activities relating to information, external relations and partnerships.

While the same responsibility may be evaluated in several countries, the specific aspects of it that are examined may differ considerably. For this reason it is of interest to analyse the extent to which **evaluation criteria** are defined since, where this occurs at central level, it conveys a very clear idea of what is evaluated.

The **evaluation procedures** include the different stages followed by the evaluators, such as information gathering and the study of documents prior to their visit, discussion of their report with the persons concerned and the existence of a possible follow-up to see whether any recommendations have been taken into account.

**Use made of the results of evaluation** refers to all stages associated with the judgement (including recommendations/advice or penalties), but also to the possibility of combining the findings of evaluation in different schools to monitor the education system as a whole.

The key factor in establishing whether one or several approaches to **external** evaluation are at issue is the existence of one or several evaluators. Whenever external evaluation is undertaken by evaluators responsible to separate authorities (such as an inspector from the ministry, a local authority official or departments in different ministries), two or several approaches to external evaluation are assumed to exist.

Countries in which several approaches to **internal** evaluation may be clearly identified are relatively few in number. In general, a single entity responsible for evaluation mobilises several players at different stages of the process.

### C. Methodology

As a first step, country monographs were prepared by the Network National Units on their own responsibility, in order that comprehensive information on approaches to evaluating schools for compulsory education in the 30 countries involved in the Socrates programme should be rapidly available to policy-makers. The monographs were all drafted in accordance with common guidelines to content enabling readers to secure rapid organised access to detailed information on each country in turn. The guidelines were prepared by the European Unit in collaboration with several Eurydice National Units within a restricted working group <sup>(?)</sup>. The English language version of the monographs and, in some cases, a version in the appropriate national language may be consulted directly on the Eurydice website at the following address: [http://www.eurydice.org/Documents/Evaluation/en/frameset\\_eval.html](http://www.eurydice.org/Documents/Evaluation/en/frameset_eval.html)

The second stage involved the Eurydice European Unit using the information in the monographs to prepare jointly with the National Units a comparative study of certain key questions about the evaluation of schools. The aim was not to provide an exhaustive description of the situation in each country, which is already contained in the monographs, but to use the comparison to clarify certain issues of common interest in the evaluation of schools.

Terminological aspects are important in the field of evaluation in general and the evaluation of schools in particular. Much of the literature makes use of different terms corresponding to common definitions. Conversely, exactly the same terms are sometimes used to refer to very different types of evaluation. For this reason, a list of terminology has been prepared in order to produce information based on common concepts used both to prepare the monographs and draft the comparative study. This list may be accessed on the Eurydice website at the following address:

[http://www.eurydice.org/Documents/Evaluation/terminology\\_en.html](http://www.eurydice.org/Documents/Evaluation/terminology_en.html)

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<sup>(?)</sup> The Units that took part in the activities of the restricted working group were the following: Belgium (BE nl), Germany (*D-Länder*), France, Netherlands, Austria, Portugal, Finland, United Kingdom (SC), Iceland, Liechtenstein, Norway, Bulgaria, Czech Republic, Cyprus, Lithuania, Hungary and Slovakia.

## D. Scope of the Study

The scope of the study is limited to **public-sector** schools meaning institutions that are financed and administered by the public authorities, bearing in mind that the former account for the great majority of schools. Three countries are exceptions to this trend, namely Belgium, Ireland and the Netherlands, in which grant-aided private schools are very numerous and receive substantial funding from the public authorities. The study discusses such schools in these three countries.

The study is concerned with **full-time compulsory education**. In general, the situation is exactly the same in primary and (lower) secondary education. Wherever necessary, differences between the two levels are described both in the monographs and the comparative study. In cases in which approaches to the evaluation of pre-primary and post-compulsory institutions are identical to those adopted in schools for compulsory general education, this is specifically stated in the introduction to the monographs (section 4).

The study also focuses exclusively on **general education** and does not deal with institutions for vocational training. In the majority of countries, this type of provision constitutes a separate sector provided solely on completion of compulsory education and would have implied the collection of separate data.

As the study is concerned with **mainstream** general education, it does not discuss the case of separate institutions for special education. If approaches to the evaluation of such institutions are identical to those adopted in schools for compulsory general education, this is specifically stated in the introduction to the monographs (section 4).

The **reference year** of the entire study (monographs and comparative analysis) is **2000/01**. The monographs include a short historical background by way of introduction, along with a discussion of ongoing debate and pilot projects in the final part (Part III). In the comparative analysis, historical aspects liable to provide insight into the current situation, as well as the content of debate and recent trends (reforms since 2001), are discussed in the various chapter sections depending on the topic considered.

As far as the comparative analysis is concerned, it should be pointed out that not all approaches to external evaluation identified in the various countries are encountered at all stages of the study.

- Only approaches that evaluate at least the **educational tasks** undertaken by schools are referred to in all chapters of the study.
- Approaches to external evaluation **focused exclusively on management** (which do not examine educational matters) are referred to in all chapters except Chapter 4.
- External evaluation which is conducted by **specialist departments** and concerned with special tasks (related to bookkeeping, safety, etc.) is discussed only in section 1 of the first chapter.
- Approaches to external evaluation mainly focused on **individual teachers** (in which the school as an entity is no more than a very peripheral concern) are considered only in section 4 of Chapter 1.
- Approaches to evaluation in which a certain type of evaluator intervenes solely when the results of evaluation performed by another type of evaluator pose a problem (so-called **secondary evaluation**) are totally excluded from consideration.

	Chapter 1 Major approaches	Chapter 2 Evaluation criteria	Chapter 3 Procedures and use made of results	Chapter 4 Evaluators
External evaluation of education (and management)	Section 1,3,4	Section 1,2,3,4	Section 1,2,3,4	Section 1,2
External evaluation focused exclusively on management	Section 1,3	Section 1,2	Section 1,2,3,4	-
External evaluation conducted by specialist departments	Section 1	-	-	-
External evaluation focused mainly on teachers	Section 4	-	-	-
Internal evaluation	Section 2,3,4	Section 5	Section 5	Section 3

## E. Content of the comparative study

The structure of the study is based on a set of questions and issues selected from the monographs. National descriptive elements are only included in the comparative analysis when they are essential to a sound understanding of it as examples that clarify the analysis. These examples are given in slightly smaller type and indented with respect to the left-hand margin so that readers can approach the study in two ways, either concentrating exclusively on the main (comparative) account or going through the whole text (including the examples from each country).

The chapters are structured around several major questions: **who** evaluates (Chapter 1) **what** (Chapter 2), **how** and for what **purpose(s)** (Chapter 3), and making use of what **expertise** (Chapter 4).

The first chapter identifies the major existing approaches to evaluation distinguishing between external and internal approaches. The first two sections deal separately with internal and external evaluation. They are concerned, respectively, with the interrelationship between different forms of external evaluation when several such forms coexist and with the extent to which various players in schools contribute to internal evaluation. The third section examines relations between external and internal approaches to evaluation. Finally, the fourth section determines whether the evaluation of teachers is part of the internal and external evaluation of schools as entities.

The second chapter focuses on criteria for evaluating schools as entities. It first examines the main focal points of evaluation (education versus management) and the way in which each country establishes at national level what evaluators have to take into account. Next, the chapter identifies countries in which the parameters to be evaluated are clearly formulated at national level and compares them in detail. By analysing levels/types of requirement, it is also possible to state whether evaluation tends to be normative (when it compares the situation of one school with that of others of the same kind, or with a standard situation as defined by central government) or, alternatively, based on specific criteria (when it compares the situation of a given school in relation to objectives identified specifically for it). The final section of this chapter examines the extent to which internal evaluation criteria are established by the education authorities.

The third chapter deals with the procedures implemented and the use made of evaluation results. Matters related to procedures involve a discussion of several strategies apparent in external evaluation (examination of documents prior to the visit, discussion of the results prior to final completion of the report, and the possible existence of a follow-up). Use of the results of external evaluation is examined from three stand-points, namely the consequences for the particular school, the publication of the findings and evaluation

of the whole education system using the results of the external evaluation of schools. Use of the results of internal evaluation is the subject of the final section of this chapter.

Finally, the fourth chapter deals with the expertise of evaluators by reviewing the different types of qualification and professional experience required in order to become a professional evaluator, opportunities for in-service training or support, and working team strategies mobilising persons with a variety of expertise, etc. The level of specialisation of external evaluators is related to the range of tasks they have to evaluate. The chapter goes on to examine the involvement of external evaluators in implementing the changes called for by the evaluation. It concludes with a section devoted to the competence of the internal evaluators (generally the school head with or without the teachers, and less commonly the parents) and to an examination of the provision of training and support and, more particularly, the possibility of calling on resource persons.

## POSITION OF THE EVALUATION OF SCHOOLS IN NATIONAL EVALUATION SYSTEMS (DIAGRAMS)

Each country develops an 'evaluation culture' which attaches importance to sometimes very different aspects. The evaluation of schools as entities is only one aspect of evaluation, which may be quite well developed depending on the country concerned. This particular kind of evaluation may be more readily understood using a schematic representation of each country's entire 'evaluation system'. Diagrams have therefore been prepared for this purpose. These diagrams include several levels of information.

**Evaluators** are indicated in rectangular boxes. They may correspond to the central government acting via an agency or inspectorate, regional authorities, local authorities or local educational providers, but also to schools, school heads or teachers themselves. It should be noted that geographically decentralised bodies which are located at regional, local or district level but directly responsible to the central authorities are shown in the box corresponding to central government. At central level, only agencies or bodies responsible for evaluating schools, teachers or local authorities are represented. Bodies responsible for assessing pupils or evaluating the education system are not specified and information on them is contained in section 4 of Chapter 3 (Figure 3.12).

**Approaches to evaluation** are indicated by arrows in which an unbroken line means that the approach concerned is adopted as a matter of course, and a dotted line means that it is sometimes encountered but not always. In the latter case, a symbol shows whether the approach concerned is recommended, possible or compulsory but only rarely actually adopted (for example in special circumstances such as the end of a trial teaching period or for purposes of promotion or accreditation). If several evaluators are responsible to different specialist departments, a single arrow is used for all of these departments.

The **persons or bodies which are the focus** of evaluation are clearly identifiable, as in the case of schools as entities, teachers, pupils or in certain cases local authorities or local educational providers.

The evaluation of **schools as entities** is concerned with the activity of teachers, pupils or head teachers. However, the diagrams do not distinguish between these different players when they are considered in relation to the evaluation of schools.

On the other hand, where the evaluation of **teachers** occurs independently of the evaluation of schools as entities (see section 4 of Chapter 1 for further details), this is represented. Where external evaluation is primarily concerned with teachers, but also covers certain aspects of the functioning of schools as entities, use

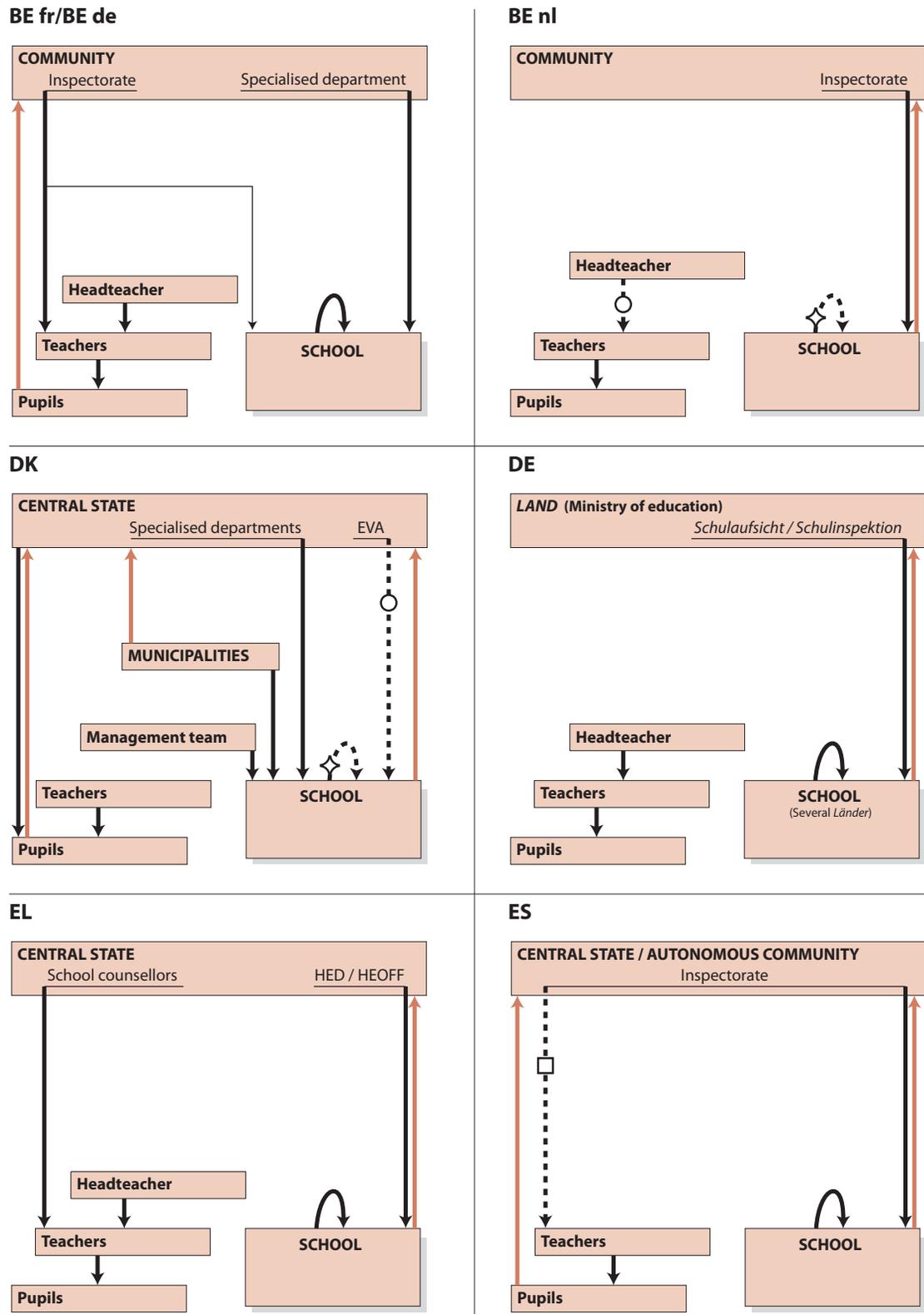
has been made of an arrow pointing from the evaluator towards the teacher and, from this arrow, another finer arrow pointing to the school.

The evaluation of **pupils** is indicated primarily in order to highlight centrally conducted evaluation of the education system on the basis of pupil attainment.

The evaluation of **school heads** in an individual capacity, the **inspectorate**, or **bodies responsible for evaluation at central level**, is not shown. All such players are included only in their capacity as evaluators of teachers and of the school.

The **education system** may itself also be the subject of evaluation via the evaluation of a particular component (pupils, schools, local authorities). The use made of the results of evaluating such a component in order to evaluate the system is illustrated by a coloured arrow pointing towards the box showing the central government.

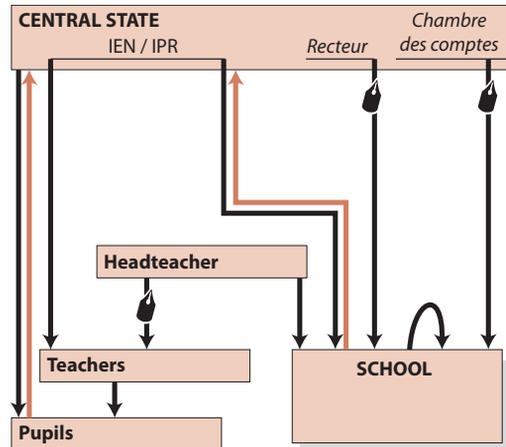
FIGURE 1. POSITION OF THE EVALUATION OF SCHOOLS IN NATIONAL EVALUATION SYSTEMS  
(DIAGRAMS), 2000/2001



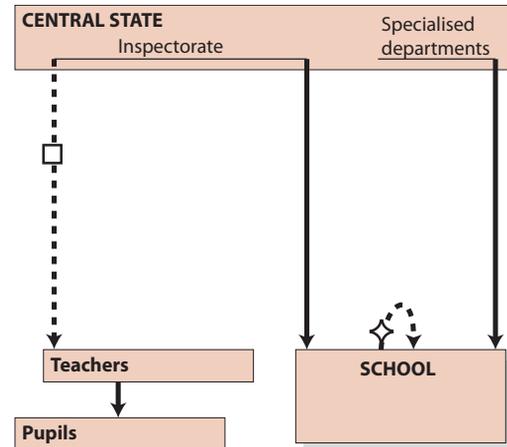
Legend: see p. 22

Source: Eurydice.

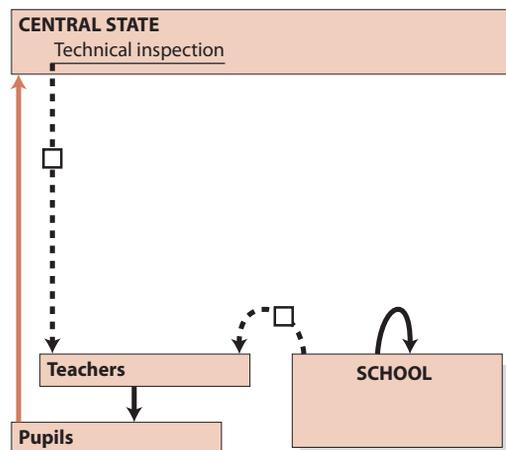
FR



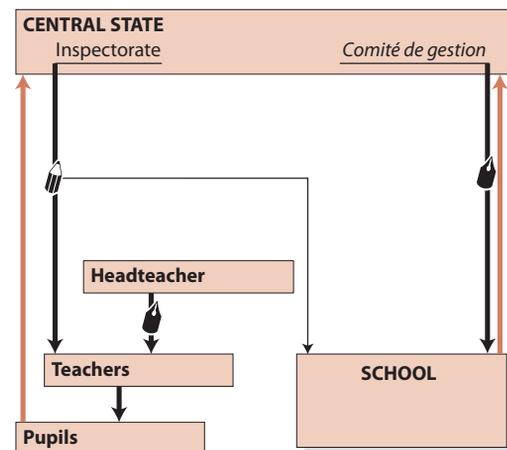
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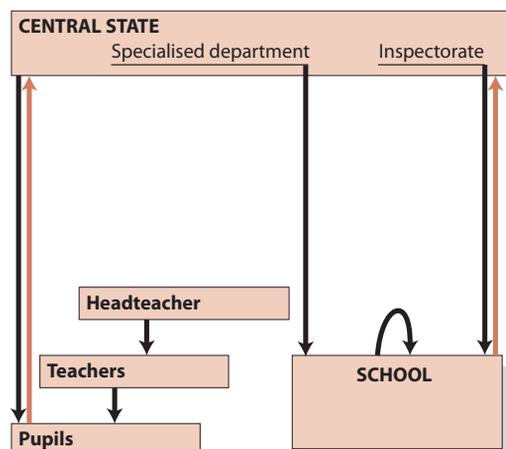
IT



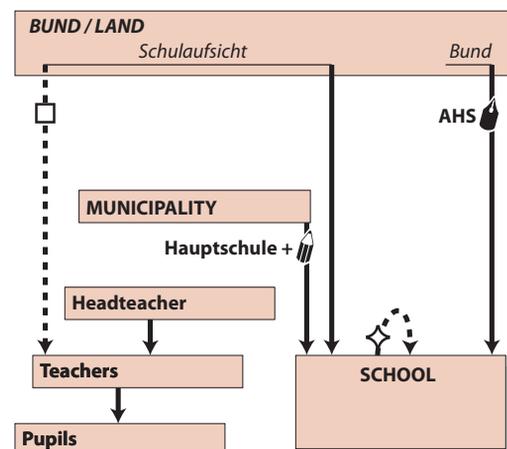
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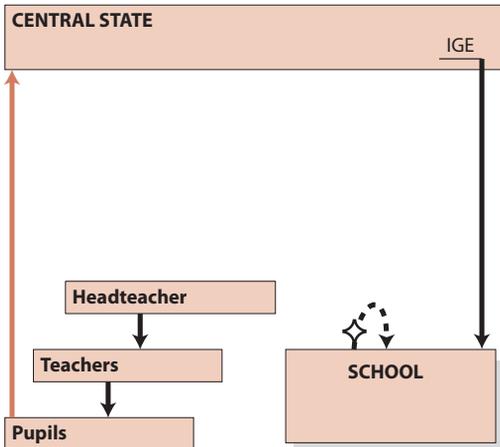
Legend: see p. 22

Source: Eurydice.

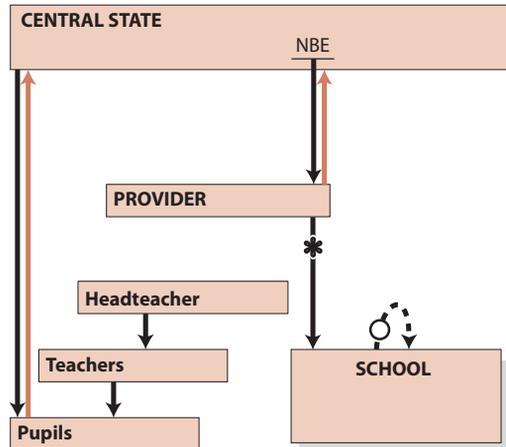
Additional note

France: In secondary education, schools as entities are evaluated by evaluating the school head.

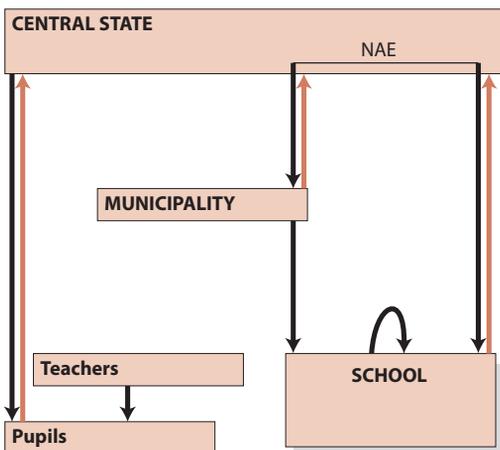
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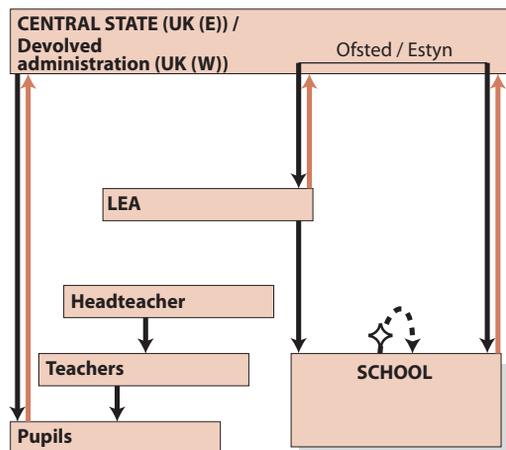
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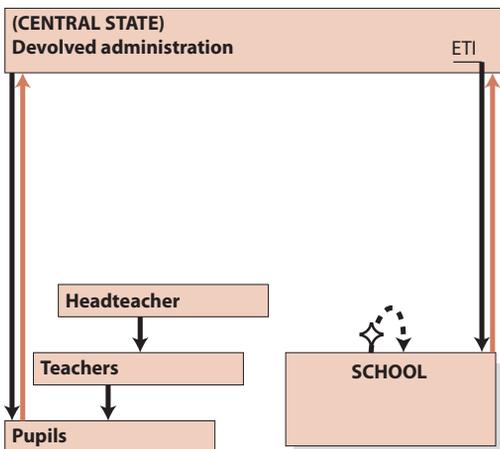
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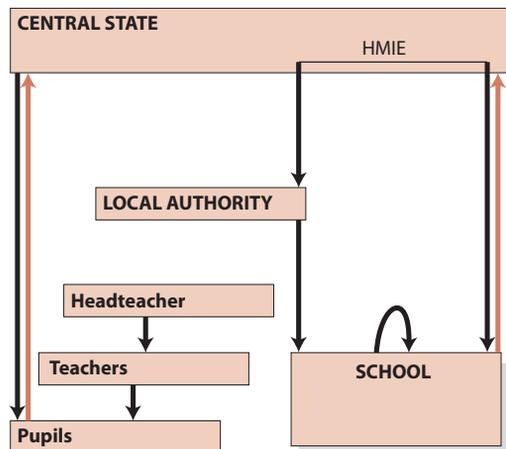
**UK (E/W)**



**UK (NI)**



**UK (SC)**



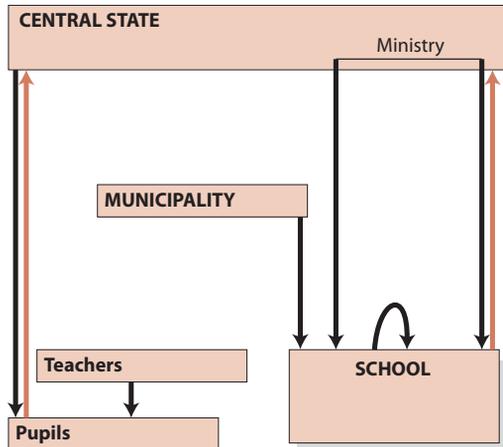
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Source: Eurydice.

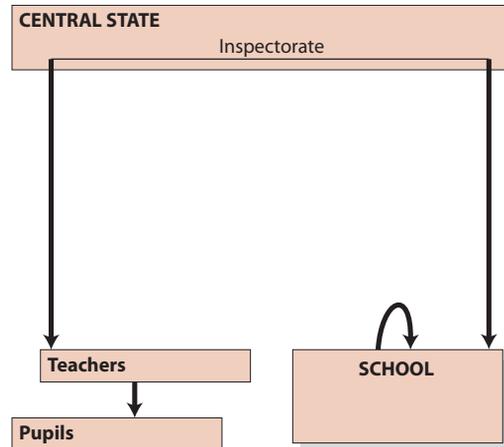
Additional note

**Finlande:** The provider is the municipality in the case of most schools.

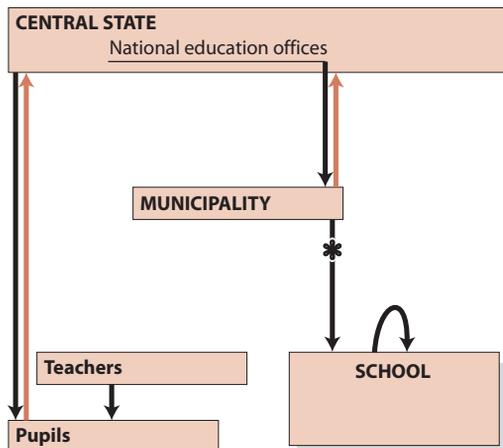
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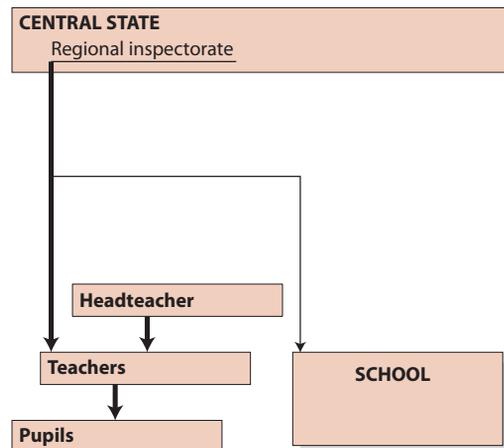
LI



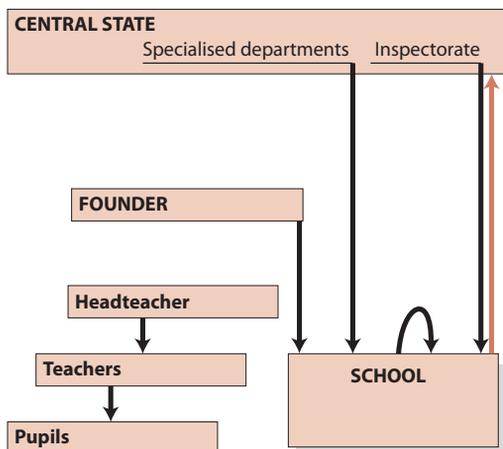
NO



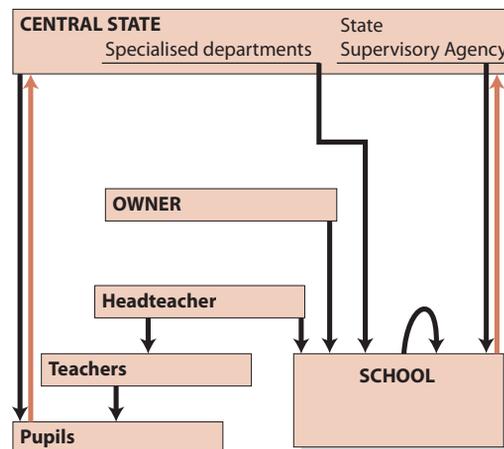
BG



CZ



EE



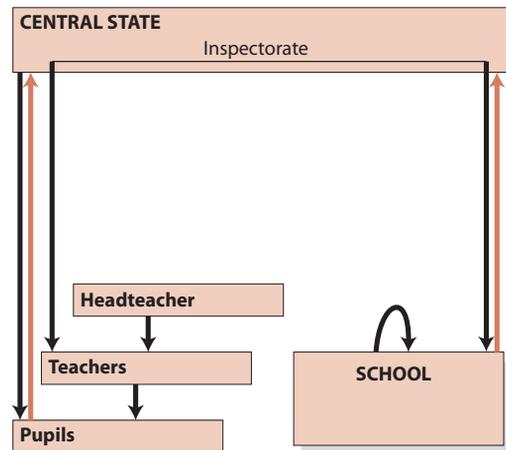
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Source: Eurydice.

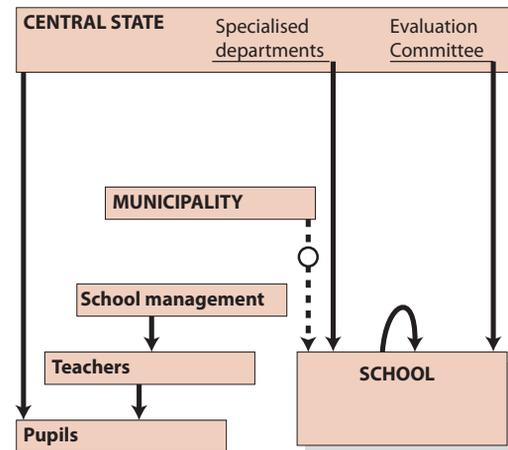
Additional note

**Czech Republic and Estonia:** The founder or owner is the municipality in the case of most schools.

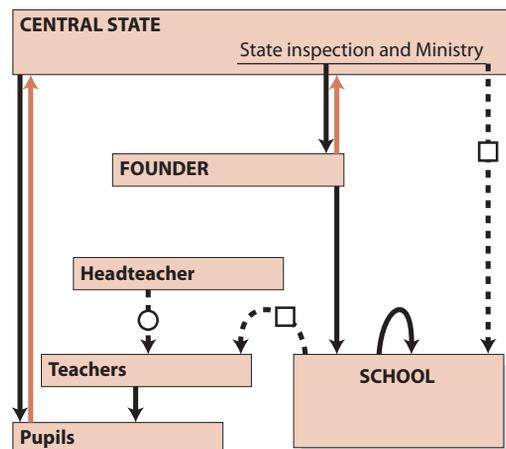
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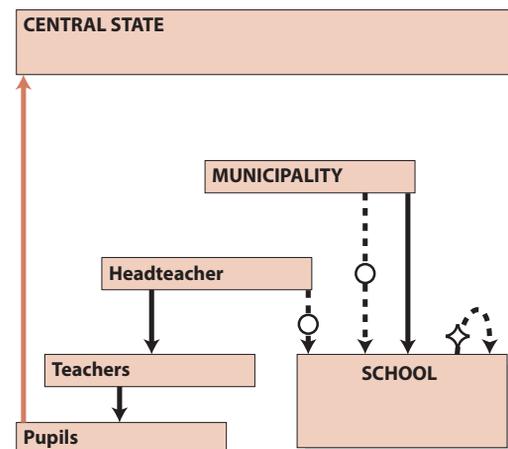
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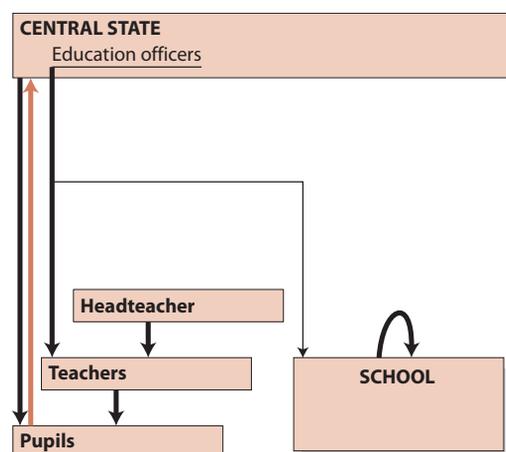
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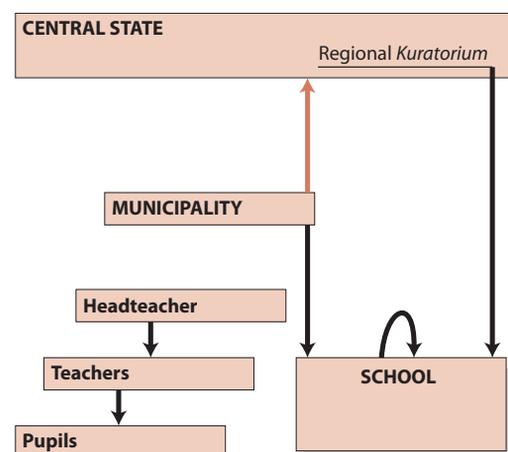
HU



MT



PL



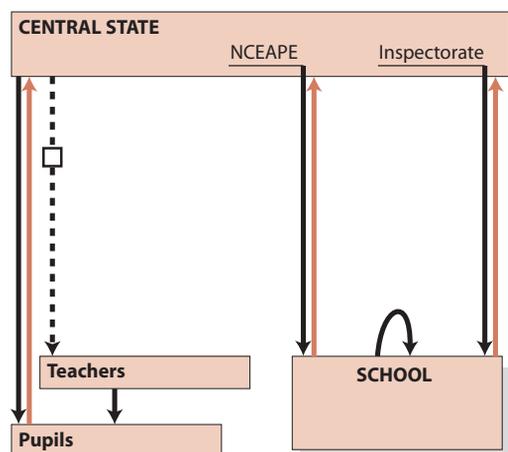
Legend: see p. 22

Source: Eurydice.

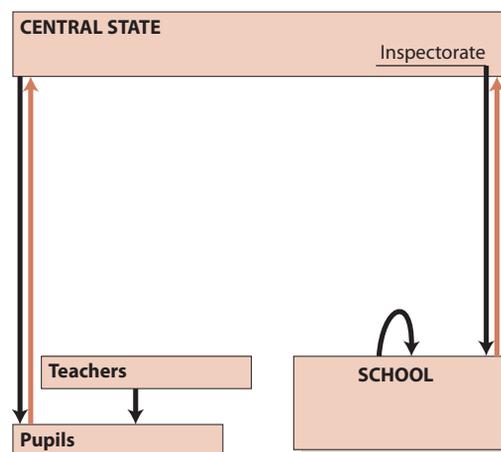
Additional note

**Lithuania:** The founder is the municipality in the case of most schools. The state inspectorate evaluates schools as entities by evaluating the school head.

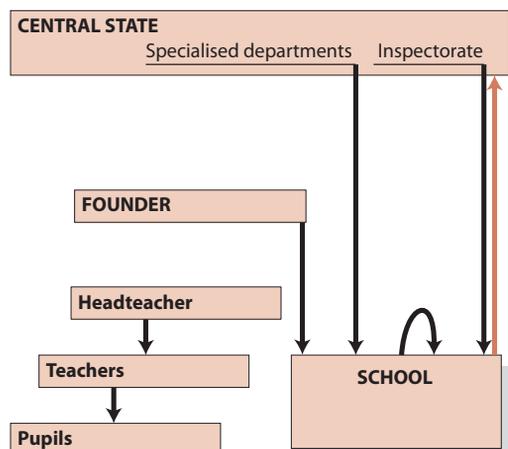
RO



SI



SK



Source: Eurydice.

Additional note

**Slovakia:** The founder is the municipality in the case of most schools.

Key:

	Compulsory approach to evaluation in all cases
	Compulsory approach to evaluation (of educational provision) in all cases
	Approach to evaluation sometimes but not always encountered
	recommended
	possible
	encountered only under exceptional circumstances (promotion, accreditation, end of a trial teaching period)
	Solely secondary education
	Solely primary education
	Evaluation of the education system via evaluation of one or more particular aspects of it

From the diagrams it may be concluded that:

- The **internal** evaluation of schools as entities exists in all countries (except Luxembourg and Bulgaria). It is sometimes recommended, sometimes compulsory. However, the fact that internal evaluation is compulsory does not necessarily mean that it will be implemented in all schools. Conversely, in countries in which internal evaluation is no more than recommended, all schools may sometimes carry it out.
- The **external** evaluation of schools assumes a number of very distinctive patterns.
  - In the majority of countries, it is carried out by an inspectorate responsible to the central government (with which specialist ministerial services responsible for supervising specific duties are sometimes associated). In certain countries, evaluation is conducted by two quite separate education authorities (Denmark, Sweden, the United Kingdom, Iceland, the Czech Republic, Estonia, Lithuania, Poland and Slovakia).
  - As a rule, the external evaluation of schools as entities is compulsory and carried out as a matter of course. In the case of Finland and Norway, it is not referred to as such in law and so appears to be possible (at the discretion of the municipalities). On the other hand, the municipalities are obliged to evaluate their educational provision.
- In countries in which the external evaluation of schools is not very widespread or barely regulated at central level, as for example in Italy, Finland, Norway and Hungary, or countries such as Belgium (the French and German-speaking Communities), Greece, Luxembourg, Bulgaria and Malta, there is a system of evaluation that offers considerable scope either for evaluating the education system via an analysis of pupil attainment, or for evaluating local authorities, or teachers on an individual basis. Reference to these countries in the present study devoted to the evaluation of schools is infrequent. However, this certainly does not mean that they have not established a system for evaluating their educational provision.

Countries that adopt at least one form of external evaluation concerned with a wide range of tasks and one form of internal evaluation are referred to regularly in all parts of the comparative study. In a few countries, developments related to the implementation of reforms in the system of evaluation should be taken into account.

While in **Ireland**, in 2000/01, only primary schools were evaluated as entities, there was a mechanism for evaluating aspects of secondary schools on a full-school basis (e.g. evaluating provision for a subject throughout the school). A new model of external evaluation (termed Whole School Evaluation) evaluating secondary schools as entities is currently being mainstreamed.

Until 2000/01 in **Austria**, evaluation was focused solely on teachers. Following a 1999 Law, this approach to evaluation gradually gave way to a new approach in which internal evaluation by schools was used to evaluate them as entities. The study deals with this new approach, although it is not fully established as it is based on the practice of internal evaluation which itself is not yet compulsory.

In **Portugal**, external evaluation of schools is carried out by the *Inspecção Geral da Educação* (the IGE, or general education inspectorate) as part of a programme introduced in 1999 and initially planned for a five-year period. This programme, which was concerned with identifying strengths and weaknesses in the overall performance of schools, was suspended in 2002 for readjustment. The aim of other activities that are carried out by the IGE and focus on school organisation and management is to check whether schools comply with norms and standards. In 2000/01, compulsory internal evaluation was only concerned with individual players (teachers and school heads). The internal evaluation of schools as entities, which was provided for in the 1998 Decree Law on school governance and management, has been made compulsory by a 2002 law.

Where evaluation is conducted at local level, the information is far more limited given that, in general, the local authority (or educational provider) is responsible for evaluating schools but at least partly draws up its own procedures and criteria. Clearly, such approaches to external evaluation are not discussed in very great detail as regards criteria (Chapter 2), procedures and the use made of results (Chapter 3) or the evaluators (Chapter 4).

