

Questionnaire

SICI member organisation: Estonian Ministry of Education and Research

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1. Existing instruments, materials and products

For example: Questionnaires for schools, supervision framework with norms and indicators, framework for self-evaluation of schools, survey instruments to collect data, etc.

Name instrument, material, product	Abstract/description	Why useful?	Available digitally?	Language used	Date/time it was used
The activity indicators, published in the Estonian Education Information System (www.ehis.ee)	The activity indicators that educational institutions must analyse are established in the minister's decree. The activity indicators are partly electronically accessible also through the Estonian Education Information System.	The aim of activity indicators is to give educational institutions the possibility to compare their indicators in time and to compare them to the indicators of other institutions of the same type.	Yes www.ehis.ee	Estonian	Before inspection Self-evaluation
Questionnaires for schools	For students, parents, teachers	For information, data are used in the self-evaluation process	Yes http://www.hm.ee/index.php?04	Estonian	During the inspection Self-

			5133		evaluation
Standard-determined tests, basic school final examinations and upper secondary school national examinations	In basic school and upper secondary school, the external evaluation system of study results comprises nation-wide standard-determined tests at the end of stages of study, basic school final examinations and upper secondary school national examinations. Nation-wide standard-determined tests and basic school final examinations are graded at school. The analysis of results is carried out according to a sample at the Foundation Innove. National examinations are graded by evaluators appointed by the decree of the Minister of Education and Research and their activity is organised by the Foundation Innove.	Standard-determined tests are designed to check the acquisition of subject competences (main knowledge and skills) necessary to complete a stage of study: ability to reproduce knowledge, to use it in a new situation and to link it to the knowledge acquired under other subjects. Final examinations are designed to check the acquisition of subject competences (main knowledge and skills) required in the national curriculum to finish basic school: ability to reproduce knowledge, to use it in a new situation and to link it to the knowledge acquired under other subjects.	No	Estonian	Before inspection Self-evaluation
“Organising the inspection in the educational institutions” by Hille Voolaid	Overview of organising the inspection	Guidelines on the operation of inspection	Yes http://www.hm.ee/index.php?045022	Estonian	2013 2012 2011 2010

“Self-evaluation. An analysis and evaluation of schooling and education”	A book that has been compiled in order to learn from experience of internal evaluation, to share best practice, as well as to discuss the problems encountered during the internal evaluation process.	Guidelines on the operation of inspection, exchange of best practice	Yes http://www.hm.ee/index.php?0511182	Estonian	2011
“Internal evaluation of educational institutions I” A handbook of internal evaluation in terms of development educational institution	A handbook compiled by experts and workgroups which describes internal evaluation in terms of educational institution development.	Guidelines on the operation of inspection, exchange of best practice	Yes http://www.hm.ee/index.php?0511182	Estonian	2008
“Internal evaluation of educational institutions II”	A collection of specific topics on internal evaluation compiled by experts and workgroups.	Guidelines on the operation of inspection, exchange of best practice	Yes http://www.hm.ee/index.php?0511182	Estonian	2008
“A handbook of internal evaluation for vocational education institution”	A handbook compiled by experts and workgroups which describes internal evaluation in terms of educational institution development.	Guidelines on the operation of inspection, exchange of best practice	Yes http://www.hm.ee/index.php?0511182	Estonian	2007
Satisfaction questionnaires	Recommended questionnaires for measuring the satisfaction of students, parents and school personnel.	For receiving feedback	Yes http://www.hm.ee/index.php?0511182	Estonian	
Satisfaction questionnaires for vocational education institutions	Sample questionnaires in order to take into account school personnel opinions, employers’ wishes and graduates’	For receiving feedback	Yes http://www.hm.ee/index.php?0511182	Estonian	

