



# SICI General Assembly 2018

Belgrade, November 15-16 2018

**External evaluation of schools in Serbia:  
the development and the impacts –  
Gonnie van Amelsvoort & Gordana Čaprić**



## Multi-lateral Project

- Partners
- Project GOALS:
  - phase 1 (2009-2010)
  - phase 2 (2011)
- Modules and Activities
- Success factors
- Towards implementation:
  - phase 3 (2012)





## Partners

- Ministry of Education Serbia
- Institute for Education Quality and Evaluation Serbia
- Dutch Ministry of Education
- Netherlands' Inspectorate of Education
- SICI: Scotland, England, Germany/Hesse, Netherlands
- World Bank

## Goals first phase

- Share information on systematic quality assurance at national education level;
- Identify the function of different actors in the national education context;
- Conceptualise the relation between school quality, school improvement, internal and external evaluation
- Explore and develop criteria, indicators and norms for assessing school quality in Serbia;
- Share practice of the different aspects of approaches for external school evaluation;
- Identify methods for reporting about school quality at different levels;
- Start the national dialogue about collaboration of stakeholders in order to build a national system for school quality assurance.

# Modules and Activities

- Methodology of External School Evaluation
- National Framework for School Quality and Evaluation
- Self-Evaluation and External Evaluation
- Standards, Indicators, Norms for evaluating the Quality of Teaching and Learning
- Training with Classroom Observation Instrument
- Providing feedback to Teachers and the Management
- Evaluating the Quality of Teaching and Learning in Practice
- Results of data-collection on Teaching and Learning
- Interviewing Teachers, Students, parents and Staff
- Preparation of the School Visit
- Evaluating the Quality of a School in Practice
- Preparing and writing the Report



# SICI

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Research and Development

Information and forms

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## Training Activities

*Under 'Training Activities': Through its Inspection Academy, SICI has been centrally involved in some projects which have helped co-ordinate inspectors – links below provide some examples of projects which members have with other, national inspectorates. Instruments developed through joint projects can be accessed by contacting the SICI Inspection Academy.*

Serbia 2010

Serbia 2011

Romania



- <http://www.sici-inspectorates.eu/Activities/Training-Activities>



## Goals second phase

- Prepare the legal documents;
- Compose a manual for external evaluators;
- Identify the specifications for a data- handling module;
- Train the second group of evaluators;
- Conduct a large scale evaluation pilot in schools.

### Towards implementation/ World bank.... ,etc

- Capacity building of external evaluators;
- Refinement of assessment procedure;
- Advices on handbook, sampling, difficult issues, communication strategies,...



## Success factors

- Mutual learning: - an international project team;
  - cooperation by sharing knowledge;
  - train the trainers model;
  - adapting choices to the Serbian context;
  - involving schools in the process;
- Clear understanding of the different roles of advisers and evaluators;
- Support at the highest level at the Ministry and the Institute;
- Synergy in policies of education innovations;
- Capable and hard working participants;
- Taking on ownership and leadership.



## State of the art

- School evaluation (2012-2018).
- At least 40 evaluation teams (educational advisers from MoESTD and employees from the IEQE) in 17 school administration boards.
- Evaluated around 1100 elementary schools, 414 secondary schools, 126 preschool institutions.
- Yearly national reports available at

<http://vrednovanje.ceo.edu.rs/>







## Actions

- Conducting research on external evaluation (2016-2017).
- Developing peer review evaluation (2017-2018).
- Revision of Standards and Indicators (2017-2018).
- Revision of procedures (2018).
- Conducting national research on external evaluation (2018).

## Data driven policy decisions

- The survey was conducted online in May, 2018.
- Goals:
  - To give an opportunity to main stakeholders to fully participate in revision of standards and procedures.
  - To explore the effect of external evaluation of schools.





