

Wrap-up of the first working day-1

AEA-Europe:

- There was a lot interest in joining the activities of the AEA-Europe.
- The AEA-Europe is able to promote and participate in regional seminars.

Wrap-up of the first working day-2

Workshop 1:

- Most SEE countries face similar problems and ideas in developing Matura and/or National exams.
- The relation of the results between external assessment and Matura is weak. There is a big achievement deference between the schools.
- Due to the lack of resources it is difficult (say impossible) to control the quality the tests development. This shows a large discrepancy between standards set for the test and standards actually achieved.



now you know

Wrap-up of the first working day-3

Workshop 1:

- There is a huge difference between poor and high achievers. Concern was expressed on the impact of the social economic status on achievement.
- Society has an obligation to educate all students. In that respect Bulgaria and Finland are good examples of how this can be achieved.
- National assessments seem to be for policy makers and not for the students. The suggestion is made to explore the databases of the international studies for comparative studies in the SEE regions.



now you know

Wrap-up of the first working day-4

Workshop 1:

- It is noted that changes in the educational systems takes time.
- Discussion about current limitations in the educational systems and assessment culture. Lack of resources and political interference cause lack of quality.
- It is difficult to change or to facilitate change. The educational system is conservative while the outside world is extremely dynamic! This is reflecting the attitude of the teachers that are hesitant to change.



now you know

Wrap-up of the first working day-5

Workshop 1:

- The quality of teachers is not measured enough. Do the teachers need to be assessed or need to follow courses?
- Finland was mentioned as an example of how the image of teachers can have a positive impact on the quality of education. Salary 'only' is in that case not the factor that makes the job of a teacher interesting.
- Several suggestions were made to create job perspective for teachers. Romania has already a system of credit points (annual targets). Could this be the right approach?



now you know

Wrap-up of the first working day-6

Workshop 1:

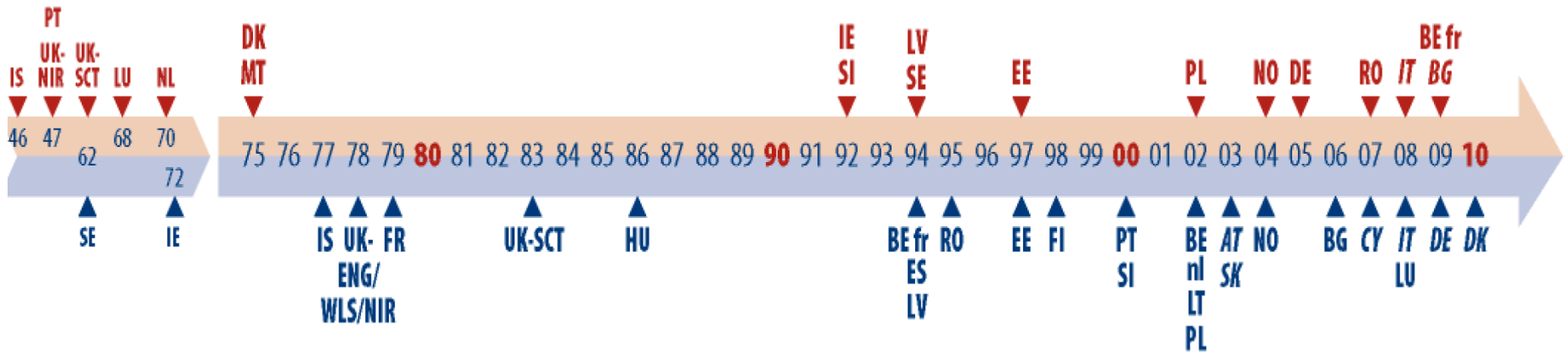
Question:

Is the lack of motivation to participate in external assessment caused by the teacher or the student?

