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AUGE Y CONVERGENCIA DE LOS SISTEMAS DE INSPECCIÓN ESCOLARES

ANÁLISIS COMPARATIVO DE LA INSPECCIÓN ESCOLAR EN DUBÁI, IRLANDA, NUEVA ZELANDA Y PAKISTÁN

THE RISE AND CONVERGENCE OF SCHOOL INSPECTION SYSTEMS

COMPARATIVE ANALYSIS OF SCHOOL INSPECTION IN DUBAI, IRELAND, NEW ZEALAND AND PAKISTAN

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Resumen

El crecimiento exponencial que ha sufrido la inspección escolar para el control y la evaluación de la calidad de la enseñanza durante las dos últimas décadas se ha visto favorecido en gran medida por varios factores económicos y sociopolíticos internacionales, en particular por las políticas de organizaciones transnacionales como la UNESCO y la OCDE. Sin embargo, es importante señalar que la influencia de estos factores internacionales está condicionada por la historia, las tradiciones, las políticas y, quizá, sobre todo, por los aspectos políticos de los países. Para ilustrar este punto, decidimos estudiar los sistemas de evaluación escolar de cuatro países: Dubái, Irlanda, Nueva Zelanda y Pakistán, y analizar los motores que han contribuido a su desarrollo. Para llevar a cabo esta investigación, hemos analizado la bibliografía, las páginas web oficiales y los documentos elaborados por los servicios de inspección de estos países. Concluimos que, si bien la influencia de los organismos transnacionales en el crecimiento de la inspección escolar en estos países es evidente, el contexto sociopolítico local también tiene, en nuestra opinión, una influencia significativa.

Palabras clave: Inspección escolar, supervisión, evaluación, mejora escolar

Abstract

The exponential growth of school inspection to monitor and evaluate the quality of education in the last two decades has been influenced by several global economic and socio-political drivers, particularly the policies of transnational organizations, such as UNESCO, the OECD, and the World. It is

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important to note, however, that the influence of these international drivers is mediated by the histories, traditions, policies, and perhaps most of the politics of countries. To illustrate this point, we chose to study the school evaluation systems of four different countries, Dubai, Ireland, New Zealand, and Pakistan, and the drivers that contributed to their development. For the purpose of this research, we conducted an analysis of the literature, official websites, and documents produced by the inspectorates of these countries. We conclude that while the influence of transnational agencies on the growth of school inspection in these countries is clear, the local socio-political context has, also, in our view, a significant influence.

Keywords: *School inspection; monitoring; evaluation; school improvement*

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Introduction and Background

School inspections are among some of the oldest educational institutions and services that exist in most countries. It was developed to monitor and supervise educational provision (Wilcox, 2000) and its growth is concurrent with the emergence of mass public education systems across the globe. In Europe, this service dates back to the nineteenth century (Gray, 2019), as in some of the countries that had been British colonies. On the other hand, there are countries where school inspection has only recently been introduced, such as Dubai. Over the years, the role and mechanisms of school inspection have developed and changed(see for example, Brown, 2013, Ehren et al. 2017). From being a checklist audit to review compliance with rules and supervise individual teacher's performance, school inspection is now a means and process to enforce and track policy implementation, scrutinize and regulate school leaders' and teachers' performance, evaluate the overall performance of schools, support recent educational theories and encourage and create a competitive ethos in education systems (Clarke, 2017).

Baxter (2017) argues that inspectors' work is colored and conditioned by their national policy contexts, and these national policy contexts are conditioned in response to international policy drivers (p. 14). Over the last two decades, global economic, social, and political drivers have had a significant impact on educational policy. For example, the 2008 economic crisis also brought with it the realization that investing in the development of future citizens is essential to prevent similar

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situations in the future, and to monitor the quality of education, inspection is indispensable (Brown et al., 2016a).

Moreover, new management policies and the rise of neoliberalism in the 1990s have resulted in more autonomy for schools concerning staff recruitment, curriculum design, and implementation and allocation of resources. Increased autonomy has created a perception of the need for greater accountability in schools, necessitating systems to monitor practices and enabling central governments to enforce effective quality standards across the system (Brown, McNamara, O'Hara & O'Brien, 2016). Consumerism and value-for-money attitudes in education have also increased the demand for school inspections. Close monitoring and supervision of schools are expected to achieve the anticipated results (outputs) at minimum cost (input). Comparative evaluations of education systems, such as the Program for International Student Assessment (PISA), have led to a constant stream of interventions and reforms designed to achieve higher student performance outcomes. A decline in the PISA ranking is seen as a decline in education quality, leading to the belief that reinforced school inspections will improve the system (Brown et al., 2016a; Baxter, 2017).

Additionally, policies of influential organizations worldwide, such as UNESCO, the World Bank, and the Organisation for Economic Co-operation and Development (OECD), directly or indirectly influence national education policies that consequently affect the development of inspection systems in countries worldwide. For example, a transnational project, Education for all (UNESCO),

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encompasses two Millennium Development Goals: Universal Primary Education for All and Gender Equality in Education and the Human Capital Project (World Bank, 2022), involving almost every country. In return for funding such initiatives, transnational organizations increasingly insist on a result-based approach. Consequently, school inspection systems have evolved and become more 'robust' to ensure the delivery of the desired outcomes. As a result, various forms of inspections have been introduced in some countries, especially short and focused inspections and an aspect of school improvement, such as thematic inspections in Ireland (Standing International Conference of Inspectorates [SICI], 2022). In other countries, such as Pakistan, the frequency of inspection visits has increased, and digital databases have been developed to monitor and track real-time data. Many jurisdictions have reduced inspection notification times (for example e.g. Dubai) and impose sanctions on low-performing schools or those who fail to comply but reward high-performing schools to create a competitive environment among schools (e.g. Dubai, Sweden) (Azzam, 2017; Baxter & Hult, 2017). In sharp contrast, in New Zealand, there is a shift from event-based external evaluation to an evaluation partnership between schools and the school evaluation agency.

Several comparative studies of various inspection regimes across Europe have been conducted, including van Bruggen's (2010) analysis of education inspectorates in Europe and Faubert's (2009) literature review on school inspection practices in OECD countries, demonstrating the development and status of school inspection in Europe. This paper, however, presents a unique study of a cross-

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ISSN 1886-5895

continental comparison of four distinct school inspection systems–Dubai, Ireland, New Zealand, and Pakistan–especially the manner in which inspection is organized. The study is based on a detailed review of the growth and evolution of inspection over the last twenty years (in the case of Dubai, a little over a decade), the context in which these systems grew, the factors that underpinned their growth and their overall efficacy as quality assurance and quality improvement agencies. These four countries were chosen because they exhibit quite different philosophies and approaches to inspection and have inspection systems over very different time scales; however, we would suggest that they share many of the features increasingly common across all inspection systems. These include concerns with educational standards, careful monitoring of schools and teachers, and increased use of data-based decision-making in education. The study was organized into three research questions:

- How has school inspection evolved over the past two decades in these countries?
  What factors contribute to growth?
  How does school inspection affect education in each case?

