EFEE

The European Federation *of* Education Employers

Self-evaluation of Schools and Teachers

Joint Report

European Trade Union Committee for Education
Comité Syndical Européen de l'Éducation

Self-evaluation of schools and teachers as instrument for identifying future professional needs

Foreword

‘EFEE looks back upon the project with great satisfaction. This project has shown the added value of the European Sectoral Social Dialogue in Education, has improved the labour relations between social partners at national level and has led to a shared final outcome: the Joint Declaration.’
Bianka Stege,
General Secretary of EFEE

Schools of the twenty-first century, while striving to keep up-to-date, should provide for a professional working environment for our teachers and school personnel and an inspiring learning community for our pupils and students. The central question for us is how we, as education employers and trade unions, can contribute to that. Our role as social partners is to ensure that the skills and competences of our teachers, professors, researchers and school leaders are excellent, current, and relevant to the demands of today. As social partners, we need to contribute by making sure that our schools are exceptional learning communities with professional teachers and school leaders.

It is in this spirit that we, the European Federation of Education Employers (EFEE) and the European Trade Union Committee for Education (ETUCE), have developed this project “Self evaluation of schools and teachers”. Throughout the last decade, we have seen a growing trend towards increased self-evaluation of schools and teachers and the changing role of national inspectorates. In many European countries, the role of school inspection is transitioning from one of control and hierarchy, to a structure of supporting and encouraging development. Systematic self-evaluation is therefore effective in helping schools to identify directions for improvement. More specifically, self-evaluation of teachers is an important tool for identifying future professional needs of teachers and others working in schools. It is an essential tool that helps schools foresee future challenges and priorities and ultimately contributes to improvement in the quality of education.

The wide variation between models of self-evaluation systems in countries made it highly unlikely that a single model of "best" practice could be identified and recommended for all European countries. During our joint work, the European Social Partners in education have instead tried to focus on the characteristics of a process that aims at developing a model suitable for the circumstances under consideration. Those circumstances could be a national context or a regional/local/ institutional context.

Despite the national or regional differences, the different peer learning visits had the same conclusions: self-evaluation systems of schools and teachers greatly benefit from a constructive and trustworthy dialogue between social partners at national or local level. Similarly, the importance of a good dialogue between all stakeholders was emphasised; as teachers, school boards, principals, school leaders, parents and pupils should all be involved in the self-evaluation process.

Furthermore, it is important to point out that school and quality development in Europe can be achieved through well-planned and successful self-evaluation at school level. The European social partners in education have agreed that this process should be inclusive and dialogue-based. Consequently, both the schools involved in the self-evaluation process and the teachers must conduct themselves as co-partners within the process. Also, to achieve best possible results in this process it is important to first clearly define the objectives of each evaluation initiative.

In light of these conclusions, we are very pleased to present herewith the results of our work in this field: a literature review, three country case studies, and the conclusions of our final conference. The outcome of our project, the 'Joint Declaration on The Promotion of self-evaluation of schools and teachers' will be of great support for further dialogue in many European Countries. It will assist in raising awareness of the issue and it will guide schools, national social partners in education and other stakeholders.

It is our hope that dialogue at the European level and the joint declaration will be translated into further concrete national or local measures, and that words will ultimately become actions. We would like to thank our EFEE and ETUCE members for their active contribution.

Bianka Stege, General Secretary of EFEE
Martin Rømer, European Director ETUCE

'ETUCE appreciates the excellent cooperation in this project. We, as social partners in education, all share in the common concerns of ensuring the best possible results in our work to promote further development and assurance of educational quality. The project has been of great interest for many of our member organisations. This has been confirmed by the high level of participation in the recent project activities.'
Martin Rømer,
European Director ETUCE

Content

Introduction

Why a project on self-evaluation of schools and teachers?
In 2010 and 2011, the European Sectoral Social Partners in Education (ESSDE) worked jointly in their *Working Group 1 on Quality in Education*, focusing on "The culture of evaluation". During three social dialogue meetings, employers' organisations and trade unions in education had the opportunity to discuss the topic of evaluation of schools and teachers.

The working group considered the conditions for creating an **evaluation culture** at school-level that could promote school development and quality, including both evaluation of individual teachers and students—sharing co-responsibility in fostering a positive learning environment—and evaluation of the whole school. A short questionnaire was circulated in order to exchange information and to gauge an idea of the variations between countries. The outcome of the first stage of work was presented in a joint report with the agreed purpose of **promoting a culture of evaluation that is accepted at all levels.** The implication of this was that the principle of self- evaluation was not in question, yet it was clear that the actual experience of evaluation could prove to be controversial. The OECD expressed this well:

"Information is critical to knowing whether the school system is delivering good performance and to providing feedback for improvement. Countries use a range of techniques for the evaluation and assessment of students, teachers, schools and education systems....But among stakeholders, tensions can arise over how evaluation and assessment techniques can, and should, be used. Some see them primarily as tools to encourage teachers and schools to improve. For others, their main purpose is to support accountability or steer the allocation of resources." OECD, July 2009.

With this project, the European sectoral social partners in education continued the work of the working group, taking into account the results of prior meetings and exchanges of views in this field.

What are the objectives of the project?
The specific **objectives** of the project are:
To contribute to the Renewed Social Agenda by focusing on improving labour relations in the education sector.

1 To contribute to European cooperation in the education sector, notably to the objectives of the EC Communication on Improving competences for the 21st Century: An Agenda for European Cooperation on Schools (COM (2008) 2177).
2 To contribute to the European social dialogue between employers' organisations and trade unions in the education sector and more specifically, to continue the work of the Working Group 1 on Quality in Education to improve the coordination, functioning and effectiveness of the European Sectoral Social Dialogue for Education.

3 To explore the links between evaluating schools and teachers and their professional development. In order to target resources for professional development accurately we need to know where the development needs lie. This calls for results of evaluations of both schools and individual employees in schools.
4 To explore the concept of self-evaluation: in order to focus evaluation on development needs, the instruments of evaluation must be trusted by schools and by employees alike. This suggests that the most effective starting point should be structured self-evaluation.
5 To facilitate peer learning between social partners in the education sector and to exchange best practices and learning experiences.
6 To update current knowledge on (self) evaluation of social partners in the education sector and thereby contribute to the modernisation of the labour market.
7 To strengthen synergies and exchanges between European social dialogue sectoral committees and between the sectoral committees and the inter-professional level.
8 To strengthen the capacity of the European social partners in education, specifically on the employer side. Potential future EFEE members from countries that are not yet EFEE members were invited to the conference and as such made aware of the benefits of to be part of the ESSD-Education.

Who is involved?

This project is a joint project of the European Federation of Education Employers (EFEE) and the European Trade Union Committee for Education (ETUCE) and is for the benefit of the European social partners in the education sector.

The project is managed by the EFEE secretariat, in close cooperation with the ETUCE secretariat and guided by the following Project Steering Committee:

– Bianka Stege, General Secretary, EFEE (Project manager)
– Sarah Kik, Assistant General Secretary, EFEE (Project coordinator)
– Martin Rømer, European Director, ETUCE
– Alexandra Rüdig, Senior Policy Officer, ETUCE
– Hans Laugesen, Senior Educational Policy Officer and International Secretary, Danish National Union of Upper Secondary School Teachers (ETUCE member)
– Netherlands: Sjoerd Slagter, President, and Thea van den Idsert, Director School|Info, Secondary Education Council (EFEE Member)
– Cyprus: Yiannis Savvides, Officer at the Permanent's Secretary Office, and Christina Stavrou, Officer at the Cyprus Pedagogical Institute, Ministry of Education and Culture (EFEE Member)
– Sweden: Per Graden and Eva-Lena Arefäll, Analysts, Swedish Association of Local Authorities and Regions (EFEE Member)

It has been the task of this Committee to jointly pilot the project and to oversee the activities from an expert point of view. They provide national and European knowledge and input to the core activities of the project.

What are the project activities?

The project consisted of the following project activities and outcomes:

1 A short literature review on self-evaluation in the EU in general and more specifically focusing on the three countries where a peer-learning visit took place. This review aims to complement findings from the visits, and at the same time gives a general introduction

to the principle of (self)-evaluation and its possible positive effects on the quality of education.

2 Three peer learning visits to three different countries, hosted by EFEE and ETUCE members (Cyprus, the Netherlands and Sweden) followed by national reports on the findings.

3 A conference to share the findings of the three peer learning visits, to discuss project results with all members of EFEE, ETUCE and external experts in the field of self-evaluation. All of this is conducted with a view to continue the work of our ESSDE Working Group and to contribute to the social dialogue process in the education sector.

4 A final report with the findings of the peer learning visits, the literature review and the conclusions of the conference.

5 A briefing at the Plenary Meeting of the ESSDE Committee informing all national affiliations of EFEE and ETUCE on the project results.

6 Dissemination of the final report.

Literature Review

This short literature review is based on literature recommended by EFEE and ETUCE members of the ESSDE Working Group 1 on Quality in Education. Furthermore, sources are used from international organisations such as the Organisation for Economic Co-operation and Development (OECD) and the European Commission (EC). At the end of the literature review, an overview is added with all the literature that has been used in the review.

Self- evaluation of schools & teachers – A short literature review
International research shows that there is a growing trend towards **self-**evaluation of schools in Europe.[1] Alongside the more traditional form of (external) evaluation by the Inspectorate, self-evaluation – also indicated as internal evaluation – becomes more and more embedded in national school evaluation systems. This trend is also underpinned by the results of the questionnaire completed by members of the European Trade Union Committee for Education (ETUCE) and of the European Federation of Education Employers (EFEE) who took part in Working Group 1 'Quality in Education' of the European Sectoral Social Dialogue in Education.[2]

What is self-evaluation?
The Organisation for Economic Co-operation and Development (OECD) has done extensive research in this area and we take some of their findings as points of departure. The OECD defines self-evaluation as a "type of evaluation where the professionals take the responsibility for the evaluation of their own organisation (either their classes, or the school as a whole)."[3] Furthermore, the OECD underlines that self-evaluation is strongly linked to school development programmes: "The obligation to consider how far the educational policy of the school has been implemented is consistent with one of the aims underlying internal evaluation, namely supporting schools in critically appraising and developing their own quality."[4]

By means of self-evaluation systems, schools reflect on their own performance. Results of the evaluation inquiries show what goes well and which areas need improvement. Within this reflective process, different actors, who are closely involved with the work of school, could perform the role of evaluator. In general, teachers, head teachers, principals or other school administrators take part in the evaluation-systems. However, also students and parents could play a role as evaluator.[5] Considering that different actors are involved, the self-evaluation process offers also a way to enhance dialogue between the different parties.

Furthermore, self-evaluation could be a tool to give more transparency on the performance of the school to the outside world. In other words, self-evaluation results could be used by schools to give account on their work. The OECD distinguishes three different types of accountability purposes of school evaluation, which could co-exist next to each other. The first purpose is to give account to

1 Faubert, V. (2009), "School Evaluation: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers*, No. 42, OECD Publising, p. 14. MacBeath, J. et al (1999), "Evaluating Quality in School Education – A European Pilot Project", *European Commission*, p. 62.
2 Report from the Quality working group (WG 1) to the ESSDE, 20.09.2011, p.4.
3 Faubert, V. (2009), "School Evaluation: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers*, No. 42, OECD Publising, p. 14.
4 Ibid, p. 17.
5 Inspectorate of Ireland (2012), "School Self-Evaluation: Guidelines for Post-Primary Schools", Department of Education and Skills, p. 8.

policy makers on meeting the requirements of the school system and contributing to improve its quality.[6] The second purpose is to give account to parents and students. This could not only be of importance to students (and their parents) of the school concerned, but also to students (and their parents) who are searching for a school. The evaluation reports of schools could help them to choose the school that complies with their ideas of good education. The third purpose is to give account on meeting one's expectation and those of colleagues.[7] This latter accountability purpose is more oriented at the internal functioning of the school in contrast with the two first purposes that are more externally directed.

