



SICI General Assembly 2018

Belgrade, November 15-16 2018





Introduction

Not a new preoccupation for SICI in a profoundly modified education context.

Question at the core of Inspectors' identity: What is the added value of external evaluation? How can we measure it? How can we share our reflection?

Three workshops in 2018 - first presentation of the results in Belgrade. Publication of the paper in January after circulation within SICI



I. What does research say about the impact of inspection?

A rather limited number of studies

A rather small number of countries studied/language

Policy makers pay attention to the results

Impact better recognised in recent studies. (Ehren ? Baxter, UE, Twente University)

Important for SICI members to work with/build links with researchers.

II. How is the impact measured in SICI member countries?

Impact on policy makers and public opinion: an empirical approach.

Policy makers:

- No existing list of set criteria/no scientific approach

- Importance of Thematic or annual reports

- Difficult to assess impact on a systemic level

- Easier to measure the impact of a specific report

- Variables : timing/urgency/focus/sponsor

Public opinion:

- Representation has varied greatly through the years (see Book on History)



II. How is impact measured in SICI member countries?

A more systematic approach to measure impact on the performance of schools:

development of surveys before and after inspections

Quality and sustainability of the impact on the performance of schools depend on two main factors:

- The professionalism of inspection processes and of inspectors

- The capacity of school leaders and staff to receive and understand the results of the inspection, to accept and reflect on them

Ireland, Malta, Scotland examples



III. What are the possible levers to improve Impact? What good practices can we share? Engagement of stakeholders.

- Schools and Schoolboards in the Netherlands
- Associate inspectors in Scotland and Wales
- A better professional dialogue

Professionalism of processes and methods.

- Do two inspectors inspecting the same school make consistent decisions?

Devising communication strategies.

- Towards the media
- Towards policy makers and public opinion

Conclusions can be tentatively drawn:

- Inspectorates are adapting quickly to meet the requirements of evidence based governance systems of education, and to account for their own efficiency.
- Although it is very difficult to list objective indicators, the impact of inspection cannot be underestimated. It is clearly recognized by school heads, local authorities and policy makers who are often inspired by inspectors' expertise and recommendations to conduct change.
- It also needs to be better monitored and a number of tools are being designed and experimented in several inspectorates in Europe: they are conceived to improve the feedback given by stakeholders to inspectors and to reinforce the internal quality assurance processes.