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MUȘENCO Anjela

**PROCESSUALITY OF INTERNAL EVALUATION
AT THE LEVEL OF THE SCHOOL INSTITUTION
AS A QUALITY FACTOR IN EDUCATION**

Specialty 531.01 – General Theory of Education

**ABSTRACT
of the Doctoral Dissertation in Educational Sciences**

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Composition of the Public Defense Committee of the Doctoral Dissertation:

PATRAŞCU Dumitru, Doctor Habilitatus in Pedagogical Sciences, Professor – Chair of the Committee, Ion Creangă State Pedagogical University of Chişinău

BACIU Sergiu, Doctor Habilitatus in Pedagogy, Associate Professor, Scientific Supervisor, Ion Creangă State Pedagogical University of Chişinău

ŞEVCIUC Maia, PhD in Pedagogical Sciences, Professor, Official Reviewer, Moldova State University

GORAŞ-POSTICĂ Viorica, Doctor Habilitatus in Pedagogical Sciences, Professor, Official Reviewer, Moldova State University

AFANAS Aliona, Doctor Habilitatus in Educational Sciences, Associate Professor, Official Reviewer, Ion Creangă State Pedagogical University of Chişinău

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The abstract of the dissertation was sent to _____

Chair of the Committee:

PATRAŞCU Dumitru, Doctor Habilitatus in Pedagogical Sciences, Professor

Scientific Supervisor:

BACIU Sergiu, Doctor Habilitatus in Pedagogy, Associate Professor

Author:

MUŞENCO Anjela

TABLE OF CONTENTS

Conceptual Framework of the Research	4
Content of the Thesis	8
General Conclusions and Recommendations	25
Bibliography	28
List of the Author's Publications on the Thesis Topic	31
Abstract (in Romanian and English)	32

LIST OF ABBREVIATIONS

MEC	– Ministry of Education and Research
ANACEC	– National Agency for Quality Assurance in Education and Research
OLSDÎ	– Local Specialized Bodies in the Field of Education
IET	– Early Childhood Education Institution
PDI	– Institutional Development Plan
SIME	– Education Management Information System
UNESCO	– United Nations Educational, Scientific and Cultural Organization
UNICEF	– United Nations Children's Fund
TM	– Technical Model
PM	– Participatory Model
SWOT	– Strengths, Weaknesses, Opportunities, Threats
STEM	– Science, Technology, Engineering, Mathematics

CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and importance of the research topic

In the context of global and national trends in the modernization of education, quality assurance represents a central element of sustainable societal development and the strengthening of human capital. At the European level, the quality of education is increasingly viewed as the result of internal mechanisms of institutional self-regulation, grounded in autonomy, accountability, and organizational learning. In particular, the process of the Republic of Moldova's integration into the European Union requires the alignment of the national education system with European standards and values, which implies structural reforms in educational governance and quality management. Within this framework, the decentralization of education and the introduction of internal evaluation as a process of monitoring and continuous improvement reflect a growing interest in developing institutional mechanisms capable of supporting school autonomy and the assumption of responsibility for achieved results. Internal evaluation, introduced as a mechanism of self-regulation and support for school autonomy, nevertheless continues to face persistent challenges, including formal implementation, a predominantly bureaucratic orientation, and an insufficiently developed evaluation culture. These difficulties are highlighted both by teaching staff and by recent international research (M. Brown [6], V. Faubert [15], I. Frumin [50], D. Meuret [30]), which demonstrate that the tension between accountability and improvement affects most European education systems. The suspension of external evaluations by ANACEC and recent debureaucratization initiatives further confirm the need to reconfigure the current model of internal evaluation toward relevance, professional reflection, and institutional learning. In this context, the **processual-participatory model of internal evaluation of general education institutions** proposed in this research offers an alternative capable of redefining internal evaluation as a collaborative and formative process.

State of research in the field

The specialized literature emphasizes the importance of stakeholder involvement in internal evaluation, with the participation of teachers, students, and parents being associated with increased relevance of evaluation results and stronger institutional ownership of change. These ideas are supported by M. Brown [6], as well as by S. Kyriakides and B. Campbell [20]. In this context, O'Brien [28] highlights the role of external support and "critical friends," who can contribute expertise and reflective feedback to the evaluation process. Reference literature consistently indicates that internal evaluation constitutes the foundation of quality assurance, while external evaluation plays a complementary role of validation and support. This perspective

is advocated by D. Nevo [27], G. McNamara [23], and A. Valdman [40]. A recurrent critical issue concerns the bureaucratization of internal evaluation processes which, according to M. Brown [6] and K. Ryan [35], may transform self-evaluation into a formal obligation devoid of formative value. L. Naccarella [25] proposes solutions oriented toward advisory and supportive evaluation processes. At the same time, recent studies highlight the tension between the accountability function and the improvement function of internal evaluation, generated by differing logics of action, which calls for balanced and context-sensitive approaches. This dichotomy is analyzed by C. Chapman and P. Sammons [8], McNamara [23], and D. Meuret [24].

In research conducted in the Republic of Moldova and Romania, studies on educational quality and institutional evaluation provide important conceptual benchmarks. Authors such as S. Cristea [10], C. Cucos [12], Ș. Iosifescu [19], V. Gh. Cojocaru [9], and V. Guțu [18] provide theoretical foundations for quality management, defining its principles, functions, and structures. Other studies by D. Patrașcu and V. Crudu [30] address educational performance evaluation, while research by S. Baci [4] and N. Bucun [7] highlights the role of institutional resources. The axiological and human dimension of quality is emphasized by A. Paniș [29], V. Goraș-Postică [16], while educational policies and systemic evaluation are examined by L. Pogolșa [32], A. Afanas [1], and M. Șevciuc [36].

Research significance

The importance of the research topic lies in the epistemological approach to the internal evaluation of general education institutions, examined from the perspective of quality assurance and institutional development, through the promotion of a reflective and participatory evaluation culture. Although internal evaluation is recognized at the theoretical and normative levels as an essential process for improving educational quality, in school practice it is frequently perceived as a bureaucratic, formal endeavor with limited real impact on educational processes, which diminishes its formative and transformative potential.

The valorization of internal evaluation in contemporary education systems, particularly at the level of general education institutions, often generates deficient approaches characterized by excessive emphasis on compliance, extensive data collection, and formal reporting, to the detriment of professional reflection and institutional learning. These practices reflect difficulties in managing internal evaluation within an educational context characterized by continuous change and increasing accountability pressures. Thus, a major contradiction emerges between the praxeological role of internal evaluation as an instrument for improving educational quality and the predominantly administrative modalities of its practical implementation. This contradiction is

further reinforced by the tension between the declared autonomy of educational institutions in organizing internal evaluation and the rigid nature of official methodologies, which limit the adaptation of evaluation processes to the specific needs and realities of schools.

These contradictions lead to the formulation of the research problem: How can the internal evaluation of general education institutions in the Republic of Moldova be reconceptualized so as to simultaneously respond to accountability requirements and the genuine need to improve educational quality, while promoting a reflective and participatory culture?

Aim and objectives of the research. The aim of the research is the theoretical and methodological substantiation of the internal evaluation process of general education institutions.

Research objectives:

- To determine the theoretical benchmarks of educational quality in general education through the integration of conceptual, methodological, and normative dimensions underpinning quality assurance;
- To identify the theoretical and applied premises of internal evaluation in educational institutions from a process-oriented perspective;
- To conduct a comparative analysis of the normative framework and internal evaluation practices in the Republic of Moldova in relation to relevant international models;
- To develop the *processual-participatory model of internal evaluation of general education institutions*, with emphasis on the selection of relevant indicators, stakeholder involvement, and the formative orientation of the evaluation process;
- To experimentally validate the *managerial competence development program* for the application of internal evaluation, developed based on the proposed processual-participatory model.