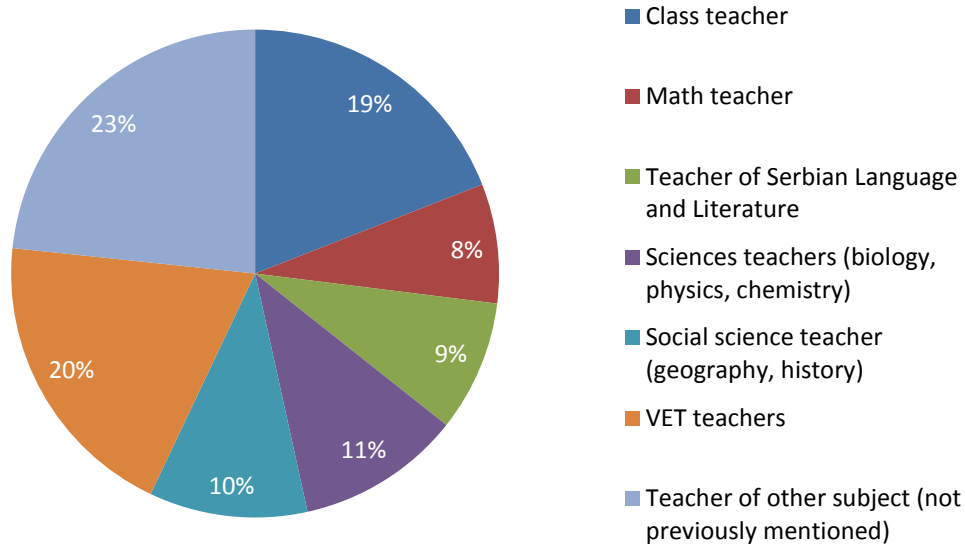
## Methodology

- Two questionnaires were used: for teachers and for school leaders.
- Previously the questionnaires had been piloted in order to be validated.
- Representative sample of schools.
- The questionnaires were filled by 6,311 employees in the school,
  - 289 directors /assistant directors;
  - 364 associates and
  - 5,658 teachers.

