

DEVELOPED BY THE EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE (ERI SEE) WITHIN "ENHANCEMENTS IN THE QUALITY OF EDUCATION AND TRAINING IN SOUTH EASTERN EUROPE" PROJECT (EQET SEE)



GOOD EUROPEAN PRACTICES IN THE IMPLEMENTATION OF EXTERNAL EVALUATION METHODOLOGIES – ACCOMPANYING DOCUMENTS

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Part I: Introduction

Part II: External evaluation process

A. Initiation of the external evaluation of an institution – preparatory activities

1. Initiation of the external evaluation process of an institution – Preparatory activities

1.2. Preparation of the external evaluation (data collection and the connection between self-evaluation and external evaluation) – North Macedonia

- Annex 1. Questionnaire for the school director
- Annex 2. Questionnaire for the teachers
- Annex 3. Questionnaire for parent/custodian
- Annex 4. Questionnaire for the students

Annex 1. Questionnaire for the school director

QUESTIONNAIRE FOR THE SCHOOL DIRECTOR

Name of the school: _____

Please give a real assessment to which extent the conditions and activities listed below are present in the day-to-day work of your school. Enter your responses electronically in the white spaces given below each question. The space for writing within the spaces is not limited and you can enter as much text as needed for giving a comprehensive answer to the questions. Do the scoring of the questions by highlighting the suitable number given in the spaces below.

2. How do the students in your school progress?									
not satisfactorily	1	2	3	4	5	6	7	excellent	
How do you know? Support your estimate with arguments.									
Which subjects the students' achievements are highest in and why?									
Which subjects need improvement and what is undertaken so that it is achieved?									

4. What are the results of the instruction?									
not satisfactorily	1	2	3	4	5	6	7	excellent	
How do you know? Which indicators is your estimate based on?									
Which are the best characteristics of the instruction and why?									

What should be improved and what do you undertake in that regard?

5a. How much is the curricula harmonized with all the students' needs?

not satisfactorily | 1 | 2 | 3 | 4 | 5 | 6 | 7 | excellent

How do you know? Which indicators is your estimate based on?

Which are the best characteristics of the curricula and why?

What aspects of the curricula should be improved and what do you undertake in that regard?

5b. How are the extracurricular and extra scholar activities of the students organized?

not satisfactorily | 1 | 2 | 3 | 4 | 5 | 6 | 7 | excellent

Which indicators is your estimate based on?

Which are the best characteristics of the extracurricular activities program and why?

What should be improved and what do you undertake in that regard?

6. How is the support for students (counselling, help with learning, emotional support...)?									
7a. How well does the school cooperate with the parents?									
not satisfactorily		1	2	3	4	5	6	7	excellent
Which indicators is your estimate based on?									
Which are the best characteristics in the cooperation and why?									
What should be improved and what do you undertake in that regard?									

7b. How well does the school cooperate with the local community?									
not satisfactorily		1	2	3	4	5	6	7	excellent
Which indicators is your estimate based on?									
Which are the best characteristics in the cooperation and why?									
What should be improved and what do you undertake in that regard?									

8. How good are the facilities, accommodation and equipment of the school for the educational process goals?									
not satisfactorily		1	2	3	4	5	6	7	excellent
Which indicators is your estimate based on?									
Which rooms in the school offer best conditions for work of the students and learning?									
In what area most improvement is needed and what are your plans to realize that?									

9. How do you assess the work of the School Board?									
not satisfactorily		1	2	3	4	5	6	7	excellent
Which indicators is your estimate based on?									
Which aspects of the management are the best and why?									
According to you, what should be changed and how?									

10. How are the results of the school leadership?									
not satisfactorily		1	2	3	4	5	6	7	excellent
Which indicators is your estimate based on?									
Which aspects of the leadership are the best and why?									
Which aspects of the leadership should change and what do you undertake in that regard?									
Which are the strongest aspects of the school resources (human and material) and why?									
What aspects of the school resources should be improved and what do you undertake in that regard?									

11a. What is the students' opinion about the school like?							
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not satisfactorily	1	2	3	4	5	6	7	excellent
What do you base your estimate on?								
What do they like most in their school?								
What should be improved and what do you undertake in that regard?								

11b. What is the parents' opinion about the school like?								
not satisfactorily	1	2	3	4	5	6	7	excellent
What do you base your estimate on?								
What do they like most in the school?								
What should be improved and what do you undertake in that regard?								

12. How do you assess the general progress of the school in the last three years?								
not satisfactorily	1	2	3	4	5	6	7	excellent
What do you base your estimate on?								
Which area greatest progress is achieved in and why?								
Which area needs further improvement and what do you undertake in that regard?								

13. How good is your school?								
not satisfactorily	1	2	3	4	5	6	7	excellent
How do you know? How can you support your statement?								
What do you do and what else you should do so that your school improves even more?								
Which area needs further improvement and what do you undertake in that regard?								

Please state to what extent was this questionnaire useful for you and what else can be done so that it improves:								

THANK YOU FOR TAKING YOUR TIME TO FILL IN THIS QUESTIONNAIRE

Annex 2. Questionnaire for the teachers

QUESTIONNAIRE FOR THE TEACHERS

PRIMARY EDUCATION

<i>(Please check)</i>	<i>I completely agree</i>	<i>I agree</i>	<i>I do not agree</i>	<i>I completely not agree</i>
There is good communication between the employees and the management of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the opportunity to take part in the decision making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has good cooperation with the local community, it organizes activities to maintain and stimulate the cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers give constructive feedback to the students for their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers set high criteria for the students' achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school clearly notifies the parents which are the results their children are expected to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a good communication between the employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The employees take care of the safety, health and happiness of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a just system for selection of teachers for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students show enthusiasm for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to work in this school, it has good work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The employees are regularly informed about all the phases for realization of the actions set in the Annual Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The School Board operates effectively as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The successes the students achieve are regularly celebrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school deals with the lack of discipline successfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is mutual respect between the teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a code of conduct that the students obey consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am acquainted with the child protection procedures that exist in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The school deals successfully with any type of children maltreatment within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of the school:

PRIMARY EDUCATION
<p><i>Please use the space below for further explanation of the questions. Also, you can add other comments for the schools you may have</i></p>

Thank you for sharing your opinion with us. Please return this questionnaire in a sealed envelope that has been provided earlier.

Annex 3. Questionnaire for parents/custodian

QUESTIONNAIRE FOR PARENT/CUSTODIAN

PRIMARY EDUCATION

Which grade are your child/ren in? Please mark.

I I innovated II III IV V VI VII VIII IX

<i>(Please check)</i>	<i>I completely agree</i>	<i>I agree</i>	<i>I do not agree</i>	<i>I completely not agree</i>
My child wants to go to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child says that school classes are interesting and stimulate them to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from my vicinity say that the school is good because it provides quality instruction and good teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers regularly tell me the good sides of my child and where they should improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers require a lot of knowledge from the children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school regularly and in a timely manner notifies me for the progress of my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school motivates my child to use all their abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school employees are polite and I feel welcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The parents meetings are well organized and I receive useful information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school building is maintained and in order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school gives me directions on how to help my child in the preparation of their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am acquainted with the activities the school plans so that it improves the education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is treated well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school deals with the students and children that behave inappropriately in a timely and correct manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school clearly communicates the success their children are expected to achieve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is mutual respect and understanding between the teachers and the students in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The teachers and the other employees in the school take care of my child's safety and health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school always consults me for decisions that refer to my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I have a question, the school listens to me and gives me a timely response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is well managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of the school:

PRIMARY EDUCATION

Which grade are your child/ren in? Please mark.

I I innovated II III IV V VI VII VIII IX

Please use the space below for further explanation of the questions. Also, you can add other comments for the schools you may have.

Thank you for sharing your opinion with us. Please return this questionnaire in a sealed envelope that has been provided earlier.

Annex 4. Questionnaire for the students

QUESTIONNAIRE FOR THE STUDENTS

PRIMARY EDUCATION

Mark which grade you are in
 I I innovated II III IV V VI VII VIII IX

<i>(Please check)</i>	<i>I completely agree</i>	<i>I agree</i>	<i>I do not agree</i>	<i>I completely not agree</i>
I want to go to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructions and explanations by the teachers are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers and the other employees in the school know how to handle the students who behave bad towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one of the school teachers knows me well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers tell me how well I am advancing with my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers help me when I have a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers praise me when I do something well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers give a lot of homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers listen to me when I want to say something important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I have a problem at school I know whom I can turn to for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers and the other employees behave the same way towards all the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers listen to the ideas for improvement of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students behave well in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers expect me to give my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I have a problem at school the teachers and the other employees know how to help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along well with the other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school takes care for my safety, health and happiness within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers give me good advice how to improve my achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers check my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The school teaches me how to be secure and healthy (e.g. it teaches me how to eat healthy, for the safety in the traffic and how to protect myself from drug, alcohol and cigarette abuse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Name of the school:

PRIMARY EDUCATION

Mark which grade you are in								
I <input type="checkbox"/>	I иннов. <input type="checkbox"/>	II <input type="checkbox"/>	III <input type="checkbox"/>	IV <input type="checkbox"/>	V <input type="checkbox"/>	VII <input type="checkbox"/>	VIII <input type="checkbox"/>	IX <input type="checkbox"/>
VI <input type="checkbox"/>								

Has anyone behaved bad towards you in the school (mark)

YES NO

If the answer is YES, please describe us the incident:

If you would like to add something related to the questions or the school, you can do it in the space below.

Thank you for answering these questions. Please put this questionnaire in its envelope, seal it and hand it to your teacher.

1.3. Preparation of external evaluation (Data collection, analysis, assignment of tasks to the team of evaluators according to data analysis, using survey results during the evaluation itself) – Montenegro

- Annex 1: Survey questions for pupils (in Montenegrin)
- Annex 2: Survey questions for teachers (in Montenegrin)
- Annex 3: Survey questions for parents (in Montenegrin)

Annex 1: Survey questions for pupils

UPITNIK ZA UČENIKE

PROCJENA SE VRŠI NA ČETIRI NIVOA:

SLAŽEM SE U POTPUNOSTI/DJELIMIČNO SE SLAŽEM/ NE SLAŽEM SE/ NE ZNAM

1. NASTAVA I UČENJE

1. Nastavnici nam daju jasna pitanja, zadatke i objašnjenja.
2. Nastavnici se trude da časovi budu zanimljivi.
3. Na časovima se koriste prezentacije, audio i video zapisi, pano i drugi izvori učenja osim udžbenika.
4. Nastavnici redovno koriste digitalne tehnologije na časovima.
5. Nastavnici nas podstiču na samostalnost u učenju.
6. Nastavnici nas podstiču da iskazujemo mišljenje, stavove i prijedloge.
7. Imam slobodu da pitam nastavnike za dodatna objašnjenja.
8. Nastavnici nam na početku školske godine objasne kriterijume ocjenjivanja (koja znanja, umijeća i vještine su potrebna za određenu ocjenu).
9. U toku jednog klasifikacionog perioda nastavnik vrši provjeru znanja na više načina (usmene i pisane provjere, zalaganje na času...).
10. Nastavnici nam pružaju priliku da popravimo ocjenu.
11. Na kontrolnim i pismenim zadacima provjerava se ono što je objašnjeno i vježbano na časovima.
12. Jasno mi je šta treba da naučim da bih popravio ocjenu
13. Nastavnici nam ocjenu daju javno, u učionici i obrazlažu je.
14. Najveći dio gradiva naučim na času.
15. Svojim ponašanjem i radom nastavnici daju dobar primjer učenicima.

2. UPRAVLJANJE I RUKOVOĐENJE ŠKOLOM

1. Poštujem Kućni red škole.
2. U školi se vodi računa da li se poštuje Kućni red škole i pravila ponašanja.
3. Imam slobodu da se obratim direktoru ako imam neki problem.
4. Imam povjerenje i slobodu da se obratim stručnim saradnicima (pedagogu, psihologu...) jer dobijam korisne savjete, pomoć i podršku.
5. Svojim ponašanjem i radom direktor i pomoćnici daju dobar primjer učenicima.

3. ETOS ŠKOLE

1. U školi se osjećam bezbjedno.
2. Odnosi između učenika su dobri.

3. U školi nema primjera verbalnog i fizičkog nasilja među učenicima.
4. U školi nema primjera verbalnog i fizičkog nasilja od strane nastavnika.
5. Ako imam problem, imam povjerenja da se obratim odjeljenjskom starješini, nekom od nastavnika, pedagogu...
6. Nastavnici se prema nama odnose dobronamjerno i sa uvažavanjem.
7. Na časovima odjeljenjske zajednice mogu da kažem svoj predlog ili mišljenje u vezi sa temama koje su važne za učenike.
8. Upoznat sam sa radom Učeničkog parlamenta.
9. Naše odjeljenje/razred ima predstavnika u Učeničkom parlamentu.
10. Nastavnici se jednako odnose prema svim učenicima.
11. Nastavnici pripremaju radne listove i zadatke za učenike sa posebnim obrazovnim potrebama i uključuju nas u pružanje podrške ovim učenicima tokom nastave i slobodnih aktivnosti.
12. Škola vodi brigu o higijeni i uređenju unutrašnjeg i spoljašnjeg školskog prostora.