	experiences in the process of school improvement plan.				
Satisfaction questionnaires for pre-school child care institutions	Satisfaction questionnaires for pre-school children	For receiving feedback	Yes http://www.inno.ee/okva/rahulolukysimustikud	Estonian	
Framework for self-evaluation of schools	The criteria of internal evaluation (leadership and management, personnel management, cooperation with interest groups, resource management, the education and schooling process; results related to a child/student, personnel and interest groups and statistics of the educational institution) have been stipulated by a regulation of the Minister of Education and Research. The report is coordinated with the school board (council) and the owner of the institution.	Based on evaluation criteria, activity indicators, the objectives of the educational institution's activities and the results. Deriving from the latter, an education institution composes an analytical report that briefly describes the internal evaluation system of the institution, assesses the impact of internal evaluation on the institution's work and describes the institution's strengths and improvement activities.	Yes http://www.hm.ee/index.php?045133	Estonian	Before inspection Self-evaluation
Education and Research in Estonia. 2012	Overview of the education and research system in Estonia	Provides a brief overview of Estonian education system.	Yes http://www.hm.ee/index.php?148635	English	2012 2009 2008 2007
Booklet "Education and Research in Estonia"	Overview of the education and research system in Estonia	Provides a brief overview of Estonian education system.	Yes http://www.hm.ee/raamat2010-2011/en/avaleht_eng.html	English	2011

2. Research papers

For example: Paper by inspectorate researchers: Inge F. de Wolf and Frans J. G. Janssens: *Effects and side effects of inspections and accountability in education: an overview of empirical studies*. Oxford Review of Education, Vol. 00, No. 0, Month 2007, pp. 1–18.

Author, title, date, publisher of the paper	Abstract/description	Why useful?	Available digitally?	Language used	Date published
“Overview of external evaluation system in the year 2012/2013”	Overview of the external evaluation with a focus on teachers’ teaching performance and curriculum development	Provides an analysis of the findings, the efficacy of internal evaluation and counselling conducted by inspection. In addition to that, the overview informs on best practice and describes the results of the studies carried out.	Yes http://hm.ee/index.php?045022	Estonian	2013
“Overview of external evaluation system in the year 2011/2012”	Overview of the external evaluation with a focus on teachers’ teaching performance and curriculum development	Provides an analysis of the findings, the efficacy of internal evaluation and counselling conducted by inspection. In addition to that, the overview informs on best practice and describes the results of the studies carried out.	Yes http://hm.ee/index.php?045022	Estonian	2012
“Overview of	Overview of the external	Provides an analysis of	Yes	Estonian	2011

external evaluation system in the year 2010/2011”	evaluation with a focus on teachers’ teaching performance and curriculum development	the findings, the efficacy of internal evaluation and counselling conducted by inspection. In addition to that, the overview informs on best practice and describes the results of the studies carried out.	http://hm.ee/index.php?045022		
“Overview of external evaluation system in the year 2009/2010”	Overview of the external evaluation with a focus on teachers’ teaching performance and curriculum development	Provides an analysis of the findings, the efficacy of internal evaluation and counselling conducted by inspection. In addition to that, the overview informs on best practice and describes the results of the studies carried out.	Yes http://hm.ee/index.php?045022	Estonian	2010
“Study on internal evaluation” by Toomas Kink	Overview of the results of the internal evaluation in Estonian schools	Provides an analysis of the implementation of internal evaluation.	Yes http://www.hm.ee/index.php?045133	Estonian	2008
“The performance of thematic national inspection – a research of country governments” by Elina Kallas and Pille Mõtsmees	Overview of inspection with a focus on county governments.	Feedback of the performance of inspection.	Yes http://www.hm.ee/index.php?045022	Estonian	2012
“The performance of	Overview of the school	Feedback of the	Yes	Estonian	2012

thematic national inspection – a research of educational institutions” by Anne Reino and Pille Mõtsmees	principals’ opinions about inspection.	performance of inspection.	http://www.hm.ee/index.php?045022		
“PISA 2009. Lessons for Estonia” by Maie Kitsing	Overview of the results of PISA 2009, including the key findings for Estonia.	Exchange of best practice	Yes http://www.hm.ee/index.php?148619	English	2011
“PISA 2006. Estonian results” by Maie Kitsing	Overview of the results of PISA 2006, including the key findings for Estonia.	Exchange of best practice	Yes http://www.hm.ee/index.php?148619	English	2008
TALIS (OECD) Teaching and Learning International Survey	The purpose of this survey is to find out how countries can prepare teachers to face the diverse challenges in today’s schools.	The survey investigates teachers’ and school leaders’ opinions about their working conditions and the learning environments at their schools.	Yes http://uuringud.ekk.edu.ee www.innove.ee	Estonian	2013
Study on internal evaluation in educational insitutions	A study that supports implementing internal evaluation in educational institutions.	Provides support for educational institutions.	Yes http://www.innove.ee/et/yldharidus/esf-programmid/okva	Estonian	2011

