



International seminar on Quality Assurance and Development in Schools

Summary of seminar



About the seminar and the seminar booklet

The committee for quality development in schools organized an international seminar on 10th May 2023¹. At the seminar, representatives from seven different countries² talked about what kind of system exists in their countries to ensure quality development in schools. The purpose of the seminar was for the committee to learn about how other countries work with quality assessment and quality development in schools. By gaining an insight into other countries' systems, the intention was to inspire the committee in their further work where they are to recommend changes in the current system for quality assessment and propose measures that can support the work with quality development at all levels working in and around schools.

The present document is a booklet with summaries of the presentations given at the seminar. The booklet also includes the seminar agenda, a short description of the committee and the committee's assignment and a list of common features in the participating countries systems intended to assess and develop the quality in schools.

¹ The seminar was organized as a Teams-meeting

² Sweden, Denmark, New Zealand, Scotland, Belgium/Flanders, Ireland, USA.



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Norwegian Public Committee for Quality assurance and development in Schools



Seminar agenda

International Seminar 10th May 2023: Learning from other countries

Presentations of Systems and Models for Quality Assurance and Development in Schools

Agenda:

- | | |
|------------------|---|
| 10:00 – 10:15 am | Welcome and introduction, Ms. <u>Tine S. Prøitz</u> , Committee chair |
| 10:15 – 11:00 am | New Zealand , Ms. <u>Kay Wilson</u> , Manager New Zealand Qualifications Authority |
| 11:00 – 11:45 am | Denmark Mr. <u>Hjalte Mailvang</u> , Chief consultant Ministry of Children and Education |
| 11:45 – 12:30 pm | <i>Lunch break</i> |
| 12:30 – 1:15 pm | Sweden – Ms. <u>Anna Österlund</u> , Chief consultant Swedish National Agency for Education |
| 1:15 – 2:00 pm | Sweden , Mr. <u>Jörgen Tholin</u> , Researcher and docent in pedagogic University of Gothenburg. |
| 2:00 – 2:45 pm | Scotland , Mr. <u>Ollie Bray</u> , Strategic Director, Curriculum Innovation, Design and Pedagogy. Education Scotland. |
| 2:45 – 3:00 pm | <i>Short break</i> |
| 3:00 – 3:45 pm | Belgium/Flanders , Mr. <u>Jeroen Backs</u> , Head of Strategic Policy Division, Flemish Department of Education and Training |
| 3:45 – 4:30 pm | Ireland , Ms. <u>Anne Looney</u> , Executive Dean Institute of Education Dublin City University |
| 4:30 – 5:15 pm | USA , Ms. <u>Tracey Burns</u> , Chief Research Officer, National Center on Education and the Economy |
| 5:15 – 6:00 pm | Summary of the day |



About the Committee and the Committee's assignment

The Committee

The committee for quality development in schools, was appointed by the Norwegian Government in 2022 to review and improve the national quality assessment system. The committee consists of representatives from teacher organisations, school leader organisations, student organisations, the municipalities (local school owners), representative of the Sami indigenous population and researchers from academia.

The purpose of quality development in schools

The purpose of quality development in schools is to ensure that all students receive an education in line with the legislation, including the national curriculum. The present system for quality development consists of tools, tests and data sources which purpose is to contribute to reflection, learning and development in schools, and enable schools, school owners and national education authorities to make informed choices. The Norwegian government wants to further develop the quality assessment system into a system that emphasis professional and pedagogical quality development, and which reduces reporting and documentation requirements.

The committees' mandate

The Committee's assignment is to deliver two reports:

- The **Interim report** was submitted to the government on 31 January 2022. The report describes the strengths and challenges of the current system for quality assessment and analyse the needs that different actors and levels have for information and support to drive quality development.
- The **Main report** will be submitted to the government 13 November 2023. The report will recommend changes to current tools, tests and data sources, and propose measures and new system that can support quality development work in line with the new national curriculum.



System for Quality Assessment and Development in different countries

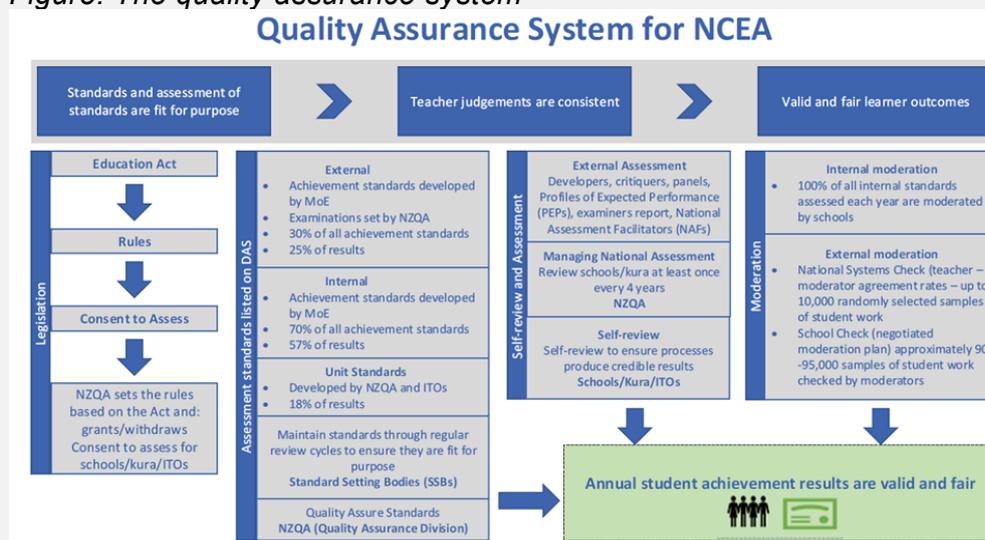
New Zealand

Presenter: Kay Wilson, Manager New Zealand Qualifications Authority

Content of the presentation

- Description of the quality assurance system for National Certificate of Educational Achievement (NCEA). NCEA is New Zealand's national school qualification comprising the last three years of secondary schooling (age 11 – 13).
- Description of New Zealand Qualifications Authority's work on assuring the consistency and quality of assessments for NCEA.

