STUDY ON THE ASPECTS OF EXTERNAL EVALUATION IN GENERAL EDUCATION:

Focus on external evaluators' initial and continuous trainings and monitoring in South Eastern Europe

SEE REGION:
Albania, Croatia, Bosnia and Herzegovina, North Macedonia, Moldova, Montenegro, Serbia

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Acknowledgements

4

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Abbreviations

Abbreviations in Albania

MoESY – Ministry of Education, Sports and Youth
AQAPU - The Agency for Quality Assurance in Pre-University Education
SEI - State Education Inspectorate
IDE - the Institute for Development of Education
GD PUE - the General Directorate for Pre-University Education

Abbreviations in Bosnia and Herzegovina

FMES - Federal Ministry of Education and Science
APPSE - Agency for Preschool, Primary and Secondary Education
PI – Pedagogical Institute

Abbreviations in Croatia

ETTA - Education and Teacher Training Agency
MSES - Ministry of Science, Education and Sports
NCET - National Centre for External Evaluation of Education

Abbreviations in Moldova

ANACIP - National Agency for Quality Assurance in Professional Education
ANACEC - National Agency for Quality Assurance in Education and Research
MECC - Ministry of Education, Culture and Research

Abbreviations in Montenegro

MoE - The Ministry of Education
BES - The Bureau for Education Services
QAD - Quality Assurance Department
NCE - The National Council for Education

Abbreviations in North Macedonia

SIE - The State Inspectorate for Education
BDE - the Bureau for Development of Education
MoES - Ministry of Education and Science
SPQI - The School Performance Quality Indicators

Abbreviations in Serbia

IEQE - Institute for Education Quality and Evaluation
IIE - Institute for Improvement of Education
MoESTD - Ministry of Education, Science and Technological Development of Serbia
RSAs Regional School Authorities

Country codes

HR - Croatia
AL - Albania
BA - Bosnia and Herzegovina
ME - Montenegro
RS - Serbia
MD/MDA - Moldova
MK/MKD - North Macedonia

GLOSSARY

Taken from Comparative Study on Quality Assurance in EU School Education Systems – Policies, procedures and practices, Final Report, DG EAC, Order 12 Lot 3 DG EAC Framework Contra, 2015[1] (N.B. The definitions of the terms in this glossary are based on two main sources, the Cedefop (2011) Glossary - Quality in education and training and the glossary comprised within the 2014 Eurydice Report on Assuring quality in education. Most of the definitions of the terms in this glossary were fully reproduced from these sources, while several were adapted from definitions specific to the VET sector to ones specific to the school sector. In cases where terms used in this final report were not included in the two main sources mentioned, other official definitions have been used and referenced.)

Accountability: Obligation to demonstrate that an activity has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans.

Authority responsible for the external evaluation of schools: can refer to the public authority (e.g. the Ministry of Education) to which the body (inspectorate or other) in charge of carrying out the evaluation belongs, to the public authority (e.g. the parliament) to which an independent body in charge of carrying out school evaluation is accountable to, or to the public authority (e.g. local authorities) in charge of carrying out the evaluation.

Central authorities: they are in charge of education in a given country. The top educational authority is located at national (state) level in the vast majority of countries. However, in Belgium, Germany, and the United Kingdom, the regions (Communities, Länder, etc.) are responsible in all or most areas relating to education (including school evaluation) and are considered as the top level in this survey.

Criteria: Evaluation criteria are based on two components, namely the parameter (or measurable aspect of an area to be evaluated), and the required standard (benchmark, level of performance or norm,) against which the parameter is evaluated. They provide the (quantitative and/or qualitative) basis on which judgments are formed.*

Curriculum: inventory of activities implemented to design, organize, and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.

Evaluation follow-up: an evaluation procedure that exist in some countries and during which external evaluators 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.

Evaluation framework: the one or several documents used by evaluators to elaborate their parameters and/or required standards to evaluate schools. They provide the (quantitative and/or qualitative) basis on which judgments are formed. Evaluation frameworks vary in their form and use. For instance, they can be documents that evaluators will use when visiting schools but also pre-structured templates filled in by local authorities for reporting to the central/top authority about schools for which they are responsible.

Evaluation of schools: focuses on the activities carried out by school staff without seeking to assign responsibility to individual staff members. Evaluation of this kind seeks to monitor or improve school performance and student results, and findings are presented in an overall report that does not include individual teacher appraisal information. If the work of the school head is appraised

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as part of a general evaluation covering all school activities (including those for which the school head is not directly responsible) and findings are used with a view to improving the quality of the school concerned, this is regarded as school evaluation. The evaluation of schools may be external or internal.

School inspection: responsible for checking schools' compliance with laws and regulations related to school safety, inclusion and access for all children and labor laws. They usually audit schools at least once a year and check a list of documents requested from the school. These include documents from the school councils and professional bodies such as the teacher council. The audit team provides the school principal with the audit report, including the conclusions and measures that need to be implemented by the school within certain period of time after the school visit. Inspectors can also carry out exceptional audits when problems are reported in a given school by teachers, parents, students or the school principal. In some economies in the region school inspection is totally separate from Ministry of education (ME), whereas in most countries they are an integral part of Ministry of Education. Serbia also has a separate process for checking schools' compliance with legal requirements carried out by audit inspectors at the municipal level. Generally, there are very limited links between the audit carried out by the inspectors and the external school evaluation carried out by an agency. In some countries (AL and MK) external school evaluation and school inspection are carried out simultaneously.

Evaluators: the person or group of persons whose responsibility is to select relevant data and form an evaluative judgement about their content.

External evaluation of schools: is conducted by evaluators who report to a local, regional or central education authority and who are not directly involved in the activities of the school being evaluated. Such an evaluation covers a broad range of school activities, including teaching and learning and/or all aspects of the management of the school.

Internal evaluation of schools (*internal evaluation or. self-evaluation*)**:** evaluation undertaken by body of persons or groups of persons who are staff members and directly involved with the school (such as the school head or its teaching and administrative staff, partners, parents, pupils). Teaching and/or management tasks may be evaluated. For the purposes of this report, all evaluations conducted by a school itself are referred to as "internal".

National tests: refers to the national administration of standardized tests and centrally set examinations. The tests contain centrally set procedures for the preparation of their content, administration and marking, and for the interpretation and use of their results. These tests are standardized by the central (or top-level) education authorities.

Quality: degree to which a set of inherent characteristics fulfils requirements.

Quality assurance (in school education): policies, procedures, practices and activities involving planning, implementation, evaluation, reporting, and quality improvement, implemented to ensure that school education (content of programs, curricula, assessment and validation of learning outcomes, etc.) meets the quality requirements expected by stakeholders.

Quality assurance system: As opposed to the term 'QA approach', which covers a way of considering or performing QA, influenced by cultural concepts, a value system, and the specific characteristics of a school system (e.g. governance, autonomy), the term 'QA system' covers all integrated set of policies, procedures, rules, criteria, tools and verification instruments and mechanisms that together ensure and improve the quality provided by a school institution.

Quality indicator: formally recognized figure(s) or ratio(s) used as yardsticks to judge and assess quality performance.

Quality monitoring: systematic collection and analysis of quality indicators to determine whether the quality of education and training meets the standards set.

Regional authorities: authorities politically and/or administratively situated below central authorities. This can also refer to an administrative division of the central/top authorities operating at regional level.

Self-evaluation: evaluators form judgments relating to tasks that they perform themselves.

Self-assessment (of an individual): activity(ies) of individuals to observe, analyse and judge their performance based on predefined criteria and determines how they can improve it.

Stakeholders [in school education]: all those who have an interest in school activities, for example, policymakers, local authorities, school staff, parents, pupils, employers, higher education or VET institutions, society, at large, etc.

Standard (in education and training): Statement approved and formalized by a (in education and training) recognized body, which defines the rules to follow in a given context or the results to be achieved.

INTRODUCTION

The ***Study on the aspects of external evaluation in general education, focusing on external evaluators' initial and continuous trainings and monitoring in South Eastern Europe*** aimed to establish common understanding of the existing practices in the region, and to collect evidence for future improvements of the systems used for selection, initial and continuous training and monitoring of external evaluators. The Study reports on the systems in **Albania, Bosnia and Herzegovina, Croatia, Moldova, Montenegro, North Macedonia and Serbia**[2].

The following **methods** were used for data collection: desk research on existing policy documents, legal frameworks and previous research in the field of school evaluation, input provided by ERI SEE; semi-structured interviews with the relevant stakeholders (representatives of the Evaluation agencies/Ministries/other bodies in charge). Qualitative and comparative cross-country analysis of the data gathered has been conducted as well.

The rationale of the Study

The focus of this Study is the system of external evaluations of schools, initial and continuous training of external evaluators, and the ways of monitoring and assessing their performance of external school evaluation. The terms external school evaluation and external evaluation will be used interchangeably across the Study.

In order to have effective external school evaluations, the first condition is the availability and adequacy of resources, mainly human resources. For example, regular school evaluations conducted periodically require a trained team of evaluators and a considerable amount of funding. At the same time, all those who interpret and analyze the national data on education or conduct internal evaluation have to be trained and guided through these rather complex and demanding processes.

If we focus on external evaluators and skills needed for the job, and compare them with the skills and knowledge they bring at the beginning of their career, it is evident that extensive training is a must. A vast majority of external evaluators are former teachers with at least 5 years of teaching experience. As a result, they are familiar with what a good teaching is and how the process of teaching and learning should be conducted at schools. However, their new job requires new skills. Instead of delivering lessons, they are now to observe how other people teach in the classroom, record their findings and give formative feedback to the teacher visited. Not long ago, they assessed students and now they are assessing other teachers which requires an additional set of skills.

In addition, apart from evaluating teaching and learning in their own subject or a range of subjects, evaluators are to carry out multiple new tasks and roles: review the school documents, interpret the data provided by national information systems or the schools themselves, conduct individual or group interviews, advise schools and teachers on best practices, evaluate school management and governance structures, write concise and evidence-based reports on their findings, deal with complaints, etc. As this is a completely new set of tasks, they need to be trained and aided by the system, both at the beginning and throughout their careers. In this Study we explored what support is available to them.

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2 The Study originally intended to include the analysis of systems in Kosovo*, however unfortunately the communication channels were not sustainable enough to ensure inputs for the study. It should be pointed out that the Study was being implemented in the midst of the COVID-19 crisis, which had effect on the overall data gathering.

Structure of the Study

The study has five distinct parts: a lead into the topic, main findings on external school evaluation per economy, comparative regional overview with main policy points; main findings on external evaluators per economy, comparative regional overview with main policy points, and a conclusion.

The first chapter is dedicated to the importance of external evaluation of schools.

The second chapter deals with school evaluation in general. It identifies how school evaluation is conducted in individual economies in the region. It addresses these topics:

- Governance / Authority responsible for the external evaluation of schools
- Types of school evaluation
- Reference standards / the use of frameworks for external evaluation
- Guidelines documents and procedures for external evaluation
- Frequency of school visitations
- Outcomes of the external evaluation
- Internal evaluation

The third chapter compares various factors related to school evaluation across the region. It includes main findings, challenges and reflections on how to improve certain issues in the form of policy points.

The fourth chapter describes the entry requirements and main qualifications and professional experience expected from external evaluators, and their initial and continuous training. It also talks about the way external evaluators performance is evaluated and assessed. The national profiles provide an overview of the key features of each economy's approach to recruiting and training external evaluators, as well as the approaches used in assessing their performance.

The fifth chapter is dedicated to the regional overview of external evaluators' qualifications, training and their performance assessment. The findings are followed by recommendations related to recruitment and training high quality evaluators.

The glossary defines all the specific terms used in the report, so it has been given at the beginning of the report. The Study concludes with the summary of all the findings and recommendations related to both external school evaluation and external evaluators (qualifications, initial and continuous training, monitoring and evaluation of their work).

The description of the methodology used for drafting the report has been given at the very end of the report as Annex 1.

1. THE IMPORTANCE OF EXTERNAL EVALUATION

Why does high quality of external evaluation matter? What is the vital role of the external evaluators?

"Quality assurance in education can be understood as policies, procedures, and practices that are designed to achieve, maintain, or enhance quality in specific areas, and that rely on an evaluation process. By 'evaluation', we understand a general process of systematic and critical analysis of a defined subject that includes the collection of relevant data and leads to judgements and/or recommendations for improvement. The evaluation can focus on various subjects: schools, school heads, teachers, and other educational staff, programmes, local authorities, or the performance of the whole education system."[3]

It is of crucial importance to understand that the notion of quality assurance implies the combination of various quality assurance mechanisms (external evaluation of schools, external evaluation of knowledge, internal evaluation of schools, self-assessment of teachers, national and international testing, survey of quality education etc.)

"Quality assurance approaches can include mechanisms that are external and internal to schools. External mechanisms may include national or regional school evaluations and/or large-scale student assessments. Internal mechanisms may include school self-evaluation, staff appraisal and classroom-based student assessments. These mechanisms have different but complementary purposes. Ideally, they are part of a coherent, integrated system, with the different mechanisms supporting and reinforcing each other. This kind of productive synergy can ensure a clear focus on school development, providing data on aspects such as school climate and the well-being of all members of the school community, effective teaching and learning, and the impact of innovations."[4]

School evaluation

School evaluation deals with monitoring or improving the quality of the school. It may investigate into a broad range of school activities, including teaching and learning and/or all aspects of school management.

There are two main types of school evaluation: external evaluation, conducted by evaluators who are not from the school in question, and internal evaluation, carried out primarily by school staff.

This study focuses on the evaluation of schools providing general pre-university education. For most of the part it will deal with external school evaluation. However, having in mind that external and internal school evaluation are so often highly complementary and use the same set of standards and indicators, we will also have a look at how these two processes interact with each other.

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3 European Commission/EACEA/Eurydice, 2015, Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe. Eurydice Report, Luxembourg: Publications Office of the European Union

4 ET 2020 Working Groups, 2017, Quality Assurance for School Development, Looney, Janet, Grainger Clemson, Hannah - Guiding principles for policy development on quality assurance in school education, European Commission. Directorate-General for Education, Youth, Sport and Culture

As far as external school evaluation is concerned, three common factors are identified as being expected levers for school improvement: [5]

- External school evaluation sets expectations on school quality (i.e. with evaluation criteria and standards indicating a "good school");

- The results of external evaluation are shared with stakeholders (school boards/management, parents, and students), stakeholders are sensitive to the results and this leads to pressure for improvement;

- External school evaluation promotes and stimulates improvement of school internal evaluation processes.

In other words, the purpose of external school evaluation often includes school improvement along with the major purpose of holding schools accountable by reviewing different aspects of their provision and quality.

We are particularly interested in the impact that external evaluation has on quality improvement at school and national level, which will help us understand the vital importance of those who conduct school evaluations. We will also try to identify which individual actions and segments of external school evaluation bring the desired results so that we can determine the skills needed for the evaluator. For instance, providing formative feedback to schools, their management teams and individual teachers is a strong tool for boosting school development and requires a set of knowledge, skills and attitudes related to the issue. Writing an evaluation report, which is to trigger the schools' reaction and an action plan for improvement, requires a highly qualified and competent professional who is able to use the academic and objective style of providing positive feedback and indicating improvement areas.

What is evident is that external school evaluation often leads to a much better process of internal evaluation which then results in the overall improvement of the school environment. Of course, on condition it evaluates how internal evaluation is carried out. The interviewees have also recognized the improvement in internal evaluation procedures as a result of external evaluation.

Another important issue is that the more familiar the schools and teachers are with external and internal evaluation procedures, the better the quality culture they tend to create and nurture. Schools that keep conducting and talking about evaluation and using the evaluation results in their short-term, mid-term and long-term development plans will do far better than those which do not understand the quality assurance process. It goes without saying that schools need to be trained on quality assurance process, procedures, and tools.

It is commonly agreed that where external school evaluation sets clear expectations, norms and standards and stakeholders are engaged with and knowledgeable about the external evaluation process, this has significant impact on schools[6]. Expectations set in external school evaluation and stakeholder sensitivity to the results of external school evaluation are also significantly related to schools improving their internal evaluation processes.

Importantly, a survey[7] on external school evaluation indicates that various processes stressed by external school evaluation bodies to stimulate school improvement, such as school

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5 OECD 2013, Synergies for Better Learning: an International Perspective on Evaluation and Assessment

6 Ehren, M.C.M., H. Altrichter, G. McNamara and J. O'Hara (2013), "School inspections and school improvement: Testing assumptions on causal mechanisms", Oxford Review of Education

7 Ehren, M.C.M., H. Altrichter, G. McNamara and J. O'Hara (2013), "School inspections and school improvement: Testing assumptions on causal mechanisms", Oxford Review of Education

self-evaluation (internal evaluation), transformational leadership and collaborative staff activities are important and effective. Improvements in school internal evaluation are related to many school improvements actions.

Given the fact that external evaluation is very important in the QA cycle, it goes without saying that the qualities of those who conduct this process, their knowledge, skills and attitudes are an absolute prerequisite for the success of the process.

2. SCHOOL EVALUATION – NATIONAL PROFILES

2.1. School Evaluation in Albania

2.1.1. Governance / Authority responsible for the external evaluation of schools

There are two main governing documents that deal with school evaluation in Albania: Law on Pre-university Education (2012, 2015 and 2018)[8] and National Strategy for Pre-university Education 2014 –2020[9].

One of general principles in accordance with the Law on Pre-university Education is *"The educational service shall rely and be evaluated based on the standards. The evaluation shall be internal and external."*

The Agency for Quality Assurance in Pre-University Education (AQAPUE) was established in February 2019 as a merger of State Education Inspectorate (SEI) and the Institute for Development of Education (IDE). It has a broad mandate covering many policy areas including curriculum design, teacher professional development, school evaluation and system performance evaluation. Its school evaluation responsibilities include managing the school evaluation framework and guidelines and training external school evaluators. They can also conduct risk-based evaluations by order of Minister of Education, Youth and Sports.

The main responsibilities for school evaluation are with the General Directorate for Pre-university Education (national level) and 4 Regional Directorates which are responsible for the external school evaluation. However, due to financial issues they have a very small number of evaluators in these directorates (23). Hence Albania is struggling to solve the problem of conducting a desired amount of school evaluations.

Even today the terms inspection, inspector and inspectorate are preferred in Albania to what we call evaluation, evaluator, and evaluation body. In case of Albania, these terms are interchangeable as school evaluation involves the inspection component (compliance with laws and rulebooks).

2.1.2. Types of school evaluation

2.1.2.1. External evaluation

Albania has seen a lot of changes to the school evaluation system in the last two decades. The State Inspectorate of Education (SIE) started working on 2010, but due to financial issues has not conducted a great number of school evaluations. The new organizational structure mentioned above also aims to overcome this problem.

External evaluation is obligatory by Law and is conducted every 4 years.

