

COUNTRY PROFILE [TEMPLATE]

In creating this template I've made a number of assumptions about what we're trying to achieve. The first set of assumptions is that the purpose of the country profile is to (a) allow other countries to access basic information about each other's inspectorates, (b) allow us to usefully compare inspectorates across countries, (c) allow us to learn more detail by providing links and sources for further information.

The second set of assumptions is that purpose of this template is to (a) provide some structure to the profiles, (b) encourage participating countries to focus on giving the most relevant and useful information, (c) prevent the completion of the template from becoming a long or bureaucratic task, (d) make it easy for us to update the template when our situations change.

By following this template we should have a short profile that is uploaded directly onto the webpage rather than uploaded through a pdf. Therefore your completed sheets should be **no longer** than 2 Word doc pages, Tahoma size 12.

- 1. Basic information** – this should be as short as possible; doesn't need to be in paragraphs or full sentences.

Country name: Slovenia

Structure of inspectorate: Are you organised centrally or by region/state? Does inspection regulation or standards vary across regions or states?
Centrally.

Age of inspectorate: How long have you been established for? What was your predecessor organisation (i.e. who did inspection before you?)
Since 1994

Size: How many inspectors do you have? How many central/policy staff do you have?

15 inspectors, 11 for education/school and 4 for sports

Remits: What form of education do you inspect? E.g. early years, schools, universities? Anything that is non-education?
From kindergardens to Universities (up to University, without them)

Unit of inspection: Do you inspect schools or groups of schools (or both?) Do you inspect teachers, or subject departments? Do you inspect local authorities?
We inspect schools and teachers, no local authorities

What is your strapline? E.g. Ofsted's is "Raising standards, improving lives"

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Relationship with government: Do you operate as part of the Education Ministry, or are you independent? Briefly explain the legal relationship you have with the Ministry (e.g. any reporting duties)? Are you allowed to report on government policy? Are you allowed to publish reports without govt approval?

We are a part of Education ministry, but actually independent (we have our own program, finances, leadership; we make an annual report for ministry and also work with them on legislation).

Accountability: What are you accountable for delivering? Where is this set out? (e.g. in legislation or in a policy document?) How are you held to account as an organisation (e.g. must you report annually)?

We report annually and we work under School inspection Law, which we also help to create and comment on it (but it depends on the govt if they accept all our proposals)

2. **Evaluation process** – this should be in short paragraphs

Self-evaluation: Do you have a form of self-evaluation (i.e. do you expect institutions to report on themselves?) If so, briefly explain how this relates to external evaluation.

Schools must have selfevaluation, but we do not make a form for them. There is no external evaluation.

What do you examine during inspection? Do you look at finances? Do you look at legal compliance? Do you observe and/or grade lessons?

We look at legal compliance, we do not observe and do not grade, we do not look at finances.

Do you have an inspection framework? Is this a quality or compliance model? Do you evaluate the quality of education or teaching, or report against a series of non-qualitative standards? How does this work?

None above it. If we find that someone is teaching poorly or against curriculum, we would engage Bureau/Instituion for education, where experts on that work.

Inspection time and resource. How long are your inspections? Do they last several days, or shorter? How many people go on inspection? What sort of qualifications/experience do they have? i.e. are they former headteachers, lawyers or accountants?

Inspections on site can last from two hours to several days, but all the process from beginning to the end iz made approximately in 2 months. Usually there is one inspector on site only, if there is more demanding case, two would go. We have former teachers, headmasters, people who worked at ministry of education. No lawyers, no accountants.

Frequency of inspections: Do you have set inspection cycles? How long are these? Are they risk-based or not? If risk-based, what information do you use for assessing risk?

The law stipulates regular inspections every 5 years, but in practice this does not happen due to too few inspectors and due to too many ongoing initiatives. Regular inspections would last for one day only, but few years ago could last for 3 days.

Main business: Do you do anything that is not inspection? E.g. pre-registration or providers, or other forms of regulation? Are you involved in complaints examination? Do you take part in competition of headmasters?

90% of our work are inspections, the rest is counselling at schools for teachers/headmasters, and we are always available over the phone, emails ... where we answer questions for everybody.

3. Consequences of inspection

Reporting: Do you publish your reports on institutions? If so, who reads them and how are they used? (e.g. to help parents make school choices?)
No.

Grade: Do you grade institutions? If so, how many do you have? Are there any rewards for getting the top grade? Or any punishment for getting the lowest?
No.

Knowledge sharing: How do you use the findings of inspection? Do you use thematic reporting, and publish your findings?
We have annual reports and when we do counselling at schools we would share good practices and findings.

What happens following an inspection? Do schools shut down? Are the weak ones partnered with other schools; the strong ones allowed to flourish?
No school has ever shut down because of school inspection. Every school works for itself.

What is the stated purpose of your inspectorate? Do you have a theory of action about how improvement is achieved through inspection?
In the future we would like to be more of a counselling institution, working on prevention, but right now we must to obey the law, so that means working on all the initiatives we get.