Figure: The quality assurance system



A standards-based qualification

In each subject, students' skills and knowledge are assessed against a range of standards. Each standard describes what a candidate who has achieved the standard knows and can do and has a defined credit value. Standards are worth credits. Credits add up to qualifications. Individual standards are the building blocks of NCEA and New Zealand certificates.

Internal & external assessment

Students' results are assessed both externally by NZQA or internally by the schools

- 25 % of results for learners are externally assessed by NZQA.
- 75 % of results for learners are from internal assessment

To maintain their Consent to Assess, schools must: 1) engage in internal moderation for all standards assessed within the school 2) submit a sample of student work for selected standards to NZQA for external moderation 3) participate in a cycle of Managing National Assessment reviews of the school's assessment systems and 4) act on the findings of these quality assurance activities.

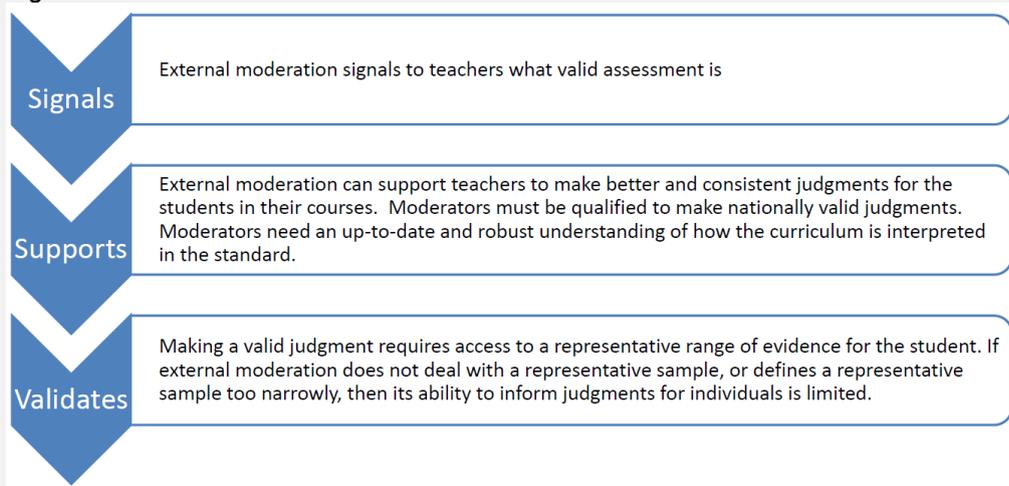
Moderation is a process that ensures individual NCEA grades are accurate and consistent with the listed standard. There are two types, 1) internal moderation (by teachers to check consistency of teacher judgements against the standard within a school for every standard assessed) 2) external



moderation (by NZQA moderators to report on consistency of teacher judgements for the sample of student work submitted against selected standards). External moderation can support teachers to make better and consistent judgments for the students in their courses.

NZQA has three Quality Assurance processes: 1) External Moderation, 2) Managing National Assessment Review (MNA), 3) Other reviews and audits

Figure: External moderation



Managing National Assessment

NZQA reviews each secondary school's systems for managing assessment for national qualifications approximately every three years, based on the risk profile of the school. Evidence is sought from four areas: 1) Moderation (internal and external), 2) Assessment practice, 3) Data, 4) Communication.

School Relationship Manager (SRM) work directly with allocated schools to ensure that each school maintains effective internal quality assurance policies and procedures resolve with schools any issues as they arise.



Denmark

Presenter: Hjalte Mailvang, Chief consultant Ministry of Children and Education

Content of the presentation

- Description of the Danish system for Evaluation and quality development
- Changes in the system following a political agreement
- Overview of the elements of the evaluation- and assessment system

Intentions of the deal

In 2020 the Danish politicians agreed on initiating the development of a new evaluation and assessment system. The general purpose of the new system is to create a stronger evaluation culture in schools and to support academic and general development of students.

Figure: Intentions of the new evaluation and assessment system

- A broad variety of assessment tools and methods as a part of a coherent evaluation and assessment system.
- The system must be meaningful and usable for both students and their parents, for pedagogical staff and for leaders at the school and in the municipality.
- Relevant and systematic knowledge of academic developments of student should contribute to formative evaluation and feedback to all students.

- Early identification of, and response to, challenged students
- The assessment system should improve evaluation capacity of the individual school local authorities, and contribute to a systematic local practice of evaluation and follow-up
- Contribute to systematic work with quality and assessment in all schools.
- Contribute to less bureaucracy and give schools better possibilities of finding the best solutions locally.

A joint agreement “Sammen om Skolen” (Literal translation: United for the school)

In 2021 the political parties, together with the organisations for students, parents, teachers, school leaders and local Government Denmark signed an agreement stating what is to be the future evaluation and assessment system. An important ambition with the agreement was to support the national and local school development in a collaboration based on trust and ownership.

Figure: Sammen for skolen

Cooperation as a prerequisite for fulfilling these intentions

- *Sammen om Skolen* was involved during the negotiation process and has left many marks on the political agreement
- Joint presentation of the agreement between national politicians and *Sammen om Skolen*.
- *Sammen om Skolen* is formal participant in implementing the agreement
- The intentions of the agreement can only be fulfilled through dialogue with staff, leaders, students and parents regarding the best locally suitable solutions



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**Aims of evaluation and quality development**

- Support schools, municipalities and other institutions in providing high-quality education.
- Risk based monitoring to ensure accountability and quality development
- Monitoring in order to evaluate, learn from and adjust politically initiated changes and monitor the system

The changes in the quality and evaluation system

The general purpose of the changes is to create a stronger evaluation culture in basic schooling (Folkeskole) to support academic and general development of students. The parties behind the agreement agree, that the evaluation- and assessment system should meet the following requirements:

- It must be relevant for understandable and systematic feedback to parents and students regarding the academic development of students.
- It must support the pedagogical practice, and a systematic and strong evaluation practice in schools.
- It must be possible to monitor academic developments, both on a school, municipal, and state level. Furthermore, there must be a systematic early identification and response to students, who are struggling academically or who are of high intelligence and in the need of further academic stimulation.