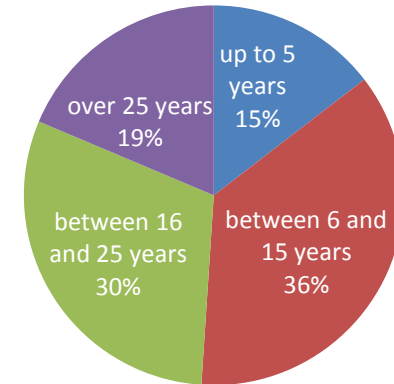


# Sample profile

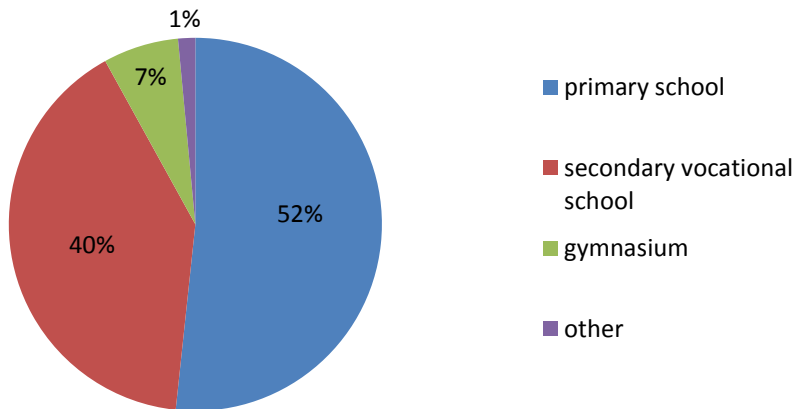
## By profession



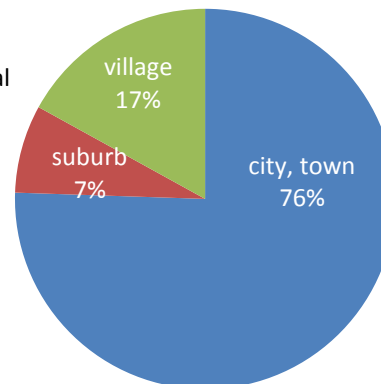
## Working experience



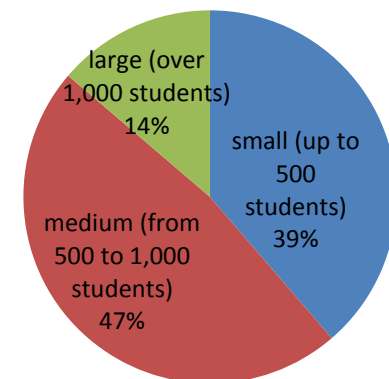
## Type of school



## Location



## Size of school





## The instruments

- The structure of the questionnaires:
- PART ONE. Basic information
- PART TWO. (Likert scale) Sets of questions:
  - General questions about standards
  - Questions about procedures of evaluation
  - Questions about the effects of external evaluation
- PART THREE. Open-ended questions & some suggestions.
- Questionnaire for teachers – 58 questions.
- Questionnaire for school leaders – 60 questions.

## The structure

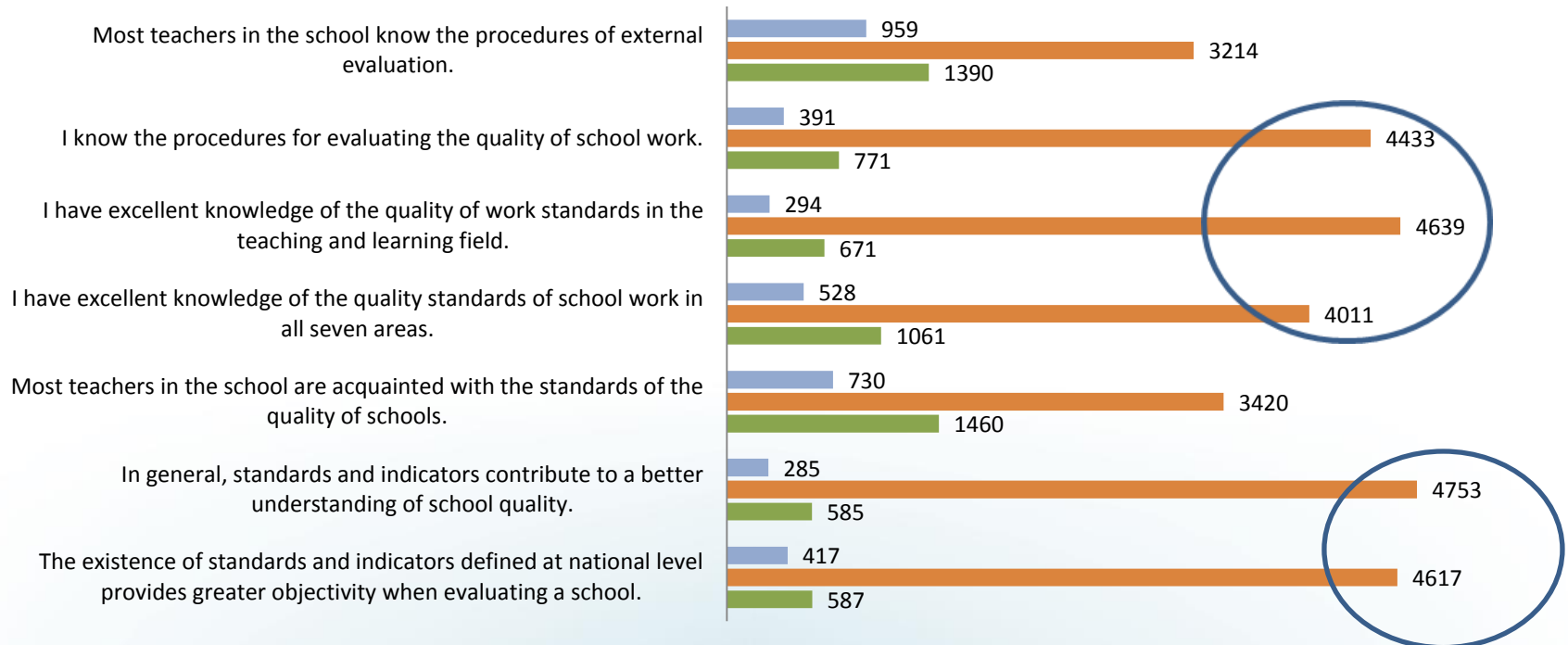
- Approval of the external evaluation system.
  - Approval of quality standardisation concept; Knowledge of EE Standards; Knowledge of EE Procedures (7)
- Satisfaction with the system.
  - General satisfaction with external evaluation; General satisfaction with the evaluators; Accepting individual feedback; Accepting overall feedback. (20)
- Impact of external evaluation\*.
  - Intended consequences- Inspiring changes.
    - Influencing overall change; Impact of EE on school development; Improving teaching practice and their professional development;; Inspiring collaboration between teachers. (18)
  - Unintended consequences.
    - Overall preparation for the evaluation; Stakeholder pressure; Other unintended consequences e.g. window dressing, teaching performance, stress, market effect. (13)

