

## The Inspectorate and the Quality of the Curriculum: Developments in Eastern Europe

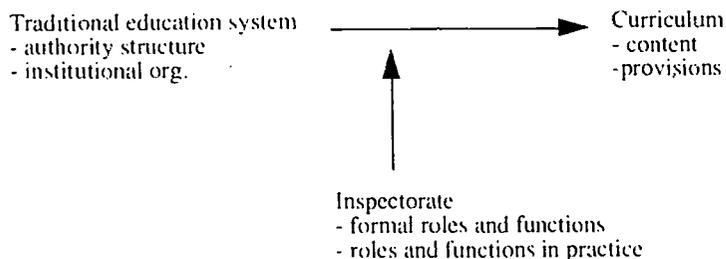
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As most education systems, eastern European education systems used to have and still have inspectorates. In most education systems inspectorates are expected to contribute to the quality of education in one way or another. How they do this in practice depends very much on the tradition of the education system concerned and especially on the authority structure of it.

An important element regarding the quality of education systems is the curriculum. Following Pelgrum (1989) an intended, an implemented and a realised curriculum will be distinguished. The intended curriculum is the one which is to be found in legislation and other regulations; what this curriculum looks like depends very much on the authority structure and the institutional organisation of the education system. The implemented curriculum is the one which can be found in materials and equipment used in the educational process, what and how teachers teach etc. In short: the provisions. The realised curriculum is the one which is found through evaluation of what is actually learned. The realised curriculum will remain beyond the scope of this paper.

These considerations are shown schematically in the following model:



The main question dealt with in this paper will be how inspectorates contribute to realising new checks and balances regarding the curriculum in former eastern European education systems. In order to begin answering this question a comparison will be made between the former GDR system and the education system of Russia. This will be done by studying literature as well as information collected during visits to Germany and Russia.

Both former education systems can be characterised as firmly centralised systems in which a detailed prescribed curriculum was realised. Since 1989/1990 much is changing in this respect. The concept of decentralising educational policy-making and administration seems

to be flourishing in both countries. The curriculum is no longer prescribed in detail neither seems it to be controlled firmly nowadays. Questions regarding the quality of education have to be faced given these new circumstances. As a consequence roles and functions of inspectorates have to change.

An interesting difference in the circumstances of change is that in Germany the former GDR-system is adjusted to the former FRG-system whereas in Russia the education system has to reform from within. This causes different conditions for realising the new checks and balances needed. Given the similar tradition in both education systems (at least the last few decades) it might be interesting to study the outcomes of these educational reform processes for the time being. It is expected that the dynamics of these processes turn out to be similar to a certain extent but also differ. As far as the influence of inspectorates on the implemented curriculum is concerned it is expected that the objects and 'methods' of control and advice differ.

In order to find out whether these expectations are correct the model presented will be used and elaborated by concentrating the analysis of information on the following topics:

- organisation of inspectorates;
- their formal relations and competencies in the education system;
- the character of the relation between inspectorates and schools (hierarchical, supportive, administrative, intermediary, other);
- 'methods' used by inspectorates to influence the implemented curriculum;
- objects of influencing the implemented curriculum;
- regulations regarding the content and implementation of the curriculum; and
- provisions for realising the curriculum like teachers, teaching materials and other resources.

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