Overview of the elements of the new evaluation- and assessment systemTest- and assessment tools in the future evaluation- and assessment system

- Adaptive tests are replaced by linear tests: The national achievement tests of the Folkeskole
- Mandatory screening of reading difficulties
- Mandatory use of the 'risk of dyslexia assessment'
- Mandatory tool for language assessment in kindergarten class (grade 0).
- Increased focus on highly intelligent students through early detection and new tools'

Communication between school and family and a change of the 'readiness for upper secondary education' assessment

- Student development plans are abolished. 'Communication form' and systematic follow up on students with special needs, and highly intelligent students.
- Change of the readiness for upper secondary education assessment, including a working group

School development conversations and follow up between schools and local governments

- Reports on quality are abolished and replaced by school development dialogue between schools and local governments.
- Improved and early follow up for challenged schools



Sweden

Presenter: Anna Österlund, Chief consultant Swedish National Agency for Education

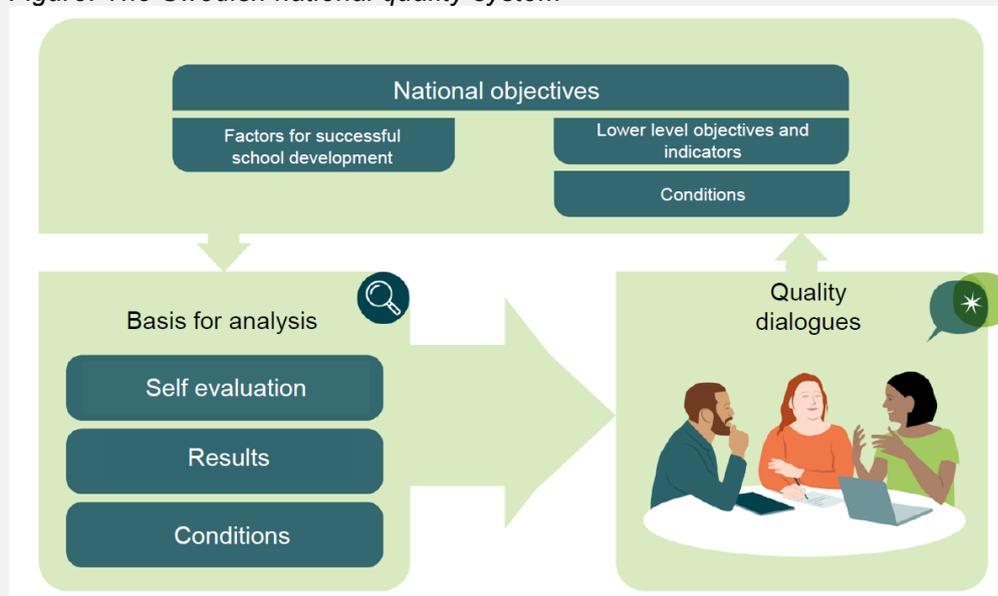
Content of the presentation

- Description of the Swedish national quality system
- Explanation of the Quality Dialogues between school owners and school leaders (organised by the Swedish National Agency for Education)

The Swedish national quality system

The national quality system is developed to monitor and develop quality and equivalence in Sweden's school systems. The quality system consists of national objectives (which indicate goals that are necessary to achieve), sub-goals & indicators (which illustrates the results in relation to the goals), and factors for successful school development (which describes the qualitative aspects that can contribute to reaching the goals).

Figure: The Swedish national quality system



The factors for successful school development are a description of factors, conditions and processes that research have shown to have a large impact on quality and equality in the school system. The following six factors are included: 1) Trusting climate, 2) Health-promoting learning environment, 3) Compensatory efforts, 4) Competent leadership, 5) Professional development, 6) Systematic quality work with teaching in focus. The factors are to be used in the school development processes, as a basis for making priorities and in the quality school dialogue.

Quality dialogues

The purpose of the quality dialogues is to facilitate and strengthen the school providers systematic work on quality development and are meant to contribute to increased quality and equality in the school. All local school providers are invited to take part in the dialogues, but actual participation is voluntary. The starting point of the dialogues is a situation description in the areas equality, quality as well as students' development and learning, in addition to questions that principals have identified as important to discuss.



Figure: The three parts that constitutes the Quality dialogue



The quality dialogues consist of three different parts:

Part 1 – Introduction to quality dialogue

School providers are invited to a meeting about what quality dialogues is and what It requires to take part in the dialogues.

Part 2 – Implementation of the quality dialogue

This part is about identifying what the focus of the dialogue should be. Persons from the national school authorities travels to meet the school providers and school heads. The role of the national authorities is to challenge school providers and school heads and create good conditions for the dialogue, i.e. make sure that the dialogue is centred on the system and relevant etc. The time between part 2 & 3 is important, this is the time for reflection and action on the local level.

Part 3 - Feedback after quality dialogue.

This meeting part takes place near the end of the dialogues. In the meeting, the school provider and the authorities reflect on the lessons learned from the conducted dialogue.