\*Conceptual model: <http://schoolinspections.eu/>



## Approval of the external evaluation system

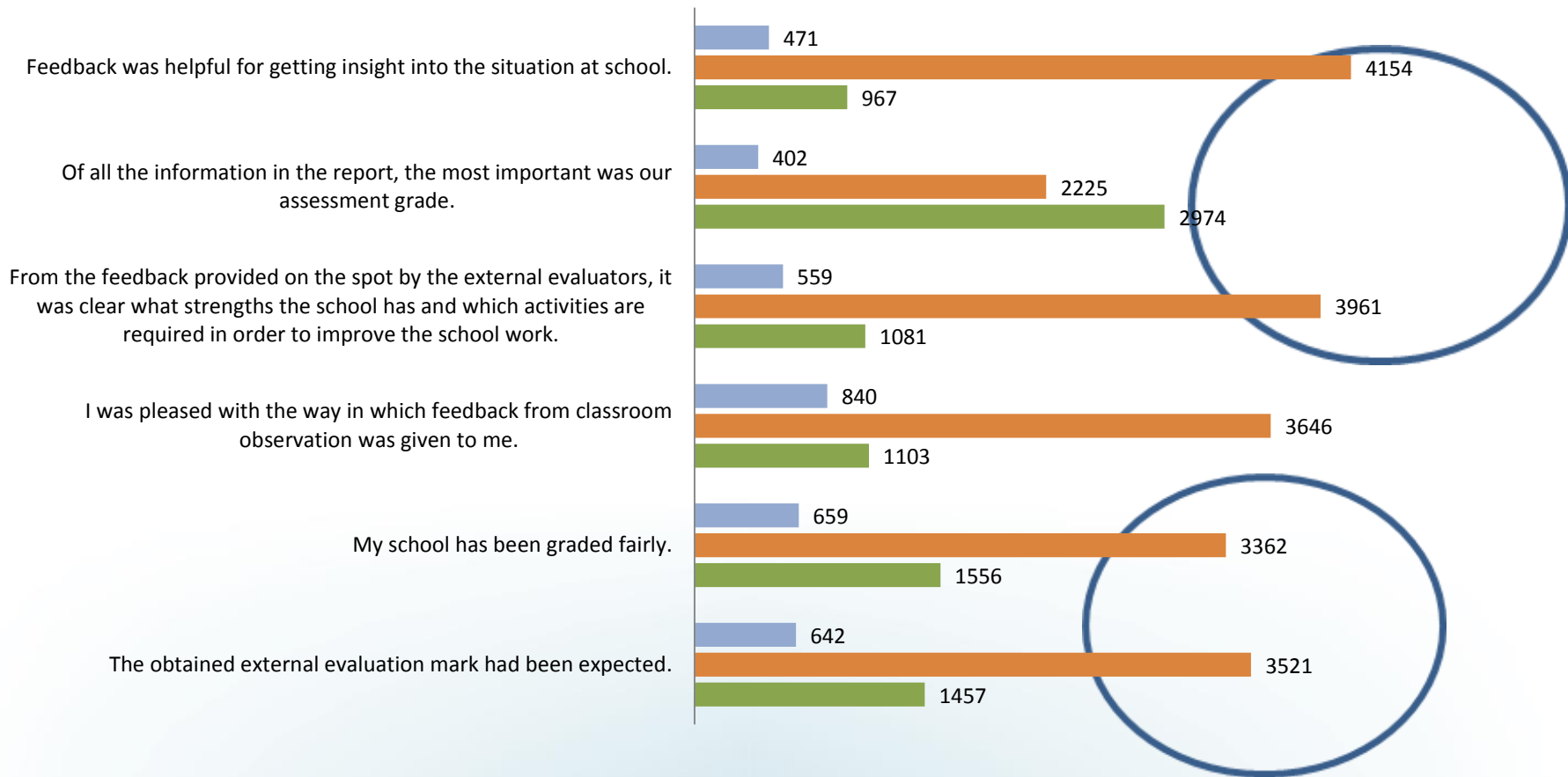
■ Neither agree nor disagree. ■ Agree ■ Disagree





