

A Study of the Inspectorate Systems in China and the Netherlands

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Abstract: The educational inspectorate is an important part of educational administration and evaluation. It monitors the quality of education and contributes to the provision of better education and care through effective inspection and regulation. This study attempts to compare the educational inspectorate systems in Mainland China and in the Netherlands from several different dimensions. First, it compares the historical development of the educational inspectorate systems in these two countries. Second, it compares their latest development, including the roles and responsibilities of the two inspectorates, their functions and evaluation contents, the strategies and methods used by the educational inspectors in China and in the Netherlands. Finally, the implications of this study for policy-makers, inspectors, educators and practitioners will be presented.

Keywords: educational inspectorate system, educational quality, comparative study

Introduction

The educational inspectorate (EI) is not only one of the most important responsibilities of the educational administration, but an important part in the system of the scientific educational administration. It is the powerful means to administrate and inspect the education effectively for the governments at all the levels. It is a symbol that the education stepped into a new era of scientific administration when the system of the educational inspectorate was set up (Huang & Zhang, 1990). Due to different countries have different political, economic, cultural and educational backgrounds; the educational inspectorate system (EIS) in each country has its own characteristics. This study attempts to compare the educational inspectorate in China and the Netherlands from several different dimensions. First, it compares the historical development of the educational inspectorate systems in these two countries. Second, it compares their latest development, including the responsible scopes of the two inspectorate systems, their organizations, the strategies and methods that they used. Finally, the suggestions for the policy-makers, inspectors, educators and practitioners will be presented.

1. The Historical Development of the EIS in the Netherlands and in Mainland China

1.1 The Historical Development of the EIS in the Netherlands

The Dutch Inspectorate of Education was founded in 1801, not by Napoleon, but by a Dutch Republican Government, that was strongly influenced by the then current thinking in Paris about central regulations for education. In the first educational law, in the ensuing regulations and in practice, inspectors were seen as wise men (women appeared only some 130 years later) with a broad knowledge on schools, children and education; with a natural authority and with tasks regarding stimulating local authorities and teachers to provide

education for all children and to ensure - by supervising and monitoring - that education was in good quality (Bruggen, 1998).

And then, the educational inspectorate organizations (EIOs) focused on providing the equal financial treatment for the public and private schools with the influence of “the pacification of 1917” and the perfection of the schools legislative work. The inspectorate for primary and secondary education developed rather quickly in the years between 1920 and 1940, and also had important tasks regarding the negotiation with local and/or central authorities about new schools for the free associations and about the permission they needed for building schools, buying furniture, textbooks and other materials, and hiring teachers (Bruggen, 1998). During the period of 1940s to 1970s, the EI responsibilities are to encourage, suggest and control that the school education system was consistent with the national system, and to respond to the changes of the educational power which was caused by central or local authorities. *Compulsory Educational Act* which was carried out in the Netherlands in 1969 emphasizes that all the 5-years old children in the Netherlands must accept 12-year and fulltime education which resulted in a series of changes: the range of EI and evaluation became larger and larger since 1970s; the aims, contents and strategies of the EIS made by the governments became more general; the Curriculum creation and the school innovation were based on the new legislation and policies; a series of evaluation programs at the national level were implemented. The EIS focused on deregulation, decentralization and autonomy for schools. Therefore, educational quality was its main focus in the 1980s. The system of integral school inspection was formed step by step in 1990s.

During the last 20 years, the EIS's autonomy was clearer, which called for the special laws to administrate and limit. *Supervising Act* was made by the Dutch government on June 5, 2001 and carried out at the beginning of 2002. This act becomes the legislative base when the quality of school is evaluated independently and professionally. With *Supervising Act* being implemented, the government attempts to make the EIOs more independent. Because the schools have more and more autonomy and responsibilities, moreover, the schools were expected to concern about their quality by the parents, employers and the governments (Liu, 2006).