Through the analysis of these national case studies, an attempt has been made to present exemplars for other jurisdictions to follow or learn lessons from.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
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Methodology

Using the research questions as the focus of the search, the study outlined here applied literature review and document analysis as research methods. The criteria for the literature search included date range, language, and study type. The literature examined was selected almost entirely from the last 20 years, 2000 to 2022, except for original historical documents or official reports, which were essential to avoid gaps in the information. No distinction was made on where the literature originated from, as long as it was in English. The types of studies included: peer-reviewed articles, doctoral theses, government reports, departmental publications and reports of transnational organizations such as OECD, UNO and the World Bank.

Dewey and Drahota (2016) assert that a literature review involves identifying, selecting and critically appraising research in order to answer a clearly formulated research question. Therefore, as a first step, keyword searches were performed on the databases using various combinations of key terms according to the research questions: school inspection and/or evaluation, development/growth/rise bracketed, and combined with factors/elements/drivers. Once the first suite of relevant research articles was collected, as a next step, the snowballing technique was used, and the reference lists of the key articles were studied to locate the pertinent government reports and official publications that were not available in the education databases. In addition, the websites of relevant governments and transnational agencies were explored to procure official reports and information on measures undertaken in relation to school inspections in the four countries

Recepción: 22/03/2023 Aceptación: 24/03/2023

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under study. Additionally, some reports and books were identified through expert polling.

After collecting the articles and other materials, we browsed the abstracts, tables of contents, and forewords to carefully screen and select the studies to be included in the review. Overall, 120 research articles, doctoral and master 'theses and books, 136 official documents, and 60 reports were reviewed and selected for the final analysis. We performed a literature review and document analysis using reflexive thematic analysis (Braun & Clarke, 2021). The technique was employed first because it allows flexibility in the choice of methodology and the use of approach to identify themes and patterns within data. Second, it acknowledges the value of the researcher's subjective experience as the primary tool for making sense of the data (Braun & Clarke, 2006, 2021). Our research approach was predominantly deductive and theoretical, and was driven by our interest in the area. Therefore, the research questions steered initial reading and coding. The other steps included re-reading, collating codes to generate themes, and reviewing and refining earlier themes to determine their focus and scope.

Presentation and Analysis

In this section, we report each of the four cases individually, focusing on their historical context, evolution over time, and the driving factors behind their growth. Finally, the concluding section brings together the common themes, contrasts, and conclusions.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

DUBAI

Unlike Pakistan, Ireland, and New Zealand, where most of the children attend public (or public-funded) schools, in the Dubai city-state, nearly 90% of students go to private schools (OECD, 2021), and the private education sector accounts for 76% of the total number of schools (Knowledge and Human Development Authority [KDAH], 2021a,b).

The high percentage of expatriates in the city's population contributes to the fact that their children attend private schools, as public education by law is accessible only to nationals (Azzam, 2017). The number of Emirati students attending private schools has also consistently increased, despite their free access to public schooling (Elwick & McAleavy, 2015; Matsumoto, 2019). The growing trend of local Emirati families sending their children to private schools is due to the availability of international curricula, bilingual instruction, and high-quality education (Gallaher, 2019). Therefore, almost 60% of Emirati students living in Dubai are now attending private schools (OECD, 2021).

` With a phenomenal ratio of students in private schools, the Executive Council of Dubai established the Knowledge and Human Development Authority (KHDA) in 2007 by Law No. (30) of 2006 as a public authority with legal, financial, and administrative independence. The KHDA has the remit of overseeing the quality and expansion of private education, and has the authority to inspect schools (AlKutich & Abukar, 2018). In 2007, the Executive Council Resolution No (38) of 2007, the Dubai School Inspection Bureau (DSIB) was launched within the

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ISSN 1886-5895

KHDA, which is responsible for setting quality standards for education services, monitoring schools in Dubai, and reporting on the quality of education (Thacker & Cuadra, 2014).

At the outset, the DSIB delegated the inspection of all public and private schools to evaluate the progress of students, curricula, quality of teaching, and the effectiveness of the school's management and leadership. After three years, with the re-establishment of the Dubai Education Zone that operates under the ministry, the KHDA handed over the inspection of public schools to the Ministry of Education (KHDA, 2008; Ahmed, 2011). Since 2011, the DSIB has been responsible for inspecting only private schools. Thacker and Cuadra (2014) believe that institutionalizing accountability measures for private schools without providing direct or indirect state funding or subsidization is a 'unique and extreme' feature of the Dubai school inspection system (p.5). All school inspection reports are published on the KHDA website and are publicly available. Every year, KHDA publishes an annual report on the overall findings of school inspections.

The KHDA mandated that the DSIB inspection team would inspect all schools annually, beginning with the 2008-2009 academic year. School inspectors, since the commencement, have specialised areas based on their prior experience and qualification and are trained and allocated responsibilities accordingly (KHDA, 2018a). School inspection reports and key findings of the inspection have been widely published. While school self-evaluation (SSE) was recognized as crucial for school work, the DSIB decided to gradually emphasise the importance of SSE until

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

school leaders become familiar with the self-evaluation and school improvement process (DSIB, 2008). However, since 2011, SSE has become a crucial component of school inspections, and before onsite inspection, school leaders must prepare and send an electronic SSE report to the DSIB. Along with the handbook, schools also provide guidelines for self-evaluation to facilitate the process.

The DSIB progressively enhanced its framework of quality indicators and amended the school inspection process in light of their inspection findings, stakeholders' feedback, and the UAE National Agenda. The quality indicator framework underwent annual revisions. In response to Education Vision 2022, the UAE Ministry of Education, in collaboration with the KHDA, the DSIB, and the Abu Dhabi Centre for Technical and Vocational Education and Training, developed a unified School Inspection Framework that has been used throughout the UAE for all school types from 2015 to 2016 (School Inspection Framework, United Arab Emirates [UAE], 2015). Revisions in previous frameworks typically involved adding or revising the indicators, renaming the quality dimensions, and defining key terms.