5. PODRŠKA UČENICIMA

1. U školi imam mogućnost da se uključim u rad sekcije po izboru.
2. Škola organizuje vannastavne aktivnosti (izleti, posjete ustanovama, druženje sa učenicima drugih škola...).
3. Vannastavne aktivnosti su zanimljive.
4. Redovno se održavaju časovi izborne nastave.
5. Časovi dopunske nastave održavaju se svake nedjelje. U komentaru navedi predmete iz kojih se redovno organizuje dopunska nastava.
6. Časovi dodatne nastave održavaju se svake nedjelje. U komentaru navedi predmete iz kojih se redovno organizuje dodatna nastava.
7. Časovi dopunske nastave su korisni.
8. Časovi dodatne nastave su zanimljivi.
9. Škola organizuje radionice na različite teme (suzbijanje nasilja u školi i sajber nasilja, narkomanija, alkoholizam, reproduktivno zdravlje, nastavak školovanja...).
10. U školi dobijamo informacije o izboru srednje škole/fakulteta i izboru zanimanja.

Annex 2: Survey questions for school teachers

UPITNIK ZA NASTAVNIKE U ŠKOLI

PROCJENA SE VRŠI NA ČETIRI NIVOA:

SLAŽEM SE U POTPUNOSTI/DJELIMIČNO SE SLAŽEM/ NE SLAŽEM SE/ NE ZNAM

1. NASTAVA I UČENJE

1. U školi postoje uslovi za realizaciju savremene nastave.
2. U nastavi koristim različite oblike i metode rada i provjere znanja učenika.
3. Primjenjujem usaglašene kriterijume ocjenjivanja.
4. Planiram slobodni dio kurikuluma (15-20%).
5. Lično i posredstvom Stručnog aktiva podnosim zahtjeve za poboljšanje uslova rada i nabavku potrebnih nastavnih sredstava i didaktičkog materijala.
6. Stručno usavršavanje mi pomaže da uspješnije realizujem nastavni proces.
7. Edukovani smo za rad sa učenicima sa posebnim obrazovnim potrebama.

8. Za učenike s posebnim obrazovnim potrebama, prilagođavam radne materijale i zadatke i pratim napredovanje učenika u skladu s IROP-om.
9. Redovno koristim digitalne tehnologije u nastavi.

2. UPRAVLJANJE I RUKOVOĐENJE ŠKOLOM

1. U školi je uspostavljena optimalna organizacija rada u kojoj su definisane uloge i odgovornosti zaposlenih.
2. Direktor i saradnici redovno obavljaju pedagoško-instruktivni rad.
3. Direktor obezbjeđuje efikasan proces samoevaluacije u koji su uključeni svi nastavnici.
4. U školi vlada radna atmosfera (ili disciplina) i odgovornosti zaposlenih.
5. Direktor stvara uslove, organizuje i prati rad timova i komisija.
6. Direktor obezbjeđuje uslove za kvalitetnu realizaciju obrazovno-vaspitnog rada.
7. U školi vlada saradnička i konstruktivna komunikacija, uvažavaju se mišljenja i inicijative zaposlenih.
8. U školi se planira, podstiče i prati profesionalni razvoj, na osnovu evaluacije i samoevaluacije.
9. Stručni saradnici promovišu pedagoške inovacije.
10. U školi je prilagođen prostor i uslovi za rad s učenicima s posebnim obrazovnim potrebama. (Obezbijeđena su specijalizovana pomagala, prilagođen didaktički materijal, asistivna tehnologija...).
11. Rad direktora je transparentan.

3. ETOS

1. U školi su razvijeni mehanizmi za sprečavanje nasilja među učenicima.
2. Svi oblici diskriminatorskog ponašanja se rješavaju po procedurama.
3. Škola organizuje različite aktivnosti s ciljem prevencije nasilja, narkomanije i drugih bolesti zavisnosti.
4. Poštujem Kućni red i pravila ponašanja i podstičem učenike da ga poštuju.
5. U školi nema primjera nepoštovanja nastavnika od strane učenika.
6. Škola podstiče rad Učeničkog parlamenta i razmatra pitanja važna za učenike.
7. Škola uključuje roditelje u različite aktivnosti (radionice u vezi sa suzbijanjem nasilja u školi, narkomanije, alkoholizma, reproduktivnim zdravljem, nastavkom školovanja i izborom zanimanja...).
8. Škola promoviše postignuća učenika i zaposlenih.
9. Škola je razvila različite oblike saradnje sa lokalnom zajednicom.
10. Škola vodi brigu o higijeni i uređenju unutrašnjeg i spoljašnjeg školskog prostora.

4. OBRAZOVNA POSTIGNUĆA

1. Znanja koja učenici stiču u školi su primjenljiva u svakodnevnim situacijama.
2. U školi se redovno analizira uspjeh učenika i predlažu mjere za poboljšanje.
3. U školi se redovno analiziraju postignuća učenika sa eksterne provjere znanja i predlažu mjere za poboljšanje. i na osnovu analize postignuća
4. U školi se redovno analizira uključenost učenika u dodatnu i dopunsku nastavu i prati efekti predloženih mjera za poboljšanje uspjeha.
5. Na nivou škole se analizira uključenost učenika u vannastavne aktivnosti i njihov uticaj na postignuća učenika.

5. PODRŠKA UČENICIMA

1. Časove dopunske nastave održavam redovno i trudim se da budu sadržajni i korisni.
2. Časove dodatne nastave održavam redovno i trudim se da budu sadržajni i zanimljivi.
3. Učenici imaju mogućnost da se uključe u rad sekcija po izboru.
4. Škola redovno organizuje vannastavne aktivnosti (izleti, posjete kulturnim ustanovama, drugim školama i sl.)
5. Učenicima blagovremeno pružamo informacije o nastavku školovanja i izboru zanimanja.

6. Redovno informišem roditelje o obrazovnim i vaspitnim postignućima učenika.

Annex 3: Survey questions for parents

UPITNIK ZA RODITELJE

PROCJENA SE VRŠI NA ČETIRI NIVOA:

SLAŽEM SE U POTPUNOSTI/DJELIMIČNO SE SLAŽEM/ NE SLAŽEM SE/ NE ZNAM

1. NASTAVA I UČENJE

1. Nastava je prilagođena potrebama i mogućnostima učenika.
2. Ocjenjivanje učenika je redovno, javno i objektivno.
3. Uspjeh isključivo zavisi od zalaganja i pokazanog znanja.
4. Broj i težina domaćih zadataka u skladu su sa mogućnostima učenika.
5. Svojim ponašanjem i radom nastavnici daju dobar primjer učenicima.
6. Djeca u školi savladaju najveći dio gradiva i nije im potrebna dodatna podrška za učenje van škole.

2. UPRAVLJANJE I RUKOVOĐENJE USTANOVOM

1. Zadovoljan sam organizacijom i upravljanjem školom.
2. Direktor unapređuje kvalitet rada škole.
3. Upoznat sam sa pravilima ponašanja i kućnim redom u školi.
4. Svojim ponašanjem i radom direktor/uprava škole daje dobar primjer učenicima.
5. Imamo dobru saradnju i komunikaciju sa direktorom škole.

3. ETOS ŠKOLE

1. Zadovoljan sam kako se nastavnici odnose prema mom djetetu.
2. Roditeljski sastanci su redovni, sadržajni i korisni.
3. Roditelji su uključeni u različite aktivnosti u školi (radionice u vezi sa suzbijanjem nasilja u školi, narkomanije, alkoholizma, reproduktivnim zdravljem, nastavkom školovanja i izborom zanimanja, radionice nediskriminacije...).
4. Pravovremeno smo obaviješteni o uspjehu i ponašanju učenika.
5. Informacije za roditelje o radu i dešavanjima u školi su redovne i potpune.
6. Informisan sam o odlukama i zaključcima Savjeta roditelja.
7. Škola vodi brigu o higijeni i uređenju unutrašnjeg i spoljašnjeg školskog prostora.
8. Škola vodi brigu o bezbjednosti učenika (dežurstva nastavnika, kontrola ulaska u školu, preduzimanje mjera...).

5. PODRŠKA UČENICIMA

1. U školi se redovno održavaju časovi dopunske nastave.
2. Časovi dopunske nastave su korisni za učenike, prilagođeni njihovim potrebama i mogućnostima.
3. U školi se redovno održavaju časovi dodatne nastave.
4. Časovi dodatne nastave su zanimljivi učenicima.
5. Škola blagovremeno obezbjeđuje informacije o nastavku

školovanja i izboru zanimanja.

6. Škola učenicima nudi raznovrsne i kvalitetno osmišljene vannastavne aktivnosti.
7. Učenici sa posebnim obrazovnim potrebama su prihvaćeni od strane vršnjaka i nastavnika i ravnopravno su uključeni u sve aktivnosti.

1.4. Importance of "School Context" data in the evaluation planning process – Albania

Annex - Data structuring in the "School context" document (in English)

Annex: Data structuring for the report of the internal assessment of the school:

<p>Name of the School: _____</p> <p>Address of the School: _____</p> <p>Methodology of Assessment: _____</p> <p>I. THE CONTEXT OF THE SCHOOL</p> <p>Students (number of the students, transfers, departures, abandonment):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Social map of the school:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>School infrastructure (the building, classes, laboratories, gym and sports terrains):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teachers (number of the teachers, levels of qualification, professional credits etc.):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The aim of the school:</p> <p>_____</p> <p>_____</p> <p>The objective of the schools:</p> <p>_____</p> <p>_____</p> <p>Annual results of the students (percentage of passing, average grade):</p>
--

National exams (percentage of passing, average grade):

Results in PISA (if participating):

Results of the students in Olympiads, competitions, contests.:

External assessment of the school (if it has been conducted):

Ranking of the school according to the Performance Card:

II. GENERAL CONCLUSIONS

Quality Area	Strong Point	Weak Points	Assessment of the Area
Leading and management	Quality Indicators/practical descriptors (ex. 2.1.3)	Quality indicators, practical descriptors (ex. 2.1.4)	
Teaching and learning quality			
The achievement and assessments of the students.			
The wellbeing and behavior of the students			

B. Site visit

2. Observation of teaching and learning process

2.2. Teacher performance assessment – Kosovo*

Annex 1. Professional area, standards and indicators (in English) available on https://eqet.erisee.org/wp-content/uploads/2024/07/Part-II-B_2_2.2A1.2_Appen.pdf

Annex 2. Self Assessment Form (in English) available on https://eqet.erisee.org/wp-content/uploads/2024/07/Part-II-B_2_2.2A2_Annex.pdf

Annex 3. Assessment Form by the school principal (in English) available on https://eqet.erisee.org/wp-content/uploads/2024/07/Part-II-B_2_2.2A3.pdf

Annex 4: Planning and Preparation in writing (in English) available on https://eqet.erisee.org/wp-content/uploads/2024/07/Part-II-B_2_2.2A4.pdf

Annex 5: Classroom Observation Form (in English) available on https://eqet.erisee.org/wp-content/uploads/2024/07/Part-II-B_2_2.2A5.pdf

2.3.