Scotland

Presenter: Ollie Bray, Strategic Director, Curriculum Innovation, Design and Pedagogy. Education Scotland

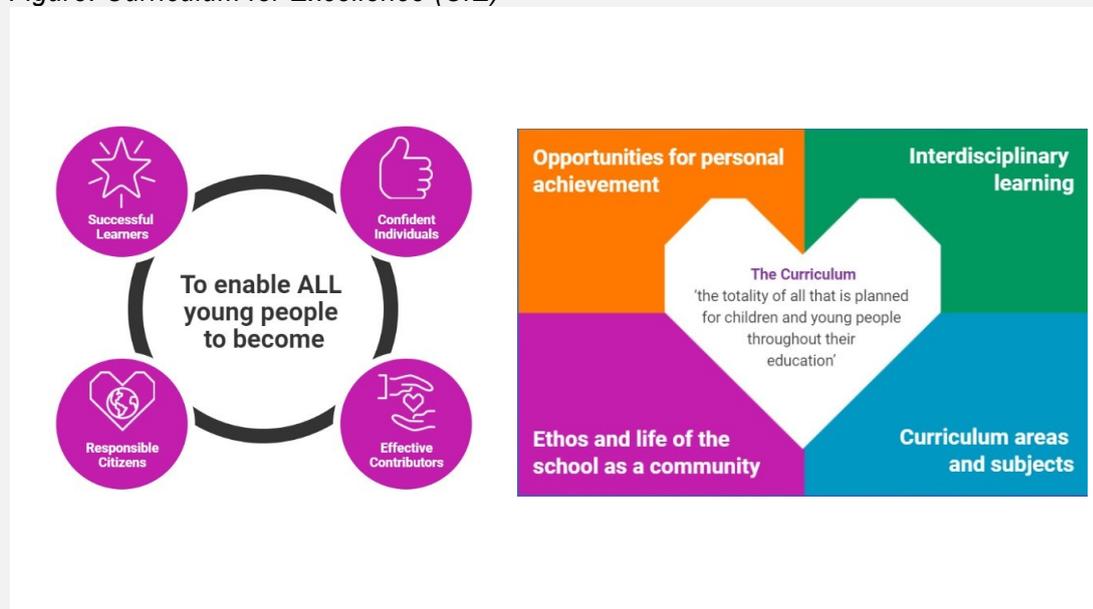
Content of the presentation

- Description of the Scottish school system and Curriculum for Excellence
- Description of the Scottish national quality system, including International Comparators, National Standard Assessment & ACEL data, School Inspections, National Benchmarking

Curriculum for Excellence (CfE)

- CfE is the national curriculum of Scotland covering students from the ages of 3 to 18. CfE identifies four key purposes of education; those that enable young people to become, "successful learners, confident individuals, responsible citizens and effective contributors. "

Figure: Curriculum for Excellence (CfE)



MAIN INSTRUMENTS IN QUALITY ASSESSMENT SYSTEM:

International Comparators; PISA TIMSS, PIRLS

National Standardised Assessments (NSAs) – provides teachers with

- Diagnostic information on the progress of learners in aspects of reading, writing and numeracy.
- Immediate feedback (marked automatically), giving teachers information to help children and young people progress through their learning.

Assessment of Curriculum for Excellence Levels (ACEL)

- Provides information on national performance of school pupils in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy.
- Reports on the percentage of pupils who have achieved the expected Curriculum for Excellence level in these organisers, based on teachers' professional judgements.

School Inspection

- Educational Scotland is responsible for inspecting schools. During the visit, inspectors visit classrooms, observe learning and talk to staff and children about their learning
- Inspectors use quality indicators outlined in the report "[How good is our school?](#)" during



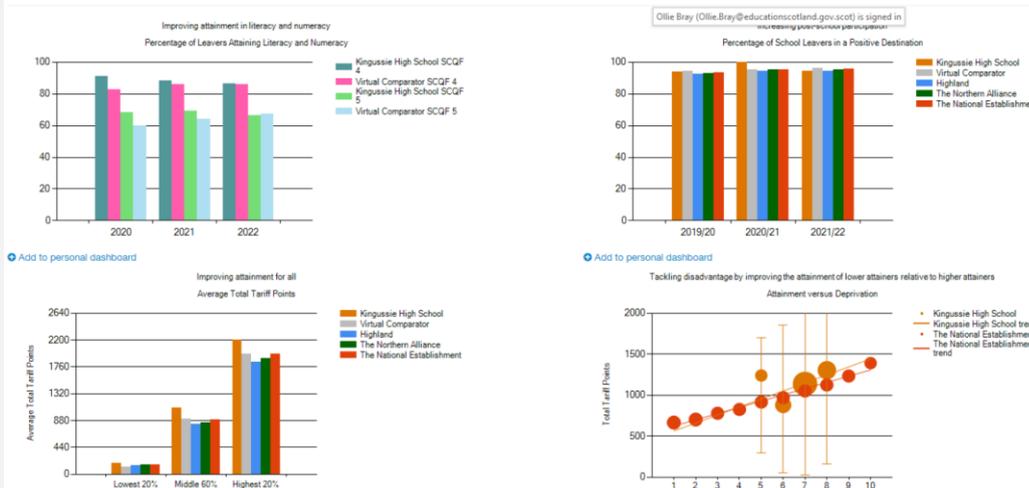
inspections. The report is designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement. The quality indicators are divided into three categories: 1) Leadership and Management: How good is our leadership and approach to improvement? 2) Learning Provision: How good is the quality of care and education we offer? 3) Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learner?

Insight Benchmarking

- Insight is an online benchmarking tool for secondary schools and local authorities in Scotland to reflect on and seek improvements in outcomes for learners. The tool lets you compare against a national and a local authority average, in addition to a virtual comparator. Insight includes a Dashboard-solution with four national measures 1) Improving attainment in literacy and numeracy, 2) Increasing post-school participation, 3) Improving attainment for all, 4) Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

Figure: Illustration of Insight Benchmarking

Dashboard: National Measures



The Independent Review of Qualifications and Assessment (Hayward Review)

- The Review was set up to ensure that the achievements of all senior phase learners in Scotland (aged 15-18) are equally and fairly recognised. The aim of the review is to ensure that all senior phase learners have an enhanced and equal opportunity to demonstrate the width, depth, and relevance of their learning. Interim report Mars 2023, Final report in June.



