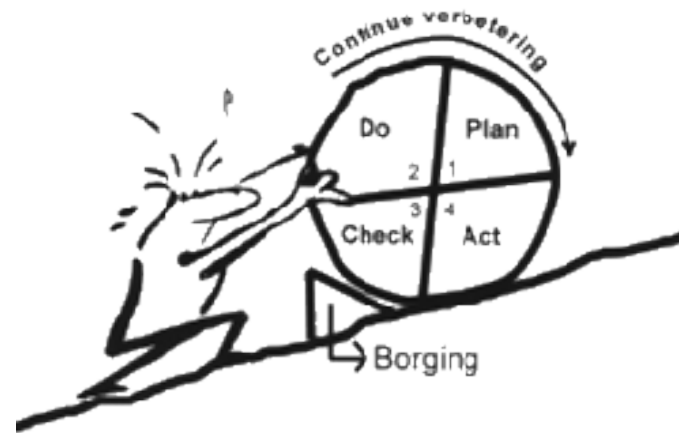


How does the Dutch system encourage self assessment?



4 steps

- How did schools alter to autonomous educational organizations?
- What is education quality and who decides that?
- How does the Government encourage educational organizations to be "in control" in terms of education quality?
What is the role of self-evaluation in this?
- What questions and dilemmas do we encounter in the Netherlands?

Autonomous educational organizations

Starting from 1917

Government

Control by inspection based on detailed policy prescriptions

1980 – 1990

Deregulation and privatization

Development to independent educational organizations. Mergers.

Starting from 1990

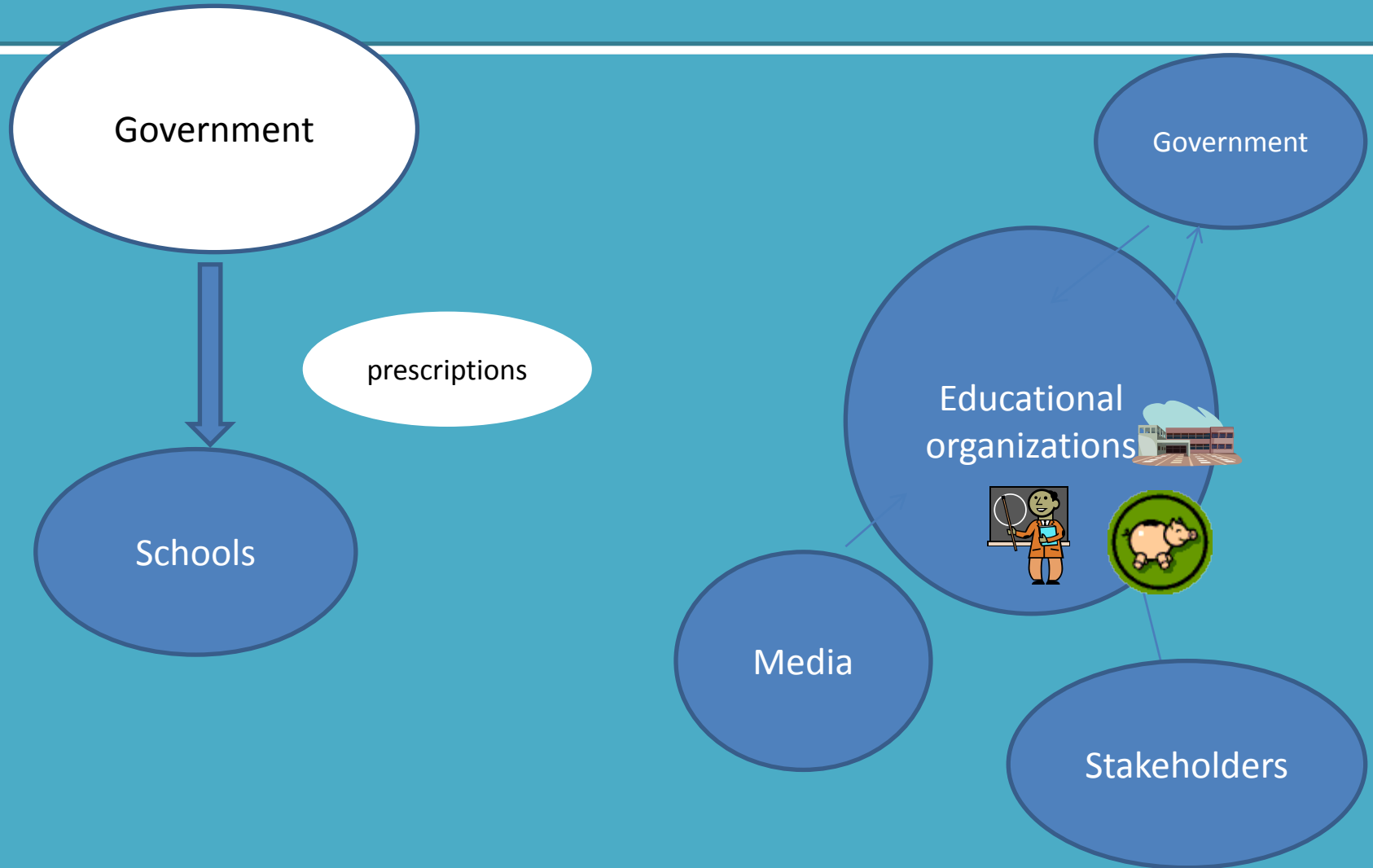
Governance

Achieve policy objectives by the educational institution

Communicate about this open and accountable to stakeholders and Government

But who controls the spending of public money?

Relations



Who defines education quality?

- Development supervisory framework: output indicators and substantive indicators
- Risks analysis and rating by School Inspection
- Sequel of the judgement

Focus on the Board and QA

- Educational institution must be "in control": self understanding of quality, timely and effective intervention when needed.
- Self-evaluation is needed, external and internal.
- Connection with audits and try to learn from each other.

Dilemmas

- High trust \Leftrightarrow low trust
- Description \Leftrightarrow practice in the classroom
- Assumption of effectiveness \Leftrightarrow reality of internal politics
- Learning from each other \Leftrightarrow competition