Implementation of National Tests

Figure 1.1: Year of first full implementation of national testing, ISCED levels 1 and 2

Tests for taking decisions about the school career of pupils



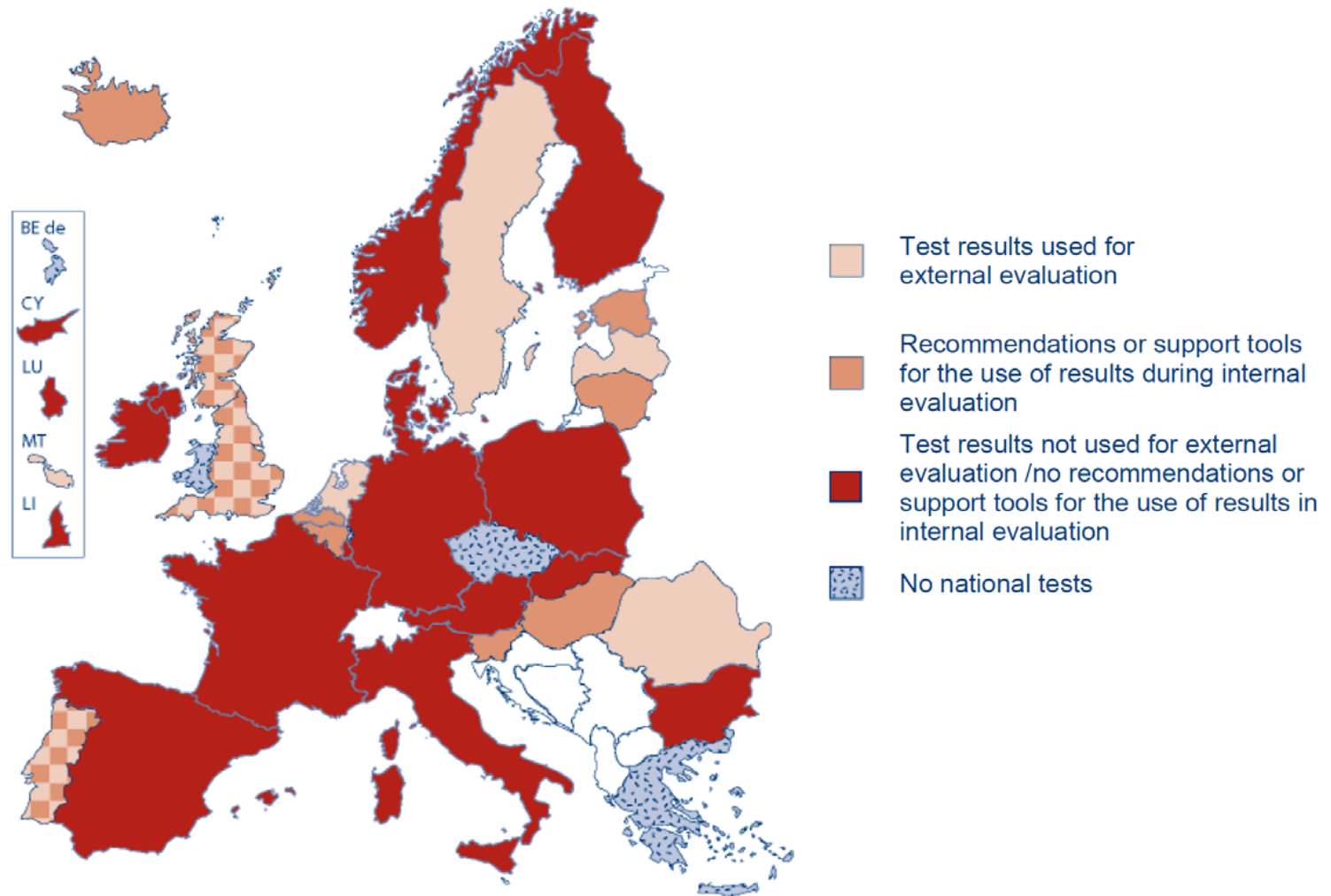
Tests for other purposes

Countries shown in italics are in the process of reaching full implementation.

