# 10. THE CRITICAL ROLE OF ART EDUCATION IN COMMUNITY BUILDING AS VIEWED BY ART TEACHERS. A QUALITATIVE STUDY

**Eugenia Maria Paşca**[273]

**Abstract:** *The criteria recommended for the performance of internal assessment are the ones included in the national model for school inspection applied by the inspectors in the school inspectorate or the Ministry of Education (with subsequent names) who carry out internal assessments. Educational establishments can also decide on certain additional criteria - in line with the specific needs. All educational establishments must perform the annual assessment of activity, regarding school development, educational programs, curricular and extracurricular activities, quality of the teaching-learning process, human resources development, relations with the community and European dimension in the education offered. A tricky problem is represented by the specific assessment of Children Centres and Clubs that carry out non-formal activity, without school programs and handbooks approved by the Ministry of Education. Carrying out an analysis of the manner of assessing formal and non-formal educational units, the need to readjust the internal and external assessment was identified. At the level of school inspectorates, school inspection is carried out by a team consisting of specialised inspectors who know the specificity of those educational units. The main problem is represented by the external assessment carried out by ARACIP with the help of standard specific means: fields, indicators, reference descriptors and specific descriptors. Through the study performed, a series of proposals on the beneficial amendments for the quality assessment within Children Centres and Clubs is identified.*
**Key words:** *artistic education, quality, non-formal education*

## 1. Introduction

As the laws in force and the instruments for the external assessment of educational units, Children Centres and Club are not presented as distinct units, these being assessed with the help of instruments for middle school or high school units. The need for an external assessment of the educational unit is clear, arguments for this purpose not being necessary. The assessment instruments contained in the indicators, reference descriptors and specific descriptors must be refined, so that the external assessment of non-formal educational unit shall reflect more truthfully and more objectively the reality, being able to carry out an efficient ranking of these.

**The purpose** of the research is to identify common points of the external assessment of formal and non-formal educational establishments and the identification of certain instruments specific for the external assessment of non-formal educational establishments. Based on this purpose, the **hypothesis** in line

[273]Professor PhD.,"George Enescu" National University of Arts from Iaşi, Romania, email: eugenia_maria_pasca@yahoo.com

with which the external assessment instruments for the pre-university educational establishments drafted by ARACIP are incomplete and irrelevant for Children Centres and Clubs was formulated. Throughout the research, the following **objectives** have been taken into account:

- O1: external assessment instruments are known by the teaching professionals in various school environments;
- O2: identification of the common points of external assessment for formal and non-formal educational establishments;
- O3: identification of particularities of external assessment for non-formal educational establishments.

In order to study this theme a lot of 25 teaching professional in various school environments was chosen, answering in an interview and proposing a series of solutions regarding the external assessment of Children Centres and Clubs. As methods for the quantification of the data collected counting, classification and collection of data in tables and charts were used, these data leading to pertinent conclusions.

## 2. Composition of the sample of teaching professionals participating in the research

Within the interview where 25 teaching professionals have participated, part of the questions had the role of identifying the age, accumulated service, studies, position of substitute teacher or tenure teacher, their place of work.
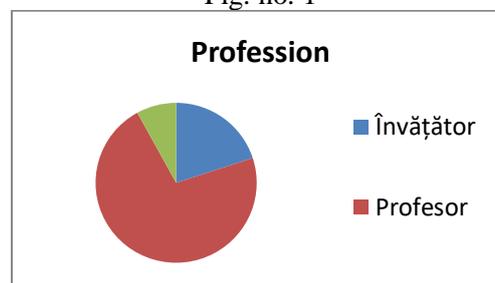
1. What profession do you have:

Teacher-5
Professor-18
Instructor foreman - 2

Tab. no. 1

| PROFESSION | NUMBER |
|---|---|
| Teacher | 5 |
| Professor | 18 |
| Instructor foreman | 2 |

