

## **PILOT PHASE FINAL EVALUATION REPORT**

### **COMPONENT 2**

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## 1. Rationale

After NCEEE<sup>1</sup> launched the implementation of external evaluation during 2006, a pilot project of school self-evaluation was also implemented. 23 secondary grammar schools started with the self-evaluation process during the academic year 2007/2008. The overall number of pilot schools implementing self-evaluation during the academic year 2008/2009 increased to 83, of which 29 were mixed schools (e.g. secondary schools with VET part). Out of the 83 schools 54 pure VET institutions also became part of the NCEEE's self-assessment project. Within that project NCEEE's self-assessment materials were used: the manual, the quality framework, the KREDA analysis, and report formats.

With the promulgation of the VET Act in February 2009 all VET institutions are obliged to conduct self-assessment (Article 11.1) and external evaluation (Article 11.3). However; a year later, by March 2010 not all 271 VET institutions had introduced an annual self-assessment cycle.

Croatia is only at the beginning of adopting European developments in QA for VET. Starting in March 2010 the EQARF was adapted to the national context and a proposal for a Quality Framework in VET was developed together with quality assurance instruments for the VET system. From March 2010 to March 2012 the main project partner AVETAE<sup>2</sup>, with the help of a European-funded IPA project "*VET Quality Assurance Development*", developed, piloted, and revised the Self-Assessment Framework, which is based on the *European Guide for Self-Assessment of VET Institutions*<sup>3</sup>.

The *Self-Assessment Framework for VET* was piloted under the project during the academic year 2010/2011. The framework is a criterion-referenced model, with criteria grouped into 6 "priority areas". VET institutions assess their performance against quality criteria or "performance descriptors" identifying strengths and weaknesses. The outcomes from this process are part of the annual self-assessment report and improvement plan.

To support VET institutions in their improvement of quality and learners' learning experience, the external evaluation<sup>4</sup> process was also adapted to the self-assessment framework. External evaluators use the same quality criteria when making judgements about a VET institution's performance.

Guidance material was produced; and VET directors, quality coordinators, and external evaluators were trained in using the documentation. During the pilot period, which started in September 2010, VET institutions evaluated the self-assessment process, as well as the documentation. Participating VET institutions also received 6 pilot monitoring visits and 2 formal external evaluation visits.

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<sup>1</sup> NCEEE = National Centre for External Evaluation of Education

<sup>2</sup> AVETAE = Agency for VET and Adult Education

<sup>3</sup> CEDEFOP (2003): *European Guide on Self-Assessment for VET Institutions*, working paper, version 3

<sup>4</sup> Not to be confused with NCEEE's external evaluation of examinations (learners' assessment)

The focus of the pilot period was priority area n° 2 (teaching & learning); but VET institutions also had to choose a second priority area. Self-Assessment coordinators and external evaluators were also trained in using an observation schedule, which contained a number of assessment criteria for the observation of teaching and learning. In the final self-assessment report VET institutions identified their strengths and weaknesses in meeting the quality criteria of the two priority areas. This report was then validated by external evaluators. The pilot phase finished on 15 July 2011 when all VET institutions had to send their report and improvement plan to AVETAE.

## **2. Scope and Methodology**

Within the European-funded IPA project “*VET Quality Assurance Development*” component 2 (ToR 2.1.1-2.1.4; 2.2.1-2.2.5; 2.3.1-2.3.3) was responsible for the development and piloting of the VET self-assessment framework.

After a 2-day workshop (ToR 2.1.2) the working group (ToR 2.1.1) for component 2 (16 members) first established the criteria for the selection of piloting VET institutions (ToR 2.2.2), self-assessment coordinators (ToR 2.2.1), and external evaluators (ToR 2.2.4).

The technical assistance (TA) produced a draft version of the pilot self-assessment manual (SA manual; ToR 2.1.4), which was agreed by the working group and the main project partner (MPP).

Then 24 VET institutions were chosen as participants in the pilot phase (ToR 2.2.4; 2.2.5). These VET institutions representing different regions are located in urban and rural as well as affluent and poor areas; there are institutions with a large number of learners (>1000) and those with small numbers (<150); as well as VET institutions offering adult education programmes. 4 VET institutions were especially chosen for their status as a “Special Needs Institution”<sup>5</sup>. During the academic year 2010/2011 these 24 VET institutions were asked to pilot the self-assessment framework and to complete their self-assessment reports and improvement plans by 15 July 2011.

As external evaluators 11 non-civil-servant experts were employed by the project. The TA set up selection criteria based on the requirements identified by the working group (ToR 2.2.4) and publicly advertised for the position. Out of more than 100 applications a total of 28 candidates were chosen for interview. Each interview lasted 1 hour, included an assessment task, and was conducted by the international key expert for component 2 and by the local senior quality expert. The local senior quality expert was also put in charge of the pilot phase managing the allocation and deployment of external evaluators, as well as being the project contact person for piloting VET institutions.

As a preparation for the pilot phase 3 pilot VET institution members (principal and 2 quality committee members) were trained during a 3-day workshop on the basic concepts related to the pilot-implementation of comprehensive self-assessment, and on the methodology and other implementing arrangements

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<sup>5</sup> These 4 VET institutions piloted the SA framework in cooperation with the Croatian EU project *Access to Education for Learners with Disabilities*

concerning the self-assessment process (ToR 2.2.2; 2.2.3). Then 24 self-assessment coordinators and 11 external evaluators were trained together in a 4-day workshop on the self-assessment, observation, and external evaluation procedures and documentation (ToR 2.2.1; 2.2.4; 2.2.5)

The TA, together with the working group component 2, also produced a draft version of a pilot external evaluation manual (ToR 2.2.4; 2.2.5; 2.3.3); however, due to the unclear interpretation regarding Article 11.3 of the VET Act the main project partner (MPP) did not agree the publishing of the pilot external evaluation manual. Hence, piloting VET institutions and external evaluators could only test the draft external evaluation procedure and not the other parts of the external evaluation manual.

The pilot phase (ToR 2.2.4; 2.2.5) was divided into 8 reporting periods, from September 2010 to 15 July 2011. There were 6 monthly pilot monitoring visits resulting in pilot monitoring sheets and 2 formal external evaluation visits resulting in external evaluation reports. The 1<sup>st</sup> external evaluation visit was carried out in March 2011, the second in June 2011. All visits were undertaken by 11 trained external evaluators, selected according to the criteria and external evaluation procedure developed by the working group component 2. All self-assessment reports and improvement plans had to be validated by the external evaluators by 15 July 2011.

To provide additional "adequate support" (ToR 2.2.4; 2.2.5) to piloting VET institutions 3 standardisation training meetings (October 2010, February 2011, and May 2011) were carried out with 24 self-assessment coordinators and 11 external evaluators. During these workshops delegates participated in standardisation exercises on the self-assessment and external evaluation procedures and reports.

In addition the TA carried out 22 "observation of external evaluation" visits to 20 of the 24 VET institutions (2 institutions were visited twice); thus ensuring that all external evaluators were at least shadowed once. Furthermore, 8 AVETAE senior advisors accompanied external evaluators during 15 visits to 11 piloting VET institutions (some advisors visited more than 1 institution and 1 institution was visited by 2 advisors). The AVETAE project manager visited 2 piloting VET institutions; the project team leader and the key expert for component 3 visited 1 VET institution each; the key expert for component 2 visited 10 VET institutions; and the local senior quality expert visited 13 VET institutions.

During the pilot phase the 24 VET institutions employed a total of 1084 teachers or trainers. 525 of these teachers/trainers were observed by 212 observers in 847 lessons. There were a total of 204 members participating in the quality committees of the 24 piloting VET institutions.

The 24 self-assessment reports, 48 external evaluation reports, 144 pilot monitoring sheets, 24 VET institution questionnaires, 11 external evaluator questionnaires, and comments from the working group and AVETAE's pedagogical advisors were analysed by the TA and an external analyst.

The final pilot evaluation report was discussed and approved by the component 2 working group during their meeting in September 2011.

### **3. Variables and General Observations**

In addition to evaluating their own performance, the pilot VET institutions also had to critically examine the guidance material and the quality criteria (performance descriptors). Their comments are included in the following sections.

#### **3.1 Self-Assessment Process**

According to articles 12.1 and 12.2 of the VET Act (2009) VET institutions have to nominate a Quality Committee which has 7 members responsible for the self-assessment process and report. VET institutions, who carry out their activities in team work, have established a larger Quality Team with sometimes 14 members and wider quality responsibilities. The smaller Quality Committee is part of the Quality Team and responsible for writing the self-assessment report. The self-assessment process is then undertaken by either subject or curriculum teams for each of their curriculum areas or by priority area teams. The teams' self-assessment reports are then combined by the Quality Committee into the overall VET institution self-assessment report. The whole process is coordinated by the self-assessment coordinator appointed by the VET institution according to the criteria established by the component 2 working group (ToR 2.2.1).

Overall those piloting VET institutions that already use team work in their daily activities had less difficulties in implementing the self-assessment process than those where only the director, self-assessment coordinator, or pedagogue do all the work. VET institutions that involved stakeholders, and especially teachers and learners, also found the whole self-assessment process easier to manage than anticipated.

To help self-assessment coordinators with writing the SA report the TA provided examples of completed self-assessment reports, and these were discussed during the standardisation meetings.

#### **3.2 External Evaluation Process**

Due to the unclear interpretation of Article 11.3 the project was not allowed to publish the draft external evaluation material for piloting, especially the handbook and the guide to writing the report. Therefore, piloting VET institutions and external evaluators could only test the external evaluation procedure.

To help external evaluators with writing the EE reports (since the draft guide to writing the EE report could not be published) the TA provided examples of completed external evaluation reports and these were discussed during the standardisation meetings.

Due to the additional 6 monthly pilot monitoring visits external evaluators were able to get to know their allocated VET institutions in detail, and most established good professional working relationships with "their" VET institutions.

Out of the 11 external evaluators only 1 had real experience in conducting external evaluation; all external evaluators had experience in quality assurance

and/or VET systems. To ensure common understanding and standardisation of interpretation self-assessment coordinators were trained and attended meetings together with external evaluators. This also ensured the sharing of pilot activities and good practice.

The TA also provided a code of conduct for external evaluators to further define and clarify their role and responsibilities (as identified in the requirements by component 2 working group). There was some confusion in the beginning of the self-assessment cycle as to the difference between external evaluation and educational inspection, as well as the current procedure of pedagogical monitoring as carried out by AVETAE advisors. However, by the end of the pilot phase it was clear to all participants that although the evaluation activities are quite similar in external evaluation, educational inspection, and pedagogical monitoring, the focus and outcome are very different indeed.

### **3.3 Documentation**

As part of the documentation the TA, together with the working group component 2 drafted a pilot self-assessment manual (ToR 2.1.4) which was tested during the pilot phase. The SA Manual has 4 sections, which are –

- section I: Quality Areas and Criteria (Methodology)
- section II: Self-Assessment
- section III: Formats and Templates
- section IV: Annex

As part of the ongoing support VET institutions also received examples of procedures and survey questionnaires. VET institutions were also asked to test the lesson/session observation criteria and the observation report format. Initially all piloting VET institutions were given the same report format and the same criteria. However, some institutions had already developed and used their own observation reports and criteria. Therefore, institutions were free to adapt templates to their needs as long as the changes met the requirements of the criteria of the overall (national) SA framework, which VET institutions were not allowed to change.

The pilot manual was revised by the working group during the pilot phase and by AVETAE's advisors during a 3-day workshop. 150 final draft versions of the manual were printed for discussion during the self-assessment conference at the end of June 2011. 800 copies (ToR 2.1.4) were officially published in a specially designed folder in September 2011.

Due to the changes made to the SA framework already during the early stages of the pilot phase, not all piloting VET institutions produced their SA report in the same format. For example, the pilot phase started with 9 and then 8 Priority areas. After feedback from VET institutions these were further reduced to 6. As a result 3 VET institutions, for example, have covered only 1 priority area in their report as priority area 8 was merged with the other priority areas. Furthermore, the report format changed twice during the pilot phase and 5 VET institutions used the original format, 10 used the interim format, and 9 used the latest version. However, all VET institutions used the latest versions of the SWOT

analysis and the improvement plan. All external evaluators used the latest versions of their report formats.

All documentation can be found on a CD that was published as part of the SA manual; and VET institutions can copy the documentation as required. In the future the documentation will also be made available online as part of the new web-based self-assessment tool (e-kvaliteta)<sup>6</sup>.

### **3.4 Self-Assessment Framework and Criteria**

The self-assessment framework is based on a number of basic principles about quality assurance:

- VET providers have the primary responsibility for the quality of their learning provision, services, and quality assurance
- self-assessment is carried out in an annual quality cycle of “plan – do – check – react”
- the self-assessment process concludes with a self-assessment report and improvement plan for which VET providers are responsible
- the interests of society in the quality and standards of VET need to be safeguarded
- learners and their needs are at the centre of VET institutions’ work
- the quality of VET programmes needs to be improved
- transparency and the use of external evaluation are essential for the validity of the self-assessment process
- a culture of quality should be encouraged
- VET institutions should demonstrate their accountability, including for the investment of public and private money

VET institutions’ performance and competence are measured during self-assessment against a set of criteria (or performance descriptors); hence the framework is criterion-referenced and competence-based. VET institutions also have to provide evidence to demonstrate competence and compliance with the criteria.

The most important aspect of the framework is that VET institutions have the primary responsibility for the quality of their learning provision, services, and quality assurance. Therefore, the pilot self-assessment framework proposed a high number of criteria reflecting the complex activities that a quality VET institution should implement, including criteria about issues that VET institutions in Croatia were not currently covering. Especially the learner-centred aspect of the framework requires that VET institutions “put learners first” in all their activities; and a high number of criteria throughout all the priority areas refer to this issue. Unfortunately, most of these very important criteria have been removed during the revision.

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<sup>6</sup> the link to *e-kvaliteta* can be found on [www.asoo.hr](http://www.asoo.hr)

The priority areas of the self-assessment framework are based on the areas outlined in Article 11.2 of the VET Act (2009); whereas the quality criteria are mainly based on the *European Guide for Self-Assessment of VET Institutions*<sup>7</sup>.

