

SYSTEMS OF QUALITY ASSURANCE IN PRE-TERTIARY EDUCATION IN SOUTH EASTERN EUROPE AND MOLDOVA

Focus on external evaluation
of institutions and external
evaluators' trainings





ALBANIA

	VET	GENERAL EDUCATION
Relevant legislation	<p>Law no. 69, dated 21.06.2012, "On the Pre-University Education System in the Republic of Albania" amended;</p> <p>Law no. 15/2017 "On Vocational Education and Training in the Republic of Albania";</p> <p>Law no. 10247, dated 4.3.2010 "On the Albanian Qualifications Framework" amended;</p> <p>Decision of the Council of Ministers no. 673, dated 16.10.2019 "On the establishment of the National Agency for Vocational Education and Training and Qualifications";</p> <p>Order no. 128, dated 6.7.2021 on the approval of the "regulation on standards, criteria and accreditation procedures of providers of vocational education and training";</p> <p>Instruction no. 18, dated 6.7.2018 for some additions and changes in the instruction no. 16, dated 8.5.2018, "on the development of self-assessment in institutions providing vocational education and training".</p>	<p>Law no. 69/2012 For the Pre-university educational system, Republic of Albania;</p> <p>Decision of the Council Of Ministers no 98, date 27.02.2019 "On establishment, the way of organization and functioning of the Quality Assurance Agency for Pre-university Education";</p> <p>Decision of the Council Of Ministers no 99, date 27.02.2019 "On establishment, the way of organization and functioning of the General Directorate for Pre-university Education";</p> <p>Order no 31, dated 28.01.2020 "Regulation for functioning of Pre-University Education Institution in the Republic of Albania.</p>
Institution/s in charge	<p>Ministry of Finance and Economy – Directorate for Employment and Skills (policy level);</p> <p>National Agency for Vocational Education, Training and Qualifications (implementation of the policy);</p> <p>VET providers.</p>	<p>Ministry of Education, Youth and Sports – General Directorate for Pre-university education (policy level);</p> <p>Agency for Quality Assurance in pre-university education (implementation of the policy);</p> <p>4 Regional Directorates (external evaluators implementing the actual external evaluation).</p>
Mandate of the Agency	<p>Implementation of Albanian Qualifications Framework;</p> <p>Initial and continuing Teacher qualification;</p> <p>VET providers self-assessment process;</p> <p>VET providers self-assessment accreditation;</p> <p>Developing guidelines for external VET providers evaluators;</p> <p>Developing trainings for external VET providers evaluators.</p>	<p>Curriculum design;</p> <p>Teacher professional development;</p> <p>School evaluation;</p> <p>System performance evaluation;</p> <p>Managing school evaluation framework;</p> <p>Developing guidelines for external school evaluators;</p> <p>Developing trainings for external school evaluators;</p> <p>Conducting risk-based evaluations (by order of Minister).</p>

<p>Description of the system of external evaluation of institutions</p>	<p>External evaluation of institutions includes the accreditation of VET providers; Accreditation is obligatory to be conducted every 4 years; It consists of: check desk of the application, school visit, verbal feedback, evaluation report draft, final report, final decision from MFE; External evaluators do the classroom observation, interviews with teachers, students, parents, collect administrative information; Development of recommendations; Improvement plan in response to the recommendations should be developed; Should provide follow-up to the schools.</p>	<p>External evaluation of institutions includes the inspection component (compliance with laws and rulebooks); External evaluation is obligatory to be conducted every 4 years (but there are not enough capacities); It consists of: pre-inspection (preparatory work), school visit, verbal feedback, evaluation report draft, final report; Lasts 2 days for thematic evaluation, and 3-5 days for the full school evaluation; External evaluators do the classroom observation, interviews with teachers, students, parents, collect administrative information; Development of recommendations; Improvement plan in response to the recommendations should be developed; Perform school ranking on regional level, based on qualitative and quantitative indicators.</p>
<p>External Evaluation Framework</p>	<p>The Framework consists of aspects:</p> <ul style="list-style-type: none"> ▶ Management ▶ Relationship and cooperation ▶ Curriculum implemented ▶ Teaching and learning ▶ Assessment <p>Total number is 246 criteria, of which 125 are basic criteria and 121 additional criteria.</p>	<p>The Framework consists of aspects:</p> <ul style="list-style-type: none"> ▶ School leadership and management ▶ Quality of teaching and learning ▶ Students' achievements ▶ Students wellbeing and behaviour <p>There are 24 quality criteria (these are the expectations of the schools in the Republic of Albania) and 37 quality indicators.</p>
<p>Position of external evaluators</p>	<p>External experts who go through training programme and get certification as external evaluators; External evaluators are engaged from NAVETQ based on the VET providers applications.</p>	<p>Term <i>evaluator</i> is preferred (not <i>inspector</i>); They decide on the fields and indicators that will be the focus of the external evaluation; Grade the schools from 1 (very good) – 4 (poor); Human under-resources is a great challenge; Working conditions are not attractive (long workhours, responsibility, non-competitive salary – at regional level lower than a teacher's salary); Employed within the Agency as permanent staff; Status of state officials.</p>
<p>Entry requirements and qualification</p>	<p>General qualifications; Be certified as external assessors of Accreditation by NAVETQ; He/She is not excluded from acting as an external evaluator; There is no disciplinary measure in force by the institution where it operates at the time of selection; Have signed the statement that they have no conflict of interest with staff who are in employment with NAVETQ.</p>	<p>General qualifications; Specific qualifications (teaching profession, 5-year teaching experience); There are established standards for the profession of external evaluators; Information on selection and appointment systems not available.</p>

