

National school inspection guidelines

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Ministry of Education

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PART ONE

GENERAL

1. Short title

These Guidelines may be cited as ‘Ministry of Education’s National General Education Inspection Guidelines No.....1/2013’

2. Authority

These National General Education Inspection Guidelines is in line with Proclamation No 691/2011 Issued to decide the executive bodies of the Ministry of Education.

3. Definition

In these Guidelines unless the context otherwise requires:

- 3.1 ‘Inspection’ means a sector which assures quality of education and accountability by conducting monitoring and evaluation of education institutions
- 3.2 ‘Input’ means human, financial, material, etc resources necessary for the learning-teaching process in education institutions
- 3.3 ‘Process’ means an activity which is conducted to improve students’ attainment and ethics in education institutions
- 3.4 ‘Result’ means students’ knowledge, skill and attitude and positive change achieved through the process of learning and teaching and day-to-day interactions/activities
- 3.5 ‘Self-evaluation’ means a reflective enquiry of education institutions on their performance
- 3.6 ‘School classification’ means an activity of grading schools in terms of input, process and output using the standards and indicators
- 3.7 ‘Focus areas’ means issues which school inspection mainly accentuates
- 3.8 ‘Standard’ means a criterion used to measure all schools in a similar content, system and achieved results
- 3.9 ‘Indicator’ means a key behavior measurement of each standard

4. Scope of Application

These guidelines shall apply to all education institutions throughout Ethiopia including pre-primary schools, primary schools, secondary and preparatory schools, alternative basic education centres, government, public, private and other education institutions. These guidelines shall not apply to teacher education colleges and functional adult education centres.

These guidelines shall be implemented to inform the inspections and quality assurance activities of schools by inspectors from the Ministry of Education's General Education Inspection Directorate, Regional Education Bureaus, Zonal Education Offices, *Woreda* Education Offices.

5. Gender

In this guideline words and phrases used in reference to the masculine gender also refers to the feminine gender.

6. Objectives of the Guidelines

The main objective of the guidelines is to improve the outcomes and ethics of students at national level by a improving the quality and effectiveness of education. It includes the following specific objectives

- 6.1 assess the extent to which schools have achieved the minimum performance standards;
- 6.2 classify schools into levels and identify model schools so that they can serve as cluster resource centres for other schools;
- 6.3 provide information about the implementation and impact of General Education Quality Improvement Programme (GEQIP), particularly the School Improvement Programme (SIP), and other initiatives, to improve the quality of education, and to inform policy makers and educationists;
- 6.4 inform parents, teachers and students about how well schools are performing, and secure their engagement in the drive to improve the quality of education;
- 6.5 enable schools to actively engage the three development forces /the ruling party, government and people's wings/ in organized and integrated manner on education access, equity, efficiency, relevance and quality so that each contributes to the output and ethics of students and there is a system to hold responsible bodies to account for the performance and improvement of schools

7. Guiding Principles of Inspection

The process of inspection adopts the following basic and guiding principles. They are:

- 7.1 Inspection is conducted by education inspectors who are independent of the school.
- 7.2 Evaluation of the overall performance of a school is conducted based on concrete, consistent and continuous information.
- 7.3 Evaluation of all schools is made based on clearly defined standards and criteria. It should not reflect personal opinion of inspectors.
- 7.4 Inspection is an activity which is constructive and gives emphasis to priority areas. It celebrates successes but identifies shortcomings and gives recommendations to those responsible bodies.
- 7.5 Inspection is conducted by giving respect to the school community
- 7.6 Evaluation is done based on the performance of the school as an institution, not on the performance of individuals

8. Significance of the Guidelines

The process of quality assurance is fundamental to the improvement of schools. Inspection is a form of quality assurance, a process of independent external evaluation. It can provide an objective assessment of how well schools are performing - the quality of education that they provide as well as the outcomes and ethics that their students achieve.

It can be a powerful tool for promoting improvement, by establishing the minimum levels of quality that all schools should achieve and by making schools accountable for their performance and progress.