Other significant changes introduced by the DSIB include a reduction in the notice period and special review visits to schools categorized as 'Outstanding' and 'Very Good' during the previous cycle of school inspection. Instead of three weeks, the notice period given to schools before inspection has been shortened to five working days with an understanding that frequent inspections have familiarized schools with inspection processes and SSE expectations, and they no longer need to prepare for inspectors' visits (KHDA, 2019). The review visits of the high-

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ISSN 1886-5895

performing schools are meant to ensure that the quality of education provided in these schools does not decline over time. Moreover, DSIB inspectors conduct follow-through inspections of low-performing schools, carry out support visits and readiness reviews of newly established schools, and conduct training of school leaders (KHDA, 2010). The academic year 2014 – 2015 marked the initiation of inspections for all foundation and kindergarten programs, as well as Arabic as a first language in Early Years Education (DSIB, 2014).

Every edition of the school inspection framework highlights priority areas and special inspection topics. During the initial three years, emphasis was placed on developing the quality of SSE and the education of students with special educational needs. From the academic year 2012 to 2013, the educational provision and outcomes of Emirati students became a priority. The inspectors were advised to include a separate section about this in the school inspection report (DSIB, 2012). According to the recent framework of school inspection, priority areas include the National Agenda, moral education, UAE social studies, innovation, inclusion, and reading (KHDA, 2019). These regular revisions of the inspection procedures and expectations demonstrate the KHDA's responsiveness to inspection findings and the National Agenda. However, they also pose a challenge for schools to quickly implement changes and integrate them into their daily routines before the next inspection cycle. These frequent modifications also reflect KHDA's strict control of the private education landscape, where schools must comply with ever-increasing demands if they want to stay in the system.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

DSIB school inspections are mainly guided and driven by the National Agenda and priorities. Like many others, the UAE Education System also seems to be strongly influenced by the OECD's comparative evaluations of education systems in the form of PISA and Trends in International Mathematics and Science Study (TIMSS). Two of the eight objectives set to make the UAE one among the leading education systems of the world are to be among top 15 countries in TIMSS and among top 20 countries in PISA. In PISA 2018, Dubai private schools sustained their improvement and attained 19th rank in the domain league tables in 2018. As far as TIMSS scores are concerned, UAE private schools are ranked 10th in Mathematics Grade 4 (score 550), seventh in math grade 8 (score 553), eighth in Science Grade 4 (score 550), and fifth in Science Grade 8 (score 566) (TIMSS 2019 Report KHDA, 2021a,b). Through rigorous inspection, Dubai private schools have been successful in achieving the goals set forth for education in Vision 2021 (KHDA PISA 2018 Report). School inspections in the UAE, according to El Saadi (2017), have contributed tremendously to developing a professional environment in schools and 66% of students now study in 'good' or 'better' schools (KHDA, 2018b).

Better inspection ratings are incentivised, and schools that achieve better ratings are allowed to increase their fees (World Bank 2014). In 2011, the KHDA announced that no school would be closed due to poor ratings. However, public shaming through school inspection reports and the inability to raise fees with increasing inflation rates hinder schools' efforts to hire better quality staff, purchase more equipment, and attract more students. Such schools are left with

Recepción: 22/03/2023 Aceptación: 24/03/2023

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ISSN 1886-5895

no option, but to close after several consecutive years of receiving unsatisfactory assessments (Rizvi, 2018). Azzam (2017) also argues that this approach has caused a wide achievement gap between 'rich' and 'poor' schools in an industry that is already highly stratified by pricing rather than creating a healthy competition among schools (p.115). In summary, all private schools are inspected every year using standardized inspection procedures. National Agenda Points are the main drivers of the development of school inspection, followed by international student evaluations (for example, PISA, TIMSS & PIRLS).

IRELAND

In Ireland, school inspection emerged in 1832, soon after the establishment of the national primary school system (Brown et al., 2016b; Coolahan & Donovan, 2009; McNamara et al., 2020). However, the inspectorate has only recently attained statutory status through the Education Act 1998 Section 13 (Coolahan & Donovan, 2009, p. 281), which was later revised in 2018. With this strong legislative footing, came the pilot of Whole School Inspection (1998). Brown et al. (2016b) consider it a landmark in the revival of school inspection in its true spirit and preparation of the inspectorate for its evolving role in school and system quality assurance. The next decade marked a period of remarkable development in school inspection. For instance, in 2000, a professional code of practice for evaluation and reporting was published, the following year, subject inspections were re-introduced in the post-primary schools and, since 2002, thematic evaluations have become a regular feature of the inspectorate. Early Year Education Inspections were quite recent in Ireland and were introduced in 2016.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

To ensure consistency in the inspection practices across different inspection teams, the Chief Inspector and senior staff of the Department of Education (DES) negotiated with the Executive Committees of teachers' unions to decide the procedures. They also sought input from various stakeholders and educational experts to establish quality standards for schools (as outlined in Looking at Our School [LAOS]; DES, 2016a, 2016b) to ensure a common understanding of what constitutes quality within the school community. The release of performance standards, themes, and components of quality areas was anticipated to increase the transparency of the inspection process. The quality framework, accompanying resources, and DES circulars have also facilitated the evolution and adaptation of the framework over time in response to new research and inspection outcomes (McNamara et al., 2021). The *Looking at our school: an aid to self-evaluation in second-level schools* (LAOS) framework for primary and post-primary schools has been revised lately (DES, 2022a, 2022b) to be in line with educational reforms such as inclusion and child safeguarding.

With the development of an external evaluation system, there came a realization that

> … schools are complex institutions in which change can only come about through internal acceptance by staff and management of both the school's strengths and the need for action in those areas of activity where further development is desirable. (DES, 1999, p.49).

Recepción: 22/03/2023 Aceptación: 24/03/2023

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The DES and inspectorate when developing the quality framework for schools and the inspectorate also published LAOS as a guide to school self-evaluation (DES, 2003). However, for school self-evaluation to become an essential part of the school inspection process and come to the fore, it had to go through several phases (McNamara et al., 2021). As McNamara et al. (2021) elaborate, '… inspectors, at first, wisely avoided the requirement for schools to show that SSE was embedded in the school development planning process' (p.3). School Self Evaluation (SSE) was mentioned in the quality framework as an inherent component of the school inspection and improvement process; however, it was not a statutory requirement until 2012. The OECD PISA 2009 results played a decisive role in the Educational Policy landscape in Ireland, and school inspections were no exception (Brown et al., 2018; McNamara et al., 2020).