In **Finland** and **Norway**, the educational providers (the municipalities) are responsible for evaluating their provision and its effectiveness. They also have to contribute to national evaluation of the education system. In Finland, responsibility for evaluation is divided between the provider (generally a municipality), the provincial government and the NBE (National Board of Education). In Norway, it is shared between the municipality, national offices of education and the NBE (Norwegian Board of Education.) In practice, schools undertake internal evaluation in addition to the evaluation of education conducted by the providers and that of the education system as a whole. This is why Finland and Norway feature mainly in the sections devoted to internal evaluation.

In **Sweden** in 2000/01 (the reference year of the study), greater emphasis was placed on the evaluation of schools by the municipalities. From the standpoint of evaluation, the main role of the *Skolverket* (the National Agency for Education, or NAE) at the beginning of the 1990s was to supervise schools in cases of non-compliance with the regulations, a responsibility it often assumed following complaints from parents. From the autumn of 2003, the evaluation of schools as entities is being strengthened as part of an extension of NAE activities. In line with the scope of the present study, only the evaluation of schools by the municipalities and their supervision by the NAE to ensure compliance with the regulations are considered in the various chapters of the study.

In **Denmark**, the evaluation of schools is primarily the responsibility of the municipalities. In 2000/01, the EVA (Danish Evaluation Institute), which was set up to evaluate all public-sector schools or institutions under the jurisdiction of the Ministry of Education, began the initial stages of school evaluation. However, this was not undertaken as a matter of course (only a few schools were selected) and was intended mainly as a means of evaluating the education system as a whole. For this reason, evaluation by the EVA is discussed only in Chapter 4.

In **Latvia**, there are several approaches to the evaluation of schools, one of which is the responsibility of the municipalities. The latter are able to evaluate schools regularly in order to offer them appropriate support. As they are free to carry out such evaluation entirely as they wish, this approach is represented solely in the diagram and not discussed further in the remainder of the study.

Several countries are noteworthy for adopting only one or several approaches to external evaluation, or only one or several approaches to internal evaluation. They are thus not referred to in all sections of the study.

The situation in **Italy** is only examined in the sections devoted to internal evaluation. It is indeed only possible to consider a single (internal) approach to evaluation, as external evaluation is very uncommon and concerned solely with individual teachers. However, this is only a provisional situation. There are now plans to develop an external approach to evaluation in the near future. Pilot projects are already being initiated with this aim in mind.

In the **French** and **German-speaking Communities of Belgium, Greece, Luxembourg** (in primary education), **Bulgaria** and **Malta**, external evaluation is mainly or only focused on teachers. As a result, evaluation of this kind is discussed solely in section 4 of Chapter 1. It should be noted that, as a rule, this evaluation is primarily focused

on the quality of the education provided by individual teachers. The French and German-speaking Communities of Belgium also have a form of external evaluation which focuses on schools as entities and is carried out by a specialist department referred to in section 1 of Chapter 1. In the German-speaking Community of Belgium, a 1998 decree states that the external evaluation of schools as entities should take place every five years. However, certain articles in this law have not yet come into effect.

In **Greece** and in **Luxembourg** (secondary education), internal evaluation is concerned solely with teachers on an individual basis. External evaluation of schools as entities focuses exclusively on management tasks and is considered only in certain sections of Chapters 1, 2 and 3.



## CHAPTER 1

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### MAIN APPROACHES TO INTERNAL AND EXTERNAL EVALUATION

#### INTRODUCTION

This chapter provides a general overview of the internal and external evaluation of schools. It aims, first, to determine how the various approaches to evaluation reported are interrelated and, secondly, to examine some general matters associated with the coexistence of several evaluators in a single country.

The first three sections of this chapter are concerned with the external and internal evaluation of **schools regarded as entities**.

The first section deals exclusively with approaches to external **evaluation**. In some countries, just a single evaluator works, so to speak, as an evaluation 'generalist' responsible for all the duties entailed. The presence of several evaluators in other countries may be attributable to differences in their tasks, with each a 'specialist' of one or several focal points of evaluation. It may also correspond to two separate objectives, one concerned with the monitoring of standards, and the other with quality development.

The second section deals exclusively with **internal** evaluation. How the different players in the school community are involved in this is central to the investigation. Those concerned in the various countries are the school head, teachers, parents, pupils or other members of the school community. We also analyse the organisational arrangements through which they become involved and the form this participation takes.

The third section examines **interrelations between internal and external approaches** to evaluation. The majority of countries adopt at least two approaches, one external, the other internal. The relations between both of them are examined, depending on whether their focus is exactly the same or quite different in each case (with certain aspects of schools evaluated internally and others externally). In instances in which the focus is identical, the section examines whether the judgement formed in the course of internal evaluation is taken into account in external evaluation and vice versa.

Section 4 deals with the evaluation of **teachers**. It attempts to highlight how far judgements are formed about them during the internal or external evaluation of schools as entities.

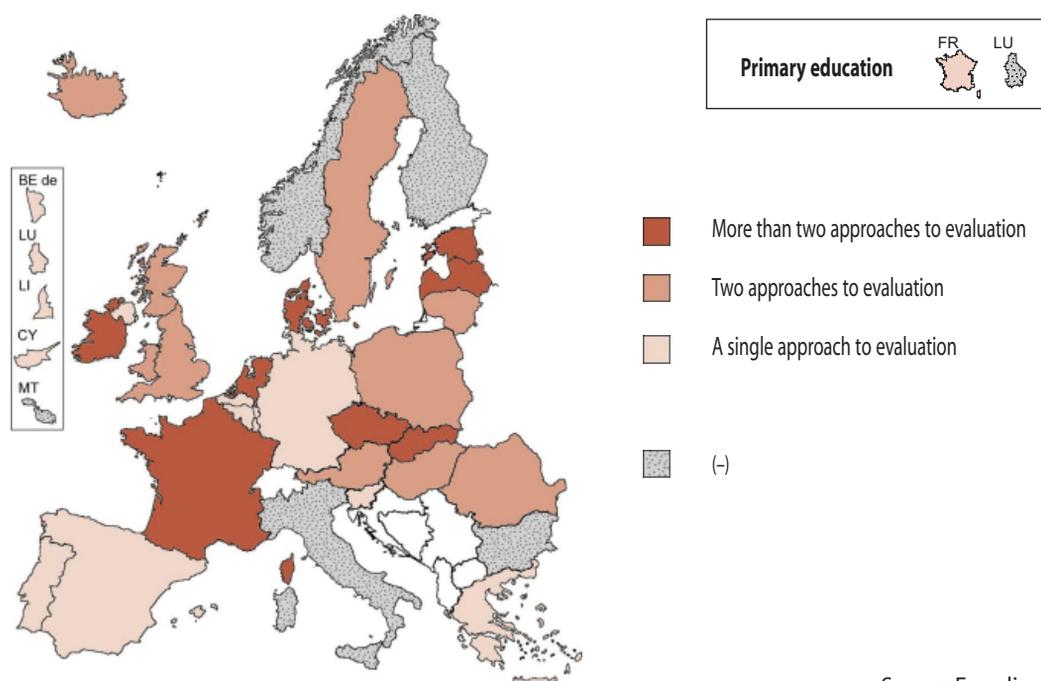
## SECTION 1

### DIVISION OF TASKS AMONG EXTERNAL EVALUATORS

Several approaches to the external evaluation of schools as entities may coexist within a country. Indeed in Europe this situation is quite common (see Figure 1.1). Where there is just a single approach, the evaluation is generally carried out by school inspectors. Four countries are exceptions.

In **Belgium** (the **French** and **German-speaking Communities**), specialists from the ministry check whether public-sector and grant-aided private schools are making appropriate use of their financial grants. In **Germany**, *Schulaufsicht* officials cannot be regarded as equivalent to inspectors. In **Greece**, administrative and organisational tasks are evaluated by the heads of education directorates (at regional and prefectorial levels) and heads of education offices (at provincial level) who are public servants with considerable status. In **Luxembourg**, members of the *comité de gestion* (management committee) are ministry of education officials.

FIGURE 1.1: NUMBER OF APPROACHES  
TO THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES IN COMPULSORY EDUCATION, 2000/01



Source: Eurydice.

(-): see notes in the annex

#### Additional notes

**Belgium (BE fr, BE de)** and **Greece**: Only evaluation carried out by the specialised services of the Ministry in each case is considered in the Figure (see general introduction and notes in the annex).

**Belgium (BE de)**: A 1998 decree, some articles of which have not yet taken effect, states that schools as entities should be externally evaluated every five years, in addition to the monitoring conducted by specialist ministerial staff.

#### Explanatory note

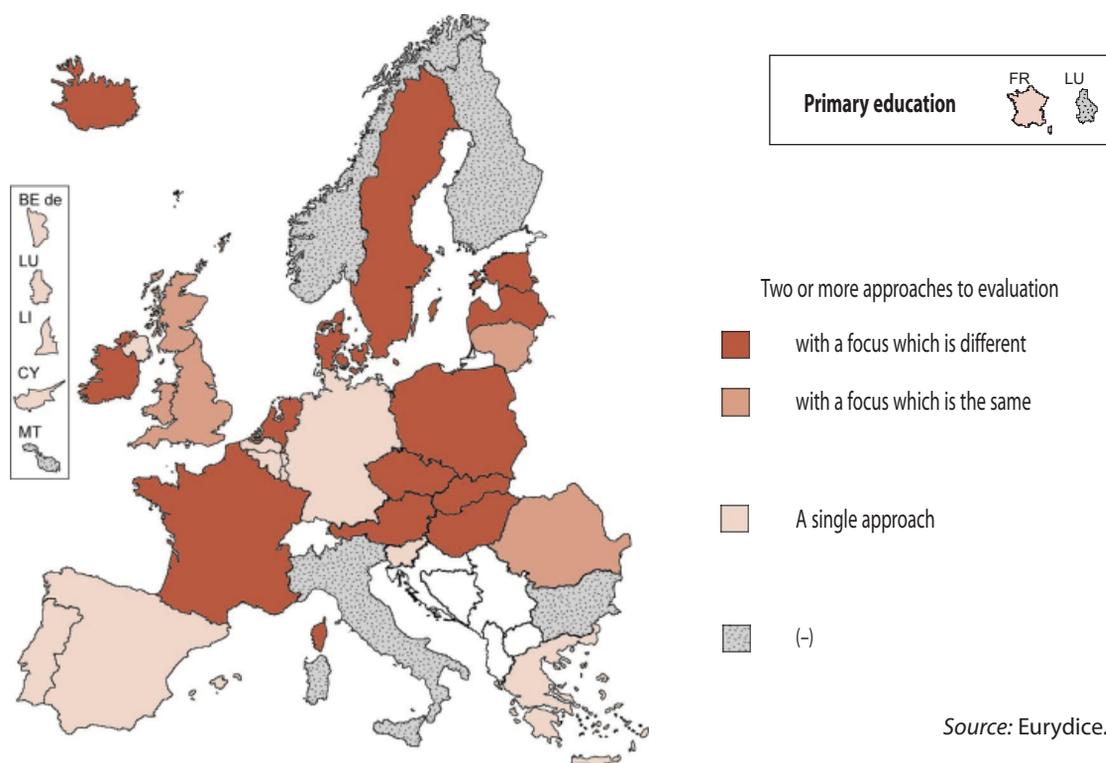
A distinction is drawn between two approaches to external evaluation whenever it is conducted by evaluators responsible to different administrative departments or ministries.

Point A below examines more closely how the approaches to evaluation identified may be distinguished from each other in terms of the focus of evaluation and the aims underlying it in each case. Examination of its focus is generally limited to establishing which of the six responsibilities identified are evaluated (see the general introduction for information on how these responsibilities are defined). It is not therefore seeking to determine the parameters evaluated in each approach. This question is dealt with in detail in Chapter 2. Point B examines the relation between different levels of authority responsible for external evaluation and those responsible for school management.

## A. Distinctive features of different approaches to external evaluation

In the majority of countries with at least two approaches to evaluation, the **focus** – with respect to all school activities – of the different evaluators concerned is different (see Figure 1.2). In just some countries, however, the focus is the same.

*FIGURE 1.2: DIFFERENCES IN APPROACHES TO THE EVALUATION OF SCHOOLS AS ENTITIES, AS REGARDS THE FOCUS OF EVALUATION IN COMPULSORY EDUCATION, 2000/01*



(-): see notes in the annex

### Additional note

**Belgium (BE fr, BE de)** and **Greece**: See notes to Figure 1.1.

**Sweden**: Central level: the scope of the Figure is limited to the supervision of schools by the NAE, mainly when it has reported that they may not be complying with national regulations.

The coexistence of more than two approaches to evaluation (see Figure 1.1) always corresponds to a situation in which **evaluation of the various kinds of school activity is relatively compartmentalised**. Alongside an inspectorate generally responsible for the evaluation of educational matters and part of management, other categories of professional staff reporting to a variety of central or regional administrative bodies depending on the country, oversee specific aspects such as the financial management of schools, or other more precisely defined areas such as security or archiving.

In lower secondary education in **France**, the school plan is evaluated by an inspectorate. School heads and, via them, all school activities are evaluated by the académie authorities (the *recteur d'académie* and *inspecteur d'académie*), whereas evaluation of the management of capital and operational resources is carried out by the *chambres régionales des comptes* (regional auditors).

The inspectorate in the **Netherlands** evaluates all educational tasks. It also deals with all aspects related to human resources management and with school public relations relevant to the quality of education. Furthermore, certain tasks associated with management responsibilities are evaluated by the audit department of the ministry and the employment inspectorate.

Local authorities also intervene when they are themselves the school educational providers. Their role as evaluators is not always officially specified at central level and, in such instances, they may evaluate schools in accordance with their own interests.

In **Denmark**, the municipalities evaluate aspects concerned with both 'teaching/learning' and management for which schools are responsible. Furthermore, there exist specialised bodies that evaluate very special areas, such as the authority for fire prevention and the Danish Working Environment Service.

In the **Czech Republic**, school founders are responsible for evaluating their schools but there is no official document specifying the procedures and activities that have to be carried out. The inspectorate for Czech schools evaluates all tasks performed by them. Several bodies such as the Financial Office and the Supreme Auditing Office evaluate the purely financial aspects.

In **Estonia**, the state supervisory agency is actively involved in all educational aspects of schools and the way provision is organised. The owners of schools (local authorities) are more concerned with administrative aspects, the monitoring of compliance with legal standards and the appropriate use of available resources. Yet other external evaluators are the national agencies for health protection and fire prevention, and the county archival departments responsible for checking that official information is properly archived by schools.

In **Latvia**, the Ministry of Education and Science is responsible, on the one hand, for evaluating educational matters and, on the other, for evaluating the management of schools, resources, the budget and school ethos. The first leads to the accreditation of educational programmes and the second to the accreditation of schools. The latter are also evaluated by different specialist bodies or institutions (concerned with fire prevention, health and safety, etc.). It should further be noted that municipalities may evaluate schools. However, this form of evaluation is not considered as it is conducted entirely at the discretion of the municipalities concerned.

In **Slovakia**, the inspectorate is primarily responsible for evaluating those aspects of school activity concerned with teaching, whereas each school founder monitors the financial aspects of schools. The school authorities, which are state bodies present in the regions and districts, delegate some of their responsibilities for financial auditing and oversight of organisational aspects to specialist departments.

In countries in which **two approaches to external evaluation** have been observed (Figure 1.1), the tasks evaluated have been compartmentalised in a way that is more clear-cut. The inspectorate focuses primarily on evaluating teaching activity, while another body focuses on management. Depending on the country, these evaluators are responsible to central, regional or local levels.

In **Austria**, the inspectorate evaluates both educational and management aspects, while the municipalities (in the case of primary education and the *Hauptschulen*) and the federal government (in the case of the *Allgemeinbildende höhere Schulen*) audit the management of operational resources.

In **Hungary**, regional pedagogical institutes or independent experts authorised by the local authorities are responsible for evaluating educational tasks, whereas other experts, also at the request of the local authority, analyse the efficiency with which schools manage their budget.

In **Poland**, the inspectorate (*kuratorium* at regional level) evaluates educational tasks, while the *gminy* (municipalities), which are responsible for the management of compulsory education, deal with the evaluation of administrative tasks.

Sweden and Iceland are distinctive in this group in that the two separate approaches do not correspond to an evaluation focused mainly on educational tasks, on the one hand, and administrative and/or financial aspects, on the other.

In **Iceland**, the first approach is concerned with evaluating internal evaluation methods, and is carried out by experts responsible to the Ministry of Education. The second more conventional type of evaluation focuses on most of the responsibilities assumed by schools and is conducted by research centres or experts at the request of the Ministry or the municipality responsible for the school.

In **Sweden**, the situation is changing. Besides the municipalities which are obliged to evaluate all the activities of schools under their jurisdiction in the interests of quality control and improvement, the NAE is playing an increasingly important part in the evaluation of schools. In 2000/01, the role of the NAE – aside from its responsibility for evaluating the municipalities – was primarily one of supervision in cases of alleged non-compliance with the regulations, a task it often assumed as a result of complaints from parents. From the autumn of 2003, the evaluation of schools as entities is being strengthened as part of an extension of NAE activities.

In four countries, the focus of the two evaluators is the same (see Figure 1.2). Nevertheless, in one of them, the approaches to evaluation may be distinguished from each other in terms of the **goals** pursued. The two types of evaluator share the same focus or are concerned with the same areas of responsibility, but for purposes as distinct as the monitoring of norms or standards, on the one hand, and quality evaluation, on the other.

In **Romania**, the inspectors are primarily responsible for advising and helping schools to improve the quality of their educational provision. The National Commission for Evaluation and Accreditation of pre-university Education (NCEAPE), for its part, checks that schools comply with the requirements for their accreditation.

In the three other education systems, it is possible to identify at least two types of external evaluator whose focus is the same and whose general terms of reference and goals are fairly similar. The distinctive features of the two approaches to evaluation are thus at first sight less clear-cut. The criteria for establishing a distinction that we have selected for analytical purposes – namely the concerns or tasks evaluated and the aims pursued – no longer apply. Study of these approaches to evaluation in accordance with other considerations (and in particular procedures and the use made of results, discussed in Chapter 3) enable their particularities to be identified more clearly.

In the **United Kingdom (England and Wales)**, Ofsted (in England) and Estyn (in Wales) have a legal duty to establish and maintain the system for the regular inspection of all publicly-funded schools. Inspectors report on and evaluate the entire work of each school at least every six years. These inspections have three main purposes, namely to hold schools accountable to parents and the local community, to help schools plan for improvement and to provide information on the national state of education. Local education authorities (LEAs), on the other hand, have no general power to insist on entry to inspect their schools. They do, however, have a legal duty to

promote high standards of education, and a wide range of other responsibilities which, if they are to be exercised effectively, require them to monitor their schools. Specific evaluation procedures are not prescribed, but LEAs are expected to visit all their schools at least once a year to discuss school improvement and target-setting. LEAs are also expected to establish arrangements which enable them to provide early identification of schools causing concern.

In the **United Kingdom (Scotland)**, the HMIE (Her Majesty's Inspectorate of Education) and the LAs (local authorities) evaluate educational and administrative tasks. Their aims are very similar to those of Ofsted/Estyn and the LEAs in England and Wales.

In **Lithuania**, the founders of schools evaluate all educational and administrative aspects on the basis of a report drawn up by the schools themselves, while school heads and, via them, most tasks performed by schools (whether educational or administrative in nature) are evaluated by the inspectorate and the Ministry of Education and Science. The aims of both approaches to evaluation involve monitoring the activity of schools and promoting better quality provision.

## **B. Relation between the division of responsibilities for school management and responsibility for the evaluation of schools**

In many countries, responsibility for managing schools is divided between different (local, regional and central) levels of authority. As Figure 1.3 illustrates, this situation does not necessarily imply the presence of evaluators at different levels of authority.

By contrast, countries in which responsibility for managing schools lies exclusively with the central authorities, or top-level authorities for education (<sup>(1)</sup>), have one or several evaluators at this single level of authority.

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(<sup>1</sup>) Readers wishing to know more about these levels of responsibility may refer to the following two Eurydice publications:

- *Key Topics in Education in Europe (Volume 2). The Financing and Management of Resources in Compulsory Education. Trends in National Policies, 2000.*

- *Key Data on Education in Europe 2002.*

**FIGURE 1.3: RELATION BETWEEN THE LEVELS OF AUTHORITY RESPONSIBLE FOR EXTERNAL EVALUATION AND THOSE RESPONSIBLE FOR MANAGING SCHOOLS, COMPULSORY EDUCATION, 2000/01**

Responsibility for managing schools	Evaluator(s) responsible to a single level of authority	Evaluators responsible to at least two levels of authority
lies entirely with the central authorities	BE de, ES, IE, LU (s), LI, CY	
is divided between different levels of authority	BE fr, BE nl, DE, EL, FR, NL, PT, UK (NI), LV, HU, RO, SI	DK, AT, SE, UK (E/W), UK (SC), IS, CZ, EE, LT, PL, SK

(-): LU (p), FI, NO, BG, MT (see notes in the annex)

Source: Eurydice.

#### Additional notes

**Belgium (BE de):** See the note to Figure 1.1.

**Austria:** The inspectorate evaluates both educational and management aspects, while the municipalities (in the case of the primary schools and *Hauptschulen*) and the federal government (in the case of the *Allgemeinbildende höhere Schulen*) are responsible for ensuring the sound management of operational resources.

**Sweden:** Central level: only supervision of schools by the NAE when it is reported that they may not be complying with national regulations.

**Liechtenstein:** In the case of primary education, the different levels of authority (central and local) share responsibility for school management.

**Latvia:** Optional evaluation of schools by the municipalities is not considered as it is undertaken entirely at their own discretion (see general introduction).

Where different evaluators are responsible to different levels of authority, one reports to the local or regional education authorities and the other to the central authorities. Poland, in which the regional and local levels are responsible for external evaluation, is an exception.

Finally, it should be emphasised that in some countries in which different evaluators report to a single level of authority, some of them operate at local or regional level while remaining ultimately responsible to the central government or top-level authorities for education.

This applies to **France** and **Romania**. By contrast, in **Hungary** the various evaluators all work for and report to the local authorities, while the central authority is in no way responsible for school evaluation.

## SECTION 2

### PARTICIPATION OF THE SCHOOL COMMUNITY IN INTERNAL EVALUATION

Evaluations performed by schools themselves have long been conducted by the school head or school management staff. Since the mid-1990s, many European countries have sought to encourage further or develop on a general basis certain innovative elements in internal school evaluation. The main developments in this respect have been the evaluation of schools as entities, which is taking the place of or supplementing the evaluation of their individual players (teachers and school heads), and the broadening of participation in evaluation to include a variety of players within the school (teachers, administrative staff and pupils), as well as parents, or even members of the local community.

There are many reasons for these innovations. The internal evaluation of schools as entities is often concerned with their further development. Involving school staff in evaluation seems to be one of the keys to ensuring that the process of improvement is successful, as it is more motivating to bring about changes when one has taken part in evaluating the situation and identifying problems and solutions. Furthermore, when several persons of varied professional experience and with differing perspectives on school activity jointly devise the evaluation process, their deliberations are likely to be of much greater interest. Finally, including members of the local community in the process of internal evaluation may be a way of ensuring that a school is more responsive to the needs of its environment.

For the purposes of this comparative study, internal evaluation is evaluation in which the judgement about a school is made by members of its staff, in some cases with other members of the school community.

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In many countries, the concept of **school community** is a very broad one. In principle, it covers all those who are directly involved in the work of a particular school (teachers, the school head, pupils, or any person who is a member of a school body), as well as those who are indirectly associated with it. The latter do not belong to the staff of the school and are not represented on one of its bodies but they are regarded as among its partners because they have a stake in its activity. They may be parents, local authority representatives, or representatives of the local economic community, etc.

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Two main areas have been selected for analysis:

- a) the **players** who are involved in each approach to internal evaluation (teachers, parents, pupils, the school educational providers and other representatives of the local community), along with the **organisational arrangements** (a formal body or other arrangement) via which they are involved (see Figures 1.4 and 1.5).
- b) the **types of involvement** of these players or bodies in internal evaluation, in accordance with the organisational arrangements concerned: e.g. consultation, discussion based on a report, data analysis, the completion of all stages in the process of evaluation, and coordination of the process, etc. (see Figure 1.6).

Details will be provided wherever possible on the extent to which education authorities may influence decisions regarding a) and b) above, either by actually laying down firm obligations or just making recommendations.

## A. Players in internal evaluation and organisational arrangements for their involvement

The various players concerned may take part in internal evaluation on the basis of two major kinds of organisational arrangement. The latter may correspond to particular bodies, whose membership is described in Figure 1.4, such as a school council or board, a teachers' assembly or a group set up specifically for evaluation purposes. Alternatively, teachers, parents or pupils may contribute to internal evaluation independently of any body, in bilateral discussions with the school management, via questionnaires, or in collective ad hoc consultation procedures.

FIGURE 1.4: MEMBERSHIP OF BODIES INVOLVED IN THE INTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01

<p>Among the members of the <b>school council</b> (or <b>board</b>) are generally the school head, and/or members of the management team (in other words, the one or more deputy heads or the administrator), teachers and possibly representatives of other categories of school staff, representatives of local authorities or the school administrative authorities or providers, and parents. Where pupils are members, this occurs mainly at secondary level.</p>	<p>In <b>Belgium</b> (the <b>French</b> and <b>Flemish Communities</b>), <b>Greece</b>, <b>Portugal</b> and the <b>United Kingdom</b>, the <i>conseil de participation</i>, <i>schoolraad</i>, <i>scholiki epitropi</i>, <i>assembleia da escola</i> and <i>school governing body/board of governors/school board</i>, respectively, also include representatives of the local community, such as members of the local business community or cultural and voluntary associations. In <b>France</b>, the <i>conseil d'école</i> additionally includes the ministry of education delegate to the <i>département</i> and the <i>inspecteur de l'éducation nationale</i> (IEN). The <i>conseils d'administration</i> of secondary schools include qualified members appointed by the <i>académie</i> inspectors. In the <b>Czech Republic</b> and <b>Slovenia</b>, the school head is not a member of the school council. The <i>Schulkonferenz</i> (in <b>Germany</b>) and the <i>Schulforum/Schulgemeinschaftsausschuss</i> (in <b>Austria</b>) do not include local authority representatives. In <b>Austria</b>, the school head is a member of the school council but is not entitled to vote.</p>
<p>Membership of <b>groups established specifically for internal evaluation</b> is either limited strictly to school staff, or extended to pupils, parents and other partners outside the school (representatives of the local community, former pupils, etc.).</p>	<p>In <b>Greece</b>, the <b>United Kingdom (Scotland)</b> and certain schools in <b>Iceland</b>, they are limited to school staff. In <b>Spain</b> (the <b>Canary Islands</b>), the membership of evaluation and quality committees which play a major part in the internal evaluation of some schools is determined in accordance with school regulations and preferences. The committees generally include teaching staff, parents, and pupils (depending on the educational level of the school). A minority of schools further include members of their administrative staff or local authority representatives. In <b>Austria</b>, the working groups on quality established in some schools include representatives of all school partners (teachers, pupils, parents, members of the local community, etc.). In <b>Iceland</b>, the school head and teachers are always members of special evaluation groups, which less frequently include pupils, parents and former pupils. In <b>Norway</b>, such groups always consist of members of the school management and 2-5 teachers, sometimes parents and pupils and, less commonly, other members of the school community.</p>
<p><b>Teachers' assemblies</b> are formal bodies that meet periodically for purposes of evaluation but whose remit is more extensive. In general, all teachers in schools are members of these assemblies. In some countries, it is possible to form more restricted assemblies to evaluate specific aspects of provision concerned with classes of pupils or school subjects.</p>	<p>In primary education in <b>France</b>, the teachers' assembly is known as the <i>conseil des maîtres de cycles</i>. In <b>Italy</b>, the assembly may be divided into committees or working groups by school subject. Inter-class councils (for primary education) and class councils (for secondary education) also undertake evaluation. In <b>Slovenia</b>, there are professional groups consisting of teachers who have specialised in the same subject and, in <b>Slovakia</b>, groups on methodology or subject committees.</p>

Source: Eurydice.

Over and above the identification of organisational arrangements for participation, determining who actually takes part in internal evaluation is not always straightforward. This difficulty springs from the considerable autonomy granted to schools or local authorities in the area of internal evaluation in some countries, and from sometimes substantial differences between what may be stipulated in legislation and the way such evaluation is conducted in practice.

Figure 1.5 sets out for each country the list of bodies or players involved in the internal evaluation of schools, and attempts to illustrate how far the latter can decide who takes part in it. The Figure also indicates whether the approach to evaluation with which they are associated is mandatory or recommended, or whether its implementation is left to the discretion of the local education authorities. Where there are appreciable differences between what is required by law and what occurs in practice, further details are provided in the text.

Figure 1.5 shows that internal evaluation is compulsory in the great majority of countries. It is recommended in the Flemish Community of Belgium, Ireland, Austria, the United Kingdom (England, Wales and Northern Ireland) and Hungary. However, even where it is compulsory, it does not occur systematically in all schools.

In **Germany**, internal evaluation concerned with standards in teaching and education (the *Schulprogramm*) is compulsory in six *Länder*. However, some schools that have not yet developed a *Schulprogramm* do not carry out internal evaluation. In **France**, the school plan is not internally evaluated as a matter of course. In **Greece**, internal evaluation as currently practised is no more than perfunctory. The teachers' assembly does not conduct any formal internal evaluation but takes part in decision-making concerned with some aspects of school work. In the **Netherlands** in 2000/01, not all schools had yet developed an internal evaluation system. Since then, the situation has changed. According to a 2002 report, a limited number of schools in **Norway** carried out internal evaluation systematically.

Among countries in which internal evaluation is recommended, attention should be drawn to the unusual situation in the United Kingdom (England, Wales and Northern Ireland), in which implicit pressure is exercised to make it compulsory in practice. In the other countries, the number of schools that undertake internal evaluation varies and sometimes depends on the level of education concerned.

There is no formal obligation on schools in the **United Kingdom (England, Wales and Northern Ireland)** to implement self-evaluation processes. However they are strongly encouraged to do so, and performance management – which implicitly requires self-evaluation – is compulsory, requiring school governing bodies to set targets each autumn for improving pupils' performance annually and to monitor their achievements.

In the **Flemish Community of Belgium**, internal evaluation is only really widespread in secondary education. In **Hungary**, most schools practise it.

Whatever combination of formally constituted bodies or players take part in internal evaluation, school heads are always involved. Often they initiate the process and coordinate it. Sometimes they are the main or even the only player. This latter situation is not dealt with further in the present section since the question of what other players might be involved is not relevant. Alongside approaches to internal evaluation that mobilise teachers in France, Estonia and Hungary, there are other approaches involving just the school head.

In general Figure 1.5 shows that, at European level, the participation of various players from the school community in internal evaluation is exceptionally varied. The school council or board and teachers are far more frequently involved in such evaluation than parents, pupils or representatives of the local community (aside from their possible membership of the council or board).

**FIGURE 1.5: PARTICIPATION OF PLAYERS OR BODIES IN THE SCHOOL COMMUNITY IN THE INTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01**

		UK																																	
		BE fr	BE de	BE nl	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	E/W/NI	SC	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK	
<b>Status of the internal evaluation of schools</b>																																			
		●	●	◇	△	●	●	●	●	◇	●	(-)	●	◇	◇	△	●	◇	●	●	●	●	(-)	●	●	●	●	●	◇	●	●	●	●	●	●
<b>Participation of the various players or bodies involved in internal evaluation</b>																																			
A	●	●	◇	◇	●	●	●	●	●	●	●	◇	◇	◇	◇	●	◇	●	●	●	●	●	●	●	●	●	◇	●	●	●	●	●	●	●	
B	●		◇	◇	●	●	●	●	●	●			◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇	◇
C		●	◇	◇	●	●	●	●	●	●	(-)	◇				◇	◇	◇	◇	◇	◇	◇	(-)	●	●	●	●	◇	●	●	●	●	●	●	●
D		●	◇							◇			○			◇	●	●	◇	◇	◇	◇								○	◇		●		
E							○		○					◇						◇	◇														

● Compulsory      ◇ Recommended      ○ Possible      △ Variable (depending to local education authority)

**Participation in internal evaluation, of:**

- A. the school head/management team
  - B. the school council/board (consisting of the school head, and representatives of teachers and/or parents, pupils or local authorities, etc.)
  - C. teachers (assemblies, restricted or special groups, or yet other forms of participation than B or E)
  - D. parents and/or pupils (other than in bodies B or E)
  - E. special groups consisting of teachers **and** parents, pupils, representatives of the local community, etc.
- (-): see notes in the annexe

Source: Eurydice.

**Additional notes**

**Belgium (BE de):** The situation in the Figure relates to two articles in a 1998 decree that have not yet come into force but which are being implemented on an experimental basis in some schools.

**Germany:** The Figure represents the situation in the six *Länder* in which internal evaluation is compulsory.

**Greece:** According to the legislation, special groups (i.e. school evaluation committees consisting of teachers) have to take part in internal evaluation in all schools, but they are currently only involved within pilot projects.

**France:** In primary education, teachers take part in internal evaluation via bodies known as *conseils des maîtres de cycles*, whereas in secondary education all teaching and other educational staff are involved.

**Portugal:** The situation in the Figure relates to the content of a 1998 decree that provided for internal evaluation without prescribing it. In 2000/01, only a limited number of schools were involved in internal evaluation processes. Since 2002, such evaluation has become compulsory in law.

**Finland:** Municipalities are largely free to evaluate the education they provide as they wish and the implementation of internal evaluation (known as 'self-evaluation') is just one of a number of possibilities. In municipalities in which internal evaluation is carried out, the players/bodies involved in it vary.

**United Kingdom (E/W/NI):** The involvement of the headteacher and school governing body is not a formal requirement but is implicitly required by the nature of their responsibilities.

**Norway:** Teachers have to take part in internal evaluation but the school determines the organisational arrangements adopted (assemblies, special groups or other procedures, etc.).

**Czech Republic and Slovakia:** Some schools still had no school council in 2000/01.

**Poland:** The teachers' assembly is obliged to approve all school initiatives and is in this sense involved in internal evaluation in all schools.

**Explanatory note**

Where the participation of a player is regarded as 'possible', it corresponds either to what is specified in law, or to arrangements established by schools where no detailed legislative provisions exist.

The participation of the various bodies or players referred to above is compulsory in 12 countries.

In **Latvia**, the participation of the school council, parents and pupils in internal evaluation becomes compulsory with effect from September 2004. The participation of teachers and the establishment of a special group for evaluation purposes, including teachers, parents, pupils and representatives of the school community, etc. will be recommended.

In the remaining countries, the level of obligation depends on the bodies or players concerned. One of them, such as the school head, or the management, council or board of the school, may often be nominated by the education authority to assume responsibility for internal evaluation. The person or body selected in this way then decides which other groups whose involvement is recommended or possible should contribute to it. In other cases, such as that of Denmark, this decision is taken by the municipal authorities. Occasionally, school players or bodies themselves decide that they will take part in internal evaluation.

In **Norway**, the management team and teachers together decide who should be involved in the different stages of internal evaluation. In **Poland**, the school council, teachers' council and pupils' council may take part in internal evaluation on their own initiative.

## B. Types of involvement of various players or bodies in internal evaluation

Because schools are granted considerable autonomy in internal evaluation in many countries, it is difficult to ascertain the precise involvement of each player or body. Some countries provide schools with guidelines as to desirable types of involvement on the part of players in internal evaluation (Figure 1.6).

In other countries in which there are no national guidelines, only information about what actually happens in practice is sometimes available. Thus in Denmark, the Netherlands, Finland, Sweden, Liechtenstein and Poland, the school or local authorities decide how different players should be involved. While limited information is available about what occurs in the field in Sweden, in the other countries there is none. These countries are not therefore included in the examples in all cases. In the Flemish Community of Belgium, procedures for the involvement of teachers, the school council, parents and pupils are extremely varied. In the case of teachers, any of the types of arrangement referred to in Fig. 1.6 may in practice be adopted by schools. For other kinds of player, no information is available.

*FIGURE 1.6: MAIN TYPES OF INVOLVEMENT OF BODIES OR PLAYERS WHO TAKE PART IN THE INTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01*

**Consultation** occurs when information is being gathered, and is generally based on questionnaires or, less frequently, on discussions.

Where participation involves the **discussion** and **approval of a report** submitted by the school head, this is primarily a report describing school activities, the results of pupils, or both.

Where participation involves **examining data** gathered by the school head and the **development of school strategies**, the bodies concerned reach a judgement about the school and devise solutions to the problems identified. In certain instances, they take part in determining evaluation criteria and procedures.

Where participation has a bearing on **all stages of evaluation**, this means that the players involved are active in determining criteria and procedures and the gathering of information and that they make a judgement about the school.

**Coordination** involves determining evaluation criteria and procedures that are sometimes submitted for approval by the school council or board. It also presupposes the organisation of data gathering, and participation in formulating the judgement made about the school.

Source: Eurydice.

## B.1. The involvement of school councils or boards

The involvement of school councils or boards in internal evaluation is significant as regards the participation of the school community, since they include among their members its various representatives, such as teachers, parents, pupils (particularly in secondary education) and those who represent the educational providers, etc.

School councils or boards play a part in evaluation in some 20 countries, but the nature of their involvement varies very widely. It takes the following forms:

- The school board assumes overall responsibility for internal evaluation and plays an active part in certain aspects of it.

In the **United Kingdom (England, Wales and Northern Ireland)**, the school governing body or the board of governors is expected to monitor and evaluate the school's overall effectiveness and press for improvement. This may involve asking challenging questions of the headteacher and senior management team (headteachers, deputy headteachers and other senior staff who provide leadership for a school), and ensuring that effective monitoring and evaluation systems are in place.

- The school board carries out all stages of an evaluation concerned primarily with aspects relevant to school management. These stages include the determination of criteria and procedures and formulation of a judgement about the school.

In **Greece**, the *scholiki epitropi*, reporting to the school head, evaluates certain aspects of school management. In the 14 Autonomous Communities in **Spain** which have not yet established internal evaluation plans, school councils generally carry out evaluation using documents concerned with educational planning and management.

- School councils have decision-making powers as regards the criteria and procedures of internal evaluation. They evaluate certain aspects related to general school policy, in collaboration with the management team. Other players within the school evaluate aspects related specifically to teaching (see for example point B.2.).

In the three Autonomous Communities in **Spain** that have established internal evaluation plans (**Andalusia, Catalonia and the Canary Islands**), the management team (the *director*, the *jefes de estudios*, the *jefes de departamento* and the *secretario or administrador*) draw up the internal evaluation plan which then has to be submitted to the school council. The evaluation carried out jointly by the council with the management team or evaluation committee focuses on the results of evaluating management at the school, as well as its general curriculum and the results obtained by pupils.

- The school council or board analyses the results of evaluation carried out by other players at the school (the school head, teachers' assembly, a group specially set up to conduct evaluation, etc.) and identifies strategies for improving how the latter functions.

At the end of the evaluation process in the **United Kingdom (Scotland)**, the school board discusses the strategies for improvement to be included within the school development plan. In schools with a school board in **Norway**, the latter in general discusses the results of evaluation. In some schools in **Slovenia**, the school head provides the school council with an evaluation report on how the school has achieved its objectives.

- The school council discusses and approves a report describing the activities of the school or the performance of its pupils, which is presented to it by the school head.

In the **French Community of Belgium** and in primary education in **France**, these reports are presented to the school councils (the *conseil de participation* and the *conseil d'école*, respectively) and describe what has been achieved in relation to the school plan. In the **Czech Republic** and **Slovakia**, the reports are at present descriptive but are expected to gradually assume the nature of a real evaluation report. In some schools in **Slovenia**, the school head presents a descriptive report to the school council which makes few amendments to it.

- The school council does not itself play a prominent part in the evaluation process but is consulted about the appointment of players or bodies that will lead and coordinate it.

This applies to the *Schulforum/Schulgemeinschaftsausschuss* in **Austria**, which rarely carries out evaluation itself.

## B.2. Involvement of teachers

In addition to their involvement in school councils or boards, teachers are involved in evaluation in the great majority of countries in a variety of ways.

