

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: Republic of Moldova

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

Centralized organization. Evaluation standards are unique to the entire country.

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

The National Agency for Quality Assurance in Education and Research (former National Agency for Quality Assurance in Professional Education - ANACIP) has been operating since 2015. Until 2011, the accreditation and authorization of educational institutions was carried out by the Licensing Chamber, now abolished.

The National School Inspectorate was an entity subordinated to the Ministry of Education until 2018, it was merged with ANACEC, as a subdivision of it.

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

In the Department for Evaluation in General Education (ANACEC), there are currently 10 employees, a number considered insufficient.

Remits: What form of education do you inspect? E.g. early years, schools, universities? Anything that is non-education?

External evaluation: takes place in general education: preschool level (kindergartens), primary education level, pre-university secondary education level (gymnasiums and high schools) and extracurricular education (creative centres, entities providing educational services).

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?

ANACEC evaluates any general education institution. It also evaluates the managerial staff and monitors the internal evaluation of the teaching staff.

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

Evaluating the compliance with the national standards in order to achieve quality in education.

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?

ANACEC is subordinated to the Ministry of Education, Culture and Research. It elaborates normative documents necessary for the external evaluation process in general education with the approval of the Ministry. Reporting tasks are more related to the results of external evaluation or the results of piloting normative acts such as evaluation methodologies.

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)?

The attributions and competences of ANACEC are found in the Education Code, in the Regulation on the organization and operation of the National Agency for Quality Assurance in Education and Research (Government Decision No. 201 of 28.02.2018), other aspects are described in Agency's external evaluation methodologies.

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.

The self-evaluation of general education institutions, managerial staff and teaching staff (carried out at institutional, local level) is a component part of the external evaluation process. It is a first stage with which the external evaluation procedure starts. In the case of external evaluation of the institutions for the purpose of their accreditation, the headmaster also presents, together with the application, the activity / self-evaluation report, which confirms that the institution has assessed its

potential, situation and is ready to take responsibility for the results of the 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?

During the evaluation, attention is paid first of all to ensuring the conditions according to the standards, the observance of the normative framework. In some cases, only classes are attended. External evaluation offers the possibility for both parties (evaluated institutions and evaluators) to learn something new.

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?

ANACEC has developed three evaluation methodologies (of the teaching staff, of the managerial staff and of the general education institutions) based on existing national quality standards. We are currently working on a Guideline that will provide some recommendation information.

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?

Evaluations can last from 1 to 3 days, depending on the potential of the institution. The external evaluation committee is composed of at least three people, ANACEC employees and evaluators selected from among managerial staff and teaching staff with experience in teaching and management, with didactic or scientific degree, experts selected from ANACEC's Register of evaluators, representatives of the Ministry of Education, Culture and Research, public administrations and local specialized bodies in the field of education or other reputable specialists in general education. NGO representatives can participate as partners and as expert evaluators.

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?

External evaluations are expected to be carried out and repeated every 5 years. There are some risks, as well. Due to the modest resources (insufficient number of expert evaluators) we do not manage in time and evaluate the necessary number of institutions.

In order to prevent some risks, ANACEC is gradually starting to use the information that local specialized bodies in the field of education in the territory can provide.

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?

Along with external evaluations, we are involved in training activities. We are not involved in examining complaints.

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?)

The reports with the results of the external evaluation will be published on the website of ANACEC, of the local specialized bodies in the field of education and of the Institution. A wide audience will be able to get acquainted with the results of the reports: from the specialist in the field to parents, including. The institution applies the recommendations of the periodic external evaluation report with regard to the level of achievement of standards, by completing and adjusting the institution's work program / institution's development plan.

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?

If the general education institution has obtained in two consecutive evaluations the unsatisfactory rating following the periodic external evaluation performed by ANACEC, the individual employment contract concluded with the headmaster of the Institution is terminated, according to art. 52 of the Education Code.

Knowledge sharing: How do you use the findings of inspection? Do you use thematic reporting, and publish your findings?

There will be thematic and public reporting of results. The results of the external evaluation by ANACEC carried out at the moment will contribute in perspective to the adjustment and improvement of the Evaluation Methodologies in the piloting process.

What happens following an inspection? Do schools shut down? Are the weak ones partnered with other schools; the strong ones allowed to flourish?

ANACEC is not a repressive control body and has no powers to close down education institutions. The fate of the institutions evaluated repeatedly with unsatisfactory results is decided by the Ministry of Education, Culture and Research.

What is the stated purpose of your inspectorate? Do you have a theory of action about how improvement is achieved through inspection?

External evaluation can become an opportunity for professional development in order to support the improvement of the quality of the educational process. The use of external evaluation results can support the improvement of the quality of the mutual Leadership relationship in the field of institutional management.

Capitalizing on the results of self-evaluation and external evaluations can increase the quality of educational services provided by general education institutions.