TOWARDS QUALITY IN VET: VET SCHOOLS EXCELLENCE WITH PERFORMANCE MEASUREMENT

SHARING LESSONS LEARNED FROM ETF EXPERIENCE IN WESTERN BALKAN ON ROLE OF QUALITY IN VET SCHOOLS DEVELOPMENT

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MEASURING QUALITY IMPROVEMENT IN VET SCHOOLS: EXAMPLES FROM WESTERN BALKAN AND TURKEY

CROATIA: NEW LEGISLATION SINCE 2010 – VET SCHOOLS SELF ASSESSMENT (SSA)

KOSOVO: INDICATORS AT VET SCHOOL LEVEL

MACEDONIA: INTEGRAL EVALUATION AS SYSTEMIC SOLUTION SINCE 2009

MONTENEGRO: COMBINATION OF EXTERNAL EVALUATION AND VET SSA- AUGUST 2010

SERBIA: DEVELOPING STANDARDS FOR QUALITY

TURKEY: TOTAL QUALITY MANAGEMENT AND INTRODUCTION OF VET QUALITY AWARD FOR VET SCHOOLS
Monitoring of performance: part of strategic development of VET schools

- to raise standards and quality of education and training through leadership and team work
- to deliver high quality education and training
- to provide independent and sound advice to education and training providers based on evidence
- to support the schools to develop quality services for different target groups
- to inform the Government in the formulation and evaluation of education and training policy
Quality and monitoring of performance: what is the challenge at VET school level?

- It is very context based: each VET school has its own story
- How we can define the quality in a VET school?
- How to measure quality, and which indicators do we need (quantitative and qualitative)?
- We are lacking “a common language” for measurement of quality (setting performance monitoring framework)
What are the characteristics of good VET school?

• Instructional leadership
• Safe and learning-focused environment
• Culture of high expectations
• Monitoring of student progress
• Desire to be a learning organisation
What are key characteristics of “not good” VET school?

- Weak leadership
- Infected personal relations
- Missing shared vision
- Lack of focus on learning and therefore low student engagement
EVIDENCE BASED JUDGEMENT AND WHY IT IS USEFULL: NETWORKS AND POLICY OBJECTIVES

• LEADING SCHOOLS
• SUCCEEDING, SELF-IMPROVING SCHOOLS
• UNDERPERFORMING SCHOOLS
• FAILLING SCHOOLS
VET SCHOOL DEVELOPMENT CYCLE

External review
Communication
Self-review
Values and mission
3-5 year development plan
Professional development
Implementation
Monitoring
VET schools quality improvement: crucial issues and lessons learned (1)

- Teaching and learning, process parameters: classroom, leadership and management, relations with local stakeholders
- Results of teaching and learning process, outcome parameters: drop out rate, exams success rate, etc.
- Performance indicators used for monitoring and evaluative purpose at provider level
- To be combined integral part of VET school development plan
- Transparency of results to be assured: role of indicators
- To be combined with external evaluation
VET schools quality improvement: crucial issues and lessons learned (2)

• CHANGING MIND SETS: FROM A INPUT ORIENTED TO PERFORMANCE/RESULTS ORIENTED VET SCHOOL
• RAISING AWARENESS: MOBILISING ALL STAKEHOLDERS AROUND THE VET SCHOOL
• VET SCHOOL FOCUS ON GETTING ORGANISED AND GETTING BETTER
• WIDENING PILOTS TO SYSTEM WIDE IMPLEMENTATION!?
WHAT IS VET SCHOOLS PERFORMANCE MONITORING?

“VET School performance monitoring is a School Development Project which is designed by the school staff aiming to foster the improvement of quality of teaching/training and learning through ongoing reflection and dialogue.”

“VET School performance monitoring is a VET school project of professional development that supports the school in improving teaching and learning through ongoing reflection and peer review.”
THE POWER OF MEASURING: IS IT USEFUL FOR VET SCHOOLS?

If you do not measure results:

YOU DO NOT KNOW IF YOUR VET SCHOOL IS SUCCEEDING OR FAILING

If you do not see success:

THAN YOU CAN NOT REWARD IT

If you do not reward success:

THAN YOU ARE REWARDING FAILURE

Please develop your own.....
THANK YOU!

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Links to relevant content:
http://www.eqavet.eu/gns/home.aspx