- Teachers are responsible for all stages of the evaluation of teaching, either within their assemblies or in smaller groups concentrating on specific subjects (see Figure 1.4). These evaluations may be carried out in close liaison with the school head or with other school management staff in the teachers' assembly who contribute to the judgement formed about the school, or to establishing evaluation criteria or procedures. Teachers may also carry out these evaluations where there is considerable autonomy both in the selection of criteria and evaluation procedures, and when the school is actually judged. Here, school heads may become involved only subsequently when they make use of the findings that emerge from the teachers' assembly.

In **Germany**, the teachers' assembly chaired by the school head evaluates the educational achievements of the school programme and identifies measures for improvement. In **Spain**, the teachers' assembly evaluates all aspects concerned with teaching as such. In Autonomous Communities with internal school evaluation plans, the committee for the coordination of teaching activity (consisting of the school head, the *jefes de estudios* and the *jefes de departamento*) makes proposals to the assembly regarding criteria and procedures. In **Estonia** and **Lithuania**, the teachers' council evaluates teaching processes and takes decisions for implementation at school level. In **Latvia**, the council of teachers (including management staff) identifies certain school activities that it evaluates every year. In **Hungary**, it is recommended that all teachers should evaluate the curriculum of the school, as well as the curriculum for in-service training.

Class councils in **Italy** evaluate very specific matters whereas the teachers' assembly is concerned with general school educational planning. In **Slovenia**, groups of teachers investigate problems associated with the teaching of specific subjects and submit proposals for improvement to the teachers' assembly. In **Slovakia**, methodological groups or subject committees evaluate the level of provision in a particular subject and are responsible for ensuring that this level is achieved by all teachers. The same bodies also contribute to the annual evaluation report on the results of teaching, which is submitted to the school council.

In primary education in **France**, the *conseils de maîtres de cycle* are supposed to evaluate the achievements of the school plan, but this seems to occur only infrequently in practice (as in the case of evaluations carried out by the school council).

- Teachers meet together in groups set up specifically to evaluate all school activities but are only involved in certain stages of the evaluation process.

In the **United Kingdom (Scotland)**, teachers in some schools meet in working groups to discuss the position of their school vis-à-vis 'quality indicator ratings' produced by HMIE, and identify strategies for improving it in close collaboration with school managers.

- Teachers are associated on an ad hoc basis, by means of questionnaires or in discussions, with certain stages of the internal evaluation process which is carried out by the school head or school management.

This form of involvement may occur in the **Netherlands**. In **Denmark**, teachers generally provide their school management with an opinion concerning their classes. In the **United Kingdom (Scotland)**, teachers are sometimes consulted by the school managers during data collection, or on the subject of the school plan, in a way that generally involves discussions. In **Malta**, teachers are consulted by the school head and management team (the senior management team, the assistant head and the subject coordinators) about the school development plan during a day-long plenary session. The views they express are used for purposes of internal evaluation.

- The teachers' assembly does not itself undertake evaluation but discusses the evaluation plan or its results.

In **Liechtenstein**, the teaching staff and management team decide on the aims and content of evaluation and how it should be organised. The management team then carries it out. In **Norway**, the teachers' assembly is active generally when the content and procedures of evaluation – which is performed by a special group set up by the school head (see point B.4.) – are established, or when its findings are discussed. Teachers are also familiar with other procedures for participation (see point B.4.). In the **Czech Republic**, the role of the assembly of teachers is limited to discussing a report that describes school activities and the performance of pupils in schools that do not yet have school councils. In **Romania**, school heads submit the evaluation report to the school professorial board for validation and a discussion about measures for improvement.

### B.3. The involvement of parents and pupils

In addition to their involvement in school councils (see point B.1.) and groups set up specifically for purposes of internal evaluation (see point B.4.), parents and pupils take part in internal evaluation in accordance with other procedures.

In several countries, parents and pupils may reply to questionnaires or be interviewed when data is gathered. Sometimes, schools have to consult parents about questions concerned with the way the school functions at certain times of year. The views expressed by parents may be used for purposes of internal evaluation.

In the **Netherlands**, the **United Kingdom (Scotland)**, **Norway** and **Malta**, parents and pupils may be consulted when data is collected. In **Norway**, they may also be members of groups set up specifically to carry out internal evaluation (see point B.4.). Another possible form of participation is in the discussion on evaluation procedures or the findings of evaluation. In **Scotland**, schools have to consult parents about priorities regarding quality improvement.

In the **United Kingdom (England, Wales and Northern Ireland)**, school governing bodies or boards of governors must hold an annual meeting at which parents may give their views on the way school is developing. Schools sometimes choose to gather further information about parents' views by other means, for example by using questionnaires.

In **Slovenia**, the school head presents the annual evaluation report to the parents' council.

#### B.4. The involvement of groups set up specifically for evaluation

In some countries, teachers, parents, pupils, those who represent the educational providers, etc. may belong to groups set up specifically for purposes of internal evaluation. In general, such groups coordinate internal evaluation processes, sometimes mobilising the contribution of other players. This procedure is recommended in Austria, Iceland and Norway. In Spain (the Canary Islands), the approach to evaluation in which groups of this kind play a major part is an alternative to the approaches described in points B.1. and B.2.

In some schools in the **Canary Islands in Spain**, evaluation and quality committees draw up and coordinate a plan comprising evaluation procedures and criteria, which is subsequently submitted to the school council for approval. It should be noted that these committees are set up in the case of both internal and external evaluation. In **Austria**, one of the guides to internal evaluation made available to schools, known as the *Quality in Schools Initiative*, recommends the establishment of a working group on quality. In **Norway**, school heads generally establish special groups for evaluation, which draw up and coordinate the evaluation plan (including its criteria, methods and concerns, as well as the evaluation report). The plan is discussed by the school management and staff and then implemented by the special group.

### SECTION 3

## RELATIONS BETWEEN EXTERNAL AND INTERNAL EVALUATION

Relations between external and internal evaluation of schools **regarded as entities** are examined in the case of countries in which both these approaches to evaluation coexist. The main point at issue is the extent to which judgements made about a particular school during external evaluation are used in the course of internal evaluation and vice versa. From examining the situation in each country covered by the study, it is possible to establish a typology of the various types of relations identified (see Figure 1.7).

*FIGURE 1.7: POSSIBLE RELATIONS BETWEEN EXTERNAL AND INTERNAL EVALUATION, COMPULSORY EDUCATION, 2000/01*

#### External and internal evaluation are independent

External evaluation does not take account of judgements formed during internal evaluation and vice versa

Here, there are two possible scenarios:

- a) internal and external evaluation have broadly the same focus (tasks performed by the school regarded as an entity) and share certain goals, but they are conducted in **parallel**;
- b) the internal and external evaluation of schools may have a different focus or the same focus and, in the latter case, the goals underlying them are different. Internal and external evaluation are **complementary**.

#### Interdependence of external and internal evaluation

External evaluation takes account of the results of internal evaluation and vice versa

Here, there are three possible scenarios:

- a) external evaluation is based partly on the judgement formed during internal evaluation (and partly on data collection or further information gathering);
- b) external evaluation is based partly on the judgement formed during internal evaluation, while the judgement formed in the course of external evaluation may be used in internal evaluation;
- c) external evaluation involves supervising the processes of internal evaluation.

*Source: Eurydice.*

Figure 1.8 illustrates the position of countries in relation to this typology. It reveals that the most frequent situation is one of interdependence. Independence of external and internal evaluation is mainly characteristic of countries in which implementation of the latter is undergoing development.

*FIGURE 1.8: RELATIONS BETWEEN THE INTERNAL AND EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES,  
COMPULSORY EDUCATION, 2000/01*

Independence	Interdependence	
A p p r o a c h e s Parallel                      Complementary	E x t e r n a l   e v a l u a t i o n	
	is partly based on the judgement formed during internal evaluation	involves supervising the processes of internal evaluation
	and vice versa	
DE, ES, PT, EE, CY BE nl, SK                      EE, HU	DK, FR, IE, SE, IS, LI, LT, PL, RO, SI	NL, UK (E/W/NL), UK (SC), CZ, LV                      AT, IS

(-): BE fr, BE de, IT, LU, FI, NO, BG, MT (see notes in the annex)

(:): EL

Source: Eurydice.

### Additional notes

**Belgium (BE de):** According to the 1998 decree (see notes to Figures 1.1 and 1.5), internal and external evaluation will be independent of each other.

**Denmark:** The relation is between internal evaluation and evaluation conducted by the municipalities. The relation between external evaluation conducted by the EVA (the national evaluation agency) and the self-evaluations on which external evaluation relies is not considered here, as the latter concerns a sample of schools and is primarily aimed at evaluating the system.

**France:** The relation is between both approaches to evaluation concerned with the school head (lower secondary education).

**Sweden:** The relation is between internal evaluation and evaluation conducted by the municipalities. The relation between external evaluation conducted by the NAE and internal evaluation is not considered here, as in 2000/01 the former was aimed at evaluating the system. NAE action concerned with the evaluation of schools was mainly limited to ensuring compliance with regulations and personal rights.

**Iceland:** The relation is between the evaluation of schools as entities and internal evaluation, on the one hand, and between evaluation of the methods of internal evaluation and the internal evaluation of schools, on the other hand.

**Czech Republic and Slovakia:** The relation is between internal evaluation and evaluation carried out by the inspectorate.

**Hungary:** The relation is between internal evaluation conducted by all teaching staff in accordance with the curriculum and mandatory external evaluation concerned with management aspects (*policy-oriented evaluation*).

### Explanatory note

Only internal and external evaluation covering a broad spectrum of the activities performed by schools are taken into account. As a result, evaluation conducted by specialist ministerial services and concerned with very specific matters, such as safety standards, or standards associated with the working environment or accounting practice is not considered.

## A. Independent Approaches

In eight countries, evaluation by the inspectorate is conducted independently from that carried out by schools. However, as forms of the latter vary very widely, it is sometimes impossible to determine whether the two approaches are parallel or complementary. This applies to the Flemish Community of Belgium and to Slovakia. It is probable that this situation is moving towards what will be another type of relation, once internal evaluation is fully developed.

In the **Flemish Community of Belgium**, internal evaluation is rare in primary education. It is becoming more widespread in secondary education, but the judgement formed in this context is not (yet) used by the inspector when it comes to external evaluation. The preliminary documents used in external evaluation (such as questionnaires) which schools have to submit to the inspector are regarded as a means of encouraging schools to evaluate their performance and thereby of indirectly encouraging internal evaluation. The gradual involvement of external evaluators in promoting and supporting internal evaluation points forward to a link in which external evaluation will be based partly on information gathering and the judgement reached during internal evaluation.

It may also be observed that, where two approaches to external evaluation coexist, they may each have a different kind of relation with the approach to internal evaluation.

When the external evaluation of schools in **Estonia** is conducted by the central and regional authorities, it is similar to internal evaluation by those schools in terms of what is evaluated, whereas the local authorities are primarily concerned with evaluating administrative aspects and not teaching.

### A.1. Parallel approaches

Parallel approaches are primarily evident wherever internal evaluation does not occur systematically in all schools because it constitutes a new approach, or because it is not very precisely regulated.

In **Spain**, most Autonomous Communities (12) have not yet developed plans for internal evaluation. School heads prepare a report providing an evaluation of school activities but not in a detailed and regular manner. Inspectors may possibly use the information contained in the report during external evaluation. However, it cannot be concluded that they base their evaluation on the judgement formed by the school.

Although in certain cases external and internal approaches to evaluation are conducted in parallel, they are related in that they both provide input for plans to improve the quality of schools.

In **Germany**, the results of external evaluation are forwarded to schools, which decide how they should be used. These evaluation reports are used mainly to improve the functioning of a school by revising and adapting its teaching and education standards (the *Schulprogramm*). In six *Länder*, internal evaluation conducted in parallel also serves to develop and improve the *Schulprogramm*. Its findings are also used as a basic document for external evaluation. In **Spain (Andalusia, Catalonia and the Canary Islands)**, external evaluation reports are used by schools in order to establish plans for educational quality improvement. The results of internal evaluation are also employed for this purpose. External evaluation reports in **Portugal** contain recommendations for schools to consider in their plan for improvement. In the follow-up visits, they are asked to explain their priorities which are frequently derived from both internal and external evaluation.

### A.2. Complementary approaches

The complementary nature of external and internal approaches to evaluation from the standpoint of their focus is evident when, for example, one of the approaches evaluates the management tasks of a school and the other the tasks of teaching/learning.

Although in **Hungary**, there are numerous approaches to evaluation, if one considers solely the mandatory or most widespread approaches, they appear to be complementary. Internal evaluation is focused on teaching (in relation to the curriculum), whereas the external approaches focus on management.

## B. Interdependent Approaches

### B.1. Use of the results of internal evaluation in external evaluation

In 10 countries, the external evaluation of a school is based partly on the judgement formed during its internal evaluation. As a general rule, the results of internal evaluation are used by external evaluators for a preliminary appraisal of a school before it is visited. The evaluators thus become aware of the specific circumstances faced by each school before going ahead with their own evaluation.

In **France**, this type of relation between external and internal approaches is apparent only when school heads are evaluated. At the end of the year, the latter draft an evaluation report on their school which, amongst other things, provides a basis for the external evaluation of their own activities. They thus submit a diagnosis to the *Recteur* (the authority for their regional *académie*) who uses it to establish objectives for the school. After 4 years, the school (and its head) are then evaluated once more with respect to those objectives. In **Liechtenstein**, the main emphasis is on internal evaluation, the findings of which are used for external evaluation. The latter (which is less frequent) complements the internal evaluation by offering a perspective different from that of the school. In **Lithuania**, the evaluation of schools by the inspectorate partly draws on different types of document that a school produces (which may include the results of internal evaluation). In **Poland**, the inspector (*kurator*) may consult the results of internal evaluation when undertaking the external evaluation. Inspectors have to approve the documents prepared by the school (statutes and educational activities programmes) which contain internal evaluation criteria. In **Romania**, the internal evaluation carried out by school heads is similarly related to the two existing approaches to external evaluation, namely those conducted by the NCEAPE and inspectorate, respectively, both of which use internal evaluation reports. External evaluation in **Slovenia** draws on the report of the school head, which always analyses the achievements of the school in the previous year and sometimes evaluates its performance.

It sometimes happens that external evaluation undertaken by or on behalf of the local authorities is partly based on evaluation conducted by schools.

In **Denmark**, the results of the internal evaluation are used mainly by the school itself. However, the majority of municipalities ask schools to prepare an annual report that they use in their own evaluation of the latter. The aim of internal evaluation in **Sweden** is to establish whether schools have achieved national educational objectives and local objectives as well as their own aims, and to make proposals for improving their performance with respect to those objectives. In each case, this entails preparation of a *quality report* which, along with other data, provides a basis for evaluation of the school concerned by its municipality. In **Iceland**, the external evaluation of schools by research centres or experts on behalf of a municipality may be based partly on the outcome of their internal evaluation. In **Lithuania**, school founders evaluate their schools by referring to the internal evaluation report prepared by school heads, along with other documents such as general regulations, teaching plans, the school plan, annual activity plan and minutes of school council meetings. In **Poland**, the local authority (*gmina*) may ask to consult the results of the internal evaluation.

## B.2. Use of the results of internal evaluation in external evaluation and vice versa

This situation is less common, relating to just four countries. It occurs when internal evaluation reports are used as basic documents by external evaluators, while the results of external evaluation carried out by inspectors are forwarded to each school for use in internal evaluation.

In the **Netherlands**, schools have to judge their own quality with respect to aims defined in their school plans. This judgement is used by inspectors when they perform external evaluation. Moreover, schools are informed about the results of that evaluation. Although they are not obliged to do so, they can take the results of external evaluation into account during their next internal evaluation. Furthermore, the information about all schools is placed on the Internet and the results of secondary schools are included on *quality cards*. It should be noted that internal evaluation is always promoted and encouraged by the inspectors. The number of schools that have developed such an approach is increasing. One of the main features of the recent Act on the Inspection of Schools and Education (WOT, which came into force in 2002) is that a school's internal evaluation constitutes the starting point for the Inspectorate.

In the **United Kingdom (England, Wales and Northern Ireland)**, the outcomes of any school self-evaluations are included in the evidence considered during statutory school inspections and, in England and Wales, may also be used by local education authorities (LEAs) when monitoring each school's performance and statutory compliance. Many LEAs also gather additional information by working closely with schools, for example by supporting schools' own self-evaluation. In turn, schools are expected to make use of the wide range of performance data which is drawn together at central and local level and made available to individual schools to support self-evaluation. For example, in England, each school receives an annual PANDA (*Performance And Assessment Report*). This includes tables that enable performance data and inspection judgements about the school to be compared with data from schools nationally and from schools with pupils of similar backgrounds. A new framework for inspecting schools, effective from September 2003, further develops the relationship between school inspection and school self-evaluation (Internet address available in the 'references' section for further details). In **Scotland**, schools produce a report on Standards and Quality based on the results of internal evaluation. This report is shared with the school community and (local) education authority. Inspectors take into account the evaluations within this report when carrying out their inspections. The Scottish Executive Education Department provides comparative national data on all schools. Schools take this data into account when evaluating the quality of their own performance. For each secondary school they inspect, inspectors prepare an attainment pack containing national data and comparisons between its performance and that of schools with similar characteristics. They share this pack with the school.

The **Czech Republic** is undergoing a transitional period. The reports of school heads are always primarily administrative documents and used by the inspectorate as basic documents for external evaluation. However, the current trend is towards real internal evaluation which is conducted by schools with the support of the inspectors, and whose results will be used for external evaluation. In practice, school heads use the results of external evaluation in their report.

In **Latvia**, the internal evaluation report is one of the documents examined closely during the external evaluation process. After the evaluation reform (planned for 2004/5), the report will serve as a strong basis for external evaluation. At the same time, all judgements formed in the course of the latter will be used in internal evaluation.

### B.3. External evaluation regarded as the supervision of internal evaluation

In the final scenario, external evaluation is in effect an evaluation of the processes of internal evaluation. Internal evaluation criteria are set by schools, whereas the procedures are either laid down or recommended by the central authorities.

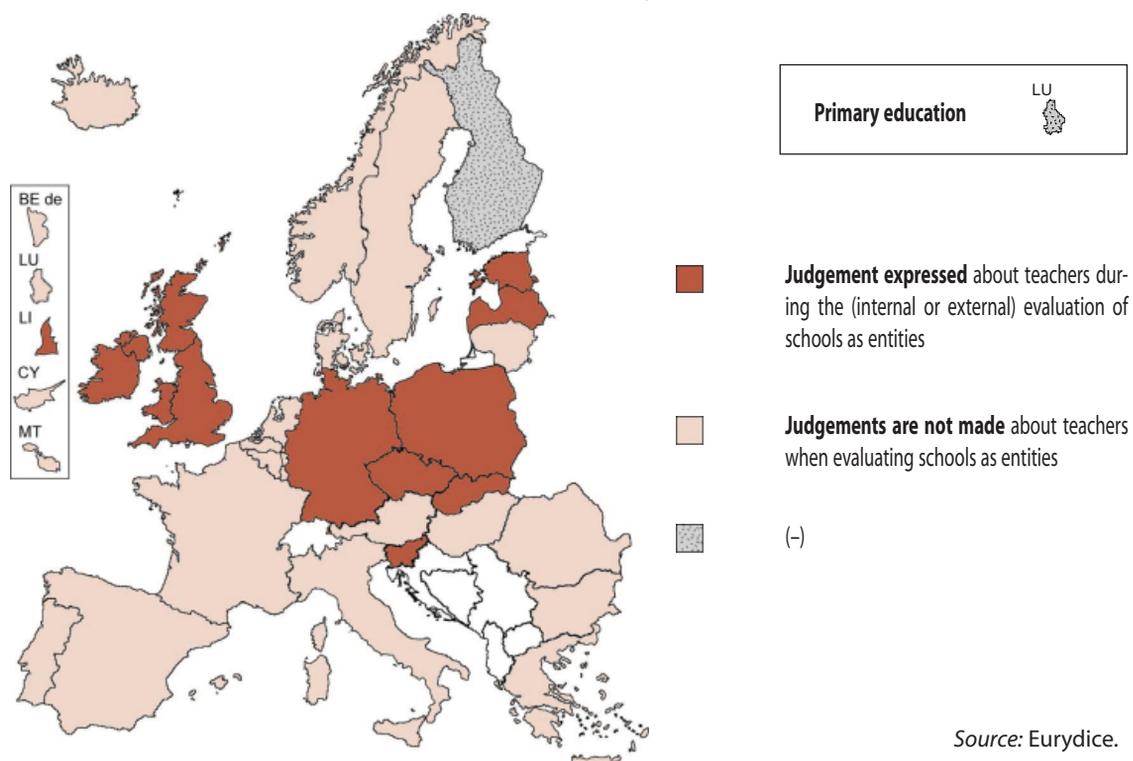
In **Austria**, the results of the evaluation conducted by schools serve as a reference point for external measures. External evaluation is increasingly assuming the form of a 'meta-evaluation' (meaning an evaluation of the internal evaluation). In **Iceland**, external evaluators are contracted by the Ministry of Education to undertake evaluation of the internal evaluation methods developed by schools, in order to verify whether the latter comply with the procedures and pursue the goals fixed by the Ministry of Education.

## SECTION 4

### JUDGEMENTS FORMED ABOUT TEACHERS AS PART OF THE EVALUATION OF SCHOOLS AS ENTITIES

Evaluation (whether internal or external) concerned with entities such as schools sometimes provides an opportunity for evaluators to form judgements about the personal work of teachers and then inform them of their observations. In this brief discussion, all situations in which teachers receive at the very least personalised feedback following some form of observation are regarded as evaluation. This scenario is applicable to just a minority of countries (see Figure 1.9). It is examined in greater detail in point A. Point B deals with all countries in which the evaluation of schools as entities does not give rise to any judgements about teachers.

FIGURE 1.9: POSSIBILITY OF MAKING A JUDGEMENT ABOUT TEACHERS DURING THE INTERNAL/EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01



Source: Eurydice.

(-): see notes in the annexe

#### A. Judgements are formed of individual teachers when evaluating schools as entities

When teachers are judged on an individual basis during the evaluation of schools as entities, the evaluation concerned is in most cases **external** (see Figure 1.10). Thus after observing the work of teachers, external evaluators in all these countries generally provide them with personalised feedback, besides submitting their overall report on the performance of schools. In just three countries, Latvia, Poland and Slovenia, judgements are also formed of teachers as part of the internal evaluation of schools as entities.

**FIGURE 1.10: DISTRIBUTION OF COUNTRIES WITH RESPECT TO INTERNAL OR EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES, DURING WHICH A JUDGEMENT IS EXPRESSED ABOUT TEACHERS, COMPULSORY EDUCATION, 2000/01**

As part of the <b>external</b> and <b>internal</b> evaluation of schools as entities	<b>LV, SI</b>
Solely as part of the <b>external</b> evaluation of schools as entities	<b>DE, IE, UK (E/W/NI), UK (SC), CZ, EE, SK</b>
Solely as part of the <b>internal</b> evaluation of schools as entities	<b>PL</b>

(-): BE fr, BE de, BE nl, DK, EL, ES, FR, IT, LU(s), NL, AT, PT, FI, SE, IS, LI, NO, BG, CY, LT, HU, MT, RO (see Figure 1.9)

Source: Eurydice.

Most countries in which such judgements are formed solely during external evaluation of a school have another characteristic in common, namely that teachers are evaluated at the same time by the school head or other teachers with managerial responsibilities. However, even if school heads use the results of the evaluation of teachers in their report on the state of teaching in their school, this evaluation is conducted independently of the internal evaluation of schools as entities. There is no procedural relation between the two.

These particular types of internal and external evaluation of teachers are, in most cases, pursuing different aims. External evaluators offer advice intended to improve the individual performance of teachers and are not concerned with managing their career. But this latter objective does constitute an important part – sometimes the most important part – of the evaluation work of school heads.

In the **Czech Republic**, **Estonia** and **Slovakia**, the findings of internal evaluation may be used directly to support administration of the career development of teachers.

However, there are some countries in which the internal and external evaluation of teachers appear to pursue virtually identical aims.

In **Germany** and **Scotland**, school heads, as well *Schulaufsicht* officials (in Germany) and HMIE (in Scotland), are primarily concerned with offering advice to teachers for the purpose of helping them to improve their activity.

## **B. No judgement is made of teachers when evaluating schools as entities**

In the majority of countries, the evaluation of schools as entities does not lead either internal or external evaluators to form a judgement of individual teachers. While situations vary very widely indeed, countries fall into three broad categories.

In the first group of countries, the individual performance of teachers is not judged in any way. Neither internal nor external evaluators do anything other than judge the quality of the teaching provided throughout the school. This is the case in Denmark, Sweden, Iceland and Norway, as well as in Spain, Italy, and Romania. However, in the last three countries, the evaluation of teachers exists in exceptional circumstances.

In **Spain**, teachers are evaluated solely on request when they wish to obtain study leave or certain references enabling them to take up a managerial post. In **Italy**, teachers are evaluated during their first year in service (a probationary period) by an evaluation committee which consists of teachers from the school and is elected by the teachers' assembly. This evaluation determines whether the probationary period has been successfully or unsatisfactorily completed. On the request of the school head, technical inspectors (external evaluation) may evaluate teachers but this very rarely occurs. Teachers in **Romania** receive individual feedback solely after a formal visit with a view to promoting them.

In all these countries, a clear distinction may be drawn between the evaluation of educational tasks, which always occurs when schools are evaluated as entities, and the evaluation of teachers on a personal basis, which is not practised. Furthermore, in some of the countries, such as Sweden and Iceland, observing teachers at work in the classroom is not a method used by evaluators for gathering the information needed to evaluate educational tasks.

The second category consists of all countries in which the activity of teachers is judged solely by players in the school concerned as part of a special procedure independent of internal evaluation of the school as an entity. This applies to Belgium (the Flemish Community), Luxembourg (in secondary education), Austria <sup>(?)</sup>, Lithuania and Hungary. School heads conduct this evaluation in all cases, except in Lithuania <sup>(?)</sup>. For a variety of reasons, in none of these countries does external evaluation (necessarily) entail direct observation of the work of teachers. In some cases, educational tasks are not evaluated or, if they are, only the abilities of pupils are assessed; in others, external evaluation is carried out by means of a report on the school or via the school head, which means that evaluators do not necessarily undertake classroom visits. As a result, it is hardly surprising that in those countries in which the external evaluation of schools as entities does not generally entail observation of the individual work of teachers, no judgement is made about them on this basis.

In the **Flemish Community of Belgium**, inspectors are not authorised to evaluate either teachers or their teaching methods. These tasks are the responsibility of the administrative authorities or providers, although in practice they are performed by school heads. In **Luxembourg** (secondary education), there is no external evaluation of educational tasks. In **Lithuania**, the evaluation of schools as entities by the inspectorate and the ministry is conducted via the school head, whereas evaluation by the founders is based primarily on a report drawn up by the school. Finally, in **Hungary**, the approach to external evaluation concerned with educational tasks primarily involves tests to measure the ability of pupils.

In the final category, teachers are evaluated both by the school head in a procedure distinct from the internal evaluation of the school as an entity, and by an external evaluator as part of a specific approach to evaluation. This is the case in Belgium (the French and German-speaking Communities), Greece, France (secondary education) and Malta. In these countries (except Malta), one notes the presence of one or even more approaches to the evaluation of schools as entities, which do not include the evaluation of teachers.

In **France**, the *Inspecteurs de l'éducation nationale* (IEN) who inspect primary schools and the *Inspecteurs pédagogiques régionaux* (IPR) who inspect *collèges* (lower secondary schools) evaluate teachers on an individual basis. The same inspectors also evaluate school plans, but from another standpoint. Furthermore, in secondary education the school head awards a mark to each teacher in an evaluation concerned with just him or her alone.

<sup>(?)</sup> In certain special cases (promotion, etc.) teachers are evaluated by the inspectors.

<sup>(?)</sup> Teachers are evaluated on an individual basis by the school commission for teacher evaluation.

## **SUMMARY**

### External evaluation: division of tasks among the various external evaluators

In around 15 countries, there are several approaches to external evaluation of schools as entities. Often, they are distinct from one another in terms of the focus of evaluation. One body essentially evaluates educational responsibilities and certain aspects of administrative responsibilities. Another body – or several further bodies – evaluate financial management or other still more specific aspects. In some countries, three or even more evaluators focus between them on all tasks that have to be evaluated.

These different approaches to external evaluation may also be distinguished in terms of the goals they pursue. One of the approaches corresponds to new demands and trends in the evaluation of schools. Its aim is to help the latter become centres of quality by offering them advice or assisting them with their internal evaluation. The main purpose of another approach is to check whether schools comply with standards and regulations.

### Internal evaluation: participation of players in the school community

Most countries which have developed the internal evaluation of schools as entities, with a variety of players taking part, have made such evaluation mandatory or strongly recommend it. Given that it is a recent development and bearing in mind also the autonomy granted to schools in order to implement it, what happens in practice may differ markedly from the official position. Certain national surveys available testify to this.

In all countries, those who take part most frequently in internal evaluation are the school councils and teachers. However, their level of participation can only properly be assessed by examining the nature of their real involvement in evaluation. Thus the involvement of school councils or boards may range from the simple approval of a report by the head of the school describing its activities to overall responsibility for evaluation. Teachers most frequently examine difficulties associated with their activity as such in teachers' assemblies (or councils) and attempt to find common solutions. On occasions, they are only consulted when data is collected or do no more than approve an evaluation report.

Parents, pupils and other members of the school community are less commonly engaged in evaluation beyond their membership of the school council. The greater the distance from daily activity within the school, the more the participation of those outside it tends to become optional. Moreover, this participation is in most cases limited to consultation by questionnaire. Parents may also experience indirect involvement via meetings on general school policy.

Participation by different actors in the school community is particularly significant in countries in which groups may be set up specifically for evaluation purposes. Besides bringing together various representatives of the school community, they play a major part in internal evaluation, which they very largely coordinate and carry out themselves, sometimes turning for support to the school council or other players when data is collected or results are analysed. It is reasonable to regard such groups as a new model for participation. However, at present no country has adopted this approach on a general basis.

## Interdependent relations between external and internal evaluation

The relation between internal and external approaches to the evaluation of schools may materialise at several different levels. Where the internal and external approaches are **independent** (a relatively uncommon state of affairs), a situation in which the two approaches complement each other may be apparent either in terms of their focus or their goals. Where internal evaluation has still not been developed on a systematic basis, the approaches are parallel, meaning that the two approaches share the same focus and pursue similar goals. Under these circumstances, it is natural enough that external evaluation does not draw on the results of internal evaluation.

In many countries that have at present opted for **interdependence** of external and internal evaluation, this relation is often reflected in a tendency to use the findings of internal evaluation when external evaluation begins. The opposite situation in which the results of external evaluation are used when internal evaluation occurs is relatively less common.

## Judgements made about teachers in the evaluation of schools as entities

When teachers are judged during the evaluation of schools as entities, the evaluation concerned is often external. The internal evaluation of schools rarely includes such judgements. The (internal or external) approach to evaluation thus seems to be a determinant consideration. The internal evaluation of schools focused on their educational responsibility is more concerned with using collaboration and the exchange of views to improve a particular situation and with assessing the work of individual teachers. It should also be pointed out that judgements formed of teachers during external evaluation more frequently give rise to personal feedback or advice than formal appraisals.



## CHAPTER 2

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### EVALUATION CRITERIA

#### INTRODUCTION

This chapter sets out to examine in detail the criteria used as a basis for the internal and external evaluation of schools as entities. In the case of external evaluation, national circumstances vary in accordance with the existence or otherwise of lists of criteria established at national level or by the top level authority for education. These variations explain why the study has examined some countries more thoroughly than others. It has not been possible to include several countries in the different stages of the investigation because they lack sufficiently detailed information about the focus of evaluation.

The **first section** examines how each country defines the criteria used for its external evaluation of schools.

The **second section** examines whether external evaluation is concerned with the processes or outcomes of education (mainly the performance of pupils). It highlights features of approaches to evaluation that are concerned, respectively, with processes, outcomes or both. It should be emphasised from the outset that evaluation concerned solely with outcomes is most uncommon.

The content of lists of criteria established at the central or top level are the subject of the **third section**, in the case of countries with lists of this kind. A distinction is drawn between criteria that relate to processes and those that relate to outcomes.

Required standards as defined in relation to external evaluation criteria are examined in the **fourth section**. It discusses the different forms these standards may assume in the case of process criteria. In the case of outcome criteria, it then considers whether they are uniform, distinguishing between situations in which they are identical for all schools and those in which characteristics peculiar to individual schools are taken into account.

The **fifth section** is concerned with internal evaluation criteria and examines instructions or recommendations regarding the factors (legislation, concerns, regulations, specification of aims at national or local levels) that schools have to take into account when they prepare their evaluation criteria.

## SECTION 1

### DEFINITION OF THE CRITERIA USED FOR EXTERNAL EVALUATION

This section examines whether or not the evaluators involved in each approach to evaluation possess a predetermined list of criteria drawn up at the central (or top) level (Figure 2.1). Where this is not so, they have to establish their criteria themselves, relying essentially on local, regional, or national-level documents that explain at least to some extent what has to be evaluated (Figure 2.1).

Documents that have to be taken into account may relate to school legislation, the national or regional curriculum, local educational objectives or the educational aims of each school, or to regulations which are not exclusively concerned with teaching but with which schools have to comply, such as safety standards or agreements governing working conditions, etc.

**School legislation** or more general legislation with a bearing on how schools function may contain explicit formal requirements (to be regarded as established criteria that have to be applied), or more general aims on the basis of which evaluators have to 'develop' their own criteria. For example, legislation concerned with the curriculum may be either very detailed as regards the subjects to be taught, or formulated in terms of goals to be achieved. When lists of criteria are predetermined, such legislative documents are among the elements used for this purpose.

Where the documents to be considered enumerate **a set of concerns** that have to be addressed in the course of evaluation, evaluators have to establish the criteria to be taken into account in the case of each. For example, the 'atmosphere at the school' corresponds to a concern on the basis of which different evaluation criteria may be drawn up. It may be considered from the standpoint of relations between teachers, between teachers and pupils, or between teachers and management and so forth.

In certain approaches to evaluation in some countries, evaluators are entirely free to choose those elements they will use to establish their criteria. Such cases are not examined in Figure 2.1.

They are those of the evaluation of the school head by the *recteur* of the *académie* in **France**, the evaluation carried out by school founders in the **Czech Republic** and optional evaluation concerned with educational aspects (*development-oriented evaluation*) in **Hungary**.

FIGURE 2.1: TYPES OF DOCUMENT USED TO DEFINE CRITERIA FOR THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01

		UK																																	
	BE fr	BE de	BE nl	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	E/W	NI	SC	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK	
<b>Existence of lists of criteria established at the central (or top) level</b>																																			
	(-)	(-)	●			● <sub>1-3</sub>			(-)		●		●	(-)		● <sub>1</sub>	●	● <sub>1</sub>	● <sub>1</sub>	● <sub>1</sub>		(-)	(-)	● <sub>1</sub>	● <sub>1</sub>		●	● <sub>1</sub>		(-)	● <sub>12</sub>		● <sub>1</sub>		
<b>Types of definition when no list of criteria is established at the central (or top) level</b>																																			
A				○	●	●	● <sub>4-5</sub>	● <sub>1</sub>	●		●		□			● <sub>1-2</sub>	○ <sub>2</sub>		○ <sub>2</sub>	● <sub>2</sub>	●					○ <sub>2</sub>	●		○ <sub>2</sub>	○ <sub>1</sub>		○ <sub>2</sub>	□ <sub>1</sub>	●	○ <sub>2</sub>
B	(-)	(-)							●	(-)			□		(-)	○ <sub>1</sub>				● <sub>2</sub>	●	(-)	(-)			●		○ <sub>2</sub>		(-)			●		
C				○												○ <sub>1</sub>	○ <sub>2</sub>		○ <sub>2</sub>		●							○ <sub>2</sub>	○ <sub>1</sub>		○ <sub>2</sub>	□ <sub>1</sub>			
D									●							○ <sub>1</sub>	○ <sub>2</sub>			● <sub>2</sub>	●					●					○ <sub>2</sub>	□ <sub>1</sub>			

- Evaluators responsible to the central or top level
- Evaluators responsible to local government
- Evaluators responsible to the central or top level and evaluators responsible to local government
- Evaluators responsible to regional education authorities

(For further details on the administrative levels to which evaluators are responsible, see Chapter 4)

- A Main legislation on education and/or associated legislation at central or top level
- B Documents listing centrally identified concerns (matters for attention)
- C Documents specifying the aims of local or regional education policy
- D Documents specifying aims determined by schools

(-): see notes in the annex

Meaning of the small numbering: see p.58

Source: Eurydice.

### Additional notes

**Luxembourg:** Solely secondary education. Evaluation by the *comité de gestion* (management committee). Primary education: see note in the annex.

**Austria:** The aims of local or regional education policy (*Regionale Bildungsplanung*) may also be taken into account in external evaluation criteria.

**Liechtenstein:** The aims of local education policy are taken into account solely in the evaluation of primary schools.

### Explanatory note

A criterion consists of two components: the parameter (or measurable aspect of a task that is evaluated), and the required standard (benchmark, norm, regulation or standard of proficiency) with respect to which the parameter is evaluated. For more information on the 'parameter' component, see section 3 of this chapter, and for more information on the 'required standard' component, see section 4.

An indication that a country possesses a predetermined list of criteria does not mean that evaluators do not have to make use of any one of the particular types of document referred to at A, B, C or D. These situations are not described in the Figure.

### MEANING OF THE SMALL NUMBERING USED IN THE FIGURES

#### a) Details regarding the approaches to evaluation considered

**France:** (1) evaluation of the school plan by the IEN (in the case of primary schools) and IPR (lower secondary schools, known as *collèges*) and (2) evaluation of the *collèges* by the *académie* authorities.

**Sweden:** (1) Evaluation conducted by municipalities and (2) supervision of schools by the NAE, mainly when it is reported that they may not be complying with national regulations.

**United Kingdom (E/W):** Evaluation conducted by (1) OFSTED/Estyn and (2) by LEAs.

**United Kingdom (SC):** Evaluation conducted by (1) HMI and (2) by LA.

**Iceland:** (1) evaluation of methods of internal evaluation and (2) evaluation of schools.

**Czech Republic:** Evaluation conducted by (1) the inspectorate and (2) the founder.

**Estonia:** Evaluation conducted by (1) the state supervisory agency and (2) the founders (in most cases the municipalities).

**Lithuania:** Evaluation conducted by (1) the inspectorate and (2) the founder.

**Hungary:** (1) compulsory evaluation concerned with management aspects (*policy-oriented evaluation*) and (2) optional evaluation concerned with educational aspects (*development-oriented evaluation*).

**Poland:** Evaluation conducted by (1) the *kuratorium* and (2) municipality (*gmina*).

**Romania:** Evaluation conducted by (1) the Inspectorate and (2) the NCEAPE.

**Slovakia:** Evaluation conducted by (1) the inspectorate and (2) the founder.

#### b) Regional variations

**Spain:** Evaluation conducted in (1) Andalusia, (2) Catalunya, (3) The Canary Islands, (4) the Basque Country, (5) the remaining Autonomous Communities.

## A. Predetermined lists of criteria

All evaluators who have predetermined lists of criteria are responsible to the central or top-level education authority.

Such lists are either produced by senior or chief inspectors (as in the Netherlands, Portugal, the United Kingdom, the Czech Republic and Slovakia), or by departments in ministries or education authorities (as in the Flemish Community of Belgium, three Autonomous Communities in Spain, Iceland, Estonia, Lithuania and Romania).

The situation shown in the Figure has changed since the reference year.

Following a law in the **Netherlands** on the inspection of schools and education (WOT, which came into force in 2002), the list of criteria used in 2000/01 no longer applies. A new supervision framework known as *Toezichtkader* lays down the criteria used by inspectors. In **Sweden**, the NAE has since 2003 extended its activity relating to the regular evaluation of schools as entities, which is geared to a broader remit than that of their supervision (see point B), and a list of criteria has been drawn up for this purpose. In **Latvia**, the lists of criteria used, which in 2000/01 varied depending on the focus of evaluation, will be replaced by a single more detailed list of criteria with effect from 2004/05.