Research hypothesis

The research hypothesis assumes that the theoretical and methodological foundations of internal evaluation, identified, developed, and implemented within the study, can contribute to increasing the efficiency of internal evaluation processes and enhancing their impact on educational quality, provided that the processual-participatory model of internal evaluation of general education institutions is applied.

Research methodology

The research methodology is based on the following methods:

Theoretical methods: scientific documentation, theoretical analysis and synthesis, generalization and systematization, induction and deduction, theoretical hermeneutics;

Empirical methods: questionnaires, observation, pedagogical experiment, practical tasks;

Data processing methods: statistical and mathematical methods, graphical representation of research results.

Scientific novelty and originality

The scientific novelty and originality of the research consist in the delineation of the conceptual benchmarks of internal evaluation of general education institutions from a processual-participatory perspective, as well as in the conceptualization of the *processual-participatory model of internal evaluation*, which integrates theoretical and applied foundations of evaluation as a reflective, collaborative, and contextualized process.

Research results and their significance. The results contributing to the solution of the scientific problem consist in the identification and elaboration of the theoretical and methodological foundations of internal evaluation of general education institutions from a processual-participatory perspective, structured within the proposed model and experimentally validated through a managerial competence development program for internal evaluation, developed and implemented within public general education institutions.

Theoretical significance lies in the conceptual clarification of internal evaluation from a processual-participatory perspective and in identifying its defining features as a reflective, collaborative, and contextualized process.

Practical value resides in the applicability of the proposed model for strengthening institutional evaluation culture, as well as in the utilization of the managerial competence development program in school management practice and continuing professional development programs. The experimental results serve as reference points for organizing and optimizing internal evaluation and institutional development processes and for formulating educational policy recommendations aligned with the **Education Strategy 2030**.

Implementation and dissemination of results

The implementation of scientific results was carried out through the pedagogical experiment, by applying the processual-participatory model of internal evaluation and the managerial competence development program, focused on organizing evaluation processes from a participatory and process-oriented perspective and on stakeholder involvement in the selection of relevant indicators.

The validation of research results was achieved through their presentation and discussion at national and international scientific conferences held in the Republic of Moldova and abroad, including international conferences and symposia organized by higher education institutions and research institutes. The research findings were disseminated through scientific presentations and publications.

Publications: Four scientific articles were published in peer-reviewed national journals, including *Univers Pedagogic*, *Studia Universitatis Moldaviae*, and *Didactica Pro*, as well as in volumes of national and international scientific conferences.

Volume and structure of the thesis: introduction, three chapters, conclusions and recommendations. The bibliography includes 212 sources. The thesis contains annotations in Romanian and English, comprises 146 pages of main text, and is supplemented by 34 tables, 25 figures, and 3 annexes.

Keywords: internal evaluation, educational quality, processual-participatory model, accountability and improvement, reflective organizational culture, relevant indicators.

CONTENT OF THE THESIS

The **Introduction** substantiates the relevance and importance of the research topic, formulates the research problem, as well as the aim, objectives, and hypothesis of the study. At the same time, it presents the research methodology, the scientific novelty and originality, and the practical value of the research.

Chapter I, entitled **Quality of Education – Paradigmatic and Evaluative Perspectives**, analyzes the concept of *quality* from a historical and multidimensional perspective, highlighting its transformation from an abstract philosophical category into an operational construct with economic, managerial, and educational meanings in the context of modern science. Education, as a social phenomenon, is influenced by political, economic, and societal dynamics. The analysis demonstrates that many concepts related to educational quality originate in the economic sphere, where education is regarded as a major determinant of economic development through competence formation and workforce qualification. In this respect, the use of economic models facilitates a deeper understanding and evaluation of education systems and supports their adaptation to continuously changing needs.

In specialized literature and contemporary educational discourse, the expressions “*quality education*” and “*quality of education*” are often used interchangeably. However, they reflect distinct conceptual nuances that require clarification for an adequate understanding of reform directions and the evaluation of education systems. The concept of *quality education* has an axiological and normative character, expressing the fundamental ideals of education in a democratic society: equity, relevance, inclusion, and the holistic development of the learner. According to S. Cristea [11], it represents “a projective ideal” oriented toward the values and purposes of education and answers the question “*What kind of education do we want?*” This perspective is also reflected in international policy documents, such as **Sustainable Development Goal 4 of the 2030 Global Agenda**, which promotes inclusive, equitable, and quality education for all, as well as in the **Education 2030 Strategy of the Republic of Moldova**, where educational quality is explicitly linked to economic development.

By contrast, *quality of education* refers to the manner in which these ideals are realized in practice. It is an operational concept focused on the evaluation of educational processes and outcomes through concrete indicators such as efficiency, effectiveness, equity, performance, resources, and school management. In S. Cristea’s view [9], quality in education constitutes a

“pedagogical construct” that reflects the degree to which the education system fulfills its stated objectives. This dimension is closely related to quality assurance mechanisms, including self-evaluation, external evaluation, accreditation, monitoring, and educational audit. Consequently, the distinction between the two concepts reflects the relationship between ideal and reality: *quality education* expresses the value-based ideal of modern education, while *quality of education* measures, through indicators and standards, the extent to which this ideal is achieved at both institutional and system levels.

The concept of educational quality is dynamic and contextual, being influenced by a variety of factors such as educational levels, types of educational institutions, and the differing perspectives of actors involved in the educational process. In this regard, **UNICEF and UNESCO** propose an analytical framework identifying five essential components of educational quality: learners, learning environment, content, processes, and outcomes.

- **Learners** constitute the foundation of educational quality; their health status, nutrition, and level of preparedness are essential factors for active participation and educational success.
- **The learning environment** implies the existence of a safe, equitable, and learning-conducive setting, including adequate infrastructure, material resources, and optimal conditions for educational activities.
- **Educational content** must be relevant and adapted to learners’ needs, oriented toward the development of life competencies and social integration.
- **Educational processes** address the quality of teaching and learning activities, including teachers’ professional training, continuous professional development, and the application of learner-centered methodologies.
- **Educational outcomes** refer to the competencies, values, and knowledge acquired by learners, assessed in relation to national and international educational objectives and priorities.

Educational quality represents one of the most pressing issues on the global agenda and is considered a pillar of sustainable development in modern society. In the context of accelerated socio-economic change, education systems are subject to constant pressure to adapt to labor market demands. Postmodern paradigms have significantly influenced understandings of educational quality, while neoliberalism has redefined education in economic terms, transforming it from a fundamental right into a market commodity. Within this logic, education

becomes an investment in human capital, oriented toward competitiveness and economic performance.

As a result, school systems are increasingly required to respond to criteria of competition and efficiency. R. Allen and S. Burgess emphasize that “parents choose schools, and schools receive funding for each student they attract,” leading to the development of “popular” schools and the marginalization of “unpopular” ones, thereby replicating mechanisms of market competition [2, p. 1]. Similarly, F. Rizvi warns that “when education is transformed into a commodity, it inevitably serves individual interests over communal ones” [34, p. 9]. In this context, responsibility for educational success is progressively transferred from the state to the individual, who is encouraged to manage education as a personal investment.