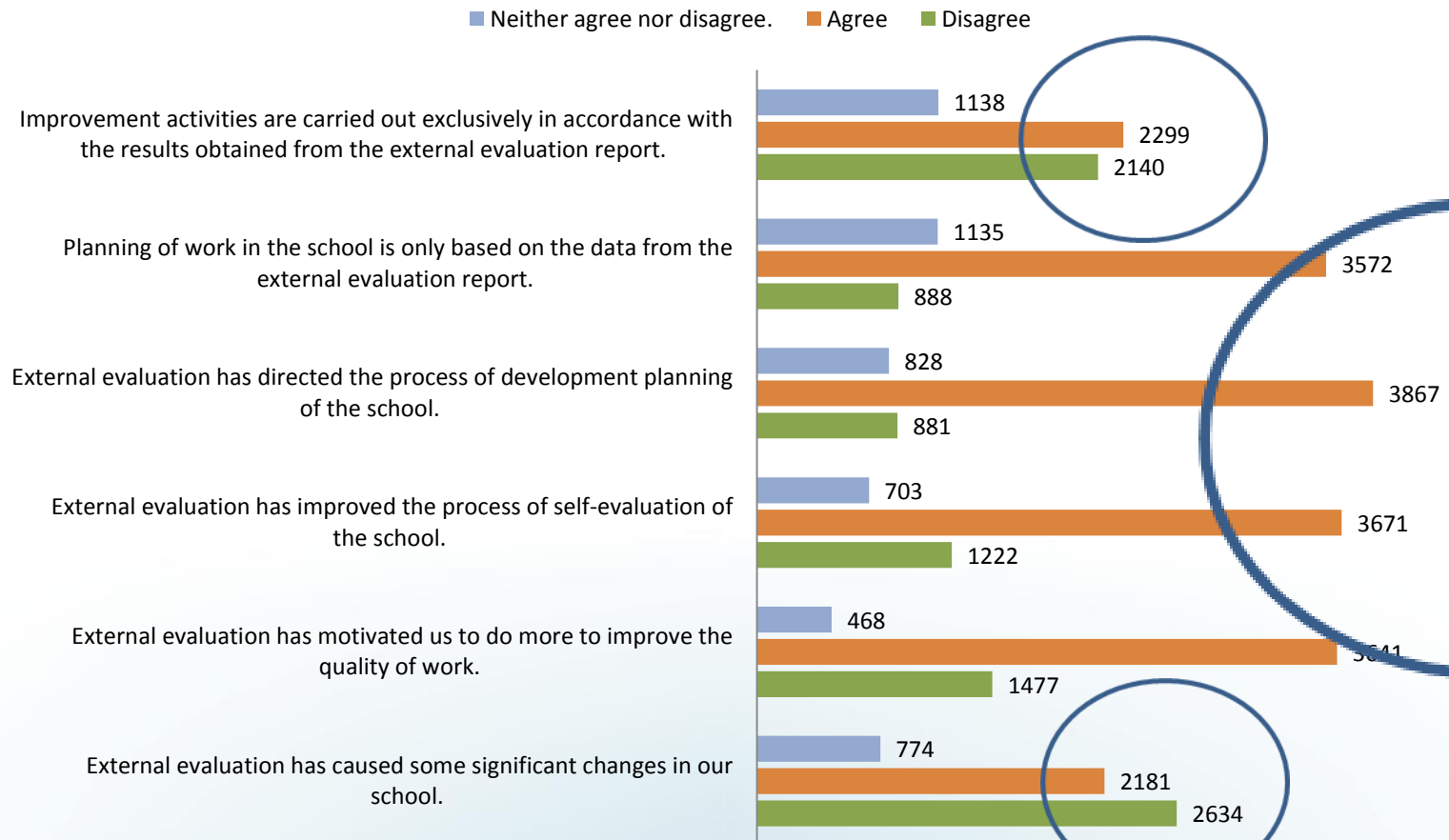
## Accepting feedback

■ Neither agree nor disagree. ■ Agree ■ Disagree

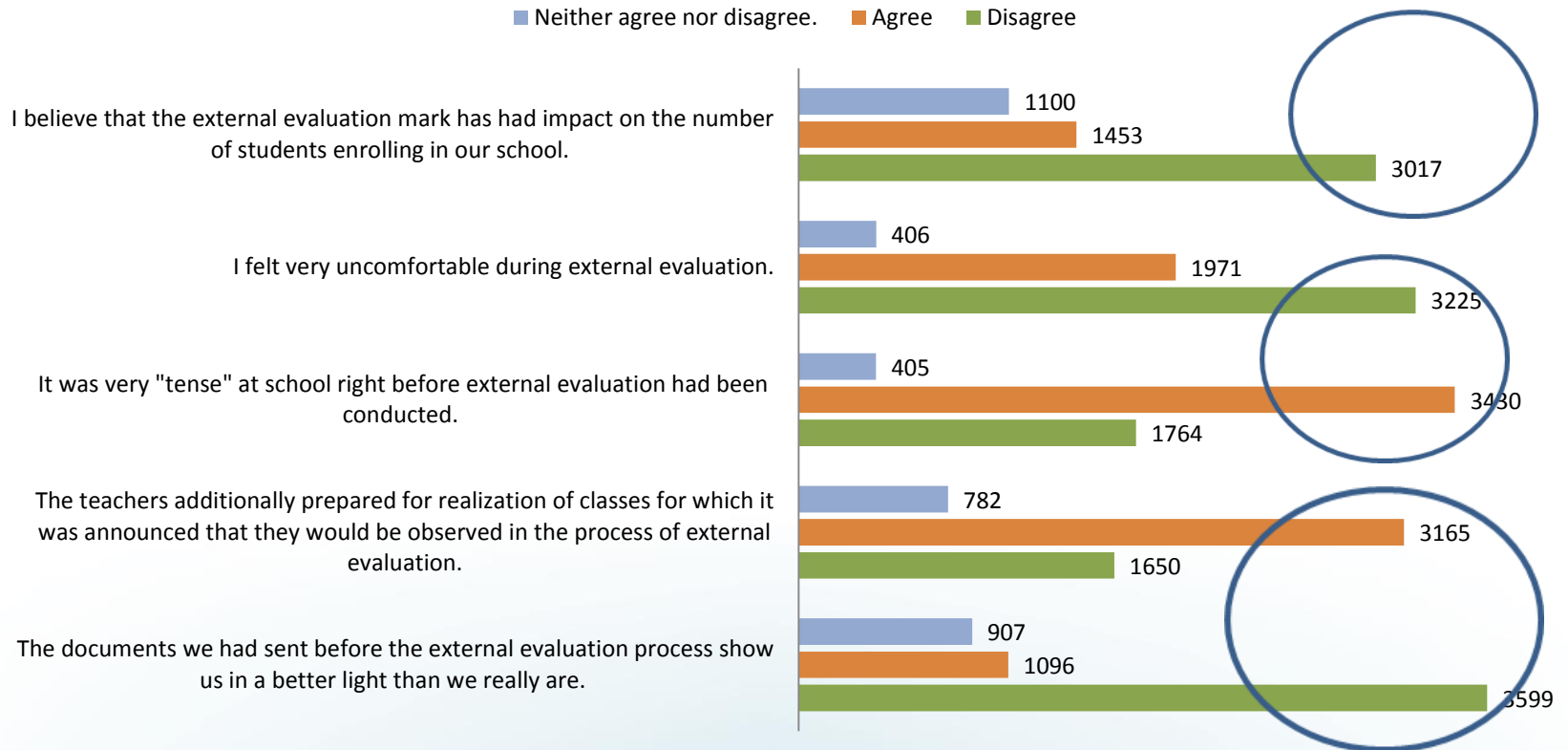




## Intended consequences – Inspiring changes



## Some unintended consequences



# Lessons learned

- Teachers approve of standardized evaluation methodology.
- Although some teachers have some reservations referring to the procedures of EE, most of the teachers are satisfied with the work of external evaluators and feedbacks they have gotten.