## B. Establishing criteria when there is no predetermined list

Evaluators without centrally determined lists of criteria all rely on national educational legislation, irrespective of whether they report to central, regional or local levels. Some of them also take account of centrally formulated concerns, the aims of local or regional education policy, or the specific aims of schools.

In general, it may be noted that, where evaluators responsible to the central level do not possess a list of predetermined criteria, this is because their evaluation of school activity is focused on limited and highly specific aspects such as compliance with regulations, or the school plan. In some countries in which the external evaluation of schools as entities by the central or top level is becoming more firmly established, a tendency to produce lists of criteria is apparent.

Evaluators responsible to the local level never have a list of criteria drawn up in advance at central level. They generally rely on national legislation and on the declared educational aims of the authority to which they belong in order to determine their criteria. Where they refer solely to national legislation, this is because their main responsibility is to supervise compliance with regulations.

### B.1. Documents produced by the central or top-level authority for education

In five countries, evaluators responsible to the central or regional level make use solely of documents produced at the central (or top) level for education (legislation and/or lists of concerns) in order to evaluate specific aspects of school activity. In two countries, this applies also to evaluators responsible to the local level.

In **Luxembourg**, the evaluation concerned here relates to the material and financial management of schools for secondary education, in **France**, to evaluation of the school plan and, in **Austria**, to internal evaluation procedures. In **Sweden** in 2000/01, it applied to supervision of schools by the NAE, mainly when it was reported that they might not be complying with national regulations. In **Slovenia**, external evaluation covers a slightly broader field, namely educational and administrative activity but solely from the standpoint of compliance with the regulations.

In **Estonia** and **Slovakia**, local education providers monitor the compliance of school management with national legislation.

In 2000/01, most evaluators in Germany and Spain, in which responsibility for education is decentralised to the *Länder* and Autonomous Communities, respectively, relied solely on educational legislation passed at these administrative levels. In both countries, the situation is changing.

In **Germany**, in the great majority of *Länder*, the traditional approach to evaluation of the *Schulaufsicht* is still adopted. It is concerned with quality control, uniformity in education and pupil assessment, and the development and improvement of schools. The external evaluation of schools as entities occurs in only a few *Länder* and its content is determined by each individual *Land*. In Bremen, in which evaluation criteria are at present determined on a case-by-case basis through consultation between the *Schulinspektion* and the school concerned, a process in which criteria will be defined by the *Schulinspektion* is under way. In **Spain**, inspectors in 14 Autonomous Communities still only use school legislation but several of the latter have begun to prepare evaluation plans that include lists of criteria.

In two countries, evaluators refer to national documents but also consider the aims of schools.

In **Iceland**, independent experts (who may be commissioned by local or central levels) evaluate schools with reference to national educational legislation, national curriculum guidelines and the specific aims in the educational plan of each school. They also have to take account of a set of concerns specified by the Ministry of Education. The situation is quite similar in **Liechtenstein** in the case of the evaluation of secondary schools by the Inspectorate.

## B.2. Documents supplied by several levels of authority

Evaluators who refer to specifications issued by several levels of authority all report, in general, to local or regional bodies. They rely on both official national legislation and on documents setting out the educational aims of the administrative authority to which they are responsible. This applies to Denmark, Sweden, the United Kingdom (England, Wales and Scotland), Lithuania, Hungary and Poland. As regards the evaluation of primary schools in Liechtenstein, the inspectorate – which is responsible to the central level – refers to the central and local formulation of educational policy in order to determine its criteria.

In **Sweden**, it is incumbent on the municipalities to decide which criteria are most relevant in checking whether the education provided in their schools conforms to the foregoing legislation. The Education Act states that 'education shall provide the pupils with knowledge and skills and, in cooperation with the homes, promote their harmonious development into responsible human beings and members of the community. Particular attention shall be paid to pupils who need special support'.

In the **United Kingdom (England and Wales)**, LEAs must ensure that schools meet national statutory curricular requirements. They are also required to produce a strategic plan setting out how educational standards will be improved and setting targets for pupil achievement in each school in the LEA and for the LEA as a whole. In **Scotland**, the local authorities monitor the compliance of schools with national legislation and establish their own achievement objective. It is also recommended that schools use the criteria established by the inspectorate, which are taken from the publication 'How good is our school?'. In **Hungary**, the experts under contract to the municipalities who evaluate the efficiency of school management do so with due regard for formal national requirements and the expectations of local authorities. In **Lithuania** the founders monitor the compliance of school management with national legislation. They also evaluate the educational activities of each school with reference to national legislation and a list of concerns determined by the Ministry of Education, as well as their own educational objectives. In **Poland**, the *gminy* have ensured that school management complies with national legislation since 1991 in the case of primary schools, and since 1999 in the case of lower secondary schools (*gimnazja*). The *gminy* can also direct some of their own funding (if available) to certain educational priorities which they themselves have identified, such as foreign language teaching or the prevention of violence. In such cases, they can evaluate their implementation.

Certain evaluators responsible to local government or regional education authorities sometimes prepare their own lists of criteria corresponding to the focus of an evaluation. This applies to the regional inspectorate (*kuratorium*) in Poland and certain municipalities in Denmark. Others take account of the specific aims of each school, as in the case of the municipal officers in Sweden, and the regional *kuratorzy* in Poland.

## SECTION 2

### EXTERNAL EVALUATION CRITERIA: PROCESSES AND OUTCOMES

In evaluating their schools, countries may attach importance to means, results or both. In other words, evaluation may be concerned with the processes of education, its outcomes or both.

**Processes** are a set of activities that transform an ‘input’ into an educational or administrative output. The input consists of a set of factors (the number of teachers, pupil intake, etc.) that a school will have to accept as given, in order to obtain an output. The **outcomes** are the results achieved by it with respect to the aims which have been set for it or which it has set itself. They relate essentially to the skills or knowledge that pupils acquire while at school. Processes are the body of practices developed within a school to bring it closer to its objectives in compliance with the regulations.

While outcomes relate primarily to pupils, the processes that have to be developed to achieve these results are not restricted to the field of education. The material resources needed for educational activity to occur contribute to the quality of a school’s performance and the school can at least partly act through the management of its resources. For this reason, matters such as the management of operational resources, budget management and maintenance of the infrastructure may be regarded as processes. On the other hand, material aspects over which the school has no control such as its location in a disadvantaged neighbourhood or the size of its buildings are regarded as input.

It should also be noted that there is no common definition of what may be considered ‘input’, ‘process’ and ‘outcome’. A particular element may be regarded as input in one country, process in another and outcome in a third. These differences may reflect the specific circumstances of each country, as far as the extent to which its schools are autonomous or the formal aims of its education system, etc., are concerned.

Clearly, there is no direct relation between the administrative level to which evaluators belong and the type of criteria (process/outcome) they use (Figure 2.2). Evaluation concerned with processes and outcomes, or only with processes, occurs in cases in which evaluators are responsible either to central or local level.

**FIGURE 2.2: SCOPE OF THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES: PROCESSES AND/OR OUTCOMES, COMPULSORY EDUCATION, 2000/01**

Evaluator responsible to	Approaches to evaluation concerned with			Focus varies depending on the education authority concerned
	Processes and results	Just processes	Just results	
Central or top level education authority	BE <sub>nl</sub> , ES <sub>1-3</sub> , FR <sub>1-2</sub> , IE, NL, PT, UK (E/W) <sub>2</sub> , UK (NI), UK (SC) <sub>1</sub> , IS <sub>2</sub> , LI, CZ <sub>1</sub> , CY, EE <sub>1</sub> , LT <sub>1</sub> , RO <sub>1-2</sub> , SK <sub>1</sub>	EL, LU (s), SE <sub>2</sub> , IS <sub>1</sub> , LV, SI		DE, ES <sub>4-5</sub>
Local government	UK (E/W, SC) <sub>2</sub> , IS <sub>2</sub> , LT <sub>2</sub>	EE <sub>2</sub> , PL <sub>2</sub> , HU <sub>1</sub> , SK <sub>2</sub>	HU <sub>2</sub>	DK, SE <sub>1</sub> , CZ <sub>2</sub>
Regional education authorities	PL <sub>1</sub>	AT		

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annexe)

(p) = primary education (s) = lower secondary education

Meaning of the small numbering: see the explanatory note to Figure 2.1.

Source: Eurydice.

The majority of approaches to evaluation are concerned with both processes and results. In general, it is clear that they cover all school activities, whereas evaluations that use solely process criteria are concerned with more specific aspects. These latter evaluations focus on compliance with regulations (relating to the management of human and other resources, or to respect for teacher and pupil rights) and the evaluation of internal evaluation. Hungary alone adopts an approach to evaluation concerned solely with the results obtained by pupils in national tests and it is optional.

It should be noted that, in some countries, the external evaluation of schools as entities was not a major concern of the evaluation system in 2000/01. This does not preclude any evaluation of outcomes (pupil attainment) in these countries, but it occurs at another level. Examination of processes and outcomes requires the adoption of a broader perspective that embraces the municipalities or, indeed, the education system as a whole.

According to legislation in **Finland**, education providers (mostly municipalities) are responsible for evaluating education they organise and its effectiveness, as well as for participating in national evaluations. There are no national regulations or recommendations for the evaluation of individual schools. The provider decides about the approach to local evaluation, and it can also give the individual schools the right to decide about their own evaluation. Published by the National Board of Education in 1999, the framework for evaluation of the education system mainly focuses on learning outcomes but also on processes. According to a survey, the framework designed for national evaluation purposes is also used in local level evaluations.

In 2000/01 in **Sweden**, the aim of supervision conducted by the NAE (often following complaints by parents) when schools allegedly failed to comply with national regulations was to check whether they or the municipalities were conforming to school and other forms of national legislation. It was therefore concerned solely with processes. However, since 1995, the NAE has also regularly monitored processes and outcomes in each municipality. With effect from the autumn of 2003, it is evaluating all schools over a six-year period, using criteria that cover a large proportion of their activities, including pupil performance. The latter is also being evaluated in national follow-up. The municipalities are in principle free to determine the content of the quality appraisals that they conduct of their schools. However, the NAE is recommending that these appraisals deal not just with the processes introduced by schools to meet national and local educational aims, but also the results achieved in relation to them, namely school performance and pupil achievement as regards the acquisition of cognitive and social skills.

In **Norway**, only a few municipalities have introduced local systems of evaluation, which are not included in the national evaluation strategy. They themselves determine the focal points of evaluation, which generally correspond to very specific concerns. Pupil achievement may be among them.

## **A. Evaluation of processes and outcomes**

Among approaches to evaluation concerned with both processes and results are essentially those conducted by evaluators responsible to the central level who possess lists of criteria. This is the case in the Flemish Community of Belgium, Spain (three Autonomous Communities), the Netherlands, Portugal, the United Kingdom, the Czech Republic, Estonia, Lithuania, Romania and Slovakia. The approaches in question cover almost all school activity or a major share of it, as regards both the observance of regulations and the quality of practice developed by the schools concerned as a result of their autonomy. However, in Romania, the evaluation conducted by the NCEAPE is essentially directed towards compliance with the regulations.

Evaluators who belong to central, regional and local levels also carry out this type of evaluation without possessing any predetermined list of criteria. From the standpoint of processes, they also evaluate the compliance of educational practices with national legislation and the implementation of practices for achieving the aims set by the education authorities. As regards outcomes, the performance of pupils is generally examined.

In **France**, evaluation by the IEN-IPR focuses on compliance of the school plan with national legislation, its implementation and its consequences for the performance of pupils. Evaluation of the school head by the *recteur* of the *académie* is concerned with the processes adopted by the school in different areas and the performance of pupils.

In **Poland**, the *kuratorium* (the regional inspectorate) examines whether the curricula of schools, the qualifications of their teachers and their rules for assessing pupils comply with national legislation. It also investigates whether regional educational objectives and the aims of each school are achieved. In addition, the performance of pupils is assessed.

As regards processes in the **United Kingdom (England, Wales and Scotland)**, **Iceland** and **Lithuania**, local evaluation (or central evaluation in the case of Iceland) aims to ensure compliance with national education legislation in areas such as the curriculum, the composition of teaching staff, and building management, etc. Output measures evaluated include the attainment of pupils in tests or examinations. In the United Kingdom (**England and Wales**), these aspects underpin the main objective for local education authorities, which is to promote high standards of education.

In **Lithuania**, local level evaluation – again, as regards processes – considers other educational aspects such as the preparation of extra-curricular activities or the diversity of teaching methods and, as far as outcomes are concerned, focuses on how pupils perform in their careers beyond the completion of compulsory schooling.

## B. Evaluation exclusively focused on processes

Educational aspects are not central to evaluation that concentrates solely on processes. Such evaluation is primarily intended to monitor observance by the school of regulations relating to management. More specifically, it is concerned with aspects such as the composition of classes, the tasks and workload of teachers, the use of school infrastructure, and management of the budget and/or material resources allocation. Several of these approaches also involve examination of more specific particular matters.

In **Greece**, evaluation is centred on staff management (punctuality of staff, their involvement in school activities, the number of meetings held by associations of teachers and parents and collaboration between teachers).

In **Estonia**, the evaluation of processes focuses in addition on school leadership and the opportunities teachers have for in-service training. In addition to sound financial management, the evaluation committee in **Latvia** is concerned above all with evaluating the extent to which curricula conform to the legislation. With effect from September 2004, the committee will evaluate all aspects of school activity, including pupil attainment. In **Poland**, *gminy* which have identified educational priorities evaluate their implementation (see section 1). Central level evaluation in **Slovenia** is centred on the observance of regulations not just from the standpoint of human and material resource management but also that of the content of provision (how it is organised, use of textbooks and school equipment) and the treatment of pupils and respect for their rights. Upholding the rights of teachers and parents, as well as the professional independence of teachers, are aims pursued by this evaluation. In **Slovakia**, the evaluation of processes is concerned solely with school financial management.

In two countries, approaches to evaluation focused on processes are concerned with internal evaluation.

This is the case in **Iceland**. In **Austria**, the inspectors still adopt their traditional approach (see general introduction). When they evaluate internal evaluation, they are essentially concerned with processes. They are also interested in the performance of pupils, but this is not the main focus of evaluation.

### **C. Evaluation whose focus varies depending on the top-level or local authorities**

In certain countries in which evaluation is the responsibility of the top-level education authority (when this is not the central authority) or the local authorities, the situation depends on the entity concerned. In Germany and Spain, there are differences between the *Länder* and Autonomous Communities, respectively, in the development of external evaluation. This is concerned with both processes and results in certain *Länder* or Autonomous Communities, whereas in others it only covers processes.

In **Germany**, the content of the external evaluation of schools as entities (which occurs in only a small proportion of *Länder*, see section 1) is determined by each individual *Land*. In the *Land* of Brandenburg, the *Schulaufsicht* solely evaluates teaching processes. Evaluation criteria in Bremen sometimes include the attainment of its pupils. In the Autonomous Communities in **Spain** that have not yet drawn up plans for evaluation, the focus of evaluation varies even though it tends in general to monitor the observance of regulations. Two Communities (Navarra and Rioja) evaluate schools in accordance with the performance of their pupils, as does the Basque Country through its evaluation programme for compulsory secondary education.

In two countries in which an approach to evaluation is decentralised to the local authorities, what is evaluated is at least in part determined by them and the evaluation of outcomes is always undertaken on their initiative.

In **Denmark**, the evaluation carried out by the municipalities is generally concerned with precisely defined concerns and is limited to educational processes. However, a growing number of municipalities, which establish specific aims (such as the ability of pupils to read, or consistency between pre-school or nursery provision and compulsory education) and decentralise administrative and financial management to schools, evaluate the results of school educational activity. In the **Czech Republic**, the individual school founders determine what they will evaluate in their schools.

## SECTION 3

### EXAMINING THE CONTENT OF THE CRITERIA OF EXTERNAL EVALUATION

The content of criteria can only be compared in the case of approaches to evaluation for which the same level of information is available, namely a list of criteria drawn up at central level. It is thus limited to around 10 countries. Lists of criteria that do not cover a broad range of school activities because they focus primarily on compliance with regulations or solely on internal evaluation processes have not been selected. This applies to Iceland, Latvia and Romania (in the case of evaluation carried out by the NCEAPE).

#### A. Content of process parameters

For analytical purposes, processes included in the lists of criteria predetermined at national level have been structured around 14 main concerns, each broken down into several parameters (Figure 2.3). While the way in which these concerns and parameters have been ordered seeks as far as possible to reflect the real situation in each country, it does not match perfectly any of the lists of criteria examined, because of variations in classification systems. In other words, a single parameter in the list of one country may be a main concern of evaluation represented by several parameters in the list of another. For example, in some countries, the social attitudes of pupils are part of a more general concern such as the atmosphere at schools whereas, in others, they are a main concern in their own right.

Each evaluation grid takes account of the great majority of the 14 concerns and covers a broad field of activity. Indeed certain concerns, such as teaching/learning processes, guidance and support for pupils, are virtually always in evidence in the evaluation grids examined. However, others such as the functioning of bodies with mixed representation or internal evaluation are less so.

Schools assume a wide variety of different tasks. As far as pupils are concerned, several parameters indicate that schools are expected to go further than their task of teaching knowledge and skills. Those parameters having to do with personality development and the nurturing of social skills are solidly represented, and imply that teachers and school heads should have more than a superficial knowledge of their pupils. The classroom practice of teachers is evaluated in accordance with parameters that relate to the content of their lessons and the teaching methods and materials employed by them, but also to the quality of their interaction with pupils, respect for their individual personalities and the development of their self-confidence.

Another aspect that goes beyond the educational responsibilities of schools in the strict sense is their capacity for openness to the world around them. Their relations with parents correspond to a first level of responsiveness in so far as schools should seek to associate them with decision-making or at least take account of their opinions. But most countries go further in expecting their schools to cooperate among themselves, as well as with higher education training institutions or the business sector.

Parameters concerned with 'leadership', such as the coordination of teaching activity, the participation of teachers or pupils in decision-making, the communication of information, the pursuit of common objectives and the sharing of a 'school ethos', clearly illustrate the philosophy underlying the evaluation of a school as an entity. In this respect, the latter is regarded as an organisation, in which the relations between its members are as important as their individual actions.

FIGURE 2.3: MAIN PROCESS PARAMETERS INCLUDED IN LISTS DRAWN UP IN ADVANCE FOR THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01

	BE <sub>nl</sub>	ES <sub>1-3</sub>	NL	PT	UK		CZ <sub>1</sub>	EE <sub>1</sub>	LT <sub>1</sub>	RO <sub>1</sub>	SK <sub>1</sub>
					E/W <sub>1</sub> , NI	SC <sub>1</sub>					
<b>Classroom teaching/learning</b>											
Curriculum/subject	✓	✓	✓(p)	✓	✓	✓	✓	✓	✓	✓	✓
Teaching methods		✓	✓		✓	✓	✓	✓	✓	✓	✓
Pupil assessment	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Pupil participation		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Attitude of pupils towards learning	✓	✓ <sub>3</sub>	✓		✓	✓	✓			✓	✓
Teacher/pupil interaction	✓		✓	✓	✓	✓	✓	✓		✓	✓
Use of homework					✓	✓	✓			✓	
Use/teaching of ICT	✓		✓		✓		✓				
Treatment of the differing needs of pupils	✓(p)	✓	✓	✓	✓	✓	✓			✓	
<b>Guidance and support of pupils</b>											
Pupil counselling	✓(s)	✓	✓	✓	✓	✓				✓	✓
Remedial activity	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Pastoral care			✓		✓	✓(s)					
Personal development of pupils	✓		✓	✓	✓	✓	✓	✓	✓		✓
Development of the social skills of pupils	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Measures to improve the behaviour of pupils					✓						
Treatment of pupils with special needs	✓	✓ <sub>12</sub>	✓		✓	✓	✓				✓
Fighting absenteeism					✓			✓			
<b>Functioning of the bodies/organisation of the school</b>											
School board/council		✓		✓	✓	✓		✓	✓		✓
Teachers' council		✓		✓				✓	✓		✓
Class council				✓							
Advisory bodies			✓(p)				✓				✓
Pupil unions								✓	✓		
<b>General/educational policy of the school</b>											
Provision of lessons	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Definition of aims	✓	✓	✓		✓	✓	✓				✓
Homework policy			✓		✓	✓					
School plan	✓	✓	✓	✓	✓	✓	✓	✓	✓		
School rules	✓	✓	✓		✓		✓		✓		
Annual report		✓			✓	✓	✓		✓		
<b>Relations between the school and local community/external relations</b>											
Relations with:											
– parents	✓	✓ <sub>3</sub>	✓	✓	✓	✓	✓	✓		✓	✓
– other schools		✓	✓	✓	✓	✓	✓				✓
– local institutions		✓	✓	✓	✓	✓	✓			✓	
– the educational providers	✓		✓				✓				✓
– the local community in general			✓		✓	✓				✓	✓
Making available documents on educational provision, activities and/or the results of pupils	✓		✓		✓		✓		✓	✓	
Participation in local programmes, activities in the local environment		✓ <sub>3</sub>	✓	✓	✓	✓	✓		✓	✓	
Participation in international programmes	✓			✓			✓				

	UK											
	BE <sub>nl</sub>	ES <sub>1-3</sub>	NL	PT	E/W <sub>1</sub> , NI	SC <sub>1</sub>	CZ <sub>1</sub>	EE <sub>1</sub>	LT <sub>1</sub>	RO <sub>1</sub>	SK <sub>1</sub>	
<b>Human resources management</b>												
Professional development	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Support for new entrants to the teaching profession	✓		✓		✓	✓	✓	✓				
Criteria for the allocation of pupils to classes and/or of classes to teachers	✓	✓ <sub>23</sub>	✓			✓	✓			✓	✓	
Allocation of tasks unrelated to teaching	✓		✓		✓		✓	✓		✓		
Number of teachers and their qualifications	✓		✓(p)		✓	✓	✓			✓	✓	
Staff remuneration policy and/or the existence of staff incentives							✓	✓				
Policy when posts are vacant	✓	✓ <sub>3</sub>										
<b>School time management</b>												
Length of lessons			✓									
Frequency of holidays	✓											
School subject time allocation	✓	✓ <sub>2</sub>	✓		✓	✓	✓				✓	
Time management during classes		✓ <sub>12</sub>	✓	✓	✓		✓				✓	
<b>Extra-curricular activities</b>												
Organisation of these activities	✓	✓ <sub>3</sub>	✓(s)	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Internal evaluation</b>												
– of teaching		✓	✓	✓	✓	✓	✓	✓				
– of the school	✓	✓	✓	✓	✓	✓	✓					
– of the teachers/head				✓	✓	✓	✓				✓	
Measures introduced following internal evaluation			✓		✓	✓						
Staff participation in internal evaluation					✓	✓						
<b>Leadership</b>												
Action of the head/management team	✓	✓	✓	✓	✓	✓	✓	✓				
Pursuit and achievement of common aims	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Compliance with internal regulations			✓					✓	✓	✓	✓	
Improvements carried out since the last inspection					✓		✓					
Coordination, internal communication and/or participation in decision-making	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Conflict management				✓	✓	✓					✓	
Common school values		✓ <sub>3</sub>	✓		✓	✓			✓	✓	✓	
<b>The atmosphere at a school</b>												
Relationships:												
– between pupils	✓	✓ <sub>13</sub>	✓	✓	✓	✓	✓	✓		✓	✓	
– between teachers	✓	✓ <sub>13</sub>	✓	✓	✓	✓						
– teachers/pupils	✓	✓ <sub>13</sub>	✓(s)	✓	✓	✓	✓			✓	✓	
<b>Building management</b>												
Use of space and infrastructure in relation to educational needs	✓	✓ <sub>2</sub>	✓(s)	✓	✓	✓	✓	✓			✓	
State of classrooms /buildings	✓			✓	✓	✓	✓	✓		✓	✓	
<b>Management of financial and material resources</b>												
Use of operational resources (in kind)	✓	✓ <sub>23</sub>	✓			✓	✓	✓		✓	✓	
Use/state of science facilities	✓	✓ <sub>2</sub>	✓	✓	✓	✓	✓	✓			✓	
Use/state of ICT facilities	✓		✓	✓	✓	✓	✓	✓			✓	
Management of the salaries budget							✓	✓				
Management of the operational budget	✓	✓ <sub>23</sub>	✓	✓			✓	✓	✓	✓	✓	

	BE <sub>nl</sub>	ES <sub>1-3</sub>	NL	PT	UK		CZ <sub>1</sub>	EE <sub>1</sub>	LT <sub>1</sub>	RO <sub>1</sub>	SK <sub>1</sub>
					E/W <sub>1</sub> , NI <sub>1</sub>	SC <sub>1</sub>					
Management of the overall budget (including salaries and operational resources)					✓	✓					
Management of additional and special resources	✓				✓	✓					
<b>Administrative procedures</b>											
Quality of the administrative management of:											
- pupil enrolment		✓ <sub>13</sub>	✓	✓							
- registers of absence/attendance		✓ <sub>13</sub>	✓	✓	✓			✓			
- pupil records		✓ <sub>1</sub>	✓	✓	✓		✓	✓			✓
- pupil reports (on their achievements)		✓ <sub>1</sub>	✓	✓	✓					✓	
- staff records				✓	✓		✓				✓
- staff evaluation files				✓	✓						
Complaints procedure			✓								
Compliance with regulations for certifying pupil achievement				✓							

(p) = primary education (s) = lower secondary education

Meaning of the small numbering: see explanatory note to Figure 2.1.

Source: Eurydice.

### Additional notes

**Belgium (BE nl), Spain (Andalucia and the Canary Islands) and Romania:** The school atmosphere tends to be regarded as an outcome rather than as a process (see section B).

**Spain (Andalucia and the Canary Islands), United Kingdom (E/W/NI) and Romania:** Relations with the local community tend to be regarded as an outcome rather than as a process (see section B).

**Netherlands:** Under the 'Human resources management' heading, the parameter 'number of teachers and their qualifications' refers to the gender balance within the teaching profession.

**Portugal:** The Figure shows only those criteria used in the course of full school evaluation, and not those generally employed by inspectors in their task of supervising school management (see the general introduction for further details).

**United Kingdom (E/W/NI):** The 'homework policy' parameter under the 'General/educational policy of the school' heading, and the 'staff participation in internal evaluation' parameter under the 'Internal evaluation' heading, are only evaluated in Northern Ireland. The parameter 'improvements carried out since the last inspection', under the 'Leadership' heading, is only evaluated in England and Wales.

The criteria for England are taken from *Inspecting Schools: The Framework* effective from January 2000. The new edition, effective from September 2003, contains some significant changes (for further details, the Internet address of this publication is available in the section 'References').

**United Kingdom (SC):** Under the heading 'Educational policy of the school', the parameter 'definition of aims' has only been evaluated since the 2002 edition of *How good is our school?*

**Czech Republic:** Under the 'School external relations' heading, the parameter 'participation in international programmes' has been evaluated only since publication of the 2002 edition of the inspectorate handbook.

### Explanatory note

The Figure illustrates approaches to evaluation for which lists of criteria have been drawn up in advance at the central or top level, and which cover all school activities and consider both compliance with the regulations and practices that schools have developed as a result of being autonomous. For this reason, the cases of Iceland (as regards evaluation of internal evaluation methods), Latvia and Romania (as regards evaluation carried out by the NCEAPE) are not examined here.

## B. Content of outcome parameters

In countries with readily comparable lists of criteria, it is clear that there are far fewer outcome parameters, which are mainly focused on pupils, than process parameters. Parameters may relate to quantitative and qualitative data (Figure 2.4).

**FIGURE 2.4: MAIN OUTCOME PARAMETERS INCLUDED IN LISTS DRAWN UP IN ADVANCE FOR THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01**

	BE nl (s)	ES <sub>1-3</sub>	NL	PT	UK		CZ <sub>1</sub>	EE <sub>1</sub>	LT <sub>1</sub>	RO <sub>1</sub>	SK <sub>1</sub>
					E/W <sub>1</sub> , NI	SC <sub>1</sub>					
<b>Quantitative data</b>											
Success/failure rate in progressing from one year to the next, or from one stage to the next, the proportion of pupils who qualify for special education, the drop-out rate	●	●	●	●				●	●		●
Results in tests or examinations (which may concern social and cognitive skills)	●	●	●	●	●	●		●	●	●	●
Pupil absenteeism	●	● <sub>3</sub>	●		●	●					
Pathway following compulsory education	●		●					●	●	●	
<b>Qualitative data</b>											
Social skills of pupils	●	● <sub>3</sub>			●		●			●	●
Cognitive skills of pupils	●	● <sub>2</sub>	● (p)		●	●	●			●	●

(p) = primary education      (s) = lower secondary education

Meaning of the small numbering: see explanatory note to Figure 2.1.

Source: Eurydice.

### Additional notes

**Belgium (BE nl):** Outcome parameters for primary education have been developed since 2000/01, but have not yet been adopted on a general basis. They are similar to those used in secondary education.

**Portugal:** The Figure shows only those criteria used in the course of full school evaluation, and not those generally employed by inspectors in their task of supervising school management (see the general introduction for further details).

**United Kingdom (E/W/NI):** Besides the parameters shown in the Figure, pupil attitudes to school, behaviour, and personal development are also evaluated and could be regarded as outcomes.

### Explanatory note

The Figure illustrates approaches to evaluation for which lists of criteria have been drawn up in advance at the central or top level, and which cover all school activities (from the standpoint of processes and outcomes) and consider both compliance with the regulations and practices that schools have developed as a result of being autonomous. For this reason, the cases of Iceland (as regards evaluation of internal evaluation methods), Latvia and Romania (as regards evaluation carried out by the NCEAPE) are not examined here.

Three main scenarios may be identified.

In the Flemish Community of Belgium, Spain, the Netherlands, the United Kingdom, Romania and Slovakia, schools are evaluated in accordance with several outcome parameters, which are concerned both with quantitative aspects, and qualitative aspects associated with the cognitive development of pupils or their social behaviour.

In Portugal, Estonia and Lithuania, only quantitative outcome parameters are taken into account. They relate to the academic performance of pupils, their rate of absenteeism or the path they follow on completion of compulsory schooling

In the Czech Republic, inspection is concerned only with qualitative data. This may be attributed to the fact that no examinations are held either nationally or at school level during compulsory education.

In assessing pupils, their performance in various types of test or examination is taken into account. For example, national tests are used in Scotland and international tests in Romania. The same may apply to the results of exams organised by schools themselves, as in the case of the Flemish Community of Belgium<sup>(1)</sup>, the Netherlands, the United Kingdom (Scotland) and Slovakia.

In the **United Kingdom (Scotland)**, the situation is unusual, as the inspectors evaluate schools by means of a composite performance indicator which integrates several types of outcome parameter. These parameters include the performance of pupils in national examinations, the quality of their learning, and in particular the progress they achieve, and the extent to which their needs are satisfied, especially as regards their normal rate of learning.

In four countries, inspectors lay the emphasis on the results obtained in particular subjects, in most cases the mother tongue and mathematics.

In **Spain** (the **Canary Islands**), the inspectors lay emphasis on the results in examinations held after the first four years of compulsory education in Spanish language and literature, mathematics and foreign languages. Inspectors of primary education in the **Netherlands** take into account the results of tests held by a national institute to measure the progress of pupils in reading, spelling and arithmetic, as well as their written and oral communication skills and their skills in information processing. In the case of the exams enabling pupils to progress from one stage of education to the next in **Portugal**, inspectors pay special attention to achievements in mathematics and Portuguese. In the **United Kingdom (England and Wales)**, Ofsted/Estyn inspections look at pupil performance data at the end of each stage of education, focusing particularly on English, mathematics and science.

In eight countries, the cognitive skills of pupils are qualitatively evaluated as outcomes of educational activity.

For example, inspectors in the **Flemish Community of Belgium** evaluate the ability of pupils to solve problems, their information processing skills, and their capacity for communicating their knowledge, cooperating appropriately and 'self-steering', etc. In the **Czech Republic**, inspectors assess the knowledge level of pupils and their cognitive skills by observing them directly in the classroom. In **Romania**, inspectors evaluate how far pupils possess basic written and oral communication skills, as well as arithmetical ability, and whether they are capable of creatively manipulating the theoretical knowledge they have acquired in previous lessons and using it to progress further. In **Slovakia**, inspectors evaluate the extent to which pupils are interested in learning, as well as their ability to assess themselves and put their theoretical knowledge into practice, and the level of their oral and written communication.

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(1) In the Flemish Community of Belgium, no standardised tests are held at the top (Community) level.

The social skills of pupils are evaluated as an outcome of education in six countries.

For example, inspectors evaluate the well-being of pupils in class and in school in general in the **Flemish Community of Belgium**, the involvement of pupils in extra-curricular activity and in decision-making processes, as well as their attitudes and values in **Spain** (the **Canary Islands**), their relationships in the **United Kingdom (England, Wales and Northern Ireland)**, their social skills in general in the **Czech Republic**, their involvement in extra-curricular activity as noted in school reports on such activity in **Romania**, and their attitudes (sensitivity and culture) and relations with others (whether they resolve conflicts in a way that is socially acceptable and cooperate among themselves) in **Slovakia**.

## SECTION 4

### THE REQUIRED STANDARDS OF EXTERNAL EVALUATION

The required standards defined in centrally established lists of criteria contain grading scales in the case of most countries concerned. These scales are devised to enable evaluators to compare their observations with a reference framework that can be used as a guide for awarding marks at school. Examination of them, in point A, is concerned solely with process criteria. The question of whether required standards are essentially the same in all schools or vary in accordance with the particular characteristics of each is considered in relation to outcome criteria under point B.

#### A. Grading scale for process criteria

In the 11 countries with lists of criteria there are four possible scenarios:

- a. A special grading scale with precise descriptions of the various possible levels of achievement is provided for each parameter examined.
- b. The same evaluation scale with several grades is used for all parameters evaluated.
- c. A grading scale is used solely to reflect the overall activity of schools.
- d. No scale for the evaluation of schools is determined at the central or top level.

##### A.1. A specific scale for each parameter

For each parameter evaluated in the United Kingdom (Scotland), Estonia and Slovakia, there are specific descriptions that correspond to different levels of achievement and enable a school to be awarded a mark or score. There are four levels in Scotland, and two in Estonia and Slovakia (corresponding to a satisfactory or unsatisfactory situation).

In **Scotland** <sup>(?)</sup>, the quality of the teaching process is evaluated via three indicators: (a) the range and appropriateness of teaching approaches, including the use of homework, (b) the clarity and purposefulness of teachers' expositions and explanations, and (c) the quality of teacher-pupil dialogue.

For each of these three indicators, inspectors award a mark between 1 and 4. What they should witness in order to do so is described in detail. For example, to award the highest level mark of 4, they have to see that:

- Teaching approaches are suitably varied with appropriately chosen activities and learning experiences. Homework is used effectively.
- Teachers' explanations, expositions and instructions are unambiguous and pitched at an appropriate level. The purpose of activities is shared with pupils and care is taken to explain work to them within the context of what they already know and can do.
- Teachers interact effectively with the whole class, groups and individuals. Teachers' discussion with pupils promotes learning and builds confidence. (...).

Inspectors award schools a mark at level 2 if they observe that:

- There is some variety in teaching approaches but the range is limited and learning experiences are not always chosen appropriately. While homework is given it is not always well planned or well linked to class-work.
- Teachers' explanations and expositions often require further classification. The purposes of activities are not always made clear to pupils.
- While teachers interact at various times with the whole class, groups and individuals, the quality of teacher-pupil dialogue does not always promote effective learning or build pupils' confidence. (...).

In **Slovakia**, the strategic planning of tasks, for example, is evaluated from the standpoint of its quality and efficiency, and the degree to which it achieves its goals and is effectively monitored by schools.

For schools to be regarded as positive in relation to these parameters, inspectors should note, among other things, that:

- School management applies strategic planning, which leads to school development
- Strategic and operational tasks of the school introduced to the pedagogical staff, school board, parents and founder, are accepted and implemented

For the situation to be regarded as negative, inspectors have to conclude, among other things, that:

- A school has not stated the strategic tasks
- Strategic and long-term tasks are not elaborated, the tasks are not clear, responsibility is not defined, and they are not controlled or presented. School tasks are not accepted by staff and parents, and not implemented

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<sup>(?)</sup> This information is taken from the 1996 edition of the handbook used by the Scottish inspectors *How good is our school?* A new edition appeared in 2002. For further details, see its online address: in the 'References' section.

## A.2. A single scale applied to each parameter

In Spain (Andalucia), the Netherlands, Portugal, the United Kingdom (England) and Romania, the same classification scale is used for each parameter.

For example, for each parameter, inspectors in the **Netherlands** award a mark of from 1 to 4, depending on the balance between strong and weak points.

**Weak overall:** this means that improvements are essential with regard to most aspects (or indicators) of the quality characteristics;

**More weaknesses than strengths:** this is a signal that improvements should be carried out with regard to the most important aspects (or indicators);

**More strengths than weaknesses:** the school can still improve the quality of certain aspects (or indicators);

**Strong overall:** the school is functioning optimally with regard to all or almost all aspects (or indicators).

For example, in order to determine the quality of learning time management in a particular school, inspectors award a score of 1 to 4 for each parameter corresponding to this concern. They then obtain the average score to form a judgement of the school as regards its learning time management.

<b>TLP 2</b> (teaching/ learning process)	<b>Learning time</b>	
<b>Pupils have sufficient time to master the curriculum</b>		
<b>Indicators</b>		
TLP 2.1	The school has planned sufficient instruction time.	1 2 3 4
TLP 2.2	The school aims to prevent unnecessary loss of instruction time.	1 2 3 4
TLP 2.3	The school sees to it that the instruction time planned for Dutch language and arithmetic/ mathematics is geared to the educational needs of the school population.	1 2 3 4
TLP 2.4	The teachers observe the planned instruction time.	1 2 3 4
TLP 2.5	The teachers vary the amount of learning time the pupils get, depending on the educational needs.	1 2 3 4
Norm: TLP 2.1 and TLP 2.4 at least rating 3		Judgement criterion 1 2 3 4

For each concern, the school has to reach a certain minimum level for its rating to be considered adequate. For example, in the case of its learning time management, the school has to have reached at least level 3 (more strong points than weak points) for parameters TLP 2.1 and TLP 2.4. If it fails to satisfy the minimum requirements, it is meant to take steps to improve its situation and will be subject to a follow-up evaluation (see Chapter 3, sections 1 and 2).

Wherever the same scale has to be applied to each parameter, a score is awarded in accordance with the extent to which the optimal situation has been achieved. In the five countries concerned, it is clear that the structure of the grading scales is very similar. However, the number of existing levels varies from one country to the next.

In **Spain (Andalucia)**, inspectors use a scale of 1 to 5 to measure how schools develop qualitative indicators.

In **Portugal**, each main focal point of evaluation is represented by several parameters and receives a score between 1 and 4, depending on the proportion of parameters in which schools perform as they should.

In the **United Kingdom (England)**, inspectors use a seven-point scale to express judgements. These judgements are summarized in the inspection report, written to a prescribed format, which is intended to provide the school with a clear basis for action.

In **Romania**, the level of achievement vis-à-vis each criterion is measured on a scale from 1 to 5.

In the Netherlands, Portugal and Romania, there are minimum levels below which the situation at a school is regarded as unsatisfactory. In Spain (Andalucia), the aim is rather to establish a level of development or achievement which, unless it is optimal, will always call for further improvement. In the United Kingdom (England), inspectors must establish whether a school is in an unsatisfactory situation, in addition to the judgements they reach using the grading scale.

In **Spain (Andalucia)**, a score of 3 means that the school displays an appropriate level of development for the indicator. A score of less than 3 means that the school attaches little priority to this indicator.

In the **United Kingdom (England)**, inspectors must consider whether the school falls into one of the categories of schools causing concern. The handbooks for inspectors provide additional guidance for making these judgements, which trigger particular procedures. So, for example, low standards and poor learning, a breakdown of discipline or significant loss of confidence in the headteacher by the staff and/or the parents and/or the governors are signs that the school is failing or likely to fail to give its pupils an acceptable standard of education. Special measures are then taken (see Chapter 3, sections 1 and 2).