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8 Law no: 69, date 21.06.2012 (changed) "On the Pre-University Education in the Republic of Albania", The Council of Ministers decision no: 68

9 STRATEGY ON PRE-UNIVERSITY EDUCATION DEVELOPMENT 2014-2020, Ministry of Education, 2014, https://www.academia.edu/11411662/STRATEGY_ON_PRE-UNIVERSITY_EDUCATION_DEVELOPMENT_2014-2020_Draft_

With the new organization of pre-university education, the responsibility for school evaluation is with the General Directorate for Pre-University Education (GD PUE).[10] Evaluators are now based in Albania's four new regional directorates, and each of them has 12 to 16 local education offices (51 totals) that report to them and serve as liaisons with schools. The directorates fall under the jurisdiction of the GD PUE.

Quality control of external assessments is based on risk factor.

2.1.2.2. Reference standards / the use of frameworks for external evaluation

Albania's school evaluation framework, originally developed in 2011 to serve as the main reference for both external and internal school evaluation, has been revised.11 The 2011 framework covers seven areas: the applied curriculum; teaching and learning; school climate and ethics; student care; school management; development of human resources; and students' evaluation and achievement. The seven fields are divided into 51 subfields, 93 indicators and 654 descriptors (called "instruments") that further describe the indicators.

The revised system has identified 4 areas of quality standards defined in the "Guide for the external and internal evaluation of school":

- School leadership and management
- Quality of teaching and learning
- Student's achievements and assessment

The standards cover teaching and learning quality in addition to the legal compliance. There are 24 quality criteria and 37 quality indicators in the 4 areas above. All these indicators are provided based on the teacher's standards, leadership standards, standards for friendly schools and the legal framework.

The Quality Assurance Agency of Pre-university Education (QAAPE) has developed the entire instructional documents that are fundamental for the process of school quality assurance. This was the priority of QAAPE after the new curriculum implementation and the other changes in the system.

External evaluators in Albania decide which fields and indicators will be the focus of each school evaluation on a case-by-case basis, which makes it difficult to compare results across schools. These evaluations result in a grading of one (very good) to four (poor) for each field and indicator evaluated and an overall rating.

2.1.2.3. Guidelines documents and procedures for external evaluation

In addition to Law on Pre-university Education (2012, 2015, 2018) and National Strategy for Pre-university Education 2014 –2020, the Methodology of Inspection and internal assessment of pre-university education institutions is used for both external and internal school evaluation.

Quality Assurance Agency for the Pre-university Education is preparing and up-date protocols for inspection and evaluation process and also can realize risk based inspection by order to Minister of Education, Youth and Sports.

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10 Appraisal of the Pre-University Education Strategy 2014-2020, (FINAL REPORT),UNICEF Albania support to the Ministry of Education, Sports and Youth in conducting an appraisal of the current Strategy of Pre-University Education 2014-2020 (Prepared by: Mike Wort & Dukagjin Pupovci & Ermelinda Ikonomi, Consultants), https://www.unicef.org/albania/reports/appraisal-pre-university-education-strategy-2014-2020

11 Albania Education Policy Review: Issues and Recommendations, UNESCO, Section of Education Policy, August 2017, https://unesdoc.unesco.org/ark:/48223/pf0000247993

Albania's school evaluation methodology is being revised. Steps include a pre-inspection (evaluators collect initial information about the school to determine the scope and focus of the inspection), a school visit, verbal feedback, the preparation of an evaluation report and final report. The school visit typically lasts two days and administrative information, classroom observations, interviews with teachers and students and parent questionnaires are usually used as sources of evidence for evaluations. A key component of all external school evaluations are classroom observations. However, it is not fully clear how evaluators are trained to conduct the classroom observations.

2.1.2.4. Frequency of school visitations

All schools in Albania were supposed to be fully inspected once every four years. Due to a very low number of evaluators, extremely small numbers of Albania's schools were inspected annually in recent years (18 in 2015, 20 in 2016, and 9 in 2017). The recent changes to the evaluation system in terms of new organizational structure were introduced in order to have more school evaluations.

The external evaluation of the school should serve to the improvement of the school itself. Increase of monitoring/ inspecting capacities should focus onimproving the quality

2.1.2.5. Outcomes of the external evaluation

The previous external school evaluations resulted in verbal feedback and a final report that was posted on the inspectorate's website. The final report included recommendations, and evaluators may have suggested timelines for their implementation. However, schools in Albania have not been required to develop an action plan in response to evaluation findings. Based on these recommendations, schools had to draft the improvement plan.

The State Inspectorate of Education also informed the Minister, local educational units and institutions for findings of educational inspections. Nowadays, evaluation reports are not made public.

Extremely low number of school evaluations has been conducted in the last decade. All pre-tertiary schools in Albania were supposed to be fully evaluated once every four years. However, less than 1% of Albania's schools were evaluated annually in recent years (18 in 2015, 20 in 2016, and 9 in 2017).[12] The challenge the system is dealing with is the small number of evaluators.

Schools in Albania have not been provided with support to follow up on evaluation findings in the past. The re-organization of regional and local education offices in 2019 was initiated in part to increase this type of support.

2.1.3. Internal evaluation

In addition to being externally evaluated, schools are obliged to carry out internal evaluation. Annual school internal evaluation is mandatory in Albania's schools.

Schools in the process of internal evaluation have to use the same indicators that the external evaluators are using. This is written in the methodology of school internal evaluation (this document prepared by QAAPE is not approved yet).

The process is conducted by an internal evaluation team, appointed by the principal. The team includes the school leader and the heads of each subject team. They select specific subfields and indicators under one or two of the seven fields in the school evaluation framework and develop a plan to evaluate them. The school's subject teams gather and analyze evidence. The school team drafts a final report based on input and ratings from each subject team, as well as other sources of evidence. They share it internally and with local education offices, regional directorates, and external school evaluators upon request.

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12 Maghnouj, S. et al. (2020), OECD Reviews of Evaluation and Assessment in Education: Albania, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing, Paris, https://doi.org/10.1787/d267dc93-en.

Schools are supposed to use internal evaluations to inform their school development plans (i.e. their four-year mid-term plan and annual plan), but this is not happening in practice. Even though schools conduct regular internal evaluations, they do not yet use results to improve their practices in part because they lack training and guidance in this area.

School evaluation is also done through the School Performance Charter.

The school itself compiles the Performance Charter based on i) its own statistics, ii) statistics of test results on regional level, iii) statistics of test results on national level, iv) data collected through questionnaires with, parents, students and teachers, etc. However, schools think of the school performance card as an administrative burden that is solely used for school rankings rather than a tool for self-evaluation.

Besides standard common indicators for all schools, the regional educational directorate/office may define/add further indicators based on its priorities. Schools ranking is based on the evaluation of these measurable indicators and it is supposed to help schools to improve themselves in the identified areas. Regional education directorate/education offices are supposed to use the rankings to identify the best and weakest schools in their area to provide adapted follow-up.

To support the internal evaluation process, MoESY will provide

- Ongoing support for low-performance schools in order to improve them. Low performance schools will be provided with special support for improvement by the relevant Local Education Offices (LEO-s) and Regional Education Departments (RED-s). This can be achieved through increased oversight and counseling, but also through the establishment of school networks at the local level in order to provide the necessaryassistance to improveperformance.

- Trainings with school leaders on their responsibilities in relation to medium-term planning and internal evaluation, more focused on performing administrative tasks than on leading the learning process. The trainings of school leaders will be done by the School of Principals, established in 2018, which offers programs for compulsory preparatory training that result in certification for school leaders, as well as continuous professional development programs for school leaders.

- A more transparent procedure for recruiting the school principal.

- Evaluation of school leaders. The revised standards for school leaders will serve as a basis for evaluating their performance. A special order of the Minister will be issued for the performance evaluation.

Table 2.1. School evaluation in Albania

Types of school evaluation	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	The school evaluation framework in inspection and internal assessment of schools (guidance for full school inspection) (2011)	The Agency for Quality Assurance in Pre-University Education and regional directorates	Methodology of inspection and internal assessment of pre-university education institutions (2011)	1) Pre-inspection 2) Inspection 3) Completion of inspection 4) Delivery of inspection report	Infrequently Originally planned: once every four years	To ensure legal compliance and help schools improve.
School Internal evaluation		School internal evaluation team	Methodology of Inspection and internal assessment of pre-university education institutions (2011) Normative provisions (2013)	1) Internal evaluation team is selected and defines scope 2) Subject teams conduct Evaluation activities and analyze results. 3) Internal evaluation team Judges performance on a scale of 1-4 4) Report is drafted 5)Report is shared internally	Once per year	To identify strengths and weakness and to inform the school development plan.

2.2. School Evaluation in Bosnia and Herzegovina

2.2.1. Governance / Authority responsible for the external evaluation of schools

BiH consists of two entities (Republika Srpska and Federation of BiH) and Brcko district of BiH. There are twelve institutions responsible for education in BiH:

- The Ministry of Education and Culture of Republika Srpska,
- Ten cantonal ministries of education in the Federation of BiH, and
- The Department for Education of the Brčko District Government

Republika Srpska has a centralized government and one ministry of education. Federation of BiH has a decentralized government and consists of ten cantons where each canton has their own ministry of education. *Federal Ministry of Education and Science* has only a coordinative role.

Agency for Preschool, Primary and Secondary Education has the authority to establish national standards of knowledge, evaluate the achievements, and develop common core curricula[13].

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13 The Agency for Preschool, Primary and Secondary Education (APOSO), in accordance with its legal competence, is

The responsible bodies for quality assurance are relevant ministries of education and pedagogical institutes, as well as the schools themselves. Within the Law on Preschool Education and the Law on Primary Education and Secondary Education, the competent ministries of education prescribe when and how quality assurance is to be carried out.

Given such a great number of units to be studied, it is very difficult to provide a full picture of school evaluation in Bosnia and Herzegovina. For the sake of this study, an example of the canton of Tuzla has been taken, as it most resembles the external evaluation model being examined in this regional overview.

2.2.2. Types of school evaluation

2.2.2.1. External evaluation/ Status of external evaluation

In the canton of Tuzla, external evaluation is regulated by the laws on primary and secondary education and its processes are defined by prescribed rulebooks on professional supervision (the term used for external evaluation).

The regulation on professional supervision shall be issued by the Cantonal Government. Professional supervision is performed by the Pedagogical Institute. Institute provides three kinds of supervision:

- General[14];
- Particular;
- Individual.

The difference between them is the following:

General supervision is a type of school external evaluation, conducted by a team of evaluators employed by the Pedagogical institute, and covering key areas and domains of school quality achievement. For the purpose of this Study, general supervision is used interchangeably with school external evaluation. School evaluation is a special subtype of general supervision and closely resembles school evaluation in other economies in the region.

Particular supervision is a type of school evaluation covering only some domains of school processes (as opposed to general supervision which covers all the domains).

Individual supervision is done on an individual basis (a teacher, a principal, an associate, etc.)

2.2.2.2. Reference standards / the use of frameworks for external evaluation

Professional supervision, according the Law on Secondary Education[15], includes:

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working on the development of the Common Core Curriculum defined on the Learning Outcomes, https://ec.europa.eu/education/sites/education/files/tt-report-bih.pdf

Guidelines for Implementation of Common Core Curricula defined on Learning Outcomes ("BiH Official Gazette" No. 77/15)

Guidelines for Implementation of Common Core Curricula for Cross-Curricular Area defined on Learning Outcomes in Curriculum ("BiH Official Gazette" No. 87/15)

14 Organization, competencies, tasks and the way of general supervision and subject-specific supervision are defined in the Law on Primary Education of Tuzla Canton. ("Official Gazette of Tuzla Canton", no. 9/2015, 6/2016, 14/2018, 14/2019, 10/2020), Lows on Secondary education ("Tuzla canton official Gazette" No. 10/2020 and 11/2020), the regulation Book on the Internal Organization of Ministry of education, Science, Culture and Sport of the Tuzla canton, The new School supervision, White Book, Tuzla,

15 Lows on Secondary Education ("Tuzla canton official Gazette", No. 10/2020 and 11/2020).

a. monitoring implementation of the curriculum (goals and tasks, content, scope, form, methods, and procedures of educational work),

b. monitoring and evaluating the work of teachers, professional associates, and teaching associates as well as the work of principals and assistant principals in schools,

c. supervision of documentation and records related to education and the educational process,

d. as well as other activities in accordance with the law.

These are the seven areas evaluated in the process of external evaluation prescribed by Rulebook on conducting professional supervision:

1. Program and Plan;
2. Resources;
3. School Management, Organization and Quality Assurance;
4. Teaching and Learning;
5. Support to Students Development and Results in Students Progress;
6. Communication and Cooperation;
7. Professional Development.

There are 21 sub-indicators within these 7 areas.

2.2.2.3. Guidelines documents and procedures for external evaluation

External evaluation is conducted in line with Rulebook on professional supervision of primary education institutions16 and Rulebook on professional supervision of secondary education institutions17 in Tuzla Canton. The supervision is defined by Law on Primary Education and Lows on Secondary education of Tuzla Canton.

The Pedagogical Institute of Tuzla Canton has issued the Instruments for Evaluation of Secondary Schools18 in 2019. The toolkit contains indicators that are elaborated according to quantitative values. Instrumentation assesses student achievement; organization of teaching and learning; extra-curricular activities; availability of textbooks and literature; professional representation of teachers; work of professional bodies of the school; the condition of the school building and the achievements of students in competitions.

According to the Rulebook on professional supervision of primary and secondary education institutions in the canton of Tuzla, professional pedagogical supervision (the term used for external school evaluation) comprises that an expert advisor conducts a direct insight into the application of the curriculum, reviews the work and organization of school operation, the work of teachers, professional associates, educators and principals. He/she also carries out a direct insight into teaching, provides advisory instructional support to teachers, professional associates, educators and principals, and proposes to the Minister and to the competent authorities measures for the improvement of educational work and elimination of irregularities and deficiencies spotted during the visit.

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16 Rulebook on professional supervision of primary education institutions, http://pztz.ba/File.aspx?SOrganizacija=2&SFile=159

17 Rulebook on professional supervision of secondary education institutions, http://pztz.ba/File.aspx?SOrganizacija=2&SFile=160

18 Instruments for Evaluation of Secondary Schools http://cms.pztz.ba/userfiles/pztz/files/Vrednovanje/2019/Instrumentarij_SrednjeSkole2019.pdf

2.2.2.4. Frequency of school visitations

The school is obliged to enable the Pedagogical Institute, according the legislation, to perform professional supervision and insight into the documentation and records it keeps.

The frequency of school evaluation has been prescribed as periodical, without precise time-frame that has to be taken into account.

The Pedagogical Institute shall submit an Expert supervision report on the performed professional supervision over the work of the school founded by the Cantonal Assembly to the school and the Ministry. The Pedagogical Institute is obliged to submit a report on the performed professional supervision of schools every six months. School external evaluation is followed by drafting the report which comprises: analysis of the state-of-play at school, the grade of quality for each of the areas and a proposal to school for drafting the development action plan regarding improvement of performance.

2.2.2.5. Outcomes of the external evaluation

The monitoring of the development action plan, in accordance with external evaluation report, is conducted through a particular supervision during the implementation stage, and through a general supervision at the end of the plan duration.

2.2.3. Internal evaluation

The school is subject to internal and external evaluation of the quality of educational work. Internal evaluation is implemented by schools.

Table 2.2. School evaluation in Bosnia and Herzegovina (on the example of the canton of Tuzla)

Types of school evaluatio	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	Instrumentation for the Evaluation of Secondary Schools	Pedagogical Institute	Rulebook on professional supervision of primary/ secondary education institutions		Not prescribed	Schools produce action development plan
School internal evaluation		School				

2.3. School Evaluation in Croatia

2.3.1. Governance/ Authority responsible for the external evaluation of schools

There is no systematic external evaluation of education institutions, nor has the systematic monitoring of the quality of work of the main stakeholders in the system (school principals, professionals in early childhood and pre-school education, teachers and other educational staff) been established.

Croatia has its own system of quality assurance which is focused on internal school evaluation and national and international testing carried out across the country. It also involves pedagogic supervision of the teacher's activities in classrooms and school's performance.

The current system of external quality assurance and quality improvement at the level of general education includes only a very limited level of evaluation of institutions. Such evaluations are carried out by Education and Teacher Training Agency (ETTA) and Ministry of Science, Education and Sports (MSES) (for general education), and by National Centre for External Evaluation of Education (NCEE) for external assessment.

Various forms of external evaluation of students' educational achievements are implemented at the national level (national examinations and State Matura examinations) and certain models for school internal evaluation have been tested.

The comprehensive strategy of education from 2014, titled New Colours of Knowledge[19], wanted Croatia to: develop a model and procedures for external evaluation and continuous monitoring of institutions' work; prepare an ordinance and a manual for external evaluation of education institutions; plan and prepare a programme for the implementation of external evaluation of education institutions; provide training and licensing of external assessors (evaluators, auditors); implement an experimental programme for external evaluation of education institutions; launch a systematic programme for external evaluation of education institutions[20]. However, it has not been implemented and is still a matter of debate in Croatia.

2.3.2. Types of school evaluation

2.3.2.1. External evaluation/ Status of external evaluation

The work of NCEEE is dedicated to the development and implementation of practices for monitoring and improving the quality of education in Croatian pre-primary, primary and secondary education (ISCED 0-3). It organizes and coordinates national tests and state mature (secondary school leaving exam), bat also coordinates all activities related to the implementation of the various international education quality monitoring projects (PISA, PIRLS, TIMMS, TALIS).

National tests at ISCED level 2 are conducted on a representative sample of students and in one single subject. The subject and the age of students being tested are different from year to year.

The results of all these tests are available to the schools who participate in them.

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19 New Colours of knowledge, 2014, Ministry of Science, Education and Sports,

https://mzo.gov.hr/UserDocsImages//dokumenti/Obrazovanje//Strategy%20for%20Education,%20Science%20and%20Tehnology.pdf

20 https://mzo.gov.hr/UserDocsImages//dokumenti/Obrazovanje//Strategy%20for%20Education,%20Science%20and%20Tehnology.pdf

2.3.2.2. Reference standards / the use of frameworks for external evaluation

Not applicable.

2.3.2.3. Guidelines documents and procedures for external evaluation

Not applicable.

2.3.2.4. Frequency of school visitations

Not applicable.

2.3.2.5. Outcomes of the external evaluation

Not applicable.

2.3.3. Internal evaluation

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

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

The evaluation framework for the internal evaluation of schools is not mandated by any official document, but nevertheless all schools which do conduct internal evaluation use the same guidelines and reporting templates issued by the NCEEE. In practice the NCEEE guidelines ('Guide for the implementation of internal evaluation in primary schools' and 'Handbook for internal evaluation of secondary schools') and reporting templates serve as an unofficial evaluation framework.