Research on a lesson observation model – Office for Standards in Education, Children's Services and Skills (Ofsted)

Research available on the link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811808/Inspecting_education_quality_Lesson_observation_report.pdf

3. Interviews with relevant actors (management, teachers, students and stakeholders)

3.1. Multiperspective interviews – Bosnia and Herzegovina

Annex 1: Confidential External Evaluation Teacher Observation Report (in English)

Annex 2: Meeting with Teaching Staff Evidence Form (in English)

Annex 3: Meeting with all other (Support) Staff Evidence Form (in English)

Annex 4: Meeting with students Evidence Form (in English)

Annex 5: Meeting with Parents Evidence Form (in English)

Annex 6: Meeting with local employers and community members evidence form (in English)

Annex 7: General Observations and Notes During External Evaluation Visit (In English)

Annex 8: Observation of a VET Institution Management Meeting during External Evaluation Visit (in English)

Annex 9: General observations during meeting with school director and other members of school management in external evaluation process (in English)

Annex 1: Confidential External Evaluation Teacher Observation Report

Confidential External Evaluation Teacher Observation Report			
Name of VET institution:			
Name of External Evaluator:			
Date:		Class Observed	
Room Number and location			
Name of teacher observed			
Time of Observation from:		To	
Registered number of students		Number of actual students in this class	
Subject of the class			
Brief description of the class activities			
Brief description of the resources being used			
Tick which statements describe the class observed			
1. Students are fully involved and active in learning			<input type="checkbox"/>
2. Students are attentive, but few activities are taking place			<input type="checkbox"/>
3. Students are responsive to teaching and appear to be learning effectively			<input type="checkbox"/>
4. Students are quiet and do not appear to be engaged with the learning process			<input type="checkbox"/>
Add your own description here if necessary			
Tick which statements describe the teacher in the class			
1. The teacher is well organised and methodical in conducting the teaching			<input type="checkbox"/>
2. The teacher is enthusiastic and motivating the students in the class			<input type="checkbox"/>
3. The teacher is patient and encouraging students in the learning process			<input type="checkbox"/>
4. The teacher appears to be struggling with managing the teaching process			<input type="checkbox"/>
Add your own description here if necessary			

Please allocate a grade to the teaching observed here		
Outstanding teaching and learning where all quality indicators have been met and very few weaknesses	1. Outstanding	<input type="checkbox"/>
Good teaching and learning where all the quality indicators have been met and strengths clearly outweigh the weaknesses	2. Excellent	<input type="checkbox"/>
Satisfactory teaching and learning where most of the quality indicators have been met but there is room for improvement	3. Satisfactory	<input type="checkbox"/>
Less than satisfactory teaching and learning with only a few of the quality indicators being met and weaknesses clearly outweighing achievements	4. Unsatisfactory	<input type="checkbox"/>
Signature of the External Evaluator and any other comment necessary		Observation Number:

Annex 2: Meeting with Teaching Staff Evidence Form (E1)

Meeting with Teaching Staff Evidence Form (E1)			
Name of the external evaluator taking the meeting			
Date of the Meeting		Time (from/to)	
Names of the Teachers			
Name	Class	Male <input type="checkbox"/>	Female <input type="checkbox"/>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

10.			
<p><u>Note to External Evaluator.</u></p> <p>1. Welcome all the teachers and assure them of the confidentiality of the meeting and that no name will be used in reports or against any comments. The names listed are just to ensure a representative sample of teachers has been met to gather evidence of the strengths and weaknesses of the school so that actions for improvement can be made. Make it clear that you will ask some open questions but are here to listen to comments from the teachers. The questions are provided below but supplementary questions may be asked. Code response against Quality Indicators: 1. Management of the school/institution; 2. Teaching and Learning; 3. Student Achievement; 4. Student Support; 5. Curriculum Delivery Organisation and Content; 6. Resources both Human (HR) and Physical, specialist and cross college; 7. Quality Assurance system and processes.</p>			
Questions	Responses		Code
<p>1. Tell me what you think are the strengths of your institution/school?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>			
<p>2. What could be improved to make things better?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p>			

<p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>3. Is teaching and learning in your school as effective as it might be?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>4. Any other or questions or comments</p>		

Annex 3: Meeting with all other (Support) Staff Evidence Form (E2)

Meeting with all other (Support) Staff Evidence Form (E2)			
Name of the external evaluator taking the meeting			
Date of the Meeting		Time (from/to)	
Names of those attending the meeting			
Name	Class	Male ✓	Female ✓
1.			
2.			
3.			

4.			
5.			
6.			
7.			
8.			
9.			
10.			

Note to External Evaluator.

2. Welcome all the staff and assure them of the confidentiality of the meeting and that no name will be used in reports or against any comments. The names listed are just to ensure a representative sample of teachers has been met to gather evidence of the strengths and weaknesses of the school so that actions for improvement can be made. Make it clear that you will ask some open questions but are here to listen to comments from them. The questions are provided below but supplementary questions may be asked. Code response against Quality Indicators: 1. Management of the school/institution; 2. Teaching and Learning; 3. Student Achievement; 4. Student Support; 5. Curriculum Delivery Organisation and Content; 6. Resources both Human (HR) and Physical, specialist and cross college; 7. Quality Assurance system and processes.

Questions	Responses	Code
<p>5. Tell me what you think are the strengths of your institution/school?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		

<p>6. What could be improved to make things better?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>7. Is teaching and learning in your school as effective as it might be?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>8. Any other or questions or comments</p>		

Annex 4: Meeting with students Evidence Form

Meeting with students Evidence Form (E3)

Name of the external evaluator taking the meeting			
Date of the Meeting		Time (from/to)	
Names of those attending the meeting			
Name	Class	Male ✓	Female ✓
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<p><u>Note to External Evaluator.</u></p> <p>3. Welcome all the students and assure them of the confidentiality of the meeting and that no name will be used in reports or against any comments. The names listed are just to ensure a representative sample of teachers has been met to gather evidence of the strengths and weaknesses of the school so that actions for improvement can be made. Make it clear that you will ask some open questions but are here to listen to comments from them. The questions are provided below but supplementary questions may be asked. Code response against Quality Indicators: 1. Management of the school/institution; 2. Teaching and Learning; 3. Student Achievement; 4. Student Support; 5. Curriculum Delivery Organisation and Content; 6. Resources both Human (HR) and Physical, specialist and cross college; 7. Quality Assurance system and processes.</p>			
Questions	Responses	Code	
<p>9. Tell me what you think are the strengths of your institution/school?</p> <p>1. Management of the school/institution;</p>			

<p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>10. What could be improved to make things better?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>11. Is teaching and learning in your school as effective as it might be?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p>		

6. Resources both Human (HR) and Physical, specialist and cross college; 7. Quality Assurance system and processes.		
12. Any other or questions or comment		

Annex 5: Meeting with Parents Evidence Form

Meeting with Parents Evidence Form (E4)			
Name of the external evaluator taking the meeting			
Date of the Meeting		Time (from/to)	
Names of those attending the meeting			
Name	Class	Male ✓	Female ✓
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<p><u>Note to External Evaluator.</u></p> <p>4. Welcome all the parents and assure them of the confidentiality of the meeting and that no name will be used in reports or against any comments. The names listed are just to ensure a representative sample of teachers has been met to gather evidence of the strengths and weaknesses of the school so that actions for improvement can be made. Make it clear that you will ask some open questions but are here to listen to comments from them. The questions are provided below but supplementary questions may be asked. Code response against Quality Indicators: 1. Management of the school/institution; 2. Teaching and Learning; 3. Student Achievement; 4. Student Support; 5. Curriculum Delivery Organisation and Content; 6. Resources both Human (HR) and Physical, specialist and cross college; 7. Quality Assurance system and processes.</p>			
Questions	Responses	Code	
13. Tell me what you think are the strengths of your institution/school?			

<p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>14. What could be improved to make things better?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>15. Is teaching and learning in your school as effective as it might be?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p>		

5. Curriculum Delivery Organisation and Content;		
6. Resources both Human (HR) and Physical, specialist and cross college;		
7. Quality Assurance system and processes.		
16. Any other or questions or comments		

Annex 6: Meeting with local employers and community members evidence form

Meeting with local employers and community members evidence form (E5)			
Name of the external evaluator taking the meeting			
Date of the Meeting		Time (from/to)	
Names of those attending the meeting			
Name	Company/Representing	Male <input type="checkbox"/>	Female <input type="checkbox"/>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<p><u>Note to External Evaluator.</u></p> <p>5. Welcome all the employers and community members and assure them of the confidentiality of the meeting and that no name will be used in reports or against any comments. Make it clear that you will ask some open questions but are here to listen to comments from them. The questions are provided below but supplementary questions may be asked. Code response against Quality Indicators: 1. Management of the school/institution; 2. Teaching and</p>			

Learning; 3. Student Achievement; 4. Student Support; 5. Curriculum Delivery Organisation and Content; 6. Resources both Human (HR) and Physical, specialist and cross college; 7. Quality Assurance system and processes.

Questions	Responses	Code
<p>17. Tell me what you think are the strengths of this institution/school?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>18. What could be improved to make things better?</p> <p>1. Management of the school/institution;</p> <p>2. Teaching and Learning;</p> <p>3. Student Achievement;</p> <p>4. Student Support;</p> <p>5. Curriculum Delivery Organisation and Content;</p> <p>6. Resources both Human (HR) and Physical, specialist and cross college;</p> <p>7. Quality Assurance system and processes.</p>		
<p>19. Do the Vocational Programmes provide the appropriate level of</p>		

<p>knowledge and skill for your industry?</p> <ol style="list-style-type: none"> 1. Management of the school/institution; 2. Teaching and Learning; 3. Student Achievement; 4. Student Support; 5. Curriculum Delivery Organisation and Content; 6. Resources both Human (HR) and Physical, specialist and cross college; 7. Quality Assurance system and processes. 		
<p>20. Do you take any students for work experience and practical work? If so how can this be improved?</p> <p>21. What could the institution do to strengthen relationships with employers and the local community?</p>		

General Observations and Notes During External Evaluation Visit (E6)			
Name of the external evaluator		Date	
Observations and Notes			
1. Management of the school/institution			
2. Teaching and Learning			
3. Student Achievement			
4. Student Support			
5. Curriculum Delivery Organisation and Content			
6. Resources both Human (HR) and Physical, specialist and cross college (including library)			
7. Quality Assurance system and processes			

Annex 8: Observation of a VET Institution Management Meeting during External Evaluation Visit

Observation of a VET Institution Management Meeting during External Evaluation Visit (E7)			
Name of the external evaluator		Date	
Observations and Notes			
1. Names of the those attending the meeting and their roles			
2. How often do these meetings occur and records/minutes of previous meetings are they attached to the agenda?			
3. Organisation of the meeting; Agenda, actions, discussion, contributions			
What was on the agenda? Did indicate purpose and the outcomes intended? Does it follow on from previous meetings? Were there minutes of the previous meeting? When was this? Are meetings planned regularly to discuss institutional business?			

Annex 9: General observations during meeting with school director and other members of school management in external evaluation process

General observations during meeting with school director and other members of school management in external evaluation process – E8			
Name of external evaluator:		Date:	
Observations and notes:			
1. Names and positions of persons present at the meeting			
2. How often similar meetings are organized and are the records from previous meetings delivered together with the agenda?			

3. Organization of the meetings, agenda, activities, discussions, participation

What is on the agenda? Does the agenda identify the goal of the meeting and the expected outcomes? Does it represent a logic resumption of the previous one? The records of the previous meeting? When was it? Are the meetings planned regularly in order to talk about the institution's operation?

3.2. Interviews with businesses, mentors and instructors (interview guidelines) – Moldova

Annex: Interview guidelines Moldova (In Romanian)

Interview guidelines available on:

https://www.anacec.md/files/21.04.2022.GHID%20EE_Program_IPT.pdf

C. COMMUNICATION OF FINDINGS OF EXTERNAL EVALUATION

2. Written report from the external evaluation – Portugal

2.2. Handbook for external evaluation report (in Portuguese)

Annex 1: External Evaluation of Schools - Guidelines for preparing the school report (in Portuguese)

Annex 2: External Evaluation of Schools – Questionnaire for schools (in Portuguese)

Annex 1: External Assessment of Schools- Guidelines for preparing the school report

AVALIAÇÃO EXTERNA DAS ESCOLAS				
Ano letivo-....				
Questionário aos avaliadores				
Utilizando uma escala de 1 a 4, em que 1 corresponde a "Discordo totalmente", 2 a "Discordo", 3 a "Concordo" e 4 a "Concordo totalmente", classifique as seguintes afirmações sobre a avaliação externa das escolas (AEE), selecionando a quadrícula respetiva. O termo Escola é utilizado para designar qualquer tipo de estabelecimento de educação e ensino da rede pública ou privada.				
1. PREPARAÇÃO DA AEE	1	2	3	4
1.1. A formação dos avaliadores caracteriza-se pelos seguintes aspetos:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.1. Relevância dos assuntos abordados.				
1.1.2. Adequabilidade da metodologia utilizada.				
1.1.3. Pertinência da duração.				
1.1.4. Interesse da discussão promovida.				
1.1.5. Clareza do discurso dos oradores.				
Considerando a sua experiência como avaliador, indique as áreas de formação mais relevantes a realizar futuramente:				
<hr/>				
<hr/>				
1.2. Documentos enquadradores da AEE:				
1.2.1. O quadro de referência está adequado à realidade da Escola.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2. O quadro de referência é facilmente operacionalizável.				
1.2.3 A agenda está adequada às especificidades da Escola.				
1.2.4. Os descritores da escala de avaliação são claros.				
<hr/>				
1.3. Os documentos solicitados à Escola e remetidos à equipa de avaliação:				
1.3.1. São enviados atempadamente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.2. Constituem a documentação de referência sobre a Escola.				
1.3.3. Adequam-se ao quadro de referência.				

1.3.4. O ficheiro *Excel* para recolha de dados é pertinente.

1.4. A informação estatística sobre a Escola disponibilizada no âmbito da AEE:

1.4.1. É de fácil interpretação.