### A.3. A grading scale applied to the overall activity of schools

This situation applies to the Flemish Community of Belgium and the Czech Republic.

In the **Flemish Community of Belgium**, a scale with three levels is used to form an overall judgement: a positive view, a positive view in relation to a certain period or certain aspects, and a negative view.

In the **Czech Republic**, inspectors themselves determine, on the basis of their own experience, what they expect from a school on for each parameter on the list. The only classification scale they possess has to be used for a judgement of staff management and material conditions in the school, as well as its educational processes and their outcomes. Its five levels are arranged in order to show whether strong points outweigh weak points or vice versa.

<b>Levels</b>	<b>Description</b>
Excellent	First-rate; exemplary
Very good	Clear predominance of strengths, few formal shortcomings; above-average or generally above-average level
Average	Strengths and weaknesses balanced; average level
Still Acceptable	Weaknesses predominate: distinct shortcomings and obvious gaps
Unacceptable	Material shortcomings that pose a threat to the performance of education and training

### A.4. No centrally determined grading scale

This situation applies to Spain (Catalunya and the Canary Islands), and Lithuania.

## B. Reference to a uniform set level for outcome criteria

In the predetermined lists of criteria for external evaluation, the required standards defined for selected quantitative outcome criteria may be uniform, or varied in accordance with the individual characteristics of schools. The situation in Spain (the Canary Islands) is not examined here because there are no required standards common to all schools.

In the **Canary Islands**, the inspector first collects data regarding the parameters common to all schools. The technical committee for the evaluation plan (for which the Autonomous Community is administratively responsible) then prepares a descriptive report on the school including proposed evaluation criteria, with due regard for its specific circumstances. Finally, the inspector evaluates the school in accordance with those criteria.

*FIGURE 2.5: UNIFORMITY OF REQUIRED STANDARDS FOR SELECTED OUTCOME CRITERIA  
IN PREDETERMINED LISTS FOR THE EXTERNAL EVALUATORS OF SCHOOLS AS ENTITIES,  
COMPULSORY EDUCATION, 2000/01*

	Required standard set by	
	the central authority	the evaluator
Uniform for all schools	BE <sub>nl</sub> , ES <sub>2</sub> , EE <sub>1</sub> , LT <sub>1</sub> , RO <sub>1</sub>	CZ
Dependent on the circumstances of the school concerned	ES <sub>1</sub> , NL	
Uniform for all schools and dependent on the circumstances of the school concerned or the characteristics of its pupils	PT, UK (E/W) <sub>1</sub> , UK (SC) <sub>1</sub> , SK <sub>1</sub>	

Meaning of the small numbering: see the explanatory note to Figure 2.1.

Source: Eurydice.

### Additional note

**Portugal:** The Figure shows only those criteria used in the course of full school evaluation, and not those generally employed by inspectors in their task of supervising school management (see the general introduction for further details).

### Explanatory note

The Figure illustrates approaches to evaluation for which lists of criteria have been drawn up in advance at the central or top level, and which cover all school activities (from the standpoint of processes and outcomes) and consider both compliance with the regulations and practices that schools have developed as a result of being autonomous. For this reason, the cases of Iceland (as regards evaluation of internal evaluation methods), Latvia and Romania (as regards evaluation carried out by the NCEAPE) are not examined here.

The most common situation is that when schools are judged on the basis of the results of their pupils in national tests or examinations for formal qualifications, each school is expected to strive for results that are equal to or above the national average. This approach, which clearly seeks to ensure that all schools tend towards common standards, is the only one adopted in five countries.

For example, in the **Flemish Community of Belgium**, the results of each school are compared with the Community average for all schools. Inspectors in **Estonia** evaluate the results that pupils in each school obtain in national tests, as well as the numbers of pupils who repeat a year. They establish the number of 'unsatisfactory' scores by subject and year of study.

In the case of results obtained by pupils on completion of lower secondary education in **Lithuania**, the optimal situation is one in which, during the two or three previous years, at least 30% of pupils have passed the lower secondary school leaving examination with marks of between 7 and 10, while at least 30% of them have continued their education in tertiary education institutions and vocational schools, and no less than 25% of them have done so in secondary schools.

In **Romania**, the performance of pupils in each subject is compared to the average for schools in the same county. The same applies to the results of pupils in national or international competitions.

Another approach involves evaluators taking account of the characteristics of individual schools to qualify their judgement. It attaches greater importance to differences in the pupil intake and circumstances of schools and seeks to emphasise their achievements (added value), rather than striving for broadly similar results. This approach, which acknowledges that not all schools are the same, is the only one to be used in two countries.

In **Spain (Andalucia)**, the results of pupils in each stage, subject and year are evaluated with respect to the previous performance of the school. In primary education in the **Netherlands**, the results of pupils at the end of each stage, including failure rates and the proportions of those who have to repeat a year, are regarded as satisfactory if they are average in relation to those of schools enrolling comparable pupil populations. In secondary education, the performance of pupils in a particular school is compared with what is expected of them given their results in the test at the end of primary school.

Finally, there are situations in which both approaches are envisaged simultaneously. All schools are eventually expected to achieve results at or above a given standard level, while at the same time their distinctive characteristics (mainly in terms of their pupil intake) may be invoked either to explain their difficulty in reaching that level, or to spur them into doing better if their pupils appear to have the ability required.

In **Portugal**, schools are evaluated in terms of the results of their pupils at the end of each year or stage, by comparing their performances with the national average. Performance is measured by global and individual subject rates of achievement. It is also measured in terms of school added value (with due regard for the age of pupils and the standard of living of their parents), as well as by using effectiveness indicators. Inspectors evaluate schools in the **United Kingdom (England)** by comparing the performance of their pupils with standards applicable to all pupils, such as those set by the National Curriculum. However, they also examine whether the results of a particular school meet or exceed the average obtained by all schools, and whether they are high in comparison to schools with a similar intake or whether they point to added value when compared with the previous results of its pupils. In the **United Kingdom (Scotland)**, the results of pupils in national examinations are evaluated in accordance with national standards set for pupils aged between 5 and 14. For a school to be awarded the highest possible level, its pupils have to exceed these national standards. If their results simply correspond to the standards, the school is awarded level 3, the minimum required for its situation to be regarded as acceptable. In secondary level examinations, this is arrived at by looking at comparisons with the national average, and taking into account other aspects of attainment and progress, including progress against prior learning. A school might not receive a 3 even though performance corresponded to the national standards if the pupils in that school were capable of better performance.

To reach the 'positive' level on the classification scale in **Slovakia**, the results of pupils in written tests, practical activities and competitions by subject between schools have to be marked as 'good'. There is thus a tendency to standardise expectations in relation to learning outcomes. The same applies when schools are evaluated on the basis of pupil rates of entry to upper secondary education, but with due regard for the results obtained by pupils in compulsory education.

When the judgement of pupil performance is altered, characteristics of the school population, including social origin and previous achievements, are taken into account in two main ways.

In the Netherlands, United Kingdom (Scotland) and Slovakia, the performance of pupils in secondary education is compared with what was expected of them on the basis of their results at the previous level of education.

In the Netherlands (in primary education) and Portugal, the performance of pupils in one school is compared with that of pupils from other schools with a similar population. In England, both approaches are adopted.

## SECTION 5 THE CRITERIA OF INTERNAL EVALUATION

There is a current trend in many countries to base external evaluation on objective considerations, by obliging all evaluators to use lists of criteria that have been drawn up in advance at the central or top level. Similarly, whether internal evaluation is compulsory or recommended, there are generally instructions and recommendations regarding its content. Total autonomy is almost non-existent. Education authorities thus influence schools in establishing the criteria for internal evaluation, but only very rarely do they do so by compelling them to use a list of predetermined criteria.

When the education authorities determine the criteria and procedures of internal evaluation, the latter assumes a more **technical** or administrative dimension. This approach may be of interest if internal evaluation serves no direct purpose for the school concerned but is intended instead to form the basis of a report to the education authorities on its activities, use of resources and the performance of its pupils, etc. On the other hand, if the purpose of internal evaluation is to improve quality within schools, the technical approach would not appear the best option. The potential risk is that, on the one hand, evaluation will not cover the areas most useful to the school concerned and, on the other, that the school will avoid being self-critical so as to present itself to the education authorities in a favourable light.

When the aim of internal evaluation is quality development within the school, it appears more effective when it involves **participation** or, in other words, when the school itself is largely free to decide what should be evaluated (and therefore to select the criteria) and what procedures should be used. The staff of the school do indeed seem best placed to determine what problems have to be overcome there and select relevant subject matter for evaluation.

Figure 2.6 examines the elements schools in different countries may have to take into account when defining their criteria, and distinguishes between situations in which they must pay attention to a particular type of information or concern and those in which it is recommended they should do so.

**FIGURE 2.6: INSTRUCTIONS OR RECOMMENDATIONS REGARDING DOCUMENTS THAT SHOULD BE CONSIDERED WHEN DETERMINING INTERNAL SCHOOL EVALUATION CRITERIA, COMPULSORY EDUCATION, 2000/01**

		UK																																	
	BE fr	BE de	BE nl	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	E/W/NI	SC	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK		
A	●	●			●		●	●	○	●	(-)	●	●	○	△	●	○	●	●	●	●	(-)			●			○	●	●					
B		●				●	●	●		●			○			○	○		●		●			●	●	●	●	●	○	●	●	●	●		
C	●			●	●				○			●				●	○		●		●				●	●				●	●				
D				●												●	○		●		●								●						
E			○				●					○					○	○						○							○		○		
F								●	○							○	●	○	○		○				●	○									
G									○	○							●	○	○																

● Instructions

○ Recommendations

- A** Documents of a school setting out its educational policy  
**B** List of (general or detailed) matters established by the central or top-level educational authorities  
**C** Legislation/aims in the area of education or management originating at national or top level  
**D** Documents specifying local authority educational objectives  
**E** Documents specifying the criteria used for external evaluation  
**F** Indicators based on the results of pupils in national or regional examinations  
**G** Indicators on the performance of pupils and context indicators, including comparisons with other schools

(-): see notes in the annex

Source: Eurydice.

### Additional notes

**Belgium (BE nl):** Solely secondary education is considered. There are no recommendations regarding internal evaluation criteria for schools providing primary education.

**Belgium (BE de):** The position shown in the Figure refers to two articles in a 1998 decree which have not yet come into force but have been implemented by some schools on an experimental basis.

**Denmark and Norway:** Municipalities may establish their own educational priorities.

**Germany:** The information relates to the six *Länder* in which internal evaluation is compulsory.

**Spain:** (A) Andalusia; (B) Andalusia, the Canary Islands and the 14 Autonomous Communities without evaluation plans; (E) Catalunya.

**France:** (A) and (F) evaluation of the school plan; (B) and (G) evaluation of the school plan and evaluation by the school head.

**Austria:** The aims of local or regional education policy (*Regionale Bildungsplanung*) may also be taken into account in internal evaluation criteria.

**Portugal:** The situation in the Figure relates to the content of a 1998 decree that provided for internal evaluation without prescribing it. In 2000/01, only a limited number of schools were involved in internal evaluation processes. Since 2002, such evaluation has become compulsory in law.

**United Kingdom (E/W/NI):** (D) solely England and Wales.

**Estonia:** (B) Evaluation by teachers and evaluation by the school head; (C) evaluation by the school head; (E) evaluation by teachers.

**Cyprus:** The use of indicators based on the performance of pupils in national examinations applies solely to secondary education.

**Poland:** Indicators on the performance of pupils in national examinations have been used in internal evaluation since 2001/02.

**Slovenia:** (B) Solely evaluation by teachers.

### Explanatory note

This Figure does not cover model procedures or guidelines available to schools wishing to use them. The full range of supporting measures offered to schools for the purpose of internal evaluation is examined in Chapter 4.

The references (capital letters) in the additional notes refer to the seven types of document enumerated in the Figure.

While in almost all countries consideration of certain elements listed in Figure 2.6 is mandatory or recommended, schools do have some leeway when it comes to defining criteria. Only in Catalunya, in Spain, are internal evaluation criteria specified in detail by the Autonomous Community. There, the criteria are the same as those used by the inspectorate for external evaluation. In the case of the other countries, it is clear that when the document that has to be taken into account is detailed (list of criteria, indicators, etc.), and therefore restricting, education authorities in general simply recommend that schools should use it. On the other hand, due regard for the aims of educational policy or main areas of concern, which are less detailed, is in general mandatory.

The **specific educational policy of the school**, as set out in its educational plan or curriculum, is often the focus of an internal evaluation. Indeed, in around half of the countries considered, internal evaluation is formally obliged to consider how far school policy has been implemented. This obligation is fully consistent with one of the aims most frequently underlying internal evaluation, namely examination by schools of how the educational autonomy – and sometimes the management autonomy – which have been granted to them in many countries in recent decades, are reflected in practice. Furthermore, schools generally have to take account of **other documents** specified at a level higher than the school (documents referring to specific concerns, indicators, external evaluation criteria, etc.).

In the **United Kingdom (England)**, internal evaluation is seen as part of the cycle of school improvement. Schools are expected to analyse pupil performance using benchmarks and performance indicators, set specific targets for pupil performance, plan a course of action and evaluate its effectiveness. Schools are also strongly influenced by the requirements of external inspections, and are advised to conduct a self-evaluation annually, using the Ofsted inspection framework.

In one group of countries, internal evaluation should not relate to the school's own aims.

In **France**, in the case of evaluation carried out by the school head, **Spain** (the **Canary Islands**) and **Malta**, the only restriction in determining the focus of evaluation is that due regard must be paid to a set of centrally formulated concerns. In **Malta**, a process whereby internal evaluation criteria could be made more uniform was initiated in 2000. This process involves consultation with school heads as well as discussions between them.

Among countries which specify the **concerns** to be addressed by schools, it is apparent that the fields of activity covered may be more or less precise. In some of them, the only topics identified are (for example) the quality of the educational process, as in Slovenia and Slovakia, and additionally, in the case of Greece and Estonia, the quality of management. In other countries, the areas of concern are formulated in greater detail. They all include the obligation to take account of the performance of pupils and often attach special importance to the external relations of the school, either with the entire school community or more particularly with parents.

For example, in **Austria**, it is recommended that internal evaluation should cover teaching and learning, the classroom environment and the environment of the school in general, the partnerships and external relations of schools, school management, the professionalism of staff and staff development. Furthermore, indicators expressing input, processes and results must also be prepared.

Finally, some countries such as France and the United Kingdom emphasise the importance of results by strongly encouraging schools to use indicators relating to their own performance, which enable them to compare it with that of other schools, and especially those with a similar pupil intake (see Chapter 4, section 3). This situation also applies to a lesser extent to Iceland.

In Finland, municipalities are entitled to determine the procedure, subject matter and criteria of school evaluations, but they may also give the individual schools a total freedom to decide about their own evaluation. Schools are also informed of their individual results in national evaluations.

As already discussed in section 3 of Chapter 1 (see Figure 1.8), **external evaluation** in several countries **relies partly on the judgement formed during internal evaluation**. It would be interesting to examine whether, in these cases, the criteria or focus of internal evaluation are determined by the education authorities.

The Netherlands, the United Kingdom, Romania and Slovakia, which have centrally determined lists of criteria for external evaluation, recommend that schools use them in their internal evaluation. By contrast, Latvia and Lithuania, which also have central lists, make no such recommendation. The situation will change in Latvia with effect from 2004/05.

More generally speaking, when schools are required to submit a report to the education authorities, this does not necessarily mean that the central (or top) level exercises an influence over internal evaluation criteria in any way. This is relevant to the case of Sweden in which reports comply with a predetermined structure, and in Lithuania, in which the areas of concern that reports have to cover are established at central level.

In **Sweden**, this influence will become greater with effect from the autumn of 2004 onwards as, from then onwards, schools will be obliged to make use of the external evaluation criteria drawn up by the NAE.

By contrast, in Hungary there is no formal indication along these lines.

## SUMMARY

Any evaluation calls for the definition of criteria. As far as the external evaluation of schools is concerned, the aim is to ensure maximum objectivity. One of several ways of doing this is for a common list of criteria for all evaluators to be established at central level. Such a list is one of the means devised by education authorities to help evaluators identify precisely those matters on which they should focus their attention.

The level of authority to which evaluators are responsible is an important factor in situating responsibility for the definition of criteria. When evaluators report to the central (or top) level, there is an apparent tendency to provide for uniform criteria by drawing up centrally determined lists that all evaluators have to use. This applies to 13 countries out of around 20. By contrast, where evaluators are responsible to local government authorities, lists of uniform criteria do not exist. Evaluators have to take account of the legislation or educational aims deriving from different levels of authority, including the local level. It is indeed to be supposed that, when local authorities determine their own educational policy, they check that schools implement it and establish the evaluation criteria.

Identifying the entity that determines the criteria is also a key consideration for internal evaluation. If the latter seeks to improve the quality and development of schools, it is important that their staff, who are in the best position to decide what should be evaluated, can play an active part in defining the criteria. By contrast, when internal evaluation is used above all to report to the education authorities, or to supply information for the purposes of external evaluation, it is preferable for the selfsame authorities to partly determine the criteria. They will then have readily comparable data at their disposal. In practice, schools in some countries have to evaluate themselves in the simultaneous pursuit of both objectives. Their staff may thus experience a tension between those objectives, and have difficulty in carrying out the evaluation.

In the past, external evaluation focused on means (or processes). Reliance on outcomes to manage the education system first became apparent in the 1980s and 1990s, and pupil performance is now taken into account almost everywhere when defining evaluation criteria. Despite this trend, the processes developed by schools for achieving their own aims or those established by the education authorities remain a major consideration in external evaluation. Schools everywhere are checked to ensure that they comply with standards and regulations (such as those relating to pupil/teacher ratios). And in the great majority of countries, processes developed as a result of school (educational or managerial) autonomy are also evaluated.

Lists of criteria used for external evaluation may be drawn up in ways that vary from one country to the next. Over and above such differences, in terms of content, the process parameters evaluated are much the same. Besides the responsibility for teaching and learning, they are primarily concerned with the guidance and support offered to pupils, the external relations of schools and sometimes the development of a 'school ethos'. The outcomes examined mainly relate to the skills and knowledge of pupils, as well as their career path following the completion of compulsory schooling. In some countries evaluators only consult quantitative data whereas, in others, classroom observation is used to assess the social and cognitive skills of pupils. A qualitative approach of this kind may enable the findings derived from quantitative data to be slightly modified.

Several countries have defined required standards in their lists of criteria. In general, the Netherlands and the United Kingdom (England and Scotland) appear to have specified their required standards in greatest detail. By contrast, in Spain (Catalunya) and Lithuania, the required standards are determined by the evaluators themselves. As regards processes, when they are developed at central level, they often entail the use of a grading scale, which may be applied to each parameter or on a more general basis.

As regards pupil performance, requirements vis-à-vis schools are fixed in accordance with two separate approaches. In the first, all schools have to reach or exceed a specified standard, which may be the national average or a standard indicated in the curriculum. In the second approach, there is also a specified standard but particular characteristics of the pupil intake at each school (input) are taken into account so that the required standard may be modified. They may relate to pupil attainment levels at earlier stages of schooling, the (socio-economic) standard of living of parents and the ethnic origin of pupils, etc. In Portugal and the United Kingdom (England, Wales and Scotland), both these approaches are adopted in parallel.

By taking account of input when schools are evaluated, it is possible to fine-tune the judgement formed of them and determine their added value or, in other words, what they really offer pupils. Highlighting the added value of schools is a means of acknowledging and paying due regard to the achievements of those that enrol large disadvantaged groups of pupils. Indeed, such schools are not expected to deliver the same results as those whose circumstances are more favourable. On the other hand it may be feared that, where input is taken into account, this is tantamount to accepting that standards should differ from one school to the next and that the quality of education within a given country will vary.

## CHAPTER 3

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### PROCEDURES FOR EVALUATION AND THE USE MADE OF ITS RESULTS

#### INTRODUCTION

The first four sections of this chapter are primarily concerned with the procedures of **external** evaluation and the use made of its results. The final section briefly examines the use made of the results of **internal** evaluation.

The first section is devoted to procedures. It considers which documents are studied by evaluators before they visit schools. It also considers in which countries evaluators consult members of the school before drafting their final report. Finally, it indicates whether or not evaluation is followed up and, if so, whether this occurs as a matter of course.

The next part of the chapter discusses the use made of the results of external evaluation. The possible consequences of evaluation from the standpoint of the school are studied in the second section. In the third section, the publication of the results is examined: the comparison is more specifically concerned with whether or not these findings are brought into the public domain, and whether this issue is debated in any way. The fourth section considers how far the results of the external evaluation of schools are used by the central (or top-level) authorities for education to evaluate the education system as a whole. Other means at the disposal of these authorities for evaluating their system are referred to briefly.

The final section then discusses the use made of the results of **internal** evaluation, identifying who uses the results and in what way.

It is often hard to incorporate within the above-mentioned structure approaches to evaluation in which the procedures and use made of the results are locally determined. This is the situation in almost all Nordic countries, as well as in the United Kingdom, the Czech Republic, Estonia and Slovakia in the case of at least one approach to evaluation. As a result, these approaches are referred to here in so far as the information available permits.

#### SECTION 1 STAGES IN THE EVALUATION PROCEDURE

The three stages in the external evaluation procedure with which this section deals are as follows:

- the preliminary stage in which evaluators familiarise themselves with a set of documents before visiting a particular school;
- consultation with school management before drafting the final evaluation report;
- evaluation follow-up during which evaluators check whether schools respond appropriately to the recommendations or instructions issued following the evaluation.

These three stages do not always exist in all countries.

## A. Preliminary examination of documents prior to visiting schools

In a great many countries, evaluators systematically amass a variety of documents that they examine closely before they actually visit schools (Figure 3.1).

FIGURE 3.1: PRELIMINARY EXAMINATION OF INFORMATION FOR EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01

Preliminary gathering and examination of information	No preliminary gathering or examination of information, or no visit
BE <sub>nl</sub> , ES <sub>1-5</sub> , FR <sub>1</sub> , IE, NL, PT, SE <sub>2</sub> , UK (E/W) <sub>1-2</sub> , UK(NI), UK (SC) <sub>1</sub> , IS <sub>1-2</sub> , LI, CZ <sub>1</sub> , EE <sub>1</sub> , CY, LV, LT <sub>1</sub> , PL <sub>1-2</sub> , RO <sub>1-2</sub> , SI, SK <sub>1</sub>	DE, FR <sub>2</sub> , LU (s), AT, LT <sub>2</sub> , HU <sub>1-2</sub>

(:): EL

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annexe)

(Δ): DK

(p) = primary education (s) = lower secondary education

Small numbering: see explanatory note

Source: Eurydice.

Explanatory note:

### MEANING OF THE SMALL NUMBERING USED IN THE FIGURES

a) Details regarding the approaches to evaluation considered

**France:** (1) evaluation of the school plan by the IEN (primary schools) and IPR (lower secondary schools, known as *collèges*) and (2) evaluation of the *collèges* by the *académie* authorities.

**Sweden:** (1) Evaluation conducted by municipalities and (2) supervision of schools by the NAE, mainly when it is reported that they may not be complying with national regulations.

**United Kingdom (E/W):** Evaluation conducted by (1) OFSTED/Estyn and (2) by LEAs.

**United Kingdom (SC):** Evaluation conducted by (1) HMI and (2) by LA.

**Iceland:** (1) evaluation of methods of internal evaluation and (2) evaluation of schools.

**Czech Republic:** Evaluation conducted by (1) the inspectorate and (2) the founder.

**Estonia:** Evaluation conducted by (1) the state supervisory agency and (2) the founders (in most cases the municipalities).

**Latvia:** Evaluation conducted by (1) the evaluation committee and (2) the municipality.

**Lithuania:** Evaluation conducted by (1) the inspectorate and (2) the founder.

**Hungary:** (1) compulsory evaluation concerned with management aspects (*policy-oriented evaluation*) and (2) optional evaluation concerned with educational aspects (*development-oriented evaluation*).

**Poland:** Evaluation conducted by (1) the *kuratorium* and (2) municipality (*gmina*).

**Romania:** Evaluation conducted by (1) the Inspectorate and (2) the NCEAPE.

**Slovakia:** Evaluation conducted by (1) the inspectorate and (2) the founder.

b) Regional variations

**Spain:** Evaluation conducted in (1) Andalucía, (2) Catalunya, (3) The Canary Islands, (4) the Basque Country, (5) the remaining Autonomous Communities.

In a minority of countries, such a preliminary stage does not exist. This may to some extent be attributed to certain features of approaches to evaluation, in particular when schools are not visited or when the focus of evaluation is highly specific. In this latter case, it is understandable that evaluators are less in need of preliminary information to form their judgement.

In **France** and **Lithuania**, evaluation is based on a report drafted by the school head, so that visits to schools do not necessarily occur in all cases. In **Hungary**, the focus of evaluation is relatively specific (the skills of pupils in certain subjects and the evaluation of schools in accordance with certain standards). In **Luxembourg**, the *comité de gestion* (management committee) checks whether schools comply with formal requirements relating to certain very specific matters.

The documents gathered and examined by evaluators before they visit schools are very varied and, in some countries, relatively numerous. They are classified into five main categories in Figure 3.2. Each category has been established in accordance with two considerations, namely the nature of the documents concerned and their source.

**FIGURE 3.2: NATURE AND SOURCE OF THE DOCUMENTS EXAMINED BY EXTERNAL EVALUATORS OF SCHOOLS AS ENTITIES, BEFORE VISITING THEM, COMPULSORY EDUCATION, 2000/01**

	UK																					
	BE <sub>nl</sub>	ES	FR <sub>1</sub>	IE	NL	PT	SE <sub>2</sub>	E/W	NI	SC <sub>1</sub>	IS	LI	CZ <sub>1</sub>	EE <sub>1</sub>	CY	LV	LT <sub>1</sub>	PL <sub>1,2</sub>	RO	SI	SK <sub>1</sub>	
Administrative or descriptive reports (top-level authority or national body)	✓		✓	✓			✓	✓ <sub>1,2</sub>	✓	✓	✓ <sub>1,2</sub>		✓	✓	✓	✓					✓	✓
Results based on tests or performance (top-level authority or national body)		✓ <sub>34</sub>	✓	✓	✓	✓		✓ <sub>1,2</sub>	✓	✓	✓ <sub>2</sub>			✓						✓ <sub>1</sub>	✓	
Previous evaluations (evaluator)	✓			✓	✓		✓	✓ <sub>1,2</sub>	✓		✓ <sub>1,2</sub>	✓	✓					✓	✓ <sub>1</sub>		✓	
Questionnaire for parents, staff, etc. (evaluator)	✓	✓ <sub>3</sub>			✓			✓ <sub>1</sub>	✓	✓	✓ <sub>1</sub>		✓	✓						✓ <sub>1</sub>		✓
Documents prepared/supplied by schools	✓	✓ <sub>13</sub>		✓	✓	✓	✓	✓ <sub>1,2</sub>	✓	✓	✓ <sub>1,2</sub>	✓	✓	✓		✓	✓	✓	✓	✓ <sub>1,2</sub>	✓	✓

(:): EL

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annex); DE, LU (s), AT, HU (no preliminary gathering or examination of information, see Figure 3.1)

(Δ): DK

(p) = primary education (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1

Source: Eurydice.

#### Additional note

**United Kingdom (E/W/NI):** In England and Wales, questionnaires must be issued to parents. They may be issued in Northern Ireland.

#### Explanatory note

By top-level authority is meant the central authorities or top-level authorities for education. By national body is meant any national agency or research centre specialising in educational matters, which works for the education ministry or the government.

Figure 3.2 shows that evaluators in the majority of countries turn to a variety of sources for information about schools before visiting them. When they do visit, therefore, they have a fairly clear picture of the school they are evaluating.

In almost all countries, evaluators consult certain documents made available to them by schools. These documents may be classified into four main categories, with those that are most used belonging to the first two.

1. Plans relating to the educational or organisational policies of schools (the school plan, curricular plan, information and communication technology development plan, etc.).
2. Factual data concerning schools (results of internal tests or examinations, data on pupil expulsions or class composition, the financial management report, etc.).
3. Documents produced by schools for the benefit of outsiders (brochures, prospectuses, etc.).
4. Evaluations or audits conducted by schools.

Evaluators also examine certain administrative reports emanating from the central authorities, the nature of which depends on the approach to evaluation concerned. They may consist of complaints about a school or a member of its staff, or statistical or financial reports.

The results obtained by pupils in national tests and examinations, as well as previous evaluation reports, are also a source of information for evaluators in around 10 countries.

Finally, evaluators in some countries send questionnaires to a variety of persons who belong to the school community, including the school head, the management team, teachers, parents, pupils or members of school boards or committees.

The existence of a preliminary stage of investigation would appear to indicate that, in many countries, evaluation is regarded as a complex process that calls for reliance on a variety of information sources. This approach is no doubt conditioned by the multiple and ambitious aims underlying the evaluation of schools. Indeed, in most countries, external evaluation is not just meant to be used for monitoring. It also involves the provision of advice in the interests of better quality.

## **B. Consultation with school management prior to drafting the final evaluation report**

Another stage in the evaluation procedure in some countries involves a discussion between evaluators and certain school members on the findings of evaluation. This discussion occurs **before the final evaluation report is written** and gives schools – and especially their management bodies – an opportunity to react to it, correcting factual errors or clarifying certain points.

As a general rule, approaches to evaluation that provide for this stage also include a preliminary stage in which documents are closely examined.

**FIGURE 3.3: EXISTENCE OF A STAGE INVOLVING CONSULTATION/DISCUSSION  
BETWEEN EXTERNAL EVALUATORS AND SCHOOLS BEFORE THE FINAL EVALUATION REPORT IS WRITTEN,  
COMPULSORY EDUCATION, 2000/01**

Existence of such a consultation/discussion stage	No such stage
BE n1, ES <sub>1-3</sub> , FR <sub>2</sub> , IE, NL, PT, AT, SE <sub>2</sub> , UK (E/W) <sub>1</sub> , UK (NI), UK (SC) <sub>1</sub> , IS <sub>1-2</sub> , LI, CZ <sub>1</sub> , EE <sub>1</sub> , CY, LV, RO <sub>1</sub> , SI, SK <sub>1</sub>	DE, ES <sub>4</sub> , FR <sub>1</sub> , LU (s), LT <sub>1-2</sub> , HU <sub>1-2</sub> , PL <sub>1-2</sub> , RO <sub>2</sub>

(-): EL

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annexe)

(Δ): DK

(p) = primary education      (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1

Source: Eurydice.

#### Additional notes

**Portugal:** The Figure relates solely to full school evaluation (see general introduction for further details).

**United Kingdom (E/W):** Procedures vary in the case of evaluation by LEAs.

Certain aspects of this consultation are precisely regulated. Regulations may relate to the category or qualifications of persons able to consult the preliminary report or attend the meeting at which its findings are made known orally.

In all countries, the school head at the very least is consulted, either individually or as chairperson or member of the management team. This team and the school council or board are involved in the discussion or may consult the final draft version of the report in a significant number of countries.

Five countries also specify the period of time within which the persons consulted have to comment.

During the meeting at which evaluation findings are made known to schools in the **Netherlands**, the management team may be accompanied by up to ten other members of the school. As regards comments on the preliminary report, only the management team is involved in the process. The report has to be submitted within six weeks from the last day of the visit, and eight weeks also after that day the final report has to be sent to the school.

In full school evaluation in **Portugal**, a preliminary report is sent to the chairperson of the school council, the chairperson of the *Concelho executivo* (who is the school head) and to the chairperson of the parents' committee in order that they may comment. All three persons have ten days in which to do so.

Schools in **England** have a week.

In the **Czech Republic** and **Romania**, the final report is written four weeks after the meeting attended by the head inspector, the school head and the management team.

The possibility offered certain members of a school to comment on the findings of the evaluation may be regarded as just one indication that the latter is viewed as a collective undertaking. External evaluation is conducted in a spirit of cooperation with the entity evaluated. Here again, such a procedure is probably dictated by the aims evaluation is expected to pursue. If external evaluation is more concerned with improving quality in schools than with just monitoring them, evaluators should indeed provide means for enabling those who run them to become involved in the process.

**FIGURE 3.4: SCHOOL MEMBERS OR ONE OR MORE BODIES THAT ARE INFORMED OF THE RESULTS OF THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES BEFORE THE FINAL REPORT IS WRITTEN, COMPULSORY EDUCATION, 2000/01**

School head (individually)	FR <sub>2</sub> , IE, AT, SE <sub>2</sub> , UK (E/W) <sub>1</sub> , UK (NI), UK (SC) <sub>1</sub> , IS <sub>1-2</sub> , CZ <sub>1</sub> , CY, SI, SK <sub>1</sub>
Management team (including the head)	BE nl, IE, NL, PT, UK (E/W) <sub>1</sub> , LV, RO <sub>1</sub>
School committee/board/governing body	ES <sub>1-3</sub> , IE, PT, UK (E/W) <sub>1</sub> , UK (NI), UK (SC) <sub>1</sub> , LI
Parents' committee	PT
Special evaluation committee	ES <sub>3</sub>

(:): EL

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annex); DE, LU (s), LT, HU, PL (see Figure 3.3)

(Δ): DK, EE

(p) = primary education (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1

Source: Eurydice.

### Additional notes

**Austria:** Evaluators have to meet the committees responsible for school subjects, as well as teachers whose work and responsibility is affected by evaluation.

**Portugal:** The Figure relates solely to full school evaluation (see general introduction for further details).

**United Kingdom (E/W):** Procedures vary in the case of evaluation by LEAs.

**Iceland:** Different bodies may also be involved in this stage, namely the management team, the special evaluation committee and, in some cases, parents and the school council.

**Estonia:** The school heads or owners decide which people or bodies are informed.

### Explanatory note

The first column (school heads individually) includes all cases in which heads are consulted directly and personally. This does not rule out any other form of consultation with them deriving from their involvement in other school bodies.

## C. The follow-up to evaluation

Such follow-up exists in around 15 countries (Figure 3.5). During this stage, the same evaluators – or colleagues who belong to the same evaluating body – examine how far schools have achieved the objectives they have been set during their evaluation, or check that they have complied with the recommendations made to them.

*FIGURE 3.5: EXISTENCE OF A FOLLOW-UP TO THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES AND WHETHER IT OCCURS IN ALL CASES, COMPULSORY EDUCATION, 2000/01*

Follow-up to evaluation		No follow-up
After each evaluation	In some cases	
ES <sub>1-3</sub> , UK (SC) <sub>1</sub> , IS <sub>2</sub> , CY, PL <sub>1-2</sub> , SI	BE nl, IE, NL, SE <sub>2</sub> , UK (E/W) <sub>1</sub> , UK(NI), LI, CZ <sub>1</sub> , EE <sub>1</sub> , SK <sub>1</sub>	DE, EL, ES <sub>4</sub> , FR <sub>1-2</sub> , LU (s), AT, PT, IS <sub>1</sub> , LV, LT <sub>1-2</sub> , HU <sub>1-2</sub> , RO <sub>1-2</sub>

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annexe)

(Δ): DK

(p) = primary education (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1

Source: Eurydice.

### Additional note

**United Kingdom (E/W):** Procedures vary in the case of evaluation by LEAs.

In countries in which the follow-up to evaluation does not occur in all cases, it occurs when the findings of evaluation are felt to be unsatisfactory.

In the **Flemish Community of Belgium**, evaluation is followed up whenever inadequacies have been identified, even though they may not have led the evaluators to express a negative or unfavourable opinion (see Chapter 2, section 4). Since 2001/02 in primary education and 2002/03 in secondary education, evaluation has been followed up as a matter of course after three years. This follow-up may however occur earlier if the situation so requires.

In the **United Kingdom (England and Wales)**, the follow-up to evaluation by Ofsted/Estyn is highly regulated. Inspectors must consider whether a school is failing, or likely to fail, to give its pupils an acceptable standard of education. If the school is deemed to be providing an acceptable standard of education they must consider whether it nevertheless has serious weaknesses in one or more areas. These judgements trigger specific follow-up procedures and provide powers for local education authorities and the Secretary of State and the National Assembly for Wales to intervene where necessary. In England, there is also a third, non-statutory category of underachieving schools. These are schools whose performance is found to be below that expected of schools in similar circumstances. Underachieving schools are also followed up by Ofsted (see Chapter 4, section 2).

In certain countries, evaluation is followed up as a matter of course. In the United Kingdom (Scotland) and Iceland, the period within which it has to occur is regulated.

In the **United Kingdom (Scotland)**, it is carried out in the one or two years that follow the evaluation and, in **Iceland**, the following year.

The follow-up to the evaluation may be regarded as a means, an additional procedure available to the central (or top-level) authorities for education enabling them to carry out their responsibility for monitoring and improving the quality of the education system. In countries in which the follow-up to evaluation is concerned solely with schools experiencing major problems, the procedure would appear to be devised essentially during monitoring of the education system to ensure that all schools achieve a minimum standard level of quality. By contrast, in countries in which follow-up occurs in all cases, it is arguably a means of supporting each school, irrespective of its circumstances, in its own efforts to improve quality.

It is important to be able to distinguish between the procedure of following up an evaluation and what are regarded as secondary evaluations. The latter generally occur shortly after the (first) evaluation and are primarily concerned with confirming or invalidating its results. Their purpose is therefore not to evaluate the progress achieved by schools but rather to check that the conclusions of the evaluation were indeed appropriate. This type of second evaluation generally occurs whenever serious problems have been identified during the first visit and the school concerned runs the risk of disciplinary action. This applies to the Flemish Community of Belgium and the United Kingdom (England and Wales).

## **SECTION 2**

### **CONSEQUENCES OF EXTERNAL EVALUATION FOR SCHOOLS**

As regards the consequences which an evaluation may have for schools, three main possibilities have been identified (1).

1. The evaluation leads to recommendations, or even instructions, from the evaluators or education authorities. These recommendations/instructions provide a basis for quality improvement at the school concerned.
2. Evaluation obliges schools to produce a formal plan for improvement which sets out and structures the aims to be pursued.
3. The evaluation leads to disciplinary action, which may be directly administered by the evaluators themselves or initiated by the education authorities. Disciplinary action may affect a school or its management. It may involve a decrease in its resource allocation, the withdrawal of certain prerogatives (such as the right to award certificates), or fines imposed on certain persons or even their dismissal.

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(1) The role of evaluators in issuing recommendations and taking disciplinary action is dealt with in Chapter 4.

**FIGURE 3.6: IMPACT OF THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES ON SCHOOLS THEMSELVES, COMPULSORY EDUCATION, 2000/01**

	No recommendations/instructions, or obligation to draft a plan for improvement	Recommendations/instructions	
		No obligation to draft a plan for improvement	Obligation to draft a plan for improvement
No disciplinary action	EL, ES <sub>4</sub> , LU (s), LV, HU <sub>1-2</sub>	DE, FR <sub>1-2</sub> , IE, NL, AT, PT, IS <sub>1-2</sub> , EE, LT <sub>1</sub>	ES <sub>1-3</sub> , SE <sub>2</sub> , UK (SC) <sub>1</sub> , LI, CY, PL <sub>1-2</sub> , RO <sub>1</sub>
Disciplinary action	RO <sub>2</sub>	BE nl, CZ <sub>1</sub> , LT <sub>2</sub> , SI, SK <sub>1</sub>	UK (E/W) <sub>1</sub> , UK(NI)

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annexe)

(△): DK

(p) = primary education (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1

Source: Eurydice.

#### Additional notes

**Germany:** In the *Land* of Bremen, the *Schulinspektion* may not instruct schools as to how they should improve their practices. All decisions regarding the use made of evaluation findings are taken by schools and the *Schulaufsicht*.

**United Kingdom (E/W):** Procedures vary in the case of evaluation by LEAs.

**Poland:** Disciplinary action against schools is envisaged in an amendment to the legislation of 27 June 2003.

For any given school, the consequences of external evaluation are multifaceted and vary very widely from one country to the next.