The privatization of education is closely linked to decentralization, both being central components of educational neoliberalism. Schools are treated as autonomous units competing for resources, with funding conditioned by student enrollment (“money follows the student”), and performance evaluated through quantitative indicators. Curricula are adapted to the requirements of the global economy, with a strong emphasis on STEM competencies. In parallel, educational managerialism involves the transfer of corporate logic into schools through standardization, monitoring, and performance control. A. Tuzikov [41] identifies two defining features of managerialism in education: economism, which prioritizes financial outcomes over the social value of education, and an emphasis on “objective,” measurable criteria used to assess institutional performance. This approach favors rankings, metric indicators, and a technicist view of quality.

To understand how educational quality is conceptualized and evaluated, the evolutionary framework of educational evaluation is particularly relevant. E. Guba and Y. Lincoln [17] distinguish four generations of evaluation, the last of which is characterized by the active involvement of stakeholders. They define stakeholders as “any individual or group affected by the evaluation or capable of influencing it,” including agents, beneficiaries, and victims of evaluated programs. In fourth-generation evaluation, the evaluative process becomes one of negotiation among different, sometimes conflicting, perspectives. The aim of evaluation is no longer the issuance of unilateral judgments, but rather the facilitation of dialogue and the construction of shared understanding. As emphasized by Guba and Lincoln, evaluation is built around the “claims, concerns, and issues expressed by stakeholders” [17, p. 41]. Nevertheless, this approach remains insufficiently valued in practice. M. Lay notes that fourth-generation evaluation has not yet been fully accepted within the methodological mainstream [21].

Chapter II. Internal evaluation in the context of educational quality assurance

In recent decades, internal evaluation has become a central element of international educational policies. Numerous studies [26], [31], [23], [24] demonstrate that internal evaluation contributes decisively to the sustainable improvement of educational institutions, with reported effects on student outcomes and on the quality of pedagogical practice. When it is centered on classroom processes—rather than on the accumulation of documents—internal evaluation supports professional reflection, collaboration, and the continuous development of teaching staff. Among the benefits highlighted in the specialized literature are: improvement of student outcomes; the valorization of teachers' reflection on their own practice; the involvement of the school community in analysis and decision-making processes; the strengthening of institutional identity through the communication of strengths; and the enrichment of teachers' professional life through the exchange of good practices.

Internal evaluation is legitimized by three complementary logics: the economic logic, the accountability logic, and the improvement logic.

The economic logic: internal evaluation is promoted as a free or less costly alternative to school inspection, which is considered a costly investment and, at the same time, one that does not necessarily guarantee improvements in educational quality. "Internal evaluation is the most cost-effective form of quality assurance" [23, p. 161]. Many countries attempt to reduce the cost of inspection by decreasing the number of schools inspected and/or the number of inspectors, as well as the duration, frequency, and scope of evaluated areas. The shift in emphasis from costly external inspections to internal evaluation is thus perceived as a more economical solution.

The accountability logic: schools are required to be accountable for how they use resources and for the quality of the education they provide, reporting results to the community, parents, and authorities. Key aspects include: schools must demonstrate that they manage public resources efficiently; students, parents, and the community must be informed about the quality of education; clear, transparent, and reliable methods for measuring performance are required; and accountability extends to the continuous improvement of the quality of the educational act.

The improvement logic: internal evaluation is a continuous process that enables schools to improve their activity by adapting to social and economic changes. Key aspects include: identifying strengths and areas requiring improvement; setting clear objectives for school development; implementing evidence-based strategies for educational progress; and adapting to social, economic, and technological changes.

The specialized literature highlights a structural tension between the two major purposes of evaluation: accountability and improvement [14]. Accountability-oriented evaluation verifies current performance, using standardized quantitative indicators and emphasizing compliance. By

contrast, improvement-oriented evaluation explores school processes, values reflection and professional support, and promotes progressive change. Comparative analyses (Table 1) show that the two models can become complementary only if they are integrated into a coherent framework capable of capitalizing on the strengths of each and mitigating their risks. Based on the information presented in the table, it can be concluded that accountability-oriented evaluation focuses on the school as a unit, analyzing its organization and performance. It is based on quantitative data and measurements such as students' test results or compliance with national standards. This type of evaluation has a static orientation, assessing the school as it currently is, without necessarily providing guidance for implementing the changes required. It is used primarily in schools that are already effective, emphasizing results and drawing on knowledge derived from research. By contrast, improvement-oriented evaluation focuses on processes within the school.

Table 1. Internal evaluation between accountability and improvement: a comparative analysis

Comparison criteria	Accountability-oriented evaluation	Improvement-oriented evaluation
Focus	Focuses on the overall functioning of the institution and compliance with system-level requirements.	Focuses on internal educational processes (teaching, learning, leadership, collaboration) and how these can be improved.
Data-driven approach	Primarily uses standardized quantitative data (assessment results, statistical indicators, rankings).	Integrates qualitative and quantitative data, emphasizing contextual interpretation and the effects of implemented changes.
Type of orientation	Normative and comparative orientation, referenced to standards.	Reflective and formative orientation, centered on understanding practices and organizational learning.
Implementation of change	Identifies weaknesses but does not provide explicit guidance on concrete intervention strategies.	Analyzes the causes of problems and supports the planning, implementation, and monitoring of change.
Main objective	Demonstrating the level of performance and institutional compliance with external requirements.	Sustainable improvement of educational processes that lead to better outcomes for students.
Sources of knowledge used	Knowledge derived from reports, official statistics, and external research.	Contextual knowledge based on professional experience, teachers' reflection, and school leadership.

The analysis of the literature [24] shows a direct correspondence between the two purposes of evaluation and the two dominant conceptual models: the technical model and the participatory model. Accountability-oriented evaluation underpins the technical model, which relies on standardized indicators, grids, and formal procedures, and is preferred by authorities for reasons of transparency and comparability. Improvement-oriented evaluation forms the basis of the participatory model, which focuses on reflection, dialogue, collective perspectives, and

contextual adaptation, being closely aligned with constructivist paradigms and fourth-generation evaluation. D. Meuret summarizes the difference between the two approaches, stating that the technical model relies on imposed quantitative indicators, whereas the participatory model is based on the judgments and experiences of stakeholders. The examples of England and Scotland concretely illustrate the consequences of these orientations: the centralized and punitive system (England) generates pressure, anxiety, and defensive behaviors, while the support- and qualitative self-evaluation-focused model (Scotland) encourages professional reflection, collaboration, and institutional development [42].

In this context, a legitimate question arises: which evaluation model underlies the regulatory framework in the Republic of Moldova? To answer this, a careful analysis of the **Methodology for the Evaluation of General Education Institutions**, developed by the **National Agency for Quality Assurance in Education and Research (ANACEC)**, is required. This document regulates both external evaluation and internal self-evaluation of schools in the Republic of Moldova, based on a set of national quality standards and a detailed performance indicator system. By examining its guiding principles, involved structures, and prescribed procedures, we can determine the extent to which this methodology reflects the technical model—focused on standardization, quantitative indicators, and external control—or the participatory model, oriented toward internal reflection, collective involvement, and organizational learning. The following analysis demonstrates that, although the current methodology provides some procedural autonomy for schools in self-evaluation, its general orientation remains strongly influenced by the technical model logic, with clear emphases on accountability, external validation, and standardized reporting.