1.4.2. Possibilita o conhecimento do contexto da Escola.

1.4.3. Permite uma avaliação rigorosa dos resultados académicos.

1.5. Em relação aos questionários de satisfação:

1.5.1. As questões colocadas a cada um dos grupos são pertinentes.

1.5.2. Os relatórios dos resultados são úteis.

1.6. A reunião da equipa de avaliação:

1.6.1. Apresenta uma duração adequada.

1.6.2. Integra a abordagem de assuntos pertinentes.

1.6.3. Contribui para o conhecimento da Escola.

1.6.4. Permite a identificação de questões relevantes para as entrevistas.

1.6.5. Possibilita a discussão entre os diferentes avaliadores.

1.7. O tempo destinado à preparação da AEE é adequado

1.8. No que diz respeito à observação da prática educativa e letiva:

1.8.1. O número de observações é ajustado.

1.8.2. A elaboração do calendário de observações promove o envolvimento de todos os avaliadores.

1.8.3. É considerado o perfil de cada avaliador na seleção das áreas a observar.

1.8.4. A seleção definida abarca as diferentes ofertas (níveis de educação e ensino, ciclos, cursos, ...).

1.8.5. As disciplinas selecionadas são diversificadas.

1.8.6. Os focos da observação (interação pedagógica, competências do Perfil dos Alunos trabalhadas, inclusão) são pertinentes.

1.8.7. As observações decorrem num ambiente tranquilo.

1.8.8. Os docentes aderem facilmente.

1.8.9. A equipa preparou em conjunto questões para as entrevistas, decorrentes da informação recolhida neste processo.

1.8.10. Contribui para um melhor conhecimento dos processos de ensino e aprendizagem da Escola.

1.8.11. As finalidades são cumpridas.

Comentários e sugestões sobre a preparação da AEE:

Ano letivo-....
Questionário às escolas

Utilizando uma escala de 1 a 4, em que 1 corresponde a "Discordo totalmente", 2 a "Discordo", 3 a "Concordo" e 4 a "Concordo totalmente", classifique as seguintes afirmações sobre a avaliação externa das escolas (AEE), selecionando a quadrícula respetiva.

O preenchimento do questionário deverá envolver os elementos que participaram de forma mais direta no processo.

O termo Escola é utilizado para designar qualquer tipo de estabelecimento de educação e ensino da rede pública ou privada.

1. PREPARAÇÃO DA AEE	1	2	3	4
1.1. A comunicação da seleção da Escola para o processo de avaliação externa foi feita atempadamente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. A informação disponibilizada no sítio da IGEC sobre a AEE é:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.1. Útil.				
1.2.2. Clara.				
1.2.3. Suficiente.				
1.3. Documentos enquadradores da AEE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.1. O quadro de referência está adequado à realidade da Escola.				
1.3.2. A agenda é apropriada às especificidades da Escola.				
1.3.3. Os descritores da escala de avaliação são claros.				
1.4. A reunião prévia à AEE nas Áreas Territoriais de Inspeção:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1. Foi útil.				
1.4.2. Revelou-se eficaz.				
1.4.3. Permitiu o esclarecimento de dúvidas.				
1.4.4. Correspondeu às expetativas.				
1.5. A informação estatística sobre a Escola utilizada no âmbito da AEE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.1. É de fácil interpretação.				
1.5.2. Permite uma avaliação rigorosa dos resultados académicos.				
1.5.3. Enriquece a reflexão interna.				
1.6. Os documentos solicitados:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.1. Constituem a documentação de referência sobre a Escola.				
1.6.2. As regras definidas para a elaboração do "documento de apresentação" são adequadas.				
1.7. Em relação à aplicação dos questionários de satisfação:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1.7.1. O calendário definido é adequado.
- 1.7.2. As orientações são claras.
- 1.7.3. A aplicação dos questionários aos diferentes grupos é de fácil operacionalização.
- 1.7.4. A plataforma utilizada é eficaz.
- 1.7.5. As questões colocadas a cada um dos grupos são pertinentes.
- 1.7.6. Os relatórios dos resultados são úteis.

1.8. No que diz respeito à observação da prática educativa e letiva:

- 1.8.1. O número de observações é ajustado.
- 1.8.2. O calendário de observações é comunicado atempadamente.
- 1.8.3. A seleção definida abarca as diferentes ofertas (níveis de educação e ensino, ciclos, cursos, ...).
- 1.8.4. As disciplinas selecionadas são diversificadas.
- 1.8.5. Os focos da observação (interação pedagógica, competências do Perfil dos Alunos trabalhadas e inclusão)

são pertinentes.

- 1.8.6. As observações decorrem num ambiente tranquilo.
- 1.8.7. Os docentes aderem facilmente.
- 1.8.8. Contribui para que a equipa de avaliação tenha um melhor conhecimento dos processos de ensino e aprendizagem da Escola.

Comentários e sugestões sobre a preparação da AEE:

2. DESENVOLVIMENTO DA AEE

1 2 3 4

2.1. Sessão de apresentação:

2.1.1. A metodologia proposta, de incluir a participação da comunidade, é adequada.

2.1.2. O tempo é ajustado.

2.1.3. Permite recolher informação útil sobre a Escola.

2.1.4. Possibilita a interação da equipa de avaliação com diferentes elementos da comunidade educativa.

2.2. Entrevistas:

2.2.1. As regras de constituição das entrevistas de grupo são claras.

2.2.2. Decorrem num ambiente cordial.

2.2.3. A gestão do tempo é adequada.

2.2.4. É dada a oportunidade de intervir a todos os elementos de cada grupo.

2.2.5. As questões colocadas pelos avaliadores são pertinentes.

2.2.6. Permitem recolher informação útil sobre a Escola.

2.2.7. O grupo de entrevistados selecionado pela equipa de avaliação é pertinente.

2.2.8. Na entrevista com o diretor e a sua equipa são apresentadas as primeiras considerações sobre a avaliação realizada.

2.3. A equipa de avaliação efetua uma comunicação eficaz com os elementos com quem interage ao longo do processo.

Comentários e sugestões sobre o desenvolvimento da AEE:

3. CONCLUSÃO DA AEE

1 2 3 4

3.1. Relatório:

- 3.1.1. O projeto de relatório é enviado em tempo útil.
- 3.1.2. A sua estrutura é adequada.
- 3.1.3. Os juízos avaliativos são claros.
- 3.1.4. A informação incide nos aspetos mais relevantes da Escola.
- 3.1.5. O discurso utilizado é objetivo.
- 3.1.6. As classificações encontram-se fundamentadas.
- 3.1.7. Contribui para o processo de melhoria da Escola.

3.2. Importância e impactos imediatos da AEE:

- 3.2.1. Imprime dinâmicas de reflexão.
- 3.2.2. Reforça a monitorização e avaliação dos processos.
- 3.2.3. Promove o trabalho colaborativo.
- 3.2.4. Desencadeia práticas de inovação.
- 3.2.5. Potencia o envolvimento e a participação da comunidade.
- 3.2.6. Favorece o autoconhecimento da Escola.
- 3.2.7. Estimula o processo de melhoria da Escola.
- 3.2.8. Contribui para a melhoria do sistema educativo.

Comentários e sugestões sobre a conclusão da AEE:

4. COMUNICAÇÃO ENTRE A ESCOLA E A IGEC

1 2 3 4

4.1 Os contactos estabelecidos com a IGEC ao longo de todo o processo caracterizam-se por:

- 4.1.1. Facilidade de acesso aos interlocutores da IGEC.
- 4.1.2. Clareza da informação prestada.
- 4.1.3. Resposta em tempo útil.
- 4.1.4. Afabilidade no trato.

Comentários e sugestões sobre a comunicação entre a Escola e a IGEC:

5. DIREITO DE PRONÚNCIA

1

2

3

4

(a responder apenas pelas escolas que apresentaram contraditório)

5.1 O tempo destinado para a elaboração do contraditório foi adequado.

5.2 A resposta ao contraditório foi esclarecedora.

Escola: _____

Nome do(a) responsável pelo preenchimento: _____

Cargo: _____

Data: ____/____/____

2.3. Why it is important to publish summaries of reports from external evaluation – North Macedonia

Annex 1: Summary of integral evaluation of schools (in Macedonian)

Annex 2: Annual report with recommendations (in Macedonian)

Annexes available on the following links:

Annex 1: Summary of integral evaluation of schools - [Интегрална евалуација \(mon.gov.mk\)](https://mon.gov.mk/category/?id=2073):

<https://mon.gov.mk/category/?id=2073>

Annex 2: Annual report with recommendations - [Годишен извештај | Државен просветен инспекторат](https://dip.gov.mk/za-nas/izveshtai/godishen-izveshtai/)

(dip.gov.mk): <https://dip.gov.mk/za-nas/izveshtai/godishen-izveshtai/>

D. SPECIFICITIES OF VET

1. Observation of learning environment, tools and equipment (EET) – Kosovo*

Annex 1. Guideline for VET Providers (in Albanian) available on <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-II-D-1.-Annex-1.pdf>

Annex 2: External evaluation report for validation (in Albanian)

Annex 3: External Evaluation report for accreditation (in Albanian) available on <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-II-D-1.-Annex-3.docx>

Annex 2. External evaluation report for validation (in Albanian)

Autoriteti Kombëtar i Kualifikimeve Raporti vlerësues për akreditim

Pjesa 1 Përmbledhja dhe rekomandimet
Emri i institucionit:
Statusi i institucionit/ofruesit dhe aktivitetet themelore
Titulli, niveli dhe lloji i kualifikimit të përfshirë për akreditim
Emrat e ekipit të ekspertëve vlerësues:
Datat e takimeve të vlerësimit: <i>Shqyrtimi i dokumentacionit:</i> <i>Vizita në institucion:</i> <i>Përpilimi i raportit vlerësues:</i>

Rekomandimi për Këshillin Drejtues (KD) të AKK-së

Akreditim	
Mosakreditim	

Nëse rekomandohet akreditimi, shëno kohëzgjatjen e akreditimit:

Për ofrim, jo vlerësim dhe certifikim		deri	
Për vlerësim dhe certifikim, jo ofrim		deri	
Për ofrim, vlerësim dhe certifikim		deri	

Nëse rekomandohet aprovimi me kushte, shënoni dhe përcaktoni datën plotësimit të tyre:

Kushtet:	Data e plotësimit:
----------	--------------------

Rekomandimi i akorduar nga ekipi i ekspertëve:

Nënshkruar: _____
(kryesuesi i ekipit)

Pjesa 2:**Rezultatet e përgjithshme dhe përfundimet**

Vlerësimi i përgjithshëm për institucionin aplikues për ofrim, vlerësim dhe certifikim.

Komentet për cilësinë e të dhënave të paraqitura dhe dokumenteve përkatëse.

Qartësimi për kushtet e rekomanduara nga ekipi i ekspertëve.

Pjesa 3:**Vlerësimi për plotësimin e kriterëve të kualifikimit nga institucioni për ofrim, vlerësim dhe certifikim****1. Infrastruktura e nevojshme (ndërtesat, hapësira, etj.) për ofrim, vlerësim dhe certifikim.**

Nuk plotësohet	<input type="checkbox"/>
Plotësohet pjesërisht	<input type="checkbox"/>
Plotësohet kryesisht	<input type="checkbox"/>
Plotësohet	<input type="checkbox"/>

Arsyet për këtë vlerësim:

2. Resurset e nevojshme materiale dhe pajisjet për ofrim, vlerësim dhe certifikim.

Nuk plotësohet	<input type="checkbox"/>
Plotësohet pjesërisht	<input type="checkbox"/>
Plotësohet kryesisht	<input type="checkbox"/>
Plotësohet	<input type="checkbox"/>

Arsyet për këtë vlerësim:

3. Stafi i nevojshëm për ofrim, vlerësim dhe certifikim.

Nuk plotësohet	<input type="checkbox"/>
Plotësohet pjesërisht	<input type="checkbox"/>
Plotësohet kryesisht	<input type="checkbox"/>
Plotësohet	<input type="checkbox"/>

Arsyet për këtë vlerësim:

4. Të dhënat për kandidatët/nxënësit të përfshirë në këtë kualifikim (Përcakto numrin për kandidatët/nxënësit brenda një grupi dhe numrin e grupeve brenda një cikli të certifikimeve)

Nuk plotësohet	<input type="checkbox"/>
Plotësohet pjesërisht	<input type="checkbox"/>
Plotësohet kryesisht	<input type="checkbox"/>
Plotësohet	<input type="checkbox"/>

Arsyet për këtë vlerësim:

5. Kërkesat tjera të veçanta të kualifikimit (projekte, detyra, marrëveshje me punëdhënësit, etj.)										
<table border="1"> <tr> <td>Nuk plotësohet</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Plotësohet pjesërisht</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Plotësohet kryesisht</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Plotësohet</td> <td><input type="checkbox"/></td> </tr> </table>		Nuk plotësohet	<input type="checkbox"/>	Plotësohet pjesërisht	<input type="checkbox"/>	Plotësohet kryesisht	<input type="checkbox"/>	Plotësohet	<input type="checkbox"/>	Arsyet për këtë vlerësim:
Nuk plotësohet	<input type="checkbox"/>									
Plotësohet pjesërisht	<input type="checkbox"/>									
Plotësohet kryesisht	<input type="checkbox"/>									
Plotësohet	<input type="checkbox"/>									

Annex 3. External evaluation report for accreditation (In Albanian)