In a minority of countries, schools receive no recommendations or instructions from the evaluators or competent education authorities. They are not expected to draft a plan for improvement. Neither does evaluation lead to disciplinary action against the schools concerned, except in evaluation by the NCEAPE in Romania, following which their accreditation may be withdrawn.

In these countries, the focus of evaluation is generally either administrative or financial, or highly specific.

In **Luxembourg** and **Hungary** (in the case of compulsory evaluation of management aspects), evaluation is concerned essentially with administrative and financial matters and above all enables the central or local education authorities to take certain decisions regarding schools. In **Hungary** (in the case of optional evaluation of educational aspects) and **Spain** (in the **Basque Country**), evaluators test pupil abilities so as to be able to evaluate school performance.

In a second group of countries, external evaluation leads to the formulation of recommendations or instructions by persons or external bodies – generally the evaluators. However, schools do not have to respond to them by drafting a plan for improvement.

This group includes countries in which no disciplinary action is taken against schools when the findings of evaluation are judged to be unsatisfactory. Schools are, however, expected to introduce whatever measures are necessary to improve their situation.

In **Lithuania**, the recommendations do not come from the evaluator (inspectorate/ministry) but from the founder (the local authorities). Using the findings of the evaluation, the founder issues a resolution or decree setting out the specific measures that should be adopted to improve the activity of the school concerned.

In the **Netherlands**, schools are not obliged to implement measures geared to improving their practices unless they contravene the regulations. They are asked to draft an action plan that they may discuss with the inspectorate, but are under no obligation to do so.

In **Iceland**, the evaluators do not insist that a plan for improvement should be drafted, following the evaluation of internal evaluation methods. However, municipalities may decide to compel schools to do this.

In countries in which disciplinary action is possible, it may be directed at schools when they appear incapable of improving their situation.

In the **Czech Republic**, the school head may be dismissed or the school may be excluded from the state school sector. In the latter case, schools receive no further public funding and are no longer authorised to award official certificates. Furthermore, if the shortcomings identified during the inspection have not been eliminated by the time the evaluation is followed up, the persons responsible within the school may be fined. In **Slovakia**, inspectors may fine certain staff members if it transpires, in the follow-up to evaluation, that problems identified during the inspection have not been resolved.

In the third group of countries, evaluators make recommendations and schools are obliged to draft a plan for improvement aimed at remedying the shortcomings highlighted in the course of evaluation. There is no scope for disciplinary action against schools except in the United Kingdom (England, Wales and Northern Ireland).

In **Spain**, the plan for improvement is drafted by the school board in Catalunya, the management team in Andalucia, and by the special evaluation committee in the Canary Islands. It is drafted by the school and local authorities in the **United Kingdom (Scotland)**, and the school head in **Romania**. In the case of Scotland, it should be pointed out that, while the HMIE takes no form of disciplinary action against schools, the local authorities may do so.

In **Sweden**, the conclusions of evaluation could lead to the ministry taking disciplinary action not against schools, but municipalities, if serious shortcomings were demonstrated. However, this has never proved necessary.

Schools in the **United Kingdom (England and Wales)** are required to prepare an Action Plan describing how they are going to implement the evaluators' (Ofsted/Estyn) recommendations. Schools judged to be failing, or to have serious weaknesses, are subject to more stringent requirements. The LEA is expected to work closely with the school to bring about improvement. The school's progress is monitored closely by the LEA and by Ofsted/Estyn. If the school does not make rapid improvements, then the LEA and the Secretary of State/National Assembly for Wales have powers to intervene where necessary. These powers include the power to appoint additional governors and the power to suspend the right to a delegated budget.

## SECTION 3

### PUBLICATION OF THE RESULTS OF EXTERNAL EVALUATION

The individual findings of the external evaluation conducted in each school are made public in several countries. This practice generally dates from the 1990s or is even more recent in certain countries such as Portugal and Sweden. Wherever it is encountered, reports are published in their entirety.

*FIGURE 3.7: PUBLICATION OF THE EXTERNAL EVALUATION RESULTS OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01*

Publication of individual schools' results	No publication of individual schools' results
NL, PT, SE <sub>1-2</sub> , UK (E/W) <sub>1</sub> , UK (NI), UK (SC) <sub>1</sub> , IS <sub>2</sub> , CZ <sub>1</sub>	BE nl, DE, EL, ES <sub>1-4</sub> , FR <sub>1-2</sub> , IE, LU (s), AT, IS <sub>1</sub> , LI, EE <sub>1</sub> , CY, LV, LT <sub>1-2</sub> , HU <sub>1-2</sub> , PL <sub>1-2</sub> , RO <sub>1-2</sub> , SI, SK <sub>1</sub>

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, MT (see notes in the annex)

(Δ): DK

(p) = primary education (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1.

Source: Eurydice.

#### Additional notes

**Belgium (BE nl):** The findings of external evaluation are not published but may be consulted on request.

**Portugal:** The Figure relates solely to full school evaluation (see general introduction for further details).

In two countries, the media have played an important part in the publication of school evaluation results.

In **Portugal**, it was planned that the results of inspections that were part of full school evaluation should be made known solely to school management. However, following a media-led campaign to publicise all available results, the evaluation reports of each school were placed on the inspectorate website. Certain sectors of the media then seized on the reports, analysed them and published school ratings in accordance with evaluation criteria they had identified themselves.

In the **Netherlands**, the national daily, *Trouw*, took the Ministry of Education to court over its refusal to let the newspaper have information concerning the results of external evaluation. The court decided in favour of *Trouw* which, together with other newspapers, is now entitled to receive all available information. Following this controversy, the central education authorities asked the inspectorate to devise a format for publication of the results. Thus in 1998, the inspectorate published a guide for each district containing the *Kwaliteitskaarten* of each school. Since then, each has possessed its own map with various kinds of information, including the type of school and education it offers, its pupil enrolment, the size of its classes, and the average marks obtained by pupils in national examinations, etc. All this information is intended to help parents compare schools in a given district and choose the one they prefer for their children.

In the other countries, it is the education authorities which decide that this information should be in the public domain, irrespective of any pressure exerted by the media or outside persons.

In **Sweden**, the results of school evaluation by the NAE are published on its website. Furthermore, the new system on quality and results (SIRIS) introduced in 2001, enables parents and pupils in particular to consult reports on the quality of education drafted by the municipalities and schools. Also available on the NAE website, this database may however be used for a number of other purposes. For example, it may serve as a resource for schools during internal evaluation, by enabling them to access comparative data on the performance of pupils.

In the **United Kingdom (England)**, the publication of individual school reports dates from the 1980s. In **Scotland**, solely HMIE decides whether the reports should be published. In the **Czech Republic**, the inspectorate has a website on which reports from all inspections are available.

In **Poland**, the *kuratoria* are not obliged to publicise their findings. However, some of them do so on their websites.

Furthermore, in all countries in which publishing the results of evaluation is a matter for debate, one generally hears the argument that this enables all citizens to choose their preferred school on a fully informed basis.

A debate of this kind is occurring in **Denmark** and about to get under way in **Poland**. In **Germany**, it is felt that a system in which schools are classified in accordance with their results should be avoided. For this reason, evaluation findings are not published. In **Hungary**, some municipalities publicise the results of evaluation. This poses problems for certain people who think it compromises the Hungarian education system from the standpoint of fairness.

More generally, many arguments against the practice of publishing evaluation findings are often based on a refusal to see education governed by market mechanisms.

## SECTION 4

### SIGNIFICANCE OF SCHOOL EVALUATION FOR EVALUATION OF THE EDUCATION SYSTEM

The findings of external school evaluation may be used to evaluate the education system as a whole. This activity is examined in point A. Point B discusses other means developed by the central or top-level education authorities for obtaining an overall appraisal of the system.

#### A. Using the results of external evaluation to evaluate the education system

Where external evaluators are responsible to the central or top-level authority for education, the fact that they prepare a 'national' report based on the results of the evaluation of schools may be regarded as one indicator of how those results are used for the purpose of evaluating the whole education system. As Figure 3.8 shows, this situation is very widespread.

In **Germany** and **Spain**, the evaluators (the *Schulaufsicht/Schulinspektion* or inspectorate) produce reports for the *Länder* or Autonomous Communities, which are based on findings from the evaluation of schools.

**FIGURE 3.8: PREPARATION OF A NATIONAL REPORT ON THE BASIS OF THE EVALUATION OF SCHOOLS AS ENTITIES BY EVALUATORS RESPONSIBLE TO THE CENTRAL AUTHORITY, COMPULSORY EDUCATION, 2000/01**

National report prepared by external evaluators responsible to the central or top-level authorities for education	No national report
BE <sub>nl</sub> , DE, EL, ES <sub>1-4'</sub> , FR <sub>1</sub> , LU (s), NL, PT, SE <sub>2</sub> , UK (E/W) <sub>1</sub> , UK (NI), UK (SC) <sub>1</sub> , CZ <sub>1</sub> , EE <sub>1</sub> , RO <sub>1-2'</sub> , SI, SK <sub>1</sub>	FR <sub>2</sub> , IE, IS <sub>1-2'</sub> , LI, CY, LV, LT <sub>1</sub>

(-): BE<sub>fr</sub>, BE<sub>de</sub>, IT, LU (p), FI, NO, BG, MT (see notes in the annex); DK, AT, PL, HU (see Figure 3.9)

(p) = primary education (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1

Source: Eurydice.

#### Additional note

**Germany:** The decision whether or not to draft a report is taken by the Ministry of Education in each *Land*.

It is uncommon for evaluators not to produce national reports intended to evaluate the education system. In two countries, this is attributable to the fact that the central authorities may directly use individual evaluation reports.

In **Iceland**, the two approaches to evaluation (evaluation of schools and evaluation of internal evaluation methods) are conducted by experts who are independent. While the experts do not themselves draft a national report, the Icelandic Ministry of Education nevertheless uses the findings from evaluation to monitor and evaluate the system. In **Cyprus**, the Ministry of Education and Culture uses findings from the evaluation of schools to evaluate the education system and take certain decisions.

In other countries, only one of the approaches to evaluation does not lead to production of a national report. The other approach to the external evaluation of schools enables the central education authorities to obtain information for the purpose of evaluating the system.

The approaches to evaluation concerned in **France** and **Lithuania** are somewhat similar as evaluation is carried out via the school head, although it focuses on all educational tasks and certain administrative tasks.

The situation is more complex when one examines the use made of the results of evaluation carried out by persons or bodies who are not responsible to the central level (Figure 3.9). In some countries, such as the United Kingdom (England and Wales), Estonia and Hungary, the evaluation conducted or commissioned by the providers or local authorities is used primarily by these authorities or the schools themselves. As has just been indicated (Figure 3.8), the central education authorities in the United Kingdom (England and Wales) and Estonia use reports prepared by the national inspectorate.

**FIGURE 3.9: EVALUATION OF THE EDUCATION SYSTEM USING FINDINGS FROM THE EVALUATION OF SCHOOLS AS ENTITIES BY EVALUATORS ACCOUNTABLE TO REGIONAL OR LOCAL LEVELS, COMPULSORY EDUCATION, 2000/01**

Use of local or regional evaluations of schools for purposes of evaluating the national education system	Local or regional evaluations of schools are not used to evaluate the national education system
DK, SE <sub>1</sub> , LT <sub>2</sub> , PL <sub>1-2</sub>	AT, UK (E/W) <sub>2</sub> , IS <sub>2</sub> , EE <sub>2</sub> , HU <sub>1-2</sub>

(-): BE fr, BE de, IT, LU (p), FI, NO, BG, CZ, MT, SK (see notes in the annex); BE nl, DE, EL, ES, FR, IE, LU (s), NL, PT, LI, CY, LV, RO, SI (see Figure 3.8)

(p) = primary education (s) = lower secondary education

Small numbering: see the explanatory note to Figure 3.1

Source: Eurydice.

In four countries, findings from the external evaluation of schools by evaluators accountable to local or regional levels are an important source of information for the central education authorities. The procedures by which they have the results of such evaluation at their disposal vary from one country to the next. It should be noted that in two countries (Sweden and Lithuania) the focus of local evaluation is to some extent predetermined by the central authorities (see Chapter 2 for further details), whereas in the other two the local authorities are entirely free to act as they wish.

In **Denmark** and **Sweden** the municipalities, which assume considerable responsibility in the management of education, evaluate schools. The findings from these evaluations are processed by a national agency specialising in education and then used by the central education authorities.

In **Lithuania**, the municipalities prepare a case file based on findings from the evaluation they have conducted. This file is itself evaluated by the inspectorate and Ministry of Education and Science. The information concerned thus enables the national education authorities to have data at their disposal on the state of the education system.

In **Poland**, the (regional level) *kuratoria* responsible for evaluating educational tasks drafts a report every five years on the quality of education in the region. These reports are sent to the Ministry. Information gathered by the (local level) *gmina* via evaluation of administrative and management tasks are the subject of various forms of monitoring activity by national bodies.

To sum up, it is clear that in all countries, with the exception of Austria, Liechtenstein, Latvia and Hungary, at least one approach to the external evaluation of schools is used by the central (or top-level) education authority to evaluate and monitor the education system.

In **Austria**, however, the situation is changing. Findings from the meta-evaluation of schools will be used to evaluate the entire education system.

**Hungary** abolished school inspections in 1985. In 1993, it strongly decentralised responsibility for education. One result of this twofold development has been to strip the central authority of the means of monitoring and evaluating schools. However, since 1998, Hungary has established a national body (the Centre for Educational Evaluation and Examination), the main aim of which is to evaluate the education system on the basis of pupil attainment.

When the central education authorities use these results as a source of information on the state of the education system, it is important that the external evaluation of schools should be a regular process, as only evaluation that occurs at frequent regular intervals enables the authorities to identify trends and gain a better insight into the needs of the system.

The great majority of evaluations by persons or bodies attached to the central authorities are conducted on a regular basis. In the majority of countries (Figure 3.8), the frequency of evaluation is specified.

This occurs every two years in **Slovakia**, every two or three years in the **Netherlands**, and every six years at least in the **Flemish Community of Belgium**, **Portugal** (full evaluation of schools), and the **United Kingdom (England, Wales and Northern Ireland)**. In **Scotland**, primary schools are evaluated at least once every seven years and secondary schools every six years.

Unsurprisingly, information on the frequency of evaluation conducted by persons or bodies not responsible to the central (top-level) education authority is unavailable. This is one of several matters determined by the evaluating authorities concerned, which are situated at local or regional level.

## **B. Other means of evaluating the system**

The means at the disposal of the central or top-level education authorities for evaluating the education system are not limited to reports drawing on findings from the external evaluation of schools. In most countries, national and international surveys as well as research projects also constitute important sources of information.

The results obtained by pupils in national tests and examinations are very widely used as an instrument for evaluating the education system (Figure 3.10). The information from them is processed by the ministry itself or by some of the bodies noted in Figure 3.11, as in the case of the *Skolverket* in Sweden or the *Learingscenteret* in Norway.

**FIGURE 3.10: COUNTRIES IN WHICH THE RESULTS OBTAINED BY PUPILS IN NATIONAL TESTS OR EXAMINATIONS ARE USED TO EVALUATE THE EDUCATION SYSTEM, COMPULSORY EDUCATION, 2000/01**

	Type of national test/examination and level of education at which it is held
BE (fr)	Testing of pupils at the beginning of the third and fifth years of primary school, and the first, third and fifth years of secondary school.
DK	Examinations leading to the award of a certificate on completion of compulsory education.
ES	Examinations to test performance at the end of primary education and compulsory education.
FR	Examinations at the beginning of the third year of primary education and the first year of <i>college</i> .
IE	State examinations at the end of year 3 of secondary level. Five-yearly national sample surveys of reading, mathematics achievement near the end of primary schooling.
IT	Tests in Italian and mathematics in the fifth year of primary education and the first and third years of secondary education.
NL	Attainment tests at the end of primary education and on the transition of pupils from VMBO after examinations enabling them to embark on further education.
PT	Tests at the end of each stage for pupils in <i>ensino básico</i> .
FI	Tests of learning achievements in basic education.
SE	Tests in the fifth and ninth years.
UK (E/W/NI)	Examinations for the <i>General Certificate of Secondary Education</i> . Tests at the end of each Key Stage (2nd, 6th, 9th and 11th years).
UK (SC)	Tests at different stages of secondary education.
IS	Tests during grades (years) 4 and 7 of compulsory education. Examinations at the end of compulsory education (grade 10).
NO	Examinations on completion of compulsory education.
EE	Tests on completion of compulsory education.
CY	Examinations leading to the award of a certificate on completion of compulsory education.
LT	Examinations at the end of compulsory education.
MT	Examination on completion of primary education. Examination leading to a certificate on completion of compulsory education. Annual examinations at the end of the last two years of primary education and examinations held throughout secondary education.
RO	Examinations at the end of compulsory education.
SI	Tests after the third and sixth years of compulsory education. Examination at the end of compulsory education.

Source: Eurydice.

#### Additional notes

**Belgium (BE fr):** Just one of the years of study referred to in the table is evaluated each year.

**Belgium (BE nl):** In 2002, a sample of pupils at the end of primary education (aged approximately 12) were tested in mathematics and reading. The government intends to organise these tests regularly in different subjects in both primary and secondary education.

**Germany:** Examinations and tests are not organised at federal level, but they are held in the *Länder*.

**Italy:** In 2001/02 and 2002/03, Italian, mathematics and science were tested in pilot projects. Schools took part on a voluntary basis.

**Poland:** Since 2002, a test held at the end of primary education and an examination at the end of lower secondary education have been used to evaluate the system.

As Figure 3.11 indicates, in many countries national bodies **specialising in the field of education** are responsible for producing evaluation reports on the system. The Figure excludes all those that evaluate schools directly. However, the EVA in Denmark and the NAE in Sweden are exceptions. Initially, both had greater responsibility for evaluating the education system than for evaluating schools.

In **Denmark**, the evaluation of schools is primarily the task of the municipalities. In 2000/01, the Danish Evaluation Institute (EVA) set up to evaluate all public-sector schools or institutions for which the Ministry of Education is responsible undertook its initial activities relating to the evaluation of schools. However, this does not occur in all cases (only a few schools are selected) and is mainly for the purpose of evaluating the education system as a whole.

In the past, the NAE in **Sweden** concentrated its supervisory activity on the municipalities and assisted the State in its task of evaluating and supervising the system. However, towards the end of the 1990s, a significant body of opinion began to express concern over the quality of education and put pressure on the State to strengthen the evaluation of schools. NAE responsibility for the supervision and evaluation of schools was thus reinforced with effect from September 2003.

It will be noted that Denmark, Sweden, Finland and Norway have national agencies specialising in matters relating to evaluation or education. These agencies centralise a great deal of data that originates at the different (local and central) levels of authority and is instrumental in helping them to monitor their education systems.

**FIGURE 3.11: NATIONAL AGENCIES OR INSTITUTES WHICH PRODUCE EVALUATION REPORTS ON THE EDUCATION SYSTEM WITHOUT CONTRIBUTING TO THE EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01**

	Body for evaluating the education system
DK	Danish Evaluation Institute (EVA)
EL	Pedagogical Institute (PI) Centre for Research into Education (KEE)
IE	Education Research Centre
IT	National Institute for Evaluation of the Education System (INValSI)
NL	Education Council ( <i>Onderwijsraad</i> )
AT	Centre for School Development ( <i>Zentrum für Schulentwicklung</i> )
FI	National Board of Education (NBE)
SE	National Agency for Education (NAE, or <i>Skolverket</i> )
UK (E)	The Qualifications and Curriculum Authority (QCA)
UK (W)	The Qualifications Curriculum and Assessment Authority for Wales (ACCAC)
UK (NI)	The Council for the Curriculum, Examinations and Assessment (CCEA)
IS	Institute for Tests in Education ( <i>Námsmatsstofnun</i> )
NO	Norwegian Board of Education ( <i>Learingscenteret</i> , or NBE)
EE	National Examination and Qualification Centre ( <i>Riiklik Eksami-ja Kvalifikatsioonikeskus</i> , or EKK)
CY	Pedagogical Institute (PI)
LT	Centre for School Improvement ( <i>Mokyklų tobulinimo centras</i> )
HU	Centre for Educational Evaluation and Examination ( <i>Országos Közoktatási Értékelési és Vizsgaközpont</i> , or OKÉV)

Source: Eurydice.

#### Explanatory note

The Figure refers to only permanently established bodies that are not attached to the ministry, which specialise in the field of education and produce reports evaluating the education system.

Some countries have departments within their ministry of education itself, which specialise in producing national statistics and evaluation reports on the system.

This applies to INCE (the National Institute for Quality and Evaluation) in **Spain**. In **Luxembourg**, the *Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques* (SCRIPT) was set up within the Ministry in 1993 for the purpose of conducting quantitative and qualitative evaluation of the education system.

Universities or private consultancies may also be charged by central or top-level authorities for education with conducting evaluation of the education system.

## **SECTION 5**

### **USE MADE OF THE RESULTS OF INTERNAL EVALUATION**

Players or bodies are regarded as users of the results of internal evaluation when they carry out certain actions or take decisions with due regard for those results. Four categories of users have been selected for purposes of the study:

- the school (the management team or school board, and possibly the teachers),
- local government authorities or school educational providers,
- regional educational authorities,
- central (or top-level) education authorities or national agencies or institutes.

In all countries, schools use the results of internal evaluation to enhance their quality and the way they function (see Figure 3.12). In a more limited number of countries, the educational providers, local government authorities, regional or central education authorities or certain national bodies also use them for the effective discharge of their responsibilities – mainly school evaluation and management, and evaluation of the education system.

**FIGURE 3.12: DIRECT USERS OF THE RESULTS OF THE INTERNAL EVALUATION OF SCHOOLS AS ENTITIES, COMPULSORY EDUCATION, 2000/01**

																	UK			
	BE fr	BE de	BE nl	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	E/W	NI	SC	
School	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	
Local government authorities and/or educational providers		●		●	●	●					(-)				●	●	●		●	
Regional education authorities						●							●							
Central/top-level education authorities and/or national body	●				●	●	●	●				●				●	●	●	●	
								(b)												
	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK					
School	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Local government authorities and/or educational providers	●		●	(-)	●	●			●	●		●	●						●	
Regional education authorities												●								
Central/top-level education authorities and/or national agency/institute	●	●			●		●	●	●		●		●	●						
									(a)											

(a) refers to evaluation to which teachers mainly contribute, or evaluation of school plans

(b) refers to evaluation by the school head

Source: Eurydice.

#### Additional notes

**Germany:** The Figure relates to the six *Länder* in which internal evaluation is compulsory.

**Spain:** Top-level education authorities: solely in the Autonomous Community of Andalucia.

#### Explanatory note

When the results are communicated to persons, bodies or institutions external to the school, via their membership of school councils or boards, only the 'school' entry is noted.

By national body is meant any agency or national research centre that specialises in educational matters and works for the ministry of education or the government.

In a certain number of countries, several approaches to internal evaluation coexist. In the case of the first approach (in which teachers are generally substantially involved), the results of internal evaluation are used by the school or even by the central education authorities for purposes of quality improvement. The second approach basically involves a report which is drafted by the school head who submits it to the educational provider or local government authority. The production of this report is more of an administrative type of procedure.

## A. Use of the results of internal evaluation by schools

All those who exercise responsibility within a school are potential users of the results of internal evaluation. This is so regardless of whether they belong to the management team or school board, or are teachers, or even parents or pupils.

In **France**, the internal evaluation conducted by the school head only very indirectly serves the purposes the school. The results are above all used by the *recteur* who, with due regard for them and the general policy principles of the académie, drafts a statement of responsibilities including aims that the head and the school should pursue.

In certain cases, governments make recommendations on the way in which schools may use the results of internal evaluation.

In the **United Kingdom (England)**, it is recommended that schools use the outcomes of self-evaluation as part of the five-stage cycle of school improvement (stage 1/ how well are we doing?; stage 2/ how well should we be doing?; stage 3/ what more can we aim to achieve?; stage 4/ what must we do to make it happen?; stage 5/ making it happen).

Countries that publicise the findings of the internal evaluation of schools and make them available to everyone, for example on the Internet, are very few in number.

This applies to **Sweden, Iceland and Norway**. Initiatives of this kind are generally undertaken to provide information, promote school activity and ensure that it is transparent. In Denmark, legislation in 2002 on the transparency and openness of education obliges schools to publicise the results of their internal evaluation.

## B. Use of the results of internal evaluation by local government or the educational providers

The results of internal evaluation help local government or the educational providers, or both, in certain countries (see Figure 3.12) to pursue three types of activity, namely the management of schools, their evaluation and the preparation of reports for education authorities at a higher level. The nature and extent of their responsibilities naturally have a determining influence on the use they make of those results. In Germany and Romania, the local government authorities have management responsibilities vis-à-vis schools without however being involved in their evaluation. They thus do not themselves use the findings of internal evaluation for the purpose of evaluating schools.

FIGURE 3.13: USE MADE OF THE RESULTS OF INTERNAL SCHOOL EVALUATION AT LOCAL LEVEL, COMPULSORY EDUCATION, 2000/01

For management of schools		
		+ evaluation of schools
		+ preparation of reports for education authorities at a higher level
DE, RO	BE de, UK (E/W, SC), IS, CZ, EE, PL, SK	SE, NO, LT

(:): EL, HU

(-): BE fr, BE nl, ES, FR, IE, IT, NL, AT, PT, UK (NI), LI, CY, LV, MT, SI (not applicable as results are not used at local level, as Figure 3.12 indicates);

LU, BG (see notes in the annexe)

(△): DK, FI

Source: Eurydice.

### Additional note

**Germany:** The Figure relates to the six *Länder* in which internal evaluation is compulsory.

As Figure 3.13 indicates, local authorities or educational providers in all other countries use the results of internal evaluation both to evaluate and manage schools or their staff. The municipalities in Sweden and Norway and the founders in Lithuania also use the results in reports or statements that they have to forward to the central or top-level education authorities.

In **Lithuania**, the founders (mainly the municipalities) draft a report on the basis of the school activity report prepared by the school head. They send it to the inspectorate and the Ministry of Education and Science. The procedure is somewhat similar in **Sweden** in which evaluation reports are sent to the NAE. In **Norway**, most municipalities use the reports drafted by schools when exchanging experience and points of view with the national education offices responsible to the Ministry.

### C. Use of the results of internal evaluation by the regional education authorities

There are two countries in which the regional education authorities use the results of internal evaluation to support the evaluation of schools.

In **Austria**, the results of self-evaluation by the school serve as reference points for the activities of external evaluation. The latter is becoming increasingly tantamount to an evaluation of the internal evaluation and is carried out by the *Schulaufsicht*. In **Poland**, the *kuratorzy* determine what type of information taken from internal evaluation reports they will include in their own reports.

### D. Use of the results of internal evaluation by the central or top-level authorities

The central or top-level education authorities use the results of internal evaluation in over half of all countries (see Figure 3.12). When these findings are exploited, this is essentially as basic documents for the external evaluation of a particular school. Six countries or Communities (in Belgium and Spain) also use them for monitoring purposes. Reliance on internal evaluation to form an overall picture of the strengths and weaknesses of the education system is doubtless easier when the top-level authorities are responsible for a relatively limited number of schools given the size of the geographical area under their jurisdiction (French Community of Belgium, the Autonomous Community of Andalusia, Iceland, Cyprus and Malta).

In **Belgium** (the **French Community**), the activity report is drafted by the school head or education provider. At the end of each calendar year, a copy of the report is forwarded to the monitoring committee concerned. This committee goes through all activity reports and prepares a summary of data which it then circulates to schools to provide them with an idea of the scene in education in general. This activity report is not therefore used to evaluate schools.

**FIGURE 3.14: USE MADE OF THE RESULTS OF INTERNAL SCHOOL EVALUATION BY THE CENTRAL EDUCATION AUTHORITIES OR NATIONAL BODIES, COMPULSORY EDUCATION, 2000/01**

A = As basic documents in external evaluation	DE, FR, NL, SE, UK, LI, CZ, LV, LT, SI
B = As documents for an appraisal of the education system	BE fr, ES, CY, MT
A + B	IS, RO

(:)-EL

(-): BE nl, BE de, DK, IE, IT, AT, PT, FI, NO, EE, HU, PL, SK (not applicable as results are not used at local level, as Figure 3.12 indicates); LU, BG (see notes in the annex)

Source: Eurydice.

#### Additional notes

**Germany:** The Figure relates to the six *Länder* in which internal evaluation is compulsory.

**Spain:** Solely the Autonomous Community of Andalusia.

## SUMMARY

Consideration of the procedures has concentrated on three stages in particular, namely the preliminary examination of documents before visiting schools, consultation with school members before the final evaluation report is drafted, and the follow-up to evaluation.

The process of external evaluation does not consist of these three stages in all countries as a matter of course. The stages most commonly encountered are those that involve the examination of information prior to visiting a school, and consultation. The follow-up stage is relatively less widespread.

The stage in which documents are studied prior to a visit reflects a concern on the part of evaluators that they should be in possession of a variety of information from different sources to prepare for their work within schools more effectively. This concern may be regarded as an integral aspect of the evaluation process, as the work of observation and analysis involved in visits to schools is easier and more thorough when evaluators already possess material to guide their investigation towards what is most relevant. Over and above the factual information enabling evaluators to have a relatively objective perception of schools, helpful clarification is provided by gathering information on the opinion of parents or on evaluations carried out by staff. It may be assumed that the broader the remit of evaluators (monitoring, recommendations, follow-up), the more their knowledge of individual schools should be accurate, detailed and refined. All countries that include a follow-up stage in their evaluation procedure also include this preliminary information gathering stage.

Consultation by evaluators with school members before the final report is drafted may be part of broader discussion about the role and involvement of a school in external evaluation. It may be considered that the more the focus of evaluation moves away from simple monitoring of school activities and towards improving the situation of each school, the more those who represent the school will be asked to contribute actively to the different stages of the evaluation process. The possible consequences of evaluation for a school may also doubtless justify the inclusion of a consultation stage. It is hard to imagine that disciplinary measures such as withdrawal of financial support or accreditation would be taken without discussing the findings of evaluation with those responsible for the school concerned.

Where follow-up is automatic, it may be regarded as an appropriate incentive for individual schools to improve quality, as they are indeed expected to take account of recommendations or instructions issued at the time of evaluation. However, where follow-up does not occur in all cases, it may be supposed that such a procedure corresponds more appropriately to the aims of quality control (rather than constant improvement), as there is follow-up solely when the findings of evaluation are considered to be unsatisfactory.

As far as the use made of results is concerned, in most countries schools receive recommendations or even instructions following evaluation. In certain approaches to evaluation, evaluators or education authorities may also require schools to draft a plan for improvement or even take disciplinary action against them. These three types of measure (recommendations, plans for improvement, disciplinary action) correspond to the various means available to evaluators and/or education authorities to improve the quality of services delivered by schools, and are not mutually exclusive. Certain approaches to evaluation do not give rise to any of the foregoing three possible end-results. It is even less common for all three to be apparent simultaneously.

The results of the external evaluation of schools are published in several European countries and, in some of them, this has been the subject of debate. The issue of publication is one that raises many questions to which the education authorities have to respond satisfactorily if they are not to be overwhelmed by certain mechanisms that may be activated by such a practice. They include market mechanisms leading to overcrowding in some schools and the closure of others, or doubts about the decentralisation of school management, etc.

Finally, virtually everywhere, the results of the external evaluation of schools are used by the education authorities to evaluate the education system as a whole. These authorities also have other means at their disposal for undertaking evaluation of the system. Attention is drawn in particular to bodies specialising in the field of education, which produce evaluation reports on the system. Aside from national contingences (such as abolition of the inspectorate), it may reasonably be supposed that this type of body is often set up in the aftermath of decentralising management of education. The central education authorities, which remain ultimately responsible for the education system without necessarily directly managing and supervising its schools, may thus ensure that they possess reliable and relevant information on the state of the system in general.

In all countries, schools use the results of internal evaluation to improve the way they function and enhance their performance. Several levels of authority also make use of the results. In a number of countries, the local authorities use them for the management and evaluation of schools. At central level, they are above all used in the form of basic documents for undertaking external evaluation.



## CHAPTER 4

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### EVALUATORS

#### INTRODUCTION

The first section of this chapter examines the qualifications of external evaluators, their employment status, and the procedures for recruiting them. The second section considers their role as advisors to individual schools or education authorities. It demonstrates that this advisory function may be evident not only as an integral part of evaluation itself but also as a supplementary ongoing activity. Finally, section 3 focuses on internal evaluators and in particular on their preparation for service and the support they receive from education authorities.

The chapter discusses solely evaluators who assess (at least) the educational tasks of schools as entities. At the same time, most of these evaluators examine some management tasks. Those who only assess management tasks are thus excluded from the investigation.

#### SECTION 1

#### EXTERNAL EVALUATORS OF EDUCATIONAL TASKS: INITIAL TRAINING, RECRUITMENT AND EMPLOYMENT STATUS

Before examining the situation of evaluators as such, it is worth briefly considering the evaluating bodies or entities with which they are associated. In most of the countries concerned, a single body is responsible for the external evaluation of educational tasks. In general, it is a department of the central or top-level education authority. In most cases, this department of the ministry of education has its own distinctive name, such as 'the inspectorate'.

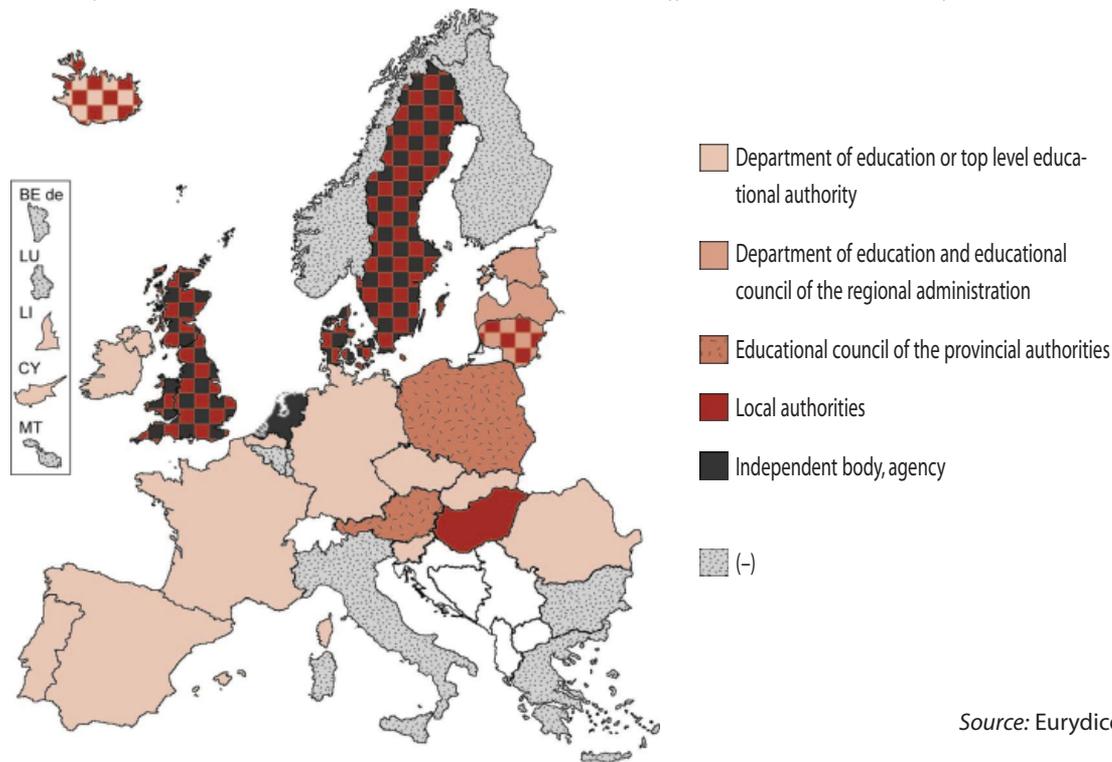
In a few countries, the body responsible for evaluation is accountable to an authority that may be decentralised to a greater or lesser extent.

**France** and **Romania** operate a system of geographical decentralisation. This means that the inspectorate, which is run by the top-level education authority, also operates offices at regional level, i.e. at the level of the *académie* in France and at county government level in Romania. In the latter, the NCEAPE responsible for the accreditation of schools, is an additional external evaluator also accountable to the ministry of education.

In **Estonia** and **Lithuania**, the State Supervision Agency includes Ministry of Education officials and inspectors responsible to the regional administrative authorities.

In **Austria**, the inspectorate is a department of the (federal) Ministry of Education, Science and Culture. However, the inspectors work within the jurisdiction of the *Landesschulrat* (regional education board). One such board in each of the nine *Länder* is responsible for organising school inspections. In **Poland**, the *kuratorzy* are responsible for the evaluation of schools in each province (*voivodship*). They implement the policy of the Ministry of Education, but are responsible to the head of the province (*voivode*) who in turn reports to the prime minister.

**FIGURE 4.1: BODIES RESPONSIBLE FOR THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES (IN THE CASE OF EDUCATIONAL AND POSSIBLY OTHER TASKS), COMPULSORY EDUCATION, 2000/01**



Source: Eurydice.

(-): see notes in the annexe

**Additional notes**

**France:** Evaluation carried out by the IEN (primary schools) and IPR (*collèges*).

**Sweden:** In the case of the central level, the Figure relates to supervision of schools by the NAE, mainly when it is reported that they may not be complying with national regulations.

**Czech Republic, Estonia, Poland and Slovakia:** Applies solely to evaluations carried out by the school inspectorate.

**Hungary:** Applies solely to optional evaluation concerned with educational aspects (*development-oriented evaluation*).

In the Netherlands and the United Kingdom (except Northern Ireland), the inspectorate enjoys a high degree of autonomy.

In the **Netherlands**, the inspectorate is run as an independent body. Ultimately, however, it is accountable to the Ministry of Education. The new Act on the inspection of schools and education, which came into force in 2002 provides a legal basis for the inspectorate’s autonomy.

Ofsted in **England** is a non-ministerial government department accountable to parliament and to the office of the prime minister. *Her Majesty’s Inspectorate for Education and Training* in **Wales** (Estyn) is independent of, but funded by, the National Assembly for Wales. Ofsted and Estyn are responsible for the management of the system of school inspection, under which regular school inspections are carried out by independent inspectors, engaged by inspection providers. These are commercial organisations (small or large companies, partnerships or sometimes sole traders) or local education authorities (LEAs), who bid for contracts to carry out inspections. Their work is monitored by *Her Majesty’s Inspectors* (HMI), permanent employees of Ofsted and Estyn. The *Education and Training Inspectorate* (ETI) is part of the Department of Education in **Northern Ireland**; there is no system of contracting out school inspections. Since 1 April 2001, *Her Majesty’s Inspectorate of Education* in **Scotland** has become an executive agency. As such it operates independently while remaining accountable to

the *Scottish Executive Education Department*. Contrary to the situation in England, the HMIE in Scotland is responsible for carrying out inspections.

Some countries share responsibility for evaluating the educational – and in some cases other – tasks of schools between various levels of authority.

This applies to the **United Kingdom** (except in Northern Ireland). In **Sweden** this responsibility is shared between the municipalities and the NAE which is separate from the Ministry of Education and, in **Iceland**, between the ministry and the municipalities in the case of the evaluation of schools. In **Lithuania** the state supervisory agency which operates at central and county government levels shares responsibility for external evaluation with the school founders (municipalities).

In **Denmark**, the main share of responsibility lies with the municipalities. The EVA, an autonomous body, is beginning to evaluate schools but mainly as part of evaluating the education system as a whole.

Just one country has fully delegated responsibility for school evaluation to local level.

In **Hungary**, the local government authorities are responsible for external evaluation for educational tasks. However, this form of evaluation is optional.

## A. Formal qualifications and professional experience

In order to be considered eligible for the position of external evaluator in most countries, candidates must have a **teaching qualification** for the level of education which they are going to evaluate <sup>(1)</sup>. Where teaching is performed by specialist teachers, as is generally the case in secondary schools, evaluators too are expected to be subject specialists. In countries in which teaching qualifications are a formal requirement, candidates must also have gained some professional experience in teaching. The remaining countries state that experience in education is necessary. The period of professional experience required varies between 3 and 19 years.