Fig. no. 1



2. How old are you?

25-30 - 2
31-35 - 5
36-40 - 6
41-45 - 10
46-50 - 1
Over 50 - 1

Tab. no. 2

| AGE | NUMBER |
|---|---|
| 25-30 | 2 |
| 31-35 | 5 |
| 36-40 | 6 |
| 41-45 | 10 |
| 46-50 | 1 |
| OVER 50 | 1 |

Fig. no. 2
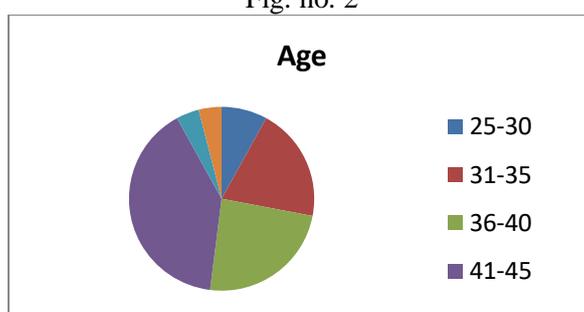


3. What is the environment that you work in:
Urban-24
Rural-1

Tab. no. 3

| ENVIRONMENT | NUMBER |
|---|---|
| Urban | 24 |
| Rural | 1 |

Fig. no. 3
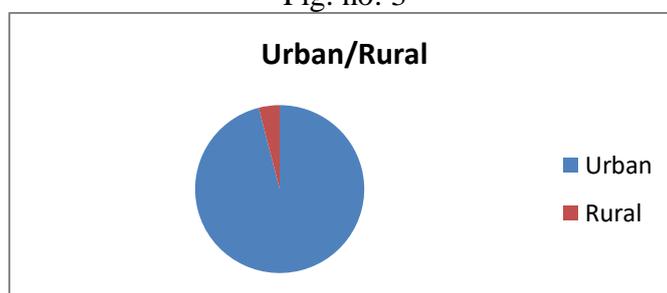


4. Are you a tenure teacher in education?
Yes-21
No-4

Tab. no. 4

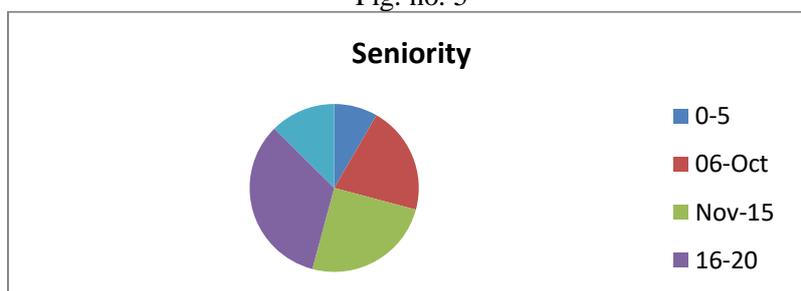| TENURE | NUMBER |
|---|---|
| Tenure teacher | 21 |
| Substitute teacher | 4 |

Fig. no. 4
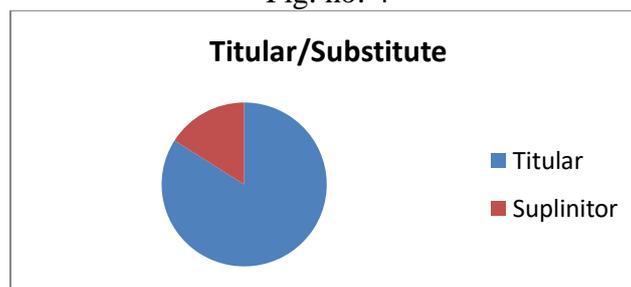


5. What is the accumulated service that you have in education?

0-5 - 2
6-10 - 5
11-15 - 6
16-20 - 8
Over 20 - 3

Tab. no. 5

| ACCUMULATED SERVICE | NUMBER |
|---|---|
| 0-5 | 2 |
| 6-10 | 5 |
| 11-15 | 6 |
| 16-20 | 8 |
| Over 20 | 3 |

Fig. no. 5



6. In what category of school establishment do you work:
Formal -3
Non-formal - 22

Tab. no. 6

| CATEGORY OF SCHOOL ESTABLISHMENT | NUMBER |
|---|---|
| Formal | 3 |
| Non-formal | 22 |

Fig. no. 6
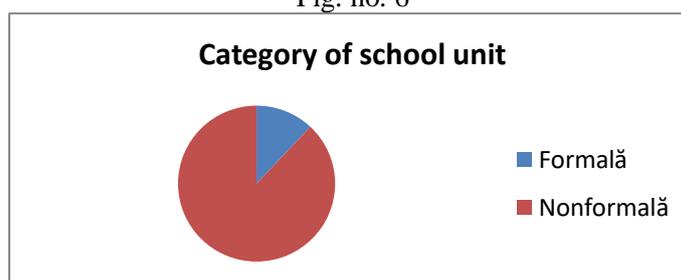


7. Have you worked in the two categories of school establishments?
Yes - 18
No - 7

Tab. no. 7

| IF IT HAD BEEN WORKED IN BOTH TYPES OF ESTABLISHMENTS | NUMBER |
|---|---|
| Yes | 18 |
| No | 7 |

Fig. no. 7



**Have you worked in both types of units?**

Da
Nu
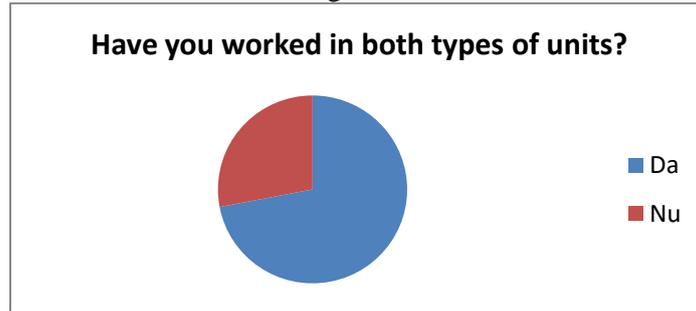
## 3. Investigation Methods and Instruments Used

Within the quantitative investigation the content analysis that is a "research technique for the objective, systematic and quantitative description of the manifest content of the communication" (Barelson, B., 1952, p. 151) was used, others define it as a method based on "a certain technique or an assembly of techniques, complementary or independent, which consist in the simplification, explanation, systematization and potentially, digitalization (consequently, description and interpretation) of a type of communication or of an entire assembly" (Bardin, L., 2007, 43). The types of content analysis used were the qualitative and interview ones.

The qualitative content analysis was used in order to identify the common points of external assessment for formal and non-formal educational-establishments. Thus, by the answers to questions, one could identify the elements that make a difference between the two great categories of school establishments. The studying of the laws in force, the comparison of organisational structures and of programmatic documents of the two types of school institutions was taken into account, comparison was used, focusing on similarities, each statement being justified, then differentiations were identified, and these were carefully justified. The interview "allows the researcher to deeply and gradedly understand the human being, its relationships with the world, the beliefs and behaviours specific to social groups" (Agabrian, M., 2004, p. 73).