In short, self-evaluation could serve as a tool to improve quality of education, but also to give account on the performance of the school towards its stakeholders. In order to make full use of the potential of a self-evaluation system to improve quality of education and to promote dialogue between all stakeholders, it is of great importance that the system is trusted among all parties, as John MacBeath Professor Emeritus at the University of Cambridge[8] underlines in his work 'Schools Must Speak for Themselves: The Case for School Self-Evaluation'. [9] "The framework has to be 'inclusive', clearly signalling its respect for a broad base of opinions – from teachers, pupils, parents, governors, support staff and others" explains MacBeath.[10] Furthermore, it is important to find the right balance between the different interests of external and internal parties for school evaluation. It should be clear what the outcome will be of the evaluation for in particular teachers, pupils and parents. If the self-evaluation system is "unaccompanied by a genuine commitment to its educational value" it will be an empty exercise, warns MacBeath.[11] High quality education is more than obtaining education outcomes such as exam results. An evaluation system only focused on data and standards could lead to teaching programmes too narrowly focussed on training in those subjects that are being tested, emphasises Diane Ravitch education policy analyst and former U.S. Assistant Secretary of Education.[12] Moreover, an evaluation system driven by externally set standards on education outcomes could also imply that teachers are judged (with discharge as a potential result) on the performances of their pupils, states Steven J. Kleens Professor of International and Comparative Education at the University of Maryland. [13]

Self-evaluation and autonomy

The growing trend towards self-evaluation goes hand in hand with the increasing level of autonomy of schools in Europe. As described in the European Commission's report on 'Evaluation Quality in School education': "Countries where autonomy is greater were more likely than others to report a culture of self evaluation".[14] The OECD report endorses the relation between self-evaluation and autonomy: "there is an increased prominence of school evaluation as school systems decentralise with further autonomy given to individual schools". With the increasing level of autonomy, the accountability purpose of self-evaluation becomes more important. Schools have to show to public authorities that they meet education standards. Some regulation is needed to guide the increasing autonomy of schools. **This is why self-evaluation is often complemented with external evaluation**. As described in the Commission's report: "In most cases, there is some articulation between external and internal inspection, with the former setting the parameters, providing the methodology, using the results, or assessing the process of the latter".[16]

6 Faubert, V. (2009), "School Evaluation: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers*, No. 42, OECD Publising, p. 7.
7 Ibid, p. 7.
8 Furthermore MacBeath is Director of Leadership for Learning: the Cambridge Network and Projects Director for the Centre for Commonwealth Education. He wrote among others five books on the concept of self-evaluation of schools.
9 MacBeath, J. (1999), *Schools Must Speak for Themselves: The Case for School Self-Evaluation*, London, Routledge
10 Ibid, p. 97.
11 Ibid, p. 99.
12 Ravitch, D. (2010), "Why I Changed My Mind About School Reform - Federal testing has narrowed education and charter schools have failed to live up to their promise", *The Wall Street Journal*
13 Kleens, S. J. (2012), *Evaluating Teachers: Value-Added Has No Value*, Education International
14 MacBeath, J. et al (1999), "Evaluating Quality in School Education – A European Pilot Project", *European Commission*, p. 60.
15 Faubert, V. (2009), "School Evaluation: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers*, No. 42, OECD Publising, p. 8.
16 MacBeath, J. et al (1999), "Evaluating Quality in School Education – A European Pilot Project", *European Commission*, p. 64.

Self-evaluation and external evaluation

In general, the criteria for self-evaluation are based on the criteria used by external evaluators, which are defined by education authorities. In most cases, schools have some margin to define their own criteria for evaluation, directed at their own development programmes. In some countries, schools use the same criteria for self evaluation as those that are used in external evaluations.[17]

This is for example the case in the Dutch self- evaluation system 'Frameworks for Responsibility' (Vensters voor Verantwoording). The Dutch Inspectorate of Education has agreed that schools no longer have to provide them with information which is already available through the Frameworks for Responsibility system.[18] In the Netherlands, the Inspectorate relies thus on the evaluations of the schools themselves. The Inspectorate only visits those schools which study of online data indicates are "at risk" [of failing to achieve expected results]; and those visits are intended to help the schools concerned to analyse their weaknesses and to work out how to overcome them. This fits in the trend, described in the report of Working Group 1 'Quality in Education', of the shift in focus of Education Inspectorates from *compliance* to *assistance*.[19]

In most countries, external and internal evaluations are interdependent. In other words: external evaluation is partly based on the judgments formed during internal evaluation. In some countries however, both evaluations are carried out in parallel. This is for example the case in Portugal, Spain and Cyprus (its evaluation system is currently being revised).[20]

In general, external evaluations are carried out by Inspectorates that are accountable to the central education authorities, such as Ministries of Education. However, the level of autonomy of Inspectorates may differ per country. The Inspectorates in the Netherlands and the UK have for example a high level of autonomy. Besides systems in which the Inspectorate is accountable to a central authority, some countries have evaluation systems in which the Inspectorate gives account to decentralised authorities, like France, Austria and Poland. Furthermore, in Sweden and Denmark the responsibility for external evaluation is shared between municipalities and national agencies.[21]

Evaluation of teachers

Evaluation of teachers is seldom integrated in the evaluation of schools as a whole. If teachers are evaluated on an individual basis, it is more likely to be part of external evaluation than of self evaluation systems. Furthermore, the evaluation reports focus generally on the overall effectiveness of the school rather than the performance of an individual teacher.[22]

Evaluation of teachers could for example be carried out through interviews, visits to classrooms and questionnaires. The observation of lessons is for example typical in most inspection systems. External evaluators may offer feedback on teachers' subject knowledge, classroom management or teaching skills.[23] However, feedback is seldom directed towards career management of the teacher.[24] These findings are remarkable, as both employers' organisations as well as trade unions have expressed the added value of embedding teacher evaluation in the school evaluation system as a whole during meetings of the European Sectoral Social Dialogue in education.[25]

17 Faubert, V. (2009), "School Evaluation: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers*, No. 42, OECD Publising, p. 12.

18 Van Dam, J. (2010), "Windows: dialogue based on facts", in *European School Heads Association Magazine*, December 2010, p. 31.

19 Report from the Quality working group (WG 1) to the ESSDE, 20.09.2011, p. 4.

20 Eurydice (2004), *Evaluation of Schools providing Compulsory Education in Europe*, Directorate-General for Education and Culture, p. 44.

21 Faubert, V. (2009), "School Evaluation: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers*, No. 42, OECD Publising, pp. 12-13.

22 Eurydice (2004), *Evaluation of Schools providing Compulsory Education in Europe*, Directorate-General for Education and Culture, p. 50.

23 Faubert, V. (2009), "School Evaluation: Current Practices in OECD Countries and a Literature Review", *OECD Education Working Papers*, No. 42, OECD Publising, p. 30.

24 Eurydice (2004), *Evaluation of Schools providing Compulsory Education in Europe*, Directorate-General for Education and Culture, p. 50.

25 Findings of the questionnnaire on "The culture of evaluation" of Working Group 1 on Quality of Education, see working group report ESSDE

Literature overview

1 Evaluating Quality in School Education – A European Pilot Project
By John MacBeath, Denis Meuret, Michael Schratz, Lars Bo Jakobsen – European Commission, 1999
http://ec.europa.eu/education/archive/poledu/present_en.html

"The European Pilot Project on Quality Evaluation was launched at the beginning of the school year 1997. The project formally ended at a final conference in Vienna, Austria in November 1998. 101 secondary schools in 18 countries took part in the project.

The purpose of the project was to raise awareness about the need to evaluate secondary education in Europe, to enhance existing national procedures, to give a European dimension to quality evaluation and to support the exchange of information and experiences.

This final report gives an account of the project and the findings based on the material developed for the implementation of the project, questionnaires completed by schools, and reports written by national committees."

2 Schools Must Speak for Themselves: The Case for School Self-Evaluation
By John MacBeath - Routledge 1999

"This book illustrates how schools can tell their own story. It draws on ground-breaking work with the National Union of Teachers to demonstrate a practical approach to identifying what makes a good school and the part that pupils, parents and teachers can play in school improvement. Its usefulness for and use by, classroom teachers to evaluate their practice will prove to be its greatest strength in an ever expanding effectiveness literature."

3 Evaluation of Schools providing Compulsory Education in Europe
By Eurydice – Directorate General for Education and Culture, 2004
http://eacea.ec.europa.eu/education/eurydice/thematic_studies_archives_en.php

"The present study reveals that quality evaluation in schools takes several forms. Each country has developed an approach that corresponds both to its method of managing and organising its education system and its objectives. Over and above this diversity lies a growing general awareness that there is a crucial need everywhere for quality control and the implementation of improvement, in accordance with an appropriate division of responsibilities between education authorities and schools themselves."

4 School Evaluation: Current Practices in OECD Countries and a Literature Review
By Violaine Faubert – OECD, 2009
http://www.oecd-ilibrary.org/education/school-evaluation_218816547156

"This paper examines the current academic and policy literatures concerning school evaluation in primary and secondary education within the OECD countries. First, it provides a typology of the existing systems of school evaluation across the OECD. Second, this paper analyses how school evaluation schemes are interrelated with other components of the evaluation framework, such as teacher evaluation and system evaluation. Third, this paper presents the advantages and

drawbacks of different approaches to school evaluation, the resistance and implementation difficulties resulting from misalignment of interests between different stakeholders, and possible ways to overcome impediments to implementation. Finally, it reviews the quantitative and qualitative evidence available on the impact of different school evaluation schemes on school performance, student learning and the incentives for the teaching staff. It concludes by considering the circumstances under which school evaluation schemes seem to be more conducive to school improvement. The effectiveness of school evaluation schemes relies on developing competencies for evaluation and for using feedbacks. Alignment of stakeholders' interests is also critical to have the support of those being assessed."

5 Why I Changed My Mind About School Reform – Federal testing has narrowed education and charter schools have failed to live up to their promise
By Diane Ravitch – the Wall Street Journal, 2010
http://online.wsj.com/article/SB10001424052748704869304575109443305343962.html

"In short, accountability turned into a nightmare for American schools, producing graduates who were drilled regularly on the basic skills but were often ignorant about almost everything else. Colleges continued to complain about the poor preparation of entering students, who not only had meager knowledge of the world but still required remediation in basic skills. This was not my vision of good education."

6 Report from the Quality working group (WG 1) to the ESSDE
By ETUCE and EFEE members of WG1, 2011

"The agreed purpose of the report is to promote a culture of evaluation that is accepted at all levels. (...)The wide variation between countries makes it highly unlikely that a single model of "best" practice could be identified and recommended for all European countries. The working group has instead tried to focus on the characteristics of a *process,* which aims at developing a model that is suitable for the circumstances under consideration. Those circumstances could be a national context or a regional/local/institutional context."

7 Evaluating Teachers: Value-Added Has No Value
By Steven J. Klees – Education International, 2012
http://www.educationincrisis.net/blog/item/476-evaluating-teachers-value-added-has-no-value

"The spread of value-added schemes can be explained by their simplistic but attractive logic and the fact that there is a set of technical experts and businesses who lobby for these schemes as they become increasingly lucrative. I am not saying test scores are irrelevant to teacher assessment. While narrow approaches to achievement testing in some countries have gotten out of control, simple measures of a classroom's gain in test scores, as one piece of information along with many others about a teacher's performance, can be interpreted with knowledge of the local context as part of a professional peer evaluation system. But we can no more scientifically determine teachers' effects on test scores than we can legislators' impact on economic growth or poverty reduction. Sure, both have an impact, but the processes are too complicated for simplistic solutions. If value-added models are to be used, let us experiment with merit pay for legislators and others who advocate such models before we try to foist off such schemes on teachers."

8 School Self-Evaluation:
Guidelines for Post-Primary Schools
By Inspectorate of Ireland – Department of Education and Skills, 2012
http://schoolself-evaluation.ie/post-primary/

"These Guidelines have been prepared by the Inspectorate, with the assistance of schools and the education partners, to provide practical support to schools in undertaking school self-evaluation. This publication is intended to support schools as they evaluate teaching and learning. Over time the guidelines will be further developed to support schools as they evaluate other key dimensions of school provision.

The Guidelines provide practical suggestions as to how schools might make judgements about practice and about how well their students are doing. They include evaluation criteria to guide schools in making quality judgements about their work and sample school self-evaluation tools to assist in the gathering of evidence."

Case Studies

We selected the Netherlands, Sweden and Cyprus to study their systems of self-evaluation of schools and teachers more in-depth, because of their diverse education systems. In these countries, the employer organisations all operate at a different administrative level. In Cyprus the Ministry of Education and Culture is the employer of teachers, in Sweden the education employer is at municipal level, represented nationally by SALAR, the Association of Swedish Local Authorities and Regions, and in the Netherlands the employer is at school level represented nationally by a de-centralised council that operates independently of national and local authorities (at the level of secondary education the employers' organisation is the VO-Raad, the Secondary Education Council).

Peer Learning Visit to the Netherlands
(8-9 October 2012)

The Dutch Education System

Presented by Hester Van Eerten & Ed Van der Groep - Ministry of Education, Culture and Science

The Dutch educational system is characterised by the combination of central educational policy with decentralised administration and management of the institutions. The Ministry of Education, Culture and Science, on behalf of the central government, controls education through legislation while keeping in mind the provision of the Constitution. Within the Constitution the principle of freedom of education is laid down (article 23). This article provides the right to found schools and to provide teaching based on religious, ideological or educational beliefs. Both public and private schools are equally funded by the government, on the basis of lump sum financing.