<p>Trainings and monitoring of external evaluators</p>	<p>2-weeks initial training: for new external evaluators;</p> <p>External evaluators are trained mainly by foreign expert, 2 weeks, consisting of lectures, practical activities, observation, peer learning, and simulation of the accreditation process in selected VET providers;</p> <p>There is a formal examination process including theoretical test, interview and accreditation process observation and report assessment at the end of the training;</p> <p>CPD activities and no requirements for CPDs, still in the discussion process;</p> <p>There are formal arrangements for the assessment of external evaluators' work - there is a general obligation of the NAVETQ employee to assess the work of the external evaluators.</p>	<p>2-weeks initial training: for all new public servants, general and not inspection-specific</p> <p>Initial test of inspectors for confirmation;</p> <p>No formal training program at the beginning of the career;</p> <p>External evaluators usually trained by foreign experts, through different projects, for a few days, consisting of lectures, practical activities, observation, peer learning;</p> <p>No formal exam at the end of the training;</p> <p>No CPD activities and no requirements for CPDs;</p> <p>No formal arrangements for the assessment of external evaluators' work - there is a general obligation of the superior to assess the work of the external evaluators, but there are no clear indicators or instructions on how the process is organized.</p>
<p>Internal evaluation</p>	<p>Obligatory every year;</p> <p>Conducted by an internal evaluation team;</p> <p>Coordinated by NAVETQ;</p> <p>Performed in accordance with the methodology of self-assessment process;</p> <p>Corresponds to the external evaluation framework;</p> <p>Supposed to result in a school development plan.</p>	<p>Obligatory every year;</p> <p>Conducted by an internal evaluation team;</p> <p>Performed in accordance with the methodology of school internal evaluation;</p> <p>Corresponds to the external evaluation framework;</p> <p>Supposed to result in a school improvement plan;</p> <p>Obligation to compile the Performance Charter.</p>
<p>Identified issues</p>	<p>The implementation of the external evaluation (accreditation) will start this year;</p> <p>Self-assessment process implemented for 3 years in a row, followed up with structured feedback how to learn from self-assessment process and make use of results for quality development.</p>	<p>A small number of evaluators at regional level (at regional directorates);</p> <p>A small number of evaluations conducted;</p> <p>No support to school on improvement plans and no follow up;</p> <p>Schools do not use the results of internal evaluations to improve their practices partly because they lack training and guidance in this area;</p> <p>Performance Charter seen as an administrative burden used for school ranking rather than a tool for self-evaluation;</p> <p>External evaluators position – number, selection, trainings, assessment.</p>



BOSNIA AND HERZEGOVINA

VET AND GENERAL EDUCATION

Relevant legislation	<p>Framework Law on Primary and Secondary Education in BiH; Framework Law on Secondary Vocational Education and Training in BiH; Law on Agency for Preschool, Primary and Secondary Education; Improvement of quality and relevance of vocational education and training in Bosnia and Herzegovina - in the light of Riga conclusions - for the period 2021–2030; Manual for Quality Assurance in Vocational Education and Training, with documents for Internal and External Evaluation and for System Level (the document developed within the EU project).</p>
Institution/s in charge	<p>Quality assurance system includes the relevant ministries of education and pedagogical institutes established in cantons, Brčko District or entities of BiH; Agency for Pre-primary, Primary and Secondary education (APOSO), state level; Federation of B&H, Federal Ministry of Education and Science (coordinating role); Republika Srpska: Ministry of Education and Culture, Pedagogical Institute (responsible for quality assurance); Brčko district: Department of Education.</p> <p>Cantons of the Federation B&H: Ministry of Education, Science, Culture Una-Sana Canton, Pedagogical Institute Una-Sana Canton; Ministry of Education, Science, Culture and Sports Posava Canton; Ministry of Education and Science of Tuzla Canton and Pedagogical Institute; Ministry of Education, Science, Culture and Sports of Zenica-Doboj Canton and Pedagogical Institute; Ministry of Education, Science, Culture and Sports of the Bosnian-Podrinje Canton and Pedagogical Institute; Ministry of Education, Science, Youth, Culture and Sports of Central Bosnia Canton; Ministry of Education, Science, Culture and Sports Herzegovinian-Neretva Canton, Pedagogical Institute, Institute of Education; Ministry of Education, Science, Culture and Sports of the West Herzegovina Canton; Ministry of Education of the Sarajevo Canton and the Educational and Pedagogical Institute; Ministry of Science, Education, Culture and Sports of Hercegbosnia Canton.</p>
Mandate of the institutions	<p>As there is no national quality assurance system, and no established national quality assurance body at the level of pre-tertiary education, the national Agency for Pre-primary, Primary and Secondary education (APOSO) is mandated to pilot the outputs across the country and based on piloting results to recommend guidelines, practices and baseline documents to bodies in charge of quality assurance at decentralized level.</p>

Description of the system of external evaluation of institutions	<p>The competent ministries of education in cooperation with pedagogical institutes that are not incorporated into ministries (established within 10 cantons of Federation of BiH, Republika Srpska and Brčko District) delegate when and how quality assurance is to be carried out. The pedagogical institutes represent the institutions responsible for quality assurance. In case when they are not established, the competent ministry is responsible for delegating the experts in quality assurance. Besides the pedagogical institutes, educational supervision within the ministries of education assures the quality as well.</p> <p>A Pedagogical officer or designated person from a ministry of education will act as the Lead External Evaluator and Facilitator (LEEF). An external evaluation team will be comprised of not less than four external evaluators (including the LEEF) although the numbers required will very much depend on the size of the institution and the range of subjects being taught.</p> <p>The external evaluators team may comprise:</p> <ul style="list-style-type: none"> ▶ A lead/facilitator external evaluator (LEEF) ▶ A Head/Principal from another (VET) Institution ▶ An experienced general subject teacher from another (VET) school ▶ An experienced specialist vocational teacher ▶ An industry representative from a vocational sector to that being taught in the institution ▶ An experienced representative from higher education.
External Evaluation Framework	<p>Manual for Quality Assurance in Vocational Education and Training created within the EU project for QA defines seven quality standards:</p> <ol style="list-style-type: none"> 1. Management of the VET institution, 2. Teaching and Learning, 3. Student Achievement, 4. Student Support, 5. Curriculum Delivery Organisation and Content, 6. Resources both Human (HR) and Physical, Specialist and Cross Institution, 7. Quality Assurance system and processes.
Position of external evaluators	<p>Pedagogical officer or designated person from a ministry of education; An experienced teacher;</p> <p>Permanent staff of the pedagogical institutions or person from a ministry of education;</p> <p>The external evaluators team may comprise: a lead/facilitator external evaluator (LEEF), a Head/Principal from another VET Institution, an experienced general subject teacher from another VET school, an experienced specialist vocational teacher, an industry representative from a vocational sector to that being taught in the institution.</p>
Entry requirements and qualifications	<p>Qualifications:</p> <p>Employees in the field of education;</p> <p>Pedagogical officer or designated person from a ministry of education;</p> <p>General qualifications (higher education degree);</p> <p>Specific qualifications (teaching qualification, education experience, leadership experience, didactic/managerial degree).</p>
Trainings and monitoring of external evaluators	<p>All external evaluators must be trained and complete an application form. Further training will be given each year to ensure that the highest professional standards are maintained and raised in the performance of their duties as external evaluators.</p> <p>A data base of those trained as External Evaluators will be maintained by each Pedagogical Institute who would then share this with other Pedagogical Institutions across the country so that when external evaluation teams are established to conduct institutional external evaluation they could use listed from these data bases to ensure they had sufficient expertise and vocational sector coverage.</p>