8. Have you participated in the internal quality assessment of the educational establishment you work in?
Yes-24
No -1

Tab. no. 8

| PARTICIPATION IN INTERNAL ASSESSMENT | NUMBER |
|---|---|
| Yes | 24 |
| No | 1 |

Fig. no. 8



**Participation in internal evaluation**

- ■ Da
- ■ Nu
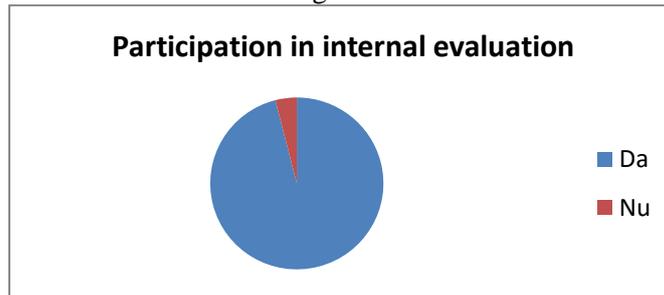
9. Choose 5 activities of the ones listed that are part of the CEAC strategy -
a. 6
b. 8
c. 21
d. 24
e. 19
f. 22

Tab. no. 9

| CEA ACTIVITIES | FREQUENCY |
| --- | --- |
| a | 6 |
| b | 8 |
| c | 21 |
| d | 24 |
| e | 19 |
| f | 22 |

Fig. no. 9



**CEAC activities**

- ■ a
- ■ b
- ■ c
- ■ d
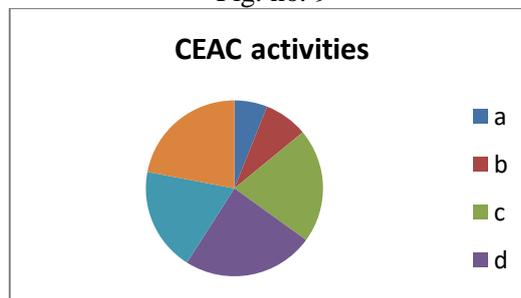
10. Is CEAC strategy useful at the level of Children Centres and Clubs?
Yes - 22
No - 3

Tab. no. 10

| UTILITY OF CEAC STRATEGY | FREQUENCY |
| --- | --- |
| Yes | 22 |
| No | 3 |

Fig. no. 10



**The usefulness of the CEAC strategy**

- ■ Da
- ■ Nu
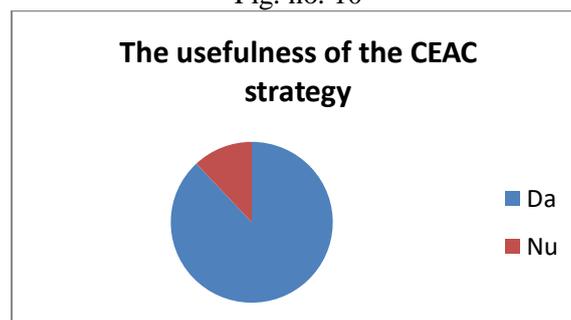
11. Have you participated in the external assessment of the educational establishment?
Yes - 20
No - 5

Tab. no. 11

| PARTICIPATION IN EXTERNAL ASSESSMENT | FREQUENCY |
|---|---|
| Yes | 20 |
| No | 5 |

Fig. no. 11



**Frequency to participate in external evaluation**
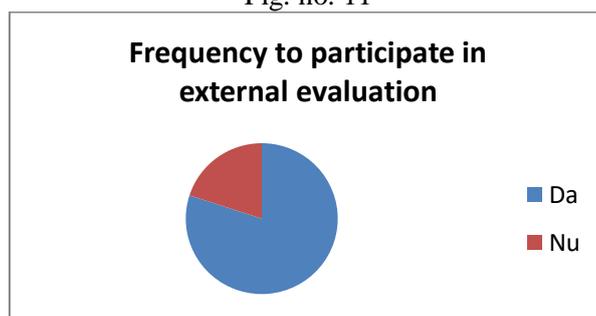
12. List the fields assessed within the ARACIP visit?
a. Institutional capacity - 15
b. Educational efficiency - 20
c. Quality management -25

Tab. no. 12

| KNOWING ASSESSMENT FIELDS | FREQUENCY |
|---|---|
| a.Institutional capacity | 15 |
| b. Educational efficiency | 20 |
| c. Quality management | 25 |

Fig. no. 12



**Knowledge of evaluation areas**
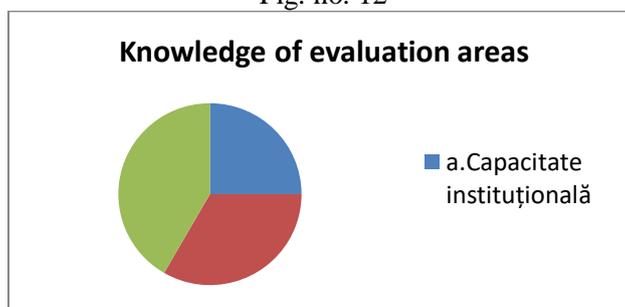
13. List 5 indicators in the reference standards that apply to any type of educational institution (formal or non-formal)

a. Existence, structure and content of design documents (development project and implementation plan) - 25

b. Internal organisation of the educational establishment - 19

c. Current operation of the educational establishment - 22

d. Ensuring the security of all those involved in the school activity, during the operating hours - 25

e. Accessibility of school spaces - 20

f. Equipment with educational means and with curricular accessories - 22

g. Equipment with information and communication technology - 25

h. Accessibility of equipment, materials, educational means and curricular accessories - 25

Tab. no. 13

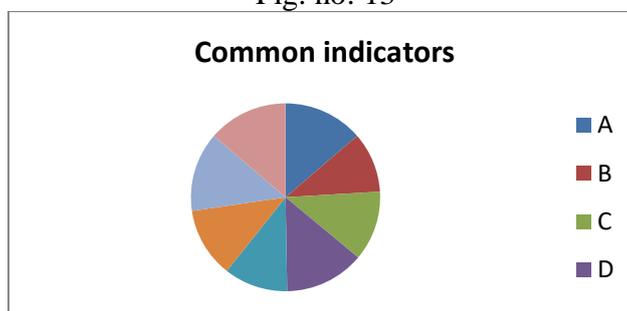| COMMON INDICATORS | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| FREQUENCY | 25 | 19 | 22 | 25 | 20 | 22 | 25 | 25 |