Schools boards are free to determine what is taught and how it is taught. This freedom is however limited by the standards set by the Ministry of Education on for example: minimum number of teaching hours, examination requirements (for secondary education) and occupational requirements (for vocational education). Furthermore, the Ministry determines the overall curriculum and the details of the compulsory subjects laid down in attainment targets for primary and secondary education. The content of teaching and the teaching methods are however not prescribed.

It is the task of the Inspectorate to supervise the quality of education within schools. The Inspectorate is accountable to the Ministry, but has a high level of autonomy. The Inspectorate bases its assessments on the principle that the schools themselves bear primary responsibility for the quality of teaching. For its assessments, the Inspectorate relies on the evaluations of the schools themselves, which are based on the standards set by the Ministry. The Inspectorate only visits those schools which study of the data indicates are "at risk" (of failing to achieve expected results). When a school structurally underperforms, the Ministry can restrict the funding.

Frameworks for Responsibility

Presented by Thea van den Idsert - Director School|Info

The project "Frameworks for Responsibility" (Vensters voor Verantwoording), aimed at evaluation of schools, is developed by School|Info. School|Info is a joint initiative of the Secondary Education Council of the Netherlands (VO-Raad) and the Primary Education Council of the Netherlands (PO-Raad), both members of the European Federation of Education Employers (EFEE). Furthermore, it receives funding from the Dutch Ministry of Education, Culture and Science. The main goal of School|Info is to develop, in close cooperation with schools, information tools which could be used by schools to improve their accountability, transparency and output-oriented working.

"Frameworks for Responsibility" is a tool to collect all numerical data concerning secondary education in the Netherlands within one system. The project was initiated in 2007 and by 2012 96% of all secondary schools participated on a voluntary basis. Moreover, School|Info is currently working on a similar project for primary education. The project is developed as an answer to recent trends in the education

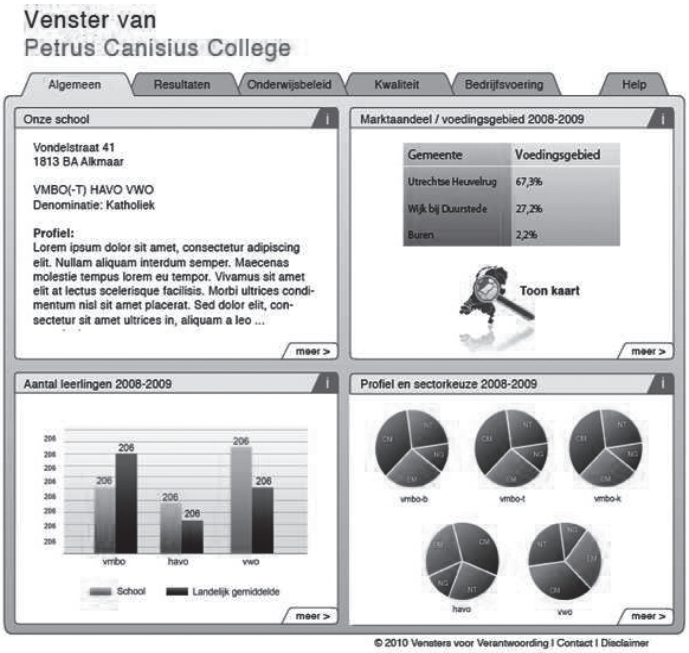

Figure 1
Lay-out example Framework for Responsibility

sector, such as an increasing focus on achievements of students, teachers and schools, more publicly available data and the growing number of rankings of schools in the mass media based on these data.

The data within the framework are provided by DUO (Dienst Uitvoering Onderwijs - the subsidiary of the Ministry of Education which informs and finances schools), the Dutch Inspectorate of Education and by the schools themselves, and structured around 20+ indicators (see table 1). As described in table 1, DUO provides data on for example final exam results, pass rates, drop-out rates and the ratio between staff and pupils. These numbers are also used by the Inspectorate in its assessments of schools. Schools, on the other hand, deliver data on quality assurance, such as students' and parents' satisfaction, school environment and safety, teaching time and student features. All the data are processed and visualised in a clear frame (see figure 1). Schools have the option to publish the data of their own school via a link on their own website. An important feature of the system is the possibility for schools to add clarifications and explanations on the data displayed. The framework shows thus not only information about schools, but also from schools.

General	Quality	Educational
• *About this school*	• Students' satisfaction	• School Plan
• *Number of students*	• Parents' satisfaction	• Care Plan
• *Market share*	• Supplying and continuation schools	• Networks
• *Profile and sector choice*	• School environment and safety	• Teaching time
	• External evaluations	• Students' features
Results	**Operations**	**Practical education**
• *Pass Rate*	• *Finance*	• Diplomas and (branch) certificates
• *Exam Results*	• *Educational Staff*	• Placement of students
• *Inflow and outflow*	• Absenteeism	• durability of placement
• *Depart from school*	• Training Expenses	
	• *Number of students / staff*	

Source data: DUO/Inspectorate, OCW
Source data : schoolboards, schools

Table 1
Indicators Framework for Responsibility

The data framework is not a goal on its own, but is intended as a tool to help schools establish a dialogue with stakeholders on the basis of solid data. With the data and explanations different frames could be produced, which are adapted to the specific needs of users and stakeholders, such as:

- **School Framework;** for the schools' stakeholders.
- **SchoolVO;** for information at sector level.
- **Management Framework;** for internal use for schools that wish to zoom in further on data in order to improve education quality.
- **SchoolCompass;** to helps pupils in primary education and their parents choose the right secondary school.

Furthermore, by consistently comparing the data of schools to the national average, the framework offers schools a handle to benchmark their improvement. Each year schools have to fill in all the data in order to produce an annual report. This way, the development of a school can be followed year by year.

The school frameworks are available on the website http://www.schoolvo.nl/ or at the websites of the schools themselves.

Frameworks for Responsibility in Practice

Presented by Rinnie van der Horst - President Executive Board Meerwegen scholengroep & Wim van Deijk - Director Prisma College

"In the Netherlands we do not have one national self-evaluation system, but we have a national system that supports self-evaluation of schools", this is how Rinnie van der Horst characterised the system in the Netherlands. The framework is a practical tool that gives a clear overview on a wide range of data. These data are useful for schools to keep track of their school development plan, for students and parents to know how their school performs, and also for future students (and parents) to help them choose the right secondary school.

However, self-evaluation as an instrument to improve the quality of education is not only about numbers, as Van der Horst underlined. The quality of education is clearly linked to the quality of teachers. As part of the internal evaluation of the school, visitations by the Principal or Head Teachers to class rooms take place. However, this form of evaluation of teachers could be more developed in the Netherlands, according to Van der Horst. In for example the UK, Head Teachers walk easily into a class room to get an idea of the teaching methods. That was/is not the case in the Netherlands. In order to improve the teaching quality it is most important that teachers visit each other to learn from their peers.

A big advantage of 'Framework for Responsibility' is that schools can add explanations and clarifications to the data, Wim van Deijk added. Before this Framework system, data on school performance were published by DUO and the Dutch Inspectorate of Education without any background information on specific circumstances at certain schools. Nowadays, the picture is more balanced. Furthermore, the Dutch Inspectorate of Education has agreed that schools no longer have to provide them with information which is already available through the Framework for Responsibility system. This saves time, since schools only have to register their data into one system.

Views of Dutch Trade Unions on the System

Presented by Joany Krijt - Member Executive Board Christelijk Nationaal Vakverbond Onderwijs (CNVO), Jose Muijres - Member Executive Board Algemene Onderwijsbond (AOB), Remco Littooij- Chairman / Negotiator Federatie van Onderwijsvakorganisaties (FVOV)

The fact that the role of the teachers is not adequately integrated into the current evaluation system was the main point of criticism of the Dutch trade unions. They praised the transparency of the system and the aim to improve the quality of education. However the system does not illuminate the role of the teachers in improving quality. "The role of the teacher is unclear in the system, but very necessary for high level education", said Jose Muijres. She suggested integrating data on for example the number of qualified teachers in the framework.

On the other hand, the trade unions are pleased that there are no data on the performance of individual teachers in the system, as Joany Krijt stated: "It is good that the Framework does not show individually performance of teachers in the system". Evaluation of teachers is part of the internal functioning of a school and should not be part of a publicly available data framework. Remco Littooij also underlined this: "the Framework is for the school and the teachers' team, but not for the individual teacher. Teachers have evaluation sessions with principals and peer learning sessions."

Besides the hard data, an evaluation system should also include soft tools to promote for example peer learning among teachers, the trade unions emphasised. By integrating aspects on the internal functioning of the school, the system would be more complete. It would become a comprehensive self-evaluation system of schools and teachers, instead of a tool solely based on hard data. About their own role in the current system, the trade unions added that they regretted they had not been involved in the development of the 'Framework for Responsibility'.

Future Developments

Presented by Rens van den Boogaard, Programme Manager Innovation School|Info & Joandi Hartendorp, Project Manager ELD/ OSO School|Info

School|Info is currently developing a tool, the 'Teachers App', to cover also evaluation of individual teachers. This tool will combine data, collected by testing and assessment company CITO, on exam results at teacher level, scores per theme and question, and national benchmarks with data that are available in the Management Framework (for internal school use only). With this app the results of a teacher could be compared with the results of its peers in a certain subject, as Rens van den Boogaard explained.

Furthermore, School|Info is working on a 'Performance Monitor'. This is an online instrument to monitor the progress of schools in comparison with the benchmarks set by the Ministry of Education, Culture and Science, Joandi Hartendorp explained.

Concluding Remarks

Some days after the visit, the EFEE secretariat was approached by the Dutch trade union AOB with the question if we could help them getting into contact with School|Info in order to become more involved in the development of the Dutch self-evaluation system. The pear learning visit has thus not only stimulated the dialogue between social partners in the education sector on European, but also at national level.

Peer Learning Visit to Sweden
(15-16 January 2013)

Introduction to the Swedish Education System

Presented by Analyst/Senior Advisor Bodil Bavner & Analyst/Senior Advisor Eva-Lena Arefäll – SALAR (Association of Swedish Local Authorities and Regions)

According to the Swedish Education Act, all children shall have equal access to education. All children shall enjoy this right, regardless of gender, where they live, or social or economic factors. The Education Act states that the education shall "provide the pupils with knowledge and, in cooperation with the homes, promote their harmonious development into responsible human beings and members of the community."

The Swedish school system is a goal-based system with a high degree of local responsibility. Responsibility for schools in Sweden is shared by the Parliament, the Government and the municipalities. The Swedish Parliament and Government set the goals and guidelines for work in the school system. This applies to all schools in Sweden, both public schools and independent schools, and is to guarantee that education is of a high standard and equally good throughout the country. The national Parliament and Government steer through legislation: the Education Act, through school curriculum and course syllabi, national teacher training, national school leadership training and through inspection (quality control) of all schools, pre-schools and school-age childcare. The schools Inspectorate is also responsible for the approval process for independent schools.

The municipality undertakes educational activities within the frameworks set by the state in the Education Act and the national curricula. The municipality has much freedom to determine how the school system is to be organised for the national goals to be achieved. The municipality is also responsible for schools being given the resources and conditions they need to provide education that is equally good throughout the country. It is the municipality that is the main player regarding evaluation of schools.

The Swedish school system is divided in three parts: preschool for 1 to 6 year olds, compulsory school for 7 to 16 year olds and upper secondary school (see figure 2 for a schematic overview of the Swedish school system). Parents and students have an extensive freedom of choice – they can pick either a public school or an independent school. Independent schools are funded in the same way as public schools (they also receive money from the municipalities); parents do not have to pay an extra fee for these schools. At the level of preschool about 20% of the children go to independent schools and at the level of compulsory school about 15% of the children go to independent schools.

