

The Inspectorate of Education of Flanders

1. Summary Profile of the Inspectorate.

The Inspectorate of Flanders (the Dutch – speaking part of Belgium) has a new `` Decree`` (regulation) since May 2009 - after the decree of 1991 that introduced a system of Full Inspection of all schools. Such an inspection was done in all schools, irrespective of their governance: public by national or regional or local governments; or private by religiously – based or other association; both types subsidized by the national government. This principle of ``inspection of all schools`` has been kept in May 2009.

The change is that a principle of proportionality and risk – based inspection has been introduced. The autonomy of the institutions has increased because the Inspectorate no longer inspects all results and operational aspects as during an integral inspection process. During the differentiated inspection process only a selection, a focus will be inspected more thoroughly.

The differentiated inspection process contains 3 phases, namely:

- a Preliminary enquiry,
- an Audit
- an Inspection report.

During each of these phases the inspectors go through 4 identical steps: data analysis; examination; interpretation; deliberation.

The fourth step, deliberation, is crucial in this process.

During the Preliminary enquiry the deliberation will determine the focus of the Audit. During the Audit the deliberation determines the advice.

In the Preliminary enquiry a start of the inspection process is made. In this step of the evaluation process, the inspectorate approaches all schools on an equal level. In this phase there is not yet any differentiation or proportionality. This preliminary enquiry results in an audit focus. Three sources are analyzed: previous inspection reports and reports of follow-up inspections; a school report based on centrally gathered data and reference groups; an Information File about the school. The analysis and synthesis of these sources will lift up certain significant aspects or rise questions for local refinement. A short local visit of one day by two inspectors with some interviews, document analysis and some observations explores these questions. As described in the new decree schools are the first actors who are responsible for their own quality. In this respect the visit challenges them to give a realistic picture of the overall quality they realise. On this basis the inspectors of the team generate a balanced image of the estimated strengths and weaknesses of the institution. On this basis a selection of audit items (estimated strengths and/or weaknesses) is made. These items are the audit issues.

In the audit itself the proportional or differentiated approach of school starts. Six basic questions function as a guideline in order to assess the capacity of the school to realize good quality (in relation to the defined focussus):

- Which initiatives are being developed?
- Which effects does the team want to achieve by these initiatives?
- Which developments are currently running?
- How does the team justify the chosen initiatives, effects, developments, ...?
- How do team members evaluate the obtained learning effects and results?

- How are (related) external evaluations used?

Finally when writing the Inspection report, inspectors will also go through the four steps of data analysis, examination, interpretation and deliberation, but this time in one consistent and fluent motion. The inspection report collects all gathered information on the audit focus which leads to formulation of the final advice by the inspection team. Such a final advice can say that the license of the school can be continued, or continued under the condition that certain things are improved soon; or that the license is not continued. The report does this on the basis of a description of the quality of the school as inspected. The report also gives an analysis of strengths and weaknesses – and in doing so gives implicit advice about what to do.

Flemish schools have no formal obligation to do a formal self – evaluation, although this is stimulated by governmental projects and by the inspectorate. The inspectorate uses a self - evaluation as a source, but does not give a judgment about the quality of the self – evaluation.

Thematic evaluations are not done on a regular base, but incidentally and for certain issues the results of the audits will be usable.

The Flemish Inspectorate is structurally a part of the Ministry, but functionally rather independent. It has often advisory seats in ministerial committees etc. But formally it has no tasks in curriculum development etc.

(Johan van Bruggen, September 2009)

2. The Education System.

a. Structure, table, numbers (2007-2008).

ISCED level	Sector	Name of subdivision in your country	Age range of pupils	Number of schools/institutions	Number of pupils	Number of teachers/employees
0	Pre-school (nursery education)	Kleuteronderwijs	2,5 - 6	2.130	237.530	18.391
0	Special nursery education	Buitengewoon kleuteronderwijs	2,5 - 6	94	1.950	582
1	Primary education	Lager onderwijs	6 - 12	2.140	384.557	35.387
1	Special primary education	Buitengewoon lager onderwijs	6 - 12	190	27.140	5.911
2/3	Secondary education	Secundair onderwijs	12 - 18	939	438.315	63.077
2/3	Special secondary education	Buitengewoon secundair onderwijs	12 - 18	112	18.263	6.565
5/6	Non-university higher education	Hogeschool	18+	22	104.174	9.561
5/6	University	Universiteit	18+	7	64.327	8.174,5
	Adult education	Volwassenonderwijs				
	- Adult basic	- Basiseducatie	18+	13	38.219	813

	education					
	- Secondary adult education	- Secundair volwassenonderwijs	18+	107	270.820 ¹	4.631
	- Higher vocational education	- Hoger beroepsonderwijs van het volwassenonderwijs	18+	61	22.757 ²	763
	Part-time arts education	Deeltijds kunstonderwijs	6+	167	168.066	4076

b. Description.

i. General principles:

1. Freedom of education.

Freedom of education is a constitutional right in Belgium. Every natural or legal person has the right to organise education and establish institutions for this purpose. The authorities are not allowed to take preventive measures against the establishment of free schools. Under the constitution, the authorities are obliged to provide neutral education.

The '**governing body**' (or school board) is a key concept in Flemish education. The governing body is responsible for one or more schools and is comparable to a board of directors in a company. The governing body takes the shape of an authority, a natural person or legal person/legal persons.

Governing bodies enjoy considerable autonomy. They are entirely free in choosing teaching methods and are allowed to base their education on a certain philosophy or educational view. They can also determine their own curriculum and timetables, action plans, school development plans as well as appoint their own staff. However, schools that want government recognition or funding are required to pursue developmental objectives and must meet the attainment targets. In addition, schools must have sufficient teaching materials and be established in habitable buildings that comply with safety provisions and hygiene standards.

The constitution also guarantees the parents' freedom of choice. Parents and children must have access to a school of their choice within a reasonable distance from their home.

2. Equal opportunities in education.

The **Act on equal opportunities in education** contains three major provisions:

- The **right to enrolment**: Each pupil has the right to enrol in the school of his/her (parents') choice. Only in a strictly limited number of cases, a school can refuse an enrolment or refer a newly enrolled pupil to another school.
- The establishment of **local consultation platforms** with a threefold task : Local consultation platforms ensure the right of enrolment, act as an intermediary in case of conflicts and co-operate in implementing a local policy on equal opportunities in education.
For more information: www.lop.be
- Extra support for **additional needs provision** in schools: The support is aimed at schools that have a rather large number of pupils who meet certain socio-economic indicators. This extra support consists of additional teaching periods or additional teaching hours per teacher. This extra support is also assigned to the Pupil Guidance Centres (CLB).

¹ 1/9/2007 - 31/3/2008

² 1/9/2007 - 31/3/2008

3. Compulsory education for all children from six to eighteen.

Under the Belgian Constitution, every child has a right to education. In order to guarantee this right to education, **compulsory education** was introduced.

Compulsory education starts on 1 September of the year in which a child reaches the age of 6, and lasts 12 full school years. A pupil has to comply with compulsory education until the age of fifteen or sixteen. Afterwards only part-time compulsory education is applicable (= a combination of part-time learning and working). However, most young people continue to attend full-time secondary education.

Compulsory education ends at the eighteenth birthday or on June 30 of the calendar year in which the youngster reaches the age of 18. If a pupil stops going to school on his 18th anniversary and does not finish the current school year, he does not have a right to a certificate or diploma which is awarded upon completing the course.

For young people who obtain a diploma of secondary education before the age of 18, compulsory education stops at that moment.

In principle, all schools are mixed and a school is not allowed to refuse pupils on the grounds of gender.

All children who reside in Belgium are subject to compulsory education. Thus, also children of foreign nationality are subject to compulsory education. From the sixtieth day of their registration by the local authorities, these children must be enrolled in a school and attend classes regularly. Schools are not allowed to refuse pupils without a residence permit. Pupils who end their training successfully, obtain a diploma.

In Belgium, compulsory education does not mean compulsory school attendance. It means that children do not necessarily have to go to school to learn. Parents may opt for **home education** and must inform the Flemish Ministry of Education and Training. The authorities check whether all school-age pupils are actually complying with compulsory education. If their children are not complying, parents may be punished by court. A growing number of parents opt for home education. A child with special educational needs who is unable to go to school, can be home-educated. The provincial **Advisory Commission on Special Education (CABO)** must give its consent. CABO may also decide to exempt the pupil from compulsory education. This only happens if the child is so severely physically and/or intellectually disabled as to be permanently unable to attend education.

4. Educational networks.

An educational network is a representative association of governing bodies and often takes over some of the responsibilities of governing bodies. For example, they draw up their own curriculum and timetables. This means that the governing bodies concerned surrender some of their autonomy to the networks.

There are three educational networks:

- **GO! Education** is publicly run education organised by the public body called 'het GO! onderwijs van de Vlaamse Gemeenschap' acting under the authority of the Flemish Community. Under the constitution, this GO! Education is required to be neutral. Indeed, the religious, philosophical or ideological convictions of parents and pupils must be respected. 15,45 % of primary schools and 23,21% of secondary schools is run by GO!
- **Publicly funded, publicly run education** (OGO) comprises municipal education (organised by local authorities) as well as provincial education (organised by provincial authorities). The governing bodies of this education network are united in two umbrella organisations: the "Onderwijssecretariaat van de Steden en gemeenten van de Vlaamse Gemeenschap" (Educational Secretariat of the Association of Flemish Cities and Municipalities - OVSG), and the "Provinciaal Onderwijs Vlaanderen" (Flemish Provincial Education - POV). 21,82 % of primary schools and 8,31% of secondary schools is run by OGO
- **The publicly funded, privately run schools** (VGO) deliver education organised by a private person or private organisation. The governing body is often a non-profit-making organisation

(vzw). Privately run education mainly consists of catholic schools. They are associated in the umbrella body called "Vlaams Secretariaat van het Katholiek Onderwijs" (Flemish Secretariat for Catholic Education - VSKO). 62,73 % of primary schools and 68,48 % of secondary schools is run by VGO. Furthermore, there are also a few protestant (7 primary education), Jewish (9 primary education – 5 secondary education), orthodox, Islamic (1 primary and 1 secondary education), ... schools. In addition to these denominational schools, there are also schools, which have no affiliation with a particular religion. Examples of such schools are Freinet schools, Montessori schools or Steiner schools, which adopt particular educational methods and are also known as "method schools".

A small number of schools in Flanders are not recognised by the government. These are so-called **private schools**. They do not receive financial support from the government. Children attending private schools are registered as home educated. To obtain certifications and diplomas they have to pass special central organized examinations.

Education that is organised for and by the government (GO! education and local and provincial education) is known as **publicly run education**. Recognised education founded on private initiative is called **privately run education**.

Each educational network has its own **educational guidance service (PBD)**, which ensures professional internal support to schools and centres.