Autoriteti Kombëtar i Kualifikimeve

Raporti vlerësues për validim

Pjesa 1:															
Përmbledhja dhe rekomandimet															
Të dhena rreth kualifikimit/modulit:															
Titulli i kualifikimit:															
Niveli i kualifikimit në KKK		Lloji i kualifikimit		Vlera e kredive të kualifikimit											
<table border="1"> <tr> <td>Niveli 5</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Niveli 4</td> <td><input type="checkbox"/></td> </tr> </table>		Niveli 5	<input type="checkbox"/>	Niveli 4	<input type="checkbox"/>	<table border="1"> <tr> <td>Kualifikimet kombëtare të kombinuara</td> <td><input type="checkbox"/></td> </tr> </table>		Kualifikimet kombëtare të kombinuara	<input type="checkbox"/>	<table border="1"> <tr> <td>Numri total i kredive</td> <td></td> </tr> <tr> <td>(1 kredi = 20 orë joreale)</td> <td></td> </tr> </table>		Numri total i kredive		(1 kredi = 20 orë joreale)	
Niveli 5	<input type="checkbox"/>														
Niveli 4	<input type="checkbox"/>														
Kualifikimet kombëtare të kombinuara	<input type="checkbox"/>														
Numri total i kredive															
(1 kredi = 20 orë joreale)															

Niveli 3	<input type="checkbox"/>
Niveli 2	<input type="checkbox"/>
Niveli 1	<input type="checkbox"/>

<i>(Shkollat profesionale)</i>	
Kualifikimet kombëtare profesionale	<input type="checkbox"/>
Kualifikimet e bazuara në standarde ndërkombëtare	<input type="checkbox"/>
Kualifikimet e përshtatura	<input type="checkbox"/>

Shpërndarja e orëve për arritjen e kualifikimit/modulit

Orët teorike profesionale	
Orët praktike	
Vetë studim	
Vlerësimi	
Orë të lëndëve të përgjithshme (nëse ka)	

Emri dhe adresa e institucionit i cili aplikon:

Emrat e ekipit të ekspertëve vlerësues:

Datat e takimeve të vlerësimit:

Shqyrtimi i dokumentacionit:

Vizita në institucion:

Përpilimi i raportit vlerësues:

Rekomandimi për Këshillin Drejtues (KD) të AKK-së

Aprovim	<input type="checkbox"/>
Mosaprovim	<input type="checkbox"/>

Nëse rekomandohet aprovimi me kushte, shënoni dhe përcaktoni datën plotësimit të tyre:

Kushtet:	Data e plotësimit:
----------	--------------------

Rekomandimi i akorduar nga ekipi i ekspertëve:

Nënshkruar: _____

(kryesuesi i ekipit)

Pjesa 2:

Rezultatet e përgjithshme dhe përfundimet

Vlerësimi i përgjithshëm për institucionin aplikues për ofrim, vlerësim dhe certifikim.

Komentet për cilësinë e të dhënave të paraqitura dhe dokumenteve përkatëse.

Qartësimi për kushtet e rekomanduara nga ekipi i ekspertëve.

PJESA 3:

Vlerësimi i kualifikimit/modulit sipas kriterëve të përgjithshme të validimit

1. Kualifikimi i cili propozohet për validim ka arsyetim.

Nuk plotësohet	<input type="checkbox"/>
Plotësohet pjesërisht	<input type="checkbox"/>
Plotësohet kryesisht	<input type="checkbox"/>
Plotësohet	<input type="checkbox"/>

Arsyet për këtë vlerësim:

2. Kualifikimi/moduli ka synime, objektiva të qarta dhe transparente, ka mbështetje nga grupet e interesit si dhe ofron mundësi për progres.

Nuk plotësohet	<input type="checkbox"/>
----------------	--------------------------

Plotësohet pjesërisht	<input type="checkbox"/>	Arsyet për këtë vlerësim:
Plotësohet kryesisht	<input type="checkbox"/>	
Plotësohet	<input type="checkbox"/>	

3. Kualifikimi/moduli ka mbështetje nga sektori përkatës.

Nuk plotësohet	<input type="checkbox"/>	Arsyet për këtë vlerësim:
Plotësohet pjesërisht	<input type="checkbox"/>	
Plotësohet kryesisht	<input type="checkbox"/>	
Plotësohet	<input type="checkbox"/>	

4. Kualifikimi ka përshkrim të qartë të përmbajtjes, rezultateve të të nxënit, moduleve obligative dhe zgjedhore.

Nuk plotësohet	<input type="checkbox"/>	Arsyet për këtë vlerësim:
Plotësohet pjesërisht	<input type="checkbox"/>	
Plotësohet kryesisht	<input type="checkbox"/>	
Plotësohet	<input type="checkbox"/>	

5. Kualifikimi përmban lidhje logjike të strukturuar të moduleve (nëse ka).

Nuk plotësohet	<input type="checkbox"/>	Arsyet për këtë vlerësim:
Plotësohet pjesërisht	<input type="checkbox"/>	
Plotësohet kryesisht	<input type="checkbox"/>	
Plotësohet	<input type="checkbox"/>	

6. Numri i orëve të nevojshme për arritjen e kualifikimit/modulit.

Nuk plotësohet	<input type="checkbox"/>
Plotësohet pjesërisht	<input type="checkbox"/>

Plotësohet kryesisht	<input type="checkbox"/>	Arsyet për këtë vlerësim:
Plotësohet	<input type="checkbox"/>	

3. Graduate tracing – EU practice: Wales

Annex 1: Careers Wales – Destination Date (in English)

Annex 2: Consistent Performance Measures after the age of 16 (in English)

Annex 1, **Careers Wales – Destination Data**, is available on the following link:

<https://careerswales.gov.wales/education-and-teaching-professionals/pupil-destinations>

Annex 2, **Post 16 Consistent Performance Measures**, is available on the following link:

<https://hwb.gov.wales/playlists/view/dcd4b8f7-f5cf-4789-8e70-f6751bfa46bc/en/1>

7. External Evaluation of VET Study Programmes – Moldova

Annex 1: Government decision (in Romanian)

Annex 2: Government regulation (in Romanian)

Annex 1, Government decision, is available on the link:

<https://www.anacec.md/files/Methodology%20of%20external%20evaluation..pdf>

Annex 2, Government regulation, is available on the link:

https://www.anacec.md/files/Regulation_Profile%20committees.pdf

8. Regional quality standards and indicators for VET and Work-Based Learning at schools and in companies – EQET SEE project

Annex 1: Recommendations for key quality standards and quality indicators for external evaluation of VET (in English)

Annex 2: Recommendations for Quality Standards and Quality indicators for external evaluation of Work-Based Learnings at schools and in companies (in English)

Annexes are available on the following links:

Annex 1:

Recommendations for key quality standards and quality indicators for external evaluation of VE https://eqet.erisee.org/wp-content/uploads/2024/01/Annex_1a_Standards-VET_final_EN_clean.pdf

Annex 2: Recommendations for Quality Standards and Quality indicators for external evaluation of Work-Based Learnings at schools and in companies: https://eqet.erisee.org/wp-content/uploads/2024/01/Annex_2a_Ext_Eval_WBL_Final_EN_clean.pdf

Part III: After the external evaluation

A. Use of the results of external evaluation at the school level

1.2. Creation and implementation of the School Development Plan – Wales

Annex: School Improvement Guidance: Framework for Evaluation, Improvement and Accountability (in English)

The Annex School Improvement Guidance: Framework for Evaluation, Improvement and Accountability can be found on the following link: <https://hwb.gov.wales/evaluation-improvement-and-accountability/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability#introduction>

1.3. School development plan based on external and internal evaluation reports – Albania

Annex 1: The structure of the internal evaluation report

Annex 2: Format example for the school improvement plan

Annex 1: The structure of the internal evaluation report

<p>Name of the School: _____</p> <p>Address of the School: _____</p> <p>Methodology of Assessment: _____</p> <p>I. THE CONTEXT OF THE SCHOOL</p> <p>Students (number of the students, transfers, departures, abandonment):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Social map of the school:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>School infrastructure (the building, classes, laboratories, gym and sports terrains):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teachers (number of the teachers, levels of qualification, professional credits etc.):</p>
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The aim of the school:

The objective of the schools:

Annual results of the students (percentage of passing, average grade):

National exams (percentage of passing, average grade):

Results in PISA (if participating):

Results of the students in Olympiads, competitions, contests.:

External assessment of the school (if it has been conducted):

Ranking of the school according to the Performance Card:

II. GENERAL CONCLUSIONS

Quality Area	Strong Point	Weak Points	Assessment of the Area
Leading and management	Quality Indicators/practical descriptors (ex. 2.1.3)	Quality indicators, practical descriptors (ex. 2.1.4)	
Teaching and learning quality			
The achievement and assessments of the students.			
The wellbeing and behavior of the students			

Annex 2. Format example for the school improvement plan

Area of quality	Points in need of improvement	Drafting of the Objectives	Relation of the objectives with the different school plans	Activities	Persons Responsible	Time
Leading and management	<ul style="list-style-type: none"> ➤ The drafting of the objectives of the annual school plan; ➤ Etc. 	1. The school should draft the objective/s of the annual school plan, in relation to the students' achievements.	Annual school plan	1. Training of the group drafting the annual school plan.		
Quality of teaching and learning	<ul style="list-style-type: none"> ➤ Drafting of the learning situations; ➤ Identification of the learning styles; ➤ Assessment of team work; ➤ Etc. 	1. The teachers should realize learning situations, real/similar, by emphasizing the sources of learning, activities in accordance with the learning results and the learning assessment.	Professional development plan	1. Training of the drafting of the learning situations in the professional networks.		
		2. The teachers should identify the learning styles of the learning.	Professional development plan	2. Training for the identification of the learning styles.		
		3. The teachers should assess the team work, for the appointed roles.	Professional development plan	3. Training for the assessment of the team work.		
The assessment and achievements of the students	<ul style="list-style-type: none"> ➤ The definition of the criteria for the assessment of the materials/work of the student's portfolio; ➤ Etc. 	1. The teachers specify the criteria for the assessment of tools/work of the student's portfolio.	Professional development plan	1. Training for the definition of the criteria for the assessment of the portfolio.		
The wellbeing and behavior of the students	<ul style="list-style-type: none"> ➤ The drafting of the individual active plan; ➤ The behavior of the students (bullying); ➤ Etc. 	1. The supporting teachers should draft the individual educative plan, for the development of the intellectual, social-emotional and physical potential of disabled students. 2. The psychologist/social worker	<ul style="list-style-type: none"> ✓ The supporting teachers plan; ✓ The professional development plan; ✓ The psychologist/social worker plan; ✓ Ethics and behavior commission plan; 	1. Training for the drafting of the individual education plan. 2. Questionnaires with students, parents and teachers with the topic: Bullying.		

		<p>to realize preventive and rehabilitation individual plans for the students with problems in behavior.</p> <p>3. The ethics and behavior commission should give its assistance in the improvement of ethics and behavior.</p>	<p>✓ The student's government plan;</p> <p>✓ The school/class council of parents' plan;</p> <p>✓ The security officer plan.</p>	<p>3. Meetings of the psychologist/social worker/security officer with students, parents and teachers on the topic: Bullying.</p> <p>4. Treatment of the students with behavior problems in the commission of the ethics and behavior.</p>		
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2. Monitoring the implementation of the school development

2.1. The role of the Internal Evaluation in monitoring the realization of the School Development Plan and recommendations from the External Evaluation – Wales

Annex: What we inspect – schools and PRUs

The Annex: What we inspect – schools and PRUs can be found on the link:
https://www.estyn.gov.wales/system/files/2023-09/What%20we%20inspect%20-%20schools%20and%20PRUs%202023_0.pdf

B. Supporting schools in the realisation of improvements

2. Peer-to-peer support – Serbia

Annex 1: Rulebook on Continuous Professional Development and Career Promotion School Teachers, Pre-school Teachers and Expert Associate (RS)

Annex 2: Rulebook on Professional Pedagogical Supervision

Annex 3: Violence protection checklist of the advisor – external associate for monitoring the performance of the institution's obligations regarding the protection against violence, abuse and neglect

The Annexes can be found on the following links:

Rulebook on Continuous Professional Development and Career Promotion School Teachers, Preschool Teachers and Expert Associates (RS)- <https://www.paragraf.rs/propisi/pravilnik-strucnom-usavsavanju-napredovanju-zvanja-nastavnika-vaspitaca-strucnih.html>

Rulebook on Professional Pedagogical Supervision (RS)- <https://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2019/87/15/reg>

Violence protection Checklist of the advisor - external associate for monitoring the performance of the institution's obligations regarding the protection against violence, abuse and neglect - <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-III-B-2.-Annex-3.doc>