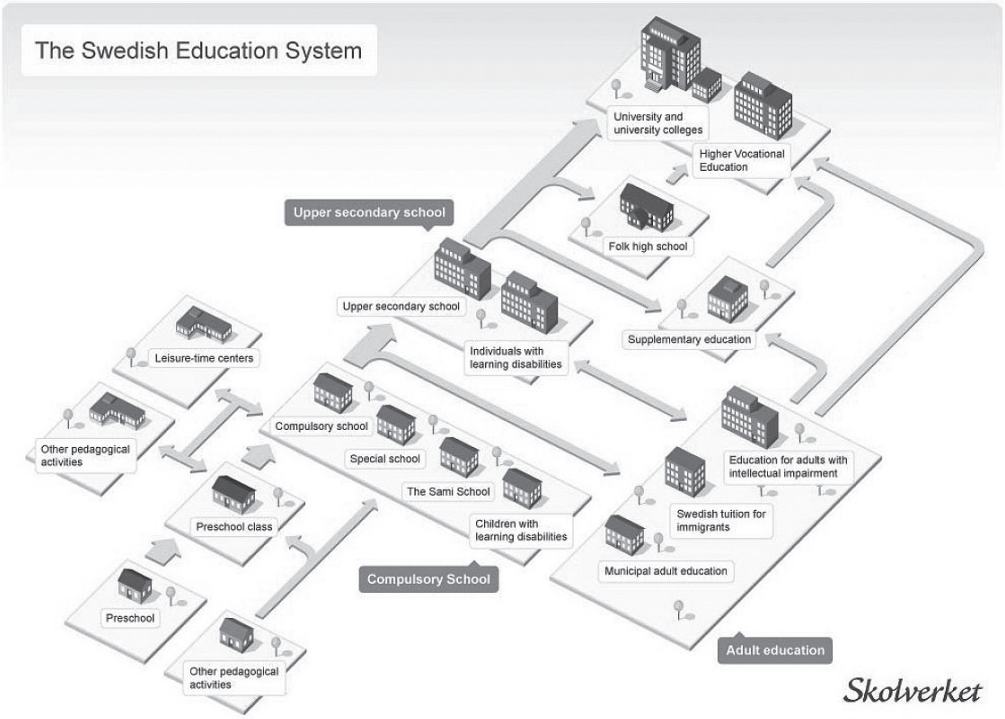

Figure 2
The Swedish Education System
source: www.skolverket.se

Role of SALAR as Education Employer

Presented by Head of Unit Labour Law Sophie Thörne – SALAR

The Swedish Association of Local Authorities and Regions (SALAR) represents the governmental, professional and employer-related interests of Sweden's 290 municipalities and 20 county councils. The Association strives to promote and strengthen local self-government and the development of regional and local democracy.

As an employers' organisation, SALAR negotiates collective agreements with trade unions (including a collective agreement for teachers from preschool to secondary school), encourages improvements in operational efficiency, productivity and quality in municipalities, supports and takes into account the prospects for recruiting and retaining staff, and encourages dialogue between managers and employees about goals, expectations, requirements, their performance and salary.

An example of how SALAR encourages improvement of efficiency and quality in the field of education in municipalities, is the open comparison on 'comprehensive schools'. The open comparison includes data on the performance of schools, such as information on quality, results, and costs. These data are available at municipality level and do not show performances of individual schools. The comparisons serve to spur the ambition to obtain a better result and also show good examples of how to proceed. Publications of comparisons that are open to the public also promote a debate based more on facts and can thus contribute to reinforce the citizens' confidence in the activities of municipalities.

Furthermore, SALAR encourage municipalities to improve the performances of schools through projects on for example maths. This project has been started as a result of falling PISA results of Swedish schools in the field of maths. Another focus of SALAR's policy is youth unemployment and the transition from the education system to the labour market.

Evaluation of Schools and the Role of the Ministry of Education

Presented by Senior Advisor Kerstin Hultgren – Ministry of Education

Kerstin Hultgren referred in her presentation on (self) evaluation to the OECD report on Sweden on "Reviews of Evaluation and Assessment in Education"[26]. The main conclusions of this report are: 'In Sweden's highly decentralised education system, evaluation and assessment are crucial to ensure that professionals get the information and feedback they need to improve the quality of their work. Evaluation and assessment are also key tools for the central Government to monitor whether national goals for quality and equity in education are being achieved. The Swedish approach combines national standard-setting and central test development with a high degree of trust in school professionals to carry out evaluation and assessment. While key elements of evaluation and assessment are well established at student, teacher, school and system levels, challenges remain in aligning the different elements to ensure consistency and complementarity.'

Evaluation of schools is thus partly the responsibility of national agencies, partly of the municipalities and partly of the schools themselves. Furthermore, evaluations are carried out at different levels: at student level, teacher level, school level and system level. There are also different tools used for evaluations, such as international assessments (e.g. PISA), national statistics at school level by the National Agency for Education (on pupils, school staff, costs and education outcomes), open comparisons reports at municipality level by SALAR, and thematic evaluations by the Inspectorate. These data of the different evaluations could be better integrated, stated Kerstin Hultgren, as the OECD also recommended in its report.

At national level, the Swedish National Agency for Education (accountable to the Ministry of Education) is responsible for the supervision, support and evaluation of schools. The Agency sets up frameworks and guidelines on how education is to be provided and assessed with the aid of syllabuses and subject plans, knowledge requirements and tests, as well as general guidelines. This is of special importance in the light of the ongoing reforms of the preschool, compulsory and upper secondary schools, as well as adult education. By means of in-depth studies and analyses, the Agency evaluates schooling to identify and highlight those areas where national development is needed. Causes of variations in goal attainment among different principal school organisers and schools are analysed. The Agency takes part in international studies to benchmark the Swedish education system and compare it with other countries. The Agency disseminates the results and outcomes by different means, such as reports and knowledge overviews.

The Role of the Inspectorate

Presented by Analyst/Senior Advisor Eva-Lena Arefäll – SALAR

The Swedish School Inspectorate was established in 2008; previously inspections were performed by the National Agency for Education. The Inspectorate has supervisory responsibility for pre-schools, school-age child care, primary and secondary education, and adult education. The Inspectorate checks that municipalities, municipal schools and independent schools comply with national legislation and other provisions applicable to their activities. Its assessments are among others based on data reports, visits, classroom observations, school plans, and conversations with principals and teachers.

There is a shift in focus from external criteria towards assesing

26 Nusche, D. et al., *OECD Reviews of Evaluation and Assessment in Education – Sweden*, OECD 2011, from: http://www.oecd.org/sweden/47169533.pdf

27 http://www.skolverket.se/om-skolverket/in_english

teaching methods. Furthermore, the system is moving towards a "light touch inspection". This means that the Inspectorate will only visit those schools that are at risk according to the statistics.

The main points of criticism by the Inspectorate on the Swedish schools are:
- Teaching needs to be more tailored to individual students;
- More support should be given to students with special needs;
- Lack of regular information to students and parents on the student's progress and performance;
- Follow up and evaluation is not systematic enough.

Nowadays, self-evaluation is not nationally standardised, it is up to municipalities and schools how they carry out self-evaluations.

The Role of the Trade Unions

Presented by Association Secretary Helene Lindstrand & Chief Negotiator Mathias Aström – Lärarförbundet (Swedish Teachers Union)

According to Lärarförbundet, self-evaluation of schools and teachers is an important tool for improving the quality of education. There should be a good balance between external and internal evaluation. In order to further develop a self-evaluation system it is important to know what the keys are to (educational) progress. This requires well educated teachers, who feel responsible for the quality of education and who have a broad responsibility for their school system. Teachers know the needs of students, but do not have the power to put the resources where the needs are.

In the current system there is much emphasis on the national structure, on the goals set by politicians and evaluations that measure if these goals are reached. It is however more important to know how to reach the goal than to know if the goal is reached. It is not only about test results. Nowadays there are two main obstacles for an effective self-evaluation system, Helene Lindstrand stated. First, Swedish teachers do not have time to discuss together their work and to evaluate their own and their peers' work. It is important to build structures for peer learning among teachers. Second, there is sometimes a lack of trust. Teachers know which methods work and should therefore have the responsibility to act accordingly. At school level one should discuss together with the teaching team how to reach the goals.

Mathias Åström added that collective bargaining is also an important part of the quality-work in education. Good salaries are important for recruitment of teachers. The salaries of teachers in Sweden are relatively low and the salaries are highly individualised (there are no fixed salary levels). The concept "teaching excellence" has however proved hard to define and even harder to translate into salary criteria.

Case Study: Sollentuna Municipality

Education in Sollentuna Municipality

Presented by School Director Leif Hildebrand & Councillor (and Chair of the Education Board) Maria Stockhaus – Sollentuna Municipality

Sollentuna Municipality is a growing community and as part of this growth new schools are being built. About 55% of the municipality budget is spent to education. There are in total 20 schools with 1500 staff members, 80% of the children in Sollentuna go to public schools

and 20% go to independent schools. The three main goals of the education policy of Sollentuna are: (1.) Get the best average grades; (2.) All students should graduate in all subjects; (3.) No student should be bullied. These three clear goals helped to improve the education standard in the municipality recent years. Nowadays, Sollentuna scores the best in the Stockholm area, Leif Hildebrand stated.

Maria Stockhaus added that the reports of the Inspectorate are overall good. The challenge is however to lift all schools to the same level. Especially schools with a lot of pupils with immigrant backgrounds deserve extra attention in this respect.

Furthermore, the municipality acts as a counterpart to the government for the development of new education policies. In order to implement new developments such as the use of ICT in education it is important to actively involve teachers. After all, their way of teaching will need to change.

Evaluation on Municipality Level

Presented by Analysis Expert (and former Head Teacher) Katarina Brundell – Sollentuna Municipality

Assessments of the performance of schools (including independent schools) are made at school level and at municipality level. For these evaluations the municipality makes use of: school results (pupil's marks), a written statement of the systematic quality work from every school at the end of the school year (provided by the head teacher), and a yearly survey for parents and pupils (for example on: moral and ethical issuess, bullying, teaching, learning development, influence & responsibility, communication between home and schools). This information is processed into an annual report which is presented to the education board. On basis of the data and analysis new education goals are suggested to the board.

Furthermore, the municipality organises programmes to improve the quality of education, such as VAGA VISA: dare to show. In this programme five suburbs cooperate. Their performances are compared on basis of an annual survey, outcomes of self-evaluations, and elaborated observations. These peer reviews help suburban schools to learn from their peers.

The Role of the Head Teacher

Superintendent Daniel Broman – Sollentuna Municipality

Head teachers are responsible for the daily management of schools, pre-schools and kindergartens. As stipulated in the Swedish Education Act, head teachers shall keep abreast of the daily work of the school, and focus in particular on developing the quality of education. Head teachers act within the frameworks set by the government (education laws, national curriculum, etc.) and the municipality. They have the responsibility to appoint their own staff and to evaluate them.

As mentioned before, there is a close correlation between the results and accomplishments of teachers and their salary of in Sweden. This new system was introduced in 1996, whereas before that period the salaries were linked to the years a teacher worked. Now, every year the work of the Swedish teachers is evaluated to determine if they: 1. Did not meet the expectations, 2. Meet the expectations, 3. Exceed the expectations. This evaluation is done on the basis of 12 criteria (agreed with the trade unions), such as: results, loyalty, interaction with pupils, communication with pupils, teachers and parents. The general idea is that in the end the salary of teachers will rise overall. Every autumn the head teacher discusses with all teachers

which points need to be improved (to raise the level of education and the teacher's salary) and in spring the teacher development is evaluated. For the evaluations, head teachers go out in the school, visit class rooms and talk with teachers and students.

Plan for Local Development in Education

Presented by Head Teacher Mimmi Forsgren – Vaxmoraskolan, Sollentuna Municipality

According to the Swedish Education Act every school must focus its systematical quality assessment on achieving the national goals for education. This is done in a Plan for Local Development (ALU) by schools. The ALU reports contain data on children, pupils, school staff, costs and education outcomes, the follow-up from the previous school year (results, improvement needs, development priorities, strategies for greater effectiveness), analyses of the results, and the development plans for the short-term (one year) and for long-term improvement areas (3 to 4 years). Furthermore, the reports assess the work done at individual level (of student and teachers), at group level and at school level.

The ALU is expected to be well known by the teaching staff and actively followed up during discussions and meetings. Each team sets their own goals according to the overall goals in the ALU. "You have to work all the time with ALU at all different levels for real development and to do it over and over again. Development is never ending", Mimmi Forsgren concluded.

Evaluation at School Level

Presented by Head Teacher Tapio Liimatainen – Helenelundsskolan, Sollentuna Municipality & Headmaster Anette Lundqvist – Gärdesskolan, Sollentuna Municipality

At the beginning of the year, the teacher sets up together with the student an individual development programme. Along the year, student developments are assessed on the basis of the student's grades and evaluation talks between the student and teacher. Pupils who are likely to not reach their goals will get an action plan. Furthermore, Helenelundsskolan started also to focus on how to challenge students who are doing well to become excellent, Tapio Liimatainen explained. Teachers do not only assess students, but students also evaluate the work of teachers. These evaluations are executed according to an evaluation sheet (see table 2), which has been agreed with the local trade unions. The outcomes of the teacher evaluation are analysed and discussed together with the class.