These documents suggest that internal evaluation should be conducted as a continuous process and repeated annually. The evaluation areas defined in the guidelines and reporting templates include educational achievements, internal social processes, organizational issues, goal setting for improvement and school development planning.

The evaluation framework is mostly narrative/ qualitative; it does not include any quantitative parameters. Hence it is not suitable for comparing different schools but only for monitoring the progress of individual schools from one year to another.

NCEEE assists schools in developing and conducting their internal assessment by providing regular training opportunities and on demand expert advice to school quality teams. It also provides support for analyzing results and monitoring schools' capacity to make progress.

Schools are free to decide which areas to focus on and how to use the results of their own internal evaluation.

The only requirement for schools is to use standardized student assessments as part of their internal evaluation.

2.4. School Evaluation in Moldova

2.4.1. Governance/ Authority responsible for the external evaluation of schools

The Education system In Moldova is based on the state educational standards providing possibility of recognition of national education documents abroad.[21] Standards establish the minimum mandatory requirements to different levels and steps of education. The procedure for development, approval and introduction of educational standards is established by the Ministry of Education, Culture and Research (MoECR).

Educational standards constitute basis of objective assessment of level of general and professional training of graduates irrespective of type and form of education.

Education in Moldova is a shared competence between the national government, first and second tier local governments, and individual schools, as is stipulated in the Education Code.[22]

Key institutions mandated with legislative power and influence in general education are: MoECR; Local Public Administrations (LPAs); and local councils.[23] Local Public Administration exist at "first level", which includes villages and cities, and at the larger "second level" which include districts.[24]

Use of educational standards is provided also with the organization of services of psychological assistance, school and professional orientation of pupils at all levels and steps of education. Functions of service of psychological assistance are determined by the charter approved by the MoECR.

The National Agency for Quality Assurance in Education and Research (ANACEC) is an administrative authority subordinated to the Ministry of Education, Culture and Research (MoECR). It was established by the Government and is financed from the state budget and from its own revenues. It was established in 2018 by merging National Agency for Quality Assurance in Professional Education (ANACIP) (responsible for quality assurance in higher, vocational, and continuing education), the National School Inspectorate (INS) and the National Council for Accreditation and Attestation (CNAA).[25] Since 2018 the external evaluation has been the responsibility of the ANACEC. (Another important institution under the MoECR is the National Agency for Curriculum and Evaluation, which is responsible for developing and applying student assessments.)The ANACEC mission is to implement the state policies and to contribute to the development oriented towards the best international standards in the areas of competence assigned.

The 2014 Education Code places key responsibilities for pre-primary and general education provision with sub-national authorities and schools[26].

Together with the intention to increase school-autonomy, the reforms presumably aimed to increase the efficiency of education delivery, and to allow localized solutions to improve the quality of education within available means, while national-level institutions maintained the responsibility for policy development and supervision.

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21 Law of education of the Republic of Moldova of July 21, 1995 No. 547-XIII, (as amended on 18-07-2014)

22 Education Code, Title X, Administration of the Education System, Chapter 1, Articles 139-142

23 Moldova's territory consists of two levels of administrative units: (1) villages (communes) and cities (municipalities); and (2) districts, the municipalities of Chisinau and of Balti, and the ATU of Gagauzia.

24 World Bank – Moldova Preschool and General Education: Transitioning to a Decentralized Service Delivery Model Selected Issues February 2018.

25 https://hedclub.com/en/library/moldovan_national_system_of_external_quality_assurance_in_higher_education_steps_to_quality

26 Article 141 (Duties of the local public administration authorities of the second level and of the ATU Gagauzia in education), and Article 142 (Duties of the local public administration authorities of the first level in education)

2.4.2. Types of school evaluation

2.4.2.1. External evaluation / Status of external evaluation

The legal framework in the field of education is principally regulated by the Constitution of the Republic of Moldova and by the Education Code (in force since 23 November 2014), as well as by other legislative and regulatory documents. Other regulatory provisions in the field of preschool and general education in Moldova include, among others: Strategy for Education Development years 2014-2020 – "Education 2020"27; National Sectorial Strategy on expenses in the field of education years 2017-2019; National Action Plan on the implementation of Structural Reform in Education (approved through Government Decision nr. 484 from 05.07.2011) etc.

The Education Code specifies, among others, the key principles per which service delivery in education needs to take place, with a strong implementing role for decentralized authorities in preschool and general education. The key principles for service delivery in these sub-segments of the education system include managerial and financial efficiency; decentralization and institutional autonomy; public accountability; transparency; participation of and accountability to the community, parents and other social stakeholders; and the support and promotion of education personnel.

The formal mandate of school principals concerns human resource management of teachers and auxiliary staff, managing the overall educational process in the institution, and budget execution.

2.4.2.2. Reference standards / the use of frameworks for external evaluation

The quality evaluation standards were elaborated by ANACEC, and are based on national standards related to general education, in particular: Quality standards for primary and secondary schools from the perspective of a child-friendly school, Standards of professional competence of leading personnel of educational institutions, Standards of professional competence of didactic personnel of educational institutions, Standards for the minimum provision of classrooms in educational institutions, Minimum security standards for early education institutions, Minimum operating standards for primary and secondary schools.

As mentioned above, Moldovan evaluation standards for general schools are based on the Quality standards for primary and secondary schools from the perspective of a child-friendly school (2013), which include 5 dimensions with a various number of standards:

1. Health, security, protection (3 standards)
2. Democratic participation (3 standards)
3. Educational inclusion (3 standards)
4. Efficiency in education (3 standards)
5. Gender sensitive education (1 standard)

Each Quality standard includes several indicators and evaluation criteria.

2.4.2.3. Guidelines documents and procedures for external evaluation

The ANACEC elaborated the structure of external evaluation process which is described by the two methodologies in the field (Methodology for evaluating the general education institutions and Methodology for evaluating the managerial staff in general education).

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27 Education Development Strategy 2014-2020, Ministry of Education, Culture and Research, 2014.

ANACEC applies the following formula for external evaluation in general education.

1. A starting point for the initiation of the evaluation may be the request of the institution/district authority in the field of education/the Ministry.

2. An external evaluation committee is appointed by ANACEC for each evaluation mission. It includes ANACEC staff and at least 1 external evaluator.

3. The following professionals can be involved in external evaluation: general education specialists/teachers, representatives of local government, representatives of the MoECR , representatives of parent or professional associations, representatives of other interested governmental and non-governmental structures (NGO).

4. The external evaluation committee is in charge of: (i) studying the school internal evaluation report with all additional evidence provided, (ii) organizing the site visit, (iii) organizing interviews and discussions with relevant stakeholders, during the site visit.

5. After the site visit, the external evaluation committee elaborates the External Evaluation Report with a list of identified strong points and practices, a list of recommendations and compulsory areas for improvement, and the proposed final conclusion.

6. External Evaluation Report is discussed by the ANACEC profile committee responsible for GE.

7. Finally, the External Evaluation Report and the final decision are approved by the ANACEC (Governing Board or President) and made public.

8. The EE findings are reflected in the list of the identified strong and weak points and practices, as well as a list of recommendations and compulsory areas for improvement. They are used by the evaluated institution in the related activities and will be evaluated during the next EE.

2.4.2.4. Frequency of school visitations

A periodical external evaluation became compulsory at the level of general education (GE). The ANACEC is in charge of this process and it is performed by ANACEC staff and external evaluators.

External evaluation of general education institutions and managers in institutions is to be conducted every 5 years, preferably simultaneously.

In addition to this formal evaluation, school directors are required to submit an annual activity report to the Administration and Teachers' Boards.

2.4.2.5. Outcomes of the external evaluation

After the site visit, the external evaluation committee elaborates the External Evaluation Report with a list of identified strong points and practices, a list of recommendations and compulsory areas for improvement, and the proposed final decision.

External Evaluation Report is discussed by the ANACEC profile committee responsible for GE.

Finally, the External Evaluation Report and the final decision are approved by the ANACEC (Governing Board or President) and made public.

The EE findings are reflected in the list of the identified strong and weak points and practices, as well as a list of recommendations and compulsory areas for improvement. They are used by the evaluated institution in the related activities and will be evaluated during the next EE.

2.4.3. Internal evaluation

The Education Code stipulates that institutional as well as teacher performance are evaluated internally once a year and externally every five years. The methodology for both types of evaluations was developed by ANACEC and approved by the MoECR, and to include the seeking of feedback from pupils, parents and other teaching staff from the educational institution.[28]

Table 2.3. School evaluation in Moldova

Types of school evaluation	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	Described in the Methodology for evaluating the general education institutions and Methodology for evaluating the managerial staff in general education	The National Agency for Quality Assurance in Education and Research (ANACEC)	Methodology for evaluating the general education institutions and Methodology for evaluating the managerial staff in general education	1. Formation of the team 2. Studying internal evaluation report 3.Site visit	External evaluation of general education institutions and managers in institutions - every 5 years, preferably carried out simultaneously	Report with a list of identified strong points and practices, a list of recommendations and compulsory areas for improvement
School internal-evaluation	Described in the Methodology for evaluating the general education institutions and Methodology for evaluating the managerial staff in general education	By a team established at the school level	Methodology for evaluating the general education institutions and Methodology for evaluating the managerial staff in general education	Various school processes are observed	Every year	The internal internal-evaluation, which finalizes with the elaboration of a internal-evaluation report, is a compulsory stage before requesting an external evaluation.

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28 Education Code, Articles 45 and 46.

2.5. School Evaluation in Montenegro

2.5.1. Governance/ Authority responsible for the external evaluation of schools

The Ministry of Education (MoE) is responsible for planning, implementing, and improving the educational policies, and adopting rulebooks on quality assurance.

The National Council for Education (NCE) adopts quality standards and methodologies for external and internal evaluation.

The Bureau for Education Services (BES)[29] is in charge of quality assurance and quality improvement of educational work at preschool education, primary and secondary general education. BES was founded as an independent agency/public institution. BES s Quality Assurance Department (QAD) drafts methodologies, quality standards and conducts external school evaluations. Schools also send their internal evaluation reports to BES.[30] There are no regional or local branches involved in school evaluation process.

2.5.2. Types of school evaluation

The assessment of quality of educational work (school evaluation) at an institution is done both externally and internally.

2.5.2.1. External evaluation/ Status of external evaluation

External evaluation in general education is performed by BES (VET is evaluated by institution – The Center for Vocational Education and Training). It can be either regular (visits with prior notice) or exceptional. Regular external evaluation of an educational institution is carried out at least once in four years. Exceptional external evaluation of an institution is carried out as needed, as well as following the reasoned request from a stakeholder – Ministry, school, Parents Council, etc.).

External school evaluation is carried out by external evaluators who are permanent staff of BES (in Montenegro they are called educational supervisors).

2.5.2.2. Reference standards / the use of frameworks for external evaluation

Methodology for External Evaluation of Educational Work defines the seven key areas and 51 sub-indicators against which the quality is to be evaluated.[31] Key areas in process of external evaluation are:

1. Quality of School Management and Leadership
2. Personnel, Spatial and Technical and Safety Conditions
3. School Ethos
4. Support that School Provides to its Students

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29 Montenegro – Country profile, Bureau for Educational Services, 2015,

https://www.sici-inspectorates.eu/getattachment/67afdc3d-ffdc-4ad2-b486-29c494846e6f/Country-Profile-Montenegro_2018.pdf;.jpg;.aspx

30 Research "The impact of supervision on the quality of school", Bureau for Education Services, 2014, http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=172935&rType=2

Reports on realization of quality improvement plans after school evaluation, Bureau for Education Services, http://www.zzs.gov.me/naslovna/nadzor/Naslovna_nadzor/

31 Rulebook on contents, forms and methods of quality assessment of education in institutions, http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=104650&rType=2

5. Cooperation with Parents, Other Institutions and Local Community
6. Teaching and Learning
7. Students` Achievements in Relation to Curriculum Standards

Recently Montenegro has been revising its key documents governing the processes of school evaluation. Now, two revised documents are waiting to be adopted: the Rulebook on the contents, forms and methods of quality assurance of education in institutions and Methodology for External Evaluation of Educational Work. The most important changes are fewer key domains – 5 instead of 7 (A.1. Teaching and Learning; A.2. School Management and Governance; A.3. School Ethos; A.4. Student Learning Outcomes; A.5. Student support).

2.5.2.3. Guidelines documents and procedures for external evaluation

The main legal documents related to school evaluation of general education in Montenegro are:

- General Law on Education;
- the Rulebook on the contents, forms and methods of quality assurance of education in institutions (Official Gazette of the Republic of Montenegro 18/04 and Official Gazette of MNE 8/12);
- Laws for particular educational levels (pre-school, primary, general secondary etc.);

Methodological framework for school evaluation in Montenegro consists of:

- Methodology for External Evaluation of Educational Work (2010)[32];
- Guidelines for School Self evaluation (2012)[33];
- Recommendations for developing an action plan in educational institutions (2009)[34].

The Code of Ethics of educational supervisors (i.e. external evaluators) is currently being developed.

Usually, the external evaluation of one school lasts from three to five days (depending on the school size). It can be divided into four phases.

I. Preparatory Phase;
II. Supervision phases in school;
III. Reporting;
IV. Recommendations implementation monitoring.

The new guidelines for conducting school evaluation and the Code of Ethics of educational supervisors (i.e. external evaluators) are currently being developed.

2.5.2.4. Frequency of school visitations

The current methodology states that schools are to be evaluated at least once in four years.

2.5.2.5. Outcomes of the external evaluation

Each school evaluation results in drafting School Evaluation Report, which contains quality as-

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32 "Methodology for External Evaluation of Educational Work "Bureau for Education Services, 2010, http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=83034&rType=2

33 "Guidelines for School Self-evaluation", Bureau for Education Services, 2012. http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=110488&rType=2

34 "Recommendations for developing an action plan in educational institutions" Bureau for Education Services, 2009. http://10.2.1.29/ResourceManager/FileDownload.aspx?rId=70144&rType=2

sessment of each key areas, a rationale, and recommendations that school/institution should take in order to improve quality. After consolidating the School Evaluation Report between the school and the BES, it is published on BES's website[35].

The school principal is obliged to present the report to teachers, parents' council, and school board. Based on the report, school/institution is, according the report and Law, obliged to prepare plan for improving the quality of educational work of the institution in one month.

The most significant impact of school evaluation is the production of a plan of improvement of the areas and indicators that were recommended in the Report. The work is usually divided, and more teams are tasked with analyzing the findings and recommendations and designing ways of making the situation better. It is also an opportunity to compare the findings with the ones gained through internal evaluation. The plan is then submitted to BES.

BES prepares an annual report on the assessment of educational work quality at institutions and provides it to the MoE and the NCE[36]. It contains summarized findings on the current situation in education resulting from external school evaluations carried out in the previous school year, namely summary assessment of the quality of evaluated schools, the main identified strengths and weaknesses and the most common recommendations for improvement. The Report is also published on the BES website.

2.5.3. Internal evaluation

Internal evaluation in school/institution has been compulsory since 2010, and is performed by school staff and school partners. The process is carried out every year partially, when the school identifies and decides on priority areas for that particular year. Comprehensive internal evaluations are performed biannually, when the report is submitted to the BES.

The areas of internal evaluation are the same as for the external one, as defined in the Guidelines for School Internal evaluation (2012). However, schools can use their own specific indicators. External evaluators analyze the school's internal evaluation documents in the preparatory phase for their external evaluation process, but also during the audit. In the preparatory phase, evaluators analyze the internal evaluation plan (which is an integral part of the School Annual Plan of Work) and the Quality improvement plan after internal evaluation, and during the audit/evaluation, they assess the level of achievement.

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35 Reports on School Evaluation, Bureau for Education Services, http://www.zzs.gov.me/naslovna/nadzor/izvjestaji/

36 Annual Reports on the Quality of Performance of educational institutions, based on regular school evaluation 2015, 2016, 2017, 2018 and 2019, Bureau for Education Services http://www.zzs.gov.me/naslovna/nadzor

Table 2.4. School evaluation in Montenegro

Types of school evaluation	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	The standards are described in Methodology for External Evaluation of Educational Work	Bureau for Educational Services	Methodology for External Evaluation of Educational Work	Preparatory phase (inspectors check school documents and schools complete a questionnaire. Implementation phase (1-5-day visit by a team of inspectors for interview, classroom observations and other activities). Reporting phase (draft the school report).	Every four years	Provide feedback to the school on its performance.
School internal-evaluation		The school/ School Council	Guidelines for School Self-evaluation	The guidelines explain the very process of forming the team, choosing domains to be self-evaluated, collecting and processing data, writing the report and the action plan.	Comprehensive (each of the seven domains) every two years. Partial (some of the seven domains) every year.	Used to inform the school action plan and the school development plan

2.6. School Evaluation in North Macedonia

2.6.1. Governance/ Authority responsible for the external evaluation of schools

The State Inspectorate for Education (SIE), a body within the Ministry of Education and Science (MoES), is the authority in charge of external evaluation in primary and secondary schools in all 84 municipalities of the Republic of North Macedonia (MK). It functions through its seven regional branches (MK is divided into seven administrative regions, and SIE has its offices and staff who are in charge of all the schools in the particular region).

The Bureau for Development of Education (BDE) conducts individual teacher evaluation which involves forming a judgement about the work of teachers and delivering personal, verbal and written feedback in order to guide them and help them to improve their teaching. This evaluation in MK is not done during the process of school external evaluation but is carried out separately.

2.6.2. Types of school evaluation

Schools in North Macedonia are subject to external evaluations and obliged to carry out internal evaluation.

2.6.2.1. External evaluation/ Status of external evaluation

In 2011, an external evaluation process, called the School Integral Evaluation carried out by the SEI, was introduced. The purpose of the evaluation is to evaluate the quality of the educational process, ensure that educational standards are met and that schools comply with relevant legislation and bylaws. There are three types of external evaluation: integral evaluation, ad hoc evaluation, and control supervision. The integral evaluations cover all or most of the educational standards and are conducted on three-year basis. On the contrary, ad hoc evaluations are performed on request and only examine the specific problem or activity specified in the original request. The control supervision aims to determine whether the recommendations from the final report have been addressed.

During the evaluation, the evaluation team, composed by the SEI staff, gathers data and school documents like the school plan, observes the classroom practices of all teachers and interviews school staff, the school board, representatives of the parent council and students. Teaching and Learning, along with the quality of student learning outcomes at the school are often in focus of each external school evaluation. The time allocated for classroom observations (one-fifth of the evaluation visit time) is mostly used to check classroom documents (e.g. student portfolios and teacher plans). During the process of school evaluation evaluators observe classroom teaching and realize some interviews with stakeholders. At the end of the visit, the inspectors discuss the results with the principal and submit a written report to the school within two weeks. The evaluated school then sets an action plan detailing how it intends to implement the recommendations from the evaluation and submits it to the SEI.