Both VET institutions as well as AVETAE's pedagogical advisors had the same difficulties with criteria about issues that VET institutions in Croatia were not currently covering, or that were not prescribed by law. Instead of identifying the underlying reason of certain criteria and associated activities, VET institutions wanted to delete these from the framework, because "we are not doing these things", without first thinking about the future implications. There will be a number of activities that VET institutions will need to implement in the future; particularly those associated with the new qualification framework, which is currently under development.

A few piloting VET institutions understood the significance and merit of certain quality criteria after they reached the end of the self-assessment cycle. Good examples are the criteria about "work placements" (or "practical learning with employers"). Practice is an important and essential part of VET; and if learners are to demonstrate their competence, they must have opportunities for practicing and being assessed in realistic work environments. These realistic opportunities can either be provided at the VET institution (e.g. simulated restaurants, hotels, or beauty and hair salons open to the public) or through placements with employers. Both, the practical learning at the VET institution and the work placement with employers have to be quality assured; and responsibility for this quality assurance lies with the VET institution!

The following comments are typical examples of misunderstanding the competence- and evidence-based concept of the self-assessment framework, which demands that VET institutions meet all the requirements of the quality criteria:

- *Practice firms: some VET institutions claim that they were not able to evaluate this quality area, because they do not have them at their institution; however, VET institutions should assess whether this would have a negative impact on the learning experience, and whether they should establish practice firms as part of their improvement plans*
- *a few VET institutions also commented that keeping records of learners' destination is unnecessary (because they do not feel responsible for this criterion); however, this is one of the main national performance indicators of success (e.g. how many graduates find employment in their qualification); and VET institutions have to add this to their improvement plans, if they are not already collecting data on learners' destination after graduation*
- *VET institutions commented that they cannot monitor "learning at the workplace" during the summer, because some learners are placed with employers during that time; here again VET institutions are dodging*

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<sup>7</sup> CEDEFOP (2003): *European Guide on Self-Assessment for VET Institutions*, working paper, version 3



*their responsibilities; they have to demonstrate competence in monitoring work placements for all learners (equality), even during the summer, so this aspect has to be added to their improvement plans*

At the start of the pilot phase all VET institutions were concentrating on the current situation and dismissing criteria that pointed to the future and required them to introduce change and improvements. By the end of the cycle more VET institutions had understood the importance of using the criteria in identifying weaknesses (e.g. activities that they should be doing but were currently not) and improvement plans.

However, during the revision a number of important quality criteria were removed from the framework that VET institutions now claim should have remained (e.g. developing and revising locally-developed curricula; or the annual review of the institution's learning programmes, an activity that is at the heart of the self-assessment process!).

#### **4. Summary of Findings**

All activities during external evaluation visits and the self-assessment process were carried out according to instructions, procedures, and criteria. However, due to the lack of statistical data on self-assessment and external evaluation in VET from previous years it is impossible to determine to what extent VET self-assessment and external evaluation processes are valid, realistic, and aligned. It is also impossible to carry out any mutual comparison of VET institutions or compare VET institutions against any national average. This will only be possible in the future with the use of the new web-based self-assessment tool (e-kvaliteta)<sup>8</sup>.

However, it is very clear that all 24 pilot VET institutions managed to implement, understand, and apply the SA process in their regular work. Some participating VET institutions even achieved improvements in their organisation of work during the pilot phase.

One of the most desirable benefit of the SA process happened at the Tourism and Gastronomy Institution in Poreč, where learners independently concluded that they noticed improvements in the teaching process as a direct consequence of the SA process. The most important achievement of the whole pilot phase is a raised awareness of VET institutions about the benefits of the SA process for their development and improvement of results. All VET institutions confirmed that the process would not be possible without the support from the external evaluator (EE). They also stressed that EEs were very important for receiving "third-party" feedback and realistic evaluations of their work.

##### **4.1 Self-Assessment Process**

Only 6 of the 24 pilot VET institutions were previously (2008/2009) included in the NCEEE project of self-assessment (see chapter 1). For the other 18 pilot VET institutions this was the first contact with the SA process.

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<sup>8</sup> the link to *e-kvaliteta* can be found on [www.asoo.hr](http://www.asoo.hr)

The most important aspect and difficulty was changing the mind-set of participants. In the past "someone from above" was responsible for passing laws, prescribing rules and curricula, and for the control of whether the prescribed was being applied. Hence, "someone else" was to blame for the existing situation and unresolved problems in VET institutions; and there was the opinion that either MoSES or some other government agency should resolve those problems.

After one year of training, SA process, feedbacks from EEs, and project implementation, participating VET institutions finally realised that they are ultimately responsible for the services and learning provision they offer, including the development of the institution and the achievements of their learners. After having carried out surveys among teachers, learners, parents, employers, and other representatives of local communities, VET institutions have accepted (some for the first time) or confirmed the idea that they are providers of VET to the local community and society in general, and are thus accountable for the quality of their provision.

Although MoSES and other government agencies like AVATAE continue to be responsible for developing laws and regulations, which VET institutions must follow; this should not prevent VET institutions from developing their own additional internal procedures and activities for managing and improving their services and learning provisions.

#### **4.1.1 Strengths of SA Process**

According to feedback from pilot VET institutions and external evaluators, the strengths of the SA process are:

- positive processes have been initiated in the institution (on the level of subject area/curriculum councils, less on the level of teachers' councils)
- the methodology is applicable in institutions 12x
- the SA process really works 3x
- involving different stakeholders in the SA process that provides different perspectives of the process and provides valuable feedback
- the possibility to evaluate the efficiency of the institution
- raising awareness and getting the answer to the question "How good is our institution?" – "What are our strengths?"
- raising awareness and getting feedback on institution's weaknesses and what can be done to improve them, i.e. how to improve them, which stakeholders to involve and what would be the timeline for removing the weaknesses
- systematic monitoring, analysing and re-examining education and learning provision
- the training of Committee members
- some teachers did not accept the SA process (they saw it as a form of control); in such situations the quality specialist did his/her job professionally and managed the SA process 2x
- advisory assistance on behalf of the project team and external evaluator

- making stakeholders more active in the process of achieving a common goal – a wake-up call
- raising awareness of the importance of team work
- realising that we can influence the majority of activities

#### **4.1.2 Weaknesses of SA Process**

According to feedback from pilot VET institutions and external evaluators the weaknesses of the SA process are:

- it has not been defined how SA process will be financed
- fear of the whole process being just a formality
- lack of comprehensive training of all pilot VET institutions employees for SA process and quality assurance; there was a great problem of how to handle evidence i.e. when is a specific piece of evidence good for a criterion, how to allocate a piece of evidence to a criterion and how to collect them
- the main difficulty was that a lot of time was invested in the whole process, all the work related to SA process was done outside working hours 3x
- teachers were overloaded with their regular work and work on SA process so they were not always capable of ensuring all the necessary conditions
- in the future, when the ways of carrying out self-assessment, as a legal requirement, will be set out, it is necessary to bear in mind the number of teaching hours and when planning the timetable make sure that quality committee members are able to attend committee meetings
- lack of time to work systematically on things, if the institution had more capacity, it would be easier because more people would participate 3x
- data processing
- a certain number of teachers showed resistance to the proposed model of lesson observations
- some teachers were disinterested 2x
- problems coping with SA process (“This is not a list of wishes that someone else will make come true!”) 4x
- raising awareness of all stakeholders that in SA and quality development everyone has to work together
- insufficient number of people actively involved 2x
- not everyone realised the importance and the advantages of SA and EE

#### **4.2 External Evaluation Process**

EE process is the other side of the SA process. At the beginning EE is crucial because it helps identifying a realistic evaluation of an institution’s performance and helps in determining an institution’s strengths and weaknesses. It is also important for helping VET institutions developing a realistic grade through the

SWOT analysis for each individual priority area, but also for making an achievable one-year improvement plan in accordance with available resources.

During 6 informal pilot monitoring visits (part of the project "adequate support" of ToR 2.2.4 + 2.2.5) external evaluators provided support to institutions in implementing their SA process, in making realistic evaluations of the situation in institution, and in spotting what needs to be changed or improved, and in what way.

95% of pilot VET institutions would recommend EE visits to other institutions i.e. to their colleagues and principals in other institutions. 79.2% of external evaluators were delighted with the cooperation with the project representative and 20.8% were very satisfied. External evaluators judged their communications with AVETAE representatives as 16.6% delighted, 16.6% very satisfied, 20.8% satisfied, 8.3% dissatisfied, 12.5% disappointed and 25% not applicable.

#### **4.2.1 Strengths of EE Process**

According to feedback from pilot VET institutions and external evaluators, the strengths of the EE process are:

- the methodology is applicable in institutions and the EE process works 8x
- without the explanations that external evaluator gave us, we would have found it very hard to understand the instructions because they are very extensive, not concrete enough, and too general
- visit plan which was sent in advance was useful
- a visit by AVETAE advisor turned out to be a good thing
- successful cooperation with external evaluator 2x
- good communication with SA specialist 4x
- meetings with external evaluator were useful and pleasant, advisory
- involving project representatives and AVETAE representatives helped the institution see its situation more realistically and realise which procedures were missing
- satisfied with visits, contacts and advice given by project representative 2x
- satisfied with visits, contacts and advice given by AVETAE representative

External evaluators evaluated their satisfaction with all the aspects of the work done by SA coordinator with 98%.

#### **4.2.2 Weaknesses of EE Process**

According to feedback from pilot VET institutions and external evaluators, the weaknesses of the EE process are:

- lack of establishing better synergy with the methodology developed by NCEEE
- lack of elements in evaluator training as well as selection procedure of evaluators

- external evaluators needed more than the envisaged 3.5 hrs for writing their EE reports; they claimed that 2 to 18 hrs were necessary, i.e. on average 6.5 hrs

#### **4.2.3 Role of External Evaluator**

According to feedback from pilot VET institutions and external evaluators, the following statements on the role of the external evaluator were made:

- this is not control, but a positive influence on institution life
- one institution proposes that external evaluator attends from time to time Teachers' Council sessions
- it is good to have an independent advisor who helps, and who is not there to carry out monitoring
- EE role is important 2x
- one institution says that it is satisfied with the role of external evaluator and that they had a cooperative relationship
- to help institutions 10x
- adjusting to the institution
- advisory role 3x
- to be institution's consciousness
- friendly 8x
- encouraging questions
- she shows that she cares about the institution progress
- openness 2x
- positive and affirmative approach 3x
- giving guidelines
- objectivity 2x

#### **4.2.4 Usefulness of Advice given by External Evaluator**

According to feedback from pilot VET institutions, the following aspects were pointed out as necessary for an institution's SA process:

- instructions for SA are useful 8x
- all procedures were useful
- instructions explain the process and they were easy to follow 4x
- external evaluator gave support and directed the institution and that is what was useful for the institution 8x
- useful in terms of giving the right direction and giving best practice examples 3x
- commending is very encouraging
- clear and honest feedback on institution SA process

#### **4.2.5 Usefulness of External Evaluation Report**

The grades given for VET institutions' performance according to SA and EE reports show that 2 of the 24 (8%) VET institutions were graded excellent, 8 (34%) were graded very good, 12 (50%) were graded good, and 2 (8%) were graded adequate. The external evaluators' grades are the same, apart from one VET institution which underestimated itself compared to the EE grade, and one VET institution which overestimated itself (see also Annex 2).

38% of external evaluators judged that they were delighted with the usefulness of the visit, 42% were very satisfied, and 12% were satisfied (8% ticked "not applicable") 36% of pilot VET institutions were delighted with the usefulness of the VET report, 41% were very satisfied, and 13.6% were satisfied (9% ticked "not applicable"). Based on this we can see that EEs and pilot VET institutions gave almost identical feedback on the usefulness of the external evaluation report.

### **4.3 Documentation**

All documents (observation form, report formats, manual, etc.) were prepared by the project as the starting point for piloting the SA process by pilot VET institutions. It was agreed that some documents would be improved on the level of the project for everyone to use, following feedbacks and comments, i.e. criteria, report formats and the manual. It was suggested that VET institutions adjust all other formats i.e. observation form, surveys or internal quality procedures according to their own needs.

The SA manual containing the documentation including the SA framework with the priority areas and quality criteria was revised by component 2 working group and AVETAE advisors and officially published in September 2011.

#### **4.3.1 Usefulness of Documentation**

According to feedback from pilot VET institutions and external evaluators, the instructions for the SA process and the guide to writing the SA report were useful (15x) and explained the process; the instructions were followed easily (6x).

According to SA and EE reports, the following suggestions were made regarding the manual:

- to put a glossary and an index at the end
- make a list of potential evidence along with every group of criteria and give explanation on how often individual criteria should be examined
- list concrete examples 6x (and explanations using concrete examples)
- list a description of every level of judgement and therefore ensure that they are interpreted equally
- list explicitly the steps in self-assessment and make instructions more concise
- put rough deadlines into the manual and observation guidelines 2x

### **4.4 Self-Assessment Framework and Criteria**

The first version of criteria was distributed over 9 priority areas, according to the law. It was the first set of criteria given to pilot VET institutions and from that point of view it was a very good start to standardise teaching performance and the complete work of VET institutions. However, early on, institutions found that there were too many criteria. They were also against those criteria which define issues that are not prescribed by law or that are not currently applied in VET institutions.

As mentioned above (section 3.4) the idea was to prepare a more extensive self-assessment framework so that new paradigms could be introduced. Furthermore, the detailed criteria were to help VET institutions in identifying future directions of VET development.

All feedback was collected, together with the feedback from component 2 working group members. Some of the early feedback resulted in 6 priority areas that cover all quality areas prescribed by law. The final set of criteria was edited by AVETAE advisors.

#### **4.4.1 Language of Criteria**

One of the main difficulty with introducing new paradigms and concepts is that a suitable translation cannot be found in the target language. Often definitions for new terminology, new procedures, and glossaries are only identified at the end of a project, which in this case created difficulties and confusions in understanding the new criteria.

Seven pilot VET institutions evaluated the language used in documents for the SA process as clear and understandable, 1 as satisfactory, 1 as exact, and 2 commented that newer versions were more understandable and in the spirit of the Croatian language. However, 4 pilot VET institutions found that the documentation was inappropriate for Croatian pedagogical standards and for the existing situation in the Croatian education system. 4 pilot VET institutions also commented that "a literal translation from a foreign language makes the material 'illegible'". 3 pilot VET institutions think that the material is too wide and written too scientifically, 1 found it not understandable and 1 unclear.