	Agree	Partly correct	Not really	No
My teacher creates a good study environment				
My teacher is clear about what I should know				
My teacher makes education interesting				
My teacher learns me to take responsibility for my education				
The grades I get are no surprise for me				
My teacher explains so I can understand				
My teacher variates the education				
My teacher has got high and positive expectations on me				
My teacher gives me feedback on my schoolwork				
My teacher is fair against me				

Table 2
Teacher Evaluation Sheet

To create a school in which students have choices and take responsibility for their learning and in which teachers guide the students to their individual goals, thereby creating a workplace to which both students and staff will be happy, it is necessary that everyone is involved and that developments are continuously monitored. Therefore Gärdesskolan standardised some important processes, for example on appraisal conversations with children and parents, bullying, and class counselling, as Anette Lundqvist explained. This makes it clear to students, parents and teachers which procedures are followed, what their role is in the process and what outcome is expected.

Concluding Remarks

Although there is no such thing as a nationally standardised self-evaluation system in Sweden, self-evaluation is very present at all education levels: from student level to teacher level; from head teacher level to school level; and from school level to municipality level. The evaluation reports are openly discussed as part of the school development work. Evaluation is hereby clearly linked to the improvement of the quality of education. As Mathias Aström stated: 'Evaluation should be aimed at development, not at control'. Furthermore, much attention is given to the role of the teacher. 'It is about empowering teachers, in the sense that teachers are in charge of their own development, and pay', Eva-Lena Arefäll concluded.

Peer Learning Visit to Cyprus
(8-9 April 2013)

Introduction to the Cyprus Educational System

Presented by Dr Andreas Tsiakkiros (Officer at the Ministry of Education and Culture) based on the publication of the Ministry of Education and Culture 'The Cyprus Education System: The Way Forward'

The Cyprus Educational System, in its present form, is the outcome of the developments that established the Republic of Cyprus. Cyprus became an independent, sovereign Republic in 1960 on the basis of the Zurich and London agreements. The Constitution of the Republic of Cyprus established communal dualism between the Greek and Turkish communities in all spheres of government activity. As a result, the responsibility for matters of education of the Greek and Turkish communities was entrusted to the Greek Communal Assembly and the Turkish Communal Assembly, respectively. After the inter-communal conflicts in 1964, the Greek Communal Assembly was dissolved and the Ministry of Education of the Republic of Cyprus was founded under Law 12 of 1965.

The current educational system in Cyprus is a centralised system. The Ministry of Education and Culture (MOEC) has responsibility for the management of education, preparation and enforcement of laws concerning education and the preparation of the education budget. In addition, the Ministry is responsible for the prescription of syllabi, curricula and textbooks, regulation and supervision of educational institutions, and construction of school buildings.

The Government recognises that all pupils have the right to an education appropriate to their needs. The MOEC offers free and accessible (public) education to all pupils without prejudice based on gender, abilities, language, colour, religion, political beliefs or ethnic background.

Private education institutions are owned, administered and financed by individuals or bodies. For these schools, pupils have to pay fees. The schools have to be registered with the MOEC and comply with certain curriculum and facility requirements mandated by the Law for Private Education.

The Ministry is organised into four education departments: Department of Primary Education, Department of Secondary Education, Department of Technical and Vocational Education and Department of Higher and Tertiary Education. The departments are responsible for the management of public schools and other educational institutions, as well as the supervision of private institutions. Furthermore, education is divided into five stages:

- Kindergarten – three to five years and eight months;
- Primary School – five years and eight months to 12 years;
- Lower Secondary School (Gymnasium) – 12 to 15 years;
- Upper Secondary School (Unified Lyceum or Technical/Vocational School) – 15 to 18 years;
- Institutions of Higher Education and Universities (BA is free of charge).

The Educational Service Commission – a five member independent body appointed by the Council of Ministers for a period of six years – is responsible for appointments, promotions, transfers, secondments, and disciplinary matters of teaching personnel. In Cyprus, teachers are appointed through a waiting list (in February 2012 there were 39518 candidates). Teaching is considered an attractive profession in

28 Ministry of Education and Culture, 'The Cyprus Education System: The Way Forward', Nicosia 2012.

Cyprus, since teachers have a fixed post and good working conditions. As a consequence of the waiting list, it sometimes takes years before a teacher starts teaching after his/her graduation. Therefore, the Ministry nowadays offers courses to teachers before they enter the classroom. These special pre-service courses are offered by the University of Cyprus on a yearly basis.

Other courses regarding in-service training of teachers, are offered by the Pedagogical Institute, a department of the MOEC. The aim of the Pedagogical Institute is to cater for the continuous training of teachers at all levels in order to assist them in their efforts for professional and personal development. The work of the Pedagogical Institute will be further discussed below.

Educational Reform

The Government of the Republic of Cyprus has initiated an ambitious educational reform programme, inviting dialogue among all stakeholders (political parties, teacher unions, parents' associations, pupils' associations, and the Government, represented by the MOEC) with a view to turn into reality the vision of a better and more modern educational system that would meet the needs and challenges of the 21st century. This initiative was launched in January 2005, following a report by a Committee of seven academics, which identified the weaknesses of the Cyprus Educational System and the areas in need of reform and made recommendations.

The ongoing educational reform is an effort for comprehensive changes and innovations at all levels and all aspects of the system. The main objective of this effort is to create a democratic and pupil-focused educational system, which will offer high quality education to all pupils, and will assist them to maximise their potential and acquire skills and knowledge to prepare them for lifelong learning and to become active and democratic citizens.

Proposal for a new Evaluation System of schools and teachers (September 2012)

Presented by Yiannis Savvides (Officer at the Permanent Secretary's Office, Cyprus Ministry of Education and Culture)

The current evaluation system has been in force since 1976 and has not been changed much since then. The whole approach of the current evaluation system needs to be modernised. The current system focuses only on the evaluation of teachers and neglects the evaluation of schools. Evaluations are only carried out externally; a process of self-evaluation is absent. Teachers can only make career advancements to administrative positions. Furthermore, the emphasis of the evaluations is on checking and assessing teachers instead of aiding them to improve (on summative rather than on formative evaluation). Moreover, evaluation results are not used for the professional development of teachers or for school improvement purposes. The interest in the modernisation of the evaluation system revived with the recommendations of the Committee for the Education Reform (2004) and with the beginning of the Education Reform of the Cyprus Educational System in 2005. In total six different proposals have been drafted, but no agreement has been reached yet.
In general, the aims of the latest proposal as submitted in September 2012 are:

– The abolition of the uni-dimensional model of the so called "inspectorism" and the establishment of a multidimensional evaluation model;

- The development of a system of internal evaluation of the school's work;
- The limitation of the external evaluation of teachers to those in tenure and for promotion purposes;
- The creation of alternative career ladders for teachers (not only administrative, but also pedagogical), aiming at utilising their potential according to their specific abilities, interests and inclinations.

The new system should make a clear distinction between the different evaluation forms (internal versus external evaluation, summative evaluation versus formative evaluation), it should be transparent at every stage of the evaluation process, and the evaluations should be aimed at the continuous professional development of teachers and school improvement.

The proposal consists of six different subsystems, describing the proposed changes:

1 Support for the professional development of teachers. The underlying principle is that teachers have the capacity to improve not only at the beginning, but at every stage of their career. Therefore, a system of professional development is necessary. In order to mentor, coach, support and help teachers to improve, the post of Pedagogical Advisor will be established in every school. Furthermore, self-reflection of the teacher on his or her work will be an important part of this subsystem.

2 Evaluation of teachers on probation for obtaining a permanent status. Newly appointed teachers will receive support within the school in relation to the induction programme for newly appointed teachers. This support will be provided by the Pedagogical Advisors and other experienced peers. Furthermore, the teacher will be evaluated by the Principal and two School Advisors during the first year.

3 Training of education leaders – Educational Leadership Academy. The adequate training of educational leaders is a fundamental condition for the improvement of school and the education system. Therefore teachers will have to successfully attend a programme at the Educational Leadership Academy (offering both theoretical and practical experiences), in order to become eligible for promotion.

4 Evaluation for promotion purposes. The basic aim is to select the most suitable candidate for each post (either administrative or pedagogical). The evaluation will be carried out based on the grades of the candidates in the respective courses of the Educational Leadership Academy and their work in the classroom and school. Seniority will no longer be the decisive criterion for promotion.

5 Evaluation for underperforming teachers. A more specific procedure for the assessment and possible early retirement of underperforming teachers is established. If the teacher does not improve, the underperforming teacher will, in the end, be removed from the hiring list of teachers.

6 Evaluation of schools, internal evaluation as well as external evaluation. The emphasis on the evaluation of teachers as individuals will shift to the evaluation of the school work and of schools as entities. The Ministry seeks to introduce procedures that support the development of internal education policy of schools, within the framework of the education policy

implemented at the macro-level. The system is expected to contribute to the decentralisation of the centralised educational system and to promote the democratic and participatory responsibility of all actors involved in education.

In practice, the introduction of a self-evaluation system for schools implies that at the beginning of the school year staff will develop collectively a development plan, through which they will identify the objectives they aim to reach during the school year. In setting objectives, the school unit will take into account the priorities of the Ministry and of the school system, previous reports of internal evaluation, its particularities (size, composition of student population, school location, etc.), its culture and its social and cultural environment. Furthermore, the school staff will determine the partners for each objective and will prepare the schedule for achieving short, medium and long term objectives. During the year, a steering committee (consisting of the principal, another representative of the administration team of the school, two teachers, a representative of the student council and a representative of the parents) will monitor and evaluate the implementation of the action plan. At the end of the school year the school will prepare a summative evaluation report, which will be adopted by the faculty and forwarded to the Ministry.

With the internal evaluation process, the school will receive support from both the Ministry (Senior Pedagogical Advisor), the Pedagogical Institute and the Centre of Educational Research and Evaluation. Furthermore, the Ministry will also prepare a Guide to School Self-Evaluation, which will describe in detail the roles of all actors and the process of implementation.

The internal evaluations of schools will be complemented with external evaluations, carried out by a team of Senior Pedagogical Advisors, supported by the Educational Leadership Academy Staff. The aim of the external evaluations is to evaluate the quality of the work done by the school. External evaluations will be carried out at least once every 5 years for each school and will be based on information of the Principal, Assistant Principals, teaching staff, parents and students.

Role of Trade Unions in evaluation system

Presented by Stefanos Savva (President of OLTEK - Organisation of Greek Technical Education Teachers) and Constantinos Constantinou (General Secretary POED - Pancyprian Organisation of Greek Teachers)

There is consensus among the Trade Unions for the new evaluation system that promotes the culture of self-evaluation. However, the Trade Unions are concerned about the transition from the old to the new system. There is need for a social dialogue for the transitional stage between the old and the new system, especially on issues such as the nature of the school autonomy that should be pursued and the stages that will be followed towards the implementation of self-evaluation. The implementation of the new system requires training of all educational staff and posts have to be created, such as Pedagogical Advisors. This involves also serious costs and the unions are afraid that due to the crisis there would be a possibility that the Ministry will postpone the negotiations for a new evaluation system. During the last couple of months the dialogue on the proposal stopped, among other reasons, because of the installation of a new government in March 2013. The unions hope to restart the process from where it stopped and that the dialogue will continue. The unions will further discuss with

the Ministry the details of the proposal, Stefanos Savva concluded.

Constantinos Constantinou added that the Trade Unions are aware that major changes will have to be made. This could also lead to problems for the unions, for example a division could be created between Head Teachers who become Senior Pedagogical Advisors and Head Teachers who stay in their original jobs. The social dialogue between both parties is essential in order to discuss these important issues thoroughly.

The Role of Inspectors in the Cyprus Educational System

Presented by Giorgos Georgiou (Inspector of Primary Education – Chairman of OEDE, Inspectors of Primary Education Trade Union) and Georgia Kouma (Inspector of Secondary Education)

According to the Cypriot law on inspection and evaluation (from 1976) inspection is connected with accountability of teachers and its main purpose is to ensure that the standards in education are reached. Inspectors of primary education are responsible for the inspection of schools and the inspection and guidance of teaching staff. In order to address management and education issues in schools, Inspectors work closely together with Head Teachers. Furthermore, Inspectors are actively involved in organising conferences, seminars and training courses for teachers of primary education.

The main focus of the inspectors' work is, however, the evaluation of teachers, Giorgos Georgiou explained.

In primary education, teachers are evaluated:

- Every six months for their two first years of service, or until they get a permanent post; (formative evaluation)
- Every two years until their 11th year of service; (formative evaluation)
- On their 12th and 13th year of service and then every two years until their 25th year of service; (summative evaluation)
- Every three years after their 25th years of service; (summative evaluation)
- Every three years for Head Teachers. (summative evaluation)

In the current system too much emphasis is placed on the summative aspect of inspection and the application of such a system has led to having promotions mainly based on seniority without taking equal account of value and merit, Giorgos Georgiou stated.