Schools can call on them for educational and methodological advisory services (innovation projects, self-evaluation projects, support initiatives). Educational guidance works across schools for the in-service training and support of school heads. Educational guidance also plays an important part in establishing new curriculums and supports their implementation. If the Inspectorate establishes shortcomings in schools, the educational guidance service may be called on to address them. The educational guidance service focuses above all on prevention.

5. Attainment Targets and Developmental Objectives.

Schools decide autonomously on their educational methods, curriculum, timetables and the recruitment of their personnel. Nevertheless, the government ensures quality education by imposing conditions to be met by the schools in order for them to become accredited and receive financial support. This system of quality control and promotion is built on these pillars:

Attainment targets are minimum goals which the government considers necessary and achievable for a particular group of pupils. In concrete terms, this concerns knowledge, insight, attitudes and skills. There are both subject-related attainment targets and cross-curricular attainment targets.

For nursery education and the first year B as well as the preparative class for secondary education, no attainment targets but **developmental objectives** were laid down.³ Developmental objectives are aims. They do not have to be achieved but aimed at. Developmental objectives are also applicable in special education so that the special educational needs of disabled pupils can be catered for in a flexible way.

Every governing body or school board must include the attainment targets or developmental objectives in the **curriculum**. A curriculum sums up the objectives and contents to be achieved in a subject or course of study, and describes the educational methods used for this purpose. An **educational method** is the way in which one teaches something.

In **nursery education**, there are developmental objectives in five subject areas: 'physical education', 'expressive education', 'Dutch', 'initiation into mathematics' and 'environmental studies'. **Primary**

³ The first year B is a bridging class between primary and secondary education. It is intended for young people who have already experienced learning delays in primary education or are less able to attend a type of education that is largely theoretical. Afterwards, they can attend the preparative class for vocational education or the first year A.

education has attainments targets for the same subject areas. In primary education, there are also **cross-curricular attainment targets** for 'learning to learn' 'ICT' and 'social skills'.

In **secondary education** subject-related and cross-curricular attainment targets for the **first stage** have been identified.

<http://www.ond.vlaanderen.be/dvo/english/corecurriculum/corecurriculum.htm>

The **cross-curricular attainment targets (VOET)** are formulated on the basis of a number of themes. For the first stage, they are: 'learning to learn', 'social skills', 'citizenship education', 'health education' and 'environmental education'. New themes in the second and the third stage are 'expressive and creative education' and 'technical and technological education'. The latter cross-curricular attainment targets are only applicable in ASO. Schools are allowed to rearrange those themes in a creative way into useful wholes. Cross-curricular attainment targets can be perfectly associated with subject-related attainment targets. If a teacher uses an article on the French revolution, he not only makes learning French more tangible but also contributes to 'citizenship education'.

Specific attainment targets currently only exist in the second and third stage of ASO. Specific attainment targets are associated with skills, specific knowledge, insights and attitudes which the pupil must have to start higher education.

6. Pupil Guidance Centers (CLB).

The Pupil guidance centre or CLB is a service financed by the government. In Flanders, there are 72 centres, which each belong to one of the three educational networks. But a CLB works across the networks and thus can also accompany schools belonging to another educational network.

Pupils, parents, teachers and school management teams can call on the CLB for information, help and guidance. CLB guidance is free of charge and is based on four key pillars:

- learning and studying
- the school career
- preventive health care
- social and emotional development

So CLB provide multidisciplinary guidance. To this end, a CLB co-operates with welfare and health institutions. In a CLB, doctors, social workers, educationalists, psychologists, psychological assistants and nurses are employed. Depending on the local needs and on the circumstances, also speech therapists and physiotherapists are active in CLB. Each team member has a number of specific tasks, but he/she always collaborates with the other team members.

The welfare of the pupil is central and guidance is based on trust and dialogue. Therefore the guidance only starts when a pupil or parent has taken an initiative in this respect. If a school asks the CLB to supervise a pupil, the centre will always first expressly ask for the parents' consent (for a pupil under the age of 12), or the pupil's consent (from the age of 12). Guidance by a CLB is only compulsory in the case of truancy. The CLB also organises medical examinations that are mandatory in some years of study. In the framework of preventive health care, the CLB doctor administers a number of vaccinations. If a contagious disease breaks out at school, the CLB takes measures together with the school in order to prevent the disease from spreading.

The CLB provision focuses particularly on pupils at risk of dropping out due to their social background and problematic living conditions. The CLB guarantees confidentiality of pupil data and works independently. In this way, the CLB works towards equal opportunities in education for all young people. The CLB is also the body, which refers young people to special education if necessary.

The CLB has a pivotal function and signposts young people to appropriate assistance. That is why the CLB is a major partner of Integrated Youth Assistance. Apart from the CLB, Integrated Youth Assistance consists of 6 major youth assistance sectors, which co-operate for the purpose of harmonising their provision.

The co-operation between the school and the CLB is set out in a policy plan or contract. In order to ensure quality, the CLB must draw up a quality handbook and a quality plan. The Inspectorate supervises their implementation.

ii. Education sectors.

1. Nursery and Primary education.

'**Basisonderwijs**' comprises both nursery and primary education and is meant for children from 2.5 to 12 years.

There is **mainstream and special nursery and primary education.**

Nursery education is available for children from 2.5 to 6 years.

Mainstream primary education is aimed at children from 6 to 12 and comprises 6 consecutive years of study. A child usually starts primary education at the age of 6 and thus when he/she is subject to compulsory education. This is also the age at which the few children who did not attend nursery education, (normally) start primary school.

A child spends at minimum four and at maximum eight years in mainstream primary education. In exceptional cases, the authorities can allow derogation from the minimum duration.

(a) Structure and organisation

Nursery and primary schools provide both nursery and primary education, but autonomous nursery schools only provide nursery education. In an autonomous primary school, only primary education is organised.

From a structural point of view, nursery and primary education are separate. To facilitate a smooth transition, new schools for mainstream education must organise both nursery and primary education from 1 September 2008 onwards.

Since 1 September 2003 a new structure has been operational: the schools cluster. This structure has existed in secondary education for some time now. A schools cluster is a collection of different schools of the same level of education (nursery, primary and secondary education), which work together at various levels (logistics, education provision...). The schools may belong to the same or different governing bodies and belong to the same or different educational networks.

The number of teachers in nursery and primary education depends on the total number of **teaching periods allocated for funding purposes**. This means the total number of teaching periods organised in a school that is financed or funded by the government. These teaching periods are calculated on the basis of the numbers of pupils on a particular count date and the supplementary teaching periods.

Apart from the teaching times, schools in mainstream nursery education receive a **number of hours** to call in child carers. They support nursery teachers and optimise the way in which the young child is taken care of.

Finally, the government allocates to each school a **funding envelope** for management and support staff. Indeed, a schools cluster has a right to a funding envelope in support of its operation and can use it for its management and support staff.

(b) Contents

Although **nursery education** is not compulsory, almost all children attend nursery education in Flanders. Nursery education works on a multifaceted education of children and encourages their cognitive, motor and affective development.

In mainstream nursery education, the educational provision covers at least, and if possible, in a co-ordinated way, the following subject areas:

- physical education
- expressive education

- Dutch
- environmental studies
- initiation into mathematics

Since 1 September 1998 **developmental objectives** have been introduced for each subject area in mainstream nursery education. Developmental objectives describe what young children learn at school.

Mainstream **primary education** builds on the educational provision of nursery education and works on the same subject areas, again in a co-ordinated way, where possible. However, 'mathematical introduction' is replaced by real 'mathematics' and from the fifth year onwards also 'French' as a second language is obligatory. In mainstream primary education, attention is focused on **cross-curricular themes** such as 'learning to learn', 'social skills' and 'ICT'. Since 1 September 1998, **attainment targets** have been applicable in mainstream primary education. Those are minimum objectives, which the government considers necessary and attainable for primary school children. For detailed information on attainment targets and developmental objectives: <http://www.ond.vlaanderen.be/dvo/english/corecurriculum/primary/indexprimary.htm>

At the end of primary education, pupils who have achieved the curriculum targets receive a certificate of primary education. The teachers (class committee) decide about this certificate. There is no national testing. Schools may use tests that are developed by the educational guidance services related to each educational network. Also in special primary education children can obtain, in certain cases, a certificate that is equivalent to the certificate gained in mainstream primary education.

2. Secondary education.

Secondary education is aimed at young people aged 12 to 18. Just like in nursery and primary education, there are schools clusters in secondary education.

Since 1989, **full-time secondary education** has been organised in a **uniform system**.

This uniform structure comprises stages, types of education and courses of study. Pupils only make a final choice of subjects in the second stage so that they are first introduced to as many subjects as possible.

The majority of teaching periods in the **first stage** is devoted to the core curriculum. For example, the core curriculum in first stage A (year 1) consists of the following subjects:

- | | |
|-------------------------------|---|
| • Dutch | • education in the arts and/or education in music |
| • French and possibly English | • sciences or physics and/or biology |
| • mathematics | • technology |
| • history | • physical education |
| • geography | • philosophical matters |

The core curriculum differs mainly from year to year and stage to stage.

From the **second stage**, we distinguish four different education forms :

- **General secondary education** (ASO) places an emphasis on broad general education. Pupils are not prepared for a specific profession. ASO provides a very firm foundation for passing on to tertiary education and that is why most pupils choose to continue studying after ASO.
- **Technical secondary education** (TSO) places a special emphasis on general and technical/theoretical subjects. After TSO, young people can exercise a profession or pass on to tertiary education. This education also includes practical classes.
- **Secondary arts education** (KSO) combines a broad general education with active arts practice. After KSO, young people can exercise a profession or go on to tertiary education.
- **Vocational secondary education** (BSO) is a practice-oriented type of education in which young people learn a specific occupation in addition to receiving general education.

Within one of these education forms, the pupil opts for a particular course of study. A number of these courses only start in the third or even the fourth stage.

In the second and the third stage, there is a common and an optional specific part. In the optional part, the core curriculum is supplemented with a broad range of possible subjects. In the **third stage**, the specific training component can be narrowed down again with a view to facilitate the ultimate career choice or the possible educational pathways in higher education.

In the **fourth stage** consisting mainly of nursing training programmes, no core curriculum is imposed because of the specificity of the training.

A pupil gains the diploma of secondary education after successfully completing six years of ASO, TSO, or KSO or seven years of BSO.

As a holder of a diploma of secondary education, the young person has unlimited access to higher education. Neither the school, nor the type of education and course of study play a part in this. Exceptions are the degrees in dentistry or medicine for which the young person has to sit an entrance examination.

The **class committee** decides whether or not a pupil has passed. It decides whether or not a pupil has sufficiently achieved the objectives of the curriculum. The class committee consists of the head teacher and all the teachers who teach the pupil concerned. Every year is supported with an orientation certificate, a certificate, a study certificate or a diploma. Also for secondary education there are no national tests or compulsory exams. Evaluation and the related certification and qualification belong to the autonomy (governance) of schools.

Governing bodies are free to choose their evaluation methods. With the exception of a few basic rules, the authorities do not impose any standards with regard to pupil assessment. The Inspectorate does control the quality of the evaluation in the school audit.