2.6.2.2. Reference standards / the use of frameworks for external evaluation

The School Performance Quality Indicators (SPQI) framework[37] developed in 2011, and refined in 2014, is the key reference document for school evaluation in MK. It includes seven areas of evaluation, which are common to both the external evaluation carried by the SEI and schools' internal evaluations.

During the process of regular evaluation, the evaluators evaluate and examine 7 areas, 28 indicators and 99 parameters (the list of indicators is subject to constant revision, depending on the needs, priorities and findings of SIE staff). The standards for each parameter are defined in the document Indicators for the quality of school performance. According to the standards, each parameter can be graded Very Good or Partially Complies. The document also defines what data sources may be used by the evaluator in grading each parameter.

2.6.2.3. Guidelines documents and procedures for external evaluation

The process of evaluation is carried out in accordance with the Law on Education Inspection[38]; the Regulation on the Methods and Procedures for Inspection Monitoring[39]; and the Manual of

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37 The School Performance Quality Indicators
,http://dpi.mon.gov.mk/index.php/regulations/pravilnici/119-2016-01-26-12-38-42

38 Law on Education Inspection, („Official Gazette of the Republic of North Macedonia " no. 52/2005, 81/2008, 148/2009, 57/2010, 51/2011, 24/2013, 137/2013, 164/2013, 41/2014, 33/2015, 145/2015 and 30/2016)

39 Regulation on the Methods and Procedures for Inspection Monitoring, http://dpi.mon.gov.mk/index.php/regulations/pravilnici/124-2017-11-16-21-45-56

Regular Evaluation[40]. The standards and instruments for the evaluation of schools are defined in two documents:

- Instruments for the Preparation Phase of Regular Evaluation;
- Instruments for the Implementation Phase of the Regular Evaluation.

Regular evaluations have four phases: preparation, implementation, notification, and control. During the preparation phase, SIE evaluators draw up a list of documents that will be required of the school in question and define the objectives of the evaluation: The documents examined can include, for instance, the school work programme; its annual report, timetable; previous regular evaluation report (if any), school internal evaluation report; school development plan; minutes from meetings of the school council, parents and school board; comparative analyses of trends in student attainment by gender, ethnicity, social status, subjects and qualifications in the last three to five years; students external assessment report, etc.

Fifteen days before the implementation phase the school is informed of the evaluation process by SIE staff. During the implementation phase the SIE team of evaluators visits the school, carries out interviews and classroom observations and composes a draft version of the Evaluation Report. There are specific templates and instructions that evaluators use to gather the relevant information throughout all stages of the evaluation.

The school visit lasts between three and five days and the team of evaluators comprises at least three evaluators.

2.6.2.4. Frequency of school visitations

The SIE carries out regular school evaluation every three years as well as ad hoc inspections in response to written requests by students, parents, parent councils, school staff or other citizens.

2.6.2.6. Outcomes of the external evaluation

On completion of the external evaluation, the SIE evaluator informs the school about the results of the evaluation via the submission of Minutes of the External Evaluation. If the evaluator identifies any shortcomings with respect to compliance with legislation or any other irregularity that needs urgent attention, the evaluator also submits a Decision for Rectification, which indicates the actions that must be taken by the school director within eight days of receipt of the Decision.

The school is obliged to rectify any problems and apply the recommendations prescribed by the SIE evaluators. Within 15 days of receiving the evaluation findings, the school must deliver an action plan to the SIE, which includes a time frame and the actions to be taken with respect to each indicator in question.

The school is obliged to implement the action plan within a period of six months. The control phase of the evaluation (control monitoring) begins six months after the notification phase is completed.

At the end of the calendar year, the SIE Director submits an **Annual Report of the Work of the State Inspectorate for Education** to the Minister of Education and Science and to the Government. There is no prescribed template for drafting the Annual Report. It must be made publicly available.

According to the Law, all reports from the regular evaluation of primary and secondary schools must be made available to the public.

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40 Handbook for Integral Evaluation of Schools,-
http://dpi.mon.gov.mk/index.php/regulations/pravilnici/120-2016-01-26-12-41-34

http://dpi.mon.gov.mk/index.php/regulations/pravilnici/120-2016-01-26-12-41-34

2.6.3. Internal evaluation

Since 2008, according to the Law on Primary Education and the Law on Secondary Education, schools are obliged to carry out internal evaluation every two years, following the procedures set down in the Manual for Regular Evaluation i.e. follow the same evaluation principles.

The purpose is to prepare the school for external evaluation. The report from the internal evaluation is one of the basic documents required by the SIE in the preparation phase of the external evaluation.

The internal evaluation, usually, involves school stakeholders. The school principle is responsible for the entire process of internal evaluation.

On completion of the internal evaluation, schools are obliged to notify and report to the Mayor, the MoES, the SIE and the Bureau for Development of Education (BDE). The report of the internal evaluation must also be made available to the public.

At present, school actors with a leading role in internal evaluation in schools do not receive any training or guidance to implement an effective process that is embedded in school planning activities. Steps also need to be taken to develop principals' capacity to become instructional leaders in schools.

Table 2.5. School evaluation in North Macedonia[41]

Types of school evaluation	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	The School Performance Quality Indicators (SPQI) framework	State Education Inspectorate	School Integral Evaluation Handbook	1. Preparatory phase (inspectors check school documents and schools complete a questionnaire). 2. Implementation phase (3 days visit by three inspectors for interview, classroom observations and check additional documents). 3. Reporting phase (draft the school report).	Every three years	Provide feedback to the school on its performance. A follow-up school visit is organised 6 months after the evaluation to check if recommendations were effectively implemented
School internal evaluation		The school	Rulebook for school self-evaluation in secondary schools	The guidelines define that the school self-evaluation should include three phases (preparatory phase, implementation phase and dissemination and action plan adoption phase).	Every two years	Used to prepare the school action plan

2.7. School Evaluation in Serbia

2.7.1. Governance / Authority responsible for the external evaluation of schools

The Ministry of Education, through its Regional School Authorities (RSAs), and The Institute for Education Quality and Evaluation (IEQE) are the two bodies responsible for external school evaluation in Serbia.[42] The ministry is in charge of carrying out external evaluations and all the activities that have to do with it (annual planning, forming teams for school evaluation, reporting, etc.),

41 MoES, 2018, Republic of North Macedonia - Country Background Report, Ministry of Education

42 Law on foundations of the education system Mo ESTD (2019),

whereas the IEQE is responsible for setting school quality standards[43], designing the evaluation process, developing guidelines and training school evaluators.

The RSAs are decencentralised organizational units under the responsibility of the ministry. The 17 RSAs located across Serbia are responsible for conducting external school evaluation following the framework guidelines designed by the IEQE and prescribed by the ministry. They are also responsible for following up with schools on their school development plan and appraising teachers for promotion purposes. RSAs play a role in both school evaluation and support.

The IEQE is responsible for developing the standards and tools used in external school evaluation, for planning and developing national examinations taken during school education (the end of primary education examination and the newly introduced State Matura at the end of secondary education). The IEQE is also responsible for developing the new national assessment and managing Serbia's participation in international assessments. Finally, this body carries out research that feeds into the system of external evaluation and strategic planning.

2.7.2. Types of school evaluation

The Law on the Foundations of the Educational System (2017) stipulates and prescribes that both internal and external evaluation are conducted in order to improve quality of school education.

For performing professional-pedagogical supervision, external evaluation of the work of institutions, providing support to development planning and improving the quality of work of institutions and performing other tasks determined by law, organizational units are formed in the Ministry, in accordance with law.[44]

The Institute for the Evaluation of the Quality of Education within the Center for Quality Assurance of the Work of Institutions performs the professional tasks: develops educational standards; develop standards of quality of work of institutions; participates in the external evaluation of the work of institutions; develop methodology and instruments for self-evaluation and external evaluation of the work of institutions etc.

2.7.2.1. External evaluation / Status of external evaluation

As of 2012, external evaluation is made obligatory in Serbia by the Law on Foundations of the Educational System (2012, 2017). Its purpose is to evaluate every aspect of school process in primary and secondary schools. The external evaluation teams are composed of the staff coming from the RSAs of evaluated schools, and may be joined by the IEQE or other RSAs experts if they are not adequate and are missing members. External evaluation is performed in accordance with national standards.

Almost ever since the external evaluation of the quality of school work began in Serbia, the standards for external evaluation have been revised, and key changes in relation to the existing framework go in the direction of raising the level of requirements in certain aspects of school work.

Along with the change in the quality standards of the work of institutions, the rulebook that defines the methodology of external evaluation was changed, in the direction of strengthening schools to do internal evaluation, but also precisely defining the role of the team for quality work of educational institutions.[45]

Grades from external evaluation are not made public.

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43 Mo ESTD (2018), The Rulebook on Quality Standards,

44 Law on the Foundations of the Educational System (2017)

45 Rulebook on Evaluation of the Quality of Work of the Institution], Ministry of Education, Science and Technological Development, Belgrade.

2.7.2.2. Reference standards / the use of frameworks for external evaluation

Serbia's has developed school quality standards in cooperation with The Standing International Conference of Inspectorates (SICI) and the Netherlands School Inspectorate.

These quality standards were introduced for the first time in 2012[46] by the Competency standards for the teaching profession and their professional development and focused on seven domains of quality (programming, planning and reporting; teaching and learning; student learning outcomes; student support; ethos; school organization and management; school resources). The quality standards were the key reference document for both external and internal school evaluation processes. The domain of teaching and learning is central.

In 2018, the standards were revised by The Rulebook on Quality Standards of an Institution and further improved by the IEQE, considering lessons from the first cycle of external school evaluations (2012-17). In particular, the number of quality domains was reduced from seven to six with the aim to focus more on the quality of learning and teaching in the classroom.

The indicators is assessed on a 1 to 4 scale, with 4 denoting full compliance, 3 denoting compliance in a greater degree, 2 in a smaller degree and 1 denoting absence of the indicator.

2.7.2.3. Guidelines documents and procedures for external evaluation

Two most significant documents guiding the process of external evaluation are two rulebooks.

The first one, Rulebook on Evaluation of the Quality of Work of the Institution, 2019, MoESTD, defines two types of evaluation: external and internal and procedures describing how it is done.

The second one, The Rulebook on Quality Standards, 2018, MoESTD describes the quality standards used with both external and internal evaluation.

Before visiting the schools, school records (such as the school internal evaluation report, the school programme, the school annual work plan, the school development plans and previous reports) are collected and reviewed by the evaluating team. During the school visit, which lasts at least two days, the evaluation team meets with the school principal and interviews the school support staff, teachers, students and parents. The team also observes teaching and learning practice in the classroom (at least 40% of teachers need to be observed for at least 20 minutes each).

At the end of the visit, the school principal is briefed in a meeting about the results.

A written report summarizing the key findings on each standard, as well as providing an overall score is produced. The report is shared with the RSA and the Ministry of education. School principals are required to inform school staff and parents on the results and data from the report is publicly available in a registry on the ministry's website.

Schools get a numerical score from one to four for each indicator, whereby four signals that an indicator has been fully achieved. In 2017, under the previous scoring system, 60% of the evaluated basic education schools received a score of 3 (good school), about a fifth (22%) received a score of 4 (very good) while 2% received the lowest score of 1 (very weak)

2.7.2.4. Frequency of school visitations

The evaluation cycle is to be completed every six years. However, external evaluations may occur more frequently at the request of the school administration or ministry. In addition, schools that receive the lowest level of quality (Level 1) are evaluated again after 3 years.

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46 http://www.cep.edu.rs/sites/default/files/Standardi_kompetencija_za_profesiju_nastavnika.pdf

2.7.2.5. Outcomes of the external evaluation

The written report is mostly descriptive and does not include recommendations for improvement. The evaluation team provides a summary of key findings for each of the evaluated standards but does not indicate how the school can address specific issues in each domain. Instead, schools are expected to use the evaluation results to develop their own goals and improvement plans but not all schools have the capacity or support to do this.

Following the external evaluation, schools are required to set up a school improvement plan to address the key issues raised. This plan is sent to the external evaluator (RSA advisors) who performed the external school evaluation for review and validation. The same advisors are likewise given the responsibility of helping schools implement their action plans.

The IEQE publishes an annual report (on an official website) summarizing the key findings from external school evaluations, and submits it to MoE STD. These reports provide valuable information about how schools in Serbia perform against school quality standards. They identify the key challenges that schools face in providing quality education and information is disaggregated by level of education, school administration and quality domains. [47]

These reports have a judge potential as a scanning tool for the whole system and a reference point to what could be improved. However, it is unclear to what extent recommendations from this annual report are used to inform policy development by the ministry.

2.7.3. Internal evaluation

School internal evaluation is mandated by law but it is unclear if it is meaningfully implemented in Serbian schools. It has often been a copy-paste exercise focusing on the documents to be produced and not the content itself. However, the situation is getting better under the influence of external school evaluation.

Schools are required to carry out an internal evaluation in certain areas yearly whereas a comprehensive internal evaluation is to be conducted every four or five years.

Schools form a school internal evaluation team of at least five members, including teachers, school administration staff (e.g. the school principal, pedagogue, or deputy school principal) and representatives of the parents and students' councils. The team is tasked with reviewing school practices and performance in relation to the identified quality areas and drafting the school evaluation report. Schools need share the report with the teachers' council, parents' council and the school board, as well as with any other interested party.

Professional support to schools in this process is provided by RSAs and IEQE.

The internal evaluation report may be published on a school's official web site.

School Development Plan is drafted based on internal evaluation report and external evaluation report.

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47 IEQE (2017), Report on the External Evaluation of the Quality of Work of Educational Institutions in the School Year 2016/2017, Institute for Education Quality and Evaluation, Belgrade.

Table 2.6. School evaluation in Serbia

Types of school evaluation	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	Schools quality standards	MoE, IEQE – Institute for Education Quality and Evaluation (guidelines, tools, training) Advisors (implementation)	Rulebook on Evaluating Quality of Institutions and the Rulebook on Quality Standards	The external evaluation team visits the school and conducts classroom observation, reviews school material and interviews school staff, students and parents.	Every six years	Schools develop an action plan to implement recommendations of evaluation. Advisors follow up within six months to check implementation.
School internal evaluation		School internal evaluation team is usually led by the school pedagogue or psychologist	Manual for school internal evaluation	The school sets up a team of at least five school staff members to evaluate the school's quality.	Every year	Schools are expected to use School internal evaluation results to draft their school development plan.

3. COMPARATIVE REGIONAL OVERVIEW OF SCHOOL EVALUATION

3.1. Regional overview of external school evaluation

Governance

The practices regarding the organization of external school evaluation in the region are substantially different. There are countries which are highly centralized, such as Montenegro, having a single institution acting centrally. The same institution, Bureau for Educational Services (BES), designs evaluation framework which is used for both external and internal evaluation and conducts external evaluation.

In some countries there are more than one agency having different responsibilities in the process of external evaluation: for example, in RS one institution, The Institute for Education Quality and Evaluation (IEQE), develops evaluation framework and trains the evaluators, but implementation of external evaluation is under the authority of ministry, which plans and organizes external evaluation in cooperation with the Regional School Authorities.

In MK, for example, external school evaluation is conducted by The State Education Inspectorate (SEI). This evaluation also deals with teacher appraisal, but rather than evaluating the quality of teaching, it is much more focused on compliance with law (whether a teacher does everything he/she is supposed to do by law). Teacher appraisal that deals with quality of teaching and ways of improving it is conducted by Bureau for the Development of Education (BDE). At the same time, school principals are expected to do teacher appraisal as well.

Table 3.1. Levels of governance

LEVEL	ECONO-MY	AL	BA	MD	ME	MK	RS
CENTRAL		The Agency for Quality Assurance in Pre-University Education (AQAPUE)	-	The National Agency for Quality Assurance in Education and Research (ANACEC)	Bureau for Educational Services (BES)	State Inspectorate for Education (SIE), Bureau for the Development of Education (BDE)	The Institute for Education Quality and Evaluation (IEQE)
REGIONAL		General Directorate for Pre-University Education (GD PUE), (4 Regional offices)	Pedagogic Institutes	-	-	SIE - seven regional branches	The Regional School Authorities (RSAs) 17
MUNICIPALITY		GD PUE local education offices for 51 municipalities	-	-	-	Inspection	Municipal inspectors

Policy points

Generally, the more levels involved, the more difficult it is to make the system coherent. The more bodies involved, the more coordination is needed. When it comes to asking the question: Who is responsible and accountable for quality assurance? It is more difficult to provide an answer in systems having more institutions and actors doing the same or a similar job. Therefore, strong coordination and cooperation mechanisms should be ensured. Systems that operate on multi-level governance, including central, regional and sometimes municipal bodies and actors must be well-synchronized and timely acting in order to provide effective and efficient school evaluation.

Types of external evaluation

Most economies usually have the two main types of external evaluation: regular (conducted at cycles from 3 to 6 years), and "*ad-hoc"* (conducted at request from Ministry, parents, students, municipality, etc.)

Often, the same agency is responsible for multiple evaluations which puts a lot of pressure on their staff in terms of time. For example, in Serbia, in addition to the external school evaluation, external evaluators are responsible for following up with schools on the implementation of the school development plan, teachers' regular appraisal and appraisal for promotion as well as school principals' and pedagogues' appraisal. Due to limited human resources, advisors (external advisors) have had difficulties in carrying out their appraisal and school development follow-up roles since the introduction of the external school evaluation process.

Table 3.2. Types of external evaluations

LEVEL	COUNTRY	AL	BA	HR	MD	ME	MK	RS
Whole-school/ Integral evaluation		*	*		*	*	*	*
Partial evaluation			*					* R, E
Thematic evaluation								?
Incidental evaluation						*		?
Remedy evaluation								?
Weak school performance evaluation								after 3 years
Follow-through evaluation							*	
Individuals' evaluation							*	* R, E
Teacher appraisal							*	*
Headteacher appraisal								*
Teacher's advancement								*

Whole-school/Integral evaluation - the quality of the school management and leadership, the quality of teaching, learning and assessment, and the school's own planning and self-review is evaluated. All the domains are evaluated.

Partial evaluation – Some of the domains are covered, but not all.

Thematic evaluation – It is used when we want to examine the teaching of a specific subject (English, Mathematics, etc.) or issue in the educational system (SEN students, key competences, etc.).

Incidental evaluation – It is unannounced and focuses on the quality of teaching and learning in classrooms and other settings. It can trigger the whole-school evaluation.

Remedy evaluation – It is usually conducted soon after the whole-school evaluation in order to check whether the school has acted in accordance with orders and deadlines for improving certain issues.

Poor school performance evaluation – It is conducted in schools which were judged to be of low quality and marked with lowest grades.

Follow-through evaluation – It evaluates the progress a school has made on implementing recommendations made in an earlier evaluation where a written report has been published or issued to the school.