Belgium/Flanders

Presenter: Jeroen Backs, Head of Unit, Strategy and Knowledge Unit Department of Education and Training, Flemish Community of Belgium

Content of the presentation

- The presentation had three themes: 1) The Flemish education system, 2) Quality assessment and development, 3) Introduction of standardised testing in Flanders.

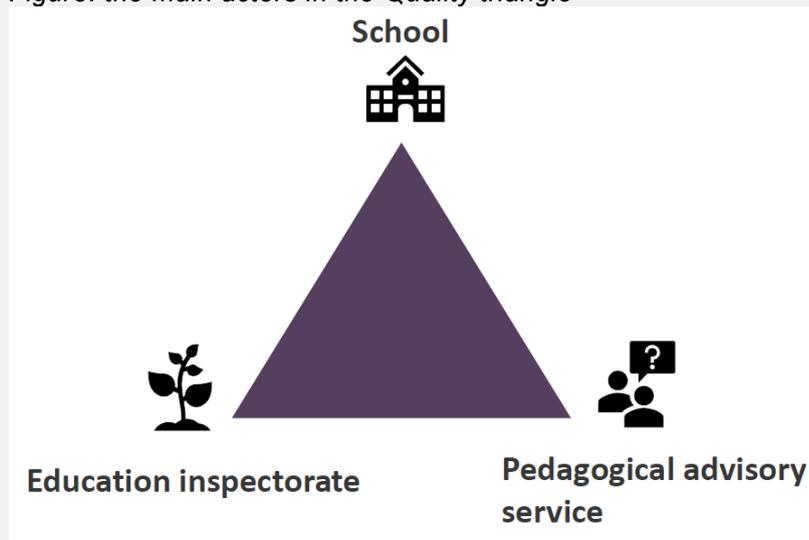
Contextual information about the school system in Flanders

- The school system is characterised by a high degree of school autonomy among schools/teachers, a feeling of stress related to documentation and a lack of trust, multiple actors, and school leader as gate keeper. This implies a need for balancing between autonomy, steering & accountability.

Quality assessment system – consist of three main actors in the “Quality triangle”:

- School (responsible for own organisation and quality assurance)
- Education Inspectorate (Quality framework – Minimum standards)
- Pedagogical advisory service (Provide support, but schools need not to accept)

Figure: the main actors in the Quality triangle



Main instruments in Quality assessment system

- Attainment targets
- Reference framework for quality of education
- School inspections
- National and international performance assessments

New Flemish student test (in Mathematic & Dutch), will enable schools to

- Monitor own results at school level and class level
- Internal quality development
- Dialogue with students

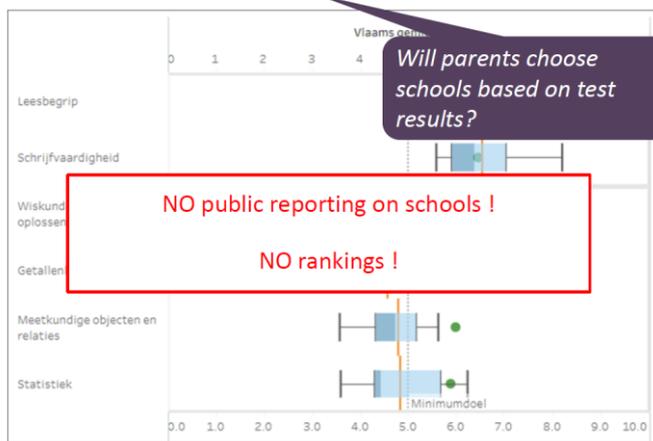


Low stakes test for schools

- School feedback dashboard for internal use (no public reporting on schools, no rankings)
- Inspectorate receives the schools' results for all school every year to use them as input for the school visits (quick and differentiated audits)
- Obligatory guidance when necessary
- Work now on enhancing data literacy

Figure: visualisation of feedback dashboard for schools

Feedback on the school and class



Challenges

- Operational implementation
- Supporting data literacy in schools
- Monitoring policy impact / monitoring unintended consequences
- Machine learning for automatic scoring of writing tasks
- Adaptive testing



Ireland

Presenter: Prof. Anne Looney, Executive Dean Institute of Education Dublin City University

Content of the presentation

- A description of the Quality Assessment in the Republic of Ireland.

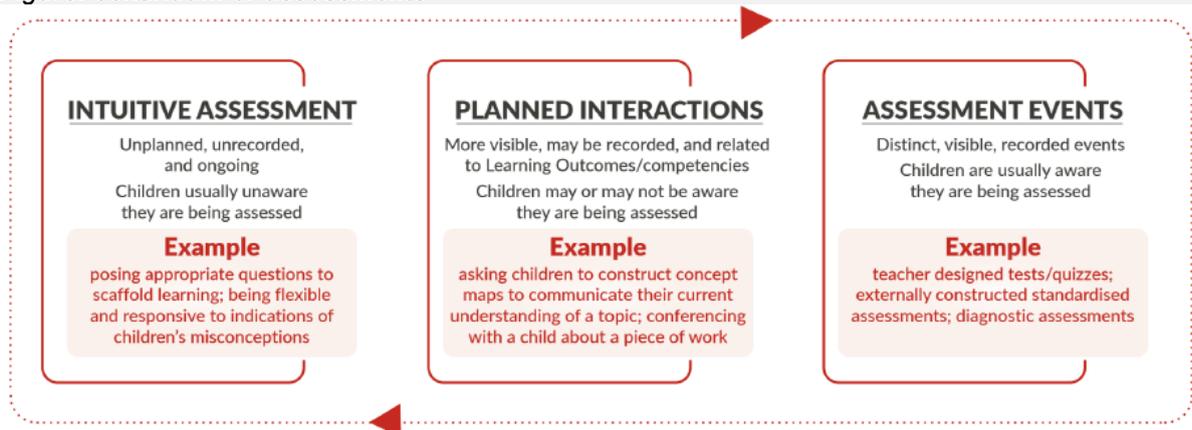
MAIN PARTS OF THE QUALITY ASSESSMENT SYSTEM:

- **Inspection** - Whole School Inspection (reports are published), School-Self Evaluation (WSE), LAOS – Looking at our School
- **International Benchmark** - PISA, TIMSS, PIRLS
- **Standardised testing in Reading and Mathematics**
School chooses which test and the time of the year. Results are reported to Parents, Board, Department of Education
- **National Assessment of Mathematics and English Reading (NAMER)**
Reported to the public, Sample based (grade 2 and 6)
- **Examination in Post Primary Education**
 - Junior Cycle Profile of Achievement after three years
 - Leaving Certificate Examination. Basis for progression to higher education (and therefore high stakes). Currently the focus of reform (want to change it, but don't know in what way).