For example, pilot VET institutions found the "Work Placement" criteria confusing (see comments in section 3.4), and some were confused by the terminology used for the 2 different activities ("practical learning" at the institution and "work placement" at the employer). It is anticipated that the AVETAE advisors' solution will clarify the criteria by using the term "Learning through Experience (Exercises and Practical Learning)"; although, important "work placement" criteria have now been lost in the process.

One pilot VET institution thought that the lesson observation form contains excellent criteria; whereas another felt that 65 criteria for lesson observation are too much, and that teachers react negatively to so many criteria.

Through the implementation of activities and by raising awareness about the real meaning of some criteria, and based on feedback, the terminology has now been agreed and aligned with Croatian laws and education system.

Other terminology that was replaced:

- VET provider with VET institution, according to the law
- Management and leadership with principal and institution board, and the criteria have been adjusted to cover their respective responsibilities
- Formative assessment as a term is not used in the new criteria

The new qualification framework currently under development is supposed to be a competence-based qualification framework. If that is going to be the case, then the criteria on “formative assessment” will have to be re-introduced, as formative assessment is an essential part of learning and assessment in VET.

Section 3.4 also mentions some other aspects regarding criteria. Overall, it is anticipated that the self-assessment framework will need to be revised after 3-5 years of national implementation. Redundant criteria will need to be removed (e.g. in 3 years all VET institutions will have established the SA cycle, so these criteria could be removed); and other criteria will need to be re-introduced or newly established.

#### **4.4.2 Evidence and Data Collection**

Until now it was not a custom in VET institutions to collect and give evidence to support the claims about quality of the institution’s performance. A large problem pilot VET institutions faced was to understand what counted as suitable evidence, how and where to collect it, and how to sort and archive it. An added difficulty was the triangulation of evidence.

For example, comments were: “evidence is unclear i.e. it is not clear whether one specific piece of evidence is good for a specific criterion, i.e. how to allocate a piece of evidence to a specific criterion and how to keep collecting them”.

Pilot VET institutions and external evaluators received instructions to help them find evidence that would cover more than one criterion, if possible even a whole quality area (=groups of criteria covering the same issue within one priority area). It was stressed during training that VET institutions should not collect evidence for each individual criterion; but, instead should think holistically in terms of whole quality areas.

Institutions realised the importance of relevant evidence for an objective SA process and they made the following statements:

- formats for collecting the necessary data are useful (questionnaires, lesson observation protocols) 12x
- data collection formats are useful for adjusting to individual needs of a institution and our education system 4x
- it is necessary to give an example of a completed lesson observation form
- due to a lot of workload, a coordinator for collecting evidence should be appointed

The web-based self-assessment tool (*e-kvaliteta*)<sup>9</sup> which is being developed by component 3 will be of great help to VET institutions, both for its simplicity and its concreteness; and later on it will also be useful for making statistical comparisons.

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<sup>9</sup> the link to *e-kvaliteta* can be found on [www.asoo.hr](http://www.asoo.hr)



As part of external evaluation, the following documents were examined:

- SA Report 24
- Improvement Plan 20
- Institution Action Plan 19
- Operative Plan 17
- Quality Assurance Plan 12
- SEN Learners Plan 15
- VET institution standards and regulations 14
- Policies and procedures 9
- Internal and External Reports 17
- Quality Committee minutes of meeting 21
- Pedagogical Committee minutes of meeting 16
- Lesson Observation Reports 18
- Partnership contracts 10
- Locally developed curriculum 16
- Questionnaires, feedback, analyses 17
- Statistical data on learner retention (e.g. drop-out rate) 1
- Statistical data on learner achievements 3
- Statistical data on learner progress/destination 12
- Other documents 8  
type: classroom books; partnership with higher education provider; evidence register; VET teacher performance log; SEN learner documents; specialised services performance

#### **4.4.3 Grading Descriptors**

Grading according to a 5-point scale had been introduced during the NCEEE self-assessment project. However, there were no grading descriptors related to the criteria. Therefore, the TA made proposals for grading descriptors to be tested during the pilot phase.

According to external evaluators' and pilot VET institutions' feedback, it has been concluded that grading descriptors are:

- clear, precise 2x
- detailed and demanding
- grade „Good“ is too strict. It would maybe be better that for the grade „good“ there is a ratio between weaknesses and strengths half-half, except for priority area „teaching and learning“ where strengths should exceed the weaknesses

#### **4.5 Improvements**

There had been no expectations regarding improvements at the start of the pilot phase. The focus had been the testing of the procedures and criteria. However, during the pilot phase it became clear that some pilot VET institutions already achieved small but noticeable improvements by implementing self-assessment activities.

#### 4.5.1 Objectives achieved

- the purpose of the overall process that took place this year was to determine the existing situation as well as to prepare for the next institution year
- improvement was made in terms of operative plans which used to be scattered and now are mutually related and put all in one place; institution curriculum has been upgraded
- absences and unjustified absences have been added
- surveys are used for future planning
- lesson observations and lesson preparations – formats have been developed and used for further improvement
- certain areas were improved based on observations (e.g. grading, sitting plan, black boards refurbished)
- introducing peer learning
- renovating rooms
- selection of new teaching methods in teaching
- the results of surveys which have been carried out encouraged the institution to work further (e.g. to carry out SWOT analysis with employers as well)
- the situation in the institution has been realistically evaluated and adequate evidence have been found
- teachers have started preparing lessons in a more administrative way
- raising awareness about the necessity of SA in both teachers and learners
- teachers and learners have acquired new knowledge on managing quality and became more aware of the term quality in education 2x
- communication achieved among all stakeholders

#### 4.5.2 Impact of SA Process

- the improvement which has been achieved in this process is that observation of teaching is carried out continuously and regularly
- improvement in terms of smaller things, e.g. mission and vision have been introduced into the curriculum, operative plans have been corrected
- a lot of effort has been invested in processing the questionnaires, observations of lessons and Committee meetings
- **based on the collected data, we were able to see the current state of affairs and we saw where there was room for improvement 5x**
- data obtained through SWOT analysis were useful
- we became aware of the fact that even a slightest success is a success and that every progress matters
- transparency and communication in grading/assessing has been improved
- it has been established how to collect evidence and where to look for them
- collected data were useful
- a large number of employees stopped seeing their work as routine, they have accepted having others observing their lessons and they have grown accustomed to observations of teaching in general 5x

- **strengthening atmosphere and communication 7x**
- accepting evaluations
- spotting weaknesses and talking about them 2x
- a critical approach to one's own work, facing results of questionnaires and surveys 2x
- peer lesson observations
- peer learning
- a large number of teachers involved 3x
- along with big successes, small things were also recognised
- solid grade from the institution satisfaction survey
- satisfaction surveys; SWOT analysis 2x
- raised awareness about the need for self-assessing 3x
- cooperation with external stakeholders 3x

#### **4.5.3 Role of Stakeholders**

The new self-assessment framework puts greater emphasis on identifying the needs of internal and external stakeholders (learners and social partners especially). This required of pilot VET institutions to carry out a number of surveys in form of questionnaires, focus groups, or observations. For some pilot VET institutions this was the first time.

Pilot VET institutions have become more aware of the importance of links with external stakeholders and receiving feedback from them. Numerous surveys were carried out, which were proposed by the project or NCEEE; but, also designed by VET institutions according to their own needs.

During external evaluation visits 26 locations outside pilot VET institutions were visited, out of which 16 companies, 39 employers and social partners, 15 local council representatives, and 36 parents were interviewed. Learners were interviewed in groups of 2 to 18, in total more than 200 learners. A large number of learners have been surveyed, even as much as 100% of learners in one institution. In surveys, learners expressed their satisfaction with the SA process and with the possibility that they themselves participate in it. Learners were also satisfied to be able to give their opinion on the institution's performance and to make proposals for improvements in the future. Learners have approached this task very seriously and responsibly.

According to feedback from pilot VET institutions and external evaluators, cooperation with social partners and local community has the following aspects:

##### **Positive aspects:**

- Successful cooperation with the local community 6x
- Cooperation with external stakeholders (the Croatian Forests, the Chamber of Crafts, dormitories, other secondary institutions etc.) 2x
- Cooperation with parents 4x
- High-quality cooperation of the pedagogical service with specialised and local institutions
- Parents were involved in SA process 9x (through parents meetings, parents council, individual meetings)
- Involvement in data collection on satisfaction with institution cooperation

- Involvement of local community representative 3x, practical learning providers, media that followed the project 2x

**Negative aspects:**

- the Croatian Chamber of Economy – county chamber did not appoint its new quality committee member during institution year and they did not take part in SA process
- a significant cooperation was not achieved because other social partners were not actively involved in project implementation
- offer them a role in SA process
- stakeholders should have been involved more in SA process, the fact is that they are busy with their jobs and they were not always able to participate in meetings

**Proposal:**

- it is necessary to include stakeholders more in the future, the plan is to summon them when the report is passed 2x

#### **4.6 Time spent on Activities**

Pilot VET institutions were asked to keep a log on the time they spent on self-assessment activities, so that the TA would be able to make clear recommendations on the teaching hours that “quality people” should be relieved from.

Quality Committee members and SA coordinators in VET institutions; but, also institutions as a whole, have very differently evaluated the number of hours needed to work on quality assurance. This also largely depends on the number of employees involved in the SA process, on the engagement of VET institutions’ management, and their being informed on the need for self-assessment. In VET institutions where team work is commonplace and a regular activity, self-assessment seemed to be a much lesser burden and gave more benefits for the institution.

At the end of the pilot phase it seemed to everyone that the SA process requires enormous efforts and a large number of hours. This is hardly surprising if one takes into consideration that until now the majority of VET institutions was not even familiar with the SA process. The web-based self-assessment tool (*e-kvaliteta*)<sup>10</sup> will be instrumental in reducing the hours that the quality team will spend on compiling the SA report and improvement plan. Furthermore, with more experience and further years of implementation, VET institutions will become more familiar with the process, and they will find that they will spend less time on the whole process.

The following data has been collected by pilot VET institutions and external evaluators:

**Average of the total number of hours:**

- preparing and attending quality meetings: **25 hrs (6 – 38 hrs)**
- preparing teachers for quality (e.g. trainings/meetings): **24.5 hrs (10 – 40 hrs)**

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<sup>10</sup> the link to *e-kvaliteta* can be found on [www.asoo.hr](http://www.asoo.hr)

- collecting evidence: **39 hrs (5 – 160 hrs)**
- writing the SAR: **32 hrs (2 – 125 hrs)**
- grading the SAR: **3 hrs (2 - 4 hrs)**
- organising focus-groups: **7.5 hrs (5-15 hrs)**
- preparing for EE visits by the institution: **62 hrs (20 – 160 hrs)**
- preparing for EE visits by evaluator: **70 hrs – (listed 2x)**
- writing the EER: **16 hrs – (listed 2x)**
- designing new procedures: **14 hrs**

Therefore, the average number of necessary hours dedicated to self-assessment as a part of an employee's working hours (SA coordinator and Quality Committee members) is **8 hours** a week; based on answers from 22 out of 24 pilot VET institutions, because two institutions were not able to evaluate the necessary number of hours. Regarding the allocation of hours it has been suggested that the self-assessment coordinator should have 4 to 6 hours relief from teaching while all other quality committee/team members should have 2 to 4 hours relief, in order to be able to do their work.

## **5. Recommendations and Proposals**

### **5.1 Pilot VET Institutions**

According to pilot VET institutions' feedback, based on their experience from the pilot phase, the following is proposed:

- The Agencies should take over the planning and the implementation of external evaluation; manage monitoring; give instructions for SA process; assist with the process through advice and recommendations for improvement; and create a forum for institution questions and possible comments as well as exchanging best practice examples; also set up a "help desk" in AVETAE with experts from the Agency with the same purpose
- Lessons should be observed by more people from the VET institution, especially people of the same profession.
- Concrete examples are necessary for all formats 6x (along with explanations using concrete examples) and they should be added as annexes to the manual.
- Make a list of potential evidence along with every group of criteria together with an explanation.
- Add a short overview and a summary at the end of chapters in the Instructions for SA and SAR Writing Guide because that would be very useful in work and would make their usage easier – 2x
- SA specialist is not an appropriate term – SA Coordinator should be used (*this proposal has already been adopted*)

- A glossary should be created explaining the most important terminology
- There should be an index at the end of the manual
- Criteria related to disciplinary measures should be added (*there are some disciplinary measures mentioned in QA „Learner Attendance“*)

When making their improvement plans some pilot VET institutions had difficulties with certain weaknesses, as, in their opinion, the solution to these problems depends on line ministry decisions and on investing into human resources **3x**.

Two pilot VET institutions have given up on solving problems because of insufficient funds for implementing the improvement plan, while four pilot VET institutions comment that they have now understood very well that it is their responsibility to develop all aspects, and they point out that the improvement plan “is not a list of wishes that someone else will fulfil!”

According to the time spent on SA activities during the pilot phase it is necessary to ensure hours for teachers who will coordinate the whole process (4-8 hrs relieved from teaching, depending on the size of the institution and number of learners and employees), but also Quality Committee members (1 hrs a week relieved from teaching and 2 hrs from doing other jobs), as well as all employees who take part in quality assurance process (1-2 hrs a week relieved from doing other jobs).

It is recommended that when introducing quality assurance, VET institutions should use help and support from those VET institutions which participated in the pilot phase to get general information from them as well as good practice examples (as listed in the table for each individual institution in the annex). Pilot VET institutions received help and guidance in their SA processes from the project through monthly visits; that is impossible to ensure under normal conditions (without the assistance of a project).

Furthermore, pilot VET institutions were allowed to assess only 2 priority areas during the pilot phase. During the national implementation of the one-year self-assessment cycle VET institutions are required to assess all 6 priority areas already in the first year of implementation. This even further accentuates the need for assistance and experience from pilot VET institutions.

Not only SA coordinators are a potential source of support for new VET institutions, but also the external evaluators could provide advice and guidance to institutions, which will start with SA for the first time. Amongst the SA coordinators the following received highly positive feedback and are especially recommended: Mirta Szugy, Dijana Dijanić, Jelena Pavlić, Milena Rafaelić, Irena Friščić-Petrović, Mirna Korkut, Tatjana Antić-Kivađ, Dražana Filipović, Željka Travaš i Tatjana Papst. Amongst the external evaluators: Tatjana Hip, Snježana Zbukvić Ožbolt, Dražen Maksimović, Andreja Rosandić,, Nenad Vakanjac i Tatjana Kellett received high praise and were recommended.