Internal
evaluation

Institutes are required to gather evidence against each of the seven quality standards which would then be placed in an 'Institutional Evidence Portfolio'. From the evidence gathered, the VET Institution is required to grade themselves by reviewing their strengths and weaknesses against, four grade level descriptors. A review then takes place to consider each of the indicators and to develop an action plan for improvement. From the evaluation and re-view, a final report is completed which is then made available to Pedagogical Institutes and Ministries of Education. It is important that the whole process of self-evaluation involves all stakeholders within and connected to the VET Institutions learning delivery.

The external evaluation process is expected to normally take place once every four years, although where there are concerns then an evaluation team may re visit to ensure that planned improvements have been put into place. VET institutions are required to complete an annual report every year, but the full self-evaluation only in the year prior to a planned external evaluation event.

Identified
issues

Schools do not use the results of internal evaluations to improve their practices;
Frequency of internal and external evaluation.



KOSOVO*

VET AND GENERAL EDUCATION

<p>Relevant legislation</p>	<p>Law No. 04/L –032–2011 on Pre-University Education; Law No. 03/L-068 –2008 on Education in the Municipalities of Kosovo*; Law No. 2004/37–2004 on Inspection of Education in Kosovo*; Law No. 03/L-018 –2008 on Final Examination and State Matura Examination; Law No. 04/L-138 - 2013 on Vocational Education and Training; Law No. 04-L-143 - 2013 on Adults Education and Training in the Republic of Kosovo*; Law No. 03/L-060 - 2008 on National Qualifications.</p>
<p>Institution/s in charge</p>	<p>Ministry of Education, Science and Technology; Education Inspection; Municipal Education Directorates; National Qualification Authority.</p>
<p>Mandate of the Ministry of Education</p>	<p>Ministry of Education – through responsible offices for quality assurance develops policies and criteria for QA for all education system; Administrative issues.</p>
<p>Mandate of the Inspectorate</p>	<p>The Education Inspectorate performs the following functions:</p> <ul style="list-style-type: none"> ▶ Evaluation functions - evaluates the quality of service of educational institutions. ▶ Control function - controls the compliance of the activity of educational institutions with laws and bylaws in force. ▶ Advisory function - advises managers and employees of institutions ▶ Information / reporting function - informs the Minister, MEDs and institutions on inspection findings and publishes them on an annual basis. ▶ Support function for promoting successful practices of institutions and the development of educational policies.
<p>Mandate of the Municipal education Directorates</p>	<p>Formal responsibility for quality assurance in accordance with regional inspectors sectors (SIA).</p>
<p>Mandate of the National Qualification Authority</p>	<p>The mandate is to:</p> <ul style="list-style-type: none"> ▶ define the types and levels of certificates and diplomas, which will be included in NQF; ▶ approve the proposed qualifications for inclusion in the NQF (approve standards arrangements, assessment and certification, for each qualification in NQF); ▶ accredit and monitor assessment bodies; ▶ withdraw the accreditation from irresponsibility bodies irresponsibility, if necessary ▶ conduct external quality assurance, leading to the award of qualifications at ▶ handle complaints / appeals by candidates regarding controversial decisions of assessment; ▶ approve the certificates and diplomas issued to qualifications in the NQF; ▶ maintain database and verifiable documentary evidence of qualifications in the NQF, certificates and diplomas awarded.

<p>Description of the system of external evaluation of institutions</p>	<p>External evaluation of institutions includes the inspection component (compliance with laws and rulebooks); Carried out periodically: from 3-5 years; Focus is on: Administrative and Pedagogical Inspection; School visits are carried out by regional inspectors sectors (SIA); MEDs in charge of evaluating school development plans (performance evaluation); Education inspection in charge of external evaluation system (administrative and pedagogical evaluation); Inspection covers all preuniversity education including VET. The National Qualifications Authority (NQA) is also responsible for external quality assurance. This mandate is defined by the law on National Qualifications, a law that also defines the National Qualifications Framework (NQF). To be part of the NQF, vocational education and training qualifications are subject to the validation process and institutions that delivers these qualifications must be accredited by the NQA. This system has been in place since 2011 and about 180 VET qualifications have been registered in the NQF so far. Most qualifications are from the so called non-formal qualifications offered by public and private training centres. Part of the qualifications in the NQF also belong to level 5 in the NQF, a level that has been developed recently in the country. Only a small number of qualifications and institutions from the formal level (VET public schools) are involved in this process. This remains a challenge, which continues to be discussed at the policy and implementation level.</p>
<p>External Evaluation Framework</p>	<p>Being set-up; 6 basic principles for quality assurance are defined; The check-list is defined for quality assurance principles; The National Qualifications Authority (NQA) has developed external and internal quality assurance (QA) mechanisms. In the framework of the implementation of the criteria of the accreditation process, VET institutions develop and implement quality assurance mechanisms. One of the QA mechanisms is the National Quality Assurance Framework from which the Self-Assessment Report derives.</p>
<p>Position of external evaluators</p>	<p>Term Inspector is preferred and they are part of office of Kosovo* Education Inspectorate Office. They decide on the fields and indicators that will be the focus of the external evaluation; Grade the schools from 1 (very good) – 4 (poor); Human under-resources is a great challenge; Working conditions are not attractive (long workhours, responsibility, non-competitive salary – at regional level lower than a teacher's salary); Employed within the Agency as permanent staff; Status of state officials.</p>
<p>Entry requirements and qualifications</p>	<p>Staff of the Education Inspectorate (by law); Employees of the Education Inspectorate are civil servants. They are held accountable for their work the heads of the respective sectors and the general director; Education inspectors are elected in accordance with the procedures of the Law on Civil Service. Apart conditions provided by the Law on Civil Service, candidates must also meet these criteria:</p> <ul style="list-style-type: none"> ▶ have at least a master's degree (300 ECTS), ▶ have at least five (5) years of work experience in education, ▶ have not exercised political functions in the last three (3) years. <p>Candidates for administrative, pedagogical inspector as well as performance evaluation must meet these criteria:</p> <ul style="list-style-type: none"> ▶ have a master's degree in the respective field (300 ECTS), ▶ have at least five (5) years of work experience in the relevant field. <p>Inspectors for evaluating the performance of teachers, principals and deputy directors must have at least ten (10) years of work experience in education.</p>