Reflection on which assessment is most important for quality – a continuum of assessments:

- Intuitive assessment - unplanned, ongoing, e.g. posing appropriate questions to scaffold learning.
- Planned interactions – more visible, related to learning e.g. conferencing with a child about a piece of work.
- Assessment events – recorded events where – children are usually aware they are being assessed e.g. teacher designed tests, standardised assessments.

Figure: continuum of assessments



Features of the Irish system

- The student-teacher interaction is seen as central to system quality
- The school/setting monitors that interaction through self-evaluation supported by the Inspectorate, and test data.
- Accountability mechanisms are relatively light/benign
- Where school issues are identified in a school-self-evaluation process for example, the focus



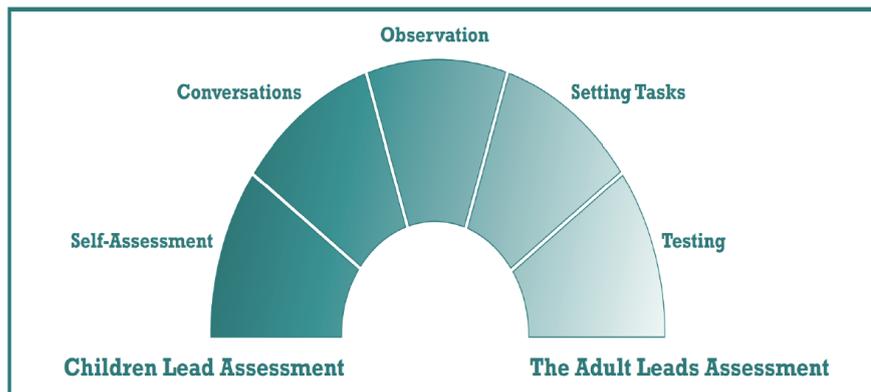
is on support/development

- Students are not just the focus of quality; they have a role and are routinely consulted in school inspections and discussions concerning school improvement.

Figure: assessment methods

Assessment in Early Childhood Settings

Figure 4: Assessment methods





Thematic presentations

Experiences from Committee for Assessment and Grading Inquiry

Presenter: Jörgen Tholin, Researcher and docent in pedagogic University of Gothenburg

Content of the presentation: Presentation of the Swedish “Assessment and Grading Inquiry”

About the Committee and the Committee’s assignment

Jörgen Tholin, leader of the Swedish Committee “The Assessment and Grading Inquiry” presented the findings and experiences from the committees’ work. The committee submitted its proposals to the Government in August 2020 – “*Building, assessing, grading – grades that better reflect student knowledge*”. Its remit was to investigate and propose a model for the introduction of subject grades in Swedish upper secondary schools and upper secondary schools for students with learning disabilities. The remit also included investigating and submitting proposed modifications to the grading system used across all types of schools in Sweden. The purpose of the inquiry was to foster students’ knowledge development and for grades to better reflect their knowledge.

Challenges addressed by the committee.

The committee addressed several underlying issues related to the assessment system: greater focus on grades than on learning itself, fragmented learning, students and teachers experiences of stress, high focus on the documentation of assessment, students’ experiences of constantly being assessed and that final grading is decided based on worst possible performances, experiences that the knowledge requirements are unclear, and finally the challenge that the grade F (flunk) gives poor information about the student’s level of knowledge.

Figure: underlying issues related to the assessment system

Övergripande problembild



- Mer fokus på betyget än på lärandet
- Fragmentiserat lärande
- Stress för elever och lärare
- Fokus på insamling av betygsunderlag
- Fokus på att hela tiden bli bedömd
- Elever upplever att betyget sätts på deras sämsta prestation
- Kunskapskraven upplevs som otydliga.
- Betyget F ger dålig information om elevens kunskapsnivå



Betygsutredningen 2018 4

The committees’ recommendations

The Committees’ work focused on students and teachers and proposed to create systems that better facilitate students’ learning and teachers’ teaching, assessment and grading. The Committee had the following recommendations:

- Introduction of grades in subject in a subject-based upper secondary school
- Subjects are divided into levels
- Grades in the subject are set after each level



- The grades replace each other until the final grade
 - The aim is to reduce fragmentation and provide better conditions for holistic learning and deep learning.
- The teachers can make comprehensive assessments where they also make compensatory assessments.
- The term grading criteria will replace knowledge requirements
 - The aim is that the grades should better correspond to the students' knowledge.
- A new grad Fx is introduced – Fx will be used when students have knowledge that is close to the approved level. The purpose is that even the failed level should show the student's knowledge development and motivate the student to strive for a passing grade.
- The wording "all available information" is removed from the curricula. When grading, the teacher makes a comprehensive assessment of the student's knowledge. The aim is that both teachers and students get a more reasonable working situation, with more focus on learning and less on documentation and constant assessment of the students.

The Committee was given an additional assignment to investigate the problem of what is referred to as "grade inflation", which refers to the fact that the use of the highest grades has increased strongly in primary school. The committee had several recommendations to handle this issue, illustrated in the figure below.

