



Evaluation (Internal and External) of Schools

The demand for excellence and quality in organizations is a concern that has taken on particular importance, taking into account competition and competitiveness in the global economy, as well as the importance of human capital in the processes of growth and development of organizations (Climaco, 2007).

Self-assessment and Quality appear in schools as a legal imperative, and not only due to the need for accountability and accountability of educational institutions and their agents, but also because self-assessment and self-regulation play a fundamental role in learning organizational maturity.

The self-evaluation of the Schools allows us to identify what is done well and what needs improvement. In fact, it offers the school an opportunity to learn to know itself in order to achieve Excellence through an effective continuous improvement (Alaíz, Góis, & Gonçalves, 2003).

There are summarily three core functions for any school evaluation process:

- To provide the school community with tools to correct and improve their functioning;
- To provide education decision makers with decision support elements;
- To provide the users of the school with elements that allow them to make a clearer reading of the quality of educational establishments, guiding choices and interventions.

Training event objectives are:

- Share experience and best practices;
- To promote knowledge built and shared by the partner countries;
- Encourage actions and processes to improve the quality, operation and results of the school;
- Create a frame of reference and indicators based on partners' practices;
- To develop, transfer and implement communication platforms.