Fig. no. 13



**Common indicators**

14. List 5 indicators in the reference standards that do not apply to any type of educational institution (formal or non-formal)

a. Purchase and usage of school documents and study documents - 25

b. Accessibility of auxiliary spaces - 21

c. Existence and development of the supply of the school library/centre for information and documentation - 18

d. Usage of auxiliary spaces - 19

e. Existence and application of procedures for the optimization of learning assessment - 25

Tab. no. 14

| INDICATORS THAT ARE NOT COMMON | A | B | C | D | E |
|---|---|---|---|---|---|
| FREQUENCY | 25 | 21 | 18 | 19 | 25 |

Fig. no. 14



**Indicators that are not common**
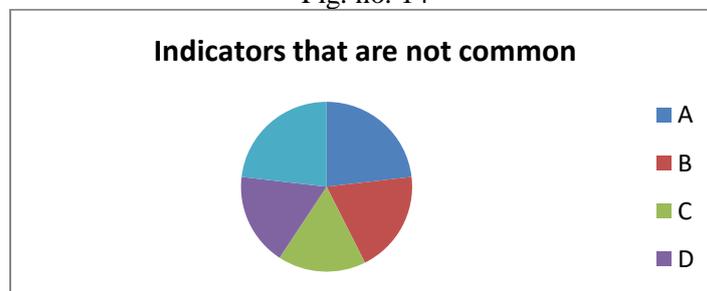
15. Propose 5 indicators specific for the external assessment of children centres and clubs:

a. Existence and application of procedures for stimulating participation to circles within centres and clubs - 25

b. Existence and development of the equipment of the circles with the necessary materials - 21

c. Existence and application of procedures for the communication with the other educational institutions, regarding attracting students with genuine qualities for the existing circles - 24

d. Building a database specific for centres and clubs - 19

e. scientific and artistic activity of teaching professionals – 25

Tab. no. 15

| SPECIFIC INDICATORS | FREQUENCY |
|---|---|
| A | 25 |
| B | 21 |
| C | 24 |
| D | 19 |
| E | 25 |

Fig. no. 15



**Specific indicators**

- A
- B
- C
- D
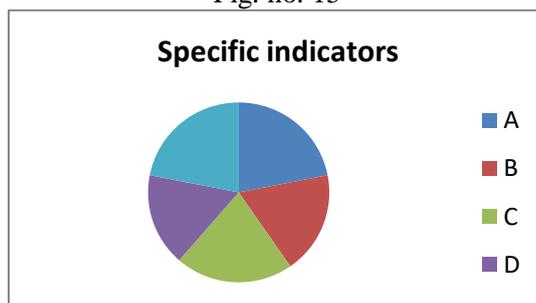
16. Is the external assessment of the educational establishment useful?

Yes - 19

No - 6

Tab. no. 16

| UTILITY OF EXTERNAL ASSESSMENT | FREQUENCY |
|---|---|
| Yes | 19 |
| No | 6 |

Fig. no. 16



**The usefulness of external evaluation**

- Da
- Nu
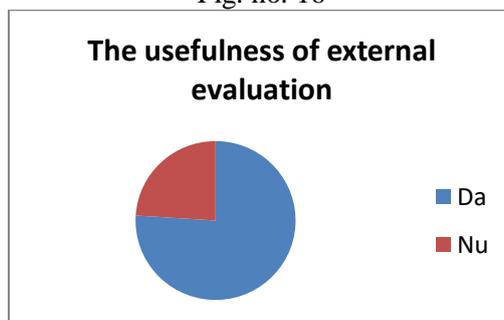
## 4. Research Carrying Out

The research was carried out between 01.03.2019 - 30.05.2019, including three stages as follows:

*The determining stage:*

- it is the stage where initial data were collected, based on the interviews applied to the 25 teaching professionals.

Within the **determining stage** the interview structured on two chapters was applied: data about the interviewed person and the competent opinion (or less competent of the teaching professionals giving answers).

*The actual research stage:*

- it represents the fundamental stage, where the documents that are at the base of the external assessment of high school educational establishment were studied, document drafted by ARACIP after the carrying out of the research project. This stage was carried out between 8.03.2019 - 15.05.2019.

*Final stage:*

- in this stage all the opinions, remarks and conclusions of the persons interviewed were collected, as well as the collection of conclusions after studying the legislation in force. The stage was carried out between 16.05.2019 - 30.05.2019.

## 5. Comparative Study on the Instruments Used by ARACIP in the External Assessment Process of Formal and Non-formal Educational Establishments