Trainings and monitoring of external evaluators	Investment in trainings of external evaluators needed as capacities need to be strengthened.
Internal evaluation	Promoted through the development of schools development plans and self-assessment evaluation/reports
Identified issues	<ul style="list-style-type: none"> Division of responsibilities among central and local level; School-based evaluation; Further support on quality assurance mechanisms at school level (focus on infrastructure); Quality of existing school development plans; Monitoring of school development plans; External evaluators position – number, selection, trainings, assessment; Continuous improvement of quality principles and mechanisms; Continuous improvement of the external evaluation process; Development of quality monitoring mechanisms;



MOLDOVA

VET AND GENERAL EDUCATION

Relevant legislation	<p>Education Code; Methodology of evaluation of general education institutions; Methodology of evaluation of the managerial staff in general education; Methodology of training of external evaluators of ANACEC.</p>
Institution/s in charge	<p>Ministry of Education and Research; National Agency for Quality Assurance in Education and Research (ANACEC); Local (sub-national) authorities/ Local (district) authorities specialized in the field of education (as part of the District public administration).</p>
Mandate of the Agency	<p>To implement state policies and contribute to the development oriented towards best international standards; To provide and support quality assurance measures; To train the evaluators; To organize the external evaluation process (set up boards, committees, expert groups, other consultative platforms, 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 respected.</p>
Description of the system of external evaluation of institutions	<p>It is being established and is designed as follows, according to the methodology: External evaluation is initiated by ANACEC based on request of the institution, district authority or Ministry; Appointment of the evaluation committee – 2 ANACEC staff and 1-2 external evaluators; External evaluation committee checks the internal evaluation report (institutional activity report) with accompanying evidence, organizes the site visit, organizes interviews and discussions with relevant stakeholders; After that the External Evaluation Report is drafted with a list of strong points and areas for improvements, and recommendations; ANACEC profile committee discusses the Report and validate it, the Governing Board or President of ANACEC make the final decision; Report is made public; The school must take the areas for improvement and recommendations into consideration; The level of achievement of the recommendations and areas for improvement made will be evaluated in the next cycle of external evaluation; Performed every 5 years, includes institutions and managers in institutions; In addition, institutional activity reports must be approved by the Administration and Teachers' Boards in a common meeting; The system is already established and functional; Feedback on how it works in practice collected by applying annually questionnaires to representative of evaluated institutions and external evaluators.</p>

<p>External Evaluation Framework</p>	<p>External evaluation standards applied by ANACEC are based on several national standards:</p> <ul style="list-style-type: none"> ▶ Quality standards for primary and secondary schools from the perspective of a child-friendly school, ▶ Standards of professional competence of managerial staff of educational institutions, ▶ Standards of professional competence of didactic staff 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. <p>External evaluation/quality standards are structured in 5 dimensions as follows:</p> <ul style="list-style-type: none"> ▶ Health, security, protection (3 standards, 22 points) ▶ Democratic participation (3 standards, 20 points) ▶ Educational inclusion (3 standards, 23 points) ▶ Efficiency in education (3 standards, 30 points) ▶ Gender sensitive education (1 standard, 5 points) <p>Each quality standard includes several indicators and evaluation criteria.</p> <p>Two minimum mandatory evaluation standards were introduced in 2021 to be accomplished for the grade “Very good”:</p> <p>(1) on the educational efficiency of institution expressed in the result of the national examinations; (2) on the evaluation of managerial staff in general education.</p>
<p>Position of external evaluators</p>	<p>ANACEC staff and External evaluators, as a rule delegated by District authorities specialized in the field of education;</p> <p>There is a register of evaluators who are hired as external experts upon necessity;</p> <p>Each external evaluation committee consists of ANACEC staff and at least 1 external evaluator;</p> <p>There are no licenses for the profession.</p>
<p>Entry requirements and qualifications</p>	<p>Employees of Local authorities specialized in the field of education;</p> <p>General qualifications (higher education degree);</p> <p>Specific qualifications (teaching qualification, education experience, leadership experience, didactic/managerial degree);</p> <p>Graduate of the training courses organized periodically by ANACEC;</p> <p>One of the requirements is to be oriented towards improving the activity of the institution and not to its criticism; and to have a respectful attitude towards the interviewees.</p>
<p>Trainings and monitoring of external evaluators</p>	<p>After appointment, there is a training programme;</p> <p>Trainings defined in the methodology;</p> <p>Trainings include – initiation, specific (thematic) trainings and continuous training sessions on evaluation fields;</p> <p>Trainings delivered by ANACEC staff or external experts;</p> <p>The curricular concept decided at the level of Department of evaluation in general education;</p> <p>Trainer is in charge to decide how to combine and provide contents and programme of the training</p> <p>After each evaluation mission, there is one (or more) meeting of the external evaluation committee, where a common opinion is agreed;</p> <p>The feedback from each evaluator (about external evaluation procedure), and feedback from the evaluated institution is collected applying an on-line questionnaire (about external evaluators profile and performance);</p> <p>ANACEC announces periodically and organizes training courses “External evaluation in general education” (3 ECTS = 90 hours) to all interested parties. Graduates from the course are certified and can be included in the Register of expert evaluators of the Agency, with their possible subsequent involvement in external evaluation.</p>