Table 2. Comparative Analysis of the Evaluation Methodology of General Education Institutions in the Republic of Moldova in Relation to Internal Evaluation Models

Dimension	Technical model (TM)	Participatory model (PM)	Evaluation Methodology (R. Moldova)
Dominant purpose of internal evaluation	Control, accountability	Institutional learning, collaborative development	Accountability through standard reporting
Type of indicators	Standardized, imposed by authorities	Locally adapted, selected by the school	Central indicators, detailed, imposed
Evaluation structure	Fixed domains, criteria, scores	Open to qualitative processes	Hierarchical structure, grids and descriptors
Data documentation	Written forms, quantitative data	Narrative reflection, dialogue	Administrative documentary basis
Degree of school autonomy	Low	High	Limited to applying self-evaluation grids
Result-process relationship	Emphasis on outcomes	Emphasis on process	Emphasis on final product and compliance

Evaluation purpose	Classification, administrative decisions	Professional development, cohesion	Alignment with standards and external validation
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Table 2. provides a comparative analysis between the technical model (TM), the participatory model (PM), and the current provisions of the methodology for evaluating general education institutions in the Republic of Moldova. The finding that Moldova’s evaluation methodology reflects a technical and standardized vision is not merely a theoretical observation but has concrete implications for teachers’ professional lives.

In recent years, an increasing number of teachers in the Republic of Moldova have reported to authorities that their work has become excessively bureaucratic, requiring the completion of numerous reports, forms, and administrative documents. These demands significantly reduce the time and energy available for actual educational activities, affecting teachers’ professional autonomy and the effectiveness of teaching. Bureaucracy has thus become a systemic obstacle to the real development of schools.

The first institutional responses to bureaucratic pressures appeared in 2017, when the Ministry of Education and Research (MEC) proposed an initial package of debureaucratization measures aimed at simplifying administrative reporting in general education. In 2023, the MEC launched a broader initiative, including measures such as: instituting a moratorium on external inspections; limiting the number of mandatory documents for educational institutions; and eliminating certain reports prepared by teaching and managerial staff. Even the external evaluation process conducted by ANACEC was temporarily suspended. According to official statements: “From January 1, ANACEC will no longer conduct external inspections in educational institutions. The Agency will have six months to change how it evaluates schools and to propose a new version of the evaluation methodology, one that is simpler, clearer, and truly evaluates the quality of the educational process, not just paperwork.” It is important to note that external evaluation is based on data provided by internal self-evaluation, which further underscores the need to revise and simplify this internal process. In fact, the **Education Strategy 2030** explicitly includes the objective of “simplifying documentation and reporting procedures for local education authorities (OLSDÎ) and educational institutions through the efficient use of the Education Management Information System.”

Against this backdrop of institutional and professional impasse, in which evaluation has been perceived by teachers as bureaucratic, pedagogically irrelevant, and burdensome, our research offers a response and a proposed solution. The **processual-participatory model of internal evaluation** developed in this study aims to provide a viable, contextually grounded alternative to the dominant technical approaches. It seeks to redirect internal evaluation from

external validation toward internal valorization, from measurable outcomes toward educational and relational processes.

In an educational context increasingly calling for debureaucratization, flexibility, and humanization of educational processes, this model proposes a paradigm shift: evaluation becomes a framework for collective reflection and meaning-making, an instrument of institutional and professional development, not merely of formal reporting. Supporting this approach, our research relies on a constructivist perspective on educational evaluation. From this perspective, internal evaluation can no longer be conceived as a punctual act of assessment or as a standardized conformity-checking procedure but as a dynamic social process constructed through interaction, reflection, and negotiation of meanings. The emphasis shifts from external control over performance to internal understanding of educational processes and collective responsibility for quality. Evaluation thus becomes a reflexive practice integrated into institutional life, contributing to teachers' professional development, the strengthening of school community cohesion, and the strategic orientation of the institution in relation to its own needs and resources. This reconceptualization creates the necessary conditions for designing a process-centered, participatory, and institutionally learning-oriented internal evaluation model.

The concepts formulated by P. Berger and T. Luckmann regarding the social construction of reality [5], complemented by J. Dewey's vision of education as a democratic learning process [13], reinforce the idea that evaluation must reflect the diversity of school contexts and the voice of stakeholders. The **fourth generation of evaluation**, conceptualized by E. Guba and Y. Lincoln, promotes precisely this approach: evaluation as a negotiation of meaning among stakeholders, not as a unilateral external judgment [17]. The integration of B. G. Uşakov's ideas [43] provides additional argumentation for the necessity of involving educational actors in defining and evaluating quality. Uşakov emphasizes that "the quality of education is a conventional phenomenon, resulting from agreement among the different subjects of the educational process" and that quality standards cannot be pre-defined technically but must be constructed together with those who live and influence the life of the institution.

The **processual-participatory model of internal evaluation** aligns with the constructivist paradigm by:

1. Emphasizing contextualization, allowing each school to define its own priorities and select relevant indicators;
2. Actively involving educational actors in all stages of the evaluation process;
3. Promoting collective reflection and narrative documentation as forms of valorizing school experiences;

4. Developing a reflexive and participatory organizational culture.

The proposed model not only addresses the bureaucratic limitations of technical approaches but also provides a coherent framework consistent with contemporary educational theories, viewing evaluation as a social practice for meaning-making and institutional development.

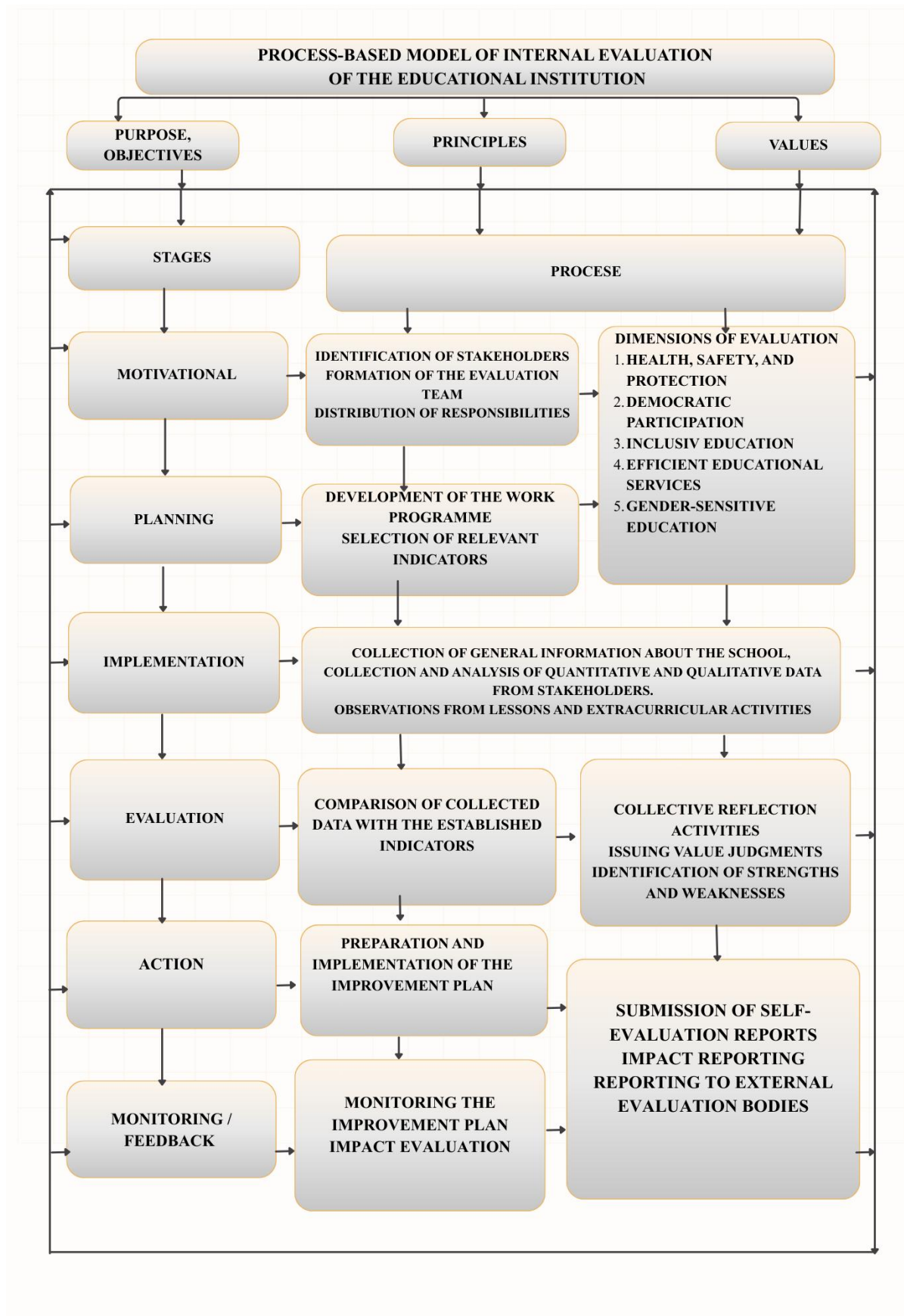


Figure 1. The processual-participatory model of internal evaluation of general education institutions