Exempel på insatser mot betygsinflation

- Nationella prov används i större utsträckning för att styra betygssättningen
- Examensprov införs i gymnasieskolan
- Central rättning av nationella prov
- Kollegial bedömning och betygssättning
- Förtydliga huvudmannens/rektors roll kring det systematiska kvalitetsarbetet
- Införa nationella kunskapsutvärderingar



Betygsutredningen 2018



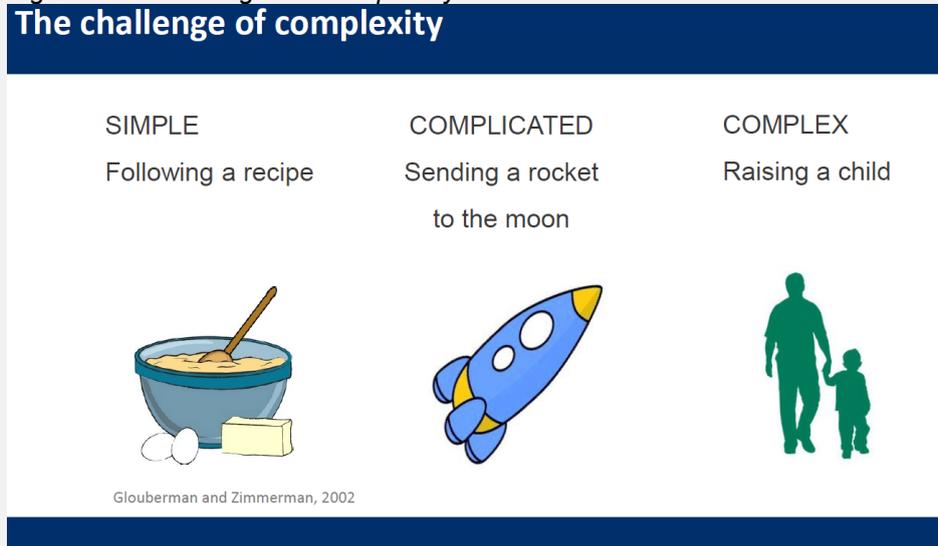
The challenges of complexity

Presenter: Tracey Burns, Chief Research Officer, National Center on Education and the Economy

The presentation addressed the *challenges of complexity*.

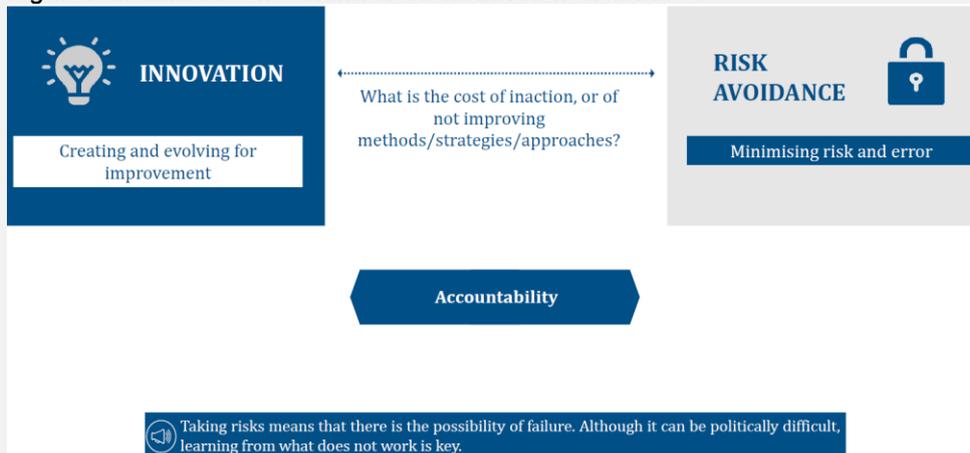
The world is getting more complex (i.e. decentralisation, more diverse stakeholders, access to data, rapid pace of technological change), and this challenges us in many ways, also when it comes to education and the school system. The question is how are we to form a coherent whole? Education and raising a child are extremely complex processes, and the argument is that the system itself is unpredictable. The question is how to best deal with this complexity, through more flexibility, adaptability, and change? Maybe we should start with the learners and the teachers, establish processes that build trust and relationships?

Figure: the challenges of complexity



The presentation pointed to several dilemmas to illustrate the complexity. One example is the dilemma between innovation (creating and evolving for improvement) on the one hand, and risk avoidance on the other. Taking risks implies the possibility of failure. Although it can be politically difficult (to fail), learning from what does not work is key.

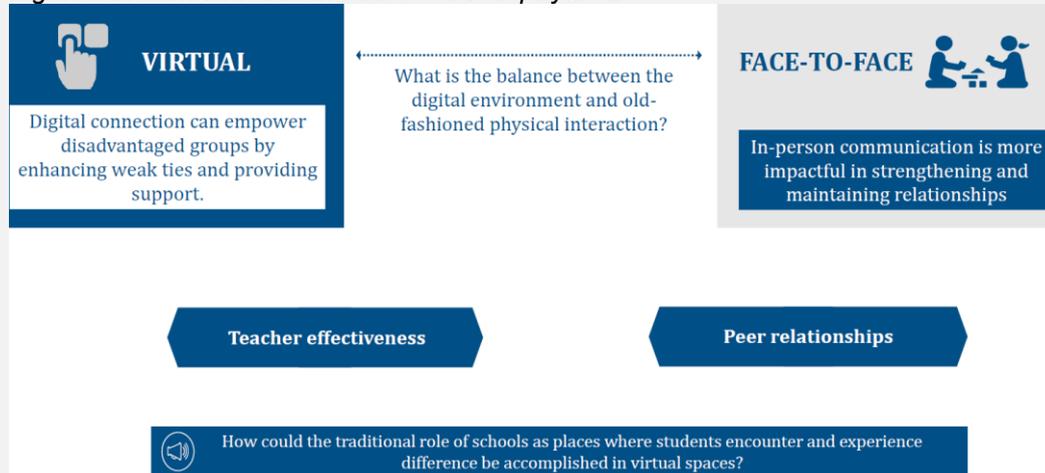
Figure: dilemma between innovation and risk avoidance





Another dilemma that we face today is between virtual/ digital environment and face to face/ physical interactions What is the balance? How could the traditional role of schools as places where students encounter, and experience difference be accomplished in virtual spaces?