## **5.2 Technical Assistance and Working Group**

What can be learned from the pilot implementation of the self-assessment and external evaluation methodologies?

- It is necessary to align all elements of the QA framework with the legal framework and prescribed programmes
- There are many mistakes among the criteria; there are some criteria which are overemphasized; but which are already prescribed by law – meeting those criteria is not an option, but a legal requirement; hence, for example priority area 1 needs to be revised, as in its original version it referred especially to locally-developed programmes by VET providers and not just adult education programmes or national curricula
- The VET QA framework should be aligned with the SA practice implemented in general education institutions so far organized by NCEEE
- Mixed schools (e.g. offering general as well as VET) require their SA report to be recognized by different agencies; therefore, an agreement on the coexistence of different QA programmes needs to be established
- An organization structure which will support the QA process in VET providers needs to be ensured; this applies also to training for VET providers
- Experience and professional recommendations are important

When writing their self-assessment report and improvement plan VET institutions need to carefully triangulate their evidence before making their judgements, so that the report realistically reflects strengths and weaknesses. Weaknesses then need to be prioritised, so that only those that the institution can sensibly achieve during the next year are committed to the improvement plan that also includes the identification of responsibilities and resources. It is important that the improvement plan is an appropriate response to realistic judgements on strength and weaknesses in the self-assessment report.

Pilot VET institutions appreciated the support they received through external evaluation. For any future external evaluation activities it is important that VET institutions and external evaluators maintain a regular and close cooperation during the self-assessment cycle as an ongoing advice & guidance relationship; although this would not necessarily require a visit every time. Once a national visit structure and external evaluation procedure is decided upon, external evaluators and others will need regular training and standardisation in using evidence and making correct judgements.

In particular external evaluators and others need to standardise their reporting procedures. The annual validation of VET institutions' self-assessment reports would normally not require a full report. The purpose of the validation process is for the external evaluator to state whether the self-assessment report and improvement plan are valid, and a true and reliable reflection of the actual situation of the VET institution. If external evaluators carried out sufficient visits

during the year to allow them making reliable judgements, then the validation could be a desk exercise by comparing the self-assessment report with external evaluation judgements.

The right terminology is an important issue that needs to be resolved. The term "external evaluation" of examination results by the NCEEE is already well established in Croatia. Therefore, in order to avoid confusion, the "external evaluation" of the self-assessment process will be named "external monitoring" of the self-assessment process.

Another possible name could have been "external assessor of the quality assurance process"; however, the term "assessor" will probably be part of the CROQF as someone who is judging the competence of learners. Another option could have been "external advisor for self-assessment"; however, this represents only the advisory side of the external monitoring process, and leaves out the monitoring of the SA process against the quality criteria and the validation of the SA report.

Expert-pedagogical monitoring as it exists today could be re-organized but even then it is not possible to ensure the mechanism which would be able to support the external validation of the SA process. A new structure should be identified, which would externally follow the SA process in VET according to the quality criteria of the self-assessment framework. Therefore, expert-pedagogical monitoring should be set apart from the external evaluation/monitoring process because two different sets of values are being evaluated in external evaluation/monitoring and in pedagogical monitoring.

Grading proved difficult for both VET institutions and external evaluators during the pilot phase. This is probably also due to a lack of national data against which institutions could compare themselves. The web-based self-assessment tool (e-kvaliteta)<sup>11</sup> will facilitate the grading process and simplify the grading decision for VET institutions.

National benchmarks are scarce; but VET institutions have already collected and collated their own statistics. The web-based self-assessment tool (e-kvaliteta) will enable VET institutions to undertake benchmarking activities, and to set themselves targets for the next self-assessment cycle. As part of the national database a networking system (e.g. "good practice forum") should be established, so that positive examples can be multiplied and mistakes prevented, which would be more useful than introducing corrective measures after external evaluation.

VET institutions appreciated the opportunities for sharing conclusions, experience and good practice with other VET institutions they had during the standardisation meetings. Perhaps partnerships could be introduced between the piloting VET institutions and the next generation of institutions going through the self-assessment process, so that institutions can support each other.

VET institutions reported that a major drawback is keeping and storing documents, reports, and portfolios. VET institutions must remember to carefully

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<sup>11</sup> the link to *e-kvaliteta* can be found on [www.asoo.hr](http://www.asoo.hr)



analyse existing systems before creating new policies, procedures, or recording documentation. Systems should be “alive” and in use rather than “sit on the shelf”. As the self-assessment process becomes more established it should become easier to fill in forms, to assess performance, and to collect the data. Processing data should become more efficient and effective with further improvements in the use of the web-based self-assessment tool (e-kvaliteta)<sup>12</sup>. As the use of IT becomes more widespread, it could also solve the storage problem.

Depending on the requirements of vocational qualifications in the new qualification framework which is currently under development, the issue regarding “work placements” with employers needs to be looked into. Practical experience in a realistic working environment is vital to building learners’ competence; and appropriate regulations and standards (quality criteria) have to be established so that all learners have fair and equal opportunities. Furthermore VET institutions have to acknowledge their responsibility for the training and assessment of learners at the work place, even if this is undertaken by a specifically trained employee/mentor from the work place.

Finally, the glossary, which has been a “work in progress” since the beginning of the project, needs to be completed and added to the self-assessment manual, so that the terminology used in the self-assessment framework can be standardised.

## **6. Conclusion**

Pilot VET institutions were given a set of criteria according to which they had to self-assess their performance during a one-year pilot phase (2010 to 2011); they had to collect relevant evidence, provide triangulation for this, and carry out a minimum of 20 lesson observations for the purpose of self-assessing the institution’s work. VET institutions could also design their own formats and procedures if they found that the examples provided did not suit them.

It is obvious that the self-assessment process will require more effort and a larger number of working hours in the first years of implementation that is until the first SA reports for all 6 priority areas are created and accompanied by collected and sorted evidence, long-term and short-term plans, and formats and procedures for the organisation of self-assessment. It is recommended that VET providers work on strengthening team work amongst teachers and others through common projects in order to facilitate the SA process. Every teacher should carry out self-assessment.

Once the whole SA system is established in a VET institution, and once all employees are involved, then these issues will no longer pose a problem. Furthermore the new web-based self-assessment tool (e-kvaliteta) will help in reducing the time spent on self-assessment activities.

SA reports and EE reports will be updated annually and they will present the level of performance that was reached by a VET institution up until that point; and it will include statistical data for the last year. As one pilot VET institution put

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<sup>12</sup> the link to *e-kvaliteta* can be found on [www.asoo.hr](http://www.asoo.hr)

it: *"The process is extremely useful for institutions if there is willingness and determination to boost quality; but, the sensitivity of SA process has to be taken into consideration, because we are not used to it and it could cause adverse effects"*.

The pilot phase also initiated a kind of "revolution", because classrooms were opened to colleagues and EEs in all pilot VET institutions. For the first time there were criteria for lesson observation that were the same in all pilot VET institutions. This enabled the exchange of good practice or as the Industrial and Crafts Institution in Slavonski Brod concluded:

1. "Senior colleagues are satisfied because they can transfer their experiences to younger colleagues"
2. "Younger colleagues and probationary period teachers use observations for collecting information on teaching and learning process from senior and more experienced colleagues"
3. "Colleagues exchange ideas among each other, recommend ways and methods of teaching"
4. "Exchange and analyse lesson preparations"
5. "Colleagues open up to each other what is extremely good compared to the situation at the beginning when everyone was closed about it"
6. "Teachers observe each other's lessons, agree about it, discuss it, and spend time together"
7. "What is especially good is linking general education area – VET teachers and practical learning – which was not the case before"
8. "The majority of teachers say that observations are not a problem, that they can find time for it and that they have time for filling in forms on their lesson or a lesson they observed"

In the period from 14 September 2010 until the last informal visit in July 2011, half of the teachers had their lessons observed (51.3%) (min 21.3% of teachers – max 100% of teachers per institution) compared to the total number of employees. Lessons were observed by a minimum of 1 person, and a maximum of 57. The smallest number of lessons observed in that period was 15, the largest 153.

The Crafts Institution in Koprivnica concluded that many of their teachers entered the facilities and classrooms of other subjects for the first time. Amongst the many good aspects they pointed out, one in particular describes that teachers' impressions of some learners changed; they saw learners who were lower-performing in their own classes to be very skilled and apt in some other subjects, especially when VET subjects were compared to general education subjects. After having experienced that, teachers started seeing these learners in a completely different light in their own class rooms.

In self-assessment, interpersonal relationships of all stakeholders in the VET institution and the institution's atmosphere have a very important place. Every priority area contains some criteria which deal with that aspect. It is crucially important to change peoples' habits, standardise criteria, and equalise the level

of communication, because this is key for the quality of teaching, which is naturally the most important activity of any VET institution.

The pilot phase encouraged a better communication and atmosphere in the VET institution, but also between the institution and external stakeholders. It was noticed that wherever there were good interpersonal relationships and where team work and mutual respect were commonplace, the results and grades for the institution's performance were better, improvements more significant, the SA process was easier to carry out, and the Quality Committee had more members than prescribed by the law and more employees got involved in the SA process. Therefore, it is a recommendation for all VET institutions to analyse and improve that particular quality area first, because then the efforts to improve the remaining quality areas will be more efficient.

It is not only a requirement, but also highly recommended to involve learners in the SA process as much as possible considering learner satisfaction with their involvement, with expressing their opinions, and their serious and active participation in proposing improvements during the pilot phase.

On the other hand, it is disheartening to find that many local communities and employers are totally disinterested in the work of "their" VET institution. Considering the importance of the cooperation with the local community and social partners, VET institutions have to take the initiative and insist on cooperation, as well as raise awareness in the local community about the importance of their involvement in the quality assurance of VET institution's work. These initiatives need the active support from AVETAE; but, perhaps also some stronger involvement from ministries and trade unions.

The pilot VET institutions overall consider the pilot phase to have been successful in introducing the self-assessment process. Furthermore, already in the first year of self-assessment, VET institutions noticed an improvement in their activities and in relationships with stakeholders.

Although problems have been encountered, in general the improvement results seem to outweigh the difficulties. From this point of view it can be said that the introduction of the self-assessment process as a means for quality assurance was successful and that the process is operational.

The self-assessment framework has already been revised and improved during the pilot phase, and can now confidently be rolled out on provider as well as the system level. Policies and procedures will identify adequate timeframes for future evaluations and revisions; but, it is anticipated that the quality criteria need a review after 2-3 full self-assessment cycles.

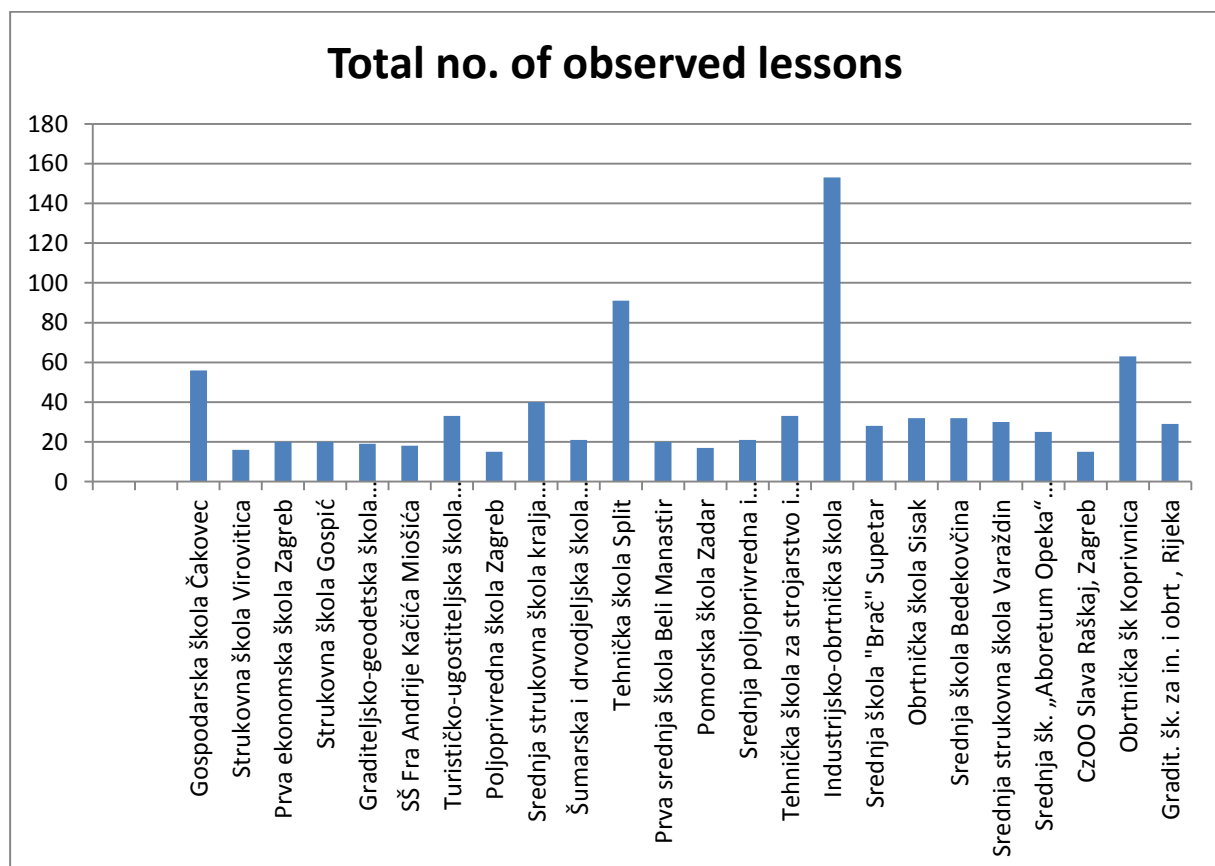
The self-assessment process can achieve its goals only if appropriate feedback is received from external evaluators. Only by comparison with external judgements can self-assessment acquire the necessary objectivity, and ensure that solid judgements can be made in order to generate improvements.

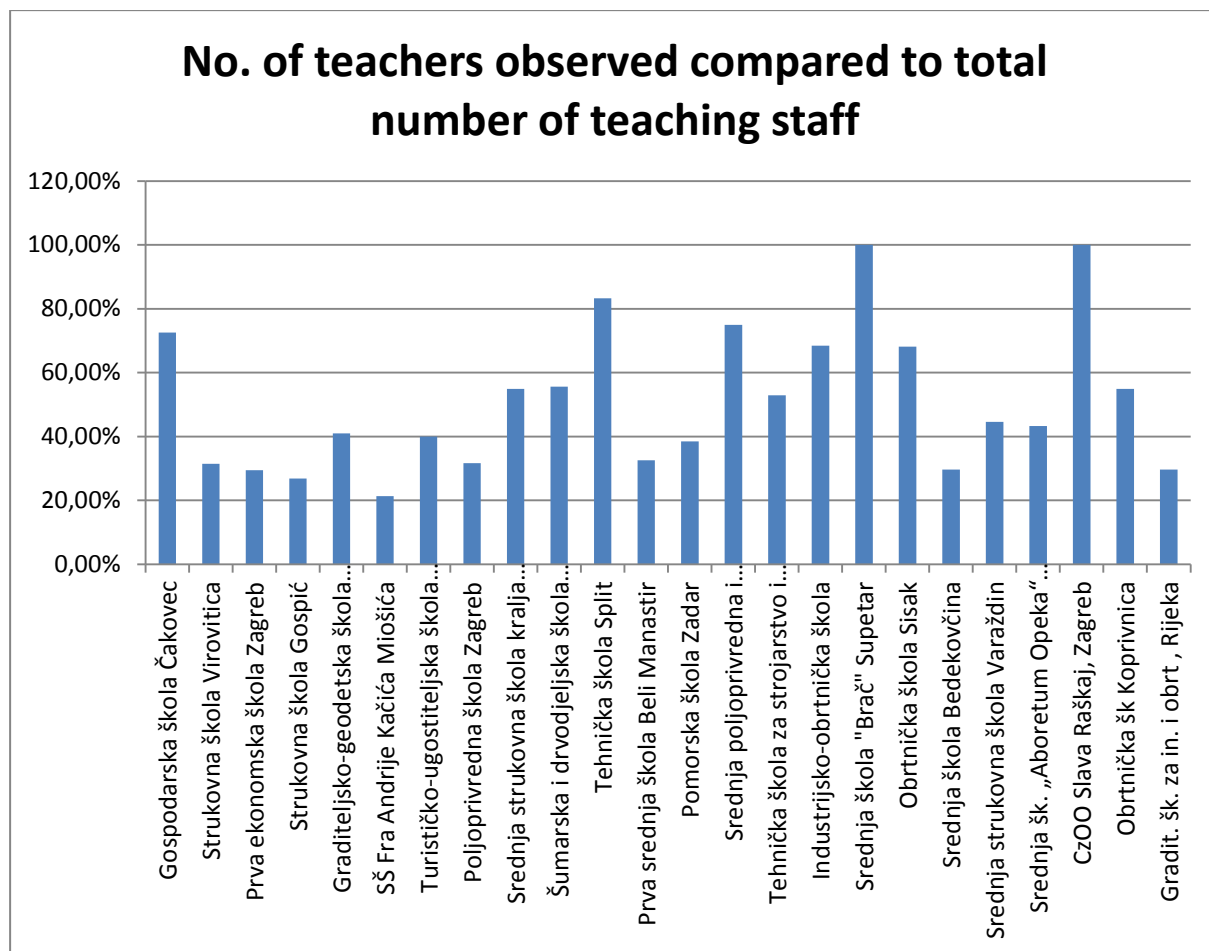
In general it can be concluded that the project training had a positive impact on the implementation of new quality assurance methods, and that with the right governmental support the sustainability of this impact can be assured.

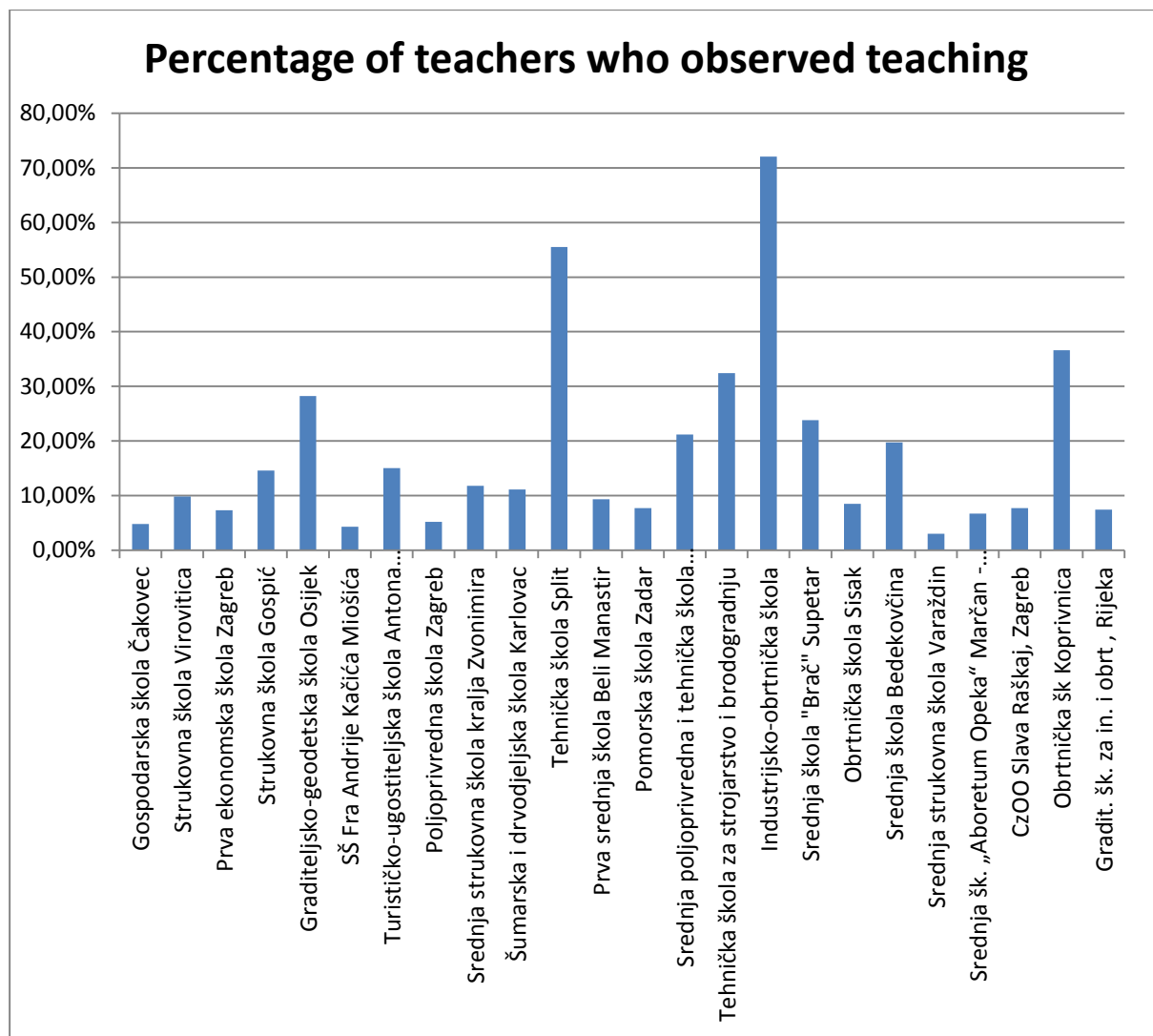
**Annex 1 – Observation of Teaching and Quality Committee Members**

<b>No</b>	<b>Institution</b>	<b>Total no of observed lessons:</b>	<b>Total no of persons who observed teaching:</b>	<b>Total no of teachers who were observed:</b>	<b>Total no of teaching staff:</b>	<b>Total no of quality committee members:</b>
1.	Economics institution Čakovec	56	3	45	62	8
2.	VET institution Virovitica	16	5	16	51	7
3.	First economics institution Zagreb	20	5	20	68	8
4.	VET institution Gospić	20	6	11	41	7
5.	Construction – geodesy institution Osijek	19	11	16	39	11
6.	Secondary institution Fra Andrije Kačića Miošića	18	2	10	47	7
7.	Tourist – gastronomy institution Antona Štifanića Poreč	33	6	16	40	7
8.	Agriculture institution Zagreb	15	2	12	38	7
9.	Secondary VET institution kralja Zvonimira	40	6	28	51	7
10.	Forestry and timber processing institution Karlovac	21	4	20	36	7
11.	Technical institution Split	91	20	30	36	6
12.	First secondary institution Beli Manastir	20	4	14	43	7
13.	Nautical institution Zadar	17	3	15	39	7
14.	Secondary agricultural and technical institution Opuzen	21	7	18	24	6
15.	Technical institution for mechanical engineering and shipbuilding, Rijeka	33	11	18	34	13
16.	Industrial – crafts institution, Slavonski Brod	153	57	54	79	13
17.	Secondary institution "Brač" Supetar	28	5	21	21	7
18.	Crafts institution Sisak	32	4	32	47	7
19.	Secondary institution	32	14	21	71	7

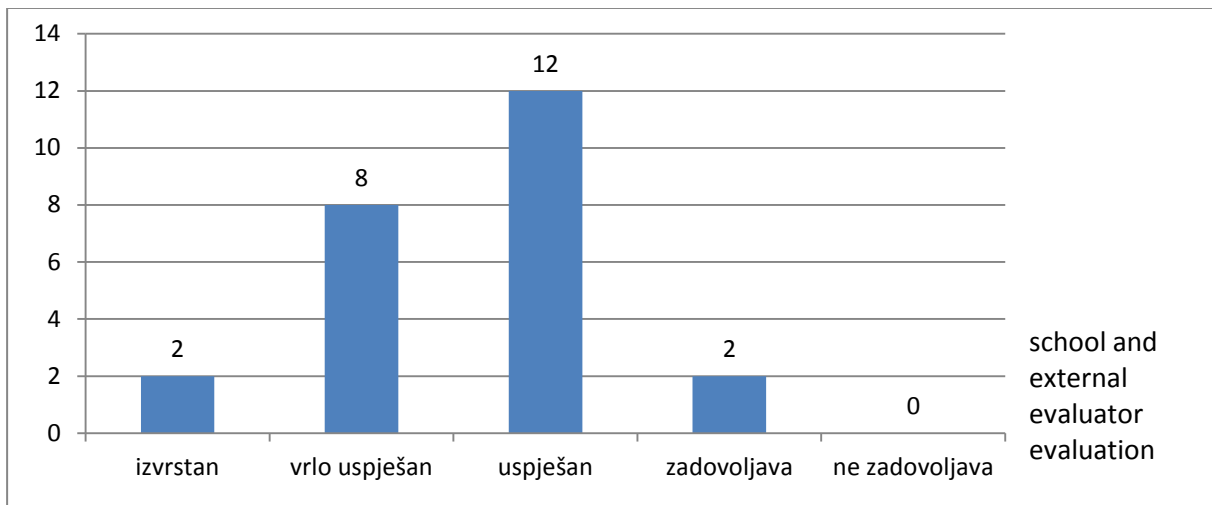
No	Institution	Total no of observed lessons:	Total no of persons who observed teaching:	Total no of teachers who were observed:	Total no of teaching staff:	Total no of quality committee members:
	Bedekovčina					
20.	Secondary VET institution Varaždin	30	2	29	65	9
21.	Secondary institution „Aboretum Opeka“ Marčan -Vinica	25	2	13	30	12
22.	Education centre Slava Raškaj, Zagreb	15	1	13	13	7
23.	Crafts institution Koprivnica	63	30	45	82	19
24.	Construction institution for industry and crafts, Rijeka	29	2	8	27	8







## Annex 2 – Grading validated by External Evaluators





### Annex 3 – Summary of SA Report Checklists

#### Section 2

Please tick/cross (X) appropriate box.

Checklist	YES	NO
2. Please tick/cross <b>YES</b> if the SAR <u>only</u> covers Quality Area "Teaching and Learning"; then continue with <u>this</u> list checking "T & L" only: <b>*Secondary institution Bedekovčina where two area were merged into one</b>	1*	23
3. Have all the sections of the report format been completed?	21	3
4. Has the report been signed by the relevant people?	18	6
5. Have items been recorded under the correct section/heading?	23	1
6. Has a grade been given to each quality area?	24	
7. Has a judgement (e.g. yes/no or strength/weakness) been made about each standard?	24	
8. Are there factual comments on each standard and indicator?	20	4
9. Has an overall evaluation decision been made about each standard and indicator?	23	1
10. Has evidence been listed to support the grading decision?	19	5
11. Has triangulation of evidence taken place, especially for evaluative decisions on strengths?	17	7
12. Are there comments on how the provider developed from the last report (e.g. weaknesses addressed, targets achieved)?	11	13
13. Have strengths and weaknesses been identified from the evaluative decisions for each standard and indicator?	23	1
14. Are there examples of good practice and how these are shared?	21	3
15. Are there examples of how the VET institution is using its learning provision in the community, projects, or other initiatives?	23	1
16. Is the reporting style clear and concise?	24	
17. Is there evidence that all departments/stakeholders have contributed to the report?	24	
18. Is there evidence that feedback from stakeholders has been used in the report?	24	
19. Is there evidence that observation of teaching, training, and learning has taken place?	23	1

#### Section 3

Key Strengths	Key Weaknesses
<p>COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Institution atmosphere 7x</li> <li>• Interpersonal relationships and communication 9x</li> <li>• Working in one shift 4x</li> </ul>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Some learners do not accept the rules of work</li> <li>• Bad interpersonal relationships</li> <li>• Some teachers find it difficult to create a working atmosphere in class</li> </ul>

Key Strengths	Key Weaknesses
<p><b>EMPLOYEES</b></p> <ul style="list-style-type: none"> <li>• Expert staff 9x</li> <li>• Human resources; very competent teaching staff</li> <li>• Professional development and teacher training 2x</li> <li>• IT literacy of teachers</li> </ul> <p><b>PHYSICAL CONDITIONS</b></p> <ul style="list-style-type: none"> <li>• Dormitory 2x</li> <li>• Well-equipped 7x</li> <li>• Optimum working conditions (spatial and physical) 2x</li> <li>• Well-equipped and developed multimedia centre in the institution</li> <li>• Institution arboretum</li> </ul> <p><b>TEACHING AND LEARNING</b></p> <ul style="list-style-type: none"> <li>• Introducing new technologies</li> <li>• Team work</li> <li>• Learning through experience</li> <li>• Open to new methods and technologies</li> <li>• International sailor training programme</li> <li>• Good enrolment policy</li> <li>• Positively accepted observation of teaching concept, learning from best practice examples</li> <li>• Very good achievements in vocational part of education</li> </ul> <p><b><u>Cooperation</u></b></p> <ul style="list-style-type: none"> <li>• Successful cooperation with local community 6x</li> <li>• Cooperation with external stakeholders (Croatian Forests, Chamber of Crafts, dormitories, other secondary institutions etc) 2x</li> <li>• Cooperation with parents</li> <li>• Good cooperation between pedagogical service and specialised and local institutions</li> </ul> <p><b><u>Extracurricular activities, additional lessons</u></b></p> <ul style="list-style-type: none"> <li>• teachers engaged in different ways through after institution activities and additional work with learners 2x</li> </ul> <p><b><u>Competitions</u></b></p> <ul style="list-style-type: none"> <li>• significant learner and teacher successes at different competitions</li> <li>• very high achievements at sports competitions</li> <li>• participation and success of learners at national competitions 4x</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency of communication within institution community</li> </ul> <p><b>EMPLOYEES</b></p> <ul style="list-style-type: none"> <li>• Some teachers reluctant to accept changes</li> <li>• A smaller number of teachers not ready to apply modern teaching means, for self-assessment</li> <li>• Teachers not prepared enough for planning, programing and SA processes</li> <li>• Teachers are not expert enough</li> <li>• Insufficient professional knowledge of the pedagogue</li> <li>• Unmotivated teachers 2x</li> <li>• Underpaid, necessary to motivate teachers additionally</li> </ul> <p><b>PHYSICAL CONDITIONS</b></p> <ul style="list-style-type: none"> <li>• No sports hall 3x</li> <li>• Working in shifts (due to lack of space) 6x (note made by institutions: working in two shifts makes it impossible to organise extracurricular activities)</li> <li>• Inappropriate space for institution workshops</li> <li>• Institution works in shifts and on Saturdays</li> <li>• <b>Inappropriate and insufficient space (minimum spatial and physical conditions which make the organisation of extracurricular activities very difficult)</b></li> <li>• Inappropriate facilities in institution backyard</li> <li>• Insufficient space 6x</li> <li>• Physical conditions and equipment 6x</li> </ul> <p><b>TEACHING AND LEARNING</b></p> <ul style="list-style-type: none"> <li>• Insufficient use of modern technologies in teaching</li> <li>• Insufficient knowledge on teaching and learning methods</li> <li>• Group and team work 5x</li> <li>• Peer help</li> <li>• Work placement</li> <li>• There is no systematic assessment</li> <li>• Grading criteria and criteria for justifying absences are not equal</li> <li>• Learner absences 7x</li> <li>• Disinterested learners</li> <li>• Undisciplined learners</li> <li>• Insufficient motivation of learners 2x</li> <li>• Bad working habits and learning skills,</li> </ul>

Key Strengths	Key Weaknesses
<p><b><u>Learner support; specialized service</u></b></p> <ul style="list-style-type: none"> <li>• support for learners with SEN 2x</li> <li>• accepting individual needs of learners</li> <li>• integration of SEN learners into regular lessons</li> <li>• individualised approach 2x</li> <li>• a special class for learners with organic behaviour disorders</li> </ul> <p>FINANCE</p> <ul style="list-style-type: none"> <li>• responsible finance management</li> <li>• using institution's capacities as a source of additional funding</li> <li>• laboratory – institution's own source of income</li> <li>• adult education (income source) 2x</li> <li>• projects 6x</li> <li>• management and good managing of institution 2x</li> </ul> <p>QUALITY MANAGEMENT</p> <ul style="list-style-type: none"> <li>• a large number of teachers, learners and other stakeholders involved in different activities</li> <li>• curriculum aligned with mission and vision</li> <li>• ISO control system introduced</li> <li>• continuous monitoring of service user satisfaction</li> <li>• learner safety (95% of learners said they felt safe in the institution)</li> </ul>	<ul style="list-style-type: none"> <li>• bad initial knowledge in learners 4x</li> <li>• Obsolete programme</li> </ul> <p><b><u>Extracurricular activities, additional lessons</u></b></p> <ul style="list-style-type: none"> <li>• Extracurricular activities 4x (either because of lack of space or time)</li> </ul> <p><b><u>Cooperation</u></b></p> <ul style="list-style-type: none"> <li>• Link between institution and industry is insufficient</li> <li>• Link between Construction, Architecture and Geodesy Faculty is insufficient <ul style="list-style-type: none"> <li>• Employer feedback</li> </ul> </li> <li>• Lesson observations</li> <li>• Lack of institutional support</li> <li>• Weak background in industry</li> <li>• Poor involvement of parents 2x</li> </ul> <p><b><u>Learner support; specialized service</u></b></p> <ul style="list-style-type: none"> <li>• There is no psychologist 2x</li> <li>• There is no person competent to work with SEN learners 2x</li> <li>• A significant number of learners neglected in upbringing</li> <li>• A bad perception of agricultural occupations</li> <li>• Practice firms</li> <li>• Impossibility of following learners after they have finished their programmes in institution</li> <li>• A large number of learners commuters 3x</li> <li>• Projects</li> <li>• Not enough institution books, especially for VET subjects and not enough specialised books 6x</li> </ul>

#### Section 4

Outstanding Examples of Good Practice
<ul style="list-style-type: none"> <li>• Institution oriented towards projects as their own source for procuring equipment</li> <li>• Involvement of a large number of stakeholders in activities</li> <li>• Cooperation with local community, external stakeholders 2x</li> <li>• Positive institution atmosphere</li> <li>• Peer lesson observations</li> <li>• Social sensitivity</li> <li>• Work with SEN learners</li> <li>• A institution (Varaždin) awarded Employer of the year award (2009) for disabled people</li> </ul>

## Section 5

<b>Any Comments, including Problems and Difficulties?</b>
<ul style="list-style-type: none"><li>• A special class for learners with organic behaviour disorder (the only one in Croatia)</li></ul>

## Annex 4 – Summary of EE Report Checklist

### Section 2

Please tick/cross (X) appropriate box.

Checklist	YES or #s	NO or 0
20. Please tick/cross <b>YES</b> if the EER <u>only</u> covers Quality Area "Teaching and Learning"; then continue with <u>this</u> list checking "T & L" only: <b>*This refers to the Secondary institution Bedekovčina where two priority areas merged into one</b>	1 *	23
21. Have all the sections of the report format been completed?	21	3
22. Has the report been signed by the relevant people?	20	4
23. Have items been recorded under the correct section/heading?	23	1
24. Has a recommendation been made for the SAR (self-assessment report)?	22	2
25. Has a recommendation been made for the IP (improvement plan)?	22	2
26. Have changes to VET institution information been recorded? <b>*they were not recorded because there were not any</b>	13	11 *
27. Has feedback from the VET institution been recorded?	24	
28. Has the previous action plan been completed?	24	
29. Have comments regarding the previous action plan been recorded?	21	3
30. How many lessons/sessions have been observed? 716 / 23=31.13	4,4,6,7,12,15, 20,20,22,22, 20,21,23,26, 27,30,30,31, 32,53,63,91,137	
31. How many site visits have been carried out?	1,2,3,4,6,10	
32. How many QA commission members have been interviewed?	4,5,5,5,6,6,7,7, 5,6,7,13 8,9	
33. How many heads of departments have been interviewed?	1,1,3,5,7,7	0,0,0
34. How many teachers/trainers have been interviewed?	2,3,3,4,4,5,5, 4,5,6, 7,12,14,30	
35. How many and what type of other staff have been interviewed? type:	1,1,2,2,2,2,2,3, 4	
36. How many learners have been interviewed?	2,2,2,3,4,5,5,6, 6,6,7,7,14,14, 18	
37. How many employers have been interviewed?	1,1,1,1,3,4, 8,10,10	
38. How many enterprises have been visited?	2,4,10	
39. How many education inspectors have been interviewed?		0
40. How many local council representatives have been interviewed?	1,1,1,1,1,1, 2,3,4	
41. How many social partnership representatives have been interviewed?	1,1,1	

<b>Checklist</b>	<b>YES or #s</b>	<b>NO or 0</b>
42. How many parents have been interviewed?	1,1,1,1,1,1, 3,4,4,6,6,7,	
43. How many and what type of other activities have been carried out? type:	3,1	
44. Have the following documents been examined? <ul style="list-style-type: none"> <li>• self-assessment report 21</li> <li>• improvement plan 20</li> <li>• institution action plan (SAP) 19</li> <li>• operational plan 17</li> <li>• QA plan 12</li> <li>• plan concerning SEN (special educational needs) issues 15</li> <li>• VET institution regulations and standards 14</li> <li>• policies and procedures 9</li> <li>• internal and external reports 17</li> <li>• minutes of meetings of QA commission 21</li> <li>• minutes of meetings of the didactic commission 16</li> <li>• lesson/session observation reports 18</li> <li>• partnership agreements 10</li> <li>• locally developed curriculum 16</li> <li>• questionnaires, feedback, analysis 17</li> <li>• statistics on retention of learners (e.g. drop-out rates) 1</li> <li>• statistics on achievement of learners 3</li> <li>• statistics on progression/destination of learners 12</li> <li>• other documents 8</li> </ul> type: class books; partnership with higher education institution; evidence register; VET teacher log; SEN learner documentation; specialized services work		
45. Have new action points or recommendations been agreed?	23	1
46. Do the general observations in section 8 demonstrate how the VET institution developed from the last report (e.g. weaknesses addressed, targets achieved)?	9	15
47. Are there factual comments or evaluative decisions (e.g. yes/no or strength/weakness) on each quality standard and/or indicator?	19	5
48. Has evidence been listed to support the comments or evaluative decisions?	17	7
49. Has triangulation of evidence taken place, especially for evaluative decisions on strengths?	18	6
50. Are there comments on partnership agreements?	19	5
51. Has evidence been listed to support comments on partnership agreements?	19	5
52. Have key strengths and key weaknesses been identified?	24	
53. Are there examples of good practice and how these are shared?	22	2
54. Are there examples of how the VET institution is using its learning provision in the community, projects, or other initiatives?	23	1
55. Is the reporting style clear and concise?	24	

Checklist	YES or #s	NO or 0

### Section 3

Key Strengths	Key Weaknesses
<p>COMMUNICATION AND INTERPERSONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>• Positive institution atmosphere 5x</li> <li>• Institution management 5x</li> <li>• Interpersonal relationships 2x</li> </ul> <p>PHYSICAL CONDITIONS</p> <ul style="list-style-type: none"> <li>• physical conditions in general 1x</li> <li>• equipped classrooms and workshops 2x</li> <li>• dormitory 3x</li> <li>• large sports hall as a part of institution building</li> <li>• equipped (specialised cabinets and workshops) 4x</li> <li>• work in one shift</li> </ul> <p>EMPLOYEES</p> <ul style="list-style-type: none"> <li>• expert staff 5x</li> <li>• specialized service work (learner support)</li> </ul> <p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> <li>• link to other stakeholders 4x</li> <li>• cooperation with local community 2x</li> <li>• adult education 2x</li> <li>• individualised approach 2x</li> <li>• integration of SEN learners</li> <li>• sensitive approach to working with SEN learners</li> <li>• peer lesson observation</li> <li>• projects 5x</li> <li>• workshops and discussion panels 3x</li> <li>• organisation of competitions 2x</li> <li>• institution results at competitions, exhibitions and fairs</li> <li>• enrolment policy (activities oriented towards learner enrolment, career orientation, promotional, informative and advisory activities) 4x</li> <li>• practice firms 2x</li> <li>• involvement of teachers in</li> </ul>	<p>COMMUNICATION AND INTERPERSONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>• interpersonal relationships 2x</li> <li>• bad institution atmosphere 3x</li> </ul> <p>PHYSICAL CONDITIONS</p> <ul style="list-style-type: none"> <li>• physical conditions 10x</li> <li>• working in shifts 4x</li> <li>• old and used equipment for practical learning</li> <li>• <b>a lack of space which is caused by working in shifts and it is difficult to organise extracurricular activities</b></li> </ul> <p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> <li>• learner absences 7x</li> <li>• no practice firm 2x</li> <li>• bad perception of professions (agriculture) 2x</li> <li>• no learning through experience</li> <li>• no institution's own income source</li> <li>• lack of capacities (<u>psychologist</u>; social pedagogue) 4x</li> <li>• lack of institution books for VET subjects 2x</li> <li>• learners overburdened</li> <li>• specialised services</li> <li>• insufficient networking and exchange of experience</li> <li>• undisciplined learners</li> <li>• extracurricular and after institution activities 5x</li> <li>• learners neglected in upbringing</li> <li>• insufficient usage of IT system</li> <li>• practically no modern methods and forms of work</li> <li>• teaching methods in general education subjects and theoretical part of VET subjects</li> <li>• connection between theory and practice – the distribution of</li> </ul>

<b>Key Strengths</b>	<b>Key Weaknesses</b>
<p>extracurricular activities 2x</p> <ul style="list-style-type: none"> <li>• partnerships</li> <li>• self-financing (institution's own income sources)</li> <li>• institution's own publishing facilities</li> </ul> <p>• a good selection of education sectors (agriculture, construction, medicine) which enable the meeting of market demand</p> <ul style="list-style-type: none"> <li>• practical learning</li> <li>• proactive approach and self-criticism</li> <li>• cleanliness and well-maintained interior and exterior</li> <li>• promotion of institution</li> <li>• institution atmosphere and institution surroundings</li> <li>• arboretum</li> <li>• dissemination of good practice examples</li> </ul>	<p>teaching content</p> <ul style="list-style-type: none"> <li>• a large number of learners commuters</li> <li>• overload with too many hours of work placement 2x</li> <li>• bad perception of agriculture occupations and three-year programmes from the construction sector</li> <li>• no practice firms</li> <li>• no keeping up to date with labour market needs</li> <li>• more and more disciplinary measures</li> <li>• unused potentials (human and physical)</li> <li>• projects</li> <li>• not everyone took part in SA process</li> </ul>

#### Section 4

<b>Outstanding Examples of Good Practice</b>
<ul style="list-style-type: none"> <li>• peer observation of teaching</li> <li>• institution's own income sources (laboratories providing services for the public etc)</li> <li>• participation in projects</li> <li>• cooperation with local community</li> <li>• dormitory as a part (or close) to institution facilities</li> </ul>

#### Section 5

<b>Any Comments, including Problems and Difficulties?</b>
<ul style="list-style-type: none"> <li>• External evaluator reported the institution for overloading learners with the number of work placement hours to the ombudsman for children</li> </ul>



## Annex 5 – VET Institution Visit Feedback

**FOR OFFICE USE ONLY:**  
MISSING: Varaždin and Opuzen

<i>PLEASE RATE YOUR EXPERIENCE OF THE EXTERNAL EVALUATION VISIT BY ENTERING X IN THE RELEVANT COLUMN.</i>						
<b>IF YOU ARE LESS THAN SATISFIED WITH YOUR VISIT, PLEASE TELL US YOUR REASONS AT THE END OF THIS QUESTIONNAIRE. THANK YOU!</b>	<b>DELIGHTED</b>	<b>VERY SATISFIED</b>	<b>SATISFIED</b>	<b>UNSATISFIED</b>	<b>DISAPPOINTED</b>	<b>N/A<sup>13</sup></b>
<b>PRE-VISIT</b>						
How did you experience –						
- the notification of your evaluator's name and contact details? – We were	<b>6</b>	<b>9</b>	<b>6</b>	<b>1</b>		
- your ability to contact your evaluator? – We were	<b>12</b>	<b>9</b>	<b>1</b>			
- the date and time of the visit? – We were	<b>7</b>	<b>9</b>	<b>6</b>			
- the possibility to agree new dates and time for the visit? – We were	<b>10</b>	<b>10</b>	<b>2</b>			
- communications with the project representative? – We were	<b>9</b>	<b>9</b>	<b>3</b>			<b>1</b>
- communications with the Agency Representative (pedagogical advisor)? – We were	<b>6</b>	<b>6</b>	<b>7</b>	<b>1</b>		<b>2</b>
- advice and guidance received from the representatives <sup>14</sup> ? – We were	<b>5</b>	<b>12</b>	<b>5</b>			
- the usefulness of the visit plan? – We were	<b>8</b>	<b>13</b>	<b>1</b>			
- evaluator's advice about the information/evidence/persons you needed to provide during the visit? – We were	<b>11</b>	<b>10</b>	<b>1</b>			
<b>DURING VISIT</b>						
How did you experience the evaluator's performance regarding –						
- punctuality? – We were	<b>10</b>	<b>11</b>	<b>1</b>			
- professionalism? – We were	<b>11</b>	<b>9</b>	<b>2</b>			
- helpfulness? – We were	<b>15</b>	<b>7</b>				
- friendliness? – We were	<b>17</b>	<b>5</b>				
- knowledge of procedures? – We were	<b>11</b>	<b>10</b>	<b>1</b>			
- examples of good practice? – We were	<b>10</b>	<b>10</b>	<b>2</b>			

<sup>13</sup> N/A = not applicable; this did not happen; or don't know

<sup>14</sup> Representatives from the VET project or AVETAE

PLEASE RATE YOUR EXPERIENCE OF THE EXTERNAL EVALUATION VISIT BY ENTERING X IN THE RELEVANT COLUMN.  IF YOU ARE LESS THAN SATISFIED WITH YOUR VISIT, PLEASE TELL US YOUR REASONS AT THE END OF THIS QUESTIONNAIRE. THANK YOU!	DELIGHTED	VERY SATISFIED	SATISFIED	UNSATISFIED	DISAPPOINTED	N/A <sup>13</sup>
<b>DURING VISIT (CONTINUED)</b>						
How did you experience the evaluator's performance regarding –						
- understanding your needs? – We were	13	9				
- length of visit? – We were	8	12	2			
- advice and guidance? – We were	11	11				
- feedback at the end of the visit? – We were	12	7	3			
- in setting and agreeing the action points? – We were	11	9	1			
<b>Secondary institution Bedekovčina did not enter its answer</b>						
<b>POST-VISIT</b>						
How did you experience –						
- the speed at which the visit report was received (within 5 working days)? – We received it within 5,5,8 days and were	9	7	4			2
- the accuracy of the visit report (eg was it a true reflection of the visit)? – We were	10	8	2			2
- the usefulness of the visit report? – We were	8	9	3			2
<b>BETWEEN VISITS</b>						
How did you experience –						
- your ability to contact your evaluator? – We were	14	8				
- ongoing support? – We were	13	8	1			
- the keeping of promises (eg sending information that was not at hand during the visit)? – We were	11	7	4			
<b>OVERALL VISIT EXPERIENCE</b>						
Taking all things into account, –						
- how satisfied were you with your visit? – We were	11	10	1			
- how would you feel about recommending the visit to your colleagues/other directors? – We would be	10	11		1		
<b>ADMINISTRATION</b>						
In general, how do you experience –						
- the annual timing of external evaluation visits? – We are	8	9	5			
- the timing of the annual self-assessment report? – We are	6	11	4			1
- the process of collecting data for the self-assessment process and report? – We are	4	7	11			
- the amount of external evaluation visits you receive in a year? – We are ( <b>Crafts institution Sisak did not answer</b> )	7	7	6	1		
- the format and content of the external evaluation visit report? – We are	4	8	9	1		

**IF YOU ARE LESS THAN SATISFIED WITH YOUR VISIT, PLEASE TELL US YOUR REASONS, SO THAT WE MAY IMPROVE THE PROCESS. WE LOOK FORWARD TO RECEIVING YOUR COMMENTS AND FEEDBACK:**

**TERMINOLOGY**

- term "delighted" not appropriate 2x

**COMMUNICATION WITH EXTERNAL EVALUATOR, project representatives, AVETAE**

- successful cooperation with EE 2x
- meetings with EE were useful and pleasant, advisory
- satisfied with visits, contacts and advice of project representatives 2x (especially Mrs Maja Jukić)
- satisfied with visits, contacts and advice of AVETAE representatives 1x (Mr Zvonar and Mrs Hudolin)
- dissatisfied with the cooperation with AVETAE representatives 1x
- "disappointed by AVETAE director because he never answered our letter which we sent on 11 November 2010"

**ADMINISTRATION**

- Too extensive, complex and complicated; sometimes unclear and not precise enough (even the instructions)
- too many KREDA analyses
- SA specialists would need additional training in order to motivate and train others in institution
- The time between two SA reports is not enough (March - June)
- SA report only included two areas now and that was a big job to do along with everyday tasks of teachers and SA specialists. What will happen when we will have to evaluate all areas?
- Too many informal visits; little time for the implementation of action plan 2x
- Decrease the number of visits (at least to one in two months)
- We did not get feedback after formal and informal visits
- Formal visit should only last for one day
- SA specialist was overburdened (he even lost his teaching days)

**GENERALLY ABOUT THE PROJECT (and SA process)**

- All the criticisms that we listed do not decrease the importance and significance of self-assessment
- "the process is extremely useful for institutions if there is willingness and determination to boost quality, but the sensitivity of SA process has to be taken into consideration because we are not used to it and it could cause adverse effects"

**Annex 6 – External Evaluator Visit Feedback****FOR OFFICE USE ONLY**

<b>PLEASE RATE YOUR EXPERIENCE OF THE EXTERNAL EVALUATION VISIT BY ENTERING X IN THE RELEVANT COLUMN.</b>  <b>IF YOU ARE LESS THAN SATISFIED WITH YOUR VISIT, PLEASE TELL US YOUR REASONS AT THE END OF THIS QUESTIONNAIRE. THANK YOU!</b>	<b>DELIGHTED</b>	<b>VERY SATISFIED</b>	<b>SATISFIED</b>	<b>UNSATISFIED</b>	<b>DISAPPOINTED</b>	<b>N/A<sup>15</sup></b>
<b>PRE-VISIT</b>						
How did you experience –						
- the notification of the institution(s) allocated to you and contact details? – I was	<b>12</b> 50%	<b>11</b> 45.8%		<b>1</b> 4.2%		
- your ability to contact your institution(s)? – I was	<b>17</b> 70.8%	<b>6</b> 25%	<b>1</b> 4.2%			
- the date and time of the visit? – I was	<b>12</b> 50%	<b>7</b> 29.2%	<b>5</b> 20.8%			
- the possibility to agree new dates and time for the visit? – I was	<b>15</b> 62.5%	<b>8</b> 33.3%	<b>1</b> 4.2%			
- communications with the project representative? – I was	<b>19</b> 79.2%	<b>5</b> 20.8%				
- communications with the Agency Representative (pedagogical advisor)? – I was	<b>4</b> 16.6%	<b>4</b> 16.6%	<b>5</b> 20.8%	<b>2</b> 8.3%	<b>3</b> 12.5%	<b>6</b> 25%
- the usefulness of developing and sending the visit plan to your institution(s)? – I was	<b>9</b> 37.5%	<b>8</b> 33.3%	<b>6</b> 25%	<b>1</b> 4.2%		
- advice and guidance from representatives <sup>16</sup> regarding your visit(s)? – I was	<b>16</b> 66.6%	<b>3</b> 12.5%	<b>4</b> 16.7%	<b>1</b> 4.2%		
<b>DURING VISIT</b>						
How did you experience the self-assessment/quality coordinator's performance regarding –						
- punctuality? – I was	<b>17</b> 70.8%	<b>6</b> 25%			<b>1</b> 4.2%	
- professionalism? – I was	<b>17</b> 70.8%	<b>6</b> 25%			<b>1</b> 4.2%	
- helpfulness? – I was	<b>16</b> 66.6%	<b>8</b> 33.3%				
- friendliness? – I was	<b>20</b> 83.3%	<b>4</b> 16.7%				
- knowledge of procedures? – I was	<b>15</b> 62.5%	<b>5</b> 20.8%	<b>4</b> 16.7%			
- examples of good practice? – I was	<b>17</b>	<b>6</b>		<b>1</b>		

<sup>15</sup> N/A = not applicable; this did not happen; or don't know<sup>16</sup> Representatives from the VET project and AVETAE

<b>PLEASE RATE YOUR EXPERIENCE OF THE EXTERNAL EVALUATION VISIT BY ENTERING X IN THE RELEVANT COLUMN.</b>						
<b>IF YOU ARE LESS THAN SATISFIED WITH YOUR VISIT, PLEASE TELL US YOUR REASONS AT THE END OF THIS QUESTIONNAIRE. THANK YOU!</b>	<b>DELIGHTED</b>	<b>VERY SATISFIED</b>	<b>SATISFIED</b>	<b>UNSATISFIED</b>	<b>DISAPPOINTED</b>	<b>N/A<sup>15</sup></b>
	70.8%	25%		4.2%		
<b>DURING VISIT (CONTINUED)</b>						
How did you experience the quality coordinator's performance regarding –						
- understanding your needs? – I was	<b>16</b> 66.6%	<b>7</b> 29.2%		<b>1</b> 4.2%		
- preparation of the agenda according to your visit plan? – I was	<b>14</b> 58.3%	<b>9</b> 37.5%		<b>1</b> 4.2%		
- preparation of information, evidence, persons according to your visit plan? – I was	<b>13</b> 54.1%	<b>7</b> 29.2%	<b>3</b> 12.5%		<b>1</b> 4.2%	
- your feedback discussion at the end of the visit? – I was	<b>15</b> 62.5%	<b>3</b> 12.5%	<b>5</b> 20.8%		<b>1</b> 4.2%	
- in setting and agreeing the action points? – I was	<b>14</b> 58.3%	<b>7</b> 29.2%	<b>1</b> 4.2%	<b>1</b> 4.2%	<b>1</b> 4.2%	
<b>POST-VISIT</b>						
How did you experience –						
- the time it took you writing the visit report? – I was <i>please indicate the time it took you: 2,2,2,2,4,8,10,10,10,10 up to 18,14,14 hours</i>	<b>4</b> 16.7%	<b>5</b> 20.8%	<b>15</b> 62.5%			
- your ability to make judgements based on evidence in the visit report? – I was	<b>4</b> 16.7%	<b>15</b> 62.5%	<b>5</b> 20.8%			
- the usefulness of the visit report? – I was	<b>5</b> 20.8%	<b>11</b> 45.8%	<b>7</b> 29.2%	<b>1</b> 4.2%		
<b>BETWEEN VISITS</b>						
How did you experience –						
- your ability to contact your institution(s) in between visits? – I was	<b>17</b> 70.8%	<b>6</b> 25%	<b>1</b> 4.2%			
- your ability to provide ongoing support to your institution(s)? – I was	<b>14</b> 58.3%	<b>7</b> 29.2%	<b>3</b> 12.5%			
- advice and guidance from representatives in between visits? – I was	<b>16</b> 66.6%	<b>5</b> 20.8%	<b>2</b> 8.3%	<b>1</b> 4.2%		
<b>OVERALL VISIT EXPERIENCE</b>						
Taking all things into account, –						
- how satisfied were you with your visit(s)? – I was	<b>13</b> 54.1%	<b>6</b> 25%	<b>5</b> 20.8%			
- how would you feel about recommending the visit to your	<b>14</b> 58.3%	<b>8</b> 33.3%	<b>2</b> 8.3%			

<b>PLEASE RATE YOUR EXPERIENCE OF THE EXTERNAL EVALUATION VISIT BY ENTERING X IN THE RELEVANT COLUMN.</b>						
<b>IF YOU ARE LESS THAN SATISFIED WITH YOUR VISIT, PLEASE TELL US YOUR REASONS AT THE END OF THIS QUESTIONNAIRE. THANK YOU!</b>	<b>DELIGHTED</b>	<b>VERY SATISFIED</b>	<b>SATISFIED</b>	<b>UNSATISFIED</b>	<b>DISAPPOINTED</b>	<b>N/A<sup>15</sup></b>
colleagues and other institutions? – I would be						
<b>ADMINISTRATION</b>						
In general, how do you experience –						
- the annual timing of external evaluation visits? – I am	<b>7</b> 29.2%	<b>9</b> 37.5%	<b>1</b> 4.2%	<b>6</b> 25%	<b>1</b> 4.2%	
- the timing of the annual self-assessment report? – I am	<b>7</b> 29.2%	<b>4</b> 16.7%	<b>7</b> 29.2%	<b>6</b> 25%		
- the process of collecting data for the external evaluation process and report? – I am	<b>10</b> <b>41.6%</b>	<b>9</b> 37.5%	<b>4</b> 16.7%	<b>1</b> 4.2%		
- the amount of external evaluation visits you undertake in a year? – I am	<b>3</b> 12.5%	<b>18</b> <b>75%</b>	<b>1</b> 4.2%	<b>2</b> 8.3%		
- the format and content of the external evaluation visit report? – I am	<b>3</b> 12.5%	<b>8</b> 33.3%	<b>12</b> 50%	<b>1</b> 4.2%		
<b>IF YOU ARE LESS THAN SATISFIED WITH YOUR VISIT, PLEASE TELL US YOUR REASONS, SO THAT WE MAY IMPROVE THE PROCESS. WE LOOK FORWARD TO RECEIVING YOUR COMMENTS AND FEEDBACK:</b>						
<b>COMMUNICATION</b>						
<ul style="list-style-type: none"> <li>• good communication with SA specialist 4x</li> <li>• quality specialist did not do his job but he let the institution manager do it, the institution manager was very much engaged and he participated actively in the process by doing the job that was supposed to be done by the quality specialist</li> <li>• cooperation with the institution was difficult because procedures did not work; agreements were not respected (agreements on deadlines for actions)</li> <li>• involving project and AVETAE representatives helped institution see their situation more realistically and determine which procedures were missing</li> <li>• there are divisions in the institution between teachers and one part of teachers did not accept SA (they saw it as control). In such situations quality specialist did his job professionally and managed the process 2x</li> <li>• teachers overloaded with their regular work and working on SA process so they were not always able to ensure all the necessary conditions</li> <li>• lack of space in the institution for EE to work there during his visit</li> <li>• not enough help from AVETAE 2x</li> <li>• it was difficult to evaluate institution that had SEN learners (using the same criteria)</li> </ul>						
<b>FORMATS</b>						
<ul style="list-style-type: none"> <li>• a large number of documents caused confusion in EEs as well, but especially in institutions; it would be better if there were less more concise documents</li> <li>• the institution did the job professionally 2x</li> <li>• SA report format would be clearer if a box containing information on judgements, evidence and alike was put immediately after descriptors 2x</li> </ul>						

- it makes sense to announce the visit plan but it should not be done so that each time the same format is sent. It would be better if there was a place in the format for listing the requirements
- it was not clear how to write final reports

**TIME OF VISIT**

Dissatisfaction with the timing of visits and the timing for writing SA report 2x

It would be better if the first formal visit was immediately after the first semester

The timing for annual SA report is not in line with institution activities because the institution year lasts until August 31 2x

Annual SA report can be completed during summer institution break when there are no more classes (and this period is intended for teachers to do administrative things)

## Annex 7 – Good Practice Examples

No.	VET Institution	Good Practice Examples
1.	Economics school Čakovec	A large number of learners involved in SA process, their interest in it and openness
2.	VET school Virovitica	Thoroughly and systematically managed documentation, especially evidence; cooperation with employers and local community
3.	First economics school Zagreb	The school successfully finished the whole SA process for all 6 priority area and by all subject area councils Initial VET (Secondary school level) adult education Mission and vision of school, long-term development plan
4.	VET school Gospić	Excellent application of lesson observation format proposed by the project; nice and clean dormitory with a canteen; adult education
5.	Construction – geodesy school Osijek	Focus-group “In search of a good school”; connection between school and stakeholders
6.	Secondary school Fra Andrije Kačića Miošića	Following learner destination for the last 15 years
7.	Tourist – gastronomy school Antona Štifanića Poreč	Learners expressed their satisfaction with the improvement of teaching resulting from self-assessment; relevant statistical and numerous data
8.	Agriculture school Zagreb	Years long experience with EU projects and self-assessment; cooperation with Agronomics faculty
9.	Secondary VET school kralja Zvonimira, Knin	Learner enrolment quotas planned for the next 10 years, with a clear vision of school development and necessary training of teachers in order for them to be ready for it
10.	Forestry and timber processing school Karlovac	Long-term work plan, adult education and ensuring school’s own funding
11.	Technical school Split	Cooperation with Electrotechnics, mechanical engineering and shipbuilding faculty, for the students of this faculty training is held in the school with industrial robots and programmable logic controllers
12.	First secondary school Beli Manastir	Good cooperation of school’s electrotechnics council with the electrotechnics council from Electrotechnics school In Zagreb
13.	Nautical school Zadar	Experience with ISO 9001 QA system Design of new vocational profile/qualification “Technician for yachts and marinas” A mailbox situated in the school hallway for collecting learner suggestions and suggestions for the improvement of school work Independent income sources (adult education



No.	VET Institution	Good Practice Examples
		and helping find employment)
14.	Secondary agricultural and technical school Opuzen	Strategic and long-term development plan Collecting and managing documentation as well as its systematic and organized archiving
15.	Technical school for mechanical engineering and shipbuilding, Rijeka	Extremely self-critical and realistic in evaluating the existing situation in school
16.	Industrial – crafts school, Slavonski Brod	Mini teams for self-assessment, a large number of mutual observations of lessons with an excellent network of visits and excellent feedback about it Giving school leaving certificates together with decisions on employment in industry because their education is learning outcomes oriented and in line with demands expressed by employers (school linked to labour market)
17.	Secondary school "Brač" Supetar	Connection with local authorities established
18.	Crafts school Sisak	VET-theoretical subjects teachers and practical trainers working together Peer lesson observations
19.	Secondary school Bedekovčina	A large number of surveyed stakeholders, especially learners; Relevant figures Laboratory for testing material what is a source of school's own income and they use it for equipping the school (workshops and classrooms) and for professional development of teachers
20.	Secondary VET school Varaždin	School cooperates with civil society organisations (RODA, GONG) especially with Family centre
21.	Secondary school „Aboretum Opeka“ Marčan -Vinica	Organization of school work all year around – 365 days – because of specific content of their education; school promotion in local media and very active campaign before enrolments
22.	Education centre Slava Raškaj, Zagreb	Website, small number of learners per classroom what makes individual approach possible Mission and vision of school, school promotion, and participation in EU projects
23.	Crafts school Koprivnica	Mutual lesson observation together with the necessary documentation; improvement plan, where the plan is to reduce a large number of absences by improving the quality of teaching; inclusion of SEN learners; participation in local community projects; improvement plans on subject area council level
24.	Construction school for industry and crafts, Rijeka	Expert associate work-log; years long experience in surveying stakeholders when self-assessing the school

**Annex 8 – Improvement Plans**

<b>No.</b>	<b>VET Institution</b>	<b>To what extent did the institution put improvement activities linked to detected weaknesses into improvement plan (in %)</b>
1.	Economics school Čakovec	100 %
2.	VET school Virovitica	100%
3.	First economics school Zagreb	100%
4.	VET school Gospić	50% The school did not put into the improvement plan the things they cannot solve themselves: lack of space
5.	Construction – geodesy school Osijek	100%
6.	Secondary school Fra Andrije Kačića Miošića	40% The school did not put into the improvement plan the things they cannot solve themselves: lack of space, lack of sports hall, lack of aids, working in two shifts
7.	Tourist – gastronomy school Antona Štifanića Poreč	IMPROVEMENT PLAN CANNOT BE SEEN PROPERLY
8.	Agriculture school Zagreb	100 %
9.	Secondary VET school kralja Zvonimira, Knin	100%
10.	Forestry and timber processing school Karlovac	100%
11.	Technical school Split	100%
12.	First secondary school Beli Manastir	100%
13.	Nautical school Zadar	80 %
14.	Secondary agricultural and technical school Opuzen	70 %
15.	Technical school for mechanical engineering and shipbuilding, Rijeka	100 %
16.	Industrial – crafts school, Slavonski Brod	70 % The school did not put into the improvement

No.	VET Institution	To what extent did the institution put improvement activities linked to detected weaknesses into improvement plan (in %)
		plan the things they cannot solve themselves: Nlack of space, working in two shifts
17.	Secondary school "Brač" Supetar	90 %
18.	Crafts school Sisak	20 %
19.	Secondary school Bedekovčina	100 %
20.	Secondary VET school Varaždin	100%
21.	Secondary school „Aboretum Opeka“ Marčan -Vinica	30%
22.	Education centre Slava Raškaj, Zagreb	- they have listed technical conditions as a weakness, and in improvement plan they have put the development of a four-year plan ?!
23.	Crafts school Koprivnica	100 %
24.	Construction school for industry and crafts, Rijeka	100 %

General conclusion based on the previous table:

Out of 22 schools (without S. Raškaj and Poreč) 14 of them (60%) completely (100%) made a link between weaknesses and improvement activities in the improvement plan. One school made 90%, one 80%, two 70%, one 50%, one 40%, one 30%, and one 20% link between weaknesses and improvement plan.

The following activities have been listed in VET institutions' improvement plans:

1. Improve cooperation teacher – learner - parent
2. Introduce project-oriented teaching
3. Introduce teaching outside classroom as a part of practical learning
4. Self-assessment of teachers
5. Improve knowledge and skills of parents
6. Specialised visits
7. Present learners' and teachers' projects and activities
8. Reduce prejudice about school
9. Write an ethical code for learners
10. Learner-oriented teaching
11. Adjust plans and programmes to SEN learners
12. Improve the timetable
13. Professional development of teachers
14. Apply designed and tested feedback sheets from the next school year
15. Obligatory project-oriented teaching and project days during 2011/12 school year

16. Introducing school open days 3x
17. Improve performance in extracurricular and optional programmes
18. Take part in IPA project: Improvement of school curriculum
19. Intensify the cooperation with other schools and improve proactivity of school for getting projects from EU funds
20. Increase the number of credits for enrolling into 1<sup>st</sup> grade to 46 credit points
21. Update teaching programme for VET subjects
22. Clearly define plan and programme for work placement for technician programmes
23. Align teaching programmes of general education subjects with the requirements of State Matura
24. Write materials for vocational subjects for which there are no specialised books
25. Encourage stronger cooperation with employers
26. Improve initial knowledge of learners
27. Introduce new subjects in the profile *economist*
28. Decrease the number of absences
29. Improve additional lessons
30. Extracurricular activities and use the potential of talented learners
31. Improve the physical conditions of work
32. Improve the implementation of work placement in all its aspects
33. Increase the number of users (teachers) who use modern didactic aids (in teaching) that the school owns
34. Extend and equip "energy corner" and the Centre for new technologies
35. Extend and equip the school
36. Find a sports hall which is closest to the school, a solution (because there are no financial means). This shows that problems can be solved in different ways and not only wait for someone else to resolve them! (e.g. build a sports hall)
37. Design a curriculum with learning outcomes which are more completely expressed
38. Intensify work with SEN learners
39. Base improvements on successes and results
40. Standardise elements and criteria of assessing learner achievement
41. Introduce a part time position for psychologist
42. Update methods, forms and strategies of teaching and learning
43. Define education goals and learning objectives (outcomes) in operative teaching plans and programmes
44. Reduce absences by 20%
45. Reduce absences 2X
46. Equip school library with computers
47. Develop individualised education plans and programmes and adjust working methods to SEN learners
48. Link the initial knowledge of learners enrolled into 1<sup>st</sup> grade with the requirements of teaching plan and programme for secondary education per subject based in initial tests
49. Involve learners in the assessment of their own progress
50. Monitor the labour market
51. Collect and record data on learner destination – going further to university or employment
52. Actively involve parents in teaching process
53. Encourage group learning more, wherever possible

54. Raise awareness about better management of pedagogical documentation
55. Continuous link with practical learning providers to inspect whether work placement is being carried out successfully
56. Strengthen knowledge and skills in subjects: Croatian language, Maths and English language (compulsory State Matura subjects)
57. Improve cooperation with local authorities and self-government units in order to finish the sports hall
58. Introducing new learning programmes
59. Introducing new education technologies
60. Equipping school workshops with modern equipment so that practical learning could be carried out
61. Designing a programme to mark the School Day, Final graders' Ball and Final graders' days
62. Organise open lessons during school year for the purposes of developing quality
63. Arrange school surroundings
64. Expand the content on the school website
65. Training in entrepreneurship
66. Reorganise – reallocate and better organise jobs in all areas of extracurricular activities and other jobs especially in agriculture (practical learning)
67. Additionally motivate learners to participate more actively in extracurricular activities 7X
68. Establishing a database of former learners at the school website with data on further education or employment (learners themselves would write their current status there and make changes when necessary)
69. Strengthen the interest and motivation for work and success in learners (together with working on self-respect in learners)
70. Encourage cooperation of all stakeholders in school

## **Annex 9 – Removed or Revised Criteria**

This refers to the framework version of [14 December 2010] 22 February 2011:

### **Curriculum**

1.4; 1.6; 1.7, 1.8

### **Learning Programme Design**

1.9 – 1.17

### **Learning Programme Review and Development**

1.19 – 1.23

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### **Learner Admission (Recruitment & Enrollment)**

2.1 – 2.7 = all

### **Planning of Teaching, Training, and Learning**

2.8; 2.13; 2.15

### **Self-Directed (Independent) Learning [Lifelong Learning]**

2.16 – 2.20

### **Learning in Groups**

2.21 – 2.25 = all

### **Learning through Experience (Practical Learning at VET Institution)**

2.26 – 2.31 = all

### **Work Placements (with Employers)**

2.33; 2.34; 2.36; and half of 2.35; 2.37; 2.38; 2.39

### **Practice Firms**

2.43

### **Extra-Curricular Activities**

½ of 2.44 and 2.45; 2.47; 2.49

### **Learner Support Services**

2.53; 2.55; 2.56; 2.58; 2.59; 2.60

### **Special Educational Needs & Vulnerable Groups**

2.62; 2.63; 2.64

### **Learner Absence**

2.66 – 2.70

### **Teacher/Trainer – Learner Relationship**

2.72; 2.77 – 2.80

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### **Summative Assessment & Internal Monitoring/Evaluation**

3.2; 3.8; 3.10

### **Examinations**

3.12 – 3.15

### **External Evaluation & Certification**

3.16 – 3.20

### **Competitions**

none

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### **Securing the Learning Environment**

none

### **Material Conditions/Resources Management**

4.11

### **Finance**

4.15; 4.17

### **Staff Management**

4.20; 4.24; 4.25

### **Continuing Professional Development (CPD) of Staff**

4.27; 4.30 – 4.34

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**Leadership**

5.2; 5.3; 5.6; 5.7

**Communication**

5.8; 5.10

**Information System**

5.14; 5.15; 5.17; 5.18; 5.19

**Partnerships**

5.24

**Promotion of VET Institution and Learning Provision**

none

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**Quality Management**

none

**Quality Manual**

6.10 – 6.13 = all

**Internal Monitoring of Procedures**

6.16

**Self-Assessment Process**

6.18; 6.19; 6.23

**Improvement Process**

6.36