Internal evaluation	<p>Teachers' performance is evaluated internally every six months and annually; According to the Methodology of evaluation of the teachers in general education drafted by ANACEC, the Agency will monitor how this process is managed at the level of institution once in 5 years, within the external evaluation process (the Methodology should be approved by the Ministry); The draft of this Methodology includes feedback from pupils, parents and other teaching staff.</p>
Identified issues	<p>Limited possibilities to involve external evaluators due to no regulation of financial issues; Necessity to update both Methodologies based on the evaluation experience of ANACEC; Limited human resources of the Department for evaluation in general education.</p>



MONTENEGRO

VET AND GENERAL EDUCATION

<p>Relevant legislation</p>	<p>The Rulebook on the contents, forms and methods of quality assurance of education institutions;</p> <p>Methodology for external evaluation of educational work;</p> <p>Recommendations for developing an action plan in educational institutions;</p> <p>Guidelines for School Self-evaluation;</p> <p>Code of ethics for civil servants.</p>
<p>Institution/s in charge</p>	<p>Ministry of Education;</p> <p>National Council for Education;</p> <p>Bureau for Education Services;</p> <p>Centre for Vocational Education.</p>
<p>Mandate of the Bureau / Centre for VET</p>	<p>In charge of quality assurance and quality improvement of education work at preschool education, primary and secondary general education, including VET schools in general education aspects and adult education.</p> <p>Drafts methodologies, quality standards and conducts external school evaluations</p> <p>Also receive internal evaluation reports;</p> <p>Centre for VET is in charge of the VET aspects of secondary schools and is an adult education provider.</p>
<p>Description of the system of external evaluation of institutions</p>	<p>External evaluation can be either regular (with prior notice), every 4 years, or exceptional (at a request from Ministry, school, Parents Council etc.);</p> <p>It lasts from 3 – 5 days;</p> <p>4 phases:</p> <ul style="list-style-type: none"> ▶ Preparatory phase (analysis of Internal Evaluation Plan and Quality Improvement plan, developed by schools after the internal evaluation; pre-supervision: questionnaires for students, parents and teachers); ▶ Supervision phases in school; ▶ Reporting; ▶ Recommendations implementation monitoring (assess the level of achievement of the Quality Improvement plan); <p>External evaluation results in draft School Evaluation Report – quality assessment of key areas, recommendations;</p> <p>Consolidation between the school and Bureau / Centre for Vocational Education;</p> <p>Publishing on the website;</p> <p>Schools need to prepare the Improvement plan;</p> <p>Submitted to the Bureau / Centre for Vocational Education;</p> <p>Summarized findings of all evaluations submitted to the Ministry and National Council of Education - strengths and weaknesses of the systems and most common recommendations.</p>

External Evaluation Framework	<p>Consists of 5 key-areas and 15 standards (divided into 84 indicators):</p> <ul style="list-style-type: none"> ▶ Teaching and Learning- 3 standards with 28 indicators; ▶ School Management and Governances -4 standards with 22 indicators; ▶ School Ethos -3 standards with 12 indicators; ▶ Student Learning Outcomes -3 standards with 12 indicators; ▶ Student support -3 standards with 10 indicators. <p>Methodology includes joint work in general and VET external evaluation and one School Evaluation Report.</p>
Position of external evaluators	<p>External evaluators are permanent staff of Bureau of Education Services and Centre for Vocational Education (Quality Assurance Department), called <i>educational supervisors</i>; Civil servants status;</p> <p>Recruitment done not via the Bureau, but through the Human Resources Management Authority, in line with the Law on civil servants. The Bureau representative sits in the selection panel.</p> <p>During the selection process specific capabilities relevant for the job are assessed;</p> <p>Director of the Bureau makes the final decision;</p> <p>Subject-oriented educational supervisors (subject specialists);</p> <p>There are 26 educational supervisors at this moment;</p> <p>Recruitment done via Centre of Vocational Education;</p> <p>There are 4 supervisors at this moment;</p> <p>Director of the Centre of Vocational Education makes the final decision;</p> <p>Centre of Vocational Education engages a large number of external associates from schools to evaluate the teaching of VET programs. At this time we organized training for more than 70 teachers and principals from the schools for implementation new Methodology. Most of them will be in the database of our external associates for evaluation process in VET schools and adult education.</p> <p>Evaluators from the school for VET programs are very interested in the evaluation process because it allows them to earn extra incomes.</p>
Entry requirements and qualifications	<p>General qualifications – valid for the civil servants;</p> <p>Specific requirements – defined by the Bureau's and Centre's internal act on systematization (appropriate faculty or study programme, 5 years of experience in education, ICT literacy).</p>
Trainings and monitoring of external evaluators	<p>No formal training for new EEs, they undergo a peer training programme from a more experienced colleagues – it is not formalized or specified in any of the internal acts;</p> <p>Nor centrally organized training programme;</p> <p>EE supposed to participate in CPD activities for civil servants – general programme, specific for specific jobs, and special programme for individual state institutions;</p> <p>Trainings in reality organized within donors' projects, not sustainable;</p> <p>Trainings about new trends in education but not on developing or updating professional skills of EEs;</p> <p>Assessment is done by the Head of the QA department on an annual basis, the annual report submitted to the director and HR management authority.</p>
Internal evaluation	<p>Every year partially (the school decides on priority area) and comprehensive internal evaluation performed biannually. Then the report is submitted to the Bureau /Centre for VET;</p> <p>Follows the framework of the external evaluations;</p> <p>Results in the internal evaluation plan (a part of the School Annual Plan of work) and quality improvement plan.</p>

Identified
issues

Frequency of internal and external evaluation;
Number of plans: school annual plan of work, internal evaluation plan, quality improvement plan after the internal evaluation and improvement plan after the external evaluation;
No formal trainings for EEs at the beginning of their career or to develop their professional competences;
Not defined competences for EEs;
Insufficient number of external evaluators;
No external associates;
External evaluations done in teams of at least 2, but in general 5-6 evaluators;
Not an attractive profession (not competitive on the labour market, especially in the areas of computer studies or mathematics), due to poor financial support (salary lower than teachers').