The emphasis on SSE achieved great dimensions when PISA scores declined (McNamara et al., 2022). As a result, in 2012, DES Circular Nos. 0040/2012 and 0039/2012 (DES, 2012a, 2012b) made SSE a mandatory practice for schools with a focus on literacy and numeracy. The inspectorate provided schools with a complete set of guidelines (about process, purpose, timeline, and focus) and templates to be used. A website[1] dedicated to SSE was also developed to enhance the evaluation capacity of school leaders. Due to the pandemic, the DES extended the second cycle of school self-evaluation to be completed in June 2021 to June 2022, and the third cycle for 2022-2026 has commenced in September

[1] www.schoolself-evaluation.ie

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2022. The most recent Circular 0056/2022 clarifies the arrangements for SSE for the 2022-2026 school years (DES, 2022c). For the first time, schools were given autonomy in choosing the focus of the SSE. Nevertheless, through a *Wellbeing Policy Statement and Framework for Practice 2018-2023* (now extended until 2025) and *The Digital Learning Framework (2017),* schools are encouraged to promote well-being and the use of digital technologies in teaching and learning by inculcating them in their SSE and improvement planning (DES, 2017a, 2017b, 2019). Some critics believe that schools are tasked with SSE requirements that are beyond their capabilities and capacity to conduct research.

The inspectorate conducts a wide range of external evaluations in schools and centres of education[2]. In these education settings, the inspectorate may conduct Whole School Evaluation- Management Leadership and Learning[3] (WSE-MLL), Follow-through[4] or Incidental Inspections[5] (DES, 2022d). School inspectors also conduct School Improvement Monitoring visits to schools that are identified as having significant weaknesses, especially in teaching and learning, to ensure that effective measures are taken to address these issues. In response to Gaeltacht (Irish-speaking schools) Education Policy 2017-2022 (DES, 2017c), inspectors visit

[2] Early-Years Education, Primary and Post-primary Schools inspections, Child Protection and Safeguarding Inspections, Evaluation of Provision for Pupils with Special Educational Needs, Inspections of schools attached to Special Care Units, Children Detention Centers, Centers for Education Supporting the Safe Provision of Schooling, Colleges offering Teagasc Courses, and Courses in Irish-language Colleges).
[3]WSE-MLL are team inspections that typically last three in-school days.
[4] Follow-through inspections evaluate the progress a school has made in implementing recommendations made in an earlier inspection.
[5] Incidental inspection refers to an unannounced visit to a school/centre by a member of the inspectorate for observing teaching and learning and/or monitoring focus area.

Recepción: 22/03/2023 Aceptación: 24/03/2023

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Gaeltacht schools to ensure that students are receiving high-quality and relevant Irish-medium education (Hislop, 2022).

With a range of external evaluations, as expected, the inspectorate publishes various reports, including a triennial report by the chief inspector that provides an overview of the inspectorate's procedures, activities, and achievements during this time, along with the guidelines for the future. The report also includes an analysis and reflection on the quality of education provision in schools and other educational settings (Hislop, 2022, p.8). All inspection findings are reported, except for incidental inspections, and the reports are available on the DES website. School inspection reports were published on the department's website and made available to the general public in 2006 for the first time (Coolahan & Donovan, 2009). A good inspection report can serve as a marketing tool for schools. All inspection and thematic reports, including the Chief Inspector's Report, require approval before they are published. It is also the statutory duty of the Chief Inspector to publish inspection reports (DES, 2022d).

As in Dubai, school inspectors in Ireland are sectoral specialists and their selection criteria vary according to the position they apply for. To become a school inspector in Ireland, all entrants are required to have achieved either a first or second-class honors degree. For post-primary level inspections, it is necessary for applicants to hold a degree in the relevant subject taught at the post-primary level. 'All inspectors are experienced teachers. Many inspectors have also worked as school

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principals, deputy principals, or advisors with school support services. Others have experience in curriculum design and the implementation of assessment practices, in school management and educational research' (Government of Ireland, 2022).

Several Chief Inspectors' reports[6] also highlight the achievements of the education system within a particular timeframe. According to a recent report (2016-2020), almost 81% of schools have made 'very good' and 'good' progress on the recommendations made by the inspectorate. Moreover, regarding the PISA results, after 2009, the average score of 15-year-olds in Ireland in all three strands (Reading, Mathematics and Science) was consistently higher than the OECD average score (McKeown et al., 2019). Although the school inspectorate in Ireland claims a high level of transparency in its procedures, there is a lack of clarity on how a sample of schools is identified for its annual inspection program..

The Education system in Ireland is centrally mandated in several aspects, curriculum development, teachers' registration and professional development and standardized testing, to mention a few. In sharp contrast, the school inspection system has low stakes, with no rewards or sanctions for low- or high-performing schools. Many studies (e.g., Brown, McNamara, O'Hara & O'Brien, 2016, 2017; McNamara & O'Hara, 2012) attribute this to strong teachers' unions in Ireland. Inspection procedures and the quality framework are developed after several deliberations especially with teachers' unions because they are 'in reality the only ones with negotiating cards to play' (Fleming 2016, p. 374). As a result, inspection

[6] 2001-2004, 2004-2006, 2010 – 2012, 2013-2016, 2016-2020

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in Ireland can be considered a low stakes accountability process (Brown, McNamara, O'Hara & O'Brien, 2016, 2017) For instance, lesson observation is a common aspect of school inspections, but the inspection report provides an overall view of how teaching is organized in a school, rather focusing on the performance of individual teachers.

In summary, every year, a sample of public-funded schools is inspected. Schools undergo WSE-MLL as well as a range of short inspections. Sustaining PISA results and meeting the socio-political requirements of the education system appear to be the major drivers of school inspection. Finally, school inspection is seen as having a significant impact on the quality of education provided as highlighted in Irelands PISA rankings.

NEW ZEALAND

In New Zealand, school inspection and the national education systems were established almost simultaneously in in 1877 under the Education Act of 1877 (Rae, 1991). However, the Education Act of 1989 replaced the old inspectorate with the Education Review Office (ERO) with a mandate to evaluate all types of state-funded schools for the quality of education they provide and the effective use of public funds (Mutch, 2014). The ERO was established as an impartial evaluator responsible for evaluating and reporting on school performance (French, 2000). The ERO reviews all English, Pacific, and Máori medium state and state-integrated

Recepción: 22/03/2023 Aceptación: 24/03/2023

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schools[7]. They also review private and independent schools, home schooling[8] and centre-based, home-based and hospital-based early childhood services (ERO, 2021a). Additionally, ERO carries out readiness and cluster reviews[9], contract[10] and national evaluations.