R – Regular, occurring at certain intervals.

E – Extraordinary, usually at request of a party (parents, school, ministry, municipality, etc.).

Policy points

Most countries have defined cycles during which schools have to be visited. It is usually a period from 3 to 6 years. This rule implies that agencies conducting school evaluations, when drafting their annual plans, have to bear this in mind. If it is a four-year cycle (the most common), they are trying to evaluate 25% of the total number of schools so that by the end of period they would have evaluated all the schools. This results in defining priorities and schools to be evaluated based on the frequency criteria rather than selecting schools that are in a real need.

Having in mind the limited human resources in the bodies in charge of external evaluation, and at the same strict requirements for the external evaluation cycles, what could be considered is to put more focus on the risk-based approach: high-risk schools could be targeted for visits, while schools with better results and satisfactory student attainment levels could be visited less often, have a less detailed, fast-track external evaluation, or have a desk-review instead of a visit. Follow-up evaluations can be done by designing a set of instruments and documents that schools could send by e-mail and on-line interview with school leadership can be scheduled.

Risk indicators and clear ways of measuring them can be defined to decide which school needs a detailed external evaluation visit. Also, the duration of the visit and size of the external evaluation team can be adjusted to the size and results of the school.

In addition, when evaluation agencies are tasked with carrying out more types of evaluation, it also takes up a lot of their time and need to be carefully planned.

External Evaluation Systems

School evaluation is *compulsory* in all the economies in question (save for Croatia which uses other evaluation systems but is planning to introduce external evaluation in the sense dealt with in this Study).

School evaluation is carried out in *cycles*, ranging from 3 years in MK to 6 years in RS. Schools can be evaluated more often: usually at someone's request (Ministry, school, municipality, Parents' council, Students council, etc.), for the regular follow-up purpose to check how the school is progressing in relation to recommendations received, or in case of schools whose performance is estimated as inadequate, as a risk follow-up.

National education authorities, frequently from central government, lead external evaluations. Across the region, most countries have established an agency/inspectorate that is either a part of or cooperating closely with ministries in charge of education. Agencies have accumulated the professional expertise necessary for effective evaluation.

External evaluators are mostly permanent staff. Even that, they are not fully accredited external experts contracted to undertake evaluations, which would enable flexibility and help conduct several school evaluations. External experts are part of the process of external evaluation, not only to assist permanent staff, but also to provide evaluation

School evaluation is part of priorities in agenda in most education systems. The best evidence is *changes* related to external evaluation that has been/are being introduced across the region. Just to name a few: ME, RS, AL, and MK. It is evident that the systems are looking for the best ways of dealing with this complex issue.

In terms of organizing the division of work among institutions, it seems that the systems function best when external school evaluations are performed independently and when there is a clear and regular reporting process to the ministry in charge of education on the results.

Table 3.3. External evaluation systems

COUNTRY	Compulsory	Frequen-cy	Regular follow-up	Risk-based follow-up	Evaluators permanent staff	Ongoing changes
ALBANIA	Yes	4 years			Yes	Yes
BOSNIA AND HERZEGOVINA	Yes				Yes	No
CROATIA	No					No
MOLDOVA	Yes	5 years			Yes	Yes
MONTENEGRO	Yes	4 years				Yes
NORTH MACEDONIA	Yes	3 years			Yes	Yes
SERBIA	Yes	6 years				Yes

Policy points

The external evaluation, follow-up external evaluations, internal evaluation and school inspection seem to put quite a lot of pressure on schools in terms of time and human resources. The impression is that a number of documents need to be prepared for the evaluations and inspections as they are perceived as high-stakes. To simplify the processes, parts of school inspections and external evaluation could be done by using on-line platforms to which schools upload the pre-defined documents and papers needed.

As the findings are available publicly and can be found on relevant web pages, schools often do their best to beautify the school context and the overall school situation. Experienced evaluators can easily spot these efforts and need to deal with unsatisfied educators in an appropriate manner. This can bring about the situation of having a certain amount of mistrust between schools and evaluators, which in turn has a negative impact on quality culture awareness. Therefore, it is recommended that time and other resources are invested in making schools aware of the importance of quality assurance process, in their role in building of the quality culture, and in building the sense of partnerships among schools themselves, schools and stakeholders, as well as partnerships between external evaluation agencies and schools.

External Evaluation Framework

When it comes to areas/domains to be evaluated, it is evident that all the countries use a similar framework. There are generally 7 areas/domains which are then defined in indicators and sub-indicators to be evaluated. So, for example, in MK there are 7 areas, 28 indicators and 99 parameters. In Albania, the seven fields are divided into 51 subfields, 93 indicators and 654 descriptors (called "instruments") that further describe the indicators. A bit different looks the MD system which applies 5 dimensions with 13 standards and 64 performance indicators.

All the systems seem to be very interested in Teaching and learning domain (some countries even prescribe the amount of time that should be dedicated to this domain – In RS and ME it is 40%, in MK it is 20% of evaluation time).

Also, all the systems tend to evaluate school management, students learning outcomes/achievements, student support and school ethos/climate. Some systems evaluate resources as a separate domain whereas in some systems it is integrated into another domain.

Table 3.4. **External evaluation framework**[48]

Economy	Evaluation areas/domains						
AL*	School management	The applied curriculum	Students' evaluation and achievement	Teaching and learning	Student care	School climate and ethics	Development of human resources
BA**	School management, organization and QA	Programme and plan	Professional Development (principals, teachers, etc.)	Teaching and Learning	Support in development and students' progress results	Communication And Cooperation	Resources
MD[49]	Health, security, protection	Democratic participation	Educational inclusion	Efficiency in education	Gender sensitive education		
ME*	Quality of School Management and Leadership	Cooperation with Parents, Other Institutions and Local Community	Students` Achievements in Relation to Curriculum Standards	Teaching and Learning	Support that School Provides to its Students	School Ethos	Personnel, Spatial and Technical and Safety Conditions
MK	Management, governance and policy making	School curriculum	Student learning outcomes	Teaching and learning	Student support	School environment	Resources
RS	School organization and HR management	Programming, planning and reporting;	Student learning outcomes;	Teaching and learning	Student support	Ethos	-

*School evaluation frameworks in Albania and Montenegro are currently being revised (in Montenegro, the number of areas is going to be reduced from seven to five - Teaching and Learning; School Management and Leadership; School Ethos; Student learning outcomes, and Student support.

** Tuzla Canton

Policy points

On one hand, evaluation frameworks seem to be very comprehensive, covering a wide range of areas and school performance. On the other hand, due to its complexity and broadness they may be not so easily manageable for evaluation teams and put a lot of pressure on evaluators in terms of time management during the school visits. It can too often lead to compliance with descriptors and ticking checklists and boxes rather than evaluation of quality.

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48 The following table displays the evaluation frameworks and main areas which are assessed when conducting external evaluation.

49 The 5 dimensions applied by ANACEC in the external evaluation of the general education institutions cover all areas/domains mentioned by other countries

The tools for evaluation often focus primarily on checking whether the school has documented its processes (e.g. recorded minutes of council meetings or the availability of a school plan), and not as extensively on a qualitative assessment of teaching and learning practices. This is apparent when looking at the limited time allocated for classroom observations which is mostly used to check classroom documents (e.g. student portfolios and teacher plans), leaving little time for observing the quality of classroom teaching and stakeholder interviews.

What could be considered is reducing the number of indicators in the framework, or distinguishing between core indicators, evaluated in each evaluation, and secondary indicators, evaluated on a rotation basis or when a problem arises. (for example, the indicators for improving learning and teaching, such as teaching process and students' learning experience, could be defined as core indicators).

In addition, there is a threat that the external evaluation processes are seen as controlling and sanctioning, rather than an assessment and support, having a stressful effect on schools. Additional trainings for external evaluators on their supportive role can be organized if deemed necessary.

Phases of evaluation

External evaluation in the region usually follows a very similar pattern.

Preparatory phase:

Prior to a visit, schools are requested to submit a great deal of documentation either in hard copy or electronic version. The documents in question are usually various school plans (annual, development, action, etc.), reports, minutes from meetings, data about students achievements, etc.

If this phase is well-planned and collected digitally, it may free up time during school visits to gather evidence of school quality.

School visit phase:

When it comes to school visits, most evaluations are based on a school visit lasting 1 to 5 days (depending on the school size and a number of evaluators on the team). During the evaluation, the evaluation team collects data and school documents like the school plan, observes the classroom practices of some/all teachers and interviews school staff, the school board, representatives of the parent council and students.

Visits often involve classroom observations, but they do not evaluate individual teachers (which is done for teacher appraisal). Their aim is to cover a sample of classes across different subjects and grades in order to get a general picture of teaching and learning across the school. Quite often bodies in charge of external evaluation develop a lot of accompanying materials such as rubrics for classroom observations and various checklists in order to ensure fairness and consistency.

Evaluators also conduct interviews/focus groups with various school actors and distribute questionnaires in order to get a proper insight into the school activities and practices.

At the end of a school visit, there is usually a meeting of the evaluators' team with school managers at which initial findings are discussed.

Reporting phase:

What follows, in a pre-defined time frame, is a school evaluation report which gives school feedback and helps them realize what is good in the school, and what they can do to improve. Schools are frequently required to produce a sort of an action/development plan as a response to the find-

ings in the report. They are given a certain period to design a plan which describes how a school is going to address the areas that require improvement.

Follow-up phase:

Most countries also do a kind of a follow-up evaluation aiming at checking whether the action plan is implemented in an appropriate manner.

Table 3.5. Phases of evaluation

LEVEL COUNTRY	AL	BA	MD	ME	MK	RS
PREPARATORY	*		*	*	*	*
SCHOOL VISIT	*		*	*	*	*
REPORTING PHASE	*		*	*	*	*
FOLLOW-UP	*		*	*	*	*

Policy points:

Maximizing the on-line systems available and digitalization of the data:

When conducting an external evaluation, a team is always under pressure to do as much as possible in a given period of time.

To facilitate the preparatory phase, which consists of documents reviews, mechanisms could be devised to come to school as informed as possible:

The existing Education Information Systems (EIS), devised by the majority of economies, could be enhanced so as to gain as much administrative data from it as possible (retention rates, school staff profiles, student attendance rates etc.)

Digital portals for the uploading of documents coming from schools and creating digital archives or school profiles, with efficient search tools, and on-line exchange of information and documents.: Using on-line surveys (such as Survey Monkey, etc.) instead of hard copy questionnaires would free up EEs time for focusing on teaching and learning while at school.

Follow-up phase based on the results:

The follow-up should include not only monitoring, but also a support function. The schools in a greater need (a lot of improvement required) and with less capacity (both in terms of human and financial resources) could get more support.

Having a clear set of follow-up procedures could also be beneficial for schools. It could for example answer the following questions: How much time is given to a school to demonstrate its implementation of improvement plans? Are there any requirements for schools to use external support in this process? Are there any clear criteria for when external support would be judged necessary? What to do with schools that have not made adequate improvement upon a second external school evaluation?

3.2. Regional overview of internal school evaluation

Most countries in the region require schools to undertake internal evaluations annually or every two years. Ideally, internal evaluations should be an internal tool for improvement rather than an externally imposed requirement. However, it seems in many cases this is still not so. Many systems are still struggling to incorporate internal evaluation mechanisms into regular school plans and activities.

The process of internal evaluation

Schools are usually expected to form a school internal evaluation team of a certain number of members, including teachers, school administration staff (e.g. the school principal, pedagogue or deputy school principal) and representatives of the parents and students' councils. The team then conducts an internal evaluation of key quality areas or indicators that are part of the internal evaluation plan. The process of internal evaluation is realized in the ways as prescribed by the methodology at the state level or according to the internal procedures of schools.

Schools are often encouraged to design their own instruments in order to deal with what is specific for the school. In most countries, the framework for internal evaluation corresponds to the one for the external one, with schools having the discretion to add or adapt standards and indicators to reflect their context and priorities. It is also interesting to notice how the process of external evaluation influenced the internal evaluation one: the schools in their internal evaluation use the same methods and techniques such as reviewing documents, conducting surveys, interviewing students, teachers, parents and other stakeholders, observing classes etc.

Internal evaluation is usually conducted every year for certain domains/areas. And every two years an internal evaluation is conducted for all areas of improving the quality of school work.

At the end of the internal evaluation period, after all the data have been gathered, the team drafts the school internal evaluation report and shares the report with the teachers' council, parents' council and the school board, as well as with any other interested party.

Table 3.6. Internal evaluations

INTERNAL EVALUATION	COUNTRY	AL	BA	HR	MD	ME	NM	RS
Compulsory		yes		yes	yes	yes	yes	yes
Frequency – some areas		Every year		Every year	- -	Every year	-	Every year
Frequency – all areas		-		-	Every year	Every 2 years	Every 2 years	4 or 5 years
Reference standards same as for external evaluation		yes		No External	yes	yes	yes	yes
Guideline documents		Methodology		Guide/Handbook	ANACEC Metodologies	Guidelines	Rulebook	Manual
Use		To inform school development plan		Schools free to choose how to use results	To monitor internal QA To support the development of institutional plan To request external evaluation	to inform the school action plan	to inform the school action plan	To inform school development plan

Policy points

Use

Based on the findings from internal evaluation presented in report, schools are, generally, encouraged to draft an action plan with tasks and activities for improvement areas which have been identified as important for quality improvement. Schools are, also, supposed to send internal evaluation reports to the agency in charge of external evaluation.

The action plans, based on internal evaluation, are usually annual or bi-annual. It primarily depends on the assessed condition of the quality indicators and time and resources required to improve the quality.

Investing in support: School internal evaluation is mandated by law, but it is not clear if it is meaningfully implemented in schools across the region. It is partly because schools receive very little guidance and training on how to carry out internal evaluations.

Central authorities usually provide schools with different forms of manuals/instructions/guidelines and certain instruments that can be used for internal evaluation, but because of limited financial and human resources, they rarely train school principals or school teams on how to conduct the process itself, which results in rather poor quality of the process, and sometimes copy-paste of other schools findings and reports. Therefore, more investments should be made in the adequate training and guidance. How to use evaluation results, how to observe teaching, how to gather and analyze data, how to draft action and development plans could be some of the training topics. The Manuals, instructions and guidelines should be regularly updated to include the examples of good practices, and indicators of good quality.

More investment into the support to internal evaluation would lead to a better feeding and facilitating the external evaluation preparations, which would lead to strengthening of both systems.

Introduction of indicators on internal evaluation process into the external evaluation indicators: In addition, a few indicators in external evaluation framework could be dedicated to the quality of internal evaluation, which would lead to a more responsible implementation of the internal evaluation process.

On-line platform for experience sharing: In addition, for the purpose of experience sharing, ministry/agency in charge can develop an online platform where schools can exchange internal evaluation procedures and practices (e.g. how they conduct interviews and classroom observations), surveys and tools used to collect information. The exchange of good practices across schools and the space for schools to ask questions to the platform community can be of great help to all schools, especially those at the beginning of the process.

Provide schools with national/regional data so that they can compare their own school with national average and/or schools operating in a similar context

Considering if internal evaluation reports need to be made public: Apart from the central institutions dealing with education and all the stakeholders directly involved in the process, the findings from the internal evaluation do not have to be made public. By doing so, we are trying to avoid the so-called inflating the results, beautifying the picture of our school and even using marketing tricks to attract students to our school. Wider public can be presented with an overview of the findings and future plans.

3.3. Regional overview of relation between external and internal evaluation

External and internal evaluation

The relationship between external and internal evaluations varies across countries. There is a lot of discussion on strengthening school autonomy by putting more focus on internal evaluation in the region, but the systems do not seem to be mature enough to take on the role. External evaluations still have a more dominant role in centralized systems while schools are still struggling with internal evaluations.

In systems with more developed internal evaluation mechanisms, the findings are used to feed external evaluations. External evaluators can review internal evaluation results as part of external evaluations or even decide on which schools deserve more attention and thus select schools to be evaluated.

4. EXTERNAL EVALUATORS

This chapter will more closely deal with the state-of-play regarding external evaluators, who exactly they are and what precisely they do as a part of their job descriptions.

4.1. External evaluators in Albania

External evaluators in Albania are still called (school) inspectors as the institution they worked for was called The State Inspectorate of Education (SIE). External evaluation is conducted by evaluators who are not staff members of the school concerned.

The external evaluation system is continuously facing challenges of human under-resources which results in the conduction of very few external school evaluations. There are not many educational professionals interested to the external evaluator position, because of low salary and the long work hours. The external evaluators get permanent employ contracts, not fix term contracts.

4.1.1. Status of external evaluators

External evaluators are staff regularly employed, via a permanent employment contract, first by the SIE and today by The Agency for Quality Assurance in Pre-University Education (AQAPUE). They have the status of state officials. The reason for the under-staff can be in the fact that they are offered non-competitive salaries. At central level, the salary is a bit higher than a teacher's salary, at regional level it is as high as teachers, and at a local level it is even lower than a teacher's salary. Currently, the number of employed external evaluators is around 16 at central and regional level. (9 female and 7 males, with the average age 48)

4.1.2. Entry requirements for the job

The general entry requirements refer to holding citizenship of the country, being fluent in official language, a legal adult, holding Health Certificate, not having Criminal record, and being computer literate. Specific criteria require the candidate to have a teaching qualification and have five-year teaching experience.

Albania's new regional school evaluators reportedly have experience as teachers. We lack additional information about their profiles, how they are being appointed, and the content of The Agency for Quality Assurance in Pre-University Education (AQAPUE) training for them.

Tabele 4.1. **Entry requirements for the job AL**

GENERAL REQUIREMENTS		JOB-RELATED REQUIREMENTS	
Citizenship of the country	Yes	Teaching qualification	Yes
Fluent in official language	Yes	Teaching experience	5 years
18+	Yes	Leadership experience	No
Health Certificate	Yes	Additional exam	No
Criminal record	Yes	Probationary period	No
Computer literate	Yes	Initial training	No
Fluent in a foreign language	No	Induction period	No

4.1.3. Initial and continuous training

Training of inspectors and school staff and leaders is organized on the quality assessment framework.

The initial training of evaluators in former SIE was rather short, and they had access to few continuous professional development opportunities to update their skills.   Inspectors' initial training was only two weeks in length. The training was also general, intended for all new public servants, rather than specific to school inspection. It is unclear whether a probation period, which is described in legislation, was provided systematically. The initial test of inspectors for confirmation was also not sufficiently specific to their role.

Today, there is no formal training programme that needs to be attended at the beginning of the career. External evaluators are usually trained by foreign experts, mainly through different projects of Ministry of Education. The training program lasts a few days, and consists of lectures, practical activities, observation, and peer learning.

There is no formal exam at the end of the training.

There is also no legal norm requiring external evaluators to participate in continuous professional development (CPD) activities.