Fig

In the following sections, we will detail the structure, principles, and mechanisms of the processual-participatory model of internal evaluation for general education institutions and justify its applicability within the educational system of the Republic of Moldova.

To be applied effectively, the **processual-participatory model of internal evaluation of a general education institution** requires a structured implementation methodology that ensures the coherence of the evaluative process, the involvement of educational actors, and the relevance of the endeavor for improving the quality of education. This implies a clear definition of stages and responsibilities, the use of evaluation tools adapted to the institutional context, and an orientation of the process toward professional reflection and organizational learning.

Table 3. Methodology for implementing the processual-participatory model of internal evaluation of the institution

Stage	Main activity	Actors/ responsible persons	Recommended tools / methods	Expected outcomes
Motivational	Identifying stakeholders	Principal, evaluation team	Analysis sheets	Involvement of relevant actors
Planning	Selecting indicators	Evaluation team, coordinator	Indicator-objective correlation matrix	Relevance and focus
Implementation	Lesson observations, document analysis, administering questionnaires	Team, teachers, students, parents	Observation sheets, interviews	Useful qualitative data
Evaluation	Formulating value judgments	All actors	SWOT analysis, collective reflection	Identification of strengths/weaknesses
Action	Developing the improvement plan	Management team	Improvement plan template	Targeted strategies
Monitoring	Evaluating impact	Team, domain coordinators	Questionnaires, radar charts, comparative tables	Evidence-based adjustments

This methodology supports management teams and teaching staff in general education institutions by providing an operational framework structured around stages, principles, and concrete tools. The proposed methodology is based on a six-stage model, each stage being accompanied by specific activities, instruments, and processes.

The first stage, referred to as the **motivational stage**, aims to mobilize and engage the school community in the evaluation process. During this phase, stakeholders are identified, the internal evaluation team is established, and work tasks are distributed. The participation of teachers, students, parents, and other school partners is encouraged through role assignment and by creating a climate of openness and trust. The **planning stage** involves developing the activity schedule and selecting indicators relevant to evaluation, in accordance with the priorities set out

in the Institutional Development Plan. The use of analytical matrices is recommended to facilitate the selection of indicators that have major impact on educational quality and are feasible in terms of data collection.

During the **implementation stage**, the emphasis falls on data collection and analysis from both quantitative and qualitative perspectives. Questionnaires, interviews, lesson observations, and curricular and extracurricular activity sheets are used. The importance of this stage lies in the participatory and reflective character of the endeavor, which values the perceptions and experiences of all educational actors.

The **evaluation stage** proper entails comparing the collected data with the selected indicators and formulating value judgments. This is carried out through collective reflection activities, during which strengths and areas requiring improvement are identified.

Based on these conclusions, the process advances to the **action stage**, which consists of drafting and implementing an **institutional improvement plan**. This plan should be realistic, monitorable, and aligned with the institution's available resources and assumed objectives.

The final stage, **monitoring and feedback**, focuses on tracking the implementation of the established measures and assessing their impact on the quality of the educational process. At this stage, the final internal evaluation report is validated and conclusions are published, ensuring transparency and institutional accountability.

Throughout all stages, the methodology promotes a set of fundamental values: equity, democratic participation, educational inclusion, gender-sensitive education, and students' health and safety. At the same time, the application of the model is guided by principles of transparency, collaboration, and reflexivity, designed to contribute to strengthening an institutional culture oriented toward learning and development.

Thus, the proposed methodology transforms internal evaluation from a bureaucratic exercise into an authentic process of institutional self-reflection, enabling not only the identification of dysfunctions but also the construction of clear directions for progress. It becomes a key instrument for the school in its efforts to ensure quality education focused on the real needs of students and the community.

The transition to the **processual-participatory model of internal evaluation of the general education institution** does not imply excluding or ignoring external evaluation, but rather redefining the relationship between the two. In this vision, external evaluation no longer functions as a constraining framework that imposes a fixed set of indicators on schools, but as a system of support and validation for internal. The results of internal evaluation can and should be used within external evaluation, provided they are rigorously documented, grounded in

transparent criteria, and anchored in institutional realities. In this respect, external evaluation should become more responsive to diversity, acknowledging that institutional performance may be defined not only through uniform standards but also through locally relevant objectives assumed in a participatory manner. Thus, the complementarity between internal and external evaluation acquires a constructive character, enabling better articulation between accountability and institutional development.

The **processual-participatory model of internal evaluation of the general education institution**, proposed as an alternative to traditional and bureaucratic forms of internal evaluation, offers a series of significant benefits, while also involving certain challenges. A balanced assessment of these aspects is essential for understanding its transformative potential, as well as the conditions required for its effective implementation.

Among the major advantages of this model is, first and foremost, **local relevance**. Indicators are not imposed externally but are selected according to the institution's real priorities and needs, giving the evaluative process an authentic character and making it applicable within the specific context of each school. A second important advantage is the **professional motivation of teachers**. Active involvement in defining indicators, interpreting results, and formulating development directions contributes to strengthening the sense of belonging and increasing professional responsibility. Evaluation thus ceases to be perceived as an imposed obligation and becomes an exercise of reflection and internal valorization. In addition, the model fosters the construction of a **climate of trust** within the school community. Through internal validation of results and collective involvement in the evaluative process, relationships among actors are grounded in collaboration and transparency, and the perception of external control is replaced by a sense of shared responsibility.

An additional argument in favor of the **processual-participatory model of internal evaluation of the general education institution** derives from Scotland's experience, where institutional evaluation is designed as a process of support and learning rather than as a sanctioning mechanism. One of the architects of this system states: *"We are not interested in the results students in this school obtain at this moment, but in how the school evaluates these results and how it builds improvement strategies. In other words, we must support a qualitative self-evaluation of this school together with the parents' community"* [43, p. 3]. Evaluation is guided by instruments such as **How Good Is Our School?**, which facilitate the analysis of processes, the identification of strengths, and the development of strategies tailored to each institution.

However, the **processual-participatory model of internal evaluation of the general education institution** also entails certain limitations that must be acknowledged and managed realistically. First, it requires **specific training**. Participants need theoretical and practical support to correctly understand and apply the principles of reflective evaluation, qualitative tools, and participatory processes.

At the same time, during the initial phases, time consumption may be higher compared to standardized approaches, since processes of consultation, collective reflection, and contextual analysis require deeper involvement of educational actors. In the medium and long term, however, this investment of time is offset by a reduction in formalism, clearer prioritization, and increased efficiency of subsequent internal evaluation cycles. Last but not least, the success of implementation largely depends on institutional support. Active involvement of school leadership is required, along with the existence of an educational policy framework that supports institutional autonomy, collective participation, and the debureaucratization of evaluative processes.

