

## Summary

# School Self-Evaluation as a Part of the Quality Assurance Process in Schools

Dubravka Kovačević  
Education and Teacher Training Agency, Zagreb, Croatia

The author of the paper uses data obtained in several EU members to analyse the role of evaluation in the Croatian compulsory education system and to try to predict which direction the evaluation of primary schools in Croatia will take.

The definition of evaluation covers all sorts of systematised and information based judgements about the functioning of primary elements of the education system. When it comes to the evaluation of schools, the authors distinguish between external and internal evaluation, depending on who initialises the evaluation and uses its result – the school itself or another party.

Evaluation has two main orientations / purposes: a) evaluation for accountability / control, and b) evaluation for improvement.

Empowering schools and ensuring their autonomy are only some of the many benefits of participating in the self-evaluation process. Teachers benefit greatly from participating in the process because skills acquired in it can later be applied to other areas as well. Teachers could teach their students skills in research methodology and set up joint research projects.