During the first decade after its inception, the ERO underwent several phases and experimented with various types of reviews, such as inspection and trial reviews, audit assurance and effectiveness reviews, accountability/accountability reviews, and improvement/education reviews (French, 2000). In the early phases, the goal was to achieve consistency and transparency in the review processes and procedures, but a major shift occurred at the turn of the millennium with the advent of Education Reviews, when the focus of review became the quality of education provision (French, 2000; Mutch, 2014). Over the years, based on their review findings, the ERO realized that a one-size-fits-all approach is not effective for education reviews because the performance of schools depends largely on their context and the capability of human resources. In 2013, differentiated review methodologies using a risk-based approach were implemented, resulting in more frequent evaluations in schools or early childhood centers that are known to be experiencing difficulties. The differentiated review approach has been criticized for not conducting regular evaluations in high-

[7] a former private school which has integrated into the state education system under the Private Schools Conditional Integration Act 1975.
[8] review of the programs for students exempted from enrollment at a registered school.
[9] ERO reviews groups or areas with common features
[10] ERO undertakes specific contracts with Crown agencies, such as the Ministry of Education.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

performing schools for four to five years, leading to a decline in the quality of education provision, particularly when there were changes in school leadership during that time (Haque et al., 2018). The school principals, according to Goodrick's report of 2022, criticized education reviews as rushed, superficial, narrow, and judgemental.

Since 2021, the ERO has shifted from event-based external reviews to supporting each school in a process of continuous improvement (evaluation cycle), known as the Evaluation for Improvement Approach. The ERO believes that this approach is highly differentiated and considers the context, culture, and needs of each school. Every school will have a dedicated evaluation partner who will work with them to strengthen their systems, plans, and practices through evaluation. Schools will be on a three-year evaluation cycle, and at the end of the evaluation cycle, an overall school improvement report will be published on the ERO website. This evaluation has a developmental focus, and adjustments are needed (ERO, 2022a). The ERO has successfully completed the pilot phase of this new approach and is now planning to extend it to all schools. They have developed tools such as the Board Assurance Statement and Self-Audit Checklists to help schools in this collaborative process and to assure the ERO that the school meets its legal obligations with respect to board administration, curriculum, health, safety and welfare, personnel, finance, and asset management (ERO, 2022b).

The Education Act 1989 recognized Máori medium schools (Kura kaupapa Máori), and in the 1990s, the Ministry of Education supported the establishment of

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

a new kura (Calman, 2012, Ministry of Education, 2020a). Since then, the ERO has been involved in reviewing the quality of Máori education based on the Máori Education Strategy 2008-2012 (Ministry of Education, 2009). The ERO is also committed to promoting the achievement and success of Pacific students, as outlined in the *Pacific Strategy 2013–2017 and Action Plan for Pacific Education 2020-2030* (ERO, 2013; Ministry of Education, 2020b). The ERO, as stated in the Pacific Strategy 2019-2022, uses targeted approaches such as Turnaround and Longitudinal reviews for providers with large Pacific learner populations who face ongoing challenges in providing high-quality education (ERO, 2019, p.4). The ERO has a comprehensive setup for reviewing Máori and Pacific education, including Mãori evaluation frameworks and trained Education Review Officers who are proficient in Máori and/or other Polynesian languages.

Similarly, to develop context-embedded criteria for review, the quality criteria also underwent various stages from School Charter to Five Headings Review[11] (French, 2000). Finally, in 2003, the first framework of School Review Indicators was introduced. With the consultation of experts, school leaders and teachers, the framework of quality indicators underwent two iterations and was put into practice in 2010 and 2016. This framework was constructed around six quality domains[12] that describe the practices and processes leading to school

[11] Student Achievement, Learning and Teaching; Assessment and Evaluation; leadership and Management; and Community Participation
[12] Stewardship, leadership for equity and excellence, educationally powerful connections and relationships, responsive curriculum, effective teaching and opportunity to learn, professional

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

effectiveness and improvement, ultimately improving student outcomes (ERO, 2016). The outcome indicators, on the other hand, were drawn from *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* to assess the impact of school policies and actions (ERO, 2016). With the new approach in place, A *Framework of School Improvement* is also introduced, providing continua for both process and outcome indicators so that schools can determine their position on that continuum and set goals for the three-year evaluation cycle (ERO, 2022c). Currently, schools and evaluation partners use all these documents.

Self-review, also known as school self-evaluation in most education systems, is an integral part of the education review process. During the 1990s, the ERO developed systems and procedures to help schools become more self-managing and move towards self-review. Several training sessions were organized and resources were created to enhance the schools' capacity to collect robust data and perform relevant analyses. In early 2008, the ERO introduced a complementary school evaluation model in which self-review and external evaluation complement each other (Mutch, 2014). Schools are encouraged to participate in various types of self-review (strategic, regular, and emergent), focusing on their current status, and using data as a routine activity to track progress towards goals and determine the next steps (Earl, 2014, p. 12). The recent evaluation approach places even greater emphasis on self-review. The ERO

capability and collective capacity, and evaluation, inquiry and knowledge building for improvement and innovation.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

reviewers work as *evaluation partners* with the schools, and through evaluation, they help the schools identify areas for improvement, set goals and targets, and take actions to improve over time (ERO, 2021a, p. 24).

The development of review officers as professional evaluators is a top priority of the office. Generally, review officers have a successful educational background and many years of experience in teaching and leadership (ERO, 2021a). Since 1992, all reviewers have been deemed generic instead of sectoral specialists (French, 2000).

The Education and Training Act 2020 states that one of the ERO's powers is to *report* the findings of its reviews to the Minister of Education and the community regarding schools and services that do not provide high-quality learning (ERO, 2021b). However, Tomorrow's School Independent Taskforce (Haque et al., 2018) review criticized the ERO school reports for being used for marketing purposes, instead of creating healthy competition among schools. Under the new approach, the school evaluation report will be published after three years and will 'include information about the school's improvement journey towards equity and excellence in outcomes for all learners, the school's focus for improvement, and what the school has achieved for learners' (ERO, 2022d).

For over three decades, the ERO has undergone numerous revisions and adaptations concerning its practices and procedures, as part of its development as a public office. There has been a shift in the focus of ERO's review of schools, moving from self-management and accountability to continuous improvement,

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

equity, and educational excellence. According to the ERO's strategic plan 2020 – 2024, 20% of New Zealand schools are considered *strong*, and the majority are *well placed,* accounting for 95% of student enrolment. Only in 8% of schools, areas of concern outweigh areas of effective practice (ERO, 2020, p.11). Similarly, due to the Pacific Education Strategy, the Pasifika Learners' Participation Plan, and measures taken to enhance the educational achievement of Māori students, 80.6% of Māori and 83% of Pasifika 15- to 24-year-olds had at least a level 1 qualification or equivalent (e.g., the School Certificate), compared with 85.8% of 15- to 24-year-olds nationally, according to the 2018 Census (Stats NZ, 2020).