Chapter III, **Experimental Validation of the Processual-Participatory Model of Internal Evaluation of the Educational Institution**, presents the experimental approach designed to validate the processual-participatory model of internal evaluation of general education institutions developed within this thesis. The purpose of the experiment was to verify the practical applicability, effectiveness, and impact of the model on reducing bureaucracy, increasing the clarity of the evaluative process, and orienting internal evaluation toward the institution's real priorities. Against the background of theoretical analyses and international models examined, the research highlighted the need to test a model adapted to the realities of the Republic of Moldova, given the limited number of empirical studies on the effectiveness of participatory evaluation based on relevant indicators. The experiment was designed within the **action research paradigm**, having a participatory, applied, and transformative character, involving managerial staff at all stages of the process.

Research hypotheses

The experiment was guided by several hypotheses, the main ones stating that:

- the use of a limited set of relevant indicators reduces bureaucratic workload and the time required for evaluation;
- the processual-participatory model of internal evaluation of general education institutions increases the clarity, accessibility, and relevance of internal evaluation;
- the model enables more efficient identification of priorities and has the potential for sustainable implementation in future self-evaluation cycles.

Experimental design

The experiment was conducted in five successive stages (pre-experiment, initial stage, diagnostic stage, training stage, control stage), carried out between 2023 and 2025. During the diagnostic phases, difficulties related to internal evaluation were identified (excessive bureaucracy, a large number of indicators, lack of resources, and process complexity). During the training stage, a structured training program was implemented focusing on the selection of relevant indicators and the application of the processual-participatory model of internal evaluation of general education institutions.

Research sample

The experiment involved 90 managerial staff members from general education institutions (high schools, gymnasiums, early childhood education institutions, and primary schools), from urban (58.8%) and rural (41.2%) areas. The majority of respondents were women (88.2%), over the age of 40, and 52.9% had less than five years of managerial experience, indicating an emerging generation of school leaders with a clear need for training in internal evaluation.

Methods and instruments

Research methods included pre- and post-experiment questionnaires, interviews, SWOT analyses, focus groups, and statistical correlation analysis. The questionnaires addressed the perceived usefulness of internal evaluation, the relevance of the indicators used, perceived difficulties, and the impact of the model.

Main results of the diagnostic stage

Pre-experiment results indicated that internal evaluation was perceived as useful by 82.4% of respondents. Only 11.8% of managers had previously attempted to use a reduced set of indicators. The main difficulties identified were: evidence collection (52.9%), process complexity (47.1%), excessive number of indicators (41.2%), and lack of resources. Rural schools and early childhood education institutions faced accentuated resource-related difficulties, while gymnasiums encountered particular challenges in evidence collection.

These results confirmed the need for a simplified internal evaluation focused on relevant indicators.

To validate the processual-participatory model of internal evaluation, the training program “**Streamlining the Internal Evaluation Process in Educational Institutions**” was developed and implemented, aimed at developing the managerial competencies required to implement coherent self-evaluation adapted to the institutional context and oriented toward continuous improvement.

The program targeted the development of essential competencies: understanding the concepts of internal evaluation, participatory identification of relevant indicators, development and application of data collection instruments, analysis and interpretation of collected information, and formulation of well-structured reports and action plans. Training activities included interactive presentations, case studies, practical workshops, role-playing exercises, and applied simulations, all designed to ensure the immediate applicability of acquired knowledge. The program was implemented among managers participating in continuing education in **Educational Management** at the State University of Moldova, providing a real framework for testing the proposed model. The entire process was grounded in adult education principles, particularly experiential learning, content relevance, valorization of professional experience, and interactive methods adapted to participants' needs. Expected outcomes focused on managers' ability to select relevant indicators, develop and use valid instruments, interpret collected data, and draft clear reports accompanied by operational action plans. Implementation of the program within the experiment demonstrated the applicability and relevance of the processual-participatory model, representing a key stage in analyzing its effectiveness for simplifying, focusing, and improving the internal evaluation process in educational institutions.

Based on the analysis of collected data and the methodology for converting percentage-based responses into weighted numerical mean values, the following table was developed, synthesizing the results obtained in the pre- and post-experiment stages for each thematic category of analysis. This systematization allows a clear visualization of changes in participants' perceptions following the implementation of the participatory internal evaluation model.

Table 4. Correlation of pre- and post-experiment values

Thematic category	Pre-experiment value	Post-experiment value
Perceived usefulness of internal evaluation	2.85	3.15
Capacity to prioritize and manage resources	2.25	3.00
Reduction of bureaucracy and administrative burden	2.00	2.77
Simplification and focus of evaluation	2.00	3.05
Time efficiency in the evaluation process	2.00	3.00

These data indicate a significant increase in positive perceptions post-experiment across all investigated dimensions, with notable improvements in perceived usefulness, simplification, and focus on strategic priorities. The differences between the two data series confirm the positive impact of the applied experimental model. The most significant increase is observed in the category *“simplification of evaluation through reduction of indicators,”* where post-experiment

values substantially exceed initial levels, indicating a major impact of focusing on a limited number of relevant indicators.

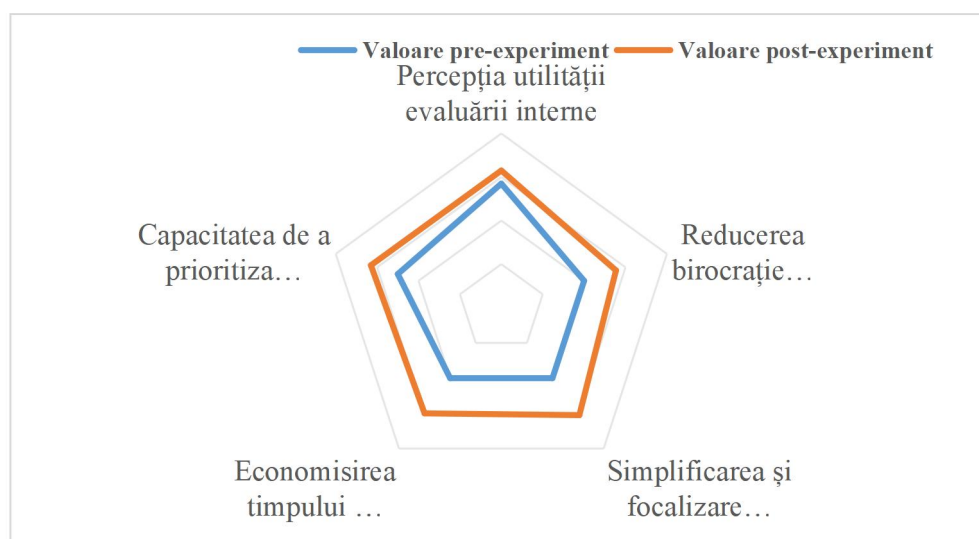


Figure 2. Comparative perceptions of internal evaluation: before and after application of the processual-participatory model of internal evaluation of general education institutions

Additionally, “*reduction of bureaucracy*” and “*identification of critical areas*” show considerable improvement, signaling a real increase in the efficiency of the evaluative process as perceived by participants. A moderate but significant increase is also observed in “*perceived usefulness of internal evaluation*” and “*focus on strategic priorities,*” indicating consolidation of self-evaluation as an educational management tool. The “*time efficiency*” category also records post-experiment improvement, though of lower magnitude compared to other dimensions, suggesting that although the proposed model optimizes the process, perceptions regarding time savings require further consolidation through additional measures.

The analysis of the hypotheses synthesized in Table 4 highlights a predominantly positive perception among respondents regarding the effectiveness of the processual-participatory model of internal evaluation. The data indicate that the model contributes significantly to reducing the bureaucratic burden and to enhancing the clarity and accessibility of the evaluation process through the use of a limited set of relevant indicators. At the same time, respondents appreciate the model’s effectiveness in analyzing educational processes and in focusing evaluation on the institution’s strategic priorities, which are essential for orienting internal evaluation toward improvement. Perceptions related to time savings and the facilitation of the rapid identification of areas requiring intervention confirm the model’s applied and formative character, while the high level of confidence in its potential future implementation supports its sustainability and relevance in subsequent internal evaluation cycles.

Table 4. Analysis of hypotheses regarding the effectiveness of the processual-participatory model of internal evaluation of educational institutions

Evaluated aspect	Hypothesis	Justification
Reduction of bureaucratic workload	The proposed model will significantly reduce bureaucratic workload associated with internal evaluation.	40% of respondents consider that the model greatly reduces bureaucracy, while 30% indicate a moderate impact.
Clarity and accessibility	Use of a reduced set of relevant indicators will make the process clearer and more accessible.	80% of respondents stated that relevant indicators increase clarity of the evaluation process.
Efficiency in analyzing educational processes	The model is effective for analyzing educational processes, contributing to deeper understanding.	60% rated the model as very effective, and 30% as moderately effective.
Time efficiency	The proposed model will save time compared to traditional evaluation.	50% reported moderate time savings, and 40% significant reductions.
Focus on strategic priorities	The model enables concentration on priority actions defined in the institution's strategic plan.	70% reported strong focus on priorities, and 30% moderate focus.
Identification of areas requiring improvement	Application of the model facilitates rapid identification of critical areas needing improvement.	50% reported strong facilitation, and 40% very high effectiveness.
Successful implementation	The model can be successfully implemented in future internal evaluation cycles.	The majority of respondents expressed positive perceptions regarding applicability and sustainability.
Examples of analyzed standards	The model is versatile and can be used to analyze various educational standards.	Respondents provided concrete examples of standards effectively analyzed (e.g., educational inclusion).

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The conducted research highlighted the complexity and dynamics of the internal evaluation process in educational institutions, revealing both the strengths and the difficulties schools face in implementing this process coherently and effectively. The theoretical analysis, corroborated with empirical data, enabled the development of an interpretative framework relevant to understanding the mechanisms that influence the quality of internal evaluation and its role in assuring educational quality. In light of these findings, a set of conclusions and recommendations is proposed to support educational actors in the continuous improvement of institutional self-evaluation practices.

The theoretical and methodological approaches undertaken within the research contributed to consolidating knowledge in a field that is still insufficiently explored in the national context—namely, internal evaluation centered on participation, contextual relevance, and real impact on the educational process.

The major scientific problem addressed and solved in this study consists in the scientific substantiation of the conceptual and methodological framework underpinning the **processual-participatory model of internal evaluation** of the educational institution. This model, developed and validated throughout the research, offers a viable alternative to predominantly bureaucratic models, contributing to increased efficiency and relevance of internal evaluation in relation to schools' real needs.

Through an in-depth review of the specialized literature, the evolution of the concept of quality in education was highlighted from a historical and multidimensional perspective. The transition was emphasized from philosophical and humanistic meanings of quality toward technical, economic, and managerial approaches promoted within the neoliberal-managerialist paradigm. This conceptual delimitation enabled a more nuanced understanding of how quality assurance policy in education is formulated and implemented, both nationally and internationally.

The study provided convincing evidence regarding the influence of educational and governance paradigms on the forms and functions of internal evaluation. Thus, internal evaluation is analysed not only as a technical instrument of measurement and monitoring but also as a social practice, subject to tensions between control and improvement, centralization and autonomy, accountability and support. This critical approach highlighted the risks of bureaucratic and formal evaluation, proposing a shift toward a more reflective and contextualized model.

Building on the analysis of the four generations of evaluation proposed by **Guba and Lincoln**, the need for authentic involvement of educational actors (teachers, students, parents, community) in institutional self-evaluation processes was argued. This participatory vision, also supported by **J. Greene's** research, legitimizes the evaluative endeavour, ensures inclusion of diverse voices, and contributes to building a culture of dialogue and reflection within the school.

Developing the notion of processuality in evaluation and drawing on the principles of participation and reflexivity, a **processual-participatory model of internal evaluation** of the educational institution was developed, integrating three essential dimensions: **technical** (selection and measurement of relevant indicators), **pedagogical** (teacher involvement and organizational learning), and **democratic** (transparency, dialogue, shared ownership of quality). The defining characteristics of the processual-participatory model can be synthesized as follows:

The model proposes a staged and cyclical unfolding of evaluation, reflecting a logic of continuous organizational learning. It includes five essential stages: the **motivational stage** (which creates engagement and meaning), the **preparatory stage** (where objectives and indicators are established), the **implementation stage** (the actual application of instruments), the **analysis stage** (interpretation of collected data), and the **improvement stage** (formulation of decisions and action plans). This structure supports the development of a reflective routine at institutional level.

The model values the active participation of all stakeholders—teachers, students, parents, and community representatives—across all stages of internal evaluation. Inspired by fourth-generation evaluation (Guba & Lincoln), it promotes dialogue, co-construction of meaning, and inclusion of multiple perspectives in decision-making, with the aim of increasing the relevance and legitimacy of results.

Another defining element is the model's adaptability. Institutions are not constrained to follow a fixed list of indicators; instead, they may select those indicators that reflect their specific context, strategic priorities, and beneficiaries' real needs. Thus, the model becomes an instrument of fine-tuned adjustment to local realities, rather than a rigid compliance framework.

The model's fundamental purpose is not to verify compliance but to support institutional development. Evaluation becomes a mechanism for identifying strengths and areas requiring intervention, providing a solid basis for informed decision-making regarding school development.

The model emphasizes the formative dimension of evaluation by encouraging professional self-analysis and collective reflection on current practices. This supports the development of an institutional culture based on continuous learning, ownership, and collaboration, going beyond the paradigm of evaluation as mere control.

While promoting institutional autonomy, the model maintains functional alignment with the requirements of the national regulatory framework (e.g., compliance with quality standards for child-friendly schools). Through public reporting, dissemination of results, and impact monitoring, the model supports ethical and professional accountability without falling into bureaucratic formalism.

Evaluation is based on a diversified range of methods and instruments—questionnaires, focus groups, observation grids, SWOT analyses, interviews, reflective journals, etc. Their selection depends on the stage's objectives and on the specificity of the involved groups, increasing the quality and relevance of the collected data.

The model can be used as a mechanism integrated into educational quality assurance policies, in periodic internal evaluation, in substantiating strategic planning, as well as in

teachers' professional development. Thus, internal evaluation does not remain an isolated exercise but becomes an integral part of the institution's decision-making and formative processes.

RECOMMENDATIONS

1. For the Ministry of Education and Research

To support and regulate the possibility of implementing a flexible, processual, and participatory internal evaluation model that allows educational institutions to select a set of indicators relevant to their own context, in correlation with the institutional strategic development plan and national educational quality assurance policies.

To initiate pilot programs in representative educational institutions (urban/rural; lower/upper secondary), in order to test the processual-participatory internal evaluation model and to collect data on its impact on evaluative culture, stakeholder involvement, and improvement of teaching and learning processes.