3. Part-time learning and working.

From the age of 15 or 16, pupils can transfer to **part-time education**. Part-time learning is available in three ways:

- through part-time vocational secondary education (DBSO);
- through apprenticeship (organised by Syntra Vlaanderen);
- through part-time training programmes.

The **DBSO** is organised in a part-time education centre. Through this type of education, young people can gain a qualification certificate or a certificate of the second stage of secondary education. However, these certificates are not equivalent to the diploma delivered at the end of full-time vocational secondary education.

The **apprenticeship system** (or the 'apprenticeship contract') offers young people the opportunity to attend a practice-oriented training programme in order to become a self-employed entrepreneur or an employee. At the end of the training, successful trainees receive an "apprenticeship" certificate. Personal development and individual guidance are especially focused on in **part-time education centres**. Indeed, this system is oriented towards young people who are temporarily not able to work or participate in education.

4. Special education.

(a) *Special nursery and primary education*

Special nursery and primary education is aimed at children who need special help, temporarily or permanently. This may be due to the children's physical or mental disability, serious behavioural or emotional problems, or serious learning difficulties.

There are eight types of special nursery and special primary education, tailored to the educational and developmental needs of a particular group of children:

- type 1: children with a mild mental disability
- type 2: children with a moderate or severe mental disability
- type 3: children with serious emotional and/or behavioural problems
- type 4: children with a physical disability
- type 5: children admitted to hospital or in quarantine for medical reasons
- type 6: visually impaired children
- type 7: children with a hearing impairment
- type 8: children with serious learning difficulties.

A school for special nursery and primary education can organise one or more of these types of education. Type 1 and type 8 are not organised in special nursery education.

Special primary education lasts seven years. Normally, the transition from special primary education to secondary education takes place at the age of 13 and a child can spend maximum 9 years in special primary education. Children who reach the age of 15 before 1 January of the current school year cannot continue in primary education any longer. Pupil numbers in special primary education are increasing each year.

(c) Special secondary education

The types of education that exist in special nursery and primary education are the same as those in secondary education. The exception is type 8, which is not organised at the level of secondary education. In special secondary education, training forms are organised in accordance with the type of disability and the possibilities of the pupil:

- **Training form 1** provides social education aimed at the integration of the pupil in a sheltered environment.
- **Training form 2** provides general and social education, and training for work aimed at the pupils' integration in a sheltered living and working environment.
- **Training form 3** provides general social and vocational training aimed at the pupils' integration in an ordinary living and working environment.
- **Training form 4** prepares for studies in higher education and aims at the pupils' integration in active life.

Within every training form of special education, the organisation and provision is adapted to the specific educational and training needs of every individual.

During 2007, a political agreement was reached on the introduction of a new learning-care framework in mainstream and special education in 2009. This should allow mainstream schools, with assistance, to provide a more suitable support to pupils with difficulties, while special schools would be in a position to cater for more diverse groups. In the new learning-care framework, 5 learning-care levels will replace the dichotomy mainstream-special education and pupil characteristics are grouped into 4 clusters.

The government is devising a concept to further improve education tailored to the pupil's needs: learning support. It is being developed for nursery, primary and secondary education. Learning support gives a clearer description of the provision in mainstream and special education and better matches the provision to the individual needs of every child.

(d) Integrated education (GON)

Integrated education (GON) results from co-operation between mainstream and special education. This type of co-operation exists in both nursery, primary, secondary as in higher education (except universities). Disabled children or children with learning or educational difficulties attend classes or activities in a school for mainstream education, with assistance from special education. This extra support is assigned based on an examination by the Pupil Guidance Centre and ratified by a

certificate. This co-operation and support may be temporary or permanent and may concern some of the lessons or all subject matters. Just like other measures such as additional needs provision and special educational resources, GON is intended to give as many pupils as possible the opportunity to attend mainstream schools.

5. Higher education.

In Flanders, the following higher education courses are provided:

- Bachelor courses: Professional Bachelor - Academic Bachelor
- Master courses
- Further training programmes
- Postgraduates and updating and in-service training courses
- Doctoral programmes

Higher professional education exclusively consists of professionally oriented bachelor courses, which are only organised at colleges of higher education.

Academic education comprises bachelor and master courses, which are provided by universities. Also colleges of higher education belonging to an association are allowed to provide academic education. An **association** is inter-institutional co-operation between one university and one or more colleges of higher education. Associations improve interaction between education and research. There are five associations in Flanders:

- the K.U. Leuven Association
- the Ghent University Association
- the Antwerp University Association
- the Brussels University Association
- the University and Colleges of Limburg Association

6. Part-time arts education (DKO).

Part-time arts education is education which supplements school education and is aimed at children, young people and adults. Participants enrol voluntarily and pay an enrolment fee. Part-time arts education focuses on the artistic education of children and adults. In this way, it contributes to their personal development. Pupils become familiar with art in all its forms. They learn to critically approach and experience all art forms and can practise them themselves. They do so individually or in group (e.g. in an orchestra, dance group, or theatre company). Part-time arts education thoroughly prepares young people for a professional artistic career in higher education in the arts. Moreover, it improves the quality of social and cultural life in Flanders.

In part-time arts education there are four different courses of study:

- visual arts
- music
- word craft
- dance

Every course of study has its own structure, with levels and options that are laid down by law.

Children can start dance and visual arts education from the age of 6. For the disciplines of music and word craft the starting age is 8.

7. Adult education.

Adult education is entirely apart from the initial educational pathway. Courses delivered in this type of education may lead to a recognised diploma, certificate or qualification. Adults aged 18 and over and young people who have complied with full-time compulsory education, may enrol. Depending on the course chosen, there may be specific entry requirements.

The new Flemish Parliament Act on Adult Education of 15 June 2007 thoroughly reorganizes adult education and contains the following key goals:

- the full integration of adult basic education into (adult) education;

- the introduction of higher vocational education;
- the establishment of 13 regional partnerships (= consortiums of adult education);
- the choice for modular courses;
- a new support structure for adult education.

(a) Structure and organisation

Adult education consists of three levels of education:

- adult basic education;
- secondary adult education;
- higher vocational education.

(e) Provision

Adult education offers **modular courses**. The subject matter is subdivided into a number of modules. The centre is free to spread a module over part of the year or the entire year. So modules can start at different times throughout the year and the course participant can compose his own study programme and fix the length of his study.

The modules can be organised as **contact education** or as **combined education**. In contact education, all lessons are taught in the centre. As for combined education, part of the module is taught in the classroom and part of the module can be learned autonomously, at home or in an open learning centre.

The **adult basic education** courses are subdivided into the following disciplines:

- | | |
|---------------------------------------|--|
| • Dutch as a second language literacy | • information and communication technologies (ICT) |
| • Dutch as a second language (NT2) | • introduction in English and French |
| • Dutch | |
| • mathematics | |
| • social orientation | |

The courses in **secondary adult education** are organised at the level of full-time secondary education, with the exception of the first stage, and are subdivided into corresponded courses of study:.

Within the 'general education' discipline, courses of the former '**second chance education**' are also offered. By attending those courses, adults can still gain a certificate of secondary education. The adult education centres organise the exams themselves and award the secondary education diploma.

The **courses of higher vocational education** are subdivided into the following courses of study:

- | | |
|--|-----------------------------|
| • industrial sciences and technology | • education |
| • commercial sciences and business studies | • social and community work |
| • health care | • biotechnology |

8. Teacher training.

There are two types of **teacher training courses**:

- The three-year training programme for nursery teacher, primary teacher or lower secondary teacher is the integrated teacher training of 180 credits. One credit corresponds with 25 to 30 hours of student load. A complete academic year comprises 60 credits. In this training, a work placement of 45 credits is included. This training programme is provided as a professional bachelor course by colleges of higher education.

- In addition, there is a specific teacher training course of 60 credits, of which 30 credits are spent on the work placement. This training is meant for students who have already gained a diploma in higher or adult education and who only need educational/pedagogical training in their discipline. These courses are provided by universities, adult education centres and for the first time also by colleges of higher education.

Since the reformation of the teacher training in 2006 students must specialise in 2 instead of in 3 subject matters in the integrated secondary teacher training. This allows a more in-depth study and creates room for new centres of interest such as the care for pupils with special needs, familiarisation with other cultures and linguistic skills. For specific courses the curriculum is reinforced and extended by increasing the student workload to 60 credits.

Both the integrated and the specific teacher training are based on the same set of basic competencies a teacher should have (e.g. linguistic skills). They also lead both to the same diploma, namely of teacher.

A lot of attention goes to the practical experience of future teachers as for both teacher training programmes the work placement becomes more important. Colleges of higher education organise the practical component in co-operation with schools, centres or institutions in the form of pre-service training. The work placement is thus accomplished without a statutory relation with the school, institution or the centre.

In specific teacher training, the practical component is provided as pre-service training or in-service training. The in-service training takes the shape of an induction period (a LIO job) and takes place in one or more institutions of secondary education, part-time arts education or adult education.

In order to guarantee the tutoring of trainee teachers and newly qualified teachers, schools clusters can appoint tutors. They are experienced teachers who can spend part of their teaching assignment on the support of trainee teachers, induction teachers (LIOs) and beginning teachers.

Colleges and/or universities can conclude an agreement with adult education centres on the organisation of teacher education: education and study activities, quality control and the use of infrastructure. These co-operation networks are called networks of experts or regional platforms and are financially supported by the government.

3. The Tasks, responsibilities and Roles of the Inspectorate - General Statements.

a. Legal basis; description in official documents.

Governmental supervisory powers over the education system, and especially its consequences, have always been a delicate issue in the Belgian (and now Flemish) world of education. The original sentence about public control was explicitly rejected during the drafting of the first Belgian Constitution in 1830. Special emphasis was put on the freedom of choice for parents on the one hand and the freedom of the organising bodies to organise schools on the other hand. For that reason many organising bodies and umbrella organisations of the subsidised networks developed their own Inspectorate which also assumed the task of counselling service. This, alongside a state Inspectorate which drew up the minimum study plans, checked diplomas and watched over the standard of education, to name just some matters. The organising bodies drew up the curricula and the minister approved them. The (state) Inspectorate checked that these were implemented. Their inspectors also visited classes. The curricula of the subsidised networks had to be analogous to the state curricula, which served as a benchmark. Under the 1971 VSO law (reformed secondary education - vernieuwd secundair onderwijs) secondary education curricula were drawn up by the organising

bodies and the so-called article-8 commission of that particular law issued its advice on whether or not to approve them. The granting of autonomy to the then state schools and the creation of an Autonomous Board of Community Education (Autonome Raad voor het Gemeenschapsonderwijs) required a redraft of the education policy from 1989. Quality assurance within education was profoundly reorganised by the Decree of 17 July 1991.