- EE has impact on teachers and schools.
- There are some areas to be improved.
- After all...

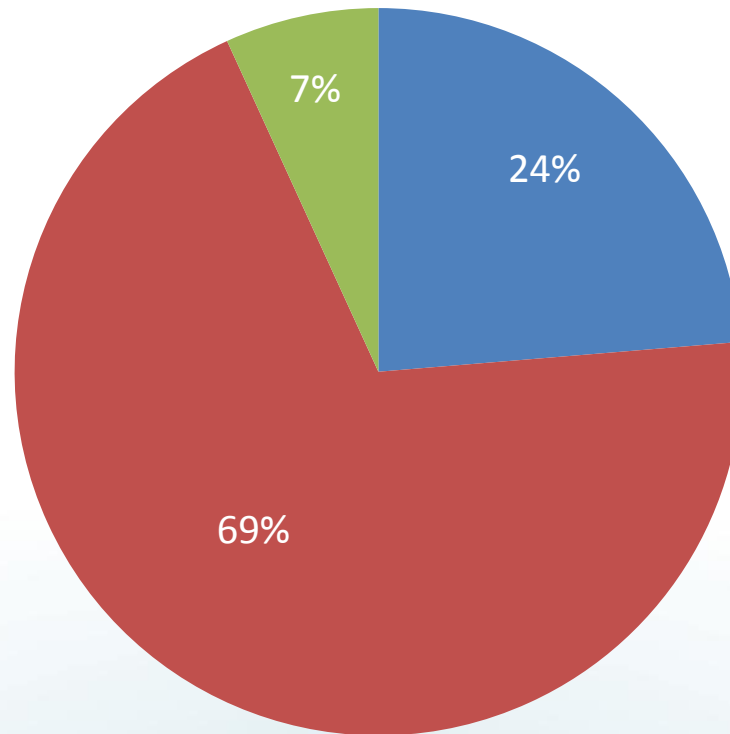


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**I think that it was beneficial for me to experience this kind of evaluation process.**

■ Disagree ■ Agree ■ Neither agree nor disagree.





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# Thank you for your attention!



[gcapric@ceo.gov.rs](mailto:gcapric@ceo.gov.rs)