Figure: dilemma virtual and face to face/ physical



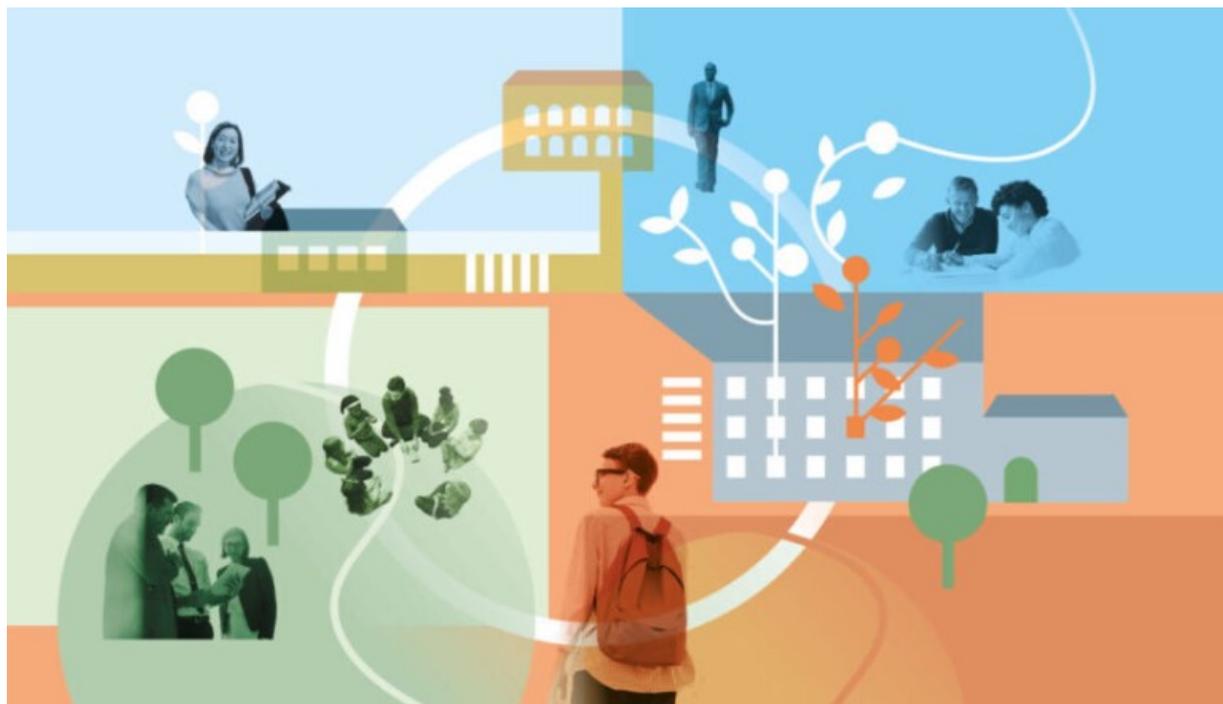
The last dilemma deal with the question of how to enhance learners' understanding of knowledge and develop the competence to acquire and apply it? The presentation pointed to the fact that learning takes place not only in schools and other formal education institutions. The more we "know", the easier it becomes for us to succumb to our biases, using new knowledge to validate the ideas we already have. The more accessible knowledge becomes the more difficult it is to generate our own understanding of the world.



Common features in systems for quality assessment and development

The seminar showcased that there is a lot of common features in the way that countries work to ensure quality assessment and development in schools. Below is a list of common features that apply to most of the countries who participated in the seminar.

- Many countries have a defined **system** intended to ensure quality assessment and development in schools.
- The systems most often **consist of different elements and sources of information** (tests, surveys, tools, data sources etc.) aimed at monitoring and developing the quality in schools.
- The systems intend to **give information to different actors at different levels** in the education system, both information to be used by national and local school authorities to evaluate and improve their schools, and information to be used in schools by students, teachers, school leaders for pedagogical purposes. The actors have **different roles and responsibilities**.
- Many countries have a **high degree of autonomy at local level** when it comes to how to develop their own schools. Typically, the national level offers some information sources, statistics, indicators etc, while it is up to the local level to analyse and use the information, together with local information, to develop their own school.
- In most countries **students and parents are involved and have a role** in the system for quality development. The **student-teacher interaction** is often seen as the most central part of the quality development process. Still the degree of involvement of students and teachers and varies, i.e., when it comes to the extent to which they can make actual influence on the system or take part in quality development work.
- A common instrument in many systems are **school inspections combined with offering support and development** i.e., inspections are typically designed to support self-evaluation and self-improvement. Dialogue and coaching are prominent features of the activities following the inspection.
- Many countries are currently working to further **develop and renew their system**. In several of these change processes there has been a move from mainly focusing on standardised test towards **more emphasis on dialogue and qualitative aspects** of school development.
- Many countries have experienced the importance of **involving stakeholders** when new systems are to be designed. There is a recognition that mutual **trust, and cooperation** are prerequisites for fulfilling the intentions in the system for school development. Also, as one of the presenters pointed out, designing effective systems also depends on a certain amount **innovation**. Although innovation means that there is the possibility of failure, learning from what does not work is key to achieve development.
- Many of the countries **struggle with how to avoid rankings of schools' performances in the media**. Countries have dealt with this issue in different ways. Some are no longer publishing results at student and school level in their official statistics, while others have a legal decision to exempt publication of results.



Note

We would like to acknowledge the contributions to the seminar 10th May 2023 from all presenters.

For more information

[Om utvalget - Utvalget for kvalitetsutvikling i skolen \(kvalitetsutviklingsutvalget.no\)](https://kvalitetsutviklingsutvalget.no)