- The system of individual (subject) inspectors assessing individual teachers by means of (usually unannounced) class visits was replaced by a thoroughly-prepared and planned full inspection carried out by a team of inspectors (where necessary with the assistance of external experts).
- At the same time, a separation between control and counselling was implemented. Henceforth, the Inspectorate concentrates on full inspections, quality assurance and quality enhancement as well as feedback. New pedagogical counselling services were set up to provide guidance to teachers and support to schools.
- The Inspectorate became a community Inspectorate under the sole authority of the Flemish Community, whereas the pedagogical counselling services would be developed network by network.
- The Inspectorate would have no authority over the pedagogical methods used.
- Inspection of philosophy-of-life courses was not included in this decree.
- The minimum expectations to be checked had to be crystallized in newly-to-be-developed minimum time tables, minimum curricula, “eindtermen” (attainment targets or final objectives) and “ontwikkelingsdoelen” (developmental objectives).
- To that end, an Educational Development Division (Dienst voor Onderwijsontwikkeling - DVO) was set up, now the Curriculum Entity.

At the end of October 2001 the Flemish government appointed the audit bureau Andersen to carry out a suitability control with reference to the 3 actors in the quality triangle in Flanders and their relationship to one another: the Inspectorate, the DVO (Curriculum Entity) and the Educational guidance service (PBD). To implement the findings and recommendations of this audit, a new decree was required.

The Decree of 8 May 2009 did not reorganise the quality assurance within education as drastically as the previous decree. However, this latest decree anchors the Inspectorate’s principles, the reference frame and the new system of quality control in schools and institutions. Besides, this new decree explicitly makes the schools the first responsible for their own quality.

- Since 1991 the supervision concept of the Inspectorate experienced a serious evolution during which the CIPO-reference frame, which the Inspectorate uses during the quality control, was gradually implemented and accepted. But only in the new decree of 8 May 2009 this CIPO-reference frame got legally anchored.
- A new, differentiated system of quality control is also legitimized in the Decree of 8 May 2009. This new way of quality control will start from the internal quality assurance and the policy building capacity, based on the indicators of CIPO and aimed more strongly at results. Frequency and intensity of the quality control are based on centrally gathered data, information from the school and former reports.
- The new decree determines that when an institution is evaluated as having shortcomings, this institution will get the chance to eliminate these shortcomings by external professional support. When serious shortcomings are found, this external support will be compulsory.
- The Inspectorate has been seen as an important part of Flemish education for many years now. Therefore the legal position of the Inspectorate will be retained within the classic education context. Staff members of the Inspectorate are thus seen as education personnel. The Decree of 8 May 2009 judges that the Inspectorate must have a statute separate from the general administration of education.

b. Mission Statement.

Our Mission.

The Inspectorate wants to be a professional and autonomously operating organization that safeguards and stimulates the educational quality within her scope. We evaluate, we signalize and we discuss based on research, always considering essential human and social values. The government is our principal. Educational institutions, pupils/students and parents are our target audience.

Our core tasks.

We advise on the accreditation of institutions.

We inspect institutions.

We perform all other tasks granted by decree or by decision of the Flemish Government.

Our ambitions.

We want to contribute to a socially and democratically inspired education.

We want to guarantee a reliable statement about the quality of education in an institution.

We want to inform on the actual and real state of the educational quality.

Our values.

The regulations and the Universal Declaration of Human Rights and the Convention on the Rights of the Child are the basis for our actions.

We are a learning organization taking the wellbeing of staff and cooperation with multiple partners into account.

c. Which organizations and practices are inspected except schools?

i. Pupil Guidance Centres.

The Inspectorate is responsible for quality assurance of Pupil Guidance Centres (CLBs). Tasks of the Inspectorate are:

- To give advice on finance and subsidizing conditions.
- To inspect the realization of the regulations determined by decree.
- To verify whether the policy plan contains all the mandatory elements.
- To supervise the implementation of the language law, hygiene and the habitability of the class rooms and the quality of the equipment.
- To supervise their quality assurance policy.
- To formulate policy advice on the functioning of the centres.
- To examine whether the contractual supplementary assignments of the centre meet the conditions as stated in the CLB-decree.

ii. Home Tuition.

One of the tasks of the Inspectorate is to supervise Home Tuition. Taking specific situational factors (residing in a foreign country, illness, temporary family circumstances etc) and the child's individuality (for example highly gifted, mental and/or physical restrictions) into account, the Inspectorate evaluates the quality of the Home Tuition and formulates an advice. Several rights as for example the parent's freedom of choice on upbringing and education of their child and the child's right on education must be considered when an advice is formulated.

The Inspectorate examines whether the home tuition meets the following minimum goals:

- The home tuition is aimed at the development of the child's personality and talents and also at the child's preparation on an active life as an adult.
- The home tuition promotes the respect for the basic human rights and for cultural values of the child and others.

The Decree on Home Tuition of 25 February 1997 determines that, after 2 negative advices from the Inspectorate on the minimum goals the child has to be subscribed in a normal school.

iii. Boarding schools.

The Inspectorate is responsible for the quality control of boarding schools. This control takes place every 5 years. There are 3 indicators which are inspected in boarding schools:

- organisation of their well being policy
- living and working environment
- hygiene and health

The Inspectorate's report contains an advice to the Minister which determines the subsidizing of the institution.

iv. Education and training programmes.

The Inspectorate is responsible for the quality control of all education and training programmes which result in diplomas, certificates or partial certificates with the same civil effect as those that are legally given out by educational schools or institutions.

v. GOK-control (Equal Educational Opportunities).

The GOK-decree aims to improve the equality of opportunities for pupils. It contains 3 parts: the right to enrolment, the institutional regulations - e.g. the foundation of local consultation platforms - and the integrated support policy.

If a school meets certain criteria formulated by the decree, she is granted supplementary teaching periods or extra teachers for a period of 3 school years. The school has to develop a GOK-policy that runs through several stages during that cycle of 3 years. The school has to:

- make an analysis of the initial stage during the first trimester of the first school year.
- chose one of the following options:
 - to formulate concrete aims for the school, teachers and pupils, accordingly to 2 themes determined by the Flemish Government.
 - to follow the aims of one of the completely worked out clusters, determined by the Flemish Government.
- to determine how the school wants to reach their aims.
- to determine how the school will evaluate itself during the second trimester of the second school year.

In their GOK- policy plan the school describes her actions in order to reach the GOK-aims.

This GOK-policy plan contains:

- The goal of their actions, the effect the school aims for
- How these actions are carried out
- Who is involved
- In which time span the actions are planned
- The follow-up of these actions
- How the actions are communicated to the rest of the team
- Possibly: How the guidance centres are involved

Article VI.8 of the GOK-decree appoints the Inspectorate of education to check during the third school year whether and to what extent these aims are achieved. A positive evaluation holds prospects on additional teaching periods or extra hours for a new cycle of 3 school years. In a

succession of GOK-cycles of 3 years the Inspectorate will examine the GOK-policy of a school. Afterwards the Inspectorate will formulate a positive or a negative advice on the continuation of the GOK-support.

For more information on Equal Educational Opportunities, please visit our publication on the following website: <http://www.ond.vlaanderen.be/publicaties/eDocs/pdf/240.pdf>

4. Inspection of Institutions (Schools, Centres and Academies) as a Task of the Inspectorate.

a. General description.

Tasks of the Inspectorate.

By means of inspections the Inspectorate checks whether the institution fulfils its social task and/or whether the funds provided by the Community are used sensibly. On this basis, the Inspectorate issues advice on whether or not institutions should be recognised and subsidised. The inspection team has authority over all the subjects taught at school, with the exception of the philosophical subject matters. In addition, the Inspectorate has an advisory function in relation to policy. The information on the effects policies have on institutions and on education in general is important for further policy outlining. The Inspectorate's obligation to publish an annual 'Report on the State of Education' has been enacted by the decree. Under the terms of this decree, this report is in first instance intended for the Members of the Flemish Parliament.

For some years now, this report has been published under the name "Onderwijsspiegel" (Mirror of Education). The Board of Inspectors specifies its content very early on. Furthermore, every three years a more detailed report is written based on the inspection reports of the 3 previous years. That report then homes in on the specific aspects investigated during each inspection.

In the 2 intervening years the "Onderwijsspiegel" features themes which have been determined in advance and which are investigated in a more targeted fashion (either in the course of the inspections or separately). Usually, the Board of Inspectors chooses the themes or they may be special topics the Minister wishes the Inspectorate to take a closer look at.

The tasks of the Inspectorate, enacted by law, are:

- Checking whether the educational institutions develop and realise the curricula which were approved by the government;
- Checking whether the subject-related or area-of-learning-related eindtermen (final objectives) are attained and whether the educational institutions adequately pursue the ontwikkelingsdoelen (developmental objectives) and/or the cross-curricular or across the area's of learning eindtermen (final objectives);
- Checking and enforcing school times;
- Checking the hygiene in school accommodation, the compliance with the language legislation, the educational and school equipment;
- Issuing advice on the funding of educational institutions;
- Issuing policy advice on education.

The Inspectorate does not merely check whether a number of **statutory regulations** on education are complied with, but also pays attention to the wider **school context** such as school climate, the relationships between the various actors within education, the infrastructure.

The Inspectorate is not qualified to assess the educational institutions' teaching methods or their schoolwerkplan (developmental plan). These come under the freedom of education.