In addition to the professional qualifications listed in Figure 4.2, social and communication skills are highly recommended. A number of education systems (such as those of the Autonomous Communities in Spain with more than one official language and Cyprus) insist that candidates must be able to speak more than one language to facilitate contacts with other linguistic and cultural communities. In England, the ability to communicate in a minority ethnic language is a desirable quality in lay inspectors. ICT skills are expected in the Czech Republic and Lithuania.

<sup>(1)</sup> For a more detailed description of external evaluators see Management, monitoring and support staff. *European Glossary on Education*, Volume 4. Brussels: Eurydice, 2002. This book also contains the same information regarding external evaluators mainly or solely responsible for evaluating teachers on an individual basis.

FIGURE 4.2: FORMAL QUALIFICATIONS AND PROFESSIONAL EXPERIENCE REQUIRED OF CANDIDATES FOR THE POST OF EXTERNAL EVALUATOR OF SCHOOLS AS ENTITIES (IN THE CASE OF EDUCATIONAL AND POSSIBLY OTHER TASKS), COMPULSORY EDUCATION, 2000/01

	Body responsible for evaluation	Evaluator	Tasks evaluated		Formal qualifications				Professional experience		
			Educational tasks	Management tasks	Teaching qualification	Any relevant degree	Specialist course in evaluation	Qualifying examination	Teaching	Education (administration, research, etc.)	School management
BE fr	(-)	(-)									
BE de	(-)	(-)									
BE nl	Inspectorate	<i>Inspecteurs</i>	●	●	●			●	●		
DK	Municipalities as school maintainers	△	●	●	△	△	△	△	△	△	△
	EVA	<i>Evalueringskonsulent</i>	●	●		●					
DE	School Supervision of the <i>Land (Schulaufsicht/Schulinspektion)</i>	<i>Schulaufsichtsbeamte</i>	●	●	●				●		●
EL	(-)	(-)									
ES	Education Inspectorate	<i>Inspectores</i>	●	●	●			●	●		
FR	Inspectorate ( <i>Corps d'Inspection</i> )	<i>Inspecteurs</i>	●	●		●	●			●	
IE	Inspectorate	<i>Inspectors</i>	●	●	●	●			●	●	●
IT	(-)	(-)									
LU	(-)	(-)									
NL	Inspectorate for Education	<i>Inspecteurs</i>	●	●		●			● <sub>1</sub>	●	● <sub>1</sub>
AT	School Inspectorate ( <i>Schulaufsicht</i> )	<i>Landesschulinspektor</i>	●	●	●				●		
		<i>Bezirksschulinspektor</i>	●	●	●				●		
PT	IGE	<i>Inspectores</i>	●	●	●		●		● <sub>1</sub>	● <sub>1</sub>	
FI	Educational providers/NBE	(-)									
SE	Municipalities as school maintainers	△			△	△	△	△	△	△	△
	NAE	<i>Undervisningsråd (NAE staff)</i>	●	●		●			● <sub>1</sub>	● <sub>1</sub>	● <sub>1</sub>
UK (E/W)	Ofsted/Estyn	<i>Enrolled (team) inspectors working for contractor</i>	●	●	●	●	●	●	●		●
		<i>Lay inspectors working for contractors</i>	●	●			●	●			
	LEAs	LEA inspectors/advisers	●	●	△	△	△	△	△	△	△
UK (NI)	ETI	<i>Inspectors</i>	●	●	●	●	●		●		●
UK (SC)	HMIE	<i>Her Majesty's Inspectors of Education</i>	●	●	●	●	●		●		●
		<i>Associate assessors</i>	●	●	●		●		●		
		<i>Lay members</i>	●	●			●				●
	LAs	<i>Quality development officers/quality improvement officers, etc.</i>	●	●	△	△	△	△	△	△	△

	Body responsible for evaluation	Evaluator	Tasks evaluated		Formal qualifications				Professional experience		
			Educational tasks	Management tasks	Teaching qualification	Any relevant degree	Specialist course in evaluation	Qualifying examination	Teaching	Education (administration, research, etc.)	School management
IS	Ministry of Education	Úttekaraðilar/	●	●	●		●	●	●	●	
	Municipalities as school maintainers	matsaðilar (independent experts)	●	●	△	△	△	△	△	△	△
LI	National education inspectorate	Inspectors and supporting staff within the office for education	●		●		●		●	●	●
NO	Municipalities as school maintainers/NBE	△	●	●	△	△	△	△	△	△	△
BG	(-)	(-)									
CZ	Czech School Inspectorate	Školní inspektor	●	●	●				●		●
EE	State Supervisory Agency	Inspectors	●	●	●						
CY	Ministry of Education	Epitheortis	●	●	●				●		●
LV	General department of education	Evaluation committee	●	●	●				●		
LT	State Supervisory Agency	Inspektorius	●		●				●		●
	School maintainers/founders	Specialistas	●	●		●					
HU	Local governments as school maintainers	Independent experts and research institutes	●	●						●	
MT	(-)	(-)									
PL	Regional Inspectorate (Kuratorium)	Kurator/wizytator	●	●	●	●	●	●	●		
RO	County School Inspectorate or Ministry of Education	Inspector	●	●	●		●		●		●
	NCEAPE	Members of NCEAPE county commissions	●	●	●		●		●		●
SI	National Inspectorate for Education and Sport	Inspektor	●	●	●		●	●	● <sub>1</sub>	● <sub>1</sub>	● <sub>1</sub>
SK	State School Inspection	Školský inspektor	●	●	●				●		●

(-): see notes in the annex

Source: Eurydice.

### Additional notes

**Ireland:** Experience in education other than teaching and/or in school management is desirable.

**Netherlands:** (1) around 9 years of experience as a teacher or in a school management post.

**Austria:** Professional experience in management is not an official requirement. However most school inspectors are former head teachers with experience of this kind.

**Portugal:** (1) inspectors must have professional experience in teaching or education (law and administration). Preference goes to candidates with experience in school management when they are otherwise similarly qualified.

**Sweden:** In the case of the central level, the Figure relates to supervision of schools by the NAE, mainly when it is reported that they may not be complying with national regulations. (1) experience in at least one of these three fields is required.

**United Kingdom (E/W):** In some cases, these are guidelines rather than absolute requirements.

**Iceland:** In most cases, evaluators have both teaching qualifications and experience. An exception is when, in an evaluation team normally consisting of two persons, one has teaching experience and the other experience in quality assurance.

**Liechtenstein:** There are no official requirements. Inspectors are however meant to have appropriate training, qualifications or professional experience.

**Romania:** NCEAPE regional commissions are mixed. The professional experience of all members must not be the same. Some of them may be more experienced in teaching (teachers), others in educational areas (researchers) and yet others in management (inspectors).

**Slovenia:** (1) experience in at least one of these three fields is required.

#### Explanatory note

In some countries, specific subjects such as religion, sport, music and arts are evaluated by specialised evaluators who may or may not be employed by the main evaluating body. These evaluators are not taken into consideration in Figure 4.2.

Several countries require their evaluators to have received special training (in evaluation or other fields). Depending on the country concerned, such training may last between three weeks and three years. In some cases, training is offered following recruitment or appointment.

In **Spain** and **France** (in the case of the IPR and IEN), candidates wishing to gain access to specialist training must pass a competitive examination. Successful candidates in France may undergo two years of alternate work and training.

Following their appointment in the **Netherlands**, inspectors receive special training and are granted a period lasting from several months to half a year to become accustomed to their work. An Inspectors' Academy responsible for the advancement of expertise and professionalism came into existence in September 2000.

In **Austria**, specialist training is not an official requirement. However, in-service training provided annually for *Landesschulinspektoren* at national level and *Bezirksschulinspektoren* at national and regional levels includes courses in management.

In the **United Kingdom (England)**, Ofsted requires all inspectors to be trained and assessed to specified standards. Initial training for candidates who meet the selection criteria takes place over several months and includes placement on inspections. The training leads to a formal assessment by HMI. Once inspectors have passed this assessment and are enrolled, they are required to complete a minimum of five days of professional development every year and keep up to date with inspection practice. Training is provided by Ofsted, Ofsted contractors, and other Ofsted licensed training providers.

After the reform of evaluation to be implemented in 2004 in **Latvia**, all evaluators will have to complete special training in evaluation and pass a test to obtain the necessary qualification for taking part in external evaluation.

Although the great majority of evaluators are required to assess both educational and administrative tasks, no country requires **formal qualifications in management or business administration**. Where it is clearly stated that applicants must testify to their administrative qualifications, this is always in terms of their professional experience. It is thus expected that managerial competence should have been acquired in the course of previous work as a school head, assistant head or in other posts in educational administration.

In countries in which candidates have to undergo specialist training in evaluation prior to appointment, the relevant course content includes aspects related to administration or management, as in Spain, Portugal and the United Kingdom.

However, the above-mentioned lack of training in school administration or management appears less critical where evaluators reporting to separate authorities specialise in administrative aspects. It should be borne in mind that evaluation of this kind referred to immediately below is not dealt with in the present chapter.

In **Greece**, the heads of educational offices and councils are responsible for supervising the management of human resources in schools. In **Luxembourg**, the *comité de gestion* (management committee) in secondary education concentrates on management matters. In **Poland**, the *gminy* were made responsible for the administration and management of primary schools (in 1991) and lower secondary schools (in 1999), which means they are also responsible for external evaluation of these tasks. In addition to the (optional) *development-oriented evaluation* examined in this chapter, local government authorities in **Hungary** are also obliged to conduct *policy-oriented evaluation* which focuses on administrative tasks. In the **Czech Republic, Estonia** and **Slovakia**, where educational tasks are evaluated by the central authority, the local providers are those mainly responsible for the evaluation of administrative tasks.

Several evaluating bodies or entities have decided for two main reasons to form **teams of inspectors**. Teams enable a broad range of skills to be mobilised, and schools to be evaluated more thoroughly. In the Netherlands (secondary schools) and the United Kingdom (England and Wales), the number of team members may be as high as 10 and 15 respectively. In Ireland, Portugal and the Czech Republic, in which inspectors generally visit schools in teams, very small schools may be assessed by only one inspector.

In 2001, the **Czech Republic** introduced the mandatory requirement that all inspection teams from the Czech School Inspectorate must also include one controller, namely an inspector who has specialised in resource management and administration. Controllers have to have a degree in law or economics and at least five years of professional experience in education. In **Cyprus**, the major inspection is carried out by a small number of inspectors who act as a team coordinated by one of them, usually the General Inspector. Apart from reviewing their own subject area, individual inspectors assume responsibility for one or more aspects of school life.

When teams of evaluators in Germany, Austria, the United Kingdom (Scotland), the Czech Republic and Slovenia need specialist assistance they can call upon experts in the fields concerned to join them. The experts join the evaluators on an ad hoc basis and are concerned only with the specific issue they have been asked to investigate.

In **Austria**, school inspectors may also call upon other inspectors, as well as experts and teachers with special knowledge (provided they are not working for the school inspectorate), to support them in the course of external evaluation.

Only occasionally do teams call upon staff who have not specialised in the field of education.

Evaluation teams in the **United Kingdom** (except those from the LEAs) have to (in the case of **England, Wales** and **Scotland**) or may (in **Northern Ireland**) include a *lay member*. As representatives of the public, lay inspectors come from different walks of life but must not have any significant experience in the management or provision of education. They should take a particular interest in how the school and its pupils interact with parents and the local community, the children's comfort and their personal and social development. In **Northern Ireland** and **Scotland**, they do not investigate aspects related to learning, teaching or attainment. Inspection teams may (in Northern Ireland) or must (in Scotland) also include associate assessors who are teachers serving in a school other than the one being evaluated. Their involvement adds an element of peer review to the inspection process.

## B. The relation between status and required qualifications

In the vast majority of countries, external evaluators have permanent civil servant **status** and are employed by the central (or regional) authority responsible for carrying out external evaluation. Recruitment to these posts is always based on an open competitive procedure. Some authorities (such as those in the Flemish Community of Belgium and in Austria) have created selection committees or advisory commissions that shortlist the best candidates. This list is transmitted to the body in charge of the final selection which is invariably the ministry of education.

Countries offering civil servant status to evaluators are those in which the conditions for access to posts seem to be the most demanding (Figure 4.3). Besides expecting candidates to hold a degree, some of them require these graduates to complete a specialist course or pass a qualifying examination, or both. The United Kingdom (England and Wales) is alone in insisting that inspectors satisfy such requirements, without guaranteeing employment to candidates who do so. Open competitive examinations (or other forms of examination) are also common recruitment procedures in countries in which external evaluators are permanent employees of the evaluating authority. In some cases (as in Spain and Poland), competitive examinations should be regarded as an integral part of the recruitment procedure for civil servants in general, rather than as a procedure for appointment to the post of external evaluator as such.

In **Spain** and **Poland**, those who perform successfully in this examination are automatically entitled to permanent employment as school inspectors. In **Portugal**, candidates for the position of inspector are recruited from among civil servants (teachers or educational administrators) through a competitive tender. A selection committee is responsible for the final proposal of the list of candidates to be submitted for approval by the Senior Chief Inspector. Candidates are required to complete a specialised course and in-service training for a full year, before becoming tenured inspectors. In the **United Kingdom (England and Wales)**, satisfactory performance in Ofsted/Estyn's assessment procedures entitles candidates to register as approved to work as members of an inspection team. It does not, in itself, guarantee employment. Inspection contractors bid, under competitive tender, for contracts to carry out scheduled inspections, and assemble their inspection teams from approved inspectors who are either their employees or work under contract to them. Candidates for the position of inspector in **Slovenia** have to pass the professional examination within a year of completing their probationary period. Following their appointment, they must additionally continue to take an examination in professional skills once every four years in order to retain their position, although this requirement is currently subject to review.

Another common feature of the recruitment procedure for civil servants is a probationary period. Indeed, the countries with **probationary periods** for external evaluators, namely Belgium (the Flemish Community), Germany, France, the Netherlands, the United Kingdom (Scotland), Poland (in the case of *kurator* but not advisory inspectors - *wizytator*) and Slovenia, are also countries in which inspectors enjoy civil servant status.

Countries that entrust external evaluation to **independent experts** tend to accept candidates with a broader range of qualifications (less related to teaching) as long as they submit demonstrable evidence of the expertise required in educational issues or quality management.

In **Iceland**, the criteria for selection as an independent evaluator are clear evidence of thorough knowledge of and experience in compulsory education, and expertise in evaluation or quality management. Local government authorities in **Hungary** contract evaluation out to educational experts or research institutes – in most cases, the regional pedagogical institutes (MEPI). **Iceland** and **Hungary** are also the only two countries to offer a degree in evaluation. In neither country, however, is possession of the degree an essential condition for access to the post of external evaluator.

**FIGURE 4.3: THE RELATION BETWEEN EMPLOYMENT STATUS AND THE FORMAL QUALIFICATIONS OF EXTERNAL EVALUATORS OF SCHOOLS AS ENTITIES (IN THE CASE OF EDUCATIONAL AND POSSIBLY OTHER TASKS), COMPULSORY EDUCATION, 2000/01**

	No requirements on formal qualifications (but possibly specialised courses)	Teaching qualifications or a degree		
			Plus specialist course in evaluation and/or qualifying examination	
Civil servant status/employment contract (permanent)		DK, DE, IE, NL, AT, SE <sub>2</sub> , CZ <sub>1</sub> , EE <sub>1</sub> , CY, LV, LT <sub>1</sub> , SK <sub>1</sub>	FR <sub>1</sub> , PT, UK (NI), LI, RO <sub>1-2</sub>	BE nI, ES <sub>1-5</sub> , UK (HMI in SC <sub>1</sub> ), PL <sub>1</sub> , SI
Employment contract (temporary)	UK (lay inspectors in SC <sub>1</sub> )	PT	UK (associated assessors in SC <sub>1</sub> ), RO <sub>2</sub>	IS <sub>1-2</sub>
Independent expert	DK, UK (lay inspectors in E/W <sub>1</sub> ), HU <sub>2</sub>			UK (enrolled inspectors and registered inspectors in E/W <sub>1</sub> ), IS <sub>1-2</sub>

(-): BE fr, BE de, EL, IT, LU, FI, NO, BG, MT (see notes in the annex)

Small numbering: see explanatory note

Source: Eurydice.

### Additional notes

**Denmark:** Applies solely to evaluation carried out by EVA.

**Sweden:** The NAE uses a combination of its own staff and independent experts for purposes of external evaluation of municipalities and, from 2003, external evaluation of schools. Independent experts do not have to satisfy any official qualification requirements. Instead, they are chosen on the basis of their expertise in the field under review.

**United Kingdom (E/W):** The information relates to independent inspectors engaged by inspection providers who organise inspections under contract to Ofsted/Estyn. Her Majesty's Inspectors (HMI), civil servants on the permanent staff of Ofsted/Estyn, also inspect some schools. Their responsibilities include establishing a regulatory framework for inspection and setting the requirements for and keeping registers of those who have been approved to work as members of inspection teams (*enrolled inspectors*) and those who have been approved to lead inspections (*registered inspectors*). Regular inspections of schools are carried out by independent contractors who are responsible for forming their teams of inspectors from those included on the registers.

### Explanatory note

#### MEANING OF THE SMALL NUMBERING USED IN THE FIGURES

a) Details regarding the approaches to evaluation considered

**France:** (1) evaluation of the school plan by the IEN (primary schools) and IPR (lower secondary schools, known as *collèges*) and (2) evaluation of the *collèges* by the *académie* authorities.

**Sweden:** (1) evaluation conducted by municipalities and (2) supervision of schools by the NAE, mainly when it is reported that they may not be complying with national regulations.

**United Kingdom (E/W):** Evaluation conducted by (1) OFSTED/Estyn and (2) by LEAs.

**United Kingdom (SC):** Evaluation conducted by (1) HMI and (2) by LA.

**Iceland:** (1) evaluation of methods of internal evaluation and (2) evaluation of schools.

**Czech Republic:** Evaluation conducted by (1) the inspectorate and (2) the founder.

**Estonia:** Evaluation conducted by (1) the state supervisory agency and (2) the founders (in most cases the municipalities).

**Lithuania:** Evaluation conducted by (1) the inspectorate and (2) the founder.

**Hungary:** (1) compulsory evaluation concerned with management aspects (*policy-oriented evaluation*) and (2) optional evaluation concerned with educational aspects (*development-oriented evaluation*).

**Poland:** Evaluation conducted by (1) the *kuratorium* and (2) municipality (*gmina*).

**Romania:** Evaluation conducted by (1) the Inspectorate and (2) the NCEAPE.

**Slovakia:** Evaluation conducted by (1) the inspectorate and (2) the founder.

*b) Regional variations*

**Spain:** Evaluation conducted in (1) Andalusia, (2) Catalunya, (3) The Canary Islands, (4) the Basque Country, (5) the remaining Autonomous Communities.

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The position of evaluator is in some countries declared incompatible with certain jobs or positions in the public sector. In the Flemish Community of Belgium, for example, no evaluator may hold a political mandate, occupy a management position with the school educational provider, or be employed in an educational institution. The most common condition is that evaluators can no longer exercise their teaching profession. This rule, however, does not apply in countries that use independent experts for carrying out external evaluation, such as the United Kingdom (England and Wales) and Hungary. These experts are always free to combine work as external evaluators with a possible career in teaching.

## SECTION 2

### THE INVOLVEMENT OF EXTERNAL EVALUATORS IN MONITORING EVALUATION

#### A. Promoting and supervising changes required as a result of evaluation

This section takes a closer look at the role of external evaluators in the follow-up stage of evaluation. In contrast to sections 1 and 2 of Chapter 3, it does not analyse the consequences of evaluation from the standpoint of the school but examines instead the involvement of evaluators themselves in implementing change. Thus any action taken or suggested by other players is not taken into account in the Figure (as in the case, for example, of an education authority that withdraws the accreditation of a school with poor evaluation results).

In all countries, external evaluators are obliged to issue a report on the findings of their evaluation. In some of them, the report simply sets out their appraisal of the way a particular school operates. It describes its strengths and weaknesses, pointing out any non-compliance with legal requirements. It is then for the management of the school or for the education authority to take whatever action it deems appropriate.

In the other countries, evaluators are asked to go a step further and submit suggestions for possible improvements. In the event of non-compliance with the law, the power of certain evaluators is further extended by enabling them to instruct the school or its provider to remedy the situation. Once a plan for action has been decided, external evaluators are sometimes also called upon to monitor the progress of a school in implementing it. Finally, some evaluators set schools a deadline by which they have to take corrective action.

In the **Netherlands**, the inspectorate can only issue instructions for change if statutory requirements are not being met. It has no authority to enforce their implementation. The Ministry is informed and is responsible for taking appropriate action. Nevertheless, the inspectorate is called upon to check that schools have made changes wherever necessary. When a supervisory investigation in **Sweden** indicates that a school is failing to comply with legal requirements, then the NAE admonishes those responsible and asks them to rectify the situation. When it does so, it gives schools a time limit for taking corrective action. It then checks whether the situation has been remedied. In the **United Kingdom (England and Wales)**, the independent inspection teams under contract to Ofsted/Estyn prepare an inspection report that must include recommendations for improvement. Responsibility for monitoring a school's progress in relation to these recommendations lies not with the contractor but with *Her Majesty's Inspectors* from Ofsted and Estyn. The HMIE in **Scotland** visits schools one or two years after the evaluation report has been published in order to assess progress. HMIE identify key strengths and points for action in each inspection report, and it is against these points for action that progress is judged in a follow-up inspection. In **Estonia**, follow-up inspections are carried out if the inspectorate considers them necessary. In general, it is satisfied with a report from the school head stating that the situation has been remedied.

In the **Czech Republic**, each school is given a 'reasonable' amount of time to implement any change recommended by the evaluators. When this period expires, a single inspector (rather than the whole inspectoral team) returns to the school for a follow-up investigation. If shortcomings have not been addressed, the inspector can set a date for a second follow-up inspection. School inspectors in **Slovakia** give schools one year to take corrective action.

In four countries, evaluators are authorised to issue instructions for change and intervene if changes have not been implemented as requested.

This applies to the **Czech Republic** and **Cyprus**. In the **Flemish Community of Belgium**, inspectors take disciplinary measures against schools or persons if the findings of an inspection are unfavourable a second time. In **Slovakia**, the inspectorate can discipline person(s) held responsible for not implementing change as instructed, and suspend them from service if necessary. After the 2004 evaluation reform in **Latvia**, the expert teams will be asked to issue recommendations for change, set time limits for the implementation of change, check whether changes have been implemented and intervene if they are not implemented as requested.

**FIGURE 4.4: INVOLVEMENT IN IMPLEMENTING CHANGE, OF THE EXTERNAL EVALUATORS OF EDUCATIONAL (AND POSSIBLY OTHER) TASKS PERFORMED BY SCHOOLS, COMPULSORY EDUCATION, 2000/01**

	BE fr	BE n	DK	DE	EL	ES <sub>1,2</sub>	FR <sub>1</sub>	IE	IT	LU	NL	AT	PT	FI	SE <sub>2</sub>	E/W <sub>1</sub>	SC <sub>1</sub>	IS <sub>1-2</sub>	LI	NO	BG	CZ <sub>1</sub>	EE <sub>1</sub>	CY	LV	LT <sub>1</sub>	HU <sub>2</sub>	MT	PL <sub>1</sub>	RO <sub>1</sub>	SI	SK <sub>1</sub>
A	•	•	•			•	•	•			•	•	•		•	•	•	•	•			•	•	•	•	•	•		•	•	•	•
B	•	•	•			•	•	•			•	•	•		•	•	•	•	•			•		•					•	•	•	•
C	•		•			•					•	•			•							•		•					•		•	•
D	(-)	•			(-)				(-)	(-)				(-)	•	•	•		•	(-)	(-)	•					(-)			•	•	
E	•							•			•				•	•	•		•			•	•	•				•		•	•	
F	•																					•		•							•	

- A = Report on a situation
- B = Issue recommendations for changes
- C = Instruct schools to implement changes
- D = Set time limits for the implementation of changes
- E = Check whether changes have been implemented
- F = Intervene if changes have not been implemented as requested

(-): see notes in the annex

Small numbering: see the explanatory note to Figure 4.3

Source: Eurydice.

**Additional notes**

**Germany:** In contrast to the *Schulaufsicht*, the *Schulinspektion* in Bremen has no right to issue instructions to schools.

**Denmark:** Applies solely to evaluation carried out by EVA.

**Spain:** The involvement of evaluators varies from one Autonomous Community to another. In Andalusia, the Canary Islands and Catalonia, the Education Inspectorate issues recommendations, while schools themselves are responsible for drawing up their plans for improvement. In the Basque Country, inspectors simply prepare a report and it is up to the school council to make suggestions for improvement.

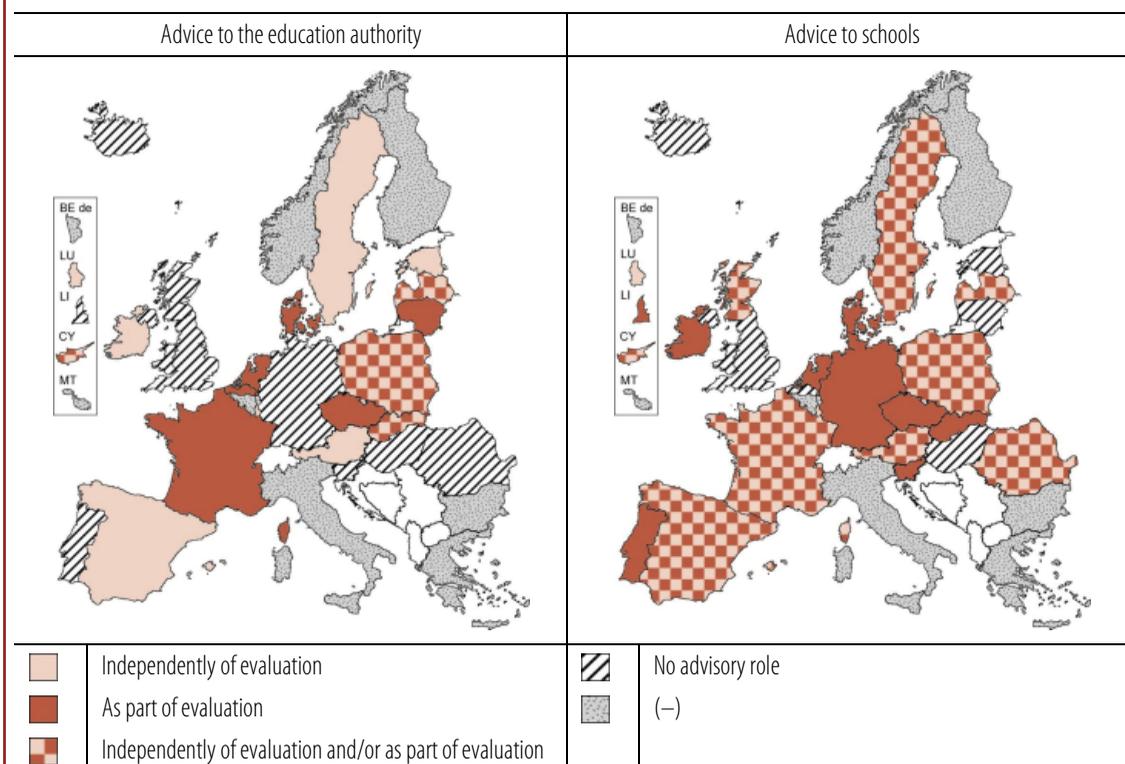
**United Kingdom (E/W/NI):** Although all inspection reports identify issues for improvement, and all schools must produce a written response to these issues, there is no further involvement with the inspectorate for the majority of schools. However, in the case of the small minority of schools identified as causing concern, the inspectorates monitor/follow up the school's progress.

**Iceland:** External evaluators only occasionally advise schools on possible improvements.

## B. The advisory role of evaluators

In recent years, many countries have redefined the remit of external evaluators by reducing their role as controllers and supervisors while at the same time strengthening their influence as advisers and counsellors. This trend has been fuelled by the increased autonomy granted to schools. The relationship between external evaluators and their schools is thus increasingly defined as a partnership based on dialogue and support. Austria and Norway in particular regard the external evaluator as a ‘critical friend’.

FIGURE 4.5: THE ADVISORY ROLE OF EXTERNAL EVALUATORS  
OF THE EDUCATIONAL (AND POSSIBLY OTHER) TASKS PERFORMED BY SCHOOLS, COMPULSORY EDUCATION, 2000/01



(-): see notes in the annex

Source: Eurydice.

### Additional notes

**Denmark and United Kingdom (SC):** Applies solely to evaluation carried out by EVA and the HMIE, respectively.

**Sweden:** In the case of the central level, the Figure relates to supervision of schools by the NAE, mainly when it is reported that they may not be complying with national regulations.

**United Kingdom (E/W/NI):** Evaluation conducted by Ofsted/Estyn/ETI. LEAs in England and Wales are also responsible for monitoring the performance of their schools and are expected to support school improvement by providing advice and support, particularly to schools identified as causing concern.

**Iceland:** External evaluators only occasionally advise schools on possible improvements.

**Czech Republic, Estonia, Poland and Slovakia:** Applies solely to evaluations carried out by the school inspectorate.

**Hungary:** Applies solely to optional evaluation concerned with educational aspects (*development-oriented evaluation*).

**Lithuania:** Applies solely to evaluation carried out by the State Supervisory Agency.

As explained above, these evaluators are often expected to include in their evaluation report recommendations for improvement that are based on its findings and intended to result in improved quality, compliance with legal requirements and/or greater efficiency. Such advisory recommendations may be directed either at individual schools or (local, regional or national) education authorities, or even both simultaneously.

Given the considerable expertise of external evaluators and their thorough knowledge of educational matters, not to mention the extensive information on the state of education available to them within their departments, they are often called upon to offer advice relating to educational issues, in circumstances unrelated to school evaluation as such. Thus schools may sometimes turn to them for advice without having actually experienced any difficulties or without any such difficulties having been clearly highlighted during a formal evaluation. Similarly, education authorities may benefit from their guidance when devising their educational policies.

### **SECTION 3**

## **TRAINING AND SUPPORT FOR INTERNAL EVALUATORS**

Internal evaluation in some form is mandatory in most countries and strongly encouraged or recommended in the remainder (see also Figure 1.4 in Chapter 1). Everywhere, except in some German *Länder* and Estonia, such evaluation is concerned with both educational and administrative tasks.

Internal evaluation amounts to a complex process which calls for special skills that school staff do not always possess. According to a recent book on the self-evaluation of schools in Europe <sup>(2)</sup>, as well as an academic article by a Norwegian author <sup>(3)</sup>, the skills required have mainly to do with work involved in finding evidence through information gathering and the interpretation of findings.

This section considers the extent to which internal evaluators are helped to acquire skills of this kind.

### **A. Preparation prior to assuming responsibility**

In contrast to the often detailed specification of qualifications required by external evaluators (discussed in the two preceding sections), regulations governing the appointment of internal evaluators seem less demanding.

Almost all countries adopt at least one approach to the internal evaluation of schools as entities, in which the school head acts as an evaluator generally assisted by other teaching staff. As most countries require school heads to have professional experience in teaching, it may be concluded that the main players in the internal evaluation process are required to have teaching qualifications <sup>(4)</sup>.

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<sup>(2)</sup> *Self-evaluation in European schools, a story of change*, John MacBeath with Michael Schratz, Denis Meuret and Lars Jakobsen, RoutledgeFalmer, 2000.

<sup>(3)</sup> 'School-based evaluation: a close-up', by Trond Alvik. In *Studies in Educational Evaluation*, vol. 21, 1995, pp. 311-343.

<sup>(4)</sup> The only exception is Sweden in which candidates for the post of school head have to provide clear evidence of competence in the field of education (including insight into the theory or practice of teaching) but not experience in teacher training or teaching as such.

In response to the increasing importance attached to internal evaluation, a growing number of countries provide those in charge with specialised training. While very few countries impose such training on them, several offer it to evaluators or are set to make it compulsory.

Although internal evaluation is only encouraged in the **Flemish Community of Belgium**, relevant in-service training is offered to secondary school heads and teachers. Certain *Länder* in **Germany**, some **Autonomous Communities** in **Spain**, and some municipalities in **Iceland** and **Hungary** offer courses in evaluation to those interested. **Greece** organises regular in-service training seminars for evaluators, supplemented by training sessions offered in response to specific needs. In **Austria**, the *Pädagogischen Institute* (in-service training institutions) offer courses in evaluation to all teachers and headteachers. In the case of the latter, training in internal evaluation is compulsory. Furthermore, effort has recently been directed towards *Schulinterne Lehrerfortbildung* (school-based in-service training) so as to support schools in their internal evaluation and in drafting a school development plan.

In **Portugal**, in which internal evaluation is encouraged, courses in evaluation are provided for the benefit of teachers and headteachers by school association training centres and higher education institutions.

Some municipalities in **Norway** offer courses in evaluation to schools. The majority of the former encourage schools to regularly exchange experience and guide and support them in their evaluation activities. A four-year quality development programme in primary and lower secondary schools includes some measure of evaluation as part of their commitment to skills development. In **Lithuania**, training courses are provided by the *Mokyklų tobulinimo centras* (Centre for School Improvement) and the *Pedagogų profesinės raidos centras* (Teacher Professional Development Centre). In **Malta**, training sessions are offered to all school heads.

It should also be noted that heads in over a third of the countries <sup>(5)</sup> have to undertake special initial training to prepare them for their duties, or will soon be obliged to do so, and that this provision may include training in evaluation.

In the **United Kingdom**, a national training framework of professional standards and qualifications, including a revised and strengthened *National Professional Qualification for Headteachers* (NPQH), began to be introduced in **England** in 2000. The programme is designed to ensure that all headteachers have access to high quality training at every stage of their careers. From April 2004, it will be mandatory for first-time headteachers to hold the NPQH or have secured a place on the programme. In **Wales**, the *National Headship Development Programme* is the overarching programme of the National Assembly for Wales, to support the professional development of headteachers in Wales. In **Northern Ireland**, the *Professional Qualification for Headship in Northern Ireland*, abbreviated as PQH (NI), has been introduced. In **Scotland**, all headteachers to be appointed in the future will be expected to hold the Scottish Qualification for Headship, which includes training in evaluation as well as other aspects of education management.

**Romania** has introduced a regulation stipulating that all school heads must be trained in educational management, including internal evaluation. Heads have until 1 September 2004 to satisfy this requirement.

<sup>(5)</sup> For further details see Eurydice, *Key Data on Education in Europe 2002*, Figure G18.

## B. Supporting measures

In addition to special training for internal evaluators, there is a wide range of supporting measures at their disposal. They may relate to resource persons, financial support or forums for the exchange of experience. Some authorities encourage the use of criteria, indicators and guidelines employed in external evaluation. This is particularly true of countries in which the outcomes of internal evaluation feed into the external evaluation process (see also Chapter 1, section 3).

The Ministry of Education in **France** is providing school heads with indicators which are themselves based on the results of such evaluation. These are standard indicators in five fields (the school population, resources and means, results, operational aspects and the environment) supplemented with references (national averages, or *académie* or *département* averages) enabling heads to compare their school with others. The **Netherlands**, **Portugal** and **United Kingdom (Scotland)** strongly encourage schools to use the common framework developed and used by the inspectorate responsible for external evaluation. In **Finland**, schools can use the evaluation framework designed for national evaluation purposes in their internal evaluations. In **Sweden**, schools are encouraged to use the general evaluation guidelines adopted by NAE in its external evaluations. A new quality programme undergoing implementation in Sweden will come into effect from the autumn of 2004 onwards. The programme will make it possible for the NAE to prescribe the quality indicators and standards that have to be assessed and accounted for in local quality reports (see Chapter 2).

In the **United Kingdom (England)** the external evaluator (Ofsted) publishes guidance on how to use the criteria set out in the framework for inspection as the basis for school self-evaluation. Many LEAs have also developed their own frameworks and packages for school self-evaluation.

Although not advocating a systematised approach to internal evaluation, **Romania** and **Slovakia** recommend use of the same criteria as those used by the state inspectorate.

Many countries have introduced opportunities for relying on resource persons beyond the immediate school community. These persons from different professional backgrounds (academic experts working in areas relevant to the evaluation of schools, private consultants, teacher trainers, municipal officers, etc.) are called upon by schools because of their expertise in the field of education or evaluation. In general, assistance of this kind is neither obligatory nor specifically recommended. It is a possibility available to schools, underpinned in some countries by specific legislation. In the majority of cases, schools bear the full financial burden of these resource persons. This situation is not considered in the present section.

Some countries place human resources at the disposal of schools. In cases in which external players involved in internal evaluation work for the (central, regional or local) education authorities, their fees are paid by their employer, so the service costs the school nothing. They may be trainers or, in other words, persons working in institutions for the initial or in-service training of teachers or school heads.

This applies to **Germany** and **Iceland**. In **Austria**, external players involved in internal evaluation work for institutions of initial or in-service training.

They may also be local authority officials.

This is the case in **Germany**, **Finland**, **Sweden**, the **United Kingdom (Scotland)** and **Iceland**. In the **United Kingdom (England and Wales)**, LEAs are expected to provide support and advice for schools causing concern. More successful schools are offered more limited support. In **Norway**, some municipalities rely on educational advisers or consultants to offer support to their schools.

Sometimes the experts placed at the disposal of schools come from public-sector institutions which are working on quality in education and research into education.

This applies to the *Zentrum für Schulentwicklung* (Centre for School Development) in **Austria**, the *Pädagogischen Arbeitsstelle* (Pedagogical Commission) in **Liechtenstein** and, in **Slovenia**, the National Education Institute of the Republic of Slovenia in the case of the *Ogledalo* pilot project concerned with user requirements.

Elsewhere, the resource persons are experts employed by the local authorities, or teachers from other schools.

In **Finland** and the **United Kingdom (Scotland)**, the local authorities may pay for the remuneration of experts or consultants employed as resource persons for internal evaluation. In other countries such as **Luxembourg**, consultants work for a private body under contract with the central authority.

In the **Netherlands, Finland** and **Sweden**, schools may turn to the teachers or heads of other schools for assistance with their internal evaluation. In **Norway**, peer review is used in many schools as a method of internal evaluation.

The involvement of the resource persons varies. One may distinguish between those employed by schools to undertake the entire internal evaluation process and those who offer advice or help schools as regards the methodology of the process (for example, in processing the information gathered or the preparation of questionnaires). The first scenario is distinct from inspection in that it is originated by schools, which may thus determine its frequency and the focus of evaluation and which are also alone in determining the use to be made of its findings. In the case of resource persons made available to schools by the education authorities, the second scenario is the more frequent.

In a few countries, experts or trainers intervene on an ad hoc basis and with little sustained impact in pilot projects financed by the public authorities, as has been the case in Italy and Luxembourg (in 1996, in the school plans). Even where pilot projects of this kind are conducted on a long-term basis, like the *Ogledalo* and *Mreža učech se šol* schemes in Slovenia, they are only concerned with a very limited number of schools. Norway appears to be the sole exception to this rule.

In **Norway**, the NBE conducted a pilot project entitled 'external participation in local evaluation processes', in which groups of persons, including academics, were involved in various stages of the evaluation carried out by schools. Since 2002, it has been recommended that all schools should adopt approaches to internal evaluation that involve people both within and outside schools.

FIGURE 4.6: SUPPORTING MEASURES AVAILABLE TO INTERNAL EVALUATORS OF SCHOOLS, COMPULSORY EDUCATION, 2000/01

	BE		DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	UK		IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK	
	fr/BE de	nl														E/W/NI	SC																
A	•			•		•		•				•		•		•	•									•	•	•	•	•			
B	•					•		•			•		•	•	•	•	•						•										
C	•	•		•				•	•		•	•		•	•	•	•	•	•	•				•								•	
D				•			•							•	•	•	•				•				•								
E	•										•			•		•	•								•			•					
F	•		(-)		(-)			•		(-)	•				•	•	•	•			•		(-)						•				
G								•			•			•	•	•	•				•			•									
H	•					•	•				•					•	•						•						•			•	
I														•	•	•	•			•					•								
J	•					•										•																	
K	•							•			•			•		•																	

- A = Training
- B = Evaluation framework and models
- C = Resource person
- D = Indicators on the education system (including pupil attainment)
- E = Research and other publications on evaluation
- F = Guidelines and manuals
- G = Website
- H = Criteria, indicators and procedures used in external evaluation
- I = Exchange of experience / sharing of good practice
- J = EFQM Excellence Model
- K = Financial support
- (-): see notes in the annexe

Source: Eurydice.