4.1.4. Process/Standardization/Certification

Currently, there is no national standard for the profession of the external evaluator. However, a programme (Headmaster's school), organized in cooperation with foreign experts, was held in 2019, where external evaluators and other educational institutions cooperated to design the evaluators' standards. The standards have not yet been approved by the Ministry of Education.

4.1.5. Monitoring and quality assurance

There are no formal arrangements for assessing external evaluators work. It is the responsibility of a direct superior to assess the employee's work every 6 months. However, there are no clear indicators about the performance of EEs.

4.2. External evaluators in Bosnia and Herzegovina

External evaluators (Ees) in BA are called 'educational advisors'.

4.2.1. Status of external evaluators

There are so many differences across BA regarding Ees. For example, in some cantons they are regarded as civil servants (state officials) whereas in some cantons their agencies are treated as public institutions. In the former, the whole process of recruitment goes through the Federal Agency for Civil Service (advertising, the exam taken about general laws). After that, the candidates in their own canton take the so-called professional exam, which focuses on education laws and by-laws. In the end, cantonal education ministers select who to employ from the list of those who have successfully passed the exams explained above. Such is the case, for example, in The Bosnian-Podrinje Canton.

With public institutions, the recruitment process is conducted with more autonomy on the part of the institution in charge of external evaluation.

In the cantons in which Pedagogical Institutes (Pis) are part of the Ministry, the minimum experience in education is 3 years, Ees are civil servants, and a certain amount of political interference is reported. In other cantons, however, in which agencies are treated as public institutions, minimum 10 years of experience in education is required (for senior advisors it is 15 years).

4.2.2. Entry requirements for the job

The following table contains data for Una-Sana Canton, in which PI is a public institution.

- Health Certificate
- No criminal record
- University Degree (min. 240 ECTS),
- Degree in appropriate profession (subject specialist in Chemistry, Mathematics, etc.),
- 10/15 years of education experience,
- Professional exam.

Tabele 4.2. Entry requirements for the job BA

GENERAL REQUIREMENTS		JOB-RELATED REQUIREMENTS AND CHARACTERISTICS	
Citizenship of the country	Yes	Teaching qualification	Yes
18+	Yes	Education experience	10/15 years
Health Certificate	Yes	Leadership experience	No
No criminal record	Yes	Additional exam	Yes
University degree (min. 240 ECTS)	Yes	Probationary period	No
Computer literate		Initial training	No
Fluent in a foreign language		Induction period	No

As a part of the application procedure, the exam is organized in a written form for all the candidates that submitted the requested documentations and met eligibility criteria. A interview as a part of the exam is organized only if two or more candidates have the same number of points at the written part of the exam. If a candidate does not achieve at least 50% of the maximum points he/she will be excluded from the further selection. The items (questions in the written test) relate to the job description and legislation needed for the post the candidate is applying for.

4.2.3. Initial and continuous training (including induction period)

There is no formal initial training so external evaluators have to learn by doing in their initial stage of career. The first six months in civil servants institutes/bodies in charge of external evaluation are considered to be probationary period, with Minister assessing the candidates' performance.

There is no formal continuous training either except the norms regulating civil servants performance. There are various forms of trainings, however, delivered by foreign or non-governmental organizations but it is not a part of a systematic, formal professional development programme.

4.2.4. Process/Standardization/Certification

There are no national standards and no standards at the level of the cantons, Republika Srpska or Brčko District regulating the requirements for performing the job of an external evaluator.

There are no licences or licence renewals for the profession.

4.2.5. Monitoring and quality assurance

Work performance of external evaluators is conducted by ministers of education in the cantons in which they are thought of as civil servants, or by directors of Pis in other cantons. There are no clear criteria based on which the assessment is made.

4.3. Qualifications of external evaluators in Moldova

4.3.1. Status of external evaluators

According to the legislation, while exercising its duties, ANACEC shall be entitled:

- to involve remunerated external experts in its area of activity.
- to set up, based on a transparent methodology and using competence and competitiveness criteria, its own register of evaluators.
- to set up boards, committees, expert groups, and other consultative platforms to carry out the duties in its fields of competence.
- to train evaluators in its areas of competence (QA, external evaluation).
- to delegate evaluating experts to external quality evaluation missions.

to verify, at the end of the assessment mission, that the evaluation methodology applied by the experts is observed.

Therefore, the National Agency for Quality Assurance in Education and Research (ANACEC), in addition to its permanent staff, has a register of evaluators who are hired as external experts based on a need. An external evaluation committee is appointed by ANACEC for each evaluation mission. It includes ANACEC staff and at least 1 external evaluator.

Qualified professionals may express the interest to be included in the register of evaluators. To do

this he/she should send a Motivation letter and Europass CV to ANACEC. These documents are examined by ANACEC services and the results of the examination are the basis of the selection process.

4.3.2. Entry requirements for the job

According to the legislation, to be selected as the external evaluator, a person must meet the following general requirements to:

a. know the particularities of the national general education system.
b. know and apply appropriately the legislation in the educational field.
c. have experience of activity in the evaluated field (as teacher/manager/trainer etc.).
d. know the language of communication in the evaluation.

After he/she is being appointed as a external evaluator, need to finish adequate training.

Tabele 4.3. Entry requirements for the job MO

GENERAL REQUIREMENTS		JOB-RELATED REQUIREMENTS AND SPECIFICITIES	
Citizenship of the country	Yes	Teaching qualification	Yes
Fluent in official language	Yes	Education experience	5 years
18+	Yes	Leadership experience	No
Health Certificate	No	Additional exam	No
No Criminal record	No	Probationary period	No
Computer literate	Yes	Initial training	Yes
Fluent in a foreign language	No	Induction period	No
Civil service exam	Yes No	Continuous training	Yes, formal training programmes

Some specific requirements:

a. to be able to thoroughly examine the information and data provided by the institution under review.
b. to be independent.
c. not to represent the interests of the organization to which they belong or other third parties.
d. to confirm the lack of conflicts of interest.
e. to keep the information confidential.
f. to be oriented towards improving the activity of the institution and not to its criticism.
g. to have a respectful attitude towards the interviewees.

4.3.3. Initial and continuous training (including induction period)

There is a training programme that needs to be attended at the beginning of the career. It revolves around the main responsibilities of external evaluators:

- Studying the working tools.
- Planning the external evaluation and identifying the instruments.
- Site visit (conduct the site visit evaluation and fill in the site visit record sheet).
- Data processing and interpretation of results.

According to the Methodology of training of external evaluators of ANACEC (Governing Board, 2018) the main goal of provided trainings is to develop in all involved external evaluators the key competences which are necessary to perform the external evaluation process in accordance with national standards and performance indicators in the field. The Methodology provides a list of learning outcomes for training activities.

There are three categories of training sessions, recommended by the Methodology:

a. Initiation / landmark sessions.
b. Specific / thematic training sessions.
c. Continuous training sessions on evaluation fields.

Moreover, the Methodology describes the whole training cycle providing details on each step and includes a list of potential subjects to be discussed/learned.

Training sessions may last between several hours and several days. The trainer is in charge to decide the curricular concept and program of the training. Thus, the duration of the training session, the number of participants, the proportion between the theoretical and practical aspects approached will be established at the design stage, taking into account the profile of the target groups, identified for participation in the session, and the category of training session.

Trainings are delivered by ANACEC staff, but ANACEC may invite external experts from the country or abroad to cover some specific topics.

The training may consist of various activities (presentations, practical activities, demonstration of some activities (i.e. an interview with special categories of stakeholders), discussion on concrete case studies, teamwork etc.). It is the trainer who decides on this issue.

At the end of the training, ANACEC provides a certificate to each participant.

4.3.4. Process/Standardization/Certification

There is no national standard regulating the profession of an external evaluator, there are no licences or licence renewals.

4.3.5. Monitoring and quality assurance

According to the ANACEC methodologies, the external experts should work in team with the ANACEC staff and under their supervision. Moreover, during the whole evaluation exercise external experts may benefit from support and consultancy. In fact, it is a supervised 'learning by doing' process.

The quality of external evaluators' work in each external evaluation exercise/mission is ensured through: (1) training in the field of external evaluation; (2) assistance and monitoring during the

whole process; (3) collecting a feedback from each evaluator after the evaluation.

At this stage, the external evaluators monitoring is the task of ANACEC staff. Moreover, after each evaluation, an on-line questionnaire in the evaluated institution is intended to be applied, which will include distinct questions related to external evaluators' profile and performance.

4.5. External evaluators in Montenegro

4.5.1. Status of external evaluators

External evaluators (EEs) in Montenegro are called 'educational supervisors'. Within the Bureau of Educational Services (BES), there is a Quality Assurance Department (QAD) which carries out external school evaluation.

There are 26 EEs in the Bureau who are supposed to conduct school evaluation in nearly 300 hundred schools and kindergartens, which implies there is an insufficient number of evaluators. The BES does not contract external associates when conducting schools but relies only on its own staff. External evaluations are done in teams composed of at least two, but mostly 5-6 evaluators.

The profession is not seen as attractive in Montenegro. External evaluators cover certain areas in which they possess expertise, and the fact that in, for example, the areas of Computer studies or Mathematics there are no interested candidates, shows that this profession cannot compete on the labor market. There are 9 male and 17 female evaluators, and their average age is 51.

4.5.2. Entry requirements for the job

In Montenegro EEs are considered to be civil servants, so the whole process of their recruitment is done through the Human Resources Management Authority (HRMA) and their recruitment procedures and in line with the Law on Civil Servants. The general entry requirements are thus prescribed by Law on civil servants, and include: Montenegrin citizenship, 18+, a certificate of no criminal conviction, health capability, and appropriate level of education – VII/1, a civil servant exam).

Specific requirements for the job are prescribed by Bureau's Internal Act on Systematization, which stipulates completed higher education   an appropriate faculty or appropriate study program to the extent of minimum 240 ECTS, minimum five years of experience in education, Civil service examination, and ICT literacy.

The assessment is carried out through a test (if the candidate has no certificate of ICT literacy) and the interview about the specific roles of the job. Both are conducted by the committee made up by an HRMA representative, the head of QAD within the Bureau, and one more professional. During the interview, certain specific capabilities relevant for the job are assessed.

Based on the recommendations of the HRMA, the director of BES decides whether a candidate will be admitted.

Table 4.4. **Entry requirements for the job ME**

GENERAL REQUIREMENTS		JOB-RELATED REQUIREMENTS	
Citizenship of the country	Yes	Teaching qualification	Yes
Fluent in official language	For some posts, knowledge of Albanian (national minority) is compulsory	Education experience	5 years
18+	Yes	Leadership experience	No
Health Certificate	Yes	Additional exam	No
No Criminal record	Yes	Probationary period	Yes (for all civil servants)
Computer literate	Yes	Initial training	No (no formal training programme)
Fluent in a foreign language	No	Induction period	No (a mentor is assigned informally)
Civil service exam	Yes	Continuous training	No formal training programmes

The criteria for employment of EEs are related to their work experience in education, good knowledge of the Montenegrin education system, professional competence in a specific subject area and readiness to continuously develop in the field.

EEs in Montenegro are the subject specialists (e.g. Chemistry, Mathematics, English, etc.), they can do class observation during school evaluation. In addition, they also evaluate one of the seven areas of school evaluation framework.

The probation period, lasting one year, is compulsory for a civil servant who is to be granted permanent contract for the first time in public service (also in line with Law on Civil Servants). Novice evaluators are assigned a mentor on a voluntary basis. However, this is done informally as there is no act which makes it compulsory.

After a year, they are assessed either satisfactory (and given a full time, permanent contract) or non-satisfactory.

4.5.3. Initial and continuous training (including induction period)

There is no formally accredited training programme for EEs at the beginning of their professional careers.

At the very beginning of the development of the model for external evaluation (2004), training for all the EEs was delivered by foreign and national experts. Now, the new EEs undergo a peer training program in the workplace, where they get proper support from more experienced colleagues. However, it is not formalized or specified in any of the internal acts.

There is no centrally organized training program for new EEs. Development of training programs for new and current EEs is planned through the process of cooperation of QAD and SICI (Standing International Conference of National and Regional Inspectorates of Education).

The new draft of Rulebook on the contents, forms and methods of quality assurance of edu-

cation in institutions (to be adopted soon) prescribes that external evaluation can also be done by authorized EEs and external associates who, besides fulfilling the entry requirements for EEs, have attended and completed the specially designed training programme which is to be adopted by National Council for Education. BES will organize the training. This implies that a training programme will be developed and used once it has been adopted (BES hopes that it will be done by the end of 2020).

EEs in ME are supposed to participate in CPD activities and training programmes for civil servants which may be:

  a. general programmes for all civil servants.
  b. specific programmes intended for specific jobs, and
  c. special programmes for individual state institutions.

The Annual Plan of BES defines the training of EEs, but most of the activities planned are delivered through donor-led projects in education and thus not systematic and without ensured long-term sustainability. In addition, topics are about the new trends in education (Microbit, Critical thinking and problem solving, Key competences, Entrepreneurialship, ICT communication, etc.). The training for novice initiatives in the system is regularly organized and delivered.

However, there is no systemic training of EEs in Montenegro regarding developing and updating of their professional skills.

4.5.4. Process/Standardization/Certification

There is no national standard regulating the profession of an external evaluator, there are no licences or licence renewals.

4.5.5. Monitoring and quality assurance

Work assessment of the individual EEs is carried out by the Head of QAD on an annual basis. The evaluation forms are submitted to the HRMA of Montenegro for the central personnel registry. The criteria for evaluation are the work results, independence and creativity, quality of established cooperation with clients and colleagues at work, quality of work organization in the performance of duties and other skills. The quantitative data regarding EEs performance from the internal information system, the so-called Application, are used in this process. The Head of the Department informs the supervisors about their work assessment.

The work of individual supervisors and teams is also analyzed at regular Department meetings and decisions for improvement are made.

The Head of the Department also submits the annual report about EES performance to BES director.

A systematic evaluation of external evaluators has not been established, yet. However, QAD performance is evaluated within the occasional studies on the quality of education in Montenegro.[50]

One form of assessment of the process of external evaluation initiated by QAD was a research on usefulness of external evaluation for schools (teachers).[51] The research investigated the complex relationship among evaluators and those who are evaluated and gave recommendations on how to improve the evaluation process in terms of mutual trust, increased partnership and ownership of the process.

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50 Evaluation of education reform in Montenegro (Tomislav Reškovac, prof. M. Bešić, Podgorica 2012

51 6 Research on the impact of supervision on the quality of school, Bureau for Education Services, 2014

The Law on Civil Servants[52] stipulates consequences that occur when an evaluator's performance is assessed as "unsatisfactory" two times in a row, according to the criteria described HRMA. In such a case his/her employment is terminated.

4.6. Qualifications of external evaluators in North Macedonia

4.6.1. Status of external evaluators

In North Macedonia, external evaluators are called Education Inspectors and are regular employees of the State Inspectorate for Education (SEI), which is a part of Ministry of Education and Science. They have the status of state officials.

There are no external associates who are included in the process of external evaluation, so the SEI relies solely on a pool of permanent evaluators employed at the institution. However, they invited advisors from National Centre for VET and Bureau for Development of Education (BDE) to join their evaluation teams, to focus on the performance of individual teachers. These two institutions are also understaffed so it is not always doable. Nevertheless, the Memorandum of understanding has been signed with VET Centre, resulting in their advisors joining evaluation teams planned as of September 2020.

External evaluator is a very popular profession in MK – more than hundred candidates apply for a posted position, despite it not being highly paid (like teachers' salaries). Currently, there are 62 evaluators.

4.6.2. Entry requirements for the job

Evaluators must have teaching qualifications and at least five years' work experience in schools or other educational institutions.

The selection of the candidates is based on an open call. In addition to external evaluation, the evaluators in MK also conduct inspections (focusing on operating in line with the regulations) to make sure compliance with laws has been achieved. Therefore, they also have to take and pass the so-called inspectors' exam. It is an exam taken at Council of Inspectorates, consisting of two parts. The first is about laws and legislation in education sector and the second part is about all other laws needed for the job. They are also given a case study from school practice as a part of the exam. It is always a multiple choice questions test.

This exam is organized three times a year for all the inspectorates in NM.

Council of Inspection controls all the inspections.

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52 Law on Civil Servants ("Official Gazette of the Republic of Montenegro", br. 39/11 od 04.08.2011, 50/11 od 21.10.2011, 66/12 od 31.12.2012, 34/14 od 08.08.2014)

Tabele 4.6. **Entry requirements for the job MK**

GENERAL REQUIREMENTS		JOB-RELATED REQUIREMENTS AND OTHER SPECIFICITIES	
Citizenship of the country	Yes	Teaching qualification	Yes
Fluent in official language	Yes	Education experience	5 years
18+	Yes	Leadership experience	No
Health Certificate	Yes	Additional exam	No
No Criminal record	Yes	Probationary period	Yes (for all civil servants)
Computer literate	Yes	Initial training	No (no formal training pro-gramme)
Fluent in a foreign language	No	Induction period	No (a mentor is assigned informally)
Civil service exam	Yes	Continuous training	No formal training pro-grammes

4.6.3. Initial and continuous training (including induction period)

Until three years ago, there was no initial training for the job so new evaluators had to be creative when wanting to find out how to deal with certain issues in their jobs.

The things have changed since 2018. The SEI started organizing internal training for new evaluators, based on the so-called Internal Work Protocol.

Novice inspectors are trained by experienced inspectors, through 3 sessions lasting 3 days each. It has not been prescribed/defined in any of the documents as it requires amendments to the legislation.

At the end of the training, there is no test or certificate awarded. The training is very practical, mostly based on case studies, and covering all areas of external evaluators' work.

They are also trained internally on legislation changes, reform initiatives, and new projects implemented by Ministry.

In addition, the new Law on Inspection (came into force in January 2020) stipulates mandatory continuing professional development for all the inspectors. These trainings are to be organized by Inspection Council (not delivered yet). There are both general trainings for all sorts of inspectors and trainings specially designed for certain sectors. As EEs are civil servants they need to be trained in line with Law on Civil Servants. Inspection Council organized trainings on legal issues as well (smoking ban, record keeping, etc.)

However, in North Macedonia, there is no regular professional development for evaluators specifically related to their skills needed for school evaluation. Evaluators may occasionally take part in training on new reforms organized by non-governmental organizations (NGOs) and donor institutions.

4.6.4. Process/Standardization/Certification

The profession of the external evaluator is not standardized.

There are no licenses issued for it.

4.6.5. Monitoring and quality assurance

SEI director is in charge of assessing EEs performance, and he/she does it in line with Law on Civil Servants.

4.7. External evaluators in Serbia

4.7.1. Status of external evaluators

The name used for external evaluators in Serbia is an educational advisor. Educational advisers can be employees of the ministry in charge of education, Institute for Education Quality and Evaluation, or external experts trained for this profession. Still, the number of EEs in Serbia is insufficient for the needs - currently about 100 advisors are serving 2.000 schools across Serbia.

