

COUNTRY PROFILE NIE-BG

In creating this template I've made a number of assumptions about what we're trying to achieve. The first set of assumptions is that the purpose of the country profile is to (a) allow other countries to access basic information about each other's inspectorates, (b) allow us to usefully compare inspectorates across countries, (c) allow us to learn more detail by providing links and sources for further information.

The second set of assumptions is that purpose of this template is to (a) provide some structure to the profiles, (b) encourage participating countries to focus on giving the most relevant and useful information, (c) prevent the completion of the template from becoming a long or bureaucratic task, (d) make it easy for us to update the template when our situations change.

*By following this template we should have a short profile that is uploaded directly onto the webpage rather than uploaded through a pdf. Therefore your completed sheets should be **no longer** than 2 Word doc pages, Tahoma size 12.*

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

Country name: National Inspectorate of Education (NIE)

Structure of inspectorate: The inspectorate is centrally organised on national level. The inspection regulation refers to all schools and kindergartens countrywide.

Age of inspectorate: The National Inspectorate of Education (NIE) has been functioning since May 2018. Before that it doesn't been inspection, only control. A centre for school quality evaluation (unit of the Ministry of education and science) was responsible for the external student's assessment tests.

Size: 12 internal inspectors /state servants/conduct the inspection process. They have to develop, adapt and improve all inspection instruments and documents – e.g. criteria and indicators, questionnaires, framework, guidelines, etc. They carry out the inspection reports, annual and other analyses on inspection process and results.

Remits: All types of schools and kindergartens are inspected. Early child care institutions (0-3 age) are not inspected, because they are part of the health system, not of the educational system.

Unit of inspection: the scope of inspections is determined by the director of the NIE or assigned by the Council of Ministers or the Minister of Education and Science. All activities in the school and kindergarten are inspected, but the external evaluation is focused on the entire school/kindergarten, not on the individual performance on each student or teacher.

What is your strapline? Inspection - a tool for positive motivation to improve the quality of education.

Relationship with government: NIE is a budget-supported legal entity with the Council of Ministers. The Director of the NIE is appointed and dismissed by the Prime Minister. NIE provides an annual report with analyses on the quality of education in the inspected institutions to the Council of Ministers and the Minister of education and science. The director of NIE is allowed to submit every kind of reports, researches, questionnaires, findings and other outputs of the implementation of government policies to the Council of Ministers and to the Minister of education and science. The director is allowed to present without governmental improvement every kind of information related to the quality of education following the data protection rules.

Accountability: According to the Pre – and school education act and Regulations adopted by the Council of Ministers NIE is obliged to deliver an annual report with analyse on the quality of education to the Council of Ministers and the Minister of education and science. NIE publishes an annual report on the inspection results with aggregated data.

2. **Evaluation process** – this should be in short paragraphs

Self-evaluation: NIE implemented the Common Assessment Framework (CAF model) which includes evaluation of external experts and self-evaluation process of NIE-organisation. There is no explicit legislative regulation on self-evaluation of school and kindergartens as part of the whole quality management process's, but they could evaluate themselves. NIE has developed criteria and indicators which could be used after the adoption of Quality Assurance Ordinance.

What do you examine during inspection?

The inspection is a process of preparing a comprehensive independent expert evaluation of the quality of the education provided by the kindergarten or school at a certain moment of their activity and determining the directions for improvement. Subject of inspection are all activities carried out by the kindergarten or school and the results achieved, and object of the inspection are all areas of activity of the institution. When conducting the inspection, the influence of the factors of the external environment in which the educational institution operates, is taken into account.

The inspection evaluates two fields – educational process and governance.

Educational process – teaching and learning, assessment of academical results, individual progress, support of children with special education needs, relationship between pedagogical staff and children and students, dropout prevention.

Governance – governance of financial and human resources, professional competences of the pedagogical specialists, interaction with stakeholders and physical environment.

The inspection contains questionnaires of teacher's, student's, principal's and parent's opinion on the schools' /kindergartens' performance, institution visit with lessons observation and interviews.

Afterwards the degree of implementation of state educational standards (ordinances) is established and thus a comprehensive evaluation of the quality of education provided by the kindergarten or school is formed, identifying the strengths, guidelines for improvement and recommendations to the educational institution.

Do you have an inspection framework? Is this a quality or compliance model?

NIE developed an Inspection Framework. It is non law document which explain the inspection process, used tools and procedures.

The criteria for inspection of the kindergarten or school are quality standards, on the basis of which the educational institution is assessed in the fields of inspection.

Each criterion is assessed on inspection indicators, which show the extent to which the inspection criteria in a given field have been met. The indicators are quantitative and qualitative, based on reliable data and information that allow evaluation of the quality of the processes in the kindergarten or school and evaluation of the results of the activity of the institution.

Inspection time and resource. The duration of inspection depends on the type and size of institution – for small institution 2 days, 3 days for others. At least 2 inspectors are going to inspection, the bigger the institution the bigger the inspection team. The inspection team consist of internal inspectors /state servants/ and external inspectors. All of them have minimum 5 years professional experience on the inspected field – teachers, headmasters, inclusive education specialists, etc.

Frequency of inspections: Every 5 years at least one inspection is carried out in each kindergarten and each school. Depending on the overall evaluation of the quality of the education provided by the kindergarten or school, a term is set for carrying out the next inspection of the educational institution, such as:

1. Very good evaluation: the next inspection shall be made in the fifth year;
2. Good evaluation: the next inspection shall be made after three - fourth years;
3. Satisfactory evaluation: the next inspection shall be made after one - two years;
4. Unsatisfactory evaluation: the next inspection shall be made after 6 months to one year, at the proposal of the inspection team, approved by the director of NIE.

NIE uses a risk- based methodology with criteria of selection – the last evaluation, region development factors, results of external exams, number of children and students, type of the school/kindergarten, percentage of graduates.

Main business: NA

3. Consequences of inspection

Reporting: NIE provides the inspection reports to the principal of school/ kindergarten. They decide on the way how to present the report to the community. The report is provided to the head of regional educational office, too.

Grade: There is no grade of institutions. The evaluation is one of the elements of methodology for additional resources. If the results are good institutions decide by themselves how to invest the funds. If the results are not satisfied the institutions must invest the money for programs and targeted measures to improve the educational results. The results of external evaluation could be taken into account in the head assessment process.

Knowledge sharing: The inspection's findings are disseminated on conferences, meetings etc. NIE carry out thematic reports, e.g. – inspection in certain region, inspection in pandemic situation, inspection of certain school types. They are provided to the governance, too.

What happens following an inspection? The regional school body have to support the schools and kindergartens by the implementation of the inspector's recommendations. NIE submit follow up inquiries on the same issue.

What is the stated purpose of your inspectorate?

Do you have a theory of action about how improvement is achieved through inspection?

The schools and kindergartens decide autonomously how they improve their performance regarding to the inspection findings. Through next inspection NIE can follow up to which extend the inspectors' recommendations are fulfilled. Meanwhile NIE will submit feed back from the institutions inspected.