Openshaw (2014) argues that the development of the entire system of school evaluation can be attributed to the Labour Government of that time, which adopted many recommendations from the Picot Task Force of 1987. The task force was established to review the management structures of school education and published its findings in Tomorrow's Schools Report. The task force, following the neoliberal approach of the government, recommended self-managing schools operating as autonomous business units with regular performance evaluations by the Evaluation Review Office. Māori and Pasifika reviews were introduced to fulfill the government's obligations under the Treaty of Waitangi. ERO developed and grew over the next 30 years. However, under the current labour government, the whole approach to school evaluation has undergone a dramatic transformation, resulting in a new 'evaluation for improvement' approach that emphasizes collaboration and co-design of evaluation process. This approach is responsive to

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

the school's culture, context, and needs and is designed to foster increased ownership by schools of the entire process. Under this new less invasive and less coercive policy, instead of evaluating schools, the authorities will now evaluate with schools (Goodrick, 2022).

In summary, in New Zealand, every school has a three-year evaluation cycle, and during this period, every school will have an evaluation partner, who will support schools in building their self- evaluation capacity. Schools regularly self-evaluate their practices and develop and implement improvement plans, and at the end of three years, will evaluate the improvement they made during this time. In comparison to other jurisdictions such as England, a left-of-centre political agenda appears to be the key driver for the transformation of this evaluation approach. However, the impact of this new approach cannot be gauged at present, as it has only recently been introduced. Nonetheless, it is reasonable to suggest that the previous model contributed to improving the learning outcomes of Māori and Pasifika students.

PAKISTAN

The history of school inspection in Pakistan can be traced back to the third decade of the 19th century during British colonial times, when the East India Company started funding schools (Jaffer, 2010). The current system of school monitoring and supervision was established through the Education Sector Reforms of 2001-2004 when the Government of Pakistan introduced a Devolution Plan in 2001 and decentralized the education sector (Zafar, 2003).

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

In all provinces[13], education up to higher secondary level[14] has been devolved to the district level since then (Government of Pakistan, 2002). Therefore, 'the monitoring mechanism to supervise schools exists at the district level (Shah, 2009, p. 1). The District Education Officers (DEO)[15], for both Elementary[16] and Secondary[17] levels have a crucial role in monitoring the performance of schools (Shah, 2009) and the Assistant Education Officers (AEO) visit schools to support them as field staff. These positions are a part of the Department of Education and constitute the departmental or internal monitoring system aimed at keeping the schools functioning (Javed et al., 2021; Mahmood, 2017). However, almost a decade ago, Jaffer (2010) and Shah (2009) shared several reasons why this monitoring system is unproductive, and some of them have not improved ever since. In particular, recruitment criteria for these positions do not match the applicant's expertise and experience with the functions of the position and constant political interference in the department's administrative affairs. Moreover, duplication of roles, mandate overlap, and weak financial resource management negatively impact performance (World Bank, 2019).

[13] Punjab, Sindh, Khyber Pakhtoon Khawa and Baluchistan
[14] Kindergarten – Class 12
[15] There are some variations in designations across the four provinces. Punjab- Chief Education officer, District Education Officer, Deputy Education Officer & Assistant Education officer
Sindh – District Education Officer & Taluka Education Officer
KPK & Baluchistan - District Education Officer, Deputy District Education Officer & Assistant District Education Officer
[16] Classes 1 - 8
[17] Classes 9 & 10

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

The Federal Ministry of Education and Professional Training (MOFEPT) recognized the need to set standards for educational inputs, processes, and outputs, and convened the Inter-Provincial Education Minister's Conference in 2016 to finalize minimum national standards for quality education to ensure uniformity across all provinces. After several inter-provincial consultative sessions, minimum quality standards were established for seven main dimensions: learners, teachers, curriculum, textbooks, assessment, and the school environment. This quality framework provides the provinces with the minimum standards of quality that they must provide to children in Pakistan (MOFEPT, 2017). However, there is limited information on whether this framework is shared with district education staff and schools, and whether it is guiding school supervision systems. This quality framework is not available on the websites of any provincial education department.

In parallel with internal supervision, another system of external monitoring was introduced initially in the province of Punjab under the Punjab Education Sector Reforms Program (PESRP) and later adopted by other provinces (Hathaway, 2005). The PESRP is mainly financed through domestic funding, and the World Bank, DFID, and Canadian International Development Agency (CIDA) have also supported the government in the PESRP's reforms through several multi-year engagements (Mansoor, 2019). Among several steps taken to uplift the education sector in Punjab, the largest province in Pakistan, the Program Monitoring and

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

Implementation Unit (PMIU) was established in 2004 to oversee the progress of the PESRP.

At present, PMIU is implementing the Third Punjab Education Sector Project (PESP-III) in collaboration with the World Bank. The PMIU supervises and monitors school activities at the district and provincial levels through the Department of Education. At the district level, District Monitoring Officers (DMO) manage PMIU work with the help of field staff and Monitoring and Evaluation Assistants (MEA). The DMO's main responsibility is to oversee and manage MEAs and ensure high-quality data collection.

The MEAs' monitoring visits are unannounced, and they must visit 90% of the schools assigned to them every month. They collect data on student enrolment, attendance (teacher, student, and non-teaching staff), infrastructure functionality (school cleanliness, classroom, washroom, drinking water, furniture, electricity, the boundary wall), and utilisation of Non-Salary Budget (PESRP, 2020a). The data thus collected is being used for planning and preparing analytical reports for the policymakers as well as comparing the performance of districts in the province (School Education Department, 2018). Since 2014, instead of filling paper forms, MEAs have been provided with SIM-enabled tablets with the Education Management Information System application (App) installed in them. They can digitally submit school visit reports, and the PMIU has access to real-time data.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

The focus of this monitoring system is mainly on checking the availability of facilities and teachers' attendance, but over a year, the MEAs have also been provided with assessment tasks on their Android devices using the Literacy and Numeracy Drive App, which is linked to a question bank that contains quizzes related to student learning outcomes, as outlined in the curriculum. The MEAs administer these assessments to a sample of grade 3 students in each school they visit to assess their learning (School Education Department, 2018). Although MEAs are not educationalists and have limited knowledge about the quality of education, they regularly report on schools. One of the most significant aspects of this initiative is its sustainability, as it has continued despite changes in political regimes. However, according to Chaudhry and Tajwar (2021), the emphasis on accountability has weakened since the change in government in 2018, and is gradually trickling down the system. Although data is still being collected, fewer actions are being taken based on this evidence.

