

## COUNTRY PROFILE [TEMPLATE]

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

**Country name:** Bulgaria

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

National Inspectorate of Education (NIE) is organised by centrally. Inspection regulation and standards are one and the same in all regions.

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

The NIE has been established for 1 year. The predecessor organisations were the Regional Inspectorates of Education now called Regional Offices of Education but they perform different functions.

**Size:** How many inspectors do you have? How many central/policy staff do you have? NIE has a total staff of 20. The Inspectors are 12.

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

NIE inspects kindergartens, primary schools, secondary schools, high schools and professional schools.

**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?

NIE inspects the quality of educations of schools and kindergartens.

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

NIE strapline is independent expert evaluation of the quality of education and improving education process.

**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 government approval?

NIE shall be managed and represented by a director who is a body for external inspection of kindergartens and schools. The Director of the National Education Inspectorate shall be a civil servant and shall be appointed and dismissed by the Prime Minister.

The structure and functions of the NIE, the rights and duties of the inspectors shall be determined by a regulation adopted by the Council of Ministers on a proposal by the Minister of Education and Science.

The budget is delegated of the Ministry of Education.

The Director of the NIE shall, by 1 September, provide the Minister of Education and Science and the Council of Ministers with an analysis of the quality of education in inspected kindergartens and schools for the past academic year.

**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)? NIE accountable for delivering inspection process of drawing up a comprehensive independent expert evaluation of the quality of education provided by the kindergarten or school at a particular point in their activity and determining the directions for improvement. The purpose of the inspection is to determine the degree of implementation of the state educational standards by

formulating an assessment of the strengths in the activities of educational institutions and of the aspects in their activity that need improvement.

This is set out in Law on Preschool and School Education, Ordinance No. 15 of 08.12.2016 on the Inspection of Kindergartens and Schools and regulations on the structure and functions of the National Education Inspectorate.

## 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.

There is currently no ordinance regulating educational institutions to carry out self-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?

The inspection covers 2 areas:

1. educational process, which includes: teaching and learning (Inspectors observe also lessons); Educational activities; Assessment of learning outcomes, taking into account the individual progress of each child, the support of the children with special educational needs, the relationship between pedagogical professionals and children or pupils and prevention against dropping out of the education system;

2. the management of the institution, which includes: Management of financial resources; Human resources management; The professional skills and competences of the pedagogical specialists; Interaction with stakeholders and Management of the physical environment.

The criteria for the inspection of kindergarten and the school are quality standards on the basis of which an assessment of the educational institution in the areas of inspection is made. The criteria are developed, tried and improved by the Director of NIE and are published on the website.

**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?

The inspection Framework (framework) is a document developed by the NIE which contains detailed information about the overall inspection process. The publication of the Framework on the website of NIE aims to ensure transparency of the inspection process, as well as to increase the awareness of the participants in inspection and society.

The document responds to questions related to: The nature of the inspection; The powers of the participants in the inspection process; The rules under which inspection is carried out; The stages and deadlines of the inspection; Scale on which the assessment will be carried out; The instruments with which the inspection will be carried out; The structure of the inspection report. The inspection identifies strengths and guidelines for improvement and the aim is positive motivation of educational institutions to increase the quality of education.

**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?

The inspection is carried out in three stages with the following duration: 1. Preparatory-up to ten days; 2. Real (on-site visit)-up to five days/usually 2 or 3 days/; 3. Final-up to ten days. Inspections are carried out by teams of internal and External and inspectors. An external inspector may be a person with: 1. Higher education with master degree; 2. Professional experience in an area corresponding to the activity inspected, less than 5 years; 3. Completed successful training in NIE, attested by a document.

**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 educational institution shall be inspected once per every five years. If the assessment of the last inspection is unsatisfactory, a new inspection shall be carried out within a period of six months to no more than one year.

**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?

The NIE performs a function of inspection of kindergartens and schools by carrying out an activity of preparation of a comprehensive, independent expert assessment of the quality of the kindergarten or the school education and provides guidelines for improving the quality of education.

### **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, we don't publish our reports. We send them to the director of the school and the head of regional government of education.

**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, we don't grade institutions.

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

We make analyses and publish on our website a summary from the inspections of all institutions over the past school year. It includes average scores on indicators and criteria, good practices with a contribution to improving the quality of education, the most common strengths in kindergartens and schools, and the most commonly provided guidelines for improving the performance of the kindergartens and schools.

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

The institution with the help of regional government of education, if needed, tries to do its best to fulfil the guidelines for improving the performance of the institution.

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

When we inspect an institution, we provide it with guidance to improve the institution's performance. When it follows the instructions, it achieves improvement.