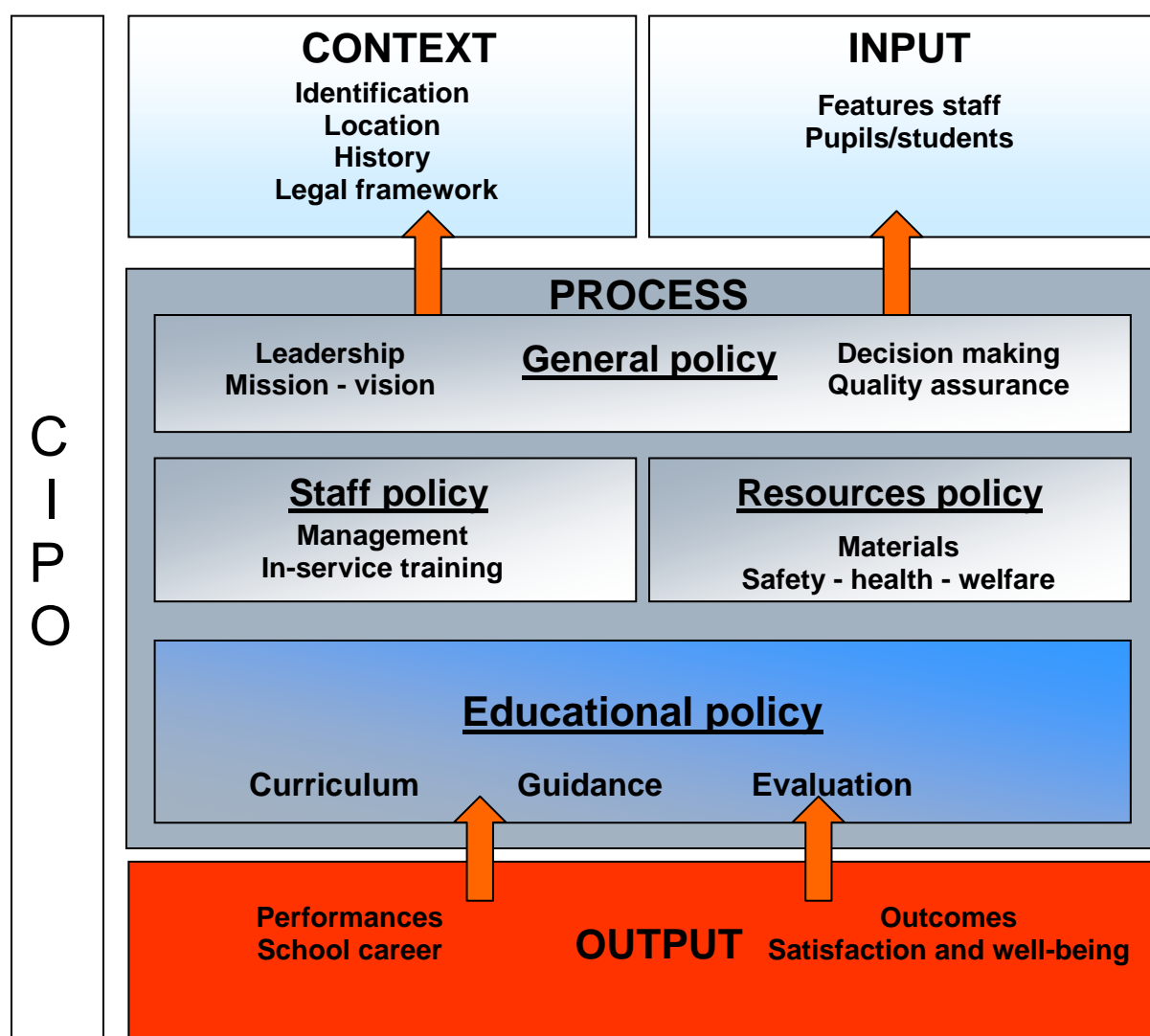
The Flemish Inspectorate is not responsible for the inspection of higher educational institutions. As will be explained later on, higher education is subjected to an independent quality control system based on internal and external evaluation.

Neither may the Inspectorate inspect the subjects Religion or Non-Confessional Ethics (niet-confessionele zedenleer). The representative bodies of each recognised ideological or religious community organise the inspection of and the support for these subjects themselves.

b. The main aspects of quality to be inspected.

CIPO reference frame.

As mentioned earlier, the Decree of 8 May 2009 anchors the Inspectorate's reference frame for the inspection of the quality of institutions in Flanders. The Flemish government expects institutions and schools to provide a high quality of education. By anchoring this CIPO-frame in the latest decree, the quality of education can be guaranteed. CIPO also makes clear what can be expected from institutions in exchanges for financing or subsidizing.



What is CIPO?

CIPO is a generic instrument for quality assurance which consists of 4 components:

- Context
- Input
- Process
- Output

Each component can be subdivided into domains, indicators and variables.

This generic instrument is made specific and is applied to the educational context. The domains, indicators and variables are filled in according to an educational point of view. The component Process is subdivided into 4 domains: General policy, Staff policy, Resource policy and Educational policy. The components and domains consist of a set of indicators and variables. Indicators cluster several variables with respect to their content.

CIPO indicators and variables are not established as the norm but are formulated neutrally. They state that an educational institution or a pupils guidance centre *has to* develop and to implement a policy for each indicator, but *not how* this should be done. The CIPO reference frame takes into account the institution's autonomy and freedom to flesh out this policy, considering their own aims and their pedagogical project and has by no means the intention to add new norms.

Purpose of CIPO.

As a reference frame, CIPO indicates what the Inspectorate examines during an inspection and what the Inspectorate takes into account when evaluating the educational quality of institutions.

CIPO also serves as a structuring model to structure observations made during the school (institution) inspection.

Next to a frame of reference and a structuring model CIPO also functions as a relational model in which all 4 components are related and in mutual connection contribute to the institution's quality. In the new, differentiated system of 'school inspections' the institution's Output is at issue. The realisation of Output takes up an important place in the evaluation of the educational quality. But in order to realise the presupposed Output, it is important for institutions to take their specific Input and Context into account and especially to bring about the adequate Processes in order to realise the best expected Output possible.

Generating CIPO.

Based on both policy and scientific relevance a selection of indicators and variables was made:

1. Policy relevance
 - The Flemish government's mission and expectations on educational quality are made explicit in policy documents and legislation.
 - CIPO is a selection and structure of that legislation which is directive for educational quality.
2. Scientific relevance
 - Educational research shows that for example Context and Input characteristics have an influence on the educational quality.

c. Key Features of inspections; the inspection process.

The Decree of 8 May 2009 has changed the inspection process in Flanders. The former integral inspection has been replaced by the new, differentiated inspection process. A basic principle of this decree, namely the institutions that are responsible for their quality of education, has an important influence on this new inspection process.

The autonomy of the institutions has increased because the Inspectorate no longer inspects all results and operational aspects as during an integral inspection process. During the differentiated

inspection process only a selection, a focus will be inspected more thoroughly, as will be explained further on.

The differentiated inspection process contains 3 phases, namely a Preliminary enquiry, an Audit and an Inspection report. During each of these phases the inspectors go through 4 identical steps:

1. data analysis
2. examination
3. interpretation
4. deliberation

The fourth step, deliberation, is crucial in this process. During the Preliminary enquiry the deliberation will determine the focus of the Audit. During the Audit the deliberation determines the advice.

Preliminary enquiry.

This is the start of the inspection process. This preliminary enquiry results in an audit focus.

1. Data analysis

3 sources:

1. previous inspection reports and reports of follow-up inspections
2. school report and reference groups (C, I, O)
3. Information File (P)

The analysis and synthesis of these sources will lift up certain significant aspects or rise questions for local refinement.

2. Local visit

The data analysis resulted in a list of questions which have to be examined further during a local visit. This examination takes place during interviews, document analysis and observations. As schools are the first actors responsible for their own quality the visit challenge them to give a realistic picture of the overall quality they realise.

3 - 4. Interpretation and deliberation

All gathered data (from the several sources and the results of the school visit) enables the inspectors to make a global picture of the school. Comparing with a digital image: there are too few pixels to have a sharp view..... The image is rather blurred. But some areas give indications or estimations of rather positive or negative aspects of the school. The interpretation of this picture is aligned to generate a balanced image of the estimated strengths and weaknesses of the institution. Afterwards, during a deliberation they make a representative selection of these estimated strengths and weaknesses. This deliberation results in the audit focus with a selection of audit items: estimated strengths and/or weaknesses. A well-balanced quantity of either strengths or weaknesses is emulated. Focuses are related to the domains and indicators of the Process and Output component. Even if all items are estimated as strong, the school will be audited on this selection.

Example for a secondary school.

Qi: **estimation** of the quality:

Z = weak

S = strong

O = no information – not examined

DL-v: **proposal** for a differentiated audit = interpretation

0 = not taken into consideration

1 = High priority

2 = second priority

DL-f: the **focuses** after deliberation

X = items to be audited

<u>Voltijds secundair onderwijs</u> <u>(full time secondary education)</u>			Qi	DL-v	DL-f
VOET/VOOD			Z	0	
VAKKEN BASISVORMING				1	
Aardrijkskunde (Geography)			0	0	
Biologie (Biology)			Z	2	
Chemie (chemistry)			0	0	
Engels (English)			S	1	x
Frans (French)			Z	1	
Fysica (Phisycs)			0	0	
Geschiedenis (history)			0	0	
Lichamelijke opvoeding (Phisical education)			0	0	
Maatschappelijke vorming (social education)			0	0	
Muzikale opvoeding (Music education)			S	1	x
Natuurwetenschappen (natural sciences)			0	0	
Nederlands (Dutch)			S	1	x
Nederlands voor nieuwkomers (Dutch for newly arrived immigrants)			0	0	
Plastische opvoeding (visual arts education)			S	0	
Project algemene vakken (General subjects)			0	0	
Technologische opvoeding (technology)			Z	2	x
Wiskunde (mathematics)			S	0	

Aanbod per graad, onderwijsvorm, studiegebied en studierichting					1	
Eerste graad (First grade)	GSO	(general secondary education)	A A-stream	0	0	
Eerste graad	GSO		Grieks-Latijn (greek - latin)	0	0	
Eerste graad	GSO		Latijn	0	0	
Eerste graad	GSO		Mechanica-elektriciteit (mechanics and Electricity)	0	0	
Eerste graad	GSO		Moderne wetenschappen (modern sciences)	0	0	
Eerste graad	GSO		Sociale en technische vorming (social and technical training)	Z	1	x

Other indicators

	Qi	DL-v
Algemeen		
Leiderschap		
Visie		
Besluitvorming		
Kwaliteitszorg		
Zelfevaluatie		
Kwaliteitssysteem		
Personeel		
Personeelsbeheer		
Personeelsorganisatie		
Evaluatiesysteem		
Professionalisering		
Aanvangsbegeleiding		
Deskundigheidsbevordering		
Logistiek		
Materieel beheer		
Financiële middelen		
Kostenbeheersing IIn/curs		
Uitrusting		
Infrastructuur		
Welzijn		
Veiligheid		
Gezondheid en hygiëne		
Milieu		
Werken/stages		
Onderwijs		
Curriculum		
Onderwijsaanbod		
Onderwijsorganisatie		
Begeleiding		
Afstemming andere partners		
Leerbegeleiding		X
Loopbaanbegeleiding		
Socio-emotionele begeleiding		
Evaluatie		

Evaluatiepraktijk		X
Rapporteringspraktijk		X
Output		
Schoolloopbaan		
Rendement		
Toegang tot onderwijs		
Outcomes		
Vervolgonderwijs		
Aansluiting arbeidsmarkt		
Tevredenheid		
Leerlingen		
Personeel		
Partners		

Audit.

1. Data analysis

The audit phase starts with a document analysis. Only documents related to the focuses will be analysed. During this analysis inspectors will firstly look for Output data and secondly for Process data. Output data indicate to what extent an institution reaches or aims for the legally established minimum goals. Based on these indications the inspection team has to formulate its final assessment and advice.

On the one hand Process data can offer an explanation for the found Output results. On the other hand, based on this Process data the Inspectorate will be able to stimulate schools to adjust or to continue their quality of education.

2. Local visit

During this local visit interviews and observations take place, both in order to create an image of what happens in the classroom and to be able to assess the value and meaning of other data like for example available documents.

Six basic questions function as a guideline during these interviews and observations:

- Which initiatives are being developed?
- Which effects does the team want to achieve by these initiatives?
- Which developments are currently running?
- How does the team justify the chosen initiatives, effects, developments, ...?
- How do team members evaluate the obtained learning effects and results?
- How are (related) external evaluations used?

These questions are not numbered because all questions have equal value and the order in which institutions engage their selves with these questions is of no importance.