Regarding the proposal for a new evaluation system of schools and teachers, OEDE (inspectors of primary education trade union) agrees that the current evaluation system of 1976 is outdated and that there is a need for a modern and an effective system to support teachers' professional development. Hence an internal evaluation system that aims to improve the school unit through a continuous process of self-evaluation could lead to good results in combination with external evaluation. OEDE's main concern is however the reduction in the role of the inspectors. The absence of monitoring or external teachers' evaluation may lead to apathy, Giorgos Georgiou stated as Chairman of OEDE.

Inspectors are the connection between the Ministry and the schools, Georgia Kouma added. They pass on the educational policy to the school units and they carry the views of the teachers and their recommendations to the Ministry. Inspectors of secondary education focus in their appraisal of teachers on: the implementation of the curriculum, feedback to teachers related to their work, continuous

qualitative development of the education offered and professional development of teachers.

In secondary education evaluations are carried out for:
- Probationary teachers (for two years – four terms);
- Permanent teachers (twice a year);
- Deputy Head Teachers (every other year);
- Head Teachers (every third year);
- Schools (the school is inspected for three consecutive days, whenever it is considered necessary).

In total there are 34 Inspectors for secondary education, all with a background in education. In case a teacher is being evaluated as 'weak', the Inspector formulates in cooperation with the Head Teacher, the coordinator of the specialisation and the teacher concerned, a special programme of support for the teacher. Both the Inspector and the advisor guide, support and advise the teachers, Georgia Kouma explained. Furthermore, the inspectorate will always be prepared and willing to contribute effectively towards the whole effort to update the current appraisal and evaluation system.

Support Schemes and Training for School Leaders in Cyprus
Presented by Elena Christofidou (Officer at the Cyprus Pedagogical Institute)

The Pedagogical Institute offers in-service training for Head Teachers and Assistant Head Teachers in their first year of promotion to the post. The main purpose of the programmes is to enhance their professional development in order to become an effective leader and a change agent. The focus lays on the development of knowledge, attitudes, beliefs and skills. The programmes combine theoretical knowledge with practical experiences, and thus, they are presented by both academics and practitioners. Furthermore, there are also mentors for the newly promoted Head Teachers who support and guide them during their first year at the post. In general, the programme for the newly promoted Head Teachers focusses on the following six domains: (a) Beginning of the school year, (b) Development of school unit, (c) Planning and Organisational Management, (d) Culture and Climate, (e) Development of Human Resources, (f) Promotion of teaching and learning,. The programme for the Assistant Head Teachers focusses on the following five domains: (a) educational legislation and policy, (b) school development, (c) planning and organisational management, (d) educational leadership, and (e) promotion of teaching and learning.

Practical examples of bottom-up initiatives for self-evaluation systems at schools
Example 1: Presented by Georgia Pashiardis, Head Teacher of Saint Alex Primary School

Based on the following principles of self-evaluation, a school self-evaluation system was set up at Saint Alex primary school in Cyprus:
- School self-evaluation is a dynamic process mainly initiated by the school in order to collect systematic information about the school's functioning, to analyse and judge this information regarding the quality of the school's programmes, and to make decisions for improvement purposes.
- The purpose of school self-evaluation is to improve teaching and learning, to improve the school's organisational climate and culture, and to provide satisfactory evidence to parents and the

wider community that their money is used efficiently.

– A pre-condition for self-evaluation is a clear understanding among stakeholders (teachers, parents, students) about the aims, because their involvement is a crucial factor during the process. Furthermore, a climate should be created that is characterised by openness, trust, collaboration and transparency. There should be commitment to develop ownership, since all school partners are expected to be actively involved in the process.

In order to prepare the grounds for a school self-evaluation system, the principal of the school informed the teachers about school self-evaluation strategies and articulated the reasons for becoming involved in the process. Furthermore, a professor of the Open University of Cyprus agreed to act as critical friend in the process. He explained to teachers the goals of school self-evaluation as well as its importance to school improvement and its role in facilitating the process. As such consensus was established among the teachers about the purpose of school self-evaluation. Furthermore, the parents and students were informed about the initiative and the purpose of school self-evaluation.

With the support of this critical friend a representative group of teachers, parents and students in the 4th, 5th and 6th grades were interviewed using a common set of questions measuring school effectiveness. Three questionnaires were developed based on the interviews of the teachers, parents and students regarding school effectiveness. These questionnaires were sent out to all stakeholders in order to collect the data. Afterwards, the results of the questionnaires were presented to all stakeholders and areas for action were defined. Furthermore, a group discussion was organised to further explore the different action areas and to identify one specific area for direct action for improvement.

The groups of discussants considered the area of school organisation and communication as the most important focus for improvement. In order to improve the communication between the school and the students and their parents (and vice-versa), each student was provided with a communication folder. Once a week teachers prepared a handout for the communication folder. The handout was divided in two parts. In the first part the teacher explained clearly to the parents the week's lesson objectives in the various taught subjects, homework, other assignments or tests. Also, it stated all other school and classroom activities in which the parents could get involved. In the second part there was a tear-off slip for comments and suggestions that the parents could fill out, if they wished, and send it back to the teacher.

Georgia Pashiardis concluded her presentation by presenting the main lessons learned. She underlined that for successful school self-evaluation: collaborative school development planning is required, a critical friend is necessary, a climate of trust is essential, support from local authorities is needed (especially when the self-evaluation initiative is not nationally initiated), and finding time for coordination is a must.

Example 2

Presented by Maria adjipieri, Head Teacher of Ayia Marina Strovolou Primary School

On her own initiative Head Teacher Maria Hadjipieri started a self-evaluation project at her school in 2010. The project was called "We want to listen – Your opinion counts". She prepared a simple

questionnaire with open questions to be answered by pupils, parents and teachers with the aim to identify what one wanted to be changed and improved in the school. The parents, pupils and teachers all identified the same action area, namely the behaviour of pupils when communicating with others. In order to improve this, groups were created to define an action plan, to implement the plan and to evaluate the plan. In the end, the communication of the pupils improved significantly.

In 2012 a second school self-evaluation programme was started in cooperation with CERE (Centre of Educational Research and Evaluation), which will be run until 2014. This programme is a Comenius region partnership project in which three schools participate. The current year (2012-2013), CERE prepared a self-assessment tool for teachers to identify teachers' needs. The three schools showed common results, but identified their own goals and created their own action plans.

Comparing the two attempts, Maria Hadjipieri came to the conclusion that self-evaluation of schools can be more successful when it is accepted by teachers and does not need a lot of extra work (e.g. assessment tools to be prepared and analysed), when it involves all stakeholders (parents, teachers and children), when it is supported by a critical external friend (for example CERE) and when it is supported by the Inspector and the employer.

Concluding remarks

The current evaluation system in Cyprus is characterised by external evaluations carried out by the Inspectorate. These evaluations mainly focus on teacher evaluation, and not on the development of the schoolwork or the school as an entity. However, the system will change significantly if the new proposal is implemented. The proposal for a new evaluation system foresees a combination of self-evaluation with external evaluation. Furthermore, the evaluations will be aimed at the continuous professional development of teachers and school improvement. In the process of developing a new proposal, a dialogue has been established among all stakeholders, such as teacher unions, parents associations, pupils associations, political parties and the Ministry. Hopefully, this social dialogue will continue, as Stefanos Savva from OLTEK stated, and an agreement on the proposal will follow soon.

Final Conference

On 21 and 22 May the final conference of the EFEE/ ETUCE project on self-evaluation of schools and teachers took place in Budapest, Hungary. The aim of this conference was to reflect on the outcomes of the project together with external experts and the members of EFEE and ETUCE who participated in the ESSDE Working Group 1 on Quality in Education.

The conference was opened by the **Hungarian Minister of Human Resources, Mr Zoltán Balog.** He underlined in his opening remarks the importance of self- evaluation of schools and teachers in order to improve the quality of education: "Quality development cannot go without feedback towards students, parents and the government. Furthermore, self-evaluation should be supported by external evaluation. Currently, external professional evaluation is non-existent in the education sector in Hungary, but the government will work on the development of a systematic evaluation system in which external and internal evaluation are in co-ordination with each other", Minister Zoltán Balog stated.

The speech of the Minister was followed by the presentation of **Professor Peter Dahler-Larsen (University of Copenhagen)** on "*Self-evaluation of schools: What is in it for society? The challenges for self-evaluation in an era of accountability, measurement and ranking".* Professor Peter-Dahler-Larsen reflected in his presentation on the concept of evaluation. He explained that there are many different ways of evaluating, with different aims and instruments. In order to organise these different types of evaluations, a distinction is made between summative evaluations and formative evaluations. In short, summative evaluations focus on education outcomes and formative evaluations focus on the learning and teaching process. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark (for example by means of test and exams). In contrast, the goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Furthermore in the literature on school (self)evaluation systems, three main tendencies could be distinguished. The first focuses on indicators, benchmarks and rankings. The second aims at school effectiveness. And the third is participatory and learning oriented. In practice, evaluation systems cannot be classified into one evaluation type. The systems are often hybrid and have a mix between summative and formative evaluations. Moreover, evaluations do not work the same way in different contexts. This explains also the differences between countries in a survey on the view of teachers on evaluations. According the survey results, teachers in Sweden have a positive view on evaluations, in contrast with England where teachers are rather negative about evaluations. Despite the differences, the teachers overall agree that evaluations are more attractive when they are defined in a pedagogical way. Furthermore, the degree of trust the

teachers feel that society has in them also influences the result. After this reflective introduction to evaluation systems, **Bianka Stege, General Secretary of EFEE** and **Hans Laugesen Senior Educational Policy Officer and International Secretary of National Union of Upper Secondary School Teachers of Denmark** (and Chair of ESSDE Working Group 1), presented their views on the role of social partners in self-evaluation of schools and teachers. Bianka Stege stressed that social partners can help to promote the culture of self-evaluation. In this context, both employers and trade unions have a common goal: the improvement of the quality of education. The dialogue during the Peer Learning visits in different Member States of the EU confirmed that good self evaluation tools and data clearly contribute to the improvement of the quality of teaching and of industrial relations in schools and enhancing the ability of schools to achieve good results in satisfying parents and pupils alike. Hans Laugesen underlined that dialogue is essential between social partners. When a dialogue is established, like in this project, even sensitive topics can be discussed, such as teacher evaluation. Teacher evaluation should not be a goal on its own, but be part of a comprehensive school self-evaluation process, Laugesen concluded.

Professor Petros Pashiardis (Open University of Cyprus) further elaborated on the topic of teacher evaluation in his presentation *"Teacher evaluation as a process for improvement".* According to Pashiardis a teacher evaluation system should be based on the idea that there is always scope for development and improvement for each teacher and each school. Principals and Head Teachers should encourage teachers to observe his/her own teaching sessions and to discuss them. Teachers should discover their own goals in line with the responsibilities that each teacher is expected to deliver. Furthermore, in the school curriculum time should be reserved for peer learning observations between teachers. Regarding the criteria for teacher evaluation, it is important that these criteria are accepted by all stakeholders and backed up by international research. Moreover, in order to create trust it should be clear to the teachers what the purpose of the evaluations is, what the emphasis is, who will be evaluated and for whom these evaluations are carried out. A clear distinction should be made between summative evaluations and formative evaluations. Pashiardis stated in his concluding remarks that the expectations for more efficiency and effectiveness of the school system will continue to rise (due to among others the economic crisis) and with this the need for continuous professional development for teachers.

The keynote speech of the final conference was given by **Professor John MacBeath (Emeritus Professor at the University of Cambridge)**. In the presentation "*Self-evaluation: what is in it for schools? What is in it for teachers? How can self-evaluation contribute to identifying future professional needs?"* he stated that assessments (evaluations) should be formative, directed towards learning and not only towards learning outcomes. Evaluating is learning, according to MacBeath. In order to make evaluations more formative (and useful for teachers) one should try to bring the data from evaluations down to the individual level. This does however not mean that one should only evaluate at individual level, in contrast: one should evaluate the whole system, in which teacher evaluation is embedded. "The ongoing process of evaluating and advancing teachers needs to be considered at a system level, with differentiated career paths and career diversity for teachers. Just as the quality of

an education system cannot exceed the quality of its teachers, the quality of teaching and teachers cannot exceed the quality of the work organisation in which teachers find themselves, the quality of teacher selection and education, the quality of teacher careers and of course, the quality of teacher evaluation and appraisal", as MacBeath quoted the OECD report on evaluation systems from 2010.