The most recent measure in the school inspection system in Punjab is to strengthen the role of AEOs, and their primary responsibility has become to provide professional support to primary and Early Childhood Education teachers through lesson observation, mentoring, and feedback. A large number of AEOs have been trained by the Quaid-e-Azam Academy for Educational Development (QAED) in mentoring, coaching, and other pedagogical skills as a part of the PESP-III program funded by the World Bank since its rollout in 2019 (PESRP, 2020a). The AEOs are also provided with an App-based classroom observation tool where they

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

record lesson observation data against eleven indicators[18] (PESRP, 2020b). The data collected were consolidated at the School Education Department dashboard. The other three provinces are also trying to follow the footsteps of Punjab.

Similarly, the Sindh Education Sector Reform Program (SERP) is focused on improving access, equity, and quality in education by strengthening governance and institutionalizing accountability in the provision and delivery of education services. The Monitoring and Evaluation section of the School Education Department was launched in 2015 through an agreement signed between the Global Partnership for Education (GPE), working in collaboration with the World Bank Group and the Government of Sindh (School Education and Literacy Department, 2014).

In Khyber Pakhtoon Khawa, the government has developed and approved an Education Sector Reform Plan and Roadmap to improve the quality of education in the province with the financial assistance of the United Kingdom agency known as the Department for International Development (DFID). An Independent Monitoring Unit (IMU) was launched in 2014 to improve teachers' attendance, basic facilities of schools, and check the dropout rate of students (Ali, 2014; Ali & Hussain, 2020), which was later converted into the Education Monitoring Authority (EMA) in 2018 working within the Department of Education through the EMA Act 2018.

[18] Sharing of lesson objectives, clarity and correctness of explanation of the content, relating content to student daily life experience, sharing of task expectations, effective questioning, monitoring of tasks, adjustment in teaching according to students' level, use of assessment for learning

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

The Government of Balochistan, through the Policy Planning and Implementation Unit (PPIU), has established an Education Monitoring unit to monitor the performance and implementation of initiatives carried out for the uplift of the education sector in the province (Government of Balochistan, 2015). The project has been implemented since 2014 with the financial support of UNICEF, and the Innovative Development Organization (IDO) provides technical support to the education department in implementing, strengthening, and institutionalizing Education Management Information Systems (EMIS) (Government of Balochistan, 2017).

The growth of accountability in school education in Pakistan through advanced information systems, according to Malik and Rose (2015), depends largely on the donor organizations' increased reliance on a results-based approach. Another crucial factor that cannot be ignored is the focus on educational policies and plans. Several reviews of education policies have iterated that, except for the National Education Policy 2009 (NEP), education policy discourse in Pakistan is focused on eradicating illiteracy, increasing retention rates from pre-school to grade 5, improving the transition rate from grade 5 to middle school, and emphasizing the importance of higher education and religion (Ghaffar & Ambreen, 2003; Majoka & Khan, 2017; Roof, 2015). Only the NEP 2009 acknowledges the need for monitoring and inspection systems. According to NEP (2009),

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

> Provincial and district governments should establish monitoring and inspection systems to ensure quality education service delivery in all institutions (Government of Pakistan, 2009, p.20).

With no emphasis on quality assurance in education policy and when school monitoring and supervision are solely focused on the provision of facilities such as toilets, boundary walls, fans, and drinking water to fulfil the requirements of funding agencies, it will be challenging to see any significant improvements in learning. Furthermore, School self-evaluation is still a far cry from being used as a process to enhance educational quality and by association, school improvement planning also appears to be inconsistent across provinces. Despite this, there have been reports (e.g., Bari et al., 2013; Kayani et al., 2011; Nadeem & Saadi, 2019) that these monitoring and evaluation systems have improved school facilities in all provinces, leading to increased enrolment rates at both the primary and secondary levels and decreased teacher absenteeism. However, these monitoring visits can have high stakes for teachers, as financial penalties can be imposed if a teacher is absent without prior approval during the MEA visit (Chaudhry & Tajwar, 2021).

In summary, monitoring and education management staff of every district in Pakistan visit all public schools every month unannounced to evaluate schools' performance against a set of indicators. The political will of the ruling party and the funding agencies drive the school monitoring and supervision process. Finally, regular school monitoring and supervision have resulted in increased student enrolments, availability of basic facilities and improved teacher attendance.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

Discussion and Conclusion

The countries that formed the basis for the analysis of inspection systems in this paper have unique systems for inspecting schools, as summarized in Table 1. These include for example, governance arrangements, the frequency of visits, reporting, and rewards and sanctions. Except for Pakistan, school inspections have a statutory status in all countries. In the case of Dubai and Pakistan, school inspection systems have developed over the last ten years, while in Ireland and New Zealand, the existing systems have been overhauled to meet changing needs. In New Zealand, there has been a radical shift from event-based education reviews to an evaluation cycle in which the evaluated and evaluator work together, continually modifying practices and making changes to plans as they work towards school improvement. In New Zealand and Pakistan, reviewers and monitors are not specific to a sector or subject; however, in Dubai and Ireland, inspectors are specialists in their subject areas. Although inspection reports are publicly available in all four countries, their formats may differ. The inspection procedures in New Zealand and Pakistan are very different, as explained in previous sections of this paper, while in Ireland and Dubai, they do not vary significantly. Importantly, unlike in Dubai, there are no rewards or sanctions associated with inspection outcomes in Ireland.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

The DSIB and ERO are independent agencies that work closely with the Ministry of Education of their respective countries. They adjust their goals according to national policies. The DSIB is based in Dubai and reports to the Executive Council through the KHDA. The ERO is based in a country that has a parliamentary system and reports directly to parliament. The Inspectorate in Ireland is housed within the Department of Education and works as a subsidiary office. All policy circulars and publications for the inspectorate in Ireland are managed under the umbrella of the Department of Education. In Pakistan, the Education Sector reforms of 2001-2004 delegated most of the operations to district-level education management, including school monitoring and evaluation.

Another important aspect of these systems is SSE and school improvement planning. In Dubai, Ireland and New Zealand, the inspectorates (ERO in the case of New Zealand) have developed SSE frameworks and guides to support schools in conducting reliable self-evaluations. However, in Pakistan, the SSE has not yet been established. The Dubai School Inspection Bureau has created a prescriptive SSE tool that schools must complete for inspection. In Ireland, despite having a well-developed inspection system, the Department of Education and Inspectorate prescribe what schools should focus on in their self-evaluation. Schools are still encouraged to collect and analyze data, but until the recent SSE cycle of 2022-2026, the focus was determined by the Department of Education. Even in the current cycle, schools are given advised on priority areas from which to choose.

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

Only in New Zealand do schools have the full autonomy to determine areas for improvement based on their data analysis and develop their own action plans.