PART IV: EXTERNAL EVALUATION AT SYSTEM LEVEL

1. Annual reports on quality of education

1.1. Strategic impact of annual and cycle reporting on the quality of schools and education system – Serbia

Annex: Results of the external evaluation of schools in the first evaluation cycle (2012-2018) (in Serbian)
https://vrednovanje.ceo.edu.rs/sites/default/files/izvestajEE/2020_Rezultati%20spoljasnjeg%20vrednovanja%20skola_2012-2018.pdf

1.2. State of Education: Annual reports evaluating the functioning of education system as a whole – The Netherlands

Annex 1: Annual report – State of Education 2023 (in English)
Annex 2: Supervision at system level (in English)

The Annexes can be found on the following links:

Annex 1: [Annual reports](#)

<https://english.onderwijsinspectie.nl/documents/annual-reports/2023/5/31/state-of-education-2023>

Annex 3: Chapter 3 (about supervision at system level) of the [Inspection frameworks](#):

<https://english.onderwijsinspectie.nl/inspection/inspection-of-schools-by-the-dutch-inspectorate-of-education/the-2021-inspection-frameworks>

3. Continuous improvement of the legal framework - Serbia

3.1. Continuous improvement of the legal framework and the methodology of external evaluation –

Annex 1: Rulebook on Quality Standards for the Work of Institutions (in Serbian)
Annex 2: Rulebook on Evaluating the Quality of the Institutions' work (in Serbian)

The Annexes can be found on the following links:

Annex 1: Rulebook on quality standards for the work of institutions (in Serbian)

<https://www.paragraf.rs/propisi/pravilnik-standardima-kvaliteta-rada-ustanove.html>

Annex 2: Rulebook on evaluating the quality of the institution's work (in Serbian):

<https://zuov.gov.rs/wp-content/uploads/2019/02/Pravilnik-o-vrednovanunju-kvaliteta-rada-ustanove.pdf>

4. Continuous professional development of education staff to participate in external evaluation

4.2. Supporting and building capacity of peer inspectors – Wales

Annex: Inspector Roles (in English)

The Annex on [Inspector Roles](#) can be found on the following link: [https://www.estyn.gov.wales/working-us/inspector-roles#peerinspector\(pi\)](https://www.estyn.gov.wales/working-us/inspector-roles#peerinspector(pi))

PART V. QUALITY ASSURANCE OF EXTERNAL EVALUATION PROCESS

1. Internal Rules and Procedures at the level of QA agencies

1.1. Internal procedures for cooperation of the external evaluation team – Kosovo*

Annex 1: Checklist for document required for the process of accreditation and validation (in Albanian)

Annex 2: VETI applications and other evidences (In Albanian)

Annex 3: National Qualification Framework (in English)

Annex 4: Administrative Instructions (in Albanian)

Annex 5: Occupation standard (in Albanian)

Annex 6: Evaluation report template (in Albanian)

Annex 7: Declaration for prevention of conflict of interest (in Albanian)

Annex 8: Guideline for external expert team (in Albanian)

Annex 9: Public announcement through public contest (in Albanian)

Annex 1: Check list for document required for the process of accreditation and validation (Doc. nr.1) (In Albanian)

Listë kontrolli për dokumentet e nevojshme për procesin e akreditimit dhe validimit nga Autoriteti Kombëtar i Kualifikimeve (AKK) për Institucionet e Arsimit dhe Aftësisimit Profesional (IAAP)	Të shënohet me “v” nëse dokumenti është i dorëzuar ose “X” nëse jo	Komente lidhur me dokumentin specifik
Emri i IAAP: Kualifikimi/et:		
1. Aplikacioni për Validim;		
2. Aplikacioni për Akreditim;		
3. Raporti i Vetëvlerësimit		
4. Formatit i Kualifikimit/moduleve sipas kriterëve të AKK-së		
5. Dëshmi për pronësinë ose marrjen me qira të objektit me vlefshmëri kohore së paku për kohën e kërkuar për akreditim (për IAAP privat)		
6. Rregullorja e punës		
7. Kodi i mirësjelljes		
8. Lista për pajisjet dhe materialet të cilat janë në dispozicion për ofrimin dhe vlerësimin e kualifikimit/modulit në përputhshmëri me numrin e nxënësve/kandidatëve.		
9. Organogrami i IAAP		
10. Lista e kuadrit/stafit edukativo-arsimor dhe aftësues për modulet përkatëse		
11. CV (në formatin europass) e të gjithë kuadrit/stafit edukativo-arsimor dhe aftësues		

12. Kontratat e punës (valide) së paku për kohën e kërkuar për akreditim		
13. Plani kohor i procesit të arsimit dhe/ose trajnimit		
14. Plani i biznesit të IAAP për së paku 3 vite		
15. Plani financiar për së paku 3 vite.		
16. Politikat/rregulloret e institucionit për implementim e Sigurimit të Cilësisë (SC) të brendshëm (Planin e institucionit për implementim dhe monitorim të vlerësimit për kualifikim/modul; mbi organizimin e vlerësimit të brendshëm, mekanizmat tjerë të SC, etj.)		
17. Vendimin për përcaktimin e personit përgjegjës për SC (Kordinator për SC)		
18. Politika/Rregullore të brendshme për regjistrimin dhe përzgjedhjen e studentëve/kandidatëve/nxënësve		
19. Rregullore/Procedura për lëshimin, zëvendësimin e certifikatave në raste kur origjinalet janë humbur ose dëmtuar		
20. Rregullore për ruajtjen e konfidencialitetit		
21. Dokument mbi Politikat zhvillimore të stafit, Analiza e Nevojave për Trajnim, Shqyrtimi i performancës dhe monitorimi i stafit		
22. Testet teorike për secilin modul (dhe i perfundimtar nëse aplikohet)		
23. Listë e kontrollit (formë) për vlerësimin e punës praktike		
24. Lista e teksteve mësimore kryesore dhe alternative që përdoren.		
25. Kopja e kontratës (fletë regjistrimi) ndërmjet IAAP student/kandidatit/nxënësit, (prindit ose kujdestaret të fëmijëve) për regjistrim.		
26. Politikat /Procedurat për njohjen e kredive nga institucionet tjera.		
27. Një mostër (shembull) e diplomës/certifikatës		
28. Portfolio reale (ose mostër) e një kandidati që nga regjistrimi deri në certifikim (përfshirë edhe testet modulare, listat e kontrollit dhe ai perfundimtar)		
29. Rregullore/Procedurat e raportimit të incidenteve		
30. Politikat/rregullore mbi trajnime specifike për vetëdijësim shëndetësor dhe siguri për stafin dhe kandidatët (certifikime përkatëse nëse është e aplikueshme)		
31. Lista e pajisjeve të sigurisë të cilat janë në dispozicion		
32. 3 CD me të gjitha këto dokumente në formë elektronike		

Vlerësimi i aplikacionit

Aplikacioni për validim:

Formati i kualifikimit:

Aplikacioni për akreditim:

Raporti i vetëvlerësimit:

Kriteret e përcaktuara për miratimin e Aplikacionit nga Këshilli Drejtues i AKK:

Plotësohen	
Nuk plotësohen	

Koment:

Data:

Aplikacioni për akreditim të institucioneve ofruese, vlerësuese dhe certifikuese të kualifikimit

Shënim

Institucionet duhet të akreditohen për ofrim, vlerësim dhe certifikim të kualifikimeve profesionale.

Institucionet që aplikojnë, duhet ta bashkëngjisin raportin e vetë-vlerësimit, i cili do të shqyrtohet gjatë vlerësimit të aplikacionit. Gjithashtu, duhet t'i plotësojnë të dhënat që kërkohen në aplikacion. Aplikacioni përbëhet nga dy pjesë:

Pjesa A- duhet të plotësohet nga institucionet që aplikojnë për akreditim.

Pjesa B- duhet të plotësohet nga institucionet që aplikojnë si Institucion vlerësues dhe certifikues, jo ofrues.

Pjesa A

Të dhënat themelore për institucionin që aplikon për akreditim

A.1 Të dhënat për institucionin
A.1.1 Emri i institucionit dhe adresa
A.1.2 Titulli i kualifikimit/modulit dhe niveli në Kornizën Kombëtare të Kualifikimeve (KKK) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Nëse kualifikimi/moduli është validuar nga Autoriteti Kombëtar i Kualifikimeve (AKK), shënoni titullin dhe nivelin e saktë, siç është specifikuar në validim. Nëse validimi për kualifikim/modul, kërkohet për herë të parë, plotësoni titullin dhe nivelin që propozoni.</div>

A.1.3 Statusi i institucionit/ofruesit

Institucion qeveritar qendror/ lokal	
Inst. publik i arsimit	
Inst. privat i arsimit	
Inst. publik i arsimit të lartë	
Inst. privat i arsimit të lartë	
Ofrues publik për aftësim	
Ofrues privat për aftësim	
Kompani	
OJQ	
Organizatë e punëdhënësve	
Sindikatë	
Tjetër	

A.1.4 Aktivitetet themelore të institucionit/ofruesit

Arsim dhe aftësim profesional	
Aftësim profesional	
Tjetër	

A.1.5 Statusi i personit juridik (ofroni të dhëna për regjistrimin)

(Të bashkëngjiten dëshmi: numri i regjistrimit, certifikata e regjistrimit, numri fiskal, etj.)

A.1.6 Nëse jeni të licencuar si ofrues i arsimit nga MASHT, ofroni dëshmi.

A.1.7 Nëse kualifikimi/moduli është aprovuar nga AKK, shëno periudhën.

Ofroni të dhënat e nevojshme nëse institucioni juaj është i ndryshëm ose pjesë e një institucionit të akredituar në AKK paraprakisht (p.sh. Letra mbështetëse, referenca, kontrata, memorandume mirëkuptimi, etj.)

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

A.1.8 Lloji i akreditimit që kërkohet:

Për ofrim, jo vlerësim dhe certifikim	Ofroni të dhëna për institucionet të cilat ofrojnë kualifikime/module, në hapësirën më poshtë
Për vlerësim dhe certifikim, jo ofrim	Ofroni të dhënat për institucionet të cilat do të vlerësojnë dhe certifikojnë kualifikime/module, në hapësirën më poshtë
Për ofrim, vlerësim dhe certifikim	Vazhdoni në A.2

A.2 Të dhënat mbi resurset për plotësimin e kriterëve për kualifikimin/modulin

A.2.1 Të dhënat për institucionin, përfshirë menaxhimin dhe gjendjen financiare

Shënim: Kriteret për akreditim kërkojnë që institucionet të kenë strukturë të përshtatshme e cila funksionon në baza të qëndrueshme financiare. Të dhënat përfshijnë:

- Dëshmitë për pronësinë/marrjen në shfrytëzim (objektit, pajisjeve, etj.), kohëzgjatja t'i përgjigjet periudhës së akreditimit.
- Hapësirat,
- Strukturën organizative dhe numrin e të punësuarve,
- Rregulloren e punës,
- Kopjen e kontratës ndërmjet institucionit, kandidatit/prindit
- Portfolio e kandidatit nga regjistrimi deri ne certifikim
- Raportet financiare për tri vitet e fundit,
- Planin strategjik për tri vitet e fundit,
- Planin e biznesit.

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara..

A.2.2 Pajisjet dhe materialet për kualifikim/modul

Paraqit të dhënat për pajisjet dhe materialet në dispozicion për ofrimin, vlerësimin dhe certifikimin e kualifikimit/modulit.

A.2.3 Të dhënat për stafin, për ofrim, vlerësim dhe certifikim të kualifikimit/modulit

Paraqit:

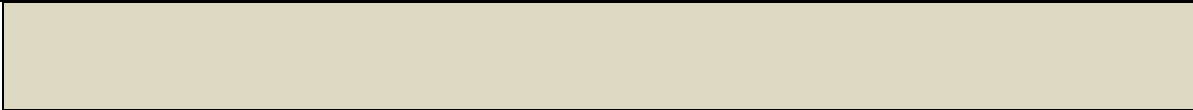
- *Listën e stafit menaxhues dhe profesional që përfshihen në ofrimin, vlerësimin dhe certifikimin e kualifikimit/modulit (CV-të sipas formatit Europass),*
- *Kontratat e punës kohëzgjatja e së cilës përputhet me kohën e kërkuar për akreditim*
- *Vendimin për përcaktimin e koordinatorit për sigurimin e cilësisë.*

CV-të e gjithë stafit të përfshirë në ofrim, vlerësim dhe certifikim të kualifikimit/modulit t'i bashkëngjiten aplikacionit.

A.2.4 Të dhënat për kandidatët/nxënësit të përfshirë në këtë kualifikim

Paraqit:

- *Paraqit numrin e synuar për kandidatët/nxënësit brenda një grupi*
- *Paraqit numrin e grupeve brenda një cikli të certifikimeve*



A.2.5 Kërkesat tjera

Paraqit memorandumet e bashkëpunimit, projektet, detyrat dhe praktikat e realizuara nga kandidatët, brenda dhe jashtë institucionit (kompani, organizatë, etj.)