3. Interpretation

To what extend do the obtained data and answers to the 6 basic questions indicate:

- a well considered approach?
- a widespread tendency in the institution?
- a coherence?

4. Deliberation

Taking the gathered data, Context and Input the inspection team will formulate an answer to the following questions:

- Does the institution realise the statutory imposed expectations with its pupils / students? (The answer to this question is linked to the final advice.)
- What is the current quality level of the institution? (The answer to this second question aims to situate the institution's educational quality.)

Inspection report.

When writing the final inspection report, inspectors will also go through the four steps of data analysis, examination, interpretation and deliberation, but this time in one consistent and fluent motion. The inspection report collects all gathered information on the audit focus which leads to formulation of the final advice by the inspection team. As in the previous phases, the deliberation process is crucial as it will lead the inspectors to a consensus on the institution's quality of education.

The content and structure of an inspection report will be discussed further on.

d. Practical organisation.

Criteria: planning – sampling schools

The arithmetic ratio in relation to the practice of the concept of the differentiated quality control and the size of our team of inspectors gives us a limited number of schools/centres and academies we yearly can control. Further criteria for planning and sampling schools are:

- Geographic criteria: equally spread over Flanders
- school/centre/academy bounded criteria:
 - ↳ variation education forms
 - ↳ small, big
- Educational network bounded criteria: spread over the different educational networks
- School clusters: all schools belonging to the same cluster are planned in connected periods.
- Pupils Guidance Centres: schools in contract with the same Pupils Guidance Centre are also planned in connected periods.

This planning results in 8 blocks (or groups) of institutions that gives a representative sample for the field of education in Flanders. Each group contains an average of 300 schools of primary education, 130 schools of secondary education, 12 academies, 12 Pupils Guidance centres and 19 centres for adult education and can be audited during one school year. For every institution we plan a school visit of one day (Preliminary enquiry) and a 3 till 6 days for the effective audit.

Preliminary Enquiry.

The preliminary enquiry is performed by two inspectors. During this enquiry the inspectors will firstly examine all available data on the institution, preparing their one day visit to the institution. Before carrying out their one day, integral examination during the local visit, the institution is contacted in advance. Practical arrangements and a list of documents to put ready are then exchanged.

Audit.

The audit team usually counts 2 to 4 inspectors, depending on the educational level, the size of the institution and the number of establishments. From the audit phase on the inspector-reporter is the contact person arranging practical matters, time-slots for interviews, observation schedules, etc.

The audit is announced 2 weeks in advance. This announcement includes:

- the audit focus
- the duration of the audit (number of dates which normally varies between 3 and 6, depending on the audit focus and the composition of the inspection team)
- the composition of the inspection team
- practical arrangements
- list with documents to put down
- planning of observations, interviews, document analysis
- ...

At the end of the audit the school team gets its first, but still provisional feedback on its strengths and weaknesses.

Inspection report.

The inspector-reporter sends the draft report to the institution after which a verification consultation on this draft will take place with the institution.

Afterwards the inspection report can be finalised and the Inspectorate's secretarial office will send the definitive report to the direction, the governing body, the organizing body and the director of the school's community.

Finally the inspection report will be made public and published on the Inspectorate's website: www.schooldoorlichtingen.be

e. Reporting with a judgment about the institution's quality and the possible consequences.

The result of an inspection is a written inspection report including a descriptive and a concluding part, which ends in an advice. This advice can take 3 different forms:

- favourable
- limited favourable
- unfavourable

Favourable.

In case of a favourable advice the continuation of the institution and/or structure elements is advised favourable.

Limited favourable.

In case of a limited favourable advice the continuation is advised favourable if the conditions determined in the advice are met within a certain period. A follow-up control will thus follow which can result in a favourable or unfavourable advice.

If the inspection team finds new shortcomings during the follow-up control, an extra additional report will be written.

Unfavourable.

In case of an unfavourable advice the Inspectorate will determine whether she expects the institution to be capable to, without external support, remove the found shortcomings.

The procedure to withdraw the recognition of the institution or structure elements will be initialised, but during a period of 2 months the administration of the institution can apply for a postponement of the procedure of recognition withdrawal. To apply for this postponement the administration needs to work out a plan for improvement. If the Flemish government accepts this plan for

improvement, she will announce the period of postponement which is minimum 1 school year and maximum 3 school years.

After the postponement period the Inspectorate will carry out a new quality control. The inspection team is called 'Joint college' (Paritair College) because it has an equal presentation of inspectors coming from publicly run and Privately run educational backgrounds. When needed they can call upon an external expert. This Joint College will issue a final advice which again can be favourable, limited favourable or unfavourable. If unfavourable, a definitive withdrawal of recognition is advised. The Flemish government will make a decision based on this final advice.

Advices for the period 2000/2001 till 2007/2008 (figures for the full audits of all schools)

Number of schools	Advice 1	Advice 2	Advice 3
Primary education	1538	854	2
Secondary education	230	721	0
Adult education	33	92	0
Academies	89	77	0

5. Inspection of the Institution's Self-Evaluation.

a. Obligation of institutions concerning quality assurance and improvement.

In Flanders there is no obligation for institutions to carry out any form of self – evaluation, except for the **Pupil Guidance Centers** and **Adult Education Centers**.

As far as schools do something in the area of self – evaluation, they mostly see this as a form of process – evaluation. Activities and profoundness differ largely. There are no prescribed methods or approaches or so and the Inspectorate is not involved.

b. Standpoint of the Inspectorate about the inspection of self-evaluation.

The Inspectorate encourages self-evaluation but since there is no obligation for **schools** to execute any form of self-evaluation, the Inspectorate will not examine this.

As determined by decree the **CLB's** (Pupil Guidance Centers) develop an internal quality assurance system. The quality assurance in the centers includes two aspects: self-evaluation and the quality system. Each CLB measures the results of its internal quality assurance system and based on these results a periodical self-evaluation report is written. This report is inspected by the Inspectorate.

The decree of 2007 regarding **Adult Education** determines that Adult Education Centers are responsible for the development of their own quality assurance system. Important items in this quality assurance system are individual learning guidance for the students and permanent education of the teachers. The Inspectorate examines whether the centres meet their task and responsibility with regard to quality assurance.

c. Practice.

Schools can consult pedagogical guidance centers for help and support for the preparation and implementation of a self-evaluation. There are also national programs and training on self-evaluation.

Between the **CLBs** and the Inspectorate a protocol is established on the engagement between the centers and the Inspectorate. With this protocol the Inspectorates wants to include self-evaluation in the inspection process tailored to the CLB's specificity. The Inspectorate aims for clear agreements in

a dialogue with the centre. As a methodology self-evaluation has its place within the whole of quality assurance and the development of an organization.

In case the centre submits a self-evaluation report during the inspection process, the inspection team will examine the process of self-evaluation. Also, the inspection team will verify whether the remedial actions are part of the quality manual.

d. Reporting on the institution's self-evaluation and possible consequences.

The Inspectorate does not report on a **school's** self-evaluation.

The findings concerning the quality assurance in **CLBs** however, will be written down in the inspection report.

6. Inspection of Particular Themes of Quality.

a. General position.

In Flanders there is no systematic or permanent procedure or system for thematic inspections or inspections of particular themes of quality. However, commissioned by the Minister of Education the Inspectorate regularly examines specific topics selected based on the policy of the Minister and the points of special interest and accents he wants to emphasize. For the school year 2009-2010 for example this accent is Language Policy in schools and other institutions. Therefore the Inspectorate will include a specific focus on Language Policy in its inspection process during this school year.

A thematic examination of certain themes of quality is in some way also imbedded in the system of differentiated inspections. By making a selection of audit items (audit focus), each inspection is in some way thematic as only this selection will be inspected during the audit. Working with a specific audit focus will be explained further on.

7. Advisory Tasks of the Inspectorate.

a. Areas and tasks.

Schools.

The Inspectorate has no recommendation or advisory competence regarding the school or regarding teachers. But of course the reports about full inspection of schools contain statements and conclusions that implicitly invite the school to do something. However, the Inspectorate refrains from advising how to do things or what exactly to do at an operational level. That type of advice or recommendation is a task for the school guidance centers.

The Inspectorate has only recommendation competence regarding the Minister. Those recommendations are related mainly to the recognition and/or financing of schools: this is taken into consideration during full school inspections. See for further details the paragraph on the inspection of schools.

CABO (Commission for Advice on Special Education).

Both for Primary as for Secondary education each Flemish Province has its own Commissions for Advice on Special Education (CABO).

These CABO-commissions advises on:

- The temporary or permanent exemption on compulsory education of the child.

- The right of permanent education at home (for disabled children who are unable to go to school).
- The transfer from regular to special education or the other way around.
- The orientation of a child in special education to a more suitable level (nursery, primary or secondary education) or type of education.
- The admission of pupils beyond the age limits to special (secondary) education.
- Possibilities for disabled pupils over 21.

Composition of a CABO-commission:

- A chairman of the commission: a Coordinating Inspector
- A vice-chairman and a secretary: two Inspectors
- 8 Members: selected from special education schools, pupil guidance centres or educational guidance agencies.

Comenius.

Europe in the classroom

The Comenius programme focuses on the first phase of education, from pre-school and primary to secondary schools. It is relevant for all members of the education community: pupils, teachers, local authorities, parents' associations, non-government organisations, teacher training institutes, universities and all other educational staff.

Part of the Lifelong Learning Programme, Comenius seeks to develop knowledge and understanding among young people and educational staff of the diversity of European cultures, languages and values. It helps young people acquire the basic life skills and competences necessary for their personal development, for future employment and for active citizenship.

The programme addresses issues strongly related to current discussions and developments in school policy. Priorities are set annually.

The Inspectorate delegates a team of inspectors to the Comenius jury. This jury assesses all project applications and selects the projects that will be approved and funded by Comenius.

Grundtvig.

Practical learning for adults

The Grundtvig programme focuses on the teaching and study needs of those in adult education and alternative education streams, as well as the institutions and organisations delivering these services. Supporting lifelong learning and mobility in this way also tackles Europe's ageing population problem.

Launched in 2000 and now part of the overarching Lifelong Learning Programme, Grundtvig aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable. It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counselling organisations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres.

There are also actions supporting adult learner mobility, such as exchanges and, now in the 2007-2013 programme, so-called 'European Assistantships'.

For Grundtvig, the Inspectorate fulfils the same advisory task as in the Comenius programme.

Other advisory tasks.

- Issuing advice on new curricula (drafted by the curriculum committees in the educational networks or by other organizing bodies), programming new branches of study in secondary

education, equivalence of foreign diplomas, contraventions of the attainment targets and developmental objectives...

