

**Enhancing quality in schools
and VET institutions
17-18 February 2011, Bonn**

Working session III:
Internal and external evaluation:
towards a continuum

**Working session III:
Internal and external evaluation: towards a continuum**

- Relationship
- Complementary role into a quality improvement process
- Aligning the criteria
- Effect on student outcomes
- Effects of economic crisis on internal and / or external evaluation

Working session III:

Internal and external evaluation: towards a continuum

- Diversity of European educational systems and European VET systems
- Shared responsibility for investing and / or sustaining VET schools (national governments, VET providers, local councils, social partners, teachers / trainers, parents, learners)
- Increasing pressure generated by economic crisis

Working session III:

Internal and external evaluation: towards a continuum

Relationship; Complementary role into a quality improvement process; Aligning the criteria

There are various approaches / opinions regarding the use of the same criteria

Criteria should / could be the same (Internal improvement efforts are in line with aims/goals at national level; External evaluation could give a clear picture on the objectivity of the internal evaluation)

Criteria should / must be different (Internal evaluation has to be a school reflective process, to allow school community to know themselves better, to have the freedom in choosing ways to improve)

Working session III:

Internal and external evaluation: towards a continuum

Relationship; Complementary role into a quality improvement process; Aligning the criteria

Internal evaluation	• Transparent (methods, judgment criteria, instruments, results)
And	
External Evaluation	• Objective (evidence based, criteria based judgment of strong points and weak points)
key elements	

Working session III:

Internal and external evaluation: towards a continuum

Relationship; Complementary role into a quality improvement process; Aligning the criteria

- **Different timing (who follows who)**
- External evaluation follows internal evaluation** and starts from / relies on the results of it and from the improvement plan that school decided to implement
- External evaluation** shows there are “elements” that need to be improved and **an internal evaluation could sustain school** in monitoring the achievement of its goals

Working session III:
Internal and external evaluation: towards a continuum

Relationship; Complementary role into a quality improvement process; Aligning the criteria

Internal evaluation needs support :

Time, Tools, Training,

in order to

build a common culture of trust

(have an open mind towards one another)

Working session III:
Internal and external evaluation: towards a continuum

Relationship; Complementary role into a quality improvement process; Aligning the criteria

Internal evaluation ↔ Trust ↔ External evaluation

EE trusts in IE and starts from its results (and in time, EE could come in longer sequences, if IE is credible and shows good results)

IE trusts in EE objectivity and there will be no repercussions

**Working session III:
Internal and external evaluation: towards a continuum**
Effect on student outcomes

It is too early to see the effects of internal and external evaluation on students outcomes,

But

There is a definite positive effect on students, parents, employers satisfaction (climate, safety, teacher's evaluation), and on early school drop –out

**Working session III:
Internal and external evaluation: towards a continuum**
Effects of economic crisis

In most countries budgets are cut down and this had an effect on EE especially

**Working session III:
Internal and external evaluation: towards a continuum
Messages**

IE needs to be empowered

(Schools and teachers must have time, tools and training for being able to reflect on themselves and make credible IE)

**Inspectors / external evaluators must be
“critical friends” not “judges” and they have
to earn the trust of “clients”**