Tab. no. 17

| SIMILARITIES | REASONING |
|---|---|
| 1. The three fields to assess | The fields are general and offer a mirror of managerial, economic and educational concern. |
| 2. The existence of the average-term development project (3-5 years) for the organisation providing education, with at least the elements laid down in the permit | Programmatic documents on the average and long-term determine a clear view and an optimal organisational culture |
| 3. The execution of the aims and objectives set down in the development project and the implementation plans, for the entire period of provisional permit, if applicable | Each educational establishment has aims and objectives formulated for a short period of time |
| 4. The foundation of a new development project on the results of the previous project (it shall be applied to accredited schools for which the permit period was longer than the operating life of the development project) | It shall be applied for all types of educational establishments |
| 5. Clear formulation of the view and of the mission undertaken by the organisation providing the education | The view and mission of the educational establishment are part of the school ethos |
| 6. Defining certain strategic aims / targets that shall be executed in the period of application for the development project | These are necessary for the organisational culture |
| 7. Displaying in a visible place the mission and the strategic targets | Obligation under the legislation |
| 8. Knowledge of the mission and the strategic targets by the teaching professionals, pupils, parents, local authorities, community in general | Undertaking by the pupils, parents, professors and community of the participation in activities |
| 9. coordinating the view, mission, and strategic targets with the type of the organisation providing the education, the form and level of education at which it operates | In line with the legislation on education |
| 10. Defining the stages in the execution of the development project and the main categories of resources used for the execution of the project | Creating a framework favourable for the carrying out of the educational action |
| 11. Specifying the performance indicators and the methods for the assessment of the execution of the targets set down | In line with the legislation on education |
| 12. Drafting, based on the development project, of the operational plan / implementation plan for the project, for the first year when it is applied | Creating a framework favourable for the carrying out of the educational action |
| 13. The implementation plan shall contain curriculum or actions. For each curriculum / action the following the specified: objectives (defined in terms of results expected), resources (human, material, financial, information, expertise, etc.) used, performance terms, responsibilities, as well as performance indicators (noticeable landmarks for the purpose of meeting the objectives set down) | In line with the legislation on education |

| | |
|---|---|
| 14. Presenting the results for the participation of the organisation in other educational rpoject development at the school level, at the level of the local community, at the national or international level | Creating a framework favourable for the carrying out of the educational action |
| 15. Presenting the estimated budget necessary for the execution of the development project and the detailed budget for the curriculum / actions contained in the operational plan for the first year of operation Its adequacy for the estimated development of the educational establishment | Transparency |
| 16. Existence, in the development project and in the implementation plan of elements for the development of an inclusive education (for the purpose of ensuring equality of chances in education and for the purpose of supporting pupils from disadvantaged social groups, respectively of those with special educational requirements) | Educational programs for children with disabilities or special educational requirements are necessary. These can be recovered from various types of activities |
| 17. Existence, at least, of internal operating regulations laid down by the legislation in force | In line with the legislation on education |
| 18. Existence of the organisational chart of the organisation providing the education, with clear lines of decision, communication and reporting | In line with the legislation on education |
| 19. Existence of the "job description" for all the positions laid down in the organisational chart. The Job Description shall include, at least the name of the position, the workplace, the conditions for occupying it (training, experience, qualifications, competences, etc.) the place in the structure of the organisation and the relationships with the other positions in the organisational chart (reporting, coordination or supervision), the purpose of the activity and the function / functions met, specific duties with associated standards, limits of authority | In line with the legislation on education and labour |
| 20. Efficient operation of the internal formal communication system with its own staff and pupils | In line with the legislation on education |
| 21. The efficient operation of the institutional communication system with other institutions and organisations with a role in designing, provision and assessment of educational services offered | In line with the legislation on education |
| 22. Promoting the educational offer | In line with the legislation on education |
| 23. Operation of individual and collective management bodies - under the conditions laid down by the legislation in force and the internal regulations | In line with the legislation on education |
| 24. Existence and efficient management of managerial documents laid down by the legislation in force and the internal regulations | In line with the legislation on education |
| 25. Execution of human resources management procedures for the teaching staff, auxiliary teaching and non-teaching staff (recruitment, selection, standardization, usage, stimulation, layoff, etc.) in line with the legislation in force and the internal regulations | In line with the legislation on education and labour |

| | |
|---|---|
| 26. Current operation of the school organisation without major disturbances | In line with the legislation on education |
| 27. Operation of the information management system and of recording, processing and usage of data and information | In line with the legislation on education |
| 28. compliance with the legal conditions and procedures regarding safety and confidentiality in the activity for the collection, processing and usage of information | In line with the legislation |
| 29. Existence of a system and of procedures for ensuring safety for all those involved in the school activity, during the carrying out of the program (personal guard, agreements/contracts with specialised firms, with the gendarmerie or police) | In line with the legislation on education and labour |
| 30. Compliance with the occupational health and safety and fire prevention systems and procedures laid down by the legislation in force for the activities carried out in that type of organisation | In line with the legislation on education |
| 31. Existence and characteristics of school spaces | In line with the legislation on education |
| 32. Adequacy of the type of laboratory, cabinets, workshops/school farms, of demonstration rooms, etc. for the subjects matter / modules contained in the curriculum | In line with the legislation on education |
| 33. Efficient use of school spaces based on a stringent planning | In line with the legislation on education |
| 34. Compliance, in the school spaces owned, of Hygiene Rules regarding the units for the protection, education and training of children and youngsters, in line with the legislation in force (general and specific rules) | In line with the legislation on education |
| 35. Demonstration of the concerns of the school management for the improvement of school spaces equipment | It proves interest for the purpose of increasing performance |
| 36. Accessibility of school spaces for all pupils, including the ones with special needs | In line with the legislation on education |
| 37. Easy locating of school spaces through their appropriate marking | In line with the legislation on education |
| 38. The existence of administrative spaces (personal and/or rented, leased, under bailment agreement or owned under any other legal form) within the educational establishment | In line with the legislation on education |
| 39. Organisation and equipment of administrative spaces appropriate for the type of activity | In line with the legislation on education |
| 40. Existence of sanitary spaces and their equipment in compliance with hygiene regulatory documents in force | In line with the legislation in force |
| 41. Accessibility of auxiliary spaces for all pupils, including the ones with special needs | In line with the legislation on education |
| 42. Easy locating of auxiliary spaces through their appropriate marking | In line with the legislation on education |
| 43. Performance of a progress (quantitative increase and/or diversification) regarding the purchase / performance of new means of education or curricular accessories | In line with the legislation on education |