The staff turnover among employees in this trade is not high. Usually only when someone gets retired is a new EE recruited (strict measures referring to the reduction of cost limit employment of new staff in public services in Serbia).

At the level of Serbia, teams for external evaluation are being formed. External evaluation is a type of assessment of the quality of work of the institution where the level of realization of certain standards that are provided in the educational system is assessed.

The evaluation is performed by a four-member team consisting of four educational advisors. The team of external evaluators announces their arrival in writing in order for the educational institution to provide access to pedagogical documentation and records, attendance at classes and other forms of educational work, as well as the possibility of conducting interviews with the principal, professional associates and representatives of teachers, students and parents. The evaluation lasts 2-3 days depending on the size of the school.

External evaluators as "external, independent observers" participate in the evaluation of school work based on a large amount of information collected by observation or through direct communication with school actors, in accordance with the evaluation criteria and established standards.

External evaluators, through evaluation, provide institutions with feedback on strengths, weaknesses and opportunities. The obtained assessment helps them to re-examine their functioning and directs them towards areas of action.

External evaluation is performed by educational advisors from the Ministry of Education, Science and Technological Development of the Republic of Serbia, and by representatives of the Institute for the Education Quality and Evaluation, organized in teams. All of them have completed the mandatory training program and use a unique package of instruments, which ensures the quality of processes and products and the objectivity and reliability of the assessment that assesses the quality of the institution.

Rulebook on evaluating the quality of work of educational institutions[53] specifies evaluation procedures and other requirements regarding the communication of external evaluators with institutions and deadlines, which ensures the transparency of the procedure and the publicity of the work of external evaluators.

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53 Official Gazette of the Republic of Serbia no. 9/12

When visiting the school, evaluators must visit at least 40% of classes and review the documentation and evaluate and evaluate: Annual work plan for the school year, School program, and Development plan of the institution, Self-evaluation report, and report for the previous school year, Report on achievements at the final exam and Class Schedule.

Apart from educational advisors who carry out school evaluations, Serbia has introduced the role of an advisor. An advisor is someone who provides professional help and support to teachers, principals, school bodies, etc. They are sent to schools after the school evaluation to help schools improve the quality of teaching and other school aspects. They closely cooperate with educational advisors who did evaluation of the school in question. As for their primary job, they are most often school principals or teachers and are contracted by the Ministry when there is a need.

4.7.2. Entry requirements for the job

The Law on Civil Servants prescribes general conditions, whereas Internal Organization and The Ministry's Systematization of Job Posts define specific professional competences for the job.

As is the case in most European countries, EEs in Serbia are former teachers, school principals or pedagogues with a minimum of eight years of teaching experience in schools.

Table 4.7. Entry requirements for the job SE

GENERAL REQUIREMENTS		JOB-RELATED REQUIREMENTS	
Citizenship of the country	Yes	Teaching qualification	Yes
Fluent in official language	Yes	Education experience	8 years of teaching experience
18+	Yes	Leadership experience	No
Health Certificate	Yes	EEs professional certification	Yes (exam taken within 6 months)
No criminal record	Yes	Probationary period	Yes (for all civil servants)
Computer literate	Yes	Initial training	Yes (preparation for professional exam)
Fluent in a foreign language	No	Induction period	No (a mentor is assigned informally)
Civil service exam	Yes	Continuous training	Yes
In addition, a candidate is required to have achieved results in development of education and professional reputation and published a professional article in an (inter)national magazines or teachers rooms, or a textbook, handbook or a teaching aid			

General requirements are very similar to those of other countries in the region. EEs are civil servants which means they have to take and pass an appropriate civil service examination (all civil servants have to take and pass the exam).

4.7.3. Initial and continuous training (including induction period)

External evaluators have their initial training through preparing for the EEs professional certification.

The more experienced EEs received training and got their certificates by the Standing International Conference of Inspectorates (SICI). They received two weeks of training organized by the IEQE in collaboration with SICI, and the Dutch Inspectorate in 2013 when the new school evaluation process was first introduced. This training focused on familiarizing advisors with the school evaluation process, including how to conduct the school visit and observe teaching and learning in the classroom, and was part of their licensing process as external evaluators.

As for novice EEs, there are 6 training programs for EEs in Serbia:

1. Supporting Internal Evaluation in Schools,
2. Conducting External Evaluation in Schools,
3. Monitoring Implementation of Experiments in Education System,
4. Supporting Realization of Final Exams,
5. Monitoring and Evaluation of Principals Quality of Work, and
6. Supporting Schools with Student Assessment

The IEQE also organizes co-ordination meetings with all educational advisors twice a year to discuss ongoing evaluation and ensure harmonization of practices. Educational advisors also receive training on new reforms such as the ongoing curriculum reform.

4.7.4. Process/Standardization/Certification

As for specific, job-related requirements Serbia has introduced EEs professional certification, which means that novice EEs have to take and pass the exam which is fully related to skills and knowledge necessary for the job.

The exam can be taken only by a Ministry's employee who is appointed to be an EE (or meeting the criteria to be an EE). Once you apply for the exam and the exam has been approved, it must be taken within 6 months from the day of approval.

The exam consists of three parts: a written assignment, a school observation and oral part of the exam.

1. A written assignment (up to 10 pages) is a piece of work which deals with one of 10 defined topics: preschool programme, school programme, School Development Plan and School Aannual Plan;
2. Classroom practice, educating and up-bringing
3. Students learning outcomes and children development and progress.
4. Support to children, students, and families
5. Ethos
6. Organization of schoolwork, and human and material resources management
7. Teaching domain – a subject and teaching methodology
8. Teaching and Learning
9. Support to student's personality development
10. Communication and cooperation

This part of the exam is eliminatory, meaning you need to pass it before taking other parts of the exam.

The second part of the exam deals with a school observation, which means a candidate is tasked with a direct observation of a school practice which has to do with the topic of the written assignment, taking notes and assessing the school practice in question.

The third part of the exam is taken orally, in front of a five-member committee. The candidate explains the assessment of a school practice and provides more details about the written assignment by answering the questions asked by the committee.

The committee is composed by three members from Ministry of Education (who also passed the professional exam for EEs), one member from Institute for Education Quality and Evaluation (IEQE) and one member from Institute for Improvement of Education (IIE). The grade on the exam is descriptive: pass or not pass. The candidate who passes the exam is given the certificate for an external evaluator. EEs cannot conduct school evaluation before passing this exam.

4.7.5. Monitoring and quality assurance

Regional School Authorities (RSAs), through their directors, assess the performance of EEs, both in line with Law on Civil Servants[54] and the Ministry's Rulebook on professional pedagogical supervision[55].

The particular Rulebook prescribes that an external evaluator is assessed against whether he/she:

assesses objectively and based on quality standards of an institution

makes decisions which are based on proven facts and evidence,

proposes measures to be taken in a precise manner using arguments,

respects internal school rules regarding behavior and does his best so as not to interrupt/disturb the school routine,

provides clear feedback and uses the language of standards rather than critical statements,

respects personalities of all the employees (teachers, preschool teachers, professional associate, principals, and other employees),

does his job with integrity, by having a kind and supportive approach to everyone,

talks to all the participants in a directed and productive manner,

has a respect for anonymity of an individual and confidentiality of information,

is realistic when asking for information and other materials,

recognizes the differences and different opinions and attitudes,

constantly reflects and internal-evaluates his performance and quality of communication,

consistently uses the language and script officially used in line with law.

However, in practice they are assessed like all other civil servants, based on rather general criteria.

In order to quality assure the process of external evaluation, all the school representatives that took part in the process of external evaluation have to fill in the questionnaire with a view to assessing the quality of conducting external evaluation procedures.

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54 http://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/skupstina/zakon/2005/79/2/reg

55 https://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2019/87/15

5. REGIONAL OVERVIEW OF EXTERNAL EVALUATORS

This chapter gives a regional overview of specifically external evaluators, their qualifications, initial and continuous training and ways of monitoring and evaluation of their performance.

Entry requirements

External evaluators are usually former teachers, either currently employed by the institution in charge of external evaluation, or external associates, with a certain number of years of teaching experience and a certain level of computer literacy. They do not necessarily have to be teachers, but may also be education professionals, such as pedagogues, psychologists, etc., but educational background is a must.

Teaching or education experience ranges from 5 to 10 years.

In most of the countries (ME, RS, AL, MK, BA – some cantons), EEs are considered to be civil servants. This implies that recruitment, training, and appraisal of evaluators is conducted in line with Law on civil servants. This results in general entry requirements for all the civil servants and rather general expectations on the professional part of the job. Namely, they are generally required to hold a citizenship of the country, to be fluent in official language (and sometimes minority languages), to have a health certificate and no criminal record. In most countries EES are expected to be computer literate whereas fluency in foreign languages is not considered to be that important. The recruitment is most often done based on analysis and evaluation of the CV and numerous documents confirming the candidate meets the entry requirements, and an interview before a commission on school legislation and educational management.

In some economies civil servants' exam is necessary before taking up the job whereas in some economies you can take the exam in the first year of practice. This exam usually covers general legal issues and sometimes laws governing education sector.

Only few economies require the novice evaluators to take a professional exam, consisting of practical test (class observation, analysis of lessons, organization of the school evaluation), or a written/oral examination according to the profile of the position.

In the majority of the economies concerned, an teaching qualification and, usually, a certain number of years of professional experience in a school as a teacher (ranging from 5 to 10 years) or in a management position are required to become an external evaluator.

Tabele 5.1. **Entry requirements**

REQUIREMENT	ECONOMY	AL	BA	MD	ME	NM	RS
Teaching qualification		yes	Yes	yes	yes	yes	yes
Teaching experience		yes	10 years	yes	5 years	5 years	8 years
Professional exam		no		no	no	yes	yes
Civil servants exam				no	yes	yes	yes
Probationary period		no	no	no	yes	no	yes
Initial training		no	no	yes	no	yes	yes
Induction period		no	no	no	yes	no	yes
Computer literate		yes	no	yes	yes	yes	yes
Can speak a foreign language		yes	no	no	no	yes	yes
Professional article in an (inter)national magazines or teachers' rooms, or a textbook, handbook or a teaching aid		no	no	no	no	no	yes
Leadership experience		no	no	no	no	no	no

Policy Points

Standardization of the profession: Currently, few economies have standardized the profession in terms of having a national competence framework for external evaluators; or a standardized qualification. It would be beneficial to design a competence framework, listing the knowledge, skills and attitudes of external evaluators, which would help both the recruitment and selection process and set basis for initial/continuous training of evaluators

Selection of candidates: Currently, as the majority of external evaluators have the status of civil servants, the process of recruitment is complimentary to the civil servants' requirements and does not take into consideration specific qualities needed for the successful performing of the job. Agencies conducting external evaluation could have a much stronger involvement when recruiting and selecting a novice evaluator. Entry requirements could be made more specific in order to promote the standards needed for the position. Additional professional criteria could be introduced when recruiting EEs, such as leadership experience, responsibility for people and resource management, consistent improvement in the education sector, and adequate soft skills.

Human resources: Majority of systems report having insufficient number of external evaluators which puts a lot of pressure on those who need to conduct a lot of evaluations in the given time. Having a pool of external experts, trained, and certified as external evaluators, that can be contracted when needed could help the issue of insufficient number of EEs. (It is a common practice worldwide for evaluation teams to include school principals and teachers from other schools who have been trained and licensed as evaluators. This new responsibility should be recognized in the teacher career structure. In addition, contracting experts or researchers in specific fields in which external evaluators lack the expertise - such as health, nutrition, violence prevention or inclusive education - could also be considered. Experts could be invited to join the external evaluation team on specific occasions, depending on the focus of the evaluation.)

Selecting and training new external experts for the posts of external evaluators in sufficient number may take some time and would require additional funds. Once this new pool of licensed

evaluators is introduced, the evaluation process should be easier to carry out in terms of human resources.

Trainings of external evaluators

Table 5.2. Initial and continuous training of external evaluators

REQUIREMENT	ECONO-MY	AL	BA	MD	ME	NM	RS
Compulsory initial training		no	no	Yes	no	no	yes
Test taken after training		No	No	No	no	No	yes
Induction period		No	No	No	yes	No	No
Assigned mentor		No	No	No	yes	No	No
Licensing							
Peer learning		yes	yes	yes	yes	yes	yes
Continuous training							
Systematic training programmes		no	no	no	no	no	yes
Unsystematic training programmes		yes	yes	yes	yes	yes	yes

As can be seen from the table, not enough attention has been given to standardize initial training of external evaluators. Only in 2 education systems (RS and MD) must the candidates for the role of external evaluator be trained either before their appointment or during their induction or probationary period. Most of the economies rely on the peer learning system, which is in most cases informal. Depending on the economy concerned, specialist training may deal specifically with evaluation or cover other fields. In Serbia, the right to carry out evaluations is only granted after having passed a compulsory training course in school evaluation and receiving a license.

Policy points:

Initial trainings: In most of the economies in the region, there is no compulsory initial training for the novice evaluators; there is no systemic induction period and introducing novice evaluators into the job. It is frequently done in an informal manner, by providing a collegial kind of support and an opportunity to learn from senior evaluators. A useful way of learning as this may be, still it is not formalized, structured, and monitored to be seen as quality induction training. It is understandable, though, as there are so few evaluators in most of the countries, and the systems cannot afford the luxury of long-term induction periods or not using even the people without training for conducting evaluations.

For the purpose of quality assurance of the external evaluation process, it would be recommendable that the external evaluators successfully complete a structured initial training, with a thorough assessment of their competence to evaluate schools, prior to actually perform evaluation. It is proven that the most successful initial training programmes consist of desk research, case studies and practical activities (on-the-job activities/job shadowing), with the assistance of an officially appointed mentor. After successfully meeting the training requirements, trainees can be assigned to an evaluation team as a full team member with probationary status.

Specific and continuous trainings: Currently there are no specific training programmes for certain types of evaluators (lead evaluators, pre-school institutions, VET, and adult education pro-

viders, etc.). Various training programmes for evaluators at all stages of their career could be designed, as two-day or three-day courses specifically designed to target a specific issue in concern, or to address some of the skills that is noticed as being missing among the external evaluators.

As for continuous training of external evaluators, it is also most frequently done in a rather ad hoc manner. The training provided too often depends on various projects being implemented in an economy so that evaluators get some training if it corresponds to the project theme. Other forms of training are often associated with general training programmes for civil servants which may not have direct links with the job the evaluators do. However, the evaluators in most of the economies are regularly trained on new initiatives and reforms in education which are being implemented. They also have a kind of regular in-house meetings at which various issues regarding the process of evaluation are raised and discussed which is a very good practice of peer-to-peer learning and represents and informal continuous training.

The evaluators themselves could be encouraged to be reflective practitioners and conduct small-scale researches on different aspects of school evaluation, and then organize a training or discussion session on these particular aspects. The economies in the region could set up an annual conference of evaluators at which the findings could be presented, and experiences exchanged. These conferences could also be a good professional development opportunity for all the evaluators.

Experienced lead evaluators could organize experience-sharing sessions; with examples of case studies and good practices, and thus train further lead evaluators for the job.

External experts could be hired for specific additional themes (inclusion, health issues etc.), or for specific skills (communication, conflict resolution etc.)

Evaluation and monitoring of external evaluators' work

In most of the economies, external evaluators are considered to be civil servants who imply that there are centrally designed rules for assessment of their performance. It usually means that their superior assesses their performance based on the criteria relevant for all the civil servants from all the sectors. Those criteria are general and do not assess the specificities of the job of the external evaluator.

A good example of specific criteria regarding school evaluation can be seen in Serbia. The Rulebook on professional pedagogical supervision[56] prescribes how evaluation of EEs should be done:

"It is done in line with regulations governing performance of civil servants and this particular Rulebook. Thus, the external evaluator is assessed whether he/she:

1. assesses objectively and based on quality standards of an institution

2. makes decisions which are based on proven facts and evidence,

3. proposes measures to be taken in a precise manner using arguments,

4. respects internal school rules regarding behavior and does his best so as not to interrupt/disturb the school routine,

5. provides clear feedback and uses the language of standards rather than critical statements,

6. respects personalities of all the employees (teachers, preschool teachers, professional associate, principals, and other employees),

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56 Rulebook on professional pedagogical supervision, https://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2019/87/15

7. does his job with integrity, by having a kind and supportive approach to everyone,

8. talks to all the participants in a directed and productive manner,

9. has a respect for anonymity of an individual and confidentiality of information,

10. is realistic when asking for information and other materials,

11. recognizes the differences and different opinions and attitudes,

12. constantly reflects and inter-evaluates his performance and quality of communication,

13. consistently uses the language and script officially used in line with law.

Another good example can be seen in Montenegro. The ultimate objective and a dream of all those conducting external evaluations is to have teachers, the most important actors in the education world, constantly reflecting on and analyzing their own performance with a view of improving their own teaching practice. Montenegro produced the Publication "How to assess the quality of educational work at schools? (Indicators of quality and instruments for internal evaluation of educational work of teachers at schools)"[57].

The publication is intended for teachers, administrations, and professional services at schools, and is used to measure, assess and improve the quality of educational work of teachers at schools.

The Publication clearly defines six areas for evaluating the quality of teachers' work at schools:

1. Professional knowledge and skills of teachers;

2. Supporting student development;

3. Planning and preparing classes;

4. Implementing contemporary teaching/learning process at school;

5. Monitoring, evaluating, and assessing student progression, and

6. Communication and cooperation.

Each of the defined areas of teachers' educational work quality is differentiated and precisely described by particular sub-areas with set indicators - indicators of quality of teachers' work at schools. Instruments, scales of self/assessment and checklists have been designed on the basis of these indicators, which are used for self-evaluation and/or evaluation of teachers' educational work at schools.

It is not clear enough to what extent teachers in Montenegro use this tool in their everyday practice.

Another good practice examples is found in Serbia and Moldova on monitoring the process of external evaluation: in order to quality assure the process of external evaluation, all the school representatives that took part in the process of external evaluation have to fill in the questionnaire with a view to assessing the quality of conducting external evaluation procedures.

In practice, in Moldova, the online questionnaire includes special questions concerning the external evaluators' performance. The collected data are analyzed and are used for example to improve training programs for external evaluators.

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57 https://zzs.gov.me/ResourceManager/FileDownload.aspx?rId=313586&rType=2

Table 5.3. **Evaluations and monitoring of external evaluator's work**

REPORT	ECONOMY	AL	BA	MD	ME	NM	RS
Civil servants		+	+ -	no	+	+	+
Appraisal procedures					+		+
Internal mechanisms				+			+
External mechanisms		-	-	-	-	-	-
Indicators specific for the job		-	-	-	-	-	-

Policy points

Definition of performance indicators:

In most of the economies, there are no performance indicators which are specific for the job. Evaluation of their work performance is conducted in line with general indicators which are used for other civil servants as well. Development of performance indicators, specific to the job of the external evaluator, could be considered.