1.2 The Historical Development of the EIS in mainland China

As a matter of fact, China has long tradition of “inspecting schools”. Some inspecting activities in ancient China were recorded, for example, in the Era of Warring States; the top governors would supervise the schools at the regular time in summer every year (Liu, Wang, & Wang, 2004). With the development of the modern school system, the professional inspectorate organizations, as a kind of system, were set up (Zhong & Chen, 2001). After the Ministry of Education founded at the end of Qing Dynasty, the ideas of founding the EIOs, arranging the leaders and the staff, and identifying their responsibilities were suggested (Shu, 1961). In 1909, the *Rules of Supervising School* was made, which meant inspectorate system was born in China. From 1930s the Ministry of Education at that time made several acts and rules of “inspecting schools”, which contributed to form the inspectorate organizations from top to bottom (Huang & Zhang, 1990).

After PRC's foundation, the independent inspectorate activities can be carried out frequently. A certain number of good inspectorate experience was kept, which encouraged the educational executive improvements and the school improvements. From the end of 1950s to the media of 1970s, the EIS was interrupt and stopped. The Ministry of Education restored the inspectors to go on an inspection tour in 1976. A special meeting about the EI was held by the national education committee in 1986. The meeting emphasized it was necessary to establish the junior and senior EIS in the educational executive departments. The professional inspectorate organizations were proposed to install and the independent inspectorate activities were taken until 1986, which led Chinese EIS to step into a new stage(Shen, 1996).

From comparing the historical development of the EIS in both countries, the following conclusions can be drawn. First, the formal EIS in China was born late, so it is still young, however, the EIS in the Netherlands is quite mature, which can provide valuable experience for us. The regulations of the EIS in China lack specifics, but the regulations in the Netherlands are detailed. For example, the inspectors in the Netherlands have responsibilities to give the lower effective schools all kinds of supports(Huang & Zhang, 1990). Second, the similarities: they are both authoritative; their ultimate purpose is to improve the quality of education; both focus on what the extent that the educational policies are carried out; the educational resources are used at national level, and the schools, teachers, students and class at the school level.

2. The latest Development of the Educational Inspectorate Systems in the Netherlands and in Mainland China

2.1 The Responsibilities of the Educational Inspectorate Netherlands

The EIS in the Netherlands is in the process of constant transition as the same as that in the other countries. The EI played a series of roles: to ensure compliance with statutory regulations; to evaluate and improve the educational quality; to provide the valuable information for the Ministry of Education. But these roles were temporary and lacked corresponding systematic organizations(Liu, 2006). So the EIOs are lack of consistency and systematic with their responsibilities as well. The roles of the EIOs fluctuated continuously between the intermediary which connected the state governments with the schools and the social intermediary which were inspected by the state governments, schools and parents. In short, the roles of the EI swayed between the educational system and the school entities.

The main duties of the EI are monitor and encourage the education to word well in order to provide the acceptable level of the educational quality according to the education's limit. The stakeholders need to make the operational rules based on their consultation to set up the quantitative standards for the acceptable education. Another duty of the EI is to provide the schools' and the training organizations' reliable information for the stakeholders at the national level. From the perspective of the social development, the EIOs are expected to focus on the trend of the educational quality. The public inspection and its conclusions at the school level can ensure the schools to pay more attention to the EI. As the results, the

educational inspectors can't make mistakes; the results of the evaluation must be promulgated; to construct and limit the standards of the educational quality mean that the differences among the schools are reducing; the process of the EI includes preparation stage, implement stage, and investigation stage in the schools. All of these imply that the implementation of the EI's responsibilities became more and more departmentalized, and the alliance among the departments became more and more obvious (Liu, 2006).

