

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

Country name: Ukraine

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

State Service of Education Quality of Ukraine (hereinafter - the Service) is a national authority represented in each of the 24 oblasts of Ukraine and the capital Kyiv by the relevant territorial office of the Service.

Rules and standards are centralized for all regional offices of the Service.

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

State Service of Education Quality of Ukraine was established on December 6, 2017, formerly the State Inspectorate for Educational Institutions of Ukraine

Size: How many inspectors do you have? How many central/policy staff do you have?

There are 37 inspectors in the central office of the national body, and 199 inspectors in the regional offices. The central office has 80 employees

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

The Service inspects preschools, schools, vocational and professional colleges, universities. Universities are inspected only by a national authority. Only education is subject to scrutiny.

Unit of inspection: Do you inspect schools or groups of schools (or both?) Do you inspect teachers, or subject departments? Do you inspect local authorities?

The Service:

1) Studies the professional experience of teachers in the certification of primary school teachers;

2) Carries out inspections of educational institutions separately (kindergartens, schools, colleges, universities);

3) Conducts thematic inspections of educational institutions;

4) Evaluates the activities of local authorities to comply with the legislation on education and quality assurance of education in the relevant area

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

We provide a common understanding of the quality of education for the success of Man and Country

Relationship with government: Do you operate as part of the Education Ministry, or are you independent? Briefly explain the legal relationship you have with the Ministry (e.g. any

reporting duties)? Are you allowed to report on government policy? Are you allowed to publish reports without govt approval?

The Service is a separate central executive body. The activities of the Service are directed and coordinated by the Government of Ukraine through the Minister of Education and Science.

Accountability: What are you accountable for delivering? Where is this set out? (e.g. in legislation or in a policy document?) How are you held to account as an organisation (e.g. must you report annually)?

The rights and responsibilities of the Service are defined at the level of legislation, in particular the laws of Ukraine "On Education", "On Complete General Secondary Education", "On the Basic Principles of State Supervision (Control) in the Sphere of Economic Activity". The Service is accountable to the Government, the Minister and the public and reports to them annually.

In terms of inspections, the Service is accountable to the State Regulatory Service, which monitors the Service's compliance with the law during inspections. The State Regulatory Service carries out scheduled and unscheduled inspections of the Service and in case of violations on our part may bring to administrative responsibility the head of the Service. The Service also annually publishes a report on the results of its work.

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

Self-evaluation: Do you have a form of self-evaluation (i.e. do you expect institutions to report on themselves?) If so, briefly explain how this relates to external evaluation.

In some areas of education - higher education, general secondary education, institutions voluntarily carry out self-assessment. The results of school self-assessment are analyzed before the inspection. Their presence or absence does not affect the result of the inspection, but is taken into account when assessing the quality assurance system of education in the school.

What do you examine during inspection? Do you look at finances? Do you look at legal compliance? Do you observe and/or grade lessons?

The Service does not check finances. It only assesses local authorities in terms of the effectiveness of funding for educational programs implemented by the Government. The Service evaluates educational and management processes and compliance with the requirements of the legislation.

During the evaluations (institutional audit), the experts of the Service observe the lessons.

Do you have an inspection framework? Is this a quality or compliance model? Do you evaluate the quality of education or teaching, or report against a series of non-qualitative standards? How does this work?

There is a mixed model: assessing the quality of school management and organization of educational processes and establishing compliance with legal requirements, state standards. We monitor lessons, interview students, parents and teachers, interview school administrations, and check documents.

Inspection time and resource. How long are your inspections? Do they last several days, or shorter? How many people go on inspection? What sort of qualifications/experience do they have? i.e. are they former headteachers, lawyers or accountants?

The term of the inspection may not exceed 10 working days, and in educational institutions where the number of teachers does not exceed 50 people - 5 working days.

The number of members of the expert group is determined taking into account the number of pedagogical staff of the educational institution, there should be not less than 3 and not more than 12 people.

The inspections are carried out by the Service staff and independent experts from among the pedagogical staff.

Frequency of inspections: Do you have set inspection cycles? How long are these? Are they risk-based or not? If risk-based, what information do you use for assessing risk?

External evaluation is carried out in a planned manner in the educational institution not more than once every 10 years in accordance with long-term and annual plans. Institutional audit may also be conducted unscheduled at the initiative of the founder, head, pedagogical council, general meeting (conference) of the team or the board of trustees of the educational institution.

The frequency of scheduled inspections of universities is determined by risk-oriented technology, according to the risk criteria approved by the Government of Ukraine.

Main business: Do you do anything that is not inspection? E.g. pre-registration or providers, or other forms of regulation? Are you involved in complaints examination?

Do you take part in competition of headmasters?

The Service conducts thematic research, surveys, monitoring, accreditation of educational programs of colleges, approves atypical educational programs of schools.

The Service considers citizens' appeals on issues within its competence. The Service participates in the competition of school principals.

3. Consequences of inspection

Reporting: Do you publish your reports on institutions? If so, who reads them and how are they used? (e.g. to help parents make school choices?)

The Service evaluates educational institutions within the framework of external evaluation (almost 300 institutions per year).

The Service publishes all documents on the official website of the Service: acts of inspections, decisions on elimination of violations, conclusions and recommendations to educational institutions, which are created as a result of inspections.

In addition, the website of the founder (owner) of the institution publishes conclusions and recommendations.

All target audiences can get acquainted with all documents.

Grade: Do you grade institutions? If so, how many do you have? Are there any rewards for getting the top grade? Or any punishment for getting the lowest?

Every year the Service evaluates about 300 educational institutions.

The conclusion on the results of the institutional audit contains the final results of assessing the quality of educational activities of the educational institution, indicating:

the achievements of the educational institution and the need to improve educational activities and the internal quality assurance system of education; established levels of assessment of the quality of educational activities of the educational institution and the effectiveness of the internal system of quality assurance of education (hereinafter - assessment levels).

Assessment levels are:

first (high);

the second (sufficient);

third (requires improvement);

fourth (low).

The conclusion and recommendations are sent to the founder of the educational institution

There is no reward for receiving the highest grade.

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

Based on the results of inspections within the framework of the annual report, the Service prepares proposals for improving the legislation of the Government and the Ministry of Education and Science. The Service uses thematic reports and publishes its results.

The Service informs the founders of educational institutions about the results of inspections

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

In case of detection of violations in the educational institution, the deadline for their elimination is determined and the inspection is carried out again.

In case of negative results of such inspection, recommendations may be given to change the head of the educational institution, terminate or reorganize the educational institution.

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

The purpose of the external evaluation of the school is to provide support to the school through the formation of specific recommendations for improving the organization of the educational process.

The Service also protects and restores the rights of participants in the educational process.