To develop and promote a methodological guide on processual-participatory internal evaluation, including examples of good practices, flexible indicator models, data collection tools, and concrete suggestions for involving stakeholders (students, parents, community).

2. For general education institutions and managerial teams

The processual-participatory internal evaluation model developed within this research can serve as a basis for reorganizing institutional self-evaluation processes by shifting from a bureaucratic approach to a reflective, collaborative, and continuous improvement-oriented approach.

The internal evaluation implementation methodology proposed in the research can be used in the daily activity of managerial teams and quality committees, facilitating the use of evaluation results in decision-making and in strategic planning for institutional development.

3. For continuing professional development providers

The managerial competency development program on the application of internal evaluation, developed and experimentally validated within this research, can serve as a foundation for designing curricula, course materials, and methodological resources for the continuing training of principals, deputy principals, and quality coordinators.

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ANNOTATION

Muşenco, Anjela. *The Processual Nature of Internal Evaluation at the School Level as a Factor of Educational Quality*. Doctoral Thesis in Educational Sciences. Chişinău, 2025.

The dissertation is structured into an introduction, three chapters, conclusions, and recommendations. The bibliography comprises 210 sources, and the main text totals 144 pages, supplemented by 34 tables and 25 figures. The scientific results were disseminated through three published articles and participation in two national and international scientific conferences.

Keywords: internal evaluation, quality of education, processual-participatory model, accountability and improvement, reflexive organizational culture, relevant indicators.

The purpose of the research is the theoretical and methodological substantiation of the internal evaluation process in general education institutions.

Research objectives: to determine the theoretical benchmarks regarding the quality of education in general education by integrating the conceptual, methodological, and normative dimensions underlying the quality assurance process; to identify the theoretical and applied premises of internal evaluation in educational institutions from a processual perspective; to conduct a comparative analysis of the regulatory framework and internal evaluation practices in the Republic of Moldova in relation to relevant international models; to elaborate the Processual-Participatory Model of Internal Evaluation of General Education Institutions, with an emphasis on the selection of relevant indicators, the involvement of educational stakeholders, and the formative orientation of the evaluation process; to experimentally validate the Programme for the Development of Managerial Competencies in Applying Internal Evaluation, developed on the basis of the Processual-Participatory Model of Internal Evaluation of General Education Institutions.

The scientific novelty and originality consist in delineating the conceptual benchmarks of internal evaluation in general education institutions from a processual-participatory perspective, as well as in conceptualizing the Processual-Participatory Model of Internal Evaluation of General Education Institutions, which integrates the theoretical and applied foundations of evaluation as a reflexive, collaborative, and contextualized process.

The obtained results, which contributed to solving the scientific problem, consist in determining and elaborating the theoretical and methodological foundations of internal evaluation in general education institutions from a processual-participatory perspective, structured within the Processual-Participatory Model of Internal Evaluation of General Education Institutions. This model was tested through the Programme for the Development of Managerial Competencies in Applying Internal Evaluation, developed within the research framework and implemented in public general education institutions.

The theoretical significance lies in the conceptual delineation of internal evaluation in general education institutions from a processual-participatory perspective and in identifying the defining characteristics of internal evaluation as a reflexive, collaborative, and contextualized process.

The practical value resides in the fact that the Processual-Participatory Model of Internal Evaluation of General Education Institutions can strengthen the evaluative culture at the institutional level, while the Programme for the Development of Managerial Competencies in Applying Internal Evaluation, developed within the research, can be applied in managerial practice and in continuous professional development programmes for school managers. The experimental results serve as reference points for organizing and optimizing internal evaluation and institutional development processes, as well as for formulating recommendations on educational policies, in accordance with the provisions of the Education Strategy 2030.

Implementation of results. The research results were applied within continuous professional training courses at the State University of Moldova and reflected in specialized journals.

ADNOTARE

Muşenco, Anjela. *Procesualitatea evaluării interne la nivelul instituției școlare ca factor de calitate în educație.* Teză de doctor în științe ale educației. Chișinău, 2025.

Teza este structurată în: introducere, trei capitole, concluzii și recomandări. Bibliografia cuprinde 212 surse, iar textul de bază totalizează 144 de pagini, fiind completat de 34 de tabele și 25 de figuri. Rezultatele științifice au fost diseminate prin 3 articole publicate și prin participarea la 2 conferințe științifice naționale și internaționale.

Cuvinte-cheie: evaluare internă, calitatea educației, model procesual-participativ, debirocratizare, responsabilizare și îmbunătățire, cultură organizațională reflexivă, indicatori relevanți.

Scopul cercetării constă în fundamentarea teoretică și metodologică a procesului de evaluare internă a instituției de învățământ general.

Obiectivele cercetării: determinarea reperelor teoretice privind calitatea educației în învățământul general, prin integrarea dimensiunilor conceptuale, metodologice și normative care fundamentează procesul de asigurare a calității; identificarea premiselor teoretico-aplicative ale evaluării interne în instituțiile de învățământ, din perspectivă procesuală; analiza comparativă a cadrului normativ și a practicilor de evaluare internă din Republica Moldova, în raport cu modelele internaționale relevante; elaborarea Modelului procesual-participativ de evaluare internă a instituției de învățământ general, cu accent pe selecția indicatorilor relevanți, implicarea actorilor educaționali și orientarea formativă a procesului evaluativ; validarea experimentală a Programului de dezvoltare a competențelor manageriale privind aplicarea evaluării interne, elaborat în baza Modelului procesual-participativ de evaluare internă a instituției de învățământ general.

Noutatea și originalitatea științifică constau în delimitarea reperelor conceptuale ale evaluării interne a instituției de învățământ general din perspectivă procesual-participativă, precum și în conceptualizarea Modelului procesual-participativ de evaluare internă a instituției de învățământ general, care integrează fundamentele teoretice și applicative ale evaluării ca proces reflexiv, colaborativ și contextualizat.

Rezultatele obținute, care au contribuit la rezolvarea problemei științifice, constau în determinarea și elaborarea fundamentelor teoretice și metodologice ale evaluării interne a instituției de învățământ general din perspectivă procesual-participativă, structurate în Modelul procesual-participativ de evaluare internă a instituției de învățământ general, experimentat prin Programul de dezvoltare a competențelor manageriale privind aplicarea evaluării interne, elaborat în cadrul cercetării și implementat în instituții publice de învățământ general.

Semnificația teoretică constă în delimitarea conceptuală a evaluării interne a instituției de învățământ general din perspectivă procesual-participativă și în identificarea trăsăturilor definitorii ale evaluării interne ca proces reflexiv, colaborativ și contextualizat.

Valoarea aplicativă rezidă în faptul că Modelul procesual-participativ de evaluare internă a instituției de învățământ general poate consolida cultura evaluativă la nivel instituțional, iar Programul de dezvoltare a competențelor manageriale privind aplicarea evaluării interne, elaborat în cadrul cercetării, poate fi valorificat în practica managerială și în cadrul programelor de formare continuă a managerilor școlari, rezultatele experimentale servind drept repere pentru organizarea și optimizarea proceselor de evaluare internă și de dezvoltare instituțională, precum și pentru formularea de recomandări privind politicile educaționale, în conformitate cu prevederile Strategiei Educației 2030.

Implementarea rezultatelor. Rezultatele cercetării au fost valorificate în cadrul cursurilor de formare profesională continuă ale Universității de Stat din Moldova, în contextul diverselor conferințe științifice, fiind reflectate în reviste de specialitate din țară și din străinătate.

PRINTING DATA SHEET

MUȘENCO ANJELA

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THE LEVEL OF THE SCHOOL INSTITUTION AS A
FACTOR OF QUALITY IN EDUCATION**

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