As the context of each country is significantly different from the others, the drivers of school inspections and education reviews vary greatly. The consolidation of school monitoring services and development of Education Management Systems in all provinces of Pakistan can be attributed to funding from transnational agencies, such as the Asian Development Bank, European Union, DFID, and World Bank. These organizations demand tangible results to move to the next phase of the project and release further funding. The establishment of Education Management Information Systems and recruitment of school monitoring staff have provided access to real-time school monitoring data for funding agencies, district management, and education policymakers.

For the Dubai and Irish Education systems, performance in international evaluations such as PISA, TIMSS, and Progress in International Reading Literacy Study (PIRLS) are important indicators of quality education. In Dubai, this is emphasized in the National Agenda, and both school inspection and self-evaluation are primarily focused on the results of these assessments. UAE private schools have achieved high standing in recent PISA and TIMSS assessments and have exceeded the National Agenda targets. The OECD evaluations appear to be the major driver of DSIB inspections, and the availability of resources has helped the city-state achieve its educational goals efficiently. In Ireland, the SSE system was established a decade ago in response to a decline in PISA performance, and

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

schools were required to prioritize improvements in literacy and numeracy (Brown, McNamara, O'Hara & O'Brien, 2017). Student achievement is also a key component of the National Quality Framework, and as an OECD member country, Ireland is strongly influenced by all OECD policies, including the development of a robust school evaluation system.

The New Zealand school evaluation system seems to have been originally driven by a neo-liberal political agenda, for example, the decisions taken in the light of the Picot Report 1987 and the Tomorrow's School Independent Taskforce Report 2018 illustrate this. To some extent, it can be argued that the UNESCO Pacific Strategy may have influenced New Zealand's Pacific Strategy; therefore, the ERO has focused on the learning outcomes of Máori and Pasifika. In the 2009 PISA assessment, the New Zealand system was found to have, at least at the secondary level, high performance, but low equity, with Máori and Pasifika students overrepresented in the lowest achievement tier (Robinson et al., 2011). This led to a 'PISA shock, ' and subsequently, the government announced a school policy proposal called 'Investing in Educational Success.' Under the current government, the philosophy and conduct of inspections has changed radically. The emphasis now is firmly on collaborative in-house school evaluation, and the reputation that the country had as having a very robust and intrusive inspection model based on the OFSTED model in England has changed. This is an example of our earlier point that internal factors in any country, particularly political ones,

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

have as much or more influence over inspection policies as the demands of external agencies.

To summarize, the influence of transnational agencies and international drivers on the growth of school inspection or evaluation systems cannot be denied, but equally, the local socio-political contexts have a significant impact. The DSIB inspections are built around national agenda points, and these national evaluation targets are given exclusive coverage in every school inspection report. In the case of Ireland, in order not to lose the support of powerful 'social' partners i.e. teachers' unions, the inspection practices and procedures are negotiated which is why the school inspection system in Ireland has never been 'high-stakes.' On the other hand, the ERO's existence and the recent development of collaborators in school evaluation and improvement are indebted to left-of-centre governance. Frequent changes in governments with varying political manifestos in Pakistan hinder the consistency of school monitoring and supervision despite funders' requirements.

From all this, we argue that some kind of common worldwide inspection system will emerge in time. In other words, the countries studied here converge into very similar systems. This is probably not the case for the reasons mentioned above. However, we can say that very similar themes, practices, and processes are to be found in all four and indeed in most countries, and these are likely to further develop. As noted in the their earlier respective sections of this paper, these inspection (or evaluation/monitoring) systems have been successful in generating

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

knowledge and creating an atmosphere of accountability. Data collection and use to guide policy and practice are common themes. All four countries have developed mechanisms to use the findings of inspection, education review or monitoring to contribute to decision-making. The ERO's national annual reports, Chief Inspector's reports in Ireland, and the DSIB annual reports are one such mechanisms that allow the findings of evaluation to feed into the development of policy, curriculum design, teachers and school leaders' professional development and school operations. In Pakistan, real-time data guide decision making at the district and provincial levels. Another common theme, apart from Pakistan, which is in the early stages of evaluation development, is giving schools and teachers a role in school evaluation and planning through school self-evaluation systems.

All of this is quite remarkable given that a mere couple of decades ago school inspection was largely confined to a small number of countries and was mainly concerned with checking compliance with rules and in some cases observing the performance of teachers. Now however, school inspection is a feature of educational governance in virtually every country and while differing substantially according to local requirements, exhibits as our paper illustrates a remarkable commonality of themes, policies and processes.

Declaration of Interest Statement

The authors have no conflict of interest in relation to the study undertaken for this paper.

Recepción: 22/03/2023 Aceptación: 24/03/2023

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Table 1: Organization of School Inspection - Similarities and Differences

	Legislative footing	Governance arrangements	Frequency of school inspection visits	Quality Framework	Common inspection procedures	Notification duration	Reporting	Rewards/sanctions
Dubai	Executive Council Law No. 30 for KHDA and Law No. 38 for DSIB in 2007	KHDA is an independent public institution	Yearly	UAE School Inspection Framework 2015-2016	Lesson observation and feedback to teachers, meetings with stakeholders, document scrutiny, parents and students' questionnaire survey	Three days	All school inspection reports are available on the KHDA website	Schools with Outstanding ranking can increase their fee (a percentage decided by the KHDA)
Ireland	Education Act 1998 Section 13	School inspectorate is a subsidiary institution of the Department of Education	A sample of schools is selected ranging from schools with significant strengths and schools with significant weaknesses[19].	Looking at Our School 2022	Lesson observation and feedback to teachers, meetings with stakeholders, document review, parents and students' questionnaire survey	Ten days in case of WSE	All school inspection reports are available on the Department of Education website	A good school inspection report is a reward.
New Zealand	The Education Act 1989 Sections Part 28	ERO is an independent institution outside the Ministry of Education	Three years evaluation cycle	School Evaluation Indicators 2016 & School Improvement	As decided by the Principal and the Evaluation Partner	Negotiated between Principal and the Evaluation Partner	All school review reports are available on the ERO website	High performing schools are visited less frequently

[19] A GUIDE TO Inspection in Primary Schools

Recepción: 22/03/2023 Aceptación: 24/03/2023

https://doi.org/10.52149/Sp21
ISSN 1886-5895

				Framework 2022				
Pakistan	An initiative of the provincial governments as a part of whole-system reforms to their education system	In all provinces monitoring units are a part of the Department of Education	Monthly	Minimum standards of quality	School visit to complete the audit checklist and get it signed by school principal/Head	Unannounced , surprise visit	School monitoring report once submitted is available on the monitoring unit/Education Department's website and becomes a part of monitoring unit data-base	Districts are rated on the basis of how schools perform against the indicators Teacher found absent from duty are fined or given show cause notices

Recepción: 22/03/2023 Aceptación: 24/03/2023