9. Benefits of the Implementation Guidelines

- 9.1 establishes clear expectations of schools' performance;
- 9.2 provides the challenge and imperative that some schools require;
- 9.3 helps schools to identify the priorities on which they need to work in order to improve;
- 9.4 fosters constructive dialogue between inspectors and teachers, school directors and supervisors, enabling the latter to benefit from the inspectors' experience and expertise;
- 9.5 helps schools to develop their skills in evaluating their own performance;
- 9.6 creates a healthy competitive spirit among schools;

9.7 indicates the support leaders at all levels provide to schools.

PART TWO

10. The Process of Inspection

Focus areas of inspection are based on the learning environment, the school leadership and management, learning-teaching, partnership between parents and the community and students outcomes. All of them are inherently related to input, process and output. To conduct proper inspection, it is worthwhile to follow and implement the following procedures

10.1 Pre inspection

10.1.1 Selection of schools for inspection

Inspections of schools will be carried out in accordance with the national inspection framework once every three years. Selection of schools for inspection is based on consultation of regional/city administrations education bureaus, zonal and *Woreda* education offices. Besides, the selection considers factors such as number of schools, geographical location (whether the school is in rural or urban area) as well as the performance level of the school. Regions/ city administrations are required to notify the details of the schools to be inspected to the Ministry of Education.

10.1.2 Inspection team formation

Schools inspected by the REBs, ZEOs and WEOs are visited by teams of at least two inspectors, for three or four days. One member of the team should be designated as coordinator.

10.1.3 Communication with the school before the inspection

Schools are given two weeks' notice of their inspections. Schools should produce key documents prior to the inspection. Inspectors are required to analyze and apply the data during inspection.

10.1.3 Conducting school classification

In accordance with school classification framework, each school is required to conduct self-evaluation at the beginning or end of the academic year. During inspection, inspectors check whether the school has properly carried out the self-evaluation and school classification.

10.2 During inspection

10.2.1 How the inspection begins

When they arrive at the school, the inspectors meet the director and other senior leaders. They explain the purpose and nature of the inspection and invite the director and his or her colleagues to ask any questions they may have. The school leaders give a short presentation about the school's current situation. The inspectors meet the director regularly throughout the inspection, to ensure that any questions or problems that arise can be resolved quickly.

10.2.2 Gathering evidence

Inspectors spend their full time in the school gathering evidence to enable them to make an accurate judgment about each of the standards. The evidence they gather must be relevant to the standards listed in the National School Inspection Framework.

10.2.3 Classroom observation

10.2.3.1 The inspection team should focus on activities that are directly related to the learning-teaching process. It is very difficult to do observation of all classes. Therefore, it is worthwhile to see a representative sample of classes, teachers and lessons across the range of subjects. It is also important to make the necessary arrangements prior to the observation.

10.2.3.2 Classroom observations should normally be of whole lessons. When visiting classrooms, inspectors should be courteous but as unobtrusive as possible: they should not disrupt the work of the class.

10.2.4 Monitoring the implementation of inspection

A. First inspection

Each school should be seen by inspection team at least once in three years time.

B. Re-inspection

When a school does not meet the standard, it will be re-inspected after one year.

10.3 Post inspection

10.3.1 General schools' performance level

Inspectors are required to make judgments of the level of the school based on the indicators of each standard as well as the evidence gathered in the school. Based on the value of each standard, the school can be measured in four levels as follows:

- A. If a school scores below 50%, it will be classified as GRADE 1

- B. If a school scores between 50%-69.99 , it will be classified as GRADE 2
- C. If a school scores between 70%-89.99 , it will be classified as GRADE 3
- D. If a school scores between 90%-100 , it will be classified as GRADE 4

10.3.2 Reporting the outcomes of inspections

10.3.2.1 The oral report

At the end of the inspection, the inspection team should meet the director and other senior leaders to provide a short oral report on their findings, judgments and recommendations. The school's supervisor should also attend. Besides, the team should give key comments on the school's card.

10.3.2.2 The written report

- A. The written report should be produced by no later than two weeks after the end of the inspection. The report will be sent to the school and to the WEO, ZEO and REB, as well as to the MoE's GEID.
- B. The report should be concise, clear, evidence based and well written.
- C. Members of the inspection team have collective responsibility and accountability on preparation of the report, quality and relevance.
- D. Reports can be published online as deems necessary..