NORTH MACEDONIA

VET AND GENERAL EDUCATION

<p>Relevant legislation</p>	<p>Law on Education Inspection; Regulation on the Methods and Procedures for Inspection Monitoring; Manual of Regular Evaluation; School Performance Quality Indicators framework; Instruments for the preparation phase of regular evaluation; Instruments for the implementation phase of the regular evaluation; Report writing tools; Control evaluation instruments; Indicators for the quality of school performance.</p>
<p>Institution/s in charge</p>	<p>Ministry of Education and Science; State Inspectorate for Education; Bureau for Educational Development; VET Centre.</p>
<p>Mandate of the Agency</p>	<p>The State Inspectorate is in charge of external evaluation in primary, secondary schools, dormitories and open civic universities for lifelong learning The Bureau for Educational Development (BED) conducts individual teacher evaluation which involves forming a judgement about the work of teachers and delivering personal, verbal or 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. Due to the small number of employees in the Development Bureau, the process of evaluating the work of teachers has not started yet. VET Centre evaluates the classes in professional subjects and practical teaching, in order to advise teachers and take measures to improve the educational process in VET schools. Due to the small number of advisors, this process is not a continued process, it is done once a year in a period of one month, but not for each school each year.</p>
<p>Description of the system of external evaluation of institutions</p>	<p>It is obligatory; It is called <i>School Integral Evaluation</i>; Examines the quality of educational processes, ensured that educational standards are met and that schools comply with relevant legislation and bylaws Lasts 3 – 5 days 3 types:</p> <ul style="list-style-type: none"> ▶ Integral (every 3 years) (Regular - regular inspection in accordance with the Annual Program); ▶ Extraordinary inspection at the request of external loc; ▶ Control supervision. <p>There are 4 stages of external verification:</p> <ul style="list-style-type: none"> ▶ Preparatory phase ▶ Phase of implementation ▶ Phase for writing a report, and ▶ Control phase

<p>Description of the system of external evaluation of institutions</p>	<p>In the preparatory phase, all activities and meetings are agreed upon.</p> <p>The following activities are performed in the implementation phase:</p> <ul style="list-style-type: none"> ▶ Document and data analysis – preparation; ▶ Observing the classroom practices – implementation; ▶ Interviewing the school staff, school board, representatives of the parent council and students – implementation; ▶ Discussion of results with the principal – notification. <p>At the stage of writing a report:</p> <ul style="list-style-type: none"> ▶ Drafting of the Evaluation report – implementation; ▶ Submission of the minutes, written report and in cases of non-compliance with regulation, the Decision for Rectification to the school – notification; ▶ The school develops the action plan on the implementation of the recommendations – control of the implementation of the action plan 6 months after the notification phase is finished. <p>At the end of each year, the State Inspectorate's director submits and Annual Report of the Work of the State inspectorate for education to the Minister of education.</p> <p>All reports must be publicly available.</p>
<p>External Evaluation Framework</p>	<p>7 areas of evaluations, 28 indicators and 99 parameters</p> <p>Areas are:</p> <ul style="list-style-type: none"> ▶ Curricula ▶ Student achievements ▶ Teaching and learning ▶ Support School ▶ Climate ▶ Resources ▶ Management and governance
<p>Position of external evaluators</p>	<p>Permanent staff of the State Inspectorate of Education; Called <i>Education Inspectors</i>; Status of state officials; No external associates included in the process of external evaluation; External evaluations joined with the Bureau for Education Development and VET Centre (the Bureau and VET Centre evaluate the performance of individual teachers); Understaffed; At least 3 evaluators in the external evaluation team; Very popular profession; Licensed.</p>
<p>Entry requirements and qualifications</p>	<p>General qualifications – valid for the civil servants; Specific qualifications – teaching qualification, 5 years work experience in schools or education institutions; Inspectors' exam must be passed.</p>
<p>Trainings and monitoring of external evaluators</p>	<p>Initial trainings for new evaluators organized, based on the internal work protocol; Novice inspectors trained by experienced inspectors – 3 sessions per 3 days – very practical trainings, based on case studies; Not prescribed by the documents as it requires amendments to the legislation; Internal trainings on legislation changes, reform initiatives, new projects by the Ministry; No regular professional development for evaluators specifically related to their skills needed for school evaluations – even though it is envisaged by the Inspection Council; The EE's performance is evaluated by the Director in accordance with the law on civil servants.</p>

Internal evaluation	Performed according to the same framework as the external evaluation framework, every 2 years; It results in the report on internal evaluation; The purpose is to prepare the school for the external evaluation.
Identified issues	No training or guidance on how to implement and effective internal evaluation process embedded in school planning activities; Principals' capacities to become institutional leaders need to be strengthened; Trainings for EE on job-related skills not organized; Initial training based on non-formal documents.