- Temporary projects, for example educational experiments.
- Special assignments from the Minister, for example Efficiency research in Adult Education, Research on the legal status of children in CLB, etc.
- Handling and advising on complaints and questions (for the Flemish Parliament and the Minister's Cabinet).
- The Inspectorate recommends the Minister (the administration in the ministry) with regard to some aspects of the teacher files, in particular about the recognition of useful experience of applicants for the teaching profession / experience won in companies or other fields of activity.
- The Inspectorate also advises with regard to some specific delicate pupil files, in particular the eventual referral to special education and the equivalence of diplomas from other systems of education.
- The Inspectorate is also involved in recommendation procedures on behalf of the ministry to the minister. In most cases the opinion of the Inspectorate is asked before a proposal is sent to the Minister or the Inspectorate is represented in meetings.
- The Inspectorate also advises about the start of new scientific research projects or the use of certain findings.
- Finally the Inspectorate is consulted concerning important policy initiatives regarding educational matters although without having a formal recommendation competence.

8. Other Tasks of the Inspectorate.

a. Curriculum development.

The Inspectorate is not responsible for developing or publishing curricula or lists of attainment targets or other curricular material. In Flanders these are tasks of the Curriculum Entity (former DVO – the Service for Development of Education). But the Inspectorate often participates in steering or advisory committees that guide or coach developmental processes.

<http://www.ond.vlaanderen.be/DVO/>

b. Data bases.

The Inspectorate is responsible for a monitor on meso level (each individual institution) based on secondary data from the administration. Each year institutions have to submit data to the administration on their pupils or students, their personnel, their infrastructure and their teaching activities. Based on these data institutions are financed and subsidized. The Inspectorate use these data to reconstruct an individual school report with relevant educational indicators linked to the quality of education.

This individual school report contains indicators concerning output (school performances, school career and outcomes), input (amounts of students spread out over the educational offer, the SES-context of the students, personal and their educational career) and context (infrastructure, location, recruitment, ...). It also contains an evolution of these indicators over the last six years.

Each individual institution is also positioned within a spread diagram of comparable institutions (institutions with the same teaching activities) and this for each indicator of the individual school report. These are the so called "reference groups".

Technically a data warehouse has been developed in collaboration with the administration. Here the relevant data from the operational administrative databases are brought together and are validated.

The BI-tool that is built on the micro-data layer of the data warehouse provides the possibility to build standard reports with sophisticated query and report studios.

The Inspectorate is also responsible for a questionnaire that institutions have to fill in each year. This questionnaire asks for minimal information about the educational processes that institutions set up.

All these data-information documents are part of the sources inspectors analyse during the preliminary enquiry.

The Inspectorate is also responsible for the publication of the audit reports of institutions. Therefore an intelligent software tool for archiving these reports is set up in collaboration with the administration.

The inspectorate also uses a digital process flow instrument where the whole process of investigation, analysing, deliberation and advising of an individual institution is written down by the members of the audit team. This history of an individual school audit is also archived for further use.

c. Examinations.

The Inspectorate does not formulate tests or examinations.

d. Handling complaints.

The Inspectorate has a task in handling complaints and question management. It is possible to transfer complaints to the Minister as well as to the Inspectorate directly (by means of a letter, e-mail, ...). Only written complaints are being handled and anonymous complaints are not eligible.

In most cases, complaints are about a bad (work) environment at school, arguments on pupil results (school exam), unfriendly reception (complaints of parents) etc.

In the adult education the complaints are also related to insufficient quality of the lessons.

There is no regularity in frequency. Complaints are rather incidental.

When complaints are passed on to inspectors during a school inspection, most of the intervening work is done in an informal way, by giving an external view and by helping people to find their own solutions.

In theory the Inspectorate only handles complaints that are related to the inspection process and the Inspectorate's nuclear role but the Inspectorate also 'filters' all incoming complaints and refers them to the proper authorities or authorized persons.

9. Risk – based Inspections.

As you could read before the Flemish Inspection left the system of full inspections of all schools last year. The concept of differentiated auditing is first of all based on an equal approach of all the educational institutions in Flanders. The sampling of the institutions is based on objective and rather neutral criteria (see 3.4 "practical organisation"). Once this selection has been made there is a more risk-based approach. Based on well defined centrally gathered data and a school visit the inspectors define strong and weak points both in the education process and the expected output. After deliberation a representative and a well-balanced number of strong and weak estimated focuses are selected. This enables the inspectorate to differentiate in approach related to the content but also in the frequency and intensity of the quality control.

10. Reports of Inspectors.

a. Kinds of reports.

1. Inspection reports.

As mentioned before there is only one, generic template of the inspection report for all levels of education and for all institutions. However, this generic template can be adjusted to a specific level when necessary or relevant.

Structure:

Titel page with identification data, composition of the inspection team and possible external experts

- 1) Introduction
- 2) Relevant characteristics
- 3) Focus of the audit
- 4) Quality profile
- 5) Results
- 6) Aspects of the institution's operational aspects
- 7) Strengths and weaknesses
- 8) Advice
- 9) Continuation

Appendix: glossary and list of abbreviations

1) Introduction

This first chapter is a standardized text which refers to the Inspectorate's task determined by decree, to the CIPD-reference frame and the employed procedures.

2) Relevant characteristics

Here the inspection team indicates at most 6 elements that can have an influence on the operational aspects and the quality of the institution.

3) Focus

A brief description of the audit's focus: courses, learning areas, processes, ...

4) Quality profile

This quality profile is a confronting, brief syntheses and a concise report on the institution's quality. It is accessible for a large public. The rest of the inspection report is rather meant for the professional reader.

The quality profile starts from Output and relates Output data to the examined Processes and relevant Context and Input data. This synthesis ends in a clear and strong message which indicates what the institution is good at and thus has to be guaranteed and also possible shortcomings which the institution has to improve.

5) Results

The inspection team pronounces upon the realisation of the Subject areas, subjects, courses of study and cross-curricular attainment targets / developmental objectives of the audit focus: satisfactory or not satisfactory. The conclusions are always motivated and well-founded.

The inspection team can also include information and a conclusion on the pupil's/student's educational career and on the outcomes.

Also on the satisfaction of pupils/students/personnel/external persons involved the inspection team can include information and a conclusion in the inspection report.

6) Operational aspects

In this sixth chapter the examined items from the audit focus are divided into 4 categories:

- General policy
- Personnel
- Logistics
- Education

For all these aspects, the inspection report contains a general conclusion with an institution specific foundation. This conclusion and its foundation is formed based on the 6 questions mentioned earlier on initiatives, effects, running developments, justification and internal and external evaluation. Possible violations of regulations can be addressed here as well.

7) Strengths and weaknesses

A concise summary of:

- relevant aspects which are good
- relevant aspects which can be improved: recommendations (without obligations)
- relevant aspects which must be improved: shortcomings (compelling). These aspects concern:
 - realisation of the curriculum
 - regularisation
 - safety and habitability (well-being)

8) Advice

The inspection report ends with the Inspectorate's advice to the Minister.

There are 3 possibilities for this advice:

- favourable
- limited favourable
- unfavourable

The inspection team always formulates one advice per institution number. This is also the case with school communities (where possibly more than 1 institution is inspected at the same time) where each institution gets its own, specific advice.

9) Information on the continuation

The continuation depends on the advice on the institution's quality of education. This chapter of the inspection report explains the consequences and procedures which follow a 'favourable', 'limited favourable' and an 'unfavourable advice'. For these consequences, please refer to 4.5. *Reporting with a judgment about the institution's quality and the possible consequences.*

2. The annual report from the Inspectorate: 'Onderwijsspiegel'.

Based on their findings during the evaluation of educational institutions the Inspectorate writes a yearly report on the state of play within education. This annual report of the Inspectorate (the so-called **Onderwijsspiegel** (Mirror of Education) describes the state of education during the previous school year and puts forward a number of policy recommendations, both at general-policy level and at school level. Under the terms of the decree it is in first instance intended for the Members of the Flemish Parliament.

b. Target audiences.

Because of the public nature of the inspection reports and advices, the Inspectorate had to bear in mind that the reports and advices are accessible for a large target audience. Therefore the inspection report contains an important chapter, the Quality Profile which is a synthesis and a concise report on the institution's quality. This Quality Profile is meant for the non professional reader and is written in an easily accessible language. The rest of the inspection report is meant for the professional reader and is thus written in a more specialized and technical language.

c. Confidential or public.

Inspection reports and other reports issued by the Inspectorate are public documents on which the principle of publicity of government applies. This means that every Belgian citizen is granted inspection of these documents.

The inspection reports on institutions (compulsory and part-time artistic education (DKO)) inspected after 1 January 2007 can be consulted on the website of the Department of Education and Training 3 months after the inspection has been completed, at the very earliest. Any reports produced prior to that date can be requested by e-mail.

<http://www.ond.vlaanderen.be/doorlichtingsverslagen/>

11. Structure, Position, Staff and Budget.

a. Structure.

Organisation of the Inspectorate.

The Decree of 8 May 2009 resulted in a new organisational structure of the Inspectorate. Up until this latest decree, the Inspectorate was subdivided into 5 corps:

- Elementary education
- Secondary education
- Adult education
- Part-time artistic education
- Pupil Guidance Centres

The Decree of 8 May 2009 prescribes that this strict distinction between the 5 corps and their inspectors has to be left behind. The subdivision no longer exists and the Inspectorate is consisted of only one, uniform corps of inspectors which can be deployed in different educational levels. As a result of this decree also the offices of Elementary education chief-inspector and Secondary education chief-inspector are cancelled.

This leaves 3 different offices in the Inspectorate:

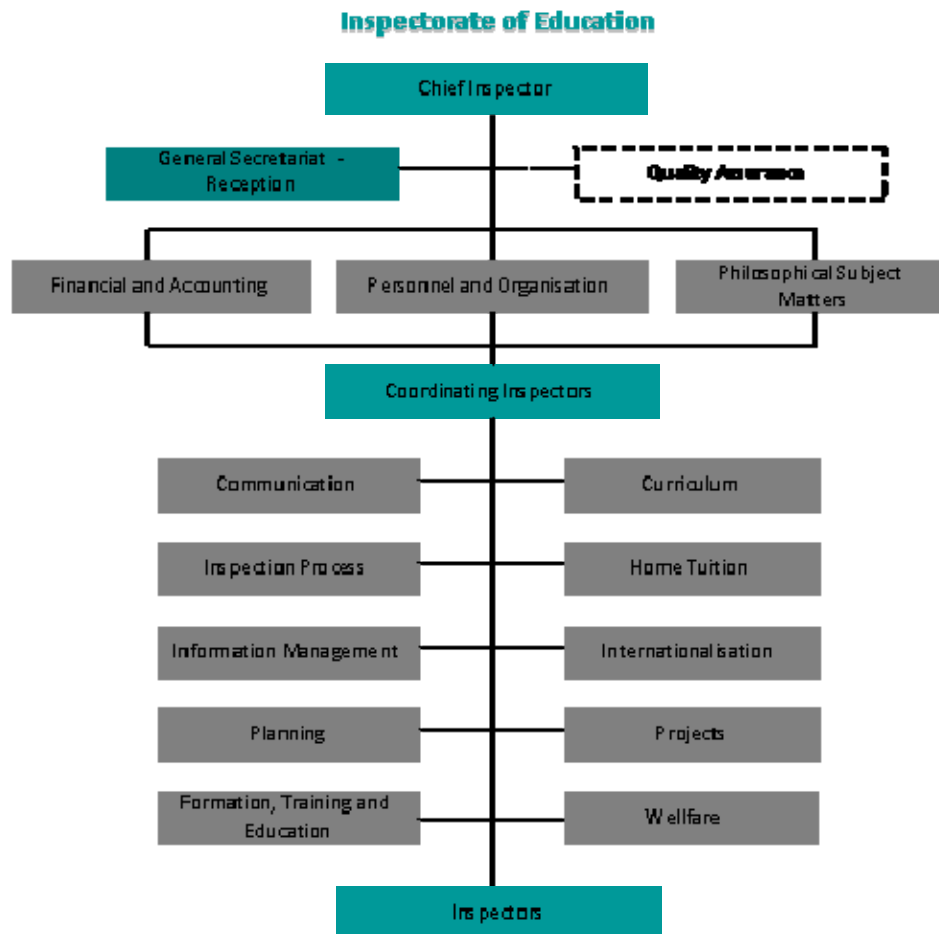
- Inspector
- Coordinating inspector
- Chief-inspector

However, to increase transparency and clarity for our external partners and clients we will maintain our corps specific contact persons for Nursery and Primary education, Secondary education, Special education, Pupil Guidance Centres, Adult education and Part-time Arts education.