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

Pjesa B

Kriteret e akreditimit për institucionin vlerësues dhe certifikues, jo vetëm ofrues

B.1 Kriteret e përgjithshme për institucionet vlerësuese dhe certifikuese, jo vetëm ofruese

B.1.1 Menaxhimi i cilësisë së vlerësimit

Të dhënat përfshijnë:

- *Planin për implementim dhe monitorim të vlerësimit për kualifikim/modul,*
- *Politikat e organizimit të vlerësimit të brendshëm,*
- *Politikat e verifikimit të vlerësimit të brendshëm dhe të jashtëm.*

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara..

B.1.2 Të dhënat që mbështesin sigurimin e cilësisë dhe verifikimin e arritjeve të kandidatëve

Paraqit të dhënat për sistemet elektronike apo formave tjera:

- *Instrumentet e përdorura për vlerësimin duke përfshirë kriteret e notimit, etj,*
- *Regjistrin mbi të arriturat e kandidatit, përfshirë vlerësimet e pjeshme dhe përfundimtare (formative dhe sumative),*
- *Politika e verifikimit të brendshëm,*
- *Rregullore për konfidencialitetin e kandidatit.*

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

B.1.3 Menaxhimi i cilësisë së certifikimit

Paraqit:

- *Rregullat për regjistrimin dhe certifikimin e kualifikimit/moduleve të përfunduara,*
- *Procedura për dhënien, zëvendësimin e certifikatave në raste kur origjinalet janë humbur ose dëmtuar,*
- *Rregullore për konfidencialitetin e kandidatit.*

B.1.4 Politikat dhe procedurat për zhvillimin e stafit për vlerësim, verifikim të brendshëm dhe certifikim

Paraqit:

- *Dëshmi për kualifikimet dhe përvojën e stafit,*
- *Politikat zhvillimore të stafit, përfshirë, nevojat për trajnim,*
- *Dokument për shqyrtimin e performancës dhe monitorimin e stafit.*

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

B.1.5 Politikat dhe procedurat për vlerësimin e kandidatëve me aftësi të kufizuara

Paraqit:

- *Politikat dhe procedurat për regjistrimin e kandidatëve me aftësi të kufizuara,*
- *Procedurat për identifikimin e nevojave individuale për mësim dhe programeve të përshtatura,*
- *Dëshmitë për këshillimin, udhëzimin dhe informatat kthyesë për secilin kandidat,*
- *Dëshmi për trajnimet individuale mbështetur në mësimnxënie,*
- *Dëshmitë për instrumentet ndihmëse për vlerësim.*

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

B.1.6 Politikat dhe procedurat e monitorimit për mundësi të barabarta në përzgjedhjen e kandidatëve

Paraqit:

- *Politikat dhe procedurat për regjistrim dhe përzgjedhje,*
- *Kodet e mirësjelljes për të punësuarit dhe kandidatët,*
- *Të dhënat e regjistrimit dhe rezultatet e arritura.*

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

B.1.7 Sistemi për njohjen dhe transferin e kredive

Paraqit:

- Procedurat për njohjen dhe transferin e kredive

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

B.1.8 Realizimi i vlerësimit për ambient të sigurt dhe të përshtatshëm

Paraqit:

- *Planin hapësinor dhe emergjent,*
- *Procedurën e raportimit të incidenteve,*
- *Dëshmi për vetëdijesim në aspektin e sigurisë dhe shëndetit (stafin dhe kandidatët),*
- *Dëshmi për sinjalistikë dhe pajisje të sigurisë.*

Aplikacionit t'i bashkëngjiten dokumentet e kërkuara.

B.1.9 Certifikimi

Një model i certifikatës duhet t'i bashkëngjitet aplikacionit.

Pjesa C

C.1 Të dhënat për personat përgjegjës

<p>C.1.1 Të dhënat për udhëheqësin</p> <p>Emri dhe mbiemri:</p> <p>Adresa:</p> <p>Tel:</p> <p>Fax:</p> <p>Email:</p>	<p>C.1.2 Të dhënat për koordinatorin e sigurimit të cilësisë</p> <p>Emri dhe mbiemri:</p> <p>Adresa:</p> <p>Tel:</p> <p>Fax:</p> <p>Email:</p>
<p>C.1.3 Nënshkrimi i udhëheqësit dhe data</p> <p>.....</p>	<p>C.1.4 Nënshkrimi i koordinatorit dhe data</p> <p>.....</p>
<p>C.1.5 Data dhe vendi i aplikimit</p>	

Annex 3: National Qualification Framework (in English) available n the following link:

<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-1.1.1.-Annex-3.pdf>

Annex 4: Administrative Instruction (in Albanian) available on the flowing link: <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-1.1.1.-Annex-4.pdf>

Annex 5: Occupation standard (in Albanian) available on the following link: <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-1.1.1.-Annex-5.pdf>

Annex 6: Evaluation report template (in Albanian) available on the following link:

<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-1.1.1.1.-Annex-6.docx.pdf>

Annex 7: Declaration for prevention of conflict of interest (in English) available on the following link:
<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-1.1.1.1.-Annex-7.docx.pdf>

Annex 8: Guideline for external expert team (in Albanian) available on the following link:
<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-1.1.1.1.-Annex-8.docx.pdf>

Annex 9: Public announcement through public contest (in Albanian) available on the following link:
<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-1.1.1.1.-Annex-9.docx.pdf>

2. Supervision of External Evaluation

2.1. Supervision of external evaluation reports – North Macedonia

Annex: Assessment and Assessment form

Annex: [Оценување-и-образецот-за-оценување-на-учинокот-на-инспекторите-СЛВ-238.19.pdf](#)
(is.gov.mk) (in Macedonian)

4. Trainings and Continuous Professional Development (CPD) of external evaluators

4.1. Trainings and Continuous Professional Development (CPD) of external evaluators with simulation exercises – Albania

Annex 1: Checklists of observations: about the teaching facilities and infrastructure, the teaching and learning process (in Albanian) available on the following link:

Annex 2: Interview/questionnaire forms for the main interest groups (students, teachers, business representatives) (in Albanian)

The Annexes can be found on the following links:

Checklists of observations: about the teaching facilities and infrastructure (in Albanian) available on the following link: <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-4.4.1.-Annex-2.pdf>

Checklists of observations the teaching process (in Albanian) available on the following link:
<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-4.4.1.-Annex-3.pdf>

Checklists of observations the learning process (in Albanian) available on the following link:
<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-4.4.1.-Annex-4.pdf>

Interview/questionnaire forms for students (in Albanian) available on the following link:
<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-4.4.1.-Annex-5.pdf>

Interview/questionnaire forms for teachers (in Albanian) available on the following link:

<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-4.4.1.-Annex-5.pdf>

Interview/questionnaire forms for business representatives (in Albanian) available on the following link:

<https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-4.4.1.-Annex-5.pdf>

4.2. Modules of trainings and continuous professional development (CPD) of external evaluators – Serbia

Annex 1: Rulebook on examination and professional development of educational advisors

Annex 2: SICI – The Standing International Conference of Inspectorates

The Annexes can be found on the following links:

Annex 1:

RULEBOOK on examination and professional development of educational advisors “Official Gazette of the RS”, No. 14/20, 141/22 (RS

<https://www.pravno-informacioni-sistem.rs/SlGlasnikPortal/eli/rep/sgrs/ministarstva/pravilnik/2020/14/8/reg>

Annex 2: SICI – The Standing International Conference of inspectorates <https://www.sici-inspectorates.eu/Activities/Training-Activities>

4.3. Trainings and CPDs of external evaluators and their contents – Moldova

Annex: the Methodology for training the expert evaluators (in English)

Annex: The Methodology for training the expert evaluators of the National Agency for Quality Assurance in Education and Research (in English) can be found on:

<https://anacec.md/files/Methodology%20for%20training%20the%20expert%20evaluators.pdf>

5. Independence of external evaluation

5.1. Independence of external evaluation and reliability of judgements – Albania

Annex 1: Selection, organization and professional ethics procedures of specialists as external evaluators in the process of accreditation of VET providers (in Albanian)

Annex 2: Rules of conduct and professional ethics (in Albanian)

The Annex 1. Selection, organization and professional ethics procedures of specialists as external evaluators in the process of accreditation of VET providers and Annex 2. Rules of conduct and professional ethics can be found in the following document: <https://www.akafp.gov.al/wp-content/uploads/2024/03/Udhezuesi-procedurat-e-brendshme-te-akreditimit-dhe-Kodi-i-Etikes-pdf.pdf>

6. Feedback from schools to improve external evaluation

6.1 Feedback from schools to improve external evaluation - Serbia

Annex 1: Rulebook of quality evaluation of institutions (in Serbian)

Annex 2: Rulebook on exams and professional training of educational advisors (in Serbian)

Annex 3: Questionnaire for the participants in external evaluation after monitoring of the class (in Serbian)

Annex 4: Questionnaire for the feedback of school representatives (in Serbian)

Annexes can be found on the following links:

Annex 1: [Rulebook of quality evaluation of institutions](#) (in Serbian)

Annex 2: [Rulebook on exams and professional training of educational advisors](#) (in Serbian)

Annex 3: [Questionnaire for the participants in external evaluation after monitoring of the class](#) (in Serbian)

Annex 4: [Questionnaire for the feedback of school representatives](#) (in Serbian)

6.2. Feedback from schools after inspection and how it affects improvements – The Netherlands

Annex1: Questionnaire for School Board (in Dutch)

Annex 2: Questionnaire for Director (in Dutch)

Annex 1: Questionnaire for School Board (in Dutch)

Tevredenheidsonderzoek vierjaarlijks onderzoek – VRAGENLIJST BESTUURDERS

PO, SO en VO

Onlangs is uw bestuur onderzocht in het kader van het vierjaarlijks onderzoek. In deze vragenlijst vragen wij naar uw feedback over dit onderzoek, zodat wij waar nodig onze werkwijze kunnen verbeteren.

Het invullen van de vragenlijst duurt ongeveer 10 minuten.

Let op:

U kunt de ingevulde antwoorden voorlopig bewaren door op de knop "Tussentijds opslaan" te klikken. U kunt dan later opnieuw inloggen en alsnog uw antwoorden aanpassen.

Alvast hartelijk dank voor uw medewerking.

Communicatie en planning

1. In hoeverre bent u het eens met de onderstaande stellingen over de communicatie over het onderzoek en de planning?		Zeër mee oneens	Mee oneens	Mee eens	Zeër mee eens	Weet niet/n.v.t.
a.	Ik ben tevreden over de telefonische en e-mailcommunicatie met de inspectie over het onderzoek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Het onderzoeksplan sloot voldoende aan op het startgesprek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Er was na ontvangst van het onderzoeksplan voor alle deelnemers voldoende tijd om het onderzoek voor te bereiden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Hieronder kunt u desgewenst uw antwoorden toelichten

Uitvoering van het onderzoek

2. In hoeverre bent u het eens met de onderstaande stellingen over de uitvoering van het onderzoek?		Zeër mee oneens	Mee oneens	Mee eens	Zeër mee eens	Weet niet/n.v.t.
a.	De inspecteurs gaven ons de ruimte om te laten zien hoe wij de kwaliteit van onze scholen waarborgen en stimuleren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	De inspecteurs hadden voldoende aandacht voor de context/omgeving waarin het bestuur opereert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	De inspecteurs gingen op een transparante manier te werk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d.	De inspecteurs hadden een open houding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Door de verificatieactiviteiten* hebben de inspecteurs een volledig beeld gekregen van de sturing van het bestuur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	De kwaliteitsinspecteur(s) en financieel inspecteurs kwamen samen tot een beeld van ons bestuur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	De inspecteurs hadden aandacht voor onze bijdrage aan de kwaliteit van het onderwijsstelsel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Met verificatieactiviteiten toetsen we bij besturen, scholen en andere betrokkenen in hoeverre het bestuur zicht heeft op de kwaliteit van het onderwijs en het financieel beheer en hoe het bestuur daarop stuurt.

h. Hieronder kunt u desgewenst uw antwoorden toelichten

Terugkoppelingsgesprek

3. In hoeverre bent u het eens met de onderstaande stellingen over het terugkoppelingsgesprek?		Ze er mee oneens	Mee oneens	Mee eens	Ze er mee eens	Weet niet/n.v.t.
a.	De inspecteurs hebben hun bevindingen en conclusies goed onderbouwd in het terugkoppelingsgesprek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Er was tijdens het terugkoppelingsgesprek voldoende gelegenheid om op de bevindingen en conclusies te reflecteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Wij hebben het terugkoppelingsgesprek als stimulerend ervaren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Hieronder kunt u desgewenst uw antwoorden toelichten

Het rapport

4. In hoeverre bent u het eens met de volgende stellingen over het rapport?		Zeer mee oneens	Mee oneens	Mee eens	Zeer mee eens	Weet niet/n.v.t.
a.	Wij herkennen ons in de oordelen/ waarderingen die de inspectie heeft gegeven op het kwaliteitsgebied besturing, kwaliteitszorg en ambitie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	De conclusies en oordelen/ waarderingen zijn in het rapport goed onderbouwd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Er is in het rapport een duidelijk onderscheid gemaakt tussen het waarborgen van de basiskwaliteit en het stimuleren van ambities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	In het rapport komt een geïntegreerd beeld naar voren van financieel beheer en de sturing op de kwaliteit van het onderwijs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e. Hieronder kunt u desgewenst uw antwoorden toelichten