SERBIA

VET AND GENERAL EDUCATION

Relevant legislation	<p>Law on Foundations of the Educational System; Rulebook on Evaluation of Quality of Work of the Institution; Rulebook on Quality Standards of an Institutions.</p>
Institution/s in charge	<p>Ministry of Education, Science and Technological Development and its 17 Regional School Authorities Institute for Education Quality and Evaluation.</p>
Mandate of the institutions	<p>The Institute is responsible for setting educational standards, school quality standards, designing the evaluation process, developing methodology and instruments, guidelines and training of school evaluators, and can also participate in the external evaluation of the work of institutions.</p> <p>The Ministry is responsible for carrying out external evaluations (annual planning, forming teams for school evaluation, reporting etc.);</p> <p>Regional school authorities are responsible for conducting external school evaluation, following up with schools and appraising teachers for promotion purposes; responsible for evaluation and support.</p>
Description of the system of external evaluation of institutions	<p>Obligatory, for the purpose of improving the quality of school education; Every 6 years; can be performed more frequently at the request of the school administration or ministry; and schools that are evaluated with grade 1 are evaluated again after 3 years; Before visiting the schools, external evaluation team collects and reviews the school documents (school internal evaluation report, school programme, annual work plan, development plans, previous reports etc.); School visit: lasts min. 2 days, usually 2-3 days, depending on the size of the school; Meeting with the school principal, interviews with the staff, students and parents; Observing the teaching and learning practices; Briefing with the school principal; Providing an overall score of the school (1 – 4); Schools are expected to use the evaluation results to develop their own goals and improvement plans; Developing a collective report summarizing the key findings and challenges.</p>
External Evaluation Framework	<p>Developed in cooperation with the Standing International Conference of Inspectorates (SICI) and the Netherlands School Inspectorate;</p> <p>6 domains of quality:</p> <ol style="list-style-type: none"> 1. Programming, planning and reporting 2. Teaching and learning (central domain) 3. Student learning outcomes 4. Student support 5. Ethos 6. School organization and management of human and material resources <p>Defined indicators, assessed on 1 to 4 scale (1 – absence of indicators, 4 – full compliance).</p>

Position of external evaluators	<p>External evaluation teams are composed of the staff coming from: the Ministry, Institute, Regional School Authorities, and external experts trained for this profession; Called <i>educational advisors</i>; Status of civil servants ; Usually former teachers, principals or pedagogues; 4-member team (4 educational advisors); in addition to educational advisors there is a role of an external associate advisor – someone who provides professional help and support to teachers, principals etc. They visit the school after the evaluation to help schools improve; External associate advisors are most often school principals or teachers, they are externally contracted by the Ministry when there is a need; Professionally certified profession – only Ministry's or the Institute's employees can take the certification exam (written assignment, school observation, oral part).</p>
Entry requirements and qualifications	<p>Mandatory training programme; Unique package of instruments; General conditions – as civil servants; Specific requirements – defined by Law; Ministry's or the Institute's employees;</p>
Trainings and monitoring of external evaluators	<p>Initial training – requirement to be professionally certified as EE; 6 training programs for novices:</p> <ul style="list-style-type: none"> ▶ Supporting Internal evaluation ▶ conducting external evaluation ▶ monitoring implementation of experiments in education system ▶ supporting realization of final exams ▶ monitoring and evaluation of principals quality of work ▶ supporting schools with student assessment <p>Twice a year, the Institute organizes coordination meetings with all educational advisors – ongoing evaluation of practices and harmonization; Additionally, trainings on new reforms are organized.</p>
Internal evaluation	<p>Obligatory; Annually in certain areas and every 4 or 5 years a comprehensive internal evaluation is conducted; Follows the same framework as the external evaluation; A school internal evaluation team is appointed which reviews the school practices and performance and drafts the school evaluation report; Professional support in this process is provided by the Regional school authorities and Institute; On the basis of the internal evaluation report and external evaluation report, the school development plan is drafted.</p>
Identified issues	<p>Insufficient number of external evaluators; Schools often do not have the capacity to design their own goals and improvement plans; It is not clear how and to what extent recommendations from the collective report on the results of the external evaluation are used to inform policy development by ministry and improve the system.</p>



SCHOOL EVALUATION IN ALBANIA

Types of school evaluation	Reference standards		Body responsible		Guideline documents		Process		Frequency		Use		
	General education	VET	General education	VET	General education	VET	General education	VET	General education	VET	General education	VET	
School external evaluation	The school evaluation framework in external and internal assessment of schools (guidance for full school evaluation) (2021)	Instruction no. 128, dated 06.07.2021 for the accreditation process	The Agency for Quality Assurance in Pre-University Education and General directorate, regional directorates	NAVETQ	-Guide line for external and Internal assessment of pre-university education institutions -Methodology of external assessment of pre-university education institutions (2021)	Accreditation Manual Ethical code for external evaluator	1) Pre-inspection 2) Inspection 3) Completion of inspection 4) Delivery of inspection report	1) Voluntary process 2) External evaluation team 3) 5 areas of quality 4) External evaluation report 5) Approval of the report in NAVETQ 6) Seal of accreditation in MFE	Infrequently	Originally planned: once every four years (it is planned, but not implemented)	Once every four years	To ensure legal compliance and help schools improve.	NAVETQ MFE NAES
School Internal evaluation	The school evaluation framework in external and internal assessment of schools (guidance for full school evaluation) (2021)	Instruction no. 16, dated 8.05.2018, for the development of self-assessment in VET provider, Revised	School internal evaluation team	VET Provider	Methodology of internal assessment of pre-university education institutions (2021) Normative provisions (2021)	1) Instructional guide 2) Auxiliary instruments 3) List of evidence according to 5 fields 4) Process development plan 5) Self-Assessment Guide 6) Self-Assessment Report-Template	1) Internal evaluation team is selected and defines scope 2) Subject teams conduct Evaluation activities and analyse results. 3) Internal evaluation team Judges performance on a scale of 1-4 4) Report is drafted 5) Report is shared internally 6) Improvement plan 7) Improvement monitoring plan	1) Team consisting of 3 members. 2) It also develops with support teams 3) Duration of the process 3-6 months 4) 5 areas of quality 5) 4 assessment levels 6) Final self-assessment report	Once per year	Once per year	To identify strengths and weakness and to inform the school improvement plan.	1) Uses VET provider 2) MFE and NAES 3) Wider public	