**Additional notes**

**Germany:** (A) in some *Länder*.

**Espagne:** (A, B) Andalusia, Catalunya, Canary Islands, (I) Catalunya, (J) Castilla y León.

**Sweden:** To provide further support to schools and municipalities in their efforts to achieve national goals, a new national agency for School Improvement has been established. Through this agency, the State will support work on developing quality within nationally prioritised areas.

**United Kingdom (E):** The *school governing body* is supported by an external counsellor specially trained to evaluate the performance of the school head on an individual basis. This situation is not considered in the present study.

**Iceland:** Inclusion of Iceland in certain categories relates to the most commonly adopted practices.

**Norway:** Municipalities are responsible for all aspects of evaluation. The mandatory features of and supporting measures for internal evaluation vary accordingly. Indicators are offered in only some municipalities, whereas guidelines are developed by the Norwegian Board of Education.

Some countries make information published on the Internet available to schools in order to assist them with their internal evaluation:

In **Austria**, the *Qualität in Schulen* Internet Platform supplies schools with up-to-date information and tools for both evaluation and data analysis, and provides a forum for the exchange of experience, discussion and the presentation of results. In **Finland**, materials to support the self-evaluation of schools are also available on the NBE website. In **Sweden**, schools have at their disposal the SIRIS website containing a database on school evaluation and the quality of education. Each school makes its own evaluation available in the database. **Norway** pays particular attention to pupils as internal evaluators. The *Elevinspektørene* (pupil inspectors) website is intended to collect, process and analyse the opinions of pupils on educational issues. The NBE has developed a *Ressursbanken*, an Internet resource base with information, guidelines, and examples of good practice. In the **Czech Republic**, the School Inspectorate has developed a website containing useful data for internal evaluation purposes.

In other countries, schools are supplied with statistical indicators intended to monitor the education system, so that they can compare the performance of their pupils with that of other pupils and use the comparison for purposes of internal evaluation.

In **France**, secondary school heads are encouraged to use the *indicateurs de pilotage des établissements secondaires* (IPES, or monitoring indicators) produced by the Ministry of Education, and three school heads in four actually do so. In the **United Kingdom (England)**, each school receives, in the autumn, a *Performance and Assessment Report* (PANDA), giving an overview of the performance of the school in relation to national averages. Schools are also provided with benchmarks to enable them to compare their performance with that of other schools in similar contexts, as defined by free school meal statistics and the prior attainment of pupils. LEAs also provide schools with comprehensive performance data to enable the latter to compare their performance with that of other schools in the same area. In **Scotland**, the *Scottish Executive Education Department* provides all schools with statistics about pupils' performance for use in self-evaluation. They include comparative data and data on performance measured against national targets. In addition, comparative information is provided on attendance at and absence from school, as well as school costs per pupil and school leaver destinations. In **Malta**, indicators have been recently established and are now coming into use.

## SUMMARY

The priority qualifications for **external** evaluators in Europe are normally teacher training and professional experience in education. In almost half of the countries considered, they are obliged to complete a specialist course in evaluation or pass a qualifying examination, or both.

Notwithstanding the fact that most evaluators assess both educational and administrative tasks, the regulations concerned appear to attach far less weight to the administrative expertise of evaluators. Where such expertise does assume some degree of importance, it is generally expected to have been acquired 'on-the-job' rather than as a result of formal training.

Evaluators with civil servant status are more likely to have to pass a qualifying examination than evaluators working under contract. Probationary periods are another feature associated exclusively with civil servant status. The conferment of this status by most countries may reflect a wish to create a permanent category of staff with a regular comprehensive approach to evaluation. The recruitment of independent experts remains a very uncommon practice in the European context.

As regards the involvement of external evaluators in the follow-up process, most of them are required to include recommendations for change in their reports. In some education systems, evaluators monitor the progress of schools in implementing changes although, if they fail to do so, the evaluators themselves are only rarely authorised to discipline them.

External evaluators may also assume an advisory role that surpasses the terms of reference of their evaluation activity or the performance of individual schools. Given their in-depth knowledge and expertise in the field of education, these evaluators may be asked to advise their education authorities and thus contribute, albeit indirectly, to shaping educational policy itself.

Given the qualifications and support required by external evaluators and the fact that internal evaluation is compulsory in the majority of countries, regulations concerned with the competence of **internal** evaluators do not seem very demanding. Courses in evaluation are frequently offered to teachers and schools heads who so wish. However, compulsory training for school heads, including courses in internal evaluation, appears to be an increasingly adopted formula.

Virtually all initiatives for support and guidance offered to internal evaluators in the form of human, financial or material resources are proposals that may or may not be accepted by schools.

The most frequent supporting measures involve turning to resource and training personnel. This reflects a long-term investment. More technical forms of support such as reference to indicators on the education system or external evaluation criteria are also quite common.

If the commitment of a country to internal evaluation may be inferred from the variety of supporting measures offered its schools, it is reasonable to conclude that the countries furthest ahead in the process are Belgium (the Flemish Community), the Netherlands, the United Kingdom and the Nordic countries. After them come Germany, Spain and Austria in which the development of internal evaluation is more recent.

## GENERAL CONCLUSIONS

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The aim of this general conclusion is to place the topic of evaluation in context and continue the discussion with a certain number of questions. More specifically, it will consider the position of the evaluation of schools in the evaluation system, relations between evaluation and the decentralisation of responsibilities for education and, finally, the interrelations between internal and external evaluation. The questions raised subsequently arise from comparing the situations in each country. Readers keen to have an overview of the different parts of the study should refer to the pages containing a summary section at the end of each chapter.

### Is the evaluation of schools at the heart of the evaluation system?

As a result of the present investigation, four major categories of evaluation system may be identified, depending on what is evaluated (see Figure 1). Individual schools are at the heart of the evaluation system in the first two kinds.

In both these categories, schools as entities are evaluated by an inspectorate in the case of external evaluation, and also by the school community during (compulsory or strongly recommended) internal evaluation. Evaluation conducted by the inspectorate is of great importance in almost all countries. In many of them, it is supplemented by inspections carried out by specific government departments.

Most of these countries have drawn up lists of national criteria for the purposes of external evaluation. Furthermore, in some countries (especially those in the second group) pupil attainment may be used as a basis for evaluating the education system.

The difference between the two categories hinges on whether or not teachers are evaluated. Alongside the evaluation of **schools as entities**, **teachers** in the first group of countries are evaluated on an individual basis by their school heads in nearly all cases.

This applies to **Germany, Ireland**, the **Netherlands, Austria, Portugal** and the **United Kingdom (Northern Ireland)**, as well as to **Latvia** and **Poland**. It is also common practice in the **Czech Republic, Estonia** and **Slovakia**, bearing in mind that, in these countries, the educational providers also act as evaluators, as they do in **Liechtenstein** in which teachers are externally evaluated.

In **Hungary**, the situation is similar, but schools are evaluated by the local authorities and not an inspectorate or central body. Secondary education in **France** also tends to reflect this pattern, while retaining the external evaluation of teachers alongside their evaluation by the school head.

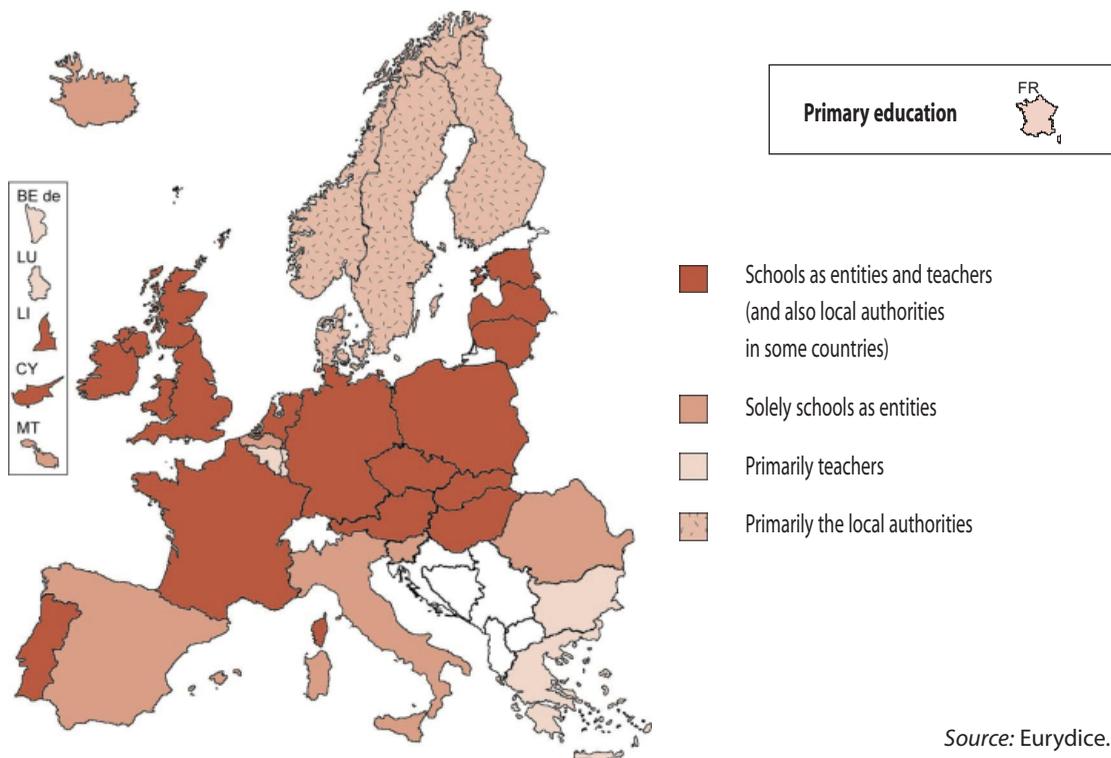
The **United Kingdom** (with the exception of Northern Ireland) and **Lithuania** are in a comparable position, with the addition of two further elements, namely the evaluation of schools by the local authorities which are themselves evaluated by central government. In Lithuania, the evaluation of teachers on an individual basis is conducted by the teachers' evaluation committee at the school.

Finally, **Cyprus** may be associated with this group in that it simultaneously carries out evaluation of teachers and schools, the first of which is both internal and external and the second exclusively external.

In the second group of countries, the system of evaluation is concerned solely with the evaluation of **schools as entities**. Teachers are not evaluated on an individual basis as a matter of course. They may be under exceptional circumstances, particularly if they are candidates for promotion.

**Belgium** (the **Flemish Community**), **Spain**, **Iceland**, **Romania** and **Slovenia** display features of this model. **Italy** is in a similar position, although it does not provide for the external evaluation of schools. The system of evaluation is based essentially on the internal evaluation of schools. **Malta** is also in a comparable position: the internal evaluation of schools as entities is compulsory, whereas external evaluation is still very largely focused on individual teachers.

FIGURE A: ASPECTS CENTRAL TO THE SYSTEM OF EVALUATION, COMPULSORY EDUCATION, 2000/01



Source: Eurydice.

In the other two categories of country, schools are not central to the system of evaluation.

The third group of countries is characterised by (generally external) evaluation concerned first and foremost with **teachers**. This may go hand in hand with external evaluation of the school as a whole by specialist evaluators who focus on relatively narrow aspects. The internal evaluation of schools as entities is virtually non-existent or not very widespread.

In 2001, this was the situation in **Belgium** (the **French** and **German-speaking Communities**), **Greece**, **France** (in primary education), **Luxembourg** (in primary education) and **Bulgaria**. Most of these countries are moving gradually towards the evaluation of schools but this approach has not really yet become fully established, either because schools have little autonomy, or because the evaluation of schools is a politically sensitive issue. In secondary education in Luxembourg, teachers are evaluated by the school head.

In the last group of countries, the system of evaluation focuses on the **local authorities**, which are responsible for evaluating the education they provide and themselves evaluated by the central authorities. This latter evaluation is in general conducted by national agencies. In these countries, individual schools are not central to the system of evaluation. Decentralisation has been largely towards the municipalities, which are empowered to delegate their responsibilities to schools and they do so virtually whenever they wish. The logic of the situation requires that municipalities should be the central focus of evaluation. Teachers are generally not evaluated on an individual basis. On the other hand, pupil attainment is used everywhere as a basis for evaluating the system.

This is the situation in the Nordic countries except Iceland. Evaluation of educational provision is carried out by the municipality which, in several of these countries, forwards the information to central government. Internal evaluation (self-evaluation) exists everywhere but is not always compulsory. However, the evaluation of schools as entities by the central government occurs on an occasional or secondary basis in **Denmark** (where it is carried out by special departments and undergoing development at the EVA). Central government evaluation is also gathering momentum in **Sweden** where the NAE, which has ensured supervision of compliance with regulations in schools since the early 1990s, is assuming a higher degree of responsibility for evaluating schools as entities with effect from 2003.

Very clearly, a relationship may be established between the significance of the school as an entity in the system of evaluation of any particular country and the degree of school autonomy in that country. Where schools are not central to that system (as in the case of systems in which the evaluation of teachers or local authorities is the main priority), their autonomy appears to be more limited.

## A general context conducive to the development of evaluation

The two major trends that have deeply affected the management of education in Europe in recent decades – namely the decentralisation of means and progress towards more generally uniform objectives at the national or top level in education – are unquestionably among the root causes of growing interest in the evaluation of schools and education systems more generally.

Decentralisation of means – whether this relates to the management of staff and resources or educational matters (how teaching is organised and course content) – is evident almost everywhere in Europe, although not necessarily to the same extent in all countries. It is attributable on the one hand to the policies of the 1980s that sought to introduce the concept of efficiency into education and gear its provision to economic requirements and, on the other, to the growing heterogeneity of the school population <sup>(1)</sup>, as a result of which it was essential to develop considerable flexibility in the content of teaching as well as in its methods. In general, this decentralisation has been towards schools and, in certain Nordic countries, towards the municipalities <sup>(2)</sup>. There are very few countries in which decisions in all the foregoing areas have remained centralised.

<sup>(1)</sup> This growing heterogeneity of the school population is attributable – though to an extent that varies from one country to the next – to the ‘massification’ of secondary education, to changes in organisational patterns intended to postpone the point at which pupils have to choose between different types or branches of school provision, and to migrant population flows.

<sup>(2)</sup> For further details, see *Key Data on Education in Europe*, 2002, indicator No. B.6, and *Key Topics in Education in Europe*, Vol. 2. on the financing of education, 2000.

Greater consistency of aims appears at first sight to have developed subsequent to decentralisation. Decentralisation and the preservation of a certain degree of consistency can only occur in tandem if a given desirable level of attainment, as well as national objectives, are clearly established. In some countries, variations between schools from the standpoint of pupil attainment, which are identified by the education authorities or revealed in international studies, explain why standards (or desirable skills) for all pupils were first introduced. In this context, the system for evaluating educational provision assumes new dimensions. It has to provide for the monitoring of pupil attainment to see whether this conforms to the established aims and standards (of the education system as well as schools), but also to evaluate the quality of the means adopted by all players involved in the process, including school heads, teachers and, in some countries, the local education authorities, in order to achieve those aims.

Decisions concerning the management of resources and educational provision (teaching time, groups of pupils and course content) are increasingly shaped by the autonomy of schools, so it is logical that an 'evaluation culture' has grown up at school level in most countries<sup>(3)</sup>.

This evaluation culture brings into play a twofold process of internal and external evaluation. External evaluation (by representatives of the education authority) seeks to maintain a given level of quality both in individual schools and the education system as a whole. However, changes called for as a result of external evaluation cannot be properly introduced if it is not supplemented by internal evaluation. This indeed would seem to be a more introspective process geared to improving a given situation, in response to a judgement about whether or not aims have been achieved but also to problems identified at source by those directly involved.

### **A change in the concepts surrounding evaluation**

The judgement formed during evaluation has a different connotation depending on whether it relates to norms or standards that should be respected, means or processes that should be adopted, or outcomes that should be secured. In the case of a norm or standard, the judgement establishes whether it is complied with and, if not, disciplinary action may be taken as a result. Where the concern is that a process should be implemented, the judgement is far less straightforward: should a particular teaching method be used, or should pupils be grouped together in accordance with particular criteria? The judgement leans on experience and research findings and, in any event, often results in advice or counselling rather than insistence on change. If the concern is with outcomes, the judgement is again clear-cut – they have or have not been achieved. If not, it will be necessary to initiate a change directed at means or processes. However, innovation in terms of either does not guarantee improved performance in all cases. Disciplinary action may be taken if nothing is done.

The two-sided trend corresponding to the decentralisation of means and the centralisation or increasing consistency of aims has, among other things, given rise to important changes in most European countries, as far as the focus of external evaluation and participation in internal evaluation are concerned.

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<sup>(3)</sup> It is just as logical that the local authorities should be the focus of evaluation in countries such as Finland and Norway in which responsibility for decision-making has been decentralised to them.

The **focus of external** evaluation has evolved in tandem with the foregoing development. Where decisions about the management of resources, the organisation of teaching, or course content have been entrusted to schools, external evaluators who were formerly concerned with the processes of classroom teaching have gradually come to consider the processes of organisation and management associated with the more recent autonomy of schools. Where objectives have been established (especially for pupil attainment), the tasks of external evaluators have been adjusted and become more varied: evaluation and advice concerned with processes have been supplemented by judgements about the results obtained in relation to local or national aims, as well as scope for disciplinary action when schools make no effort to improve their situation. These three phases are not fully apparent in all countries, some of which have traditionally functioned in accordance with decentralised arrangements. Yet the trend may be regarded as representative overall.

Meanwhile, **participation in internal evaluation** has also changed though no doubt with a slight time lag. Whereas school heads have customarily evaluated teachers – and in some countries still do – the concept of internal evaluation has gradually ‘matured’ to cover not just the whole range of tasks performed by a school (which depend directly on the extent to which it is autonomous) but also active involvement in the evaluation process on the part of the entire school community.

### **Interrelation between internal and external evaluation of schools**

In practice, the processes of internal and external evaluation always include four stages, namely the gathering of relevant information, the judgement, the drafting of the evaluation report and the implementation of changes. Over and above this, methods and procedures are distinct from one another and the way the roles of external and internal evaluators are distributed may vary sometimes quite considerably.

Figure B sets out these four stages and, in each case, identifies those characteristics that are common to evaluation methods and procedures as observed in all or virtually all European countries.

In external evaluation, the main emphasis is on the **judgement**. This has to take account of a big body of information in order to be as comprehensive as possible (which sometimes involves defining lists of evaluation criteria) and as objective as possible (with the use on occasions of standard grading scales). The judgement should also provide for feedback to the school, but very often to the central education authority too. The provision of advice or the implementation of change at school level are two aspects of the remit of external evaluators that appear to be less developed. Where a proposal for the improvement of quality has to be drafted, this is the responsibility of the school concerned.

**FIGURE B: CHARACTERISTICS OF THE INTERNAL AND EXTERNAL EVALUATION OF SCHOOLS, WHICH ARE COMMON TO MOST COUNTRIES COVERED BY THE STUDY, 2000/01**

Internal evaluation	External evaluation
<p>Evaluators</p> <ul style="list-style-type: none"> <li>- gather information on the functioning of a school (via discussions, questionnaires) and sometimes on the basis of pupil attainment (via national data)</li> <li>- analyse the situation with respect to local and national objectives or identify strengths and weaknesses</li> <li>- draft an evaluation report, as well as a proposal for improvement or fresh objectives, for the school and the external evaluator</li> <li>- implement changes at school level</li> </ul>	<p>Evaluators</p> <ul style="list-style-type: none"> <li>- gather information on the functioning of a school (via interviews, the study of documents, including the internal evaluation report, visits) and on the basis of pupil attainment (via national data)</li> <li>- analyse the findings with respect to national objectives and the performance of other schools, and formulate a judgement regarding the means adopted (sometimes with reference to a predetermined list of evaluation criteria)</li> <li>- draft an evaluation report for the school and also prepare a report for the education authorities</li> <li>- monitor the implementation of changes by schools and often contribute to discussion at central level on the regulations needed to improve the education system as a whole</li> </ul>
<p>Main responsibility:</p> <ul style="list-style-type: none"> <li>- identify means for improving quality</li> </ul>	<p>Main responsibility:</p> <ul style="list-style-type: none"> <li>- monitor the quality of performance and ensure that improvements are indeed introduced</li> </ul>

Source: Eurydice.

In internal evaluation, the main emphasis is on **change**. Among the points of reference for determining criteria in education are very frequently the aims or educational policies established by schools. The internal evaluation report is often associated with the drafting of a quality improvement proposal or the identification of fresh objectives specific to a particular school. Participation by the school community (the school head, teachers, parents, etc.) means that problems can be identified more effectively, as it boosts the level of acquiescence and involvement in the implementation of change.

At present, the general tendency is to introduce external evaluation involving judgements about performance and means, and internal evaluation for developing strategies to improve the current situation, while either approach may identify precisely those aspects that require improvement. In short, it is as if the means to improvement had to be found within a particular school (quality improvement), whereas external evaluation entailed maintaining the level of quality while also ensuring that the school really initiated a process of change (quality assurance).

### **Beyond principles: differences between countries and areas for further investigation**

From the characteristics apparent in approaches to evaluation in the majority of countries, it follows that it is possible to identify what underlies the interrelation between internal and external evaluation processes, by referring to ‘the smallest common denominator’ between countries. However, while certain aspects of this interrelation seem identical in all countries – or almost all – others appear to differ somewhat. The aim of this section is to identify these differences and suggest areas for further investigation.

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**Should external and internal evaluation have common evaluation criteria?**

For the judgement reached by an external evaluator to be thorough and objective, a considerable body of information has to be gathered on the functioning of the school concerned (including very often the internal evaluation report), and on the attainment of its pupils. In general, external evaluation criteria are drawn up at central level to ensure objectivity. This means that the broadest possible range of tasks will be taken into account and the same concerns examined in all schools so as to provide for comparison at national – or where applicable regional – level.

In the majority of countries, schools are not obliged to use external evaluation criteria when they carry out internal evaluation. Yet it may sometimes be strongly recommended that they should do so.

Where this occurs, external evaluators possess a rich source of information suitable for their own terms of reference. However, it should be noted that the task of information gathering may be very laborious for the school and not necessarily correspond to its own concerns. The temptation to play down problems in order to obtain a good external evaluation report may also result in certain omissions. If external evaluators attempting to obtain fully accurate information have to repeat the evaluation with reference to the same criteria in the interests of objectivity, duplicating the information-gathering and analytical phase in this way to satisfy national criteria makes little sense given its cost in time and energy. One might, therefore, be tempted to opt for a participatory approach in which evaluation criteria are drawn up by the school on an entirely autonomous basis, though naturally with due regard for local and national objectives.

External evaluators for their part should also take account of the evaluation criteria and objectives drawn up by schools during internal evaluation so that they are able, if necessary, to qualify their own judgement.

**Should the evaluation of teachers and the external evaluation of schools be fully integrated?**

Most countries that carry out the external evaluation of schools as entities take account of factors linked to the evaluation of teachers and, in some of them, evaluators engage in classroom observation. By contrast, in other countries, the evaluation of schools does not normally involve classroom visits.

As a general rule, when individual teachers are evaluated during the evaluation of schools as entities, this is in no way intended as a judgement to determine whether they should be promoted or perhaps penalised in some way. The purpose of such evaluation is purely to improve the quality of teaching. The judgement itself is normative (i.e. formed with respect to a standard or desirable level of achievement) from the point of view of the school but not that of individual teachers. Such evaluation of schools contributes to efforts to improve their overall effectiveness.

Alongside this evaluation of schools in many countries, there is scope for evaluating teachers on an individual basis with a view to promoting them or, in the event of complaints, taking possible disciplinary action against them. The two procedures appear to be entirely separate.

Improving the quality of the service provided by schools depends, among other things, on improving the quality of classroom teaching. When and how should teachers be evaluated and strategies developed to improve the way they work? This is doubtless one of those issues most open to discussion at the present time.

### **How far should external evaluators be responsible for monitoring implementation of the changes required as a result of internal and external evaluation?**

External evaluators inform schools about their judgements via an evaluation report that they normally discuss with the school head. Internal evaluators for their part draft an evaluation report presenting their judgements. Requirements regarding the preparation of a proposal for improving quality that takes account of the findings of (internal and external) evaluation vary from one country to the next. In general, it is incumbent on schools to prepare their own such proposals.

Over and above the preparation of a plan for quality improvement, the extent to which external evaluators are involved in monitoring the process of improvement also varies considerably. In general, they are entrusted with making recommendations or giving schools clear instructions so that they can guide the change required.

However, certain countries conduct external evaluation mainly for quality control purposes. In such instances, external evaluators position themselves more with a view to making an objective judgement with respect to a large number of parameters. It is for schools to take decisions that will encourage quality improvement.

Other countries advocate an approach in which greater emphasis is placed on internal evaluation. External evaluators see to the monitoring of the process and various other players (counsellors, trainers, etc.) offer them support.

Occasionally, a twofold process is apparent. On the one hand, national evaluators attend to quality control while, on the other, the local authorities also acting as external evaluators support schools in implementing the changes required <sup>(4)</sup>.

The distribution of responsibilities in the area of evaluation between several evaluators (accountable to both national and local authorities but also to the school) may create difficulties when aspects of their recommendations are incompatible. Integrating various judgements within a single proposal for quality improvement may represent a real challenge but at the same time guarantees consistency. From this standpoint, local authority support in the process of decision-making but also that of bringing about change seems highly significant. Where local authorities are not involved in education, counsellors may assume this role as part of continuing education or the monitoring of internal evaluation.

These various options are today emerging in countries that are very different as far as school autonomy is concerned and it is probable that the adoption of a particular approach corresponds to the search for an appropriate balance between autonomy and control from above. The greater the autonomy of schools, the stronger the 'quality control' aspect will tend to become. The more they lack autonomy, the more strategies for developing autonomy will be encouraged, particularly by promoting self-evaluation. It should be noted that, in these latter cases, the introduction of external evaluation (or monitoring) of self-evaluation would seem to be a framework providing for the development of autonomy in optimal conditions.

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<sup>(4)</sup> It should be noted, moreover, that in Finland and the United Kingdom (Scotland), in which the role of the local authorities is very close to what has been defined under the 'internal evaluation' aspect in the above model, the evaluation conducted by the local authorities in collaboration with schools is known as 'internal evaluation'.

To sum up, annual internal evaluation concerned with local or national objectives, which is combined with more normative periodic external evaluation now seem together to be the main components of school evaluation. The former seeks to promote the steady improvement of practices (with the support of counsellors or local authority representatives), while the latter is intended to ensure quality control and provide the central authorities with mechanisms for improving the education system as a whole.

School heads appear to be central protagonists in this setting, responsible both for leadership and resource management but also for evaluation and innovation.

From the perspective of internal evaluation, recent developments seek to step up the participation of the various players with a stake in the education offered by schools, and especially teachers. Yet it is clear from official documents concerned with the working conditions of teachers that, in general, questions related to internal evaluation whether from the standpoint of working time, the special tasks such evaluation entails, or in-service training, are not much in evidence <sup>(5)</sup>. In creating a variety of new roles for teachers and with its implications for in-service training, teaching time, and other considerations, internal evaluation may have a far-reaching impact on their lives. A clear definition of how they should contribute to the evaluation process is now a top priority.

From the standpoint of quality improvement and innovation, external evaluation will no doubt be shaped by the extent to which internal evaluation is well developed. The more the latter is conducted freely as a matter of course, the more external evaluation will take a back seat as a supplementary exercise. The trend today is towards the development of participatory internal evaluation which in all cases examines the strengths and weaknesses of schools with due regard both for the problems identified by the various players within them and external sources of information, such as the performance of other schools. The activation of such a process may enable external evaluators to be freed from the demands of a thorough and regularly performed evaluation and encouraged to focus instead on supervising the process of internal evaluation and monitoring its results.

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<sup>(5)</sup> See The teaching profession in Europe: Profile, trends and concerns. Report III: Working conditions and pay. General lower secondary education. *Key Topics in Education in Europe*, Volume 3. Brussels: Eurydice, 2003.



## ANNEXE

### EXPLANATORY NOTES REGARDING COUNTRIES NOT INCLUDED IN SOME OF THE FIGURES

The table below identifies those countries that are not included in particular Figures (diagrams, maps or tables), because their situation does not apply to the subject of the Figure concerned. The small lettering cross-references to the explanatory notes under this table.

FIGURES	UK																																
	BE fr/BE de	BE nl	DK	DE	EL	ES	FR	IE	IT	LU	NL	AT	PT	FI	SE	E/W/NI	SC	IS	LI	NO	BG	CZ	EE	CY	LV	LT	HU	MT	PL	RO	SI	SK	
1.1	a				a				a	ac				d						d	a							a					
1.2	a				a				a	ac				d						d	a							a					
1.3	a				a				a	ac				d						d	a							a					
1.5										b												b											
1.8	a								a	ab				d						d	ab							a					
1.9														e																			
2.1	a				a				a	ac				d						d	a							a					
2.2	a				a				a	ac				d						d	a							a					
2.3	a		x	x	x		x	x	a	x		x		d	x			x	x	d	a			x	x		x	a	x	x	x		
2.4	a		x	x	x		x	x	a	x		x		d	x			x	x	d	a			x	x		x	a	x	x	x		
2.5	a		x	x	x		x	x	a	x		x		d	x			x	x	d	a			x	x		x	a	x	x	x		
2.6										b												b											
3.1	a				a				a	ac				d						d	a							a					
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3.9	a				a				a	ac				d						d	a	f						a				f	
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4.1	a				a				a	ac				d						d	a	g	g				g	a	g		g		
4.2	a				a				a	ac				d						d	a	g	g				g	a	g		g		
4.3	a				a				a	ac				d						d	a	g	g				g	a	g		g		
4.4	a				a				a	ac				d						d	a	g	g				g	a	g		g		
4.5	a				a				a	ac				d						d	a	g	g				g	a	g		g		
4.6										b												b											

■ The Figure applies to the country (in the case of one or several approaches to evaluation)

■ The Figure applies to the country in the case of one approach to evaluation, but not the others

□ The Figure does not apply to the country (in the case of any approach to evaluation)

X: Not applicable because the Figure is concerned solely with approaches to the evaluation of schools as entities, which make use of centrally established lists of evaluation criteria covering all school activities, dealing with processes as well as outcomes and seeking to monitor compliance with regulations and the evaluation of practices developed by schools as a result of their autonomy.

### **Belgium (BE fr, BE de)**

Note a: Inspection is concerned essentially with individual teachers or with school subjects. This approach to evaluation is not covered by the study. The only approach to the external evaluation of schools as entities relies on specialist services responsible for action to monitor the sound use of financial grants awarded by the Ministry to public-sector or private schools (considered solely in section 1 of Chapter 1).

In the German-speaking Community, two articles in the 1998 basic decree lay down that the external evaluation of schools as entities should occur every five years. Given the small number of schools concerned, responsibility for evaluating them will be entrusted to working groups consisting in each case of one representative from the ministry, the educational inspectorate and the appropriate education provider, respectively, as well as two experts from higher (tertiary level) and/or university institutions. However, neither of these two articles in the decree have yet come into force.

### **Greece**

Note a: Inspection is concerned essentially with individual teachers. This approach to evaluation is not covered by the study. The only approach to the external evaluation of schools relies on specialist services that only evaluate management tasks (considered solely in Chapters 1, 2 and 3).

### **Italy**

Note a: Inspection is concerned essentially with individual teachers and limited to very unusual situations. This approach to evaluation is not covered by the study.

### **Luxembourg**

Note a: In primary education, inspection is concerned essentially with individual teachers. This approach to evaluation is not covered by the study.

Note b: There is no internal evaluation of schools as entities

Note c: In secondary education, the only approach to the external evaluation of schools relies on specialist services that only evaluate management tasks (considered solely in Chapters 1, 2 and 3).

### **Finland**

Note d: According to legislation, education providers (mostly municipalities) are responsible for evaluating the effectiveness of the education they provide, and participate in national evaluations. These types of evaluation are not covered by the study. There are no national regulations or recommendations concerning the evaluation of individual schools, nor is there an inspectorate.

Note e: The provider determines the approach to external evaluation, and can also authorise individual schools to decide how they will evaluate themselves.

### **Norway**

Note d: According to the legislation, municipalities are responsible for providing and supporting schools in their internal evaluation processes, and gathering information for evaluations of the education system. These forms of evaluation are not covered by the study. Certain municipalities evaluate their schools themselves, but such practices are not part of national evaluation strategy.

### **Bulgaria**

Note a: External evaluation is concerned essentially with individual teachers. This approach to evaluation is not covered by the study.

Note b: There is no internal evaluation of schools as entities.

### **Czech Republic**

Note f: There are no regulations governing the evaluation performed by founders.

Note g: Evaluation carried out by founders is concerned exclusively with management tasks (considered solely in Chapters 1, 2 and 3).

**Malta**

Note a: External evaluation is concerned essentially with individual teachers. This approach to evaluation is not covered by the study.

**Estonia**

Note g: Evaluation carried out by school owners is concerned exclusively with management tasks (considered solely in Chapters 1, 2 and 3).

**Hungary**

Note g: Compulsory evaluations. *Policy-oriented evaluation* is concerned exclusively with management tasks (considered solely in Chapters 1, 2 and 3).

**Poland**

Note g: Evaluation carried out by *gminy* (municipalities) is concerned exclusively with management tasks (considered solely in Chapters 1, 2 and 3).

**Slovakia**

Note f: There are no regulations governing the evaluation performed by founders.

Note g: Evaluation carried out by founders is concerned exclusively with management tasks (considered solely in Chapters 1, 2 and 3).



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## WEB SITES (useful addresses, excluding ministries)

### Denmark

The website for the Danish Evaluation Institute <<http://www.eva.dk/>>

### Germany

#### Baden-Württemberg

The website for the *Landesinstitut für Erziehung und Unterricht* <<http://www.leu.bw.schule.de/esq/>>

The *Landesbildungsserver* <<http://www.schule-bw.de/unterricht/evaluation>>

#### Bayern

The Bayerischer Schulserver <<http://www.schule.bayern.de>>

The website for the *Staatsinstitut für Schulpädagogik und Bildungsforschung* <[http://www.isb.bayern.de/qa/arbeitsbereiche/evo/evaluation\\_vor\\_ort.pdf](http://www.isb.bayern.de/qa/arbeitsbereiche/evo/evaluation_vor_ort.pdf)>

#### Hamburg

The Hamburger Bildungsserver <<http://lbs.hh.schule.de/>>

#### Nordrhein-Westfalen

The website for the *Landesinstitut für Schule* <[http://www.learn-line.nrw.de/nav/schule\\_entwickeln/](http://www.learn-line.nrw.de/nav/schule_entwickeln/)>

**Sachsen**

The website for the *Sächsisches Staatsinstitut für Bildung und Schulentwicklung* <<http://www.sn.schule.de/>>

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*Landesbildungserver* <<http://www.bildung-lsa.de/index2.html>>

**Schleswig-Holstein**

The website for the *Institut für Qualitätssicherung an Schulen* <<http://www.iqsh.de/>>

**Greece**

The website for the Centre for Research into Education <<http://www.kee.gr/html/>> (information in English).

The Pedagogical Institute <[www.pi-schools.gr](http://www.pi-schools.gr)>

**Spain**

The website for the INECSE (formerly the INCE) – *Instituto Nacional de Evaluación y Calidad en el Sistema Educativo* – (National Institute for the Education System Evaluation and Quality) <<http://www.ince.mec.es/>> (information in English).

The website for the CSDA – *Consell Superior d’Avaluació del Sistema Educatiu* (Catalonia) <<http://www.gencat.net/ense/csda/>> (information in English).

The website for the IVEI/ISEI – *Instituto Vasco de Evaluación e Investigación Educativa* (Basque country) <<http://www.isei-ivei.net/>> (information in English).

The website for the *Dirección General de Evaluación Educativa y Formación del Profesorado* (Andalusia) <[http://www.juntadeandalucia.es/educacionyciencia/dgpee/index\\_2.asp](http://www.juntadeandalucia.es/educacionyciencia/dgpee/index_2.asp)>

The website for the ICEC – *Instituto Canario de Evaluación y Calidad Educativa* (The Canary Islands) <<http://nti.educa.rcanaria.es/icec/>>

The website for the IAQSE – *Institut d’Avaluació i Qualitat del Sistema Educatiu de les Illes Balears* (The Balearic Islands) <<http://weib.caib.es/Documentacio/directori/iaqseib.htm>>

The website for the IVECE – *Instituto Valenciano de Evaluación y Calidad Educativa* (Valencia) <<http://www.cult.gva.es/ivece/portada.html>>

**France**

The Ministry of Education website on its educational facilities and provision <[www.eduscol.education.fr](http://www.eduscol.education.fr)>

**Ireland**

The School Development Planning Initiative <<http://www.sdpi.ie>>

The School Development Planning Support (Primary Education) <<http://www.sdps.ie>>

## Italy

The website for the National Institute for the Evaluation of the Education System <[www.invalsi.it](http://www.invalsi.it)>

The website for the National Institute for Documentation, Innovation and Educational Research <[www.indire.it](http://www.indire.it)>

## The Netherlands

Quality cards: giving information on quality aspects of individual schools

<<http://www.kwaliteitskaart.nl/kwaliteit2003/>>

The Act on the work of the inspectorate

<[http://www.onderwijsinspectie.nl/functie\\_en\\_taken/WOT\\_staatsblad.pdf](http://www.onderwijsinspectie.nl/functie_en_taken/WOT_staatsblad.pdf)>

Information for school leaders/heads, school boards, parents etc. concerning internal evaluation in primary and secondary education <<http://www.kwaliteitsring.nl>> for primary and secondary education (information in English) and <<http://www.q5.nl>> for secondary education (information in English).

The CITO <[www.cito.nl](http://www.cito.nl)> (information in English).

## Austria

The initiative 'quality in schools' which supports schools to review, monitor and develop their own quality <[www.qis.at](http://www.qis.at)> (information in English).

## Sweden

The website for the *Skolverket*/National Agency for Education (NAE) <<http://www.skolverket.se>> (information in English).

The SIRIS website <[http://siris.skolverket.se/pls/portal30/PORTAL30.siris\\_frame.siris](http://siris.skolverket.se/pls/portal30/PORTAL30.siris_frame.siris)>

## United Kingdom – England, Wales and Northern Ireland

The website for the Office for Standards in Education (Ofsted), officially the Office of Her Majesty's Chief Inspector of Schools in England <<http://www.ofsted.gov.uk/>>

The new framework for inspecting schools, effective from September 2003

<<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3266>>

The website for Estyn: Her Majesty's Inspectorate for Education and Training in Wales

<<http://www.estyn.gov.uk/>>

The website for the Education and Training Inspectorate (ETI) in Northern Ireland

<[http://www.deni.gov.uk/inspection\\_services/index.htm](http://www.deni.gov.uk/inspection_services/index.htm)>

### United Kingdom – Scotland

The website for HMIE <<http://www.hmie.gov.uk/documents/publication/index.htm>> for a new edition of the handbook used by the Scottish inspectors, How good is our school? 2002.

### Norway

The Resource Bank <<http://ressursbanken.is.no>>

The pupil inspectors <<http://www.elevinspektorene.no>>

### Czech Republic

The website for the Czech School Inspection <[www.csicr.cz](http://www.csicr.cz)>

### Estonia

The website for the Examination and Qualification Centre <<http://www.ekk.edu.ee>>

### Latvia

The website for the State inspectorate <<http://www.inspekcija.izm.gov.lv>>

### Poland

The website for the Central Examination Commission <<http://www.cke.edu.pl/>>

### Slovenia

The website for the Centre for Educational Policy Studies - CEPS <<http://ceps.pef.uni-lj.si>> (information in English).

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The website for the State inspection <[www.ssiba.sk](http://www.ssiba.sk)>



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