| | |
|---|---|
| 44. Equipment with information and communication technology | In line with the legislation on education |
| 45. Accessibility of equipment, materials, educational means and curricular accessories | In line with the legislation on education |
| 46. Compliance, by the management staff employed, with the conditions laid down by the Education Law, as well as with the Teaching Staff Regulation. | In line with the legislation on education |
| 47. Setting down, in the position regulations, the necessary of teaching professionals for the operation of the educational establishment, depending on the schooling plan performed, at the level of schooling, main field of study and specializations/professional qualifications existing in the educational offer | In line with the legislation on education |
| 48. The covering of the qualified teaching staff is of minimum 85% | In line with the legislation on education |
| 49. The covering of the tenure teaching staff employed is of at least 50% For the rest of the staff there are employment agreements for a fixed period of time (substitution and/or concurrent) or collaboration agreements | In line with the legislation on education |
| 50. The transparency of the human resources management procedures | In line with the legislation on education |
| 51. Existence of criteria, methodology and instruments for a periodic assessment of the auxiliary teaching and non-teaching staff, in line with the legislation in force | In line with the legislation on education |
| 52. Existence of partnership with representatives of the community | In line with the legislation on education |
| 53. Setting down a timetable / study schedule for students in compliance with hygiene and pedagogic requirements | In line with the legislation on education |
| 54. Compliance with the timetable designed | In line with the legislation on education |
| 55. There is a planning appropriate to the learning content for all subjects matter/modules in the curriculum | In line with the legislation on education |
| 56. Using curricular accessories, study equipment and materials | In line with the legislation on education |
| 57. Adequacy of didactic strategies and methodology for the cultural specificity of the school population and for the motivation of each pupil | In line with the legislation on education |
| 58. Planning assessment activities (initial, current, final) at the level of the specialised department and at the level of the educational establishment | In line with the legislation on education |
| 59. Using the pupils' self-assessment, of formative assessment and of feedback for the optimization of the learning process. | In line with the legislation on education |
| 60. Executing the reports requested by the institutions empowered by law (within the education system and outside it) | In line with the legislation on education |
| 61. Planning extracurricular activities with the involvement of teaching professionals, pupils, parents and other members of the community | Connection with the family and local community for the performance of the funding of activities is necessary |

| | |
|---|---|
| 62. Popularization of extracurricular activities amongst the school staff, pupils, parents and other relevant bearers of interests | Attracting pupils towards education |
| 63. Using the results of the scientific research (execute at the local, national or international level) for the improvement of school performances. | Increase of the efficiency of the educational action |
| 64. Operation of the teaching staff groups, of the methodology commissions and of other commissions (of form masters, per curricular areas, etc.) laid down in the legislation in force | In line with the legislation on education |
| 65. Participation of the teaching staff and of the management staff in methodological activities at the level of the locality and county | In line with the legislation on education |
| 66. The establishment of the budget of the educational establishment in compliance with the legal provisions in force, indicating the funding sources. | In line with the legislation on education |
| 67. Adequacy of the budget estimated in the project for the development of the educational establishment | In line with the legislation on education |
| 68. Existence of certain concrete steps for the diversification and/or supplementation of funding sources | In line with the legislation on education |
| 69. The usage of at least 25% of the budget obtained of the educational establishment for the development of its own material basis (spaces, equipment, materials, accessories for the direct usage by the pupils and teachers) | In line with the legislation on education |
| 70. Ensuring the accounting financial, control activities and financial audit with its own staff or by purchasing specialised services | In line with the legislation |
| 71. Performing the budget execution in compliance with the legal regulations | In line with the legislation |
| 72. Correlation of the budget execution with the development project and the annual implementation plan | In line with the legislation on education |
| 73. Allocating at least 25% of the budget obtained of the educational establishment for the development of its own material basis (spaces, equipment, materials, accessories for the direct usage by the pupils and teachers), in compliance with the legal provisions in force. | In line with the legislation on education |
| 74. Performing procedures and using instruments of institutional self-assessment complying with the legal provisions | In line with the legislation on education |
| 75. Using the results of the self-assessment for the optimization of the operation and development of the educational institution | Self-assessment is necessary for the purpose of increasing performance |

Tab. no. 18

| DISTINCTIONS | ARGUMENTS | PROPOSALS FOR AMENDMENTS |
|---|---|---|
| 1. The foundation of the development project on the analysis of the social-economic and cultural context in which the organisation providing the education shall operate. For the organisations providing the education that are part of the vocational and technological education, the development project is founded on the local action plan for the education - PLAI and on the regional action plan for the education - PRAI | This descriptor has no relevance on the Centres and Clubs | Descriptor removed. |
| 2. The efficient operation of the external formal communication system with the parents, employers and with other significant interest institutions and groups | Not applicable | Descriptor removed |
| 3. There are proofs regarding the monitoring of the compliance with internal operation regulations and regarding the remedy of disturbances found in the operation of the institution, if applicable | Not applicable | Descriptor removed |
| 4. Inclusion, in the information management system, all information necessary for the reports laid down in the legislation in force | Not applicable | Descriptor removed |
| 5. Ensuring medical services for pupils in line with the legislation in force - preferably through the personal medical practice | Not applicable | Descriptor removed |
| 6. Ensuring student guidance and counselling services for pupils in line with the legislation in force - preferably through the personal practice | Not applicable | Descriptor removed |
| 7. Adequacy of the number of classrooms, of laboratories, of workshops/school farms, of demonstration rooms, etc. to the estimated and performed schooling plan | Not applicable | Descriptor removed |
| 8. Adequacy of the type of laboratory, cabinets, workshops/school farms, of demonstration rooms, etc. to the level of schooling the profile of the educational establishment | Not applicable | Descriptor removed |
| 9. Compliance, in the school spaces owned, with the equipment regulatory documents, in line with the legislation in force | Not applicable | Descriptor removed |
| 10. Equipping the school spaces in compliance with the volume of pupils within the study formation | Not applicable | Descriptor removed |
| 11. Existence of auxiliary spaces - dinning halls, bedrooms, locker rooms, kitchen, laundry room (personal and/or rented, leased, under bailment agreement or owned under any other legal form), if applicable, correlated with the institutional | Not applicable | Descriptor removed |