Opbrengst van het onderzoek

5. In hoeverre bent u het eens met de volgende stellingen over de opbrengst van het onderzoek?		Zeer mee oneens	Mee oneens	Mee eens	Zeer mee eens	Weet niet/n.v.t.
a.	Het onderzoek heeft bijgedragen aan ons inzicht in onze sturing op de kwaliteit van het onderwijs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Het onderzoek heeft bijgedragen aan ons inzicht in de samenhang tussen de onderwijskwaliteit en de inzet van financiële middelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Het onderzoek heeft ons inzicht in onze bijdrage aan de kwaliteit van het onderwijsstelsel verder vergroot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d.	Het onderzoek biedt ons aangrijpingspunten voor de verdere verbetering van onze sturing op de kwaliteit van het onderwijs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Het onderzoek is een stimulans voor het bestuur en de scholen om verder te werken aan de verbetering van de kwaliteit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. Hieronder kunt u desgewenst uw antwoorden toelichten

Algemene terugblik op het onderzoek

6. In hoeverre bent u het eens met de onderstaande stellingen over het gehele onderzoek?		Zeer mee oneens	Mee oneens	Mee eens	Zeer mee eens	Weet niet/n.v.t.
a.	Het onderzoek was proportioneel en daarmee afgestemd op hoe wij als bestuur de onderwijskwaliteit waarborgen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	De tijd die het bestuur in het onderzoek heeft geïnvesteerd staat in verhouding tot wat het heeft opgeleverd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Hieronder kunt u desgewenst uw antwoord toelichten

7. Welke suggesties heeft u voor wat de inspectie in haar toezicht kan verbeteren? Heeft u nog andere opmerkingen en/of feedback voor ons?

8. Welk rapportcijfer geeft u het gehele onderzoek?
(Score van 1 t/m 10 waarbij 1 de laagste score is en 10 de hoogste)

Hieronder kunt u desgewenst uw antwoord toelichten

Einde

Vul hieronder uw gegevens in

Naam contactpersoon:

.....

Functie:

Mag de inspectie contact met u opnemen naar aanleiding van de door u ingevulde vragenlijst?

ja nee

Annex 2: Questionnaire for Director (in Dutch)

Tevredenheidsonderzoek risico- en herstelonderzoeken, en onderzoeken naar Goed – **VRAGENLIJST SCHOOLLEIDER**

PO, SO en VO

Onlangs is uw school onderzocht in het kader van een risico-onderzoek, een herstelonderzoek, of een onderzoek naar Goed. In deze vragenlijst vragen wij naar uw feedback over dit onderzoek, zodat wij waar nodig onze werkwijze kunnen verbeteren.

Het invullen van de vragenlijst duurt ongeveer 10 minuten.

Let op:

U kunt de ingevulde antwoorden voorlopig bewaren door op de knop "Tussentijds opslaan" te klikken. U kunt dan later opnieuw inloggen en alsnog uw antwoorden aanpassen.

Alvast hartelijk dank voor uw medewerking.

Communicatie en planning

1. In hoeverre bent u het eens met de onderstaande stellingen over de communicatie over het onderzoek en de planning?		Ze er mee oneens	Mee oneens	Mee eens	Ze er mee eens	Weet niet/n.v.t.
a.	Ik ben tevreden over de telefonische en e-mailcommunicatie met de inspectie over het onderzoek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Er was na aankondiging van het onderzoek voor alle deelnemers voldoende tijd om het onderzoek voor te bereiden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Hieronder kunt u desgewenst uw antwoorden toelichten

Uitvoering van het onderzoek

2. In hoeverre bent u het eens met de onderstaande stellingen over de uitvoering van het onderzoek?		Zeer mee oneens	Mee oneens	Mee eens	Zeer mee eens	Weet niet/n.v.t.
a.	De inspecteurs gaven ons de ruimte om te laten zien hoe wij de kwaliteit van onze school waarborgen en stimuleren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	De inspecteurs hadden voldoende aandacht voor de context/omgeving waarin de school opereert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	De inspecteurs gingen op een transparante manier te werk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	De inspecteurs hadden een open houding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	De inspecteurs hebben een volledig beeld van de school gekregen wat betreft de standaarden waarop wij onderzocht zijn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	De inspecteurs hadden aandacht voor onze bijdrage aan de kwaliteit van het onderwijsstelsel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Hieronder kunt u desgewenst uw antwoorden toelichten

Terugkoppeling

3. In hoeverre bent u het eens met de onderstaande stellingen over de terugkoppeling aan het einde van de onderzoeksdag(en)?		Zeer mee oneens	Mee oneens	Mee eens	Zeer mee eens	Weet niet/n.v.t.
a.	De inspecteurs hebben de bevindingen en conclusies goed onderbouwd in de terugkoppeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Er was tijdens de terugkoppeling voldoende gelegenheid om op de bevindingen en conclusies te reflecteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Wij hebben de terugkoppeling als stimulerend ervaren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Hieronder kunt u desgewenst uw antwoorden toelichten

Het rapport

4. In hoeverre bent u het eens met de volgende stellingen over het rapport?		Zeër mee oneens	Mee oneens	Mee eens	Zeër mee eens	Weet niet/n.v.t.
a.	Wij herkennen ons in de oordelen/waarderingen die de inspectie ons heeft gegeven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	De conclusies en oordelen/ waarderingen zijn in het rapport goed onderbouwd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Hieronder kunt u desgewenst uw antwoorden toelichten

Opbrengst van het onderzoek

5. In hoeverre bent u het eens met de volgende stellingen over de opbrengst van het onderzoek?		Zeër mee oneens	Mee oneens	Mee eens	Zeër mee eens	Weet niet/n.v.t.
a.	Het onderzoek biedt ons aangrijpingspunten voor de verdere verbetering van de kwaliteit van onze school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Het onderzoek is een stimulans voor de school om verder te werken aan de verbetering van de kwaliteit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Hieronder kunt u desgewenst uw antwoorden toelichten

Algemene terugblik op het onderzoek

6. In hoeverre bent u het eens met de onderstaande stellingen over het gehele onderzoek?		Zeer mee oneens	Mee oneens	Mee eens	Zeer mee eens	Weet niet/n.v.t.
a.	Het onderzoek was proportioneel en daarmee afgestemd op hoe wij op onze school de onderwijskwaliteit waarborgen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	De tijd die de school in het onderzoek heeft geïnvesteerd staat in verhouding tot wat het heeft opgeleverd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Hieronder kunt u desgewenst uw antwoord toelichten

7. Welke suggesties heeft u voor wat de inspectie in haar toezicht kan verbeteren? Heeft u nog andere opmerkingen en/of feedback voor ons?

8. Welk rapportcijfer geeft u het gehele onderzoek?
(Score van 1 t/m 10 waarbij 1 de laagste score is en 10 de hoogste)

—

Hieronder kunt u desgewenst uw antwoord toelichten

Einde

Vul hieronder uw gegevens in

Naam contactpersoon:

.....

Functie:

Mag de inspectie eventueel contact met u opnemen naar aanleiding van de door u ingevulde vragenlijst?

ja nee

9. Digitalization of processes

9.1. Digitalization of processes for self-assessment report of VET providers – Kosovo*

Annex 1: Guideline (in Albanian)

Annex 2: Self-assessment report (in Albanian)

Annexes can be found here:

Annex 1: Guideline (In Albanian) available on the following link: <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-V-9.9.1.-Annex-1.pdf>

Annex 2: Self-assessment report (In Albanian) available on the following link: <https://eqet.erisee.org/wp-content/uploads/2025/02/AUTORITETI-KOMBETAR-I-KUALIFIKIMEVE.docx>

PART 6: Environmental, social and gender aspects

1. Social Inclusion and Wellbeing

1.1. Process of evaluating wellbeing, equality and social inclusion – Scotland

Annex 1: Getting it right for every child (in English)
Annex 2: Wellbeing indicators (in English)

Annexes can be found on the following links:

Annex 1: Getting it right for every child (GIRFEC) - <https://www.gov.scot/policies/girfec/> (in English)

Annex 2: Wellbeing (SHANARRI) - <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/> (in English)

Annex 3: How good is our school? - https://education.gov.scot/media/2swjmnbs/frwk2_hgios4.pdf (in English)

1.2. Standards and indicators for social inclusion – Serbia

Annex 1: Rulebook on detailed instructions for determining the right to an individual education plan, its application and evaluation (in Serbian)

Annex 2: Rulebook on quality standards of the institution's work (in Serbian)

Annex 3: Manual: How inclusive is our school (in Serbian)

Annexes can be found on the following links:

- Rulebook on detailed instructions for determining the right to an individual education plan, its application and evaluation: <https://pravno-informacioni-sistem.rs/eli/rep/sgrs/ministarstva/pravilnik/2018/74/4/reg>
- Rulebook on quality standards of the institution's work: <https://www.paragraf.rs/propisi/pravilnik-standardima-kvaliteta-rada-ustanove.html>
- Manual: How inclusive is our school: https://www.cep.edu.rs/public/Koliko_je_inkluzivna_nasa_skola.pdf

2. Indicators for zero violence tolerance (including digital violence)

2.1. Ensuring and monitoring a system that supports zero tolerance for violence – Serbia (iz publikacije uzeti linkove)

Annexes can be found on the following links:

Annex 1: Law on Fundamentals of Education System: <https://pravno-informacioni-sistem.rs/eli/rep/sgrs/skupstina/zakon/2017/88/1/reg> (in Serbian)

Annex 2:

Rulebook on the Protocol of Actions at an Institution as a Response to Violence, Abuse and Neglect: <https://pravno-informacioni-sistem.rs/eli/rep/sgrs/ministarstva/pravilnik/2019/46/7/reg> (in Serbian)

Annex 3: Educational resources:

<https://prosveta.gov.rs/kategorija/publikacije/>

<https://prosveta.gov.rs/wp-content/uploads/2022/02/C8Ka-sigurnom-i-podsticajnom-skolskom-okruzenju.pdf>

Annex 4: National platform “Cuvam te”: <https://cuvamte.gov.rs/>

Annex 5: Trainings of public importance – a learning platform: <https://obuke.zuov.gov.rs/>

Annex 6:

Quality Standards of Educational Institutions: Area of quality 5. Ethos – standards and indicators aimed at assessing safe environment for students at school: <https://www.paragraf.rs/propisi/pravilnik-standardima-kvaliteta-rada-ustanove.html>

3. Indicators for evaluation of special needs children / special schools

3.1. Indicators for evaluation of education for special needs children / special schools – The Netherlands

Publication:

[https://english.onderwijsinspectie.nl/documents/publications/2021/11/30/inspection-framework-special-education_\(in_Dutch\)](https://english.onderwijsinspectie.nl/documents/publications/2021/11/30/inspection-framework-special-education_(in_Dutch))

Annexes

o Framework Primary education:

[https://english.onderwijsinspectie.nl/documents/publications/2021/12/13/inspection-framework-primary-education-2021_\(in_Dutch\)](https://english.onderwijsinspectie.nl/documents/publications/2021/12/13/inspection-framework-primary-education-2021_(in_Dutch))

o Framework Special education:

[https://english.onderwijsinspectie.nl/documents/publications/2021/11/30/inspection-framework-special-education_\(in_Dutch\)](https://english.onderwijsinspectie.nl/documents/publications/2021/11/30/inspection-framework-special-education_(in_Dutch))

3. Indicators for evaluation of special needs children/special schools

3.2. Indicators for evaluation of inclusive practices of schools – Portugal

Annex 1: EES Framework with the inclusion indicators highlighted (in English)

Annex 2: Examples of inclusive practices in the reports of EES (in English)

Annexes can be found here:

Annex 1: EES Framework with the inclusion indicators highlighted (in English) available on the following link: <https://eqet.erisee.org/wp-content/uploads/2024/07/Part-VI-3.3.2.-Annex-1.pdf>

Annex 2: Examples of inclusive practices in the reports of EES (in English) available on the following link: <https://eqet.erisee.org/wp-content/uploads/2025/02/Acrobat-Document.pdf>

4. Environmental Aspects

4.1. Education for sustainable Development – EQET SEE Project

Annex 1: Education for Sustainable Development – How to Improve Environmental Performance in Schools
a Practical Handbook for Educators

The link to the Annex 1: Education for Sustainable Development – How to Improve Environmental performance in schools – A Practical Handbook for Educators can be found on the following link: <https://eqet.erisee.org/project-outputs2/>, <https://www.erisee.org/eri-see-publications/> and on https://eqet.erisee.org/wp-content/uploads/2024/10/EQET_SEE_Education_for_sustainable_development_en.pdf (in English).