Mainland China

The responsibilities of the EIOs in China are not only one but multi-aspects, including inspection, evaluation, guidance and feedback.

a. Inspection

Inspection is the superiors to supervise and superintend the subordinates. Inspection is the nucleus responsibility in the EIOs. The organizations exercise their inspectorate duties based on the national education policies, laws, rules and regulations. This responsibility can't be affected by any individual's subjective wills. To some extent, the inspectorate agencies are the law enforcement agencies (Guo, 2000).

b. Guidance

The EI inspect the educational institutions at the lower levels in order to help them complete their aims and the tasks better and more concretely, and to improve the level of the teaching and the educational administration. When the executive inspection was carried out, not only executive power and statutory regulations should be strengthened but how to promote the subordinates' initiative should be paid more attention. Through active, enthusiastic and specific guidance to the subordinates, their initiative can be brought into full play (Huang & Zhang, 1990). At the same time, during the process of the inspectorate, the inspection should be combined with the guidance.

c. Evaluation

The educational evaluation which has its own series of complete theories and measurable methods is different from the assessment and identification done before to the educational activities. It evaluates and judges the educational administrators, the teachers and the students in order to know to what extent do the educational aims to be realized through the quantitative analysis and qualitative analysis. This evaluation is based on the educational objectives by using the scientific measurable targets under the unified system of dimensions (Huang & Zhang, 1990). In 1993, the Educational Committee of Nation decides to evaluate "the two basics" (popularizing 9-year compulsory education basically and wiping out the illiterates among the young and middle-aged people).

d. Feedback

Through the feedback, the leaders of the EIOs can get true and first-hand information. Such activities help to make the right decisions, arrange the inspectorate work and improve the level of the educational inspectorate in China (Guo, 2000).

The following conclusions can be drawn through comparing the responsibilities of the EIOs in the Netherlands and in China. First, although the last purpose of the EI in both countries is to enhance the quality of education, however, the responsibilities of the EI in China focus on inspecting the implementation of the policies. As far as the school level is concerned, the responsibilities emphasize on the school leaders, the finance, the equipments and the extent of implementing the education policies. In other words, they emphasize on the executive contents, ignoring the contents at the classroom level (Li, 2004). Second, comparing the inspectorate details at the school level in the Netherlands, the EIS in China is still affected by the executive authority with the strong color of “official authority” instead of “the academic authority” that should be the system’s main trend.

Table 1: A Comparison of the Responsibilities of EI in China and Netherlands

	The responsibilities of EI
China	to set up the guidelines, the policies, the statutory regulations and the purpose system of the EI to inspect, guide, evaluate and feedback what the extent that the educational policies were carried out by the local governments to direct the local governments to form the inspectorate systems from a macro perspective. to direct the construction of the EIS in the whole country from a macro perspective.
Netherlands	the school accounts to the inspectorate for its policies basic secondary education has been evaluated by the educational inspectorate the related educational achievements are evaluated the educational learning process is evaluated

2.2The Educational Inspectorate Organizations

Netherlands

The EIOs are semi-independent organizations in which the senior chief inspector controls the whole organizations directly, another four inspectors are responsible for the specific duties, including one of them in charge of the elementary education, and the central staff office is responsible for the public relationship, finance, personnel matter and ICT service. There are many co-operating inspectors who are responsible for the inspectorate projects and editing the reports in the organizations. Although the number of schools they take charge of is limited, the inspectors must keep the connection with the day-to-day education practice.

The headquarters of the EIOs are in Utrecht, whose aim is to coordinate and communicate among the colleagues. There are 12 local inspectors in charge of the basic EIOs of different areas in the country. To some extent, the EIOs in the Netherlands are the professional organizations in which the operational measurement is adopted by the professional inspectors

to monitor the quality of education, in order to fasten the internal quality assurance construction.

The Ministry of Education, Science and Culture has the ultimate decision-making power to the EIOs, but the EIOs don't belong to the Ministry. At the same time, there are many organizations which support, maintain and improve the EIOs. The organizational network works autonomously under the framework of Dutch educational system. Sometimes the EIOs co-operate with them, but not really participate in (Jiang, 2002).