3. Internal training programmes

For example: Training in inter-rater reliability, interview training, induction of new inspectors.

Name training programme	Abstract/description	Why useful?	Available digitally?	Language used	Date/time it was used
Training courses for inspectors in the Ministry of Education and Research	In-service training, mentoring	For sharing knowledge and experience	No	Estonian	Twice a year
Training courses for country government inspectors	In-service training	For sharing knowledge and experience	No	Estonian	Twice a year

4. Bilateral exchanges and joint projects with SICI partners (2007 – now).

For example: Exchange with Ofsted about Value Added Measures, co-operation project peer review with Hamburg and Berlin.

Name exchange programme	Abstract/description	Why useful?	Available digitally?	Language used	Date/time
			yes/no		

5. Externally funded activities and Capacity building projects (also to non SICI members)

For example: P2V-project: international collaboration with six countries on evaluating ICT, funded by the EU Life Long Learning Project.; Capacity building project in Croatia: Monitoring School Quality in Croatia, etc.

Name activity	Abstract/description	Why useful?	Available digitally?	Language used	Date/time of activity
Improving the quality	The goal of the ESF	The programme activities will be used	Yes	Estonian	2008 - 2013

of education through an internal evaluation system for use in educational institutions, an academic performance-based external evaluation system, and development of legislation	programme is to bring about a rise in the quality of education by improving the quality of the management of the general educational system and educational institutions, provision of flexible feedback on academic performance and the development of supporting legislation.	to increase the knowledge and practical skills of heads of educational institutions, teachers at and operators of educational institutions with regard to internal assessment of educational institutions. The programme target group comprises participants in the general educational system (students, administrations at educational institutions, personnel at educational institutions, parents) and partners in the field of general education (operators of educational institutions, county and local government educational specialists, professional associations, teacher trainers etc).	http://www.innove.ee/okva	English	
Raising the qualifications of general education teachers 2008-2014	The purpose of the ESF programme is to create conditions that would support the professional development and activity of general education teachers throughout their careers.	The programme activities will support the professional development of teachers; teachers will be involved in developing the field of teacher education through cooperation networks; a system for evaluating the qualification of applicants for professional teaching certification will be developed; and the quality of teachers' primary education and in-service training will improve.	Yes http://www.innove.ee/et/yldharidus/esf-programmid/yldhariduse-pedagoogide-kvalifikatsiooni-tostmine	Estonian English	2008-2014
"Developing an educational	The objective of the ESF programme "Developing	The programme activities are aimed at ensuring that academic counselling	Yes http://www.ekk.edu.ee/th	Estonian English	2008 - 2011

counselling system” (2008-2011)	an educational counselling system” is to improve the quality of the educational counselling system and create academic advice centres on the county level to prevent students from dropping out of school, and to increase coping strategies and competitiveness for young people in their everyday life and in the labour market.	service is available in all regions of Estonia, providers of the educational counselling service are being trained and the counselling system developed.	e-esf-programmes		
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8. Current requests/applications for funding

For example: Application for funding of the visit of an inspectorate delegation to France, through EU Call Lifelong Learning, Subprogram Comenius, Action Category Mobility, Action Comenius Preparatory Visits for visit of delegation, etc

Name activity	Abstract/description	Why useful?	Available digitally?	Language used	Date of the application	Application successful?
Project “The making of: Leadership in Education”	The results of the three-year-collaboration in the Comenius Network Leadership in Education.	Exchange of practice	Yes http://www.hm.ee/index.php?048181 http://www.leadership-in-education.eu/	English, Estonian	2011	yes/no
			yes/no			yes/no
			yes/no			yes/no

			yes/no			yes/no
			yes/no			yes/no

9. Experts in your organisation who could be of assistance to other SICI members

For example: Mr. X, expert in risk analysis; Ms. Y, expert in training; Mr. Z, expert in databases.