The inspectorate is structured in several programs. This structure has been designed to achieve effective practice, common approach and best value in all aspects of our work. These programs have

responsibilities for the fields of our quality controls, internal support and internal and external communication roles. Each program is managed by a coordinating inspector. In each program steering and working groups examine and develop the content related aspects. All inspectors are member of one of these groups. This gives the opportunity to their involvement. Programs are very closely related to the daily job of an inspector.

Organization chart of the Inspectorate:



b. Position.

Almost synchronously with the Decree of 8 May 2009, a new agency was established within the Department of Education. This Agency of Quality Insurance in Education and Training is responsible for Quality Insurance Systems for all kinds of education which lead to a certificate from authorized organisations, as for example from formal education institutions, vocational training, etc.

Under the authority of this agency the Inspectorate will be responsible for the quality assurance in education. The Inspectorate is an autonomous organisation, which is in theory unrelated to the agency and with its own legal position within the educational context. The Flemish Government places the Inspectorate at the disposal of the Agency of Quality Insurance in Education and Training.

c. Staff and budget.

The establishment of the Inspectorate has to be defined yearly, depending on the **allowed envelope** from the Flemish Government. The expenses of salaries amount to at least 80% and at most 90% of the envelope.

The Decree of 8 May 2009 states that the Inspectorate exists for at least 35% out of personnel coming from institutes part of GO! Education of the Flemish Community (Gemeenschapsonderwijs) or Publicly funded and publicly run education (Gesubsidieerd officieel onderwijs), and for at least 35% out of personnel originating from Publicly funded and privately run schools (Gesubsidieerd vrij onderwijs).

The Inspectorate exists for at least:

- 40% out of personnel with relevant professional experience in mainstream primary education;
- 26% out of personnel with relevant professional experience in mainstream secondary education;
- 3% out of personnel with relevant professional experience in adult education;
- 2% out of personnel with relevant professional experience in coordination of pupil guidance or in Pupil Guidance Centres;
- 2% out of personnel with relevant professional experience in arts education or arts courses;
- 7% out of personnel with relevant professional experience in special education.

12. Recruitment and Training of Inspectors.

a. General remarks.

The recruitment and training conditions have also changed through the Decree of 8 May 2009. In general, the major principles of the former decree have been adopted, except for an important change in the recruitment conditions, namely the required service seniority in education or basic education which has been brought back from 10 to 8 years.

b. Recruitment conditions.

Requirements for appointment as an inspector.

To qualify for a position with the Inspectorate one has to fall into one of the following staff categories:

- Management and teaching, paramedical, social, medical, orthopedagogical and psychological staff in education; (educational staff employed in Centres for Adult Basic Education (CBEs) and in the Flemish Support Centre for Adult Basic Education);
- Staff from pedagogical counselling services;
- Technical staff from subsidised private and public centres, from the GO! centres and from state training centre;
- Directors and guidance officers of the Curriculum Entity;
- Autonomous academic and academic support staff from universities;
- Teaching staff from university colleges.

The following categories of staff members can qualify for a position with the CLB, pupil guidance centres' Inspectorate:

- Directors – if they are in possession of the qualification which gives access to the office of physician or psycho-pedagogical counsellor;
- Physicians;
- Psycho-pedagogical counsellors;
- Paramedical staff;
- Social workers from the pupil guidance centres;
- Staff members from the pedagogical counselling services (Decree of 17 July 1991).

Whenever a vacancy arises at the Inspectorate or the Curriculum Entity, this vacancy is published in the Belgian Official Gazette and on the website of the Department of Education and Training. Moreover a circular letter is sent out to the schools and a test is organised.

The conditions of admission to the Inspectorate:

- 1 Citizenship of a European Union Member State,
- 2 Being of irreproachable character,
- 3 Enjoying one's civil and political rights,
- 4 A minimum of eight years' service seniority,
- 5 To meet the military service law.

Recruitment process:

The recruitment process exists of 2 phases.

In a first phase the generic competences for the office of inspector of education are tested by Jobpunt Vlaanderen or its legal successor. Candidates that pass this test are registered in a general shortlist for a period of 6 years.

In a second phase the candidates from the shortlist are called up based on a concrete profile to present their selves for an interview during which their educational, didactic and legal knowledge will be assessed. This interview is taken by a commission consisting of external experts and members of the Inspectorate. When specific competences are required, this interview can be preceded by additional tests. Candidates that pass this second phase are registered for 4 years in a specific shortlist based on the specific profile.

After passing the 2 recruitment phases, an inspector has to complete a one-year trial period including a training programme. At the start of this trial period an individualised job description is drawn up which includes a permanent assignment and the periodical objectives.

During the last month of the trial period an evaluation will determine whether the inspector will be appointed, whether he will be discharged or whether the trial period will be extended with maximum one year.

Recruitment as a Coordinating inspector or Chief-inspector.

The position of Coordinating inspector is initially reserved for members of the Inspectorate. Only secondly external candidates can apply for this position.

For the position of Chief-inspector both internal as external candidates can apply.

The recruitment process consists of 2 phases, a generic test and an interview, similar to the ones for the position of inspector.

Both the Chief-inspector as the Coordinating inspector have a mandate of 4 years which can be extended after a positive evaluation. After reaching the age of 55 they can be appointed permanently on the condition of having been Coordinating- or Chief-inspector for at least 4 years.

c. Training.

New Inspectorate members need to attend a professional development program for one full year.

d. In-service-training.

The in-service training for members of the Inspectorate consists of collective and individual initiatives. Collective are for example general assembly's with the purpose to explore and/or explain specific theme; or meetings with the purpose to train particular job aspects. Individual initiatives:

inspectors can be invited to attend certain in-service events or inspectors can formulate own suggestions.

13. Evaluation of the Inspectorate.

a. Internal.

The legal status of the members of the Inspectorate is regulated by the Decree of 8 May 2009. In this section we shall only discuss the evaluation procedures members of the Inspectorate are subjected to and the consequences linked to such evaluations.

Normally, members of the Inspectorate must complete a one year trial period and – when they receive a positive evaluation – are then appointed on a permanent basis.

For the Coordinating inspectors and the Chief-inspector a mandate formula applies: they have 4 year mandate.

Evaluation.

Each staff member who actively works for more than three months a year with the services of the Inspectorate is assessed. Each member of staff receives an evaluation once every school year during the first three years of his career. Thereafter, an evaluation takes place at least every 3 years unless the staff member asks to be assessed sooner.

The evaluation takes place on the basis of the job description and the objectives and is an appraisal of the total performance of the staff member in question. There are 2 evaluators: the first evaluator is a Coordinating inspector, the second one is the Chief-inspector or another Coordinating inspector. The first evaluator has the task to coach the staff member and to organise performance interviews. The second evaluator is responsible for the quality assurance.

When a staff member's evaluation is marked "insufficient", a new evaluation will follow the next year.

Coordinating inspectors and the Chief-inspector are evaluated after their mandate period of 4 years. When this evaluation is positive, the mandate is extended by another 4 years. A Coordinating is evaluated by the Chief-inspector (first evaluator) and the Minister of education (second evaluator). The Chief-inspector is evaluated according to the procedure for management- and project leader positions determined by the Flemish personnel statutes.

b. External.

Feedback from concerned actors, for instance from schools, parents or others is not structurally developed. Sometimes the Inspectorate organizes feedback meetings with headmasters of schools with the purpose to adjust certain methods.

Feedback is also acquired from external actors, for instance from professional educational organizations (organizations of heads of schools, teacher unions, ...) and from professional non-educational organizations (consumer's organizations, ...).

This type of feedback is also acquired indirectly via networking and presentations. A more direct feedback comes directly via scientific research.

During the past 10 years research was carried out concerning the impact of the Inspectorate. Furthermore, in 2001 an efficiency analysis was drawn up by an external consulting agency (Andersen 2001) which led to a number of recommendations and adjustments of the Inspectorate's position and functioning.

c. Consequences.

When a staff member receives an evaluation marked “insufficient” he must be reassessed after one year. The staff member is dismissed on grounds of professional unsuitability if he has received an evaluation marked “insufficient” during two consecutive years or three times during his career (permanently-appointed member), or once (contractual or temporary member).

If the staff member of the Inspectorate does not agree with his negative evaluation report, he can file an appeal at the Board of appeal within 20 days after receiving the evaluation report. The Board of appeal and the Flemish government will reconsider the evaluation and pronounce a definitive result.

14. Developments, Projects.

The Flemish Inspectorate only recently adopted a new organisational structure. Simultaneously the Inspectorate adapted its approach and implemented a new method of inspection, the differentiated inspection. Our future developments and projects should be seen in this context. The Inspectorate wants to be a continuously learning organisation which regularly evaluates its methods and procedures in order to make adjustments and improvements.

15. Information: Website, Contact, Links.

a. The website of the Inspectorate.

www.onderwijsinspectie.be

b. Other relevant websites.

Department of Education and Training:

Webpage of the Department of Education and Training of the Flemish Government.

www.ond.vlaanderen.be

This webpage also contains the following subpages:

- **Publications:**

All sorts of publications on educational topics can be found here.

<http://www.ond.vlaanderen.be/publicaties/?get=int>

- **Curriculum Entity:**

Webpage of the Curriculum Entity, responsible for curriculum development. Attainment targets and curricula can be found here.

<http://www.ond.vlaanderen.be/dvo/english/index.htm>

Eurydice:

The information network on education in Europe: Eurydice, a unique and highly detailed database on education systems covered by the Eurydice Network.

<http://eacea.ec.europa.eu/portal/page/portal/Eurydice/EuryPresentation>

c. Contact person.

Mr. Yvan Verbauwheide, coördinerend inspecteur (coordinating inspector)

Address:

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