Mainland China

At present, the EIOs can be divided into 4 levels: the central level, the provincial level, the municipal level and the county level (Shen, 1996). The national EI team is formed at the central level which is responsible for guiding, supervising and evaluating to what extent the educational policies and guidelines have been implemented by the lower governments, and formulating the educational regulations and the regulations for the EIs.

The EI team is set up at the provincial level whose main duties are to inspect, evaluate and guide the educational work of each city, the work of the schools and the lower education executive branches, and which is responsible for making the plans. The focuses of the provincial inspectorate are to train the inspectors at the county level.

The EIOs at the municipal and the county levels are installed in the governments and the Departments of Education at the same level. Their duties are to inspect, evaluate and guide the teaching and the education executive work at schools (Tao, 2004).

Table 2: *The Comparison of the Organizations of EI in Mainland China and Netherlands*

	Mainland China	Netherlands
The EIO	the educational inspectorate group at national level the educational inspectorate group at provincial level the educational inspectorate group at county /city or district level	the Ministry of education, culture and science the Dutch Accreditation Council the Ministry of educational inspectorate
The number of the inspectors in the EIOs	at present, 46245 inspectorate staffs, 19984 are full-time inspectors 26261 part-time inspectors 99 national inspectors	1 general inspector 3 chief inspectors About 550 school inspectors, of which 250 are full-time inspectors

Although there are many political, economic, cultural and educational differences in the Netherlands and in China, the structures of the EIOs are more or less similar: the EIOs are constructed from top to bottom; the general work of the EIOs is directed by the central

governments, and the details are carried out by the local EIOs or the inspectors. However, the EIOs are quite different in both countries. First, because the EIOs are too much affected by the executive power, attaching themselves to the executive agencies, the EIOs in China are rather dependent. The strong dependence results in that the EIOs in China can't make solutions or support in the aspects of manpower, material and finance to the non-effective schools as what the EIOs do in the Netherlands. Second, in the Netherlands, there are clear legal requirements that the EIOs can co-operate with other organizations and get the support from these organizations. But the EIOs have no corresponding organizations to support unless the executive power has been handed in. Finally, the structures of the EIOs at the same level differ in China, for example, the EIOs are called the People's EI Team in 17 provinces, while they are called the EI Office or the Bureau of Education in 14 Provinces. At the same time, the EIS which inspects policy-implementation should be set up at different levels, meanwhile, school inspections should be more carefully classified.

2.3 The inspectors of Netherlands and Mainland China

The standards of the selection and appointment of inspectors

Netherlands

The personnel department of Dutch Educational Ministry has published some professional documents about EI. They declare that the educational knowledge is very important for inspectors to fulfill their supervision and monitoring tasks. The basic knowledge of inspectors; and social interaction and communication skills are also necessary for inspectors. The educational standards, professional ethics and moral standards, personal self-awareness, stimulate motivation, effort are all the main characters of the authority of inspectors. Therefore, the qualification system of the Dutch inspectors consists of three parts: the professional knowledge, the social interactive skills and the authority.

In the past, the selection and appointment of Dutch inspectors, must consider the length of their educational service and the leadership experiences. Professional knowledge was particularly emphasized, it meant that only the men with older age and long experiences could be appointed as the inspectors. Nowadays, with more and more young people have joined in the rank, those two conditions seem not so important, but the social interactive ability has been emphasized, the selection of inspectors must pay more attention to the flexibility and richness of professional standards. Here, it is worth mentioning that the appearance of the provisional inspectors. They generally work for a two-year period, mainly based on their own professional knowledge and ethics training, in order to meet the needs that EI combine with school development more closely. On one hand, these inspectors can provide a modern vision for the development of education; on the other hand, they also can share the valuable experiences for school quality management. Most importantly, they provide the preconditions for the form of introspective cultural atmosphere (Liu, 2006).

Mainland China

In Mainland China, the educational inspectors including three types: the full-time inspectors, part-time inspectors and working staff. According to "Comments on Strengthening the Organizations of Educational Inspectorate" issued by the State Education

Commission on May 29, 1996, the standards for inspectors are as following (Lou & Shi, 2004):

- a. Comply the Party's basic rules, and be enthusiastic to the socialist education.
- b. Be familiar with the country's educational laws, regulations, rules, principles and policies, owing a higher policy level.
- c. With a bachelor degree (the county's inspectors may lower than this) or above and equivalent, more than seven years' working experiences, familiar with educational cases, having writing skills and working alone.
- d. Comply laws and principles, fair-minded, be justice.
- e. Be healthy.

The training of inspectors

Netherlands

The professional development and training activities are very important factors to promote the formation of a new EIS. The inspectorate training system established in the inspectorate system of Dutch, providing all the inspectors a professional- oriented development and learning environment. It works on to ensure the training contents are reasonable, to improve the knowledge, skills and authorities of inspectors, including the following four aspects: the inspectors should know the present conditions of education and related educational policies, the present conditions of inspectorate attitude and quality assurance, the present conditions of EISs and methods of inspectorate, the present conditions of the communication skills of inspectorate (Liu, 2006).

It's worth to mention that the Netherlands, from the aspect of professional development of inspectors, has established a moving mechanism to provide more career development opportunities for those who are unsuitable to work in their present positions. Including the following four types of mechanism, namely the vertical movement, aiming at promoting the inspectors to achieve the professional development in a higher position; radioactive movement, aiming at diversifying and the working environment; horizontal movement, aiming at exchanging the working positions at the same level in the inspectorate system; non-centralized movement, aiming at arranging the personnel exchanges with other organizations.

Mainland China

The full-time inspectors should have some professional courses before they performance their duties. The training of provincial and local inspectors is organized by the State Educational Commission; the training of inspectors from counties and cities is organized by the educational administrate department of each province and municipality. During their term, the inspectors should be arranged to taking part in the training regularly to improve their professional abilities. For the present conditions that more than half of inspectors in China have not been trained, the State Educational Commission requires the educational administrate department to arrange the professional training for the inspectors under 55 years old (SEC, 1996).

The educational administration department has the duties to assure the training base, to formulate the educational programs, to select the training materials, to train the professional teachers, to provide funds for training and to improve the quality of training. The training organizations can be set up alone, or can commission the normal colleges or universities to do the training work (Shen, 1996).

2.4 The inspectorate methods used by educational inspectorate

Netherlands

a. Risk analysis

Depending on the situation at each individual school, the Dutch inspectorate bases their supervision on a risk analysis. From earlier inspections, they now have information from and about schools. They have recorded that information in a quality profile of the school, to which they have linked a supervision arrangement. This quality profile is included in their electronic school dossier. On the basis of their knowledge of the school, they determine the types of inspection and the frequency of their supervision. On the basis of up-to-date data, they regularly analyze whether there are new risks related to the quality of education. If such a risk analysis shows that their supervision arrangement is no longer adequate, they adjust the arrangement and, if necessary, visit a school earlier than anticipated.

b. The data supervision

It is very important that the information is correct and up to date – both because of its importance for supervision and because of its public nature. The school dossier is therefore constantly updated. In order to determine the most suitable type of supervision for every school every year and to customize it, each year the Dutch inspectorate sends its schools an electronic questionnaire. To limit the burden of information for the schools as much as possible, after filling in the initial questionnaire the schools only have to update that data in the following year.

c. The school self-evaluation

The Inspectorate must base its inspection on the results of the quality assessment by or on behalf of the school. This primarily involves the results of the self-evaluation carried out by the school itself. To this self-evaluation the Dutch inspectorate can then add results from external assessments, such as visitation and inspection reports and the like. The results of self-evaluation include the school's conclusions as well as the data underlying those conclusions. If a school itself makes reliable data available, they do not repeat the inspection for that information. The more relevant data a schoolman wants to make available, the less intensive our actual inspection at the school may be.

d. The annual inspection

There are two types of annual inspection, one where the school is visited and one where desk research is sufficient. For the latter type, the Dutch inspectorate evaluates the achievements of the school on the basis of an annual questionnaire filed in by the school. During an annual inspection that involves a visit to the school, they discuss with the school the development taking place in the school itself and its surroundings.

e. The periodical quality inspection (PQI)

In a PQI, at least once every four years the Dutch inspectorate always evaluates the basic set of indicators on the basis of the PQI assessment framework. The nature of the PQI further inspection depends on the problems that were identified, and the inspection can range from an interview with the school board and competent authority to a vigorous expansion and extension of the inspection.

f. The quality improvement inspection (QII)

QII is designated as a supervision arrangement and the Dutch inspectorate requests the competent authority of the school to send the inspectorate an administrative reaction to the situation that was identified and the need for improvement. It stated that a school is given a period of a maximum of two years to raise the quality to an acceptable level, after which a QII is conducted.

g. The incidental inspection

The Dutch inspectorate can conduct an incidental inspection as a result of complaints of a serious nature, signals from “whistle-blowers”, requests from the Minister, or reports in the media. If the complaints, reports, requests and questions relate to the quality of education, they will generally use the data in the electronic school dossier to conduct an inspection in the short term.

h. The further inspection

If a PQI leads them to suspect a quality deficiency, they carry out a further inspection. The nature of this further inspection depends on the problems that were identified, and the inspection can range from an interview with the school board and competent authority to a vigorous expansion and extension of the inspection.

Mainland China

a. The comprehensive inspection

Comprehensive inspection refers to that inspectorate supervises all works in order to know about overall situation in order to evaluate and analyze them carefully. The inspectorate agency implements the comprehensive supervision, inspection, evaluation and guidance to the lower level government, educational administrative department and schools. It was characterized by a wide range of inspectorate contents, specific and comprehensive indicators, long period of inspection and wide inspectorate space.

b. The specialized inspection

The specialized inspection means that inspectorate supervises schools in some aspects in order to investigate and resolve some problems. It always works on a special aspect of education, such as moral education, direction of education, school management, and teachers' organization and so on. This method has single aim, focused problems and easy to grasp the situation.

c. The one-people inspection

It refers to that one inspector goes to the target agencies to work alone, not notice the school before. The informations get through this way are always more truthful and objective.

d. The periodical quality inspection

The inspection is arranged at least once every two or three years to evaluate the educational work of school on the basis of the assessment framework.

e. The incidental inspection

The inspectors can visit and supervise schools at any moment. This kind of inspection always last one or two days, the inspectorate needn't inform schools every time and also needn't plan out thorough programs and write reports. It always conducted under the temporary needs of the schools.

f. The combination of comprehensive, specialized and incidental inspection.

Only the combination can make educational inspectorate become more effective, which provides education the guidance from the macro level, and also can promote the advanced experiences of education, feedback problems and correct it promptly, improve the quality of education and raise the quality of schools.

g. The combination of centralized and divided inspection

This combination is not only helpful to solve some common problems in the process of inspectorate, but also make it purposeful for inspectors to work in practice.

h. The combination of qualitative and quantitative approaches

Quantitative study is one of the main means for inspectorate, but educational activities are very complicated. For example, it's hard to quantitative the relationships between all the educational factors, so the qualitative methods must be used. Including the questionnaire, the forum analysis, expert judgment, observation and sampling method (Lou & Shi, 2004).