| | | |
|---|---|---|
| development project and the project implementation plan | | |
| 12. Correlation of auxiliary spaces - dinning halls, bedrooms, locker rooms, kitchen, laundry room - with the curriculum, with the number of students and with the type, level and form of education | Not applicable | Descriptor removed |
| 13. Existence of sanitary spaces and their equipment in compliance with hygiene regulatory documents in force | Not applicable | Descriptor removed |
| 14. Existence of a space intended for the medical practice | Not applicable | Descriptor removed |
| 15. Existence of a space intended for the guidance and counselling practice for pupils | Not applicable | Descriptor removed |
| 16. Compliance, in the auxiliary spaces, with the equipment regulatory documents, in line with the legislation in force | There is no regulatory document of minimum equipping for Centres and Clubs | Descriptor modified |
| 17. Adequacy of the means of education and of curricular accessories owned to the estimated schooling plan, at the level of schooling, to the main field of study and to the specializations/professional qualifications existing in the educational offer. | Not applicable | Descriptor removed |
| 18. Compliance, in equipping with educational means and curricular accessories, with the equipment regulatory documents, in line with the legislation in force | There is no equipping standard | Descriptor removed |
| 19. Adequacy of the volume of the school library/information and documentation centre to the number of students estimated, to the level of schooling, to the main field of study and to the specializations/professional qualifications offered. Number of volumes and publications per pupil shall be at least equal to the average number of volumes and publications per pupila appropriate to the level of education | Not applicable | Descriptor removed |
| 20. Existence, in the school library/information and documentation centre of one copy of each alternative handbook approved, for each subject matter in the curriculum of the first year of study or course materials for each subject matter/module of the curriculum of the first year of study | Not applicable | Descriptor removed |
| 21. Purchase of school documents and study documents in compliance with the regulatory documents in force, with the estimated number of students, with the level of schooling, with the | No school documents are necessary | Descriptor removed |

| | | |
|---|---|---|
| main field of study and the specializations /professional qualifications existing in the educational offer | | |
| 22. Existence, in the school budget, of a budget list intended for the purchase of school documents and study documents | No school documents are purchased | Descriptor removed |
| 23. Compliance with the legislation in force regarding the filling in, usage and handling of school documents and study documents | No school documents are necessary | Descriptor removed |
| 24. Schooling exclusively at the levels and types of education, specializations / professional qualifications authorised / accredited, if applicable | Not applicable | Descriptor removed |
| 25. Using the national or alternative curriculum approved by the Ministry of National Education for each level of schooling, main field of study and specialization / professional qualification in the school offer | There is no curriculum for Centres and Clubs | Descriptor removed |
| 26. Existence of a strategy for the development-designing of the school-based curriculum / curriculum in the local development for each level of schooling, main field of study and specialization / professional qualification in the school offer | Not applicable | Descriptor removed |
| 27. Using the handbook approved by the M.N.E. | There are no handbooks for Centres and Clubs | Descriptor removed |
| 28. Carrying out of assessment activities based on national standards in force. Recording assessment activities in compliance with the legislation in force. | Not applicable, there are no national standards for Centres and Clubs | Descriptor removed |
| 29. Correlation of the browsing of subjects matter at the level of the curricular area | Not applicable | Descriptor removed |
| 30. Application of the grading system laid down by the legislation in force for the type of educational establishment or, in its absence, in line with its own system | Not applicable | Descriptor removed |
| 31. Existence of certain clear criteria known by the teachers, students and their parents regarding the school success and the rewarding of special school results, as well as regarding school failing and its consequences | Not applicable | Descriptor removed |
| 32. Monitoring the school trajectory and the professional one subsequently at least for a representative sample amongst each class of graduates | Not applicable | Descriptor removed |
| 33. Monitoring the evolution of school performances using the national system of indicators regarding education | Not applicable | Descriptor removed |

## 6. Conclusions

Following the analysis of the research data, a series of conclusions regarding the external assessment instruments of Children Centres and Clubs resulted. Various similarities of the assessment of formal and non-formal school establishments were found, but discrepancies between the two types of school establishments were also remarked. The research indicated that no delimitations must be made between the rural and the urban environment in the starting of external assessment activities based on the descriptors and indicators proposed by ARACIP. The hypothesis of the research is confirmed by the results obtained in the 25 interviews administered to the teaching staff. The findings of the research lead to the need to introduce descriptors specific to non-formal educational establishments, these leading to a truthful external assessment of reality, as well as the removal of certain descriptors that do not fit to the activity of these units.

Specialists in the external analysis of preuniversity educational establishments take into account their achievement, based on the data collection on field, as well as by similar studies executed by the teaching staff. Part of these instruments can be used in all educational establishments, and the other part (40%) cannot be used, their removal or replacement with other instruments closer to the field being necessary. 33 descriptors that are not in compliance with the specificity of children centres and clubs were identified, amongst these it is advisable to remove 32 of them. The teaching staff who responded to the interview identified a percentage of over 50% of discrepancies identified in the table at the end of the research, bringing valid arguments. The findings of the research lead to the need to introduce descriptors specific to non-formal educational establishments, these leading to a truthful external assessment of reality, as well as the removal of certain descriptors that do not fit to the activity of these units. Specialists in the external analysis of preuniversity educational establishments take into account their achievement, based on the data collection on field, as well as by similar studies executed by the teaching staff.