SCHOOL EVALUATION IN BOSNIA AND HERZEGOVINA

Types of school evaluation	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	Described in the Manual for Quality Assurance in Vocational Education and Training, with documents for Internal and External Evaluation and for System Level	Relevant ministries of education and pedagogical institutes established in cantons, Brčko District or entities of BiH (Republika Srpska)	Manual for Quality Assurance in Vocational Education and Training, with documents for Internal and External Evaluation and for System Level	According to the methodology prescribed by the education authorities	Described in the Manual for Quality Assurance in Vocational Education and Training (Recommendation External evaluation every 4 years)	Based on the results of the evaluation the school determines the development priorities and makes a plan for improving quality assurance
School internal evaluation	Described in the Manual for Quality Assurance in Vocational Education and Training, with documents for Internal and External Evaluation and for System Level	Relevant ministries of education and pedagogical institutes established in cantons, Brčko District or entities of BiH (Republika Srpska)	Manual for Quality Assurance in Vocational Education and Training, with documents for Internal and External Evaluation and for System Level	According to the methodology prescribed by the education authorities	Described in the Manual for Quality Assurance in Vocational Education and Training (Recommendation Every 4 years)	Report with a list of identified strong points and practices, a list of recommendations and compulsory areas for improvement



SCHOOL EVALUATION IN KOSOVO*

Types of school evaluation	Reference standards		Body responsible		Guideline documents		Process		Frequency		Use	
	General education	VET	General education	VET	General education	VET	General education	VET	General education	VET	General education	VET
School external evaluation	<p>Law no. 06/L-046 on the Education Inspectorate in the Republic of Kosovo*</p> <p>AO nr.4/2017 Evaluation of preuniversity institutions performance</p> <p>AO nr. 23/2016 on QA on Preuniversity education</p>	<p>Law no 06/L-046 on the Education Inspectorate in the Republic of Kosovo*</p>	<p>Education inspectorate (regional) Evaluation, Standards and Monitoring Division/ office-MESTI</p>	<p>NQA Education Inspectorate MESTI</p>	<p>Kosovo* Education Strategy (inc. quality assurance on VET)</p> <p>National Quality Assurance Framework</p>	<p>Kosovo* Education Strategy (inc. quality assurance)</p>	<p>The general tasks for quality assurance of the pedagogical inspector are:</p> <p>2.1. assess the progress and quality of curriculum implementation in all areas subject matter;</p> <p>2.2. evaluate the pedagogical aspect of teaching and assessment;</p> <p>2.3. evaluate the quality and implementation of the Individual Education Plan (IEP) for children with disability;</p> <p>2.4. evaluate concretizing materials and tools for teaching and learning and their convenient use;</p> <p>2.5. to monitor and evaluate the functioning of parent councils, councils of students, teachers' councils and other professional bodies;</p> <p>2.6. recommend improvement measures, including teacher training, changes in pedagogical approaches, different organization of classes, additional classes in certain subjects;</p> <p>2.7. carry out other aspects of pedagogical inspection as provided by legislation.</p>	<p>The general tasks for quality assurance of the pedagogical inspector are:</p> <p>2.1. assess the progress and quality of curriculum implementation in all areas subject matter;</p> <p>2.2. evaluate the pedagogical aspect of teaching and assessment;</p> <p>2.3. evaluate the quality and implementation of the Individual Education Plan (IEP) for children with disability;</p> <p>2.4. evaluate concretizing materials and tools for teaching and learning and their convenient use;</p> <p>2.5. to monitor and evaluate the functioning of parent councils, councils of students, teachers' councils and other professional bodies;</p> <p>2.6. recommend improvement measures, including teacher training, changes in pedagogical approaches, different organization of classes, additional classes in certain subjects;</p> <p>2.7. carry out other aspects of pedagogical inspection as provided by legislation.</p>	<p>from 3-5 years</p>	<p>Every year – self assessment</p>	<p>To ensure legal compliance and help schools improve.</p>	<p>NQA MEST SCHOOL</p>

Types of school evaluation	Reference standards		Body responsible		Guideline documents		Process		Frequency		Use	
	General education	VET	General education	VET	General education	VET	General education	VET	General education	VET	General education	VET
School Internal evaluation		AI 32-2014 Criteria and procedures for quality assurance in VET institutions - Internal processes	Quality assurance nominated staff	VET Provider/QA coordinator Quality Assurance Division on MESTI	Kosovo* Education Strategy (inc. quality assurance)	Instructional guide from MESTI Process development plan Self-Assessment Guide Self-Assessment Report-Template	- Internal evaluation team is selected and defines scope - Subject teams conduct Evaluation activities and analyse results. - Internal evaluation team Judges performance - Report is drafted Report is shared internally - Improvement plan - Improvement monitoring plan	Team consisting members of school teachers and quality assurance coordinator. Final self-assessment report	Once per year	Once per year	To identify strengths and weakness and to inform the school improvement plan Used by all actors	Used to identify strengths and weakness and to inform the school improvement plan Used by VET provider NQA MESTI



SCHOOL EVALUATION IN MOLDOVA

Types of school evaluation	Reference standards	Body responsible	Guideline documents	Process	Frequency	Use
School external evaluation	Described in the Methodology of evaluation of general education institutions; Methodology of evaluation of the managerial staff in general education;	The National Agency for Quality Assurance in Education and Research (ANACEC)	Methodology of evaluation of general education institutions; Methodology of evaluation of 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 of evaluation of general education institutions; Methodology of evaluation of the managerial staff in general education	By a team established at the school level	Methodology of evaluation of general education institutions; Methodology of evaluation of the managerial staff in general education	Various school processes are observed	Every year	The internal evaluation, which finalizes with the elaboration of an internal-evaluation report (institutional activity report), is a compulsory stage before requesting an external evaluation.



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	State Education Inspectorate	School Integral Evaluation Handbook	<ol style="list-style-type: none"> 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 standards are described in Methodology for External Evaluation of Educational Work	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



SCHOOL EVALUATION IN NORTH MACEDONIA¹

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	<ol style="list-style-type: none"> 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 Performance Quality Indicators (SPQI) framework	By a team established at the school level	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

¹ MoES, 2018, *Republic of North Macedonia - Country Background Report*, Ministry of Education



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	Schools quality standards	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.

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.