PART THREE

ORGANISATION

11. Duties and Responsibilities of Implementing Agencies/Implementers Under General Education Sector

11.1 General Education Inspection Directorate of the Ministry

- 11.1.1 The MoE's GEID has a key strategic role. It has the power and duty to develop and keep under review the national framework and guidelines for the inspection of schools.
- 11.1.2 The MoE's GEID has the power and duty to conduct inspections, both separately and alongside inspectors from the Regional/City Administration Education Bureaus.
- 11.1.3 It organizes and provides training; provides support and guidance for inspectors from the Regional/City Administration Education Bureaus.
- 11.1.4 It prepares plans with Regional/City Administration Education Bureau inspection sectors about annual inspection plans.
- 11.1.5 It monitors, evaluates and receives up-to-date report from regions about the inspections undertaken by REBs, ensuring that they are undertaken according to the National Framework for the Inspection of Schools.
- 11.1.6 Based on regional reports and the Directorate's findings in the field, the MoE GEID prepares annual report and sends to relevant bodies.
- 11.1.7 The MoE's GEID receives copies of quarterly reports from the REBs. It analyses these reports and produces an annual national report, drawing on the outcomes of the inspections across the regions.
- 11.1.8 It identifies and scales up best practice.
- 11.1.9 It collects, organizes, analyses and utilizes inspection data. It also maintains its up-to-datedness.
- 11.1.10 It conducts research on various activities including inspections conducted to ensure quality of education comparing it to practices elsewhere in the world.

11.2 Regional/City Administration Education Bureau Inspection Sector

- 11.2.1 The REBs have the mandate and key role of undertaking inspections of schools within their areas, using the *National Framework for the Inspection of Schools*
- 11.2.2 They assure that inspection activities are undertaken in accordance with the annual plan program
- 11.2.3 They are responsible for sending copies of all inspection quarterly reports to the Ministry's GEID
- 11.2.4 They provide training, support and guidance for inspectors in the Zonal Education Offices /Sub-cities and Woreda Education Offices.
- 11.2.5 They monitor the inspections undertaken by the ZEOs/Sub-cities and WEOs, checking that they are undertaken according to the *National Framework for the Inspection of Schools*.
- 11.2.6 They receive copies of monthly reports of inspections conducted by the ZEOs and WEOs, and check that the reports are consistent in their structure and quality.
- 11.2.7 They receive copies of quarterly reports from the ZEOs/Sub-cities. They analyze these reports and draw on the outcomes of the inspections across the region.
- 11.2.8 They identify and scale up best practices.
- 11.2.9 They collect, organize analyze and utilize inspection data. They also maintain their up-to-datedness.
- 11.2.10 They conduct research on activities of education quality assurance

The REBs and ZEOs are accountable for the effective implementation of the national framework and guidelines for school inspection in their regions and zones, and for reporting the outcomes to the MoE's GEID.

11.3 Zonal/Sub-city Education Office Inspection Sector

- 11.3.1 The Zonal/Sub-city Education Office has the mandate and key role of undertaking inspections of schools within its areas
- 11.3.2 It monitors and evaluates the inspections undertaken by the WEOs, checking that they are undertaken according to the *National Framework for the Inspection of Schools* and *National Guidelines for the Inspection of Schools*.
- 11.3.3 As per the agreement reached with the REB, it assures that inspection activities are undertaken in accordance with the annual plan program

- 11.3.4 It is responsible for sending copies of all inspection monthly reports to the REB on a regular basis
- 11.3.5 It monitors and provides support to boost the quality of WEO's inspection activities
- 11.3.6 It monitors whether or not inspectors' recommendations are implemented through the WEOs
- 11.3.7 It receives copies of monthly reports of inspections conducted by the WEOs, compiles and analyses the benefits of conducting inspections and sends the reports to relevant bodies
- 11.3.8 It identifies and scales up best practice
- 11.3.9 It collects, organizes, analyzes and utilizes inspection data. It also maintains their up-to-datedness.
- 11.3.10 It conducts research on activities of education quality assurance