Additional notes

Use of test results in school evaluation

Figure 3.2: Use of test results in school evaluation,
ISCED levels 1 and 2, 2008/09

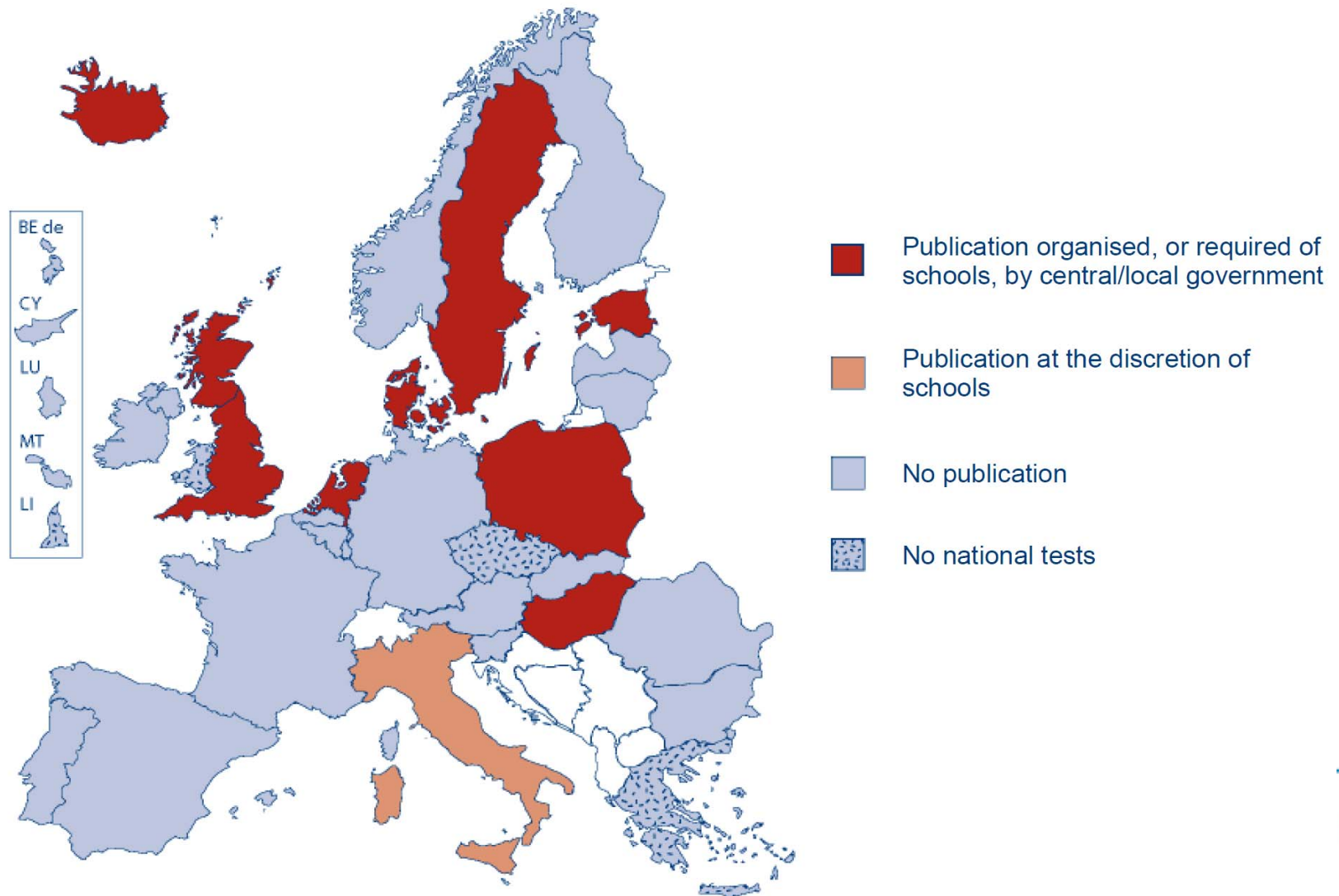


Source: Eurydice.