Name expert	Field of expertise
Ain Tõnisson, ain.tonisson@hm.ee	external evaluation system
Maie Kitsing, maie.kitsing@hm.ee	counselling
Hille Voolaid, hille.voolaid@hm.ee	supervision
Pille Kõiv, pille.koiv@hm.ee	exams and tests
Aimi Püüa, aimi.pyya@innove.ee	exams and tests
Margus Kärner, margus.karner@hm.ee	databases (EHIS)

10. Specific expertise of your organisation

For example: Expertise in setting up databases with information about schools.

Expertise	Abstract/description
Expertise in setting up databases with information about schools (www.ehis.ee)	<p>Since 2004, it is possible, through the Estonian Education Information System (EHIS), to get information regarding an educational institution's activity indicators (http://www.ehis.ee), e.g. number of pupils per teacher, average number of pupils in class, ratio of pupils to repeat a year relative to the overall number of pupils etc. These indicators can be compared to those of other schools belonging to the same group (schools of rural municipalities or small towns, schools of county capitals, city schools, schools with no service area). At present, information is available regarding general education institutions.</p> <p>The data on educational institutions are established by the minister's directive and freely available. For example, the following information is available concerning general education institutions:</p>

support for students with special educational needs; the ratio of students remaining in the same class for the second year to the number of students acquiring basic education; the results of state examinations in basic schools by subject; the proportion of graduates of an upper secondary school among students who started the 10th grade in the same graduating class; the proportion of students who do not fulfil the obligation to attend basic school; the number of graduates among the number of school entrants (for the 9th and 12th grades); the proportion of students continuing education among the total number of basic school graduates; the number of teachers with the required qualifications; the average amount of in-service training of teachers (in hours); the age pattern of teachers; the proportion of teachers who left the school during the academic year among the total number of teachers; the percentage of female teachers among the total number of school teachers; a student-to-teacher; average size of classes; the number of students per computer; and the number of teachers per computer.

The information system of the Ministry of Education and Research consists of five sub-registers (see <http://www.ehis.ee>):

- the sub-register of documents certifying education: records are kept of the issuing of graduation documents certifying basic, general secondary, vocational secondary and higher education and of certificates proving the completion of residency;
- the sub-register of teachers: contains information on teachers, head teachers and vacancies involved in provision of formal education in educational institutions enabling the acquisition of pre-primary, basic, general secondary and vocational secondary education, and on teachers, head teachers and vacancies in educational institutions enabling the acquisition of hobby education;
- the sub-register of pupils, students and resident physicians: records are kept of pupils, students, external students and resident physicians acquiring basic, general secondary, vocational secondary and higher education;
- sub-register of educational institutions: records are kept of educational institutions enabling the acquisition of basic, general secondary, vocational secondary, higher and hobby education, and of general data and the inventory required for education and schooling in these institutions;

	<ul style="list-style-type: none"> the sub-register of curricula and education licences: contains information on the curricula, programmes and education licences of educational institutions enabling the acquisition of pre-primary, basic, general secondary, vocational secondary, higher and hobby education or in-service training. <p>In addition to the aforementioned information system, several other registers are also kept, the following of them are related to education:</p> <ul style="list-style-type: none"> the register of research and development institutions (http://www.etis.ee); the results of state examinations of the Foundation Innove (www.innove.ee; www.eesti.ee); the register of professions: lists all the existing professional councils (http://www.kutsekoda.ee).
Examination Information System	A large system set up by the Foundation Innove for gathering information about national examinations.
Setting up a database with information about education statistics (www.haridussilm.ee)	A large and visual database of Estonian education statistics which was set up by the Ministry of Education and Research in 2013.

11. Could you indicate current or future training or information needs for your organisation?

For example: Help with setting up risk-based analyses, training in report writing, etc.

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12. Do you have any questions about the SICI Inspection Academy?

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