Table 3: *The Comparison of the Methods used by EIs in Mainland China and the Netherlands*

	Netherlands	China
The methods used by EIs	<ul style="list-style-type: none"> a. Risk analysis b. The data supervision c. The school self-evaluation d. The annual inspection e. The periodical quality inspection (PQI) f. The quality improvement inspection (QII) g. The incidental inspection h. The further inspection 	<ul style="list-style-type: none"> a. The comprehensive inspection b. The specialized inspection c. The periodical quality inspection d. The one-people inspection e. The incidental inspection f. The combination of qualitative and quantitative approaches g. The combination of centralized and divided inspection <p>The combination of comprehensive, specialized and incidental inspection.</p>

The following conclusions can be drawn through comparing the methods of the EI in the Netherlands and in China. Despite the methods used by the inspectorate in China and Netherlands differ from forms, however, they still have many similarities. They all have taken note of the combination of comprehensive inspection and specialized inspection, the combination of regular supervision and incidental inspection, the association of inspectorate have also been concerned. In addition, the inspectorate methods in China have paid more attention to “administrative inspectorate” and also give consideration to “school inspectorate” which is tantamount to the neglect of “school inspectorate”. With the promulgation and implementation of the new law about compulsory education, new requirements were put forward to inspectorate. The inspectorate of instructions must be the basic aim of inspectorate.

Summary

Through comparison of the historical development of EI, the responsibilities of EI, the organizations of EI, the methods used by EI, and the inspectors of EI, we may find that the inspectorate systems in the Netherlands have more than 200 years’ history, with rich experiences and a fairly advanced inspectorate system. It has given us some useful advices in the aspects of the responsibilities, organizations, the methods used by the inspectorate, etc.

First, in the aspect of transforming the responsibilities of EI, since 1980s, “administrative inspectorates” has always been the aim of EI. For schools, it stresses on the school leadership and management as well as whether the government’s policy has been executed well or not. China’s economics and politics have changed a lot, the educational transformation becomes inevitable. The focus of inspectorate also should change from the extension to the connotation. In another word, change from the “policy-implementation inspectorate” to “instructional inspectorate”. This change inevitably requests the transformation of inspectoral functions; more attention should be paid to the “guide” function. This doesn’t mean that we must give up its “supervise” function, but rather to take supervises as the premise to develop the “guide” function. The aims of inspectorate should not be “control” but also to serve educational objectives. The responsibilities of educational inspectorate should promote the school’s organizations, improve the quality and effectiveness of schools.

Second, it is important to further improve the EIOs and to make its responsibilities clear. With the change of educational inspectorate functions, it is necessary to establish compatible EIOs. Classified EIOs should be established and the responsibilities of each level should be clarified to better accomplish its tasks. The established EIOs should fully play their role and make sure that not treat educational inspectorate institutions as the place to resettle retired cadres. Compared with the Netherlands, China seriously lacks of the development of educational assessment intermediary organizations in the settlement of EIOs. Although it has developed in recent years, but many problems remain, such as simple subject, weak independence, lack of regulations, mainly concentrated on higher education, and no specific assessment intermediary organizations for basic education. So, educational assessment intermediary organizations should be vigorously developed to provide reliable information

for the development of China's EI. In addition, emphasis should also be given to other organizations' support, harmonize the relationship between the organizations.

Third, we should strengthen the regulations of the selection and appointment of inspectors, the training of inspectors, and the building of organizations. We must attach great importance to training inspectors, to formulate the selection and appointment standards of inspectors at all levels, to upgrade the required qualifications. Doctorate or master's degree holders, university professors, secondary school teachers and other special conditions should be included in the national, provincial educational inspectors' qualifications, to change the knowledge and ability structures of the inspectors. Specialists of teaching, management and curriculum should be added into the personnel of inspectors, employ them as full-time or part-time inspectors. Scientific and standardized procedures should be established for the selection and appointment of inspectors at all levels. Creating a mechanism that is helpful for high-level specialists to engage in their work of inspectorate, in accordance with the law of selection and appointment procedures, and change the situation that most inspectors were from educational administrative department or designated by it. Implementing the appointment system or the recruitment system to inspectors of different positions, the inspectors belonging to the leadership position of the country or local level can implement the appointment system. For the other inspectors, recruitment system should be implemented. The candidates should pass the national examinations and then attend special training for an inspector. After training, those who received the certificates are eligible to be an inspector.

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