[Additional notes](#)

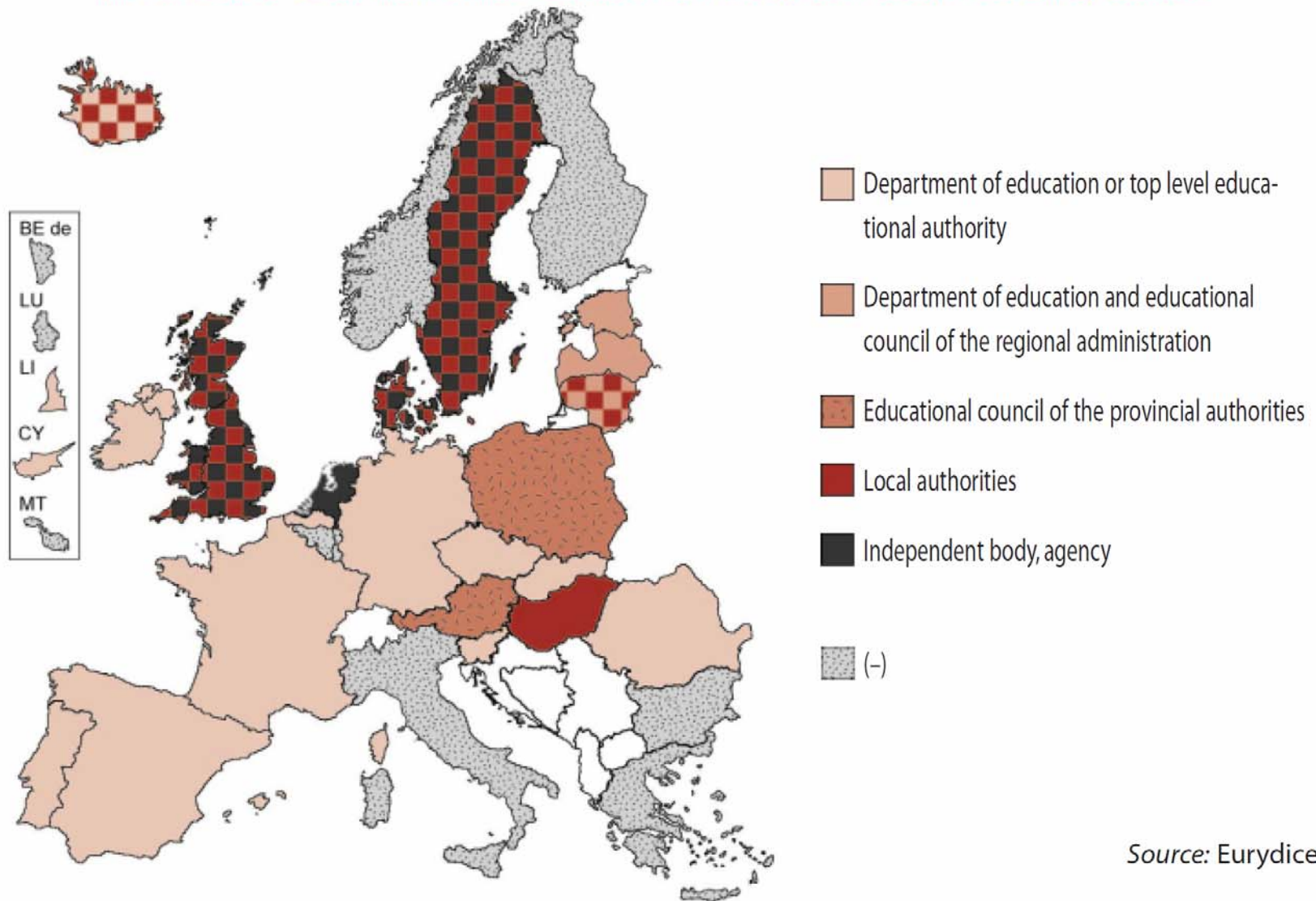
Publication of school results

Figure 3.3: Publication of individual school results in national tests, ISCED levels 1 and 2, 2008/09



Responsibility for external evaluation

FIGURE 4.1: BODIES RESPONSIBLE FOR THE EXTERNAL EVALUATION OF SCHOOLS AS ENTITIES
(IN THE CASE OF EDUCATIONAL AND POSSIBLY OTHER TASKS), COMPULSORY EDUCATION, 2000/01



Source: Eurydice.

(-): see notes in the annex