Providing feedback on performance during the external evaluation process: The evaluators do not get a regular feedback on their performance. Thus, they do not know if they are good at their jobs and what they could improve and work on.

Schools are not given the chance to have their say in the process of evaluation (apart from Serbia and Moldova).

Feedback on the performance of evaluators could be provided in various forms:

Lead evaluators and members of the evaluation team could complete an evaluation of the school evaluation. Lead evaluator could complete appraisals on the performance of all members of the evaluation team.

Schools being evaluated could be asked to assess the process of evaluation. A specially designed on-line questionnaire could tell a lot about the evaluators' performance and provide understanding about what can be improved.

The agencies conducting evaluations could undertake their own monitoring of a sample of evaluations, and Ministries of Education might perform a monitoring role on behalf of the state.

All evaluation reports that are sent to schools and published on respective web sites should be subject to a thorough quality assurance procedure: possibility for a school to comment on the draft report, edit by an experienced Lead Evaluator, consensus on the final version, and an office check to ensure that reports meet the highest quality standards. Moldova implements all theses stages.

The monitoring exercises can be used also to define the need for specific trainings.

Regular Performance Reviews: Regular meetings of staff with an aim to review evaluators' performance could be organized each term/annually in order to make recommendations to the management about issues which have arisen prior to, during or after an evaluation, and to discuss any ongoing performance management issues. Consideration may be given to an evaluator's historical performance, through evaluations, appraisals and feedback from schools. The evaluator may have the opportunity to respond to any concerns about their performance or conduct.

SUMMARY

MAIN FINDINGS AND RECOMMENDATIONS

Key words: Quality, external evaluation, supervision, inspection.

POLICY LEVEL

MAIN FINDINGS

Recognized importance of school evaluation

At the policy level, the importance of the external evaluation for improving the overall quality of education is recognized in most economies. School evaluation is high on the agenda in most education systems. The best evidence is recent changes related to external evaluations that have been/are being introduced across the region. Just to name a few: ME, RS, AL, MD and MK. It is evident that the systems are looking for the best ways of dealing with this complex issue.

Content of and other terms used for school evaluation

External evaluation deals with the overall quality of school processes – teaching and learning, school management, school ethos, partnership with the key stakeholders and other numerous aspects of school life. It is conducted by professionals who basically conduct very similar process of school evaluation, but for historic reasons the very process has different names. So, in Albania and North Macedonia external school evaluation is called school inspection. In Serbia and Croatia, the term used is professional- pedagogic supervision of schools. The similar term is used in Bosnia and Herzegovina – professional supervision. Montenegro uses the term external evaluation of educational work in an institution. In Moldova, the term evaluation of general education institutions is used.

School evaluation versus school inspection

In Albania and North Macedonia, external school evaluation also involves school inspection. As opposed to external evaluators who conduct external evaluations in order to improve education quality, school inspectors are responsible for checking schools' compliance with laws and regulations related to school safety, inclusion and access for all children and labor laws. They usually audit schools once a year or at a request by parents, students or someone else and check a list of documents requested from the school. These include documents from the school councils and professional bodies such as the teacher council. There are very limited links between the audit carried out by the inspectors and the external school evaluation carried out by an agency.

Agencies conducting external evaluation

External evaluation focuses on defined standards of the education system of the particular economy, and in some countries it is combined with inspection that focuses on other aspects. The process of external evaluation of the quality of school work, and combining it with or without inspection, is called external evaluation, supervision, inspection, counseling, ~~external evaluation~~, etc.

External school evaluation is compulsory in all the economies in question (save for Croatia which uses other evaluation tools but is thinking of introducing external evaluation in this sense).

National education authorities, frequently from central government, lead external evaluations. Across the region, most countries have established an agency/inspectorate that is either a part of

or cooperating closely with ministries in charge of education. By doing so, agencies have developed the professional expertise necessary for effective evaluation.

Using international experience

It is also evident that economies in the region want to use the best international practices when it comes to school evaluation. The following economies from the region are current members of The Standing International Conference of Inspectorates (SICI) through the agencies conducting external evaluation: Albania, Kosovo*, Moldova, Montenegro and Serbia. SICI is an association of national and regional inspectorates of education in Europe. Its aim is to support the improvement of education through improving inspection/external evaluation processes. One of specific goals is to support improvement of inspectorates/evaluation agencies and the professional competences of inspectors/evaluators. In certain economies, the evaluation framework was established through joint work of national and international experts (in Serbia and North Macedonia the Netherlands helped, in Montenegro the Office for Standards in Education, Children's Services and Skills from England OFSTED, etc.)

In addition, the South Eastern Europe Regional group of experts in the Quality Assurance in general education, composed of representatives of agencies dealing with various aspects of quality assurance was set up within the framework of the Education Reform Initiative of South Eastern Europe (ERI SEE), which offers possibilities to exchange practices, experiences and expertise as well as learn from peers, through joint regional activities and consultations.

Levels of school evaluation and bodies involved

Generally, the more levels (national, regional, local) involved in school evaluation, the more difficult it is to make the system coherent. The more bodies involved, the more coordination is needed. When it comes to asking the question: Who is responsible and accountable for QA? It is more difficult to provide an answer in systems having more institutions and actors doing the same or a similar job.

A good practice example of institutions cooperating in school evaluation is North Macedonia, in which the State Inspectorate for Education has signed the Memorandum of understanding with VET Centre, resulting in their advisors joining evaluation teams as of September 2020.

When external evaluation agencies are a part of ministries in charge of education, it is always crucial to ensure their objectivity and independence.

RECOMMENDATIONS FOR POLICY LEVEL

Independence of agencies conducting school evaluation

It is important to maintain and ensure continuous independence of the bodies in charge of external school evaluation.

Coordination of different actors and different levels in school evaluation

Systems that consist of more agencies dealing with external evaluation in different ways should ensure the coordination, cooperation and communication mechanisms ensuring the quality of the processes.

Systems that operate on multi-level governance, including central, regional, and sometimes municipal bodies and actors should ensure well-synchronized and timely acting in order to provide effective and efficient school evaluation.

Key words: Laws, by-laws, methodologies, rulebooks, manuals, administrative instructions.

REGULATORY FRAMEWORKS

In all economies the existence of school evaluation system is supported by regulatory frameworks (laws, by-laws, methodologies, rulebooks, manuals, administrative instructions, etc.). In some economies the school evaluation regulatory framework was revised (Serbia), is being revised (e.g. Montenegro), while in others a fine tuning of the regulatory framework is still needed. In some cases, the existence of many educational systems (e.g. BiH) or frequent changes in the legislation make the establishment of the school evaluation system more difficult.

Frequency of school visits

Most countries have defined cycles during which schools have to be visited. It is usually a period from 3 to 6 years. This rule implies that agencies conducting school evaluations, when drafting their annual plans, have to bear this in mind. If it is a four-year cycle (the most common), they are trying to evaluate 25% of the total number of schools so that by the end of period they would have evaluated all the schools. This results in defining priorities and schools to be evaluated based on the frequency criteria rather than selecting schools that are in a real need.

Evaluation frameworks

In majority of the economies, external school evaluation is governed by relevant evaluation frameworks. On one hand, evaluation frameworks seem to be very comprehensive, covering a wide range of areas and school performance. On the other hand, due to its complexity and broadness they may be not so easily manageable for evaluation teams and put a lot of pressure on evaluators in terms of time management during the school visits. It could lead to compliance with the form, rather than focus on the actual substance.

School internal evaluation is also governed by the evaluation frameworks in many economies and mandated by law. However, it is not clear if it is meaningfully implemented in schools across the region.

RECOMMENDATIONS FOR REGULATORY FRAMEWORK

Range of evaluations can be used

A combination of evaluation methods could be used. Follow-up evaluations can be done by designing a set of instruments and documents that schools could send by e-mail and on-line interview with school leadership can be scheduled. The full-scope evaluations could be done for schools visited for the first time; whereas limited-scope evaluations could be done for schools achieving good results in previous cycles.

Risk-based approach could be used to decide on the type and scope of the external evaluation.

The duration of evaluations could be adjusted to the size of the school or results of the previous cycles of the external evaluation.

Providing training for schools on school evaluation

Additional trainings could be offered for teachers, school principals and members of the professional support who are supposed to carry out internal evaluation. How to use evaluation results, how to observe teaching, how to gather and analyze data, how to draft action and development plans could be some of the training topics. The trainings could also be organized among schools themselves as peer-to-peer learning.

These trainings can be delivered by external evaluators, which would bring them closer to schools and boost internal evaluation process and culture quality development.

Broadness of evaluation frameworks

Simplifying the evaluation frameworks could be considered. The number of indicators in the framework could be reduced in order to make it more manageable for evaluation teams and give them more time to focus on key indicators of teaching and learning quality. The frameworks could be revised to distinguish between a set of core indicators evaluated in each evaluation and a set of secondary indicators evaluated on a rotating basis or when a problem arises. The key indicators for improving learning and teaching in schools such as "teaching process" and "students' learning experience" could be defined as core indicators. In addition, there should be a way to respond to issues that come up in the education practice, such as digital teaching and learning, inclusion of migrant population etc. This could be done via defining thematic indicators.

Key words: Requirements, public invitation, competition, conditions.

SELECTION OF EXTERNAL EVALUATORS

Entry requirements

In the majority of the economies concerned, a teaching qualification and, usually, a certain number of years of professional experience in a school as a teacher (ranging from 5 to 10 years) or in a management position are required to become an external evaluator.

Recruitment process

The process of recruitment of external evaluators relies on civil servants compliance and general entry requirements. Defining more specific criteria would facilitate selection of candidates possessing the right skills relevant for the job of external evaluator.

Availability of external evaluators

Majority of systems report having insufficient number of external evaluators. Selecting and training new evaluators – either new permanent staff or external experts - would enable flexibility and help conduct a larger number of school evaluations.

Introduction of competence framework for external evaluators would facilitate both selection process and professional development.

RECOMMENDATIONS FOR SELECTION OF EXTERNAL EVALUATORS:

Attractiveness of the profession

The profession could be made more attractive to have the best teachers and other practitioners applying for the job.

Selection of evaluators and their competence framework

Agencies conducting external evaluation could have a much stronger involvement when recruiting and selecting a novice evaluator. Although evaluators are civil servants in most of the economies involved, the composition of a selection committee could deploy more members from

the agency itself.

Entry requirements could be made more aligned with the specificities of the job.

A competence framework, listing the knowledge, skills and attitudes of external evaluators could be designed. This would help both the recruitment and selection process and set basis for initial/continuous training of evaluators.

Hiring external experts

The agencies conducting external evaluation should rely on external experts, who are to be specially selected, trained and fully supported, to carry out evaluations on their behalf. They could devise a wide range of training programmes and recruit evaluators for a variety of specialist areas and roles (team evaluator, lead evaluator, VET and adult education evaluator, pre-school evaluator, etc.

Key words: Training, program, license, accreditation.

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INITIAL TRAINING OF EXTERNAL EVALUATORS

In some education systems (RS and MD) candidates for the role of external evaluator must be trained either before their appointment or during their induction or probationary period. Depending on the country concerned, specialist training may deal specifically with external evaluation or cover other fields. In Serbia, the right to carry out evaluations is only granted after having passed a compulsory initial training course in school evaluation and receiving the licence.

Induction period and evaluators training

In most education systems in the region, however, there is no systemic induction period and introducing novice evaluators into the job. It is frequently done in an informal manner, by providing a collegial kind of support and an opportunity to learn from senior evaluators.

Also, there are no specific training programmes for certain types of evaluators (lead evaluators, pre-school institutions, VET and adult education providers, etc.) or specific topics (communication, conflict management, health and protection issues etc.)

RECOMMENDATIONS FOR INITIAL TRAINING FOR EVALUATORS:

Initial training programme

The development of the initial training could greatly contribute to the quality of work of newly selected external evaluators. The initial training programme could be composed of numerous desk research, case studies and practical activities which, if organized properly, should equip the trainee with the skills needed for the job.

Mentorship

The official appointment of a mentor has proven as a successful way of introducing new evaluators int other job. Before their first evaluation as a fully independent evaluator, they should shadow and observe their experienced mentor and do the tasks which have been predefined.

Key words: Professional development, lifelong learning.

CONTINUOUS TRAINING OF EXTERNAL EVALUATORS

The evaluators in most of the economies are regularly trained on new initiatives and reforms in education which are being implemented. They also have a kind of regular in-house meetings at which various issues regarding the process of evaluation are raised and discussed. However, as for continuous training of external evaluators, it is also most frequently done in a rather ad hoc manner. The training provided too often depends on various projects being implemented in an economy so that evaluators get some training if it corresponds to the project theme. Other forms of training are often associated with general training programmes for civil servants which may not have direct links with the job the evaluators do.

RECOMMENDATIONS FOR CONTINUOUS TRAINING OF EXTERNAL EVALUATORS:

A wide range of training programmes

Various training programmes for evaluators at all stages of their career could be designed. These programmes can be two-day or three-day courses specifically designed to target the issue in concern.

Evaluators' role in providing support to schools they are assessing needs to be strengthened and designed very carefully so that schools can benefit from advice given by professionals.

Whenever there is an urgent need to react to an occurrence (such as COVID 19 crisis), evaluators can be trained and then pass it on to schools. The same holds true for all thematic trainings.

The evaluators themselves could be encouraged to be reflective practitioners and conduct a small-scale researches on different aspects of school evaluation.

Regional annual conferences

The economies in the region could set up an annual conference of evaluators at which the findings could be presented, and experiences exchanged. These conferences could also be a good professional development opportunity for all the evaluators.

Key words: Monitoring, evaluation.

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MONITORING OF EXTERNAL EVALUATORS WORK

Status of external evaluators

In most countries, external evaluators are considered to be civil servants who imply that there are centrally designed rules for assessment of their performance. The evaluators do not get a regular feedback on their performance, which affects their improvement possibilities.

RECOMMENDATIONS FOR MONITORING OF EXTERNAL EVALUATORS WORK

Mechanisms for assessment of external evaluators

Mechanisms for assessment of EEs that include their EE-related tasks could to be devised. The results of these mechanisms could also be used for shaping the continuous training of EEs.

ANNEXES

ANNEX 1
DESCRIPTION OF THE RESEARCH AND METHODOLOGY USED

This Study on the external evaluation aspects in general education, with focus on external evaluators' initial and continuous trainings and monitoring in South Eastern Europe (hereinafter: The Study) has been conducted according the Terms of Reference[58] provided by the ERI SEE and further clarification meetings and communications via e-mail and on-line platforms with ERI SEE representative. As a result of those clarification, the Inception report was produced and approved by ERI SEE.

The team of researchers in this Study consists of Rajko Kosović and Dr Tijana Breuer, both with extensive experience in the education policy development and implementation, with proven record of research and expertise in the field of education, external evaluation, evaluation and policy paper writing (see CVs and Bibliography).

Purpose and scope of the Consultancy

This regional study is to collect evidence necessary for future improvements of the external evaluation systems in terms of assuring the quality of the work of external evaluators through systems of initial and continuous trainings and monitoring of the work of external evaluators. The study is to focus on each of the economies that participate in the study and in the SEE QA Network and to draw conclusions and recommendations for the SEE region based on that. The study put the focus on:

- The systems/methods currently used in each of the economies in order to assess and analyse the current external evaluation systems throughout the region.
- The knowledge, skills and attitudes needed for the job of an external evaluator.
- The current practices in recruiting and selecting novice evaluators.
- The current practices regarding initial training of novice evaluators and continuous training of senior evaluators.
- The procedures for evaluating and assessing the external evaluators work and performance.

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58 https://www.erisee.org/wp-content/uploads/2020/03/ToR_Study_External_Evaluators_Trainings.pdf

Objectives of the study were:

Objective 1: To show, based on the analysis of the actual data available, the current situation in 7 participating economies regarding identification and implementation of external evaluation.

Objective 2: To make comparison between the economies, identify challenges and make recommendations.

The research questions of this study were:

- How is external evaluation conducted and at what levels (state, regional, school...) per economy?
- What evaluation framework are used in conducting external and internal evaluation?
- How do the results of the school evaluation shape the desired school development per economy?
- How are external evaluators recruited and selected?
- How are external evaluators trained for the job and evaluated in relation to their performance?
- The conclusions on the situation across 8 economies – are there similarities and differences? (Comparison of challenges)
- What good practices are there in the region?
- What recommendations could be drawn?

The phases of the study were as follows:

- Inception phase: development of detailed methodology and instruments (list of questions for the interviews)

- This phase consisted of writing inception report and clarification meeting/phone call/e-mail communication with ERI SEE team in order to revise and discuss methodology and instruments of the study. This phase was used for familiarization with the relevant documents and to collect contact info of relevant professionals in each of 8 economies that were approached for the interviews, as well as for preparing of invitation letter and list of questions for the interviews.

- Collecting information from the field

- In this phase, phone/Skype interviews and/or e-mail communication with the relevant stakeholders in each of 8 economies (2-3 interviews per economy) were conducted. Before each interview, the invitation letter was sent separately to each targeted person with the request to choose two time-slots for the interview to take place. After response from the person, the time-slot was confirmed and the list of questions with additional explanation was sent to each of the interviewees. Then, in agreed time, the interview took place via Viber, Zoom, Skype or WhatsApp (depending on the choice of the interviewee). Some of them decided to answer some of the questions in written before the interview and then the interview served for clarification and additions to the written responses. The interviewed persons were representatives of Ministries of education; institutions for quality of education and/or improvement of education; teachers' professional development and teacher training institutions and providers; etc. (depending of the structure in each economy). The number of interviewed/consulted persons from each country/economy is as follows: Albania – 1, Bosnia and Herzegovina – 3; Croatia – 2; Kosovo*- 0; North Macedonia -2; Moldova – 1; Montenegro – 2, Serbia – 2, lasted from 40 minutes to 80 minutes. The list of interviewed persons is in Annex 2.

Data analysis; Draft and Final report writing

This phase consisted of analysis of data and presentation of preliminary findings to the ERI SEE team and discussion on them. Information and guidelines collected were used for drafting final report. Final version of the report was edited after receiving comments of the ERI SEE team on the draft report.

Methods that were used:

- Desk research – review of various documents in 7 economies, existing policy documents, legal frameworks, and previous research in the field of external evaluation, using Analytical Framework table.
- Communication with and input provided by ERI SEE
- Semi-structured interviews with the relevant stakeholders - representatives of the Quality Assurance agencies/Ministries/other bodies in charge, if applicable (from 8 economies) on systems and methods used from each of 8 economies (phone, Skype, e-mail, Viber …)
- Qualitative analysis of the data gathered
- Comparative cross-country analysis and identification of recommendations.