## References
**Publications**
1. Agabrian, Mircea, (2004), *Cercetarea calitativa a socialului: design si performare*, Editura Institutului European, Iaşi
2. *Allen, M. J., W. M. Yen.,* (1990), *Introduction to Measurement Theory,* Transaction Publications, Overcoming Organizational Defenses. Boston: Allyn and Bacon, New York
3. Ausubel, David, (1968), *Educational Psychology: A Cognitive View*, Holt, Rinehart & Winston, pp. 497–498, New York
4. Bardin, Laurence, (2007), *L,analyse de contenu,* PUF, Paris
5. Berelson, Bernard, (1952), *Content Analysis in Communication Research.* Michigan: Free Press, USA

6. Bloom, Benjamin S. (1956), *Taxonomy of Educational Objectives*, Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education, USA

7. Cronbach Lee J., (1951), *Coefficient alpha and the internal structure of tests.* Psychomerika. nr. 16: 297-334, New York, USA

8. Deming, W. Edwards, (1986), *Out of the Crisis*, MIT Press, Cambridge, Massachusetts, USA

9. Iosifescu, Constantin Şerban, Dogaru, Mariana, Dragomir, Mariana, Novak, Cornelia, (2012), *Manual de evaluare internă a calităţii educaţiei*, Titlul proiectului: „Sprijin pentru unităţile şcolare în implementarea manualului de evaluare internă a calităţii educaţiei" POSDRU/85/1.1/S/55668, 2010-2013, Bucuresti

10. Monteil, Jean, Marc, (1997), *Educaţie şi formare*, Editura Polirom, Iaşi

11. Muster, Dumitru, (1970), *Verificarea progresului prin teste docimologice,* Editura Didactică şi Pedagogică, Bucureşti

12. Paşca, Eugenia Maria. (2016). *Variables and Constants in the curriculum for the music specializations of the Romanian University Education*. Review of Artistic Education no. 11-12 2016, pp. 253-262. DOI: 10.1515/rae-2016-0030

13. Peretti, Andre de, (1996), *Educaţia în schimbare*, Editura Spiru Haret, Iaşi

14. Potolea, Dan, Neacşu, Ioan, Radu, Ion T., (1996), *Reforma evaluării în învăţământ*, Editura Didactică şi Pedagogică, Bucureşti

15. Radu Ion T., (2000), *Evaluarea în procesul didactic*, Editura Didactică şi Pedagogică, Bucureşti

16. Scriven, Michael (1974). *Evaluation: A study guide for educational administrators.* Nova University, Florida, USA

17. Vlădescu, Ionuţ, (2018) Particularităţile dezvoltării competenţei de comunicare didactică în contextul situaţiilor de învăţare, Editura Presa Clujeana, Cluj Napoca

18. Vlădescu, Ionuţ, (2007), Comunicarea factor fundamental în managementul educaţional, Editura Vasiliana '98, Iaşi

19. Vlădescu, Ionuţ, (2018), De la pedagogia generală la psihologia pedagogică, Editura Presa Clujeana

20. Vlădescu, Ionuţ, (2010), Conceptul de curriculum şcolar intercultural, Editura Vasiliana'98, Iaşi

21. Vlădescu, Ionuţ, (2015), Rolul jocului în dezvoltarea comunicării la copilul preşcolar, Editura Vasiliana'98, Iaşi

22. Tuijnman, Albert C., Postlethwaite, T. Neville, (July 1, 1994), *Monitoring the Standards of Education*, Emerald Group Publishing Limited; 1st edition, Marea Britanie

23. Walberg, Herbert J., Haertel, Geneva D., (1990), *The International Encyclopedia of Education Evaluation,* Oxford, England, New York, Pergamon Press

**Quality of education legislation**

1. Legea nr. 87/2006 pentru aprobarea O.U.G. nr. 75/2005, privind asigurarea

calităţii, art. (11) şi art. (12)

2. Regulamentul de organizare şi funcţionare a unităţilor de învăţământ preuniversitar, aprobat prin O.M.E.C. nr. 4925/2005

3. O.U.G. nr. 75/2005 privind asigurarea calităţii educaţiei

4. Legea nr. 87/2006

5. H.G. nr. 1258/2005 privind aprobarea Regulamentului de organizare şi funcţionare a A.R.A.C.I.P. cu modificările ulterioare

6. H.G. nr. 21/2007 pentru aprobarea Standardelor de autorizare de funcţionare provizorie a unităţilor de învăţământ preuniversitar, precum şi a Standardelor de acreditare şi de evaluare periodică a unităţilor de învătământ preuniversitar

7. H.G. nr. 22/2007 pentru aprobarea Metodologiei de evaluare instituţională în vederea autorizării, acreditării şi evaluării periodice a organizaţiilor furnizoare de educaţie

8. H.G. nr. 1534/2008 privind aprobarea Standardelor de referinţă şi a indicatorilor de performanta

9. Legea Educaţiei Naţionale nr. 1/2011

10. Monitorul Oficial nr. 599/2017

11. M.E.N., S.N.E.E., 1999, *Ghid de evaluare pentru învăţământul primar*, Bucureşti

**Web links**

1. https://www.edu.ro/ARACIP

2. www.fonduri-ue.ro

3. https://calitate.aracip.eu

4. https://edu.ro

5. https://www.didactic.ro