Next, members of EFEE and ETUCE presented the outcomes of the peer learning visits to the Netherlands, Sweden and Cyprus. The presentation on the Netherlands was given by **Noud Cornelissen (Secondary Education Council)** and **Jose Muijres (General Trade Union for Education)**. Cornelissen explained the main characteristics of "Frameworks for Responsibility", a tool for schools to support them with self-evaluations. Jose Muijres presented the views of the Dutch Trade Unions on this tool. According to Muijres teachers should have had a greater say in the development of the self-evaluation process in the Netherlands, but accepted that the system works at school level. **Eva-Lena Arefäll (Association of Swedish Local Authorities and Regions)** and **Ingrid Lindholm (Lärarnas Riksförbund)** took care of the joint presentation on the peer-learning visit to Sweden. In Sweden there is no such thing as one national self-evaluation system, but self-evaluations are present at every level in the education system: from student level, to teacher level, to school level. Employer organisations and trade unions in the education sector agree that self-evaluations should be directed at quality improvement, and teachers should be very much involved, Arefäll and Lindholm concluded. The visit to Cyprus was presented by **Christina Stavrou (Ministry of Education and Culture)**, her counterpart from the Trade Unions, **Stefanos Savva (Organisation of Greek Technical Education Teachers)** was unfortunately not able to join. Stavrou explained that the Ministry is in the middle of a reform in Cyprus. The latest proposal for a new evaluation system in Cyprus dates from September 2012, an agreement is however not yet reached. The old system focuses on external evaluations by the Inspectorate and the new system will be focused on self-evaluations of schools and teachers directed at quality improvement. (For a more detailed description of the peer learning visits, see the reports on the visits)

In addition to the presentations on the three peer learning visits, the Portuguese members of EFEE, **José Diogo (Ministry of Education and Culture)**, and ETUCE, **Maria Arminda Bragança (Federação Nacional da Educação)**, shared their national experience on the topic of self-evaluation. Diogo explained that before the education reform in 2008, self-evaluation of schools was a tool to support external evaluations. With the reform, self-evaluation became linked to the provisions on autonomy of schools. As described in the ordinance on n.º 75/2008 on School Autonomy, Management and Administration Regime, autonomy contracts of schools contain "the adoption of a culture of evaluation in the domain of the school internal evaluation, teacher evaluation and students evaluation, oriented for the improvement of the school quality and the public service of education". In practice, a lot of different self-evaluation schemes exist in Portugal. Schools can choose their own framework. There is still room for improvement, Diogo stated. In the current self-evaluation schemes, there is insufficient focus on teaching and learning. Furthermore, there are still many taboos to discuss openly the internal working of a school. Self-evaluation reports are therefore often focused on the items schools are aware of they do well, according to Diogo. Maria Arminda Bragança added that the system has been negotiated with

the Trade Unions. It has been a difficult negotiation process, but at the end they reached an acceptable outcome for both parties. In the beginning, teachers were reticent about the internal evaluations, but nowadays they offer to be evaluated. It should be clear to the teachers that the aim of the evaluations is development, not control. "This ESSDE project on self-evaluation of schools and teachers showed us some ideas which paths can be followed to promote the culture of self-evaluation aiming at quality improvement", Bragança concluded her presentation.

At the final session of the conference, members of EFEE and ETUCE discussed the draft Joint Declaration on "The promotion of the culture of self-evaluation of schools and teachers" that was presented by Bianka Stege (EFEE) and Hans Laugensen (ETUCE). All participants agreed with the general message that the European Social Partners in education with this Joint Declaration wish to:

- provide a useful tool for their national members and other interested authorities to promote the culture of self evaluation of schools at teachers and national level;
- summarise the main findings of the dialogue between employers' organisations and trade unions during the working groups, peer learning visits and final conference;
- contribute jointly to the improvement of industrial relations in the education sector in the EU;
- work jointly and continuously on the improvement of the quality of education in Europe;
- inform the European institutions as well as other interested stakeholders on their shared point of view on the topic of self-evaluation of schools and teachers.

Bianka Stege, General Secretary of EFEE, concluded thereupon the final conference by pointing out why in her view this joint EFEE/ETUCE project has been a success: "This project has shown the added value of the European Sectoral Social Dialogue in Education, has improved the labour relations between social partners at national level and has led to a shared final outcome: the Joint Declaration".

ESSDE Outcome Joint Declaration EFEE/ETUCE on ‘The promotion of self-evaluation of schools and teachers’

The European Social Partners in education EFEE (European Federation of Education Employers) and ETUCE (European Trade Union Committee on Education), having worked during the years 2011-2012 in the Working Group on Quality in Education on the "the culture of evaluation in education", recognised in their final report the importance of promoting such culture.

The *Rethinking Education Communication of the* European Commission, especially the "Supporting the teaching professions for better learning outcomes" document confirms the importance of evaluation systems for the improvement of teacher development. *"It is not enough for education systems to attract and educate good teaching staff; they need to be retained in the profession, and they need to be nurtured. Education systems need to identify, esteem and support those teaching staff who have powerful influences on student learning. In this context, effective appraisal and feedback systems can have a positive impact on what happens in the classroom, by encouraging staff to build upon their strengths."*

During the 2012-2013 joint project on "Self evaluation of schools and teachers", supported by the European Commission through the Social Dialogue and Industrial budget line (VS/2012/0228), members of EFEE and ETUCE continued their research and dialogue focusing on "**self**-evaluation of schools and teachers."

This declaration is **addressed** to social partners in education and their national and local members, the European Institutions, and all other important and interested stakeholders at European or national, local level (schools, school leaders, students associations, parents associations, local representatives).

The **aim** of this declaration is fivefold, as the European Social Partners in education wish to:

- provide a useful tool for their national members and other interested authorities to promote the culture of self evaluation of schools at teachers and national level
- summarise the main findings of the dialogue between employers' organisations and trade unions during the working groups, peer learning visits and final conference
- contribute jointly to the improvement of industrial relations in the education sector in the EU
- work jointly and continuously on the improvement of the quality of education in Europe
- inform the European institutions as well as other interested stakeholders on their shared point of view on the topic of self-evaluation of schools and teachers.

The European Social Partners in education agreed the following starting points:

Identifying a process not a model

The wide variation between models of self-evaluation systems in countries makes it highly unlikely that a single model of "best" practice could be identified and recommended for all European countries. The ESP have instead tried to focus on the characteristics of a process which aims at developing a model that is suitable for the circumstances under consideration. Those circumstances could be a national context or a regional/local/institutional context.

Self-evaluation is not new and should not be considered as an additional burden for schools or teachers. "In teaching, as in many other professions, the commitment to critical and systematic reflection on practice as a basis for individual and collective development, is at

the heart of what it means to be a 'professional'."[29]

Self-evaluation is not necessarily an alternative to evaluation by agents external to the school. The objectivity and rigour of an evaluation process can be enhanced by self-evaluation and external evaluation being complementary elements of an integrated process.

Given the current economic and financial crisis it is evident that social partners at national level, local and regional level will need to search for the improvement of the culture of self-evaluation of schools and teachers' culture at no extra costs. The peer learning visits provided examples of the possibility of extra contribution of human resources in making chances possible.

In order to operate a self-evaluation culture that is accepted at all levels (by the school, school leaders, teachers, non teaching staff, students/ pupils and parents), the European social partners in education underline the importance of the following features of a **self**-evaluation process:

1
CLARITY
The definition and purpose of self-evaluation of school and teachers is important and should be clearly communicated.

European countries work on improving their self-evaluation systems and data, and there are different forms in the EU, culturally embedded. Self-evaluation tools can be provided centrally, locally or at school level.

What is/are the purpose(s) of the self-evaluation: improvement, accountability or both? **How** will the evaluation be conducted, how often and by whom? **Who** will be consulted in the evaluation process? What will be reported in public and what in private? Is there scope for an appeal against a disputed evaluation and in what circumstances? And what is the feedback from the evaluator?

Answering these questions AND communicating them beforehand contributes to the credibility of the evaluator and to the transparency of the features of the evaluation system. **Self-evaluation tools and data need to respond to school community context and to individual needs.** It should be a starting point that evaluation of schools and teachers has the ultimate goal to improve the quality of education by providing data and features for capacity building of schools, professional development of individuals and the development and growth of schools as a learning community.

In order to work on an effective self-evaluation system of schools and teachers, external evaluation procedures should also be transparent and communicated in advance.

2
INCLUSIVITY

Experience outside the education sector as well as inside demonstrates clearly that any system that includes some kind of judgment of performance is much more likely to have the support of employees if they are fully involved in the process of designing the system in the first place.

Consideration needs to be given to how to involve the interests of stakeholders such as teachers, school leaders, students/ pupils, parents, school boards, local employers, trade unions and non teaching staff, both in the initial design of systems and in their operation.

Here it is appropriate to distinguish involvement in school self-evaluation from involvement in the evaluation of teachers. In some

29 MacBeath, J. (1999), *Schools Must Speak for Themselves: The Case for School Self-Evaluation*, London, Routledge

countries, parents and pupils may be asked for their opinions about the performance of the school as a whole; but not in relation to the performance of teachers. This is a matter for consideration within the context of each national culture.

However, practical experiences from different EU countries clearly show the added value of involving parents and students in different self evaluation procedures, be that school evaluation or teacher evaluation. It brings a positive contribution to the growth of the school as an inclusive learning community, where parents and students can have their say and feel heard and become partners.

School leaders have the primary responsibility of ensuring that the focus for school self evaluation on is the improvement of teaching, learning and student outcomes.

Accordingly, they should be capable, or made capable, of stimulating an effective school self evaluation culture. Training of school leaders AND teachers in order to work with self-evaluation tools and data is therefore necessary.

It is important that efforts should be made in order to align external school evaluation with school self-evaluation, preferably in an integrated process.

3
SIMPLICITY

Evaluation should be simple. Complex systems often fail as a consequence of their own contradictions.

If it is not possible to explain clearly to employees, parents and pupils what the purpose of an evaluation system is and how it operates, it should be simplified.

If self-evaluation systems and tools are prepared at central level, authorities might need to foresee some flexibility as too many legislative details or prescriptive policies may limit school autonomy.

4
CONSISTENCY

Evaluation of performance should be consistent, but at the same time considered as a continuously improving system.

Social partners, when working on changing or updating their systems of evaluation of schools and teachers should take into account the values of their culturally embedded education systems and keep in mind that such change is a process. Mutual trust between social partners cannot be reached overnight; it takes time to develop mutual confidence.

Moreover, for pedagogical changes to succeed, there needs to be a climate, which allows for trial and error. The important thing is to evaluate process and learn from previous experience.

For self-evaluation systems to be consistent they need to be updated, modern and agreed at all levels by all stakeholders.

The principle of consistency applies also to the evaluation of individuals. All staff, including principals, should be seen to be subject to the same regime of a coherent and comprehensive system of evaluation.

The European social partners in education agree that teacher evaluation should be an institutional part of the overall school self-evaluation.

It should be clear that the purpose of self- evaluation of teachers is to build teachers' capacity and encourage professional development and that results of the evaluation serve as a catalyst for teachers'

growth and learning.

Self-evaluation is a continuous process and decisions about individual teachers' development needs should therefore be based on all applicable evaluation results and not just on the latest "snapshot".

Self-evaluation of teachers is an integral part of a consistent self-evaluation process, looking at all relevant elements of the school activities.

The purpose of the self-evaluation systems of teachers is to identify areas where there is room for improvement and to take action that can improve the quality of teaching and learning in school, which could include many different initiatives including focused in-service training and support and guidance to individual teachers.

The matter of individual teacher underperformance should be dealt with according the agreements and regulations for solving personnel issues.

Conclusions

The work done by the European Social Partners in education under the project "Self evaluation of schools and teachers" during 2012-2013, and especially the dialogues during the Peer Learning visits in different Member States of the EU confirm that good self evaluation tools and data clearly contribute to the improvement of the quality of teaching and of industrial relations in schools and enhancing the ability of schools to achieve good results in satisfying parents and pupils alike.

The European Social Partners in education understand the important role they can and should play in promoting self-evaluation of schools and teachers.

The European Social Partners in education therefore commit themselves to actively promote the culture of self-evaluation at national or local level, and by distributing this declaration at national level, each one respecting their own education structures. They would like to encourage national social partners to follow up the European declaration through, for instance, national workshops or other awareness raising events to promote the culture of self-evaluation at national level.

By doing so, they work jointly towards common goals: to improve the quality of education by providing data and tools for capacity building of schools, professional development of teachers and school leaders and the development and growth of schools as a learning community.

This declaration will be presented for adoption to the ESSDE Plenary on 12 November 2013.

For EFEE	For ETUCE
Bianka Stege General Secretary	Martin Rømer European Director

The original text is in English.