11.4 Woreda Education Office Inspection Sector

- 11.4.1 The Woreda Education Office has the responsibility of undertaking inspections of all Alternative Basic Education centres, pre-schools, primary schools. Depending on the region, it also inspects secondary schools within its areas.
- 11.4.2 It executes its duties in accordance with the inspection plan of the ZEO depending on the objective realities in the region.
- 11.4.3 It sends monthly inspection report to the ZEO and notifies to relevant bodies.
- 11.4.4 It monitors whether or not inspectors' recommendations are implemented through cluster supervisors and education leaders at various levels.
- 11.4.5 It identifies and scales up best practice
- 11.4.6 It collects, organizes, analyzes and utilizes inspection data. It also maintains their up-to-datedness.
- 11.4.7 It conducts research on activities of education quality assurance

11.5 Schools

- 11.5.1 They undertake their own self-assessment and school classification at the beginning or end of the academic year.
- 11.5.2 Schools have the duty to co-operate with national, regional and zonal inspectors and to provide them with the access and assistance they require.

11.5.3 They implement the recommendations made by inspectors for the improvement of the school.

11.5.4 Schools are accountable for the quality of education provided for their students and the outcomes that they achieve.

11.5.5 They conduct research on activities of education quality assurance.

12. Profile of School Inspectors

Education inspectors are those who are assigned and work at federal, regional, city administration, zonal, sub-city and *Woreda* general education inspection sectors. Among the various duties undertaken by the inspectors, the most prominent one is improving the quality of education and students' attainment by helping schools identify their weaknesses and strengths through providing feedback. As the job is a high profile one, selection and deployment of inspectors should be made with utmost care.

Selection of school inspectors is based on the following criteria:

- A. A minimum of BA/BSC degree in any field of education
- B. A minimum of five years experience as a teacher or director or school supervisor or education leader
- C. Excellent performance as a teacher or director or school supervisor or education leader
- D. Excellent ethics
- E. Participation in training of inspection courses is preferred
- F. There should be gender balance in the composition of gender

Desirables-In addition to the above criteria for selection, there is a need to make sure during the selection that candidates have, among others, the following desired knowledge and skills.

- G. Knowledge of the current education and training policy and other strategies
- H. Knowledge of the School Improvement Program
- I. Knowledge of key curriculum materials (General Education Curriculum Framework, Syllabus, Minimum Learning Competency)
- J. Knowledge of current national and international education issues and directions
- K. Experience in running education projects
- L. Ability to collect, organize, analyze, and disseminate data (information)

M. Ability to prepare reports

N. Basic computer skills (Ms word, excel, etc)

The above criteria can be applied in accordance with the region's Civil Service Regulation

13.The code of conduct for inspectors

Inspectors will:

- 13.1 conduct themselves professionally at all times and treat the director, staff, students, parents and other stakeholders with courtesy, sensitivity and respect;
- 13.2 seek to minimize any anxiety that may be felt by the director and staff, and any disruption to the school's normal work;
- 13.3 adhere to the procedures of the National Framework and Guidelines for the Inspection of Schools;
- 13.4 reach judgments objectively, fairly, consistently and transparently, on the basis of their evidence;
- 13.5 adopt a constructive approach, maintaining a positive dialogue with the school and concentrating not on finding fault but on promoting improvement;
- 13.6 respect the confidentiality of the information they gather, while acting always in the interests of the students
- 13.7 Inspectors should have no connection with the schools that they inspect that could prejudice their objectivity in gathering evidence and reaching judgments

PART FOUR

VARIOUS OTHER ISSUES

14. Complaints

- 14.1** If a school feels that it has been treated unfairly by inspectors, it may make a complaint in five-day time to the Woreda Education Office, Zonal/Sub-city Education Office, Regional /City Administration Education Bureau inspection sector.
- 14.2** The complaint taker should reply and notify to the complain maker in not more than 15 days
- 14.3** If it remains dissatisfied, the matter may be referred to the next higher authority.
- 14.4** The office top manager is required to reply in 5 days time.
- 14.5** If the complaint maker is still dissatisfied, a final decision will be made by the next level of education sector.

15. Matters uncovered by the Guidelines

If there are matters uncovered by these guidelines, decisions can be made by the regional/city administration education bureau, zonal/sub-city education office or *Woreda* education office as necessary.

16. Amending the Guidelines

These Guidelines can be amended by the Ministry of Education based on recommendations and survey studies.

17. Effective Dates

These Guidelines shall enter into force from September 2013