Conclusion: improved dialogue at European and national level

In the context of this project on "Self-evaluation of schools and teachers", EFEE and ETUCE worked jointly towards their common goal of improving the quality of education by providing data and tools for capacity building of schools, for professional development of teachers and school leaders and for the development and growth of schools as a learning community.

(Social) Dialogue between social partners was not only a subject of discussion, but also one of the main goals of the activities organised by EFEE and ETUCE in the light of this project. During the peer learning visits, representatives of employers' organisations and trade unions shared their national experiences and entered into meaningful dialogue. Members had the opportunity and the time to better understand their national context and their roles in the process of evaluation. This cooperation enhanced mutual understanding between members of EFEE and ETUCE.

The peer learning visits not only supported the dialogue between social partners at the European level, but also at national level, as the visit to the Netherlands clearly demonstrated. In the Netherlands, School|Info, affiliated with the education employers for primary and secondary education, initiated the tool for self-evaluation of schools and teachers. This peer learning visit gave the Dutch trade unions the possibility to raise questions and to discuss with School|Info their involvement and the involvement of teachers in the self-evaluation process. After the visit, the EFEE secretariat supported one Dutch trade union in establishing further contact with School|Info and the Dutch employer organisations. Another example of improved cooperation comes from Cyprus, where the Ministry of Education and Culture and the trade unions opened up the discussion on their proposal for a self-evaluation system to their European counter parts, resulting in a genuine dialogue.

In principle, this project was set up for EFEE and ETUCE members participating in the ESSDE Working Group 1 on Quality in Education. However, in order to broaden the support for the development of a self-evaluation culture, other EFEE/ ETUCE members were also invited to the final conference. This was not only to share with them the results of the project but also to prepare a positive ESSDE outcome: the Joint Declaration. This way the synergy and exchange between different ESSDE Working Groups has been improved, with the topic of self-evaluation of schools and teachers being clearly linked to the topic of the ESSDE Working Group 2 on Demographic Challenges on Recruitment & Retention. We have seen that self-evaluation of teachers is an important tool for identifying future professional needs of teachers and other authorities working in schools.

EFEE also invited to the final conference representatives of potential new member organisations (e.g. the Ministry of Education of France and the Flemish Catholic Education Secretariat) in order to make them aware of the benefits of European Sectoral Social Dialogue and with the final goal in mind to strengthen the capacity of EFEE as a European Social Partner. Additionally, by organising the final conference in Budapest, EFEE strengthened its relations with its Hungarian member (the Association of School Headmasters) and increased the visibility of the work of EFEE.

Finally, the Joint Declaration on the promotion shows the commitment of EFEE and ETUCE as social partners in education to actively promote a culture of self-evaluation at the European level as well as national and local levels.

Annexes

EUROPEAN SECTORAL SOCIAL DIALOGUE IN EDUCATION

WORKING GROUP 1: Quality in Education
27 June 2012, Brussels

Information session Working Group 1 members and kick-off meeting of the project:
"Self evaluation of schools & teachers as instruments for identifying future professional needs"

Agenda

In line with the work and discussions of Working Group 1 on the culture of (self) evaluation, EFEE and ETUCE have drawn up a project proposal on 'Self-evaluation of schools and teachers'. Mid April the proposal has been sent to the Commission and in the course of June we will hear if our proposal will be granted. During the project we will:

Explore the links between evaluating schools and teachers and their professional development: in order to target resources for professional development accurately we need to know what the development needs are; and to do that we need the results of evaluations of both schools and individual employees in schools.
Explore the concept of self-evaluation: in order to focus evaluation on development needs, the instruments of evaluation need to be trusted by schools and by employees alike. This suggests that the most effective starting point should be structured self-evaluation.
Facilitate peer learning between social partners in the education sector; to exchange best practices and learning experiences.

Update current knowledge on (self) evaluation of social partners in the education sector.
Strengthen the capacity of the European social partners in education, notably on the employer side.
Potential future EFEE members from countries that are not yet EFEE members will be invited to the conference and as such made aware of the benefits of to be part of the ESD.

The objective of this meeting is to inform the Working Group 1 members on the work ahead in this project and to involve members actively.

09.00	Pre-meeting EFEE/ETUCE members – hosting countries of peer learning visits only (Cyprus, the Netherlands and Sweden)
10.30	Introduction to the project, role of partners, role of Steering Committee, work plan, expected outcomes – by Bianka Stege, General Secretary EFEE
11.00	Discussion on planning and structure of peer learning visits
11.30	*Coffee break*
11.45	Discussion on literature review and request for information input
12.15	Discussion on expectations of Working Group 1 members on outcome of peer learning visits and the link to the European Social Dialogue in Education
12.45	Preparation of the final conference on "Self-evaluation of schools and teachers", planned for May 2013 in Budapest (Hungary) Who does what? Input and best practices from EFEE/ETUCE members. Which experts should we invite?
13.00	Conclusions of the meeting, further steps and actions – by Bianka Stege
13.15	End of the meeting

Agenda Peer Learning Visit
Hosted by School|Info / Secondary Education Council of the Netherlands (VO-Raad)
"Self evaluation of schools & teachers as instruments for identifying future professional needs"
8th and 9th October 2012

8th of October 2012

19.30	Informal working dinner Welcome by Bianka Stege, General Secretary EFEE Background and purpose of peer learning visit
Venue:	The Colour Kitchen Prinses Christinalaan 1 (Zuilen) 3554 JL Utrecht

9th of October

CHAIR:	Thea van den Idsert, Director School|Info
Venue:	The Colour Kitchen Prinses Christinalaan 1 (Zuilen) 3554 JL Utrecht
9.00–9.15	Registration
9.15–9.30	Welcome and opening by Sjoerd Slagter, President Secondary Education Council (VO-Raad) and Bianka Stege, General Secretary EFEE.
9.30–10.00	Dutch education system – primary & secondary education by Hester Van Eerten and Ed Van der Groep, Ministry of Education.
10.00–10.20	*Coffee Break*
10.20–11.20	Introduction to Dutch evaluation system "Frameworks for responsibility" by Thea van den Idsert, Director School|info.
11.20–11.50	Working session I: What can we use? What is new? Reflection of participants on the Dutch system: What is different and what is similar with your own national system? (in groups of five persons)
11.50–12.20	Views of Dutch trade unions CNV-Onderwijs and AOB on the (Self) evaluation systems of schools and teachers in the Netherlands by Joany Krijt, member Executive Board CNV-Onderwijs and Jose Muijres, member Executive Board AOB.
12.20–12.30	Advantages of bilingual education by pupils of Gregorius College (Secondary Education).
12.30–13.30	*Lunch*
13.30–14.30	Two examples of working with "Frameworks of responsibility". By Wim van Deijk, director Prisma College and by Rinnie van der Horst President Executive Board Meerwegen scholengroep.
14.30–15.00	Working session II: Evaluation structure in practice. We will answer the questions of Wim van Deijk and Rinnie van der Horst (in groups of five persons).
15.00–15.15	*Coffee Break*
15.15–16.00	Developments and view for the future: "Schoolcompass". The "Performance monitor" Evaluation on sector level and the "Teachers App": Evaluation on teachers level all by Rens van den Boogaard, Programme manager Innovation School|Info.
16.00–16.30	Feedback on the working sessions: Does the Dutch system answer to the five key characteristics that Working Group 1 identified for the process of evaluation: Clarity, Inclusivity, Simplicity, Consistency and Stability? And to the focus Areas: Performance, Added value and Process (see report Working Group 1 in annex). Moderated by Bianka Stege, EFEE. Suggestions for the next peer learning visit and next steps by Sarah Kik, EFEE.
16.30	Conclusions of the day *Drinks*

Participants List

Employers organisations
Christina Stavrou (CY)
Pedagogical Institute of Cyprus, Officer
Domenico Diorio (IT)
ARAN, Personnel Manager
Maria Pontieri (IT)
ARAN, Negotiator for Education Sector
Pien Verwilligen (NL)
Primary Education Council, Policy Advisor
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OAJ – Trade Union of Finland, Special Advisor
Albert Ritzenthaler (FR)
Sgen-CFDT, Secrétaire national
Joany Krijt (NL)
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Jose Muijres (NL)
AOB, Member Executive Board
Remco Littooij (NL)
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European Trade Union Committee for Education (ETUCE)
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Host: School|Info
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Jessica van Dam
School|Info, Communication Advisor
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School|Info, Programme Manager Innovation
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Ministry of Education, Culture and Research of the Netherlands
Ed Van der Groep
Ministry of Education, Culture and Research of the Netherlands
Wim van Deijk
Prisma College, Director
Rinnie van der Horst
Meerwegen Scholengroep, President Executive Board

Agenda Peer Learning Visit
Hosted by SALAR (Association of Swedish Local Authorities and Regions)
"Self evaluation of schools & teachers as instruments for identifying future professional needs"
15th and 16th of January 2013

15th of January 2013
CHAIR: SALAR
VENUE: SALAR's office in Stockholm,
location at Hornsgatan 20 (Metro station Slussen)

13:00–13:30	Registration – coffee & refreshments
13:30–13.45	Welcome and opening by SALAR and Bianka Stege, General Secretary EFEE. Introduction to our SALAR and the role of SALAR in Sweden and in EU by Sophie Thörne, Head of Unit of Labour Law SALAR.
13:45–14:15	Introduction to Swedish education system *(including among others the topic: level of autonomy)* by Bodil Båvner and Eva-Lena Arefäll, Education and Labour Market Division, SALAR.
14:15–15:00	Introduction to Swedish evaluation system *(school / teacher evaluation)* by Bodil Båvner/ Eva-Lena Arefäll.
15:00–15:15	*Coffee break*
15:15–16:00	Role of Ministry of Education in evaluation system by Senior Advisor Kerstin Hultgren of the Swedish Ministry of Education and Research
16:00–16:30	Role of Inspectorate in evaluation system by The Swedish National Agency for Education.
16:30–17:00	Role of Trade Unions in evaluation system by Mathias Åström, Chief Negotiator and Helene Lindstrand, Association Secretary of Lärarförbundet.
17:00–17:30	Working session: What can we use? What is new? Reflection of participants on the Swedish system: What is different and what is similar with your own national system? By Hans Laugesen, Chair Working Group 1.
17:30–17:45	Conclusions of the day by SALAR
19:00	*Dinner at Pressklubben, Vasagatan 50, Stockholm*

16th of January 2013
CHAIR: SALAR
VENUE: Sollentuna Municipality north of Stockholm

9:30–10:00	Being a headmaster in Sweden/ Sollentuna municipality. Responsibilities and authorities, national and local governance by School Director Leif Hildebrand and Councillor Maria Stockhaus.
10:00–10:20	Employer - Trade Union perspectives from a local and central perspective in the municipality by representatives of the municipality and among others Birgitta Andersén, Lärarnas Riksförbund; Monica Johanssson-Wahlström, Lärarförbundet; Christina Wibom, Lärarförbundet;
10:20–11:45	Principal monitoring of schools - Principals talk about systematic quality work and various methods for monitoring
11:45–12:00	*Coffee break*
12:00–12:30	Reflection and discussion: link Swedish evaluation system with work Working Group by Bianka Stege, EFEE.
12:30–12:45	Suggestions for the next peer learning visit and next steps by Sarah Kik, EFEE.
12:45–13:00	Conclusions of the peer learning visit by SALAR
13:00–15:00	*Lunch*

EFEE THE EUROPEAN FEDERATION OF EDUCATION EMPLOYERS

EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION
COMITÉ SYNDICAL EUROPÉEN DE L'ÉDUCATION
ETUCE CSEE

Swedish Association of Local Authorities and Regions

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Employer organisations
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Monica Johanssson-Wahlström Lärarförbundet, Local Union Representative
Helene Lindstrand, Lärarförbundet , Association Secretary
Christina Wibom, Lärarförbundet, Local Union Representative

Speakers
Leif Hildebrand, School Director
Kerstin Hultgren, Ministry of Education, Senior Advisor
Maria Stockhaus, Councillor

Agenda Peer Learning Visit
Hosted by the Cyprus Ministry of Education and Culture (Cyprus Pedagogical Institute)
"Self evaluation of schools & teachers as instruments for identifying future professional needs"
8th and 9th of April 2013

8th of April 2013

15:45	Meeting at the hotel lobby (Cleopatra Hotel, 8 Florinis Str., 1065 Nicosia)
16:00–17:00	Walkthrough – Historical and political background Cyprus Tour in the old town of Nicosia and the Green Line offered by the Ministry of Education and Culture
17:00–18:00	Project Steering Committee meeting (members Steering Committee only)
20:00	*Informal Working Dinner* Welcome by David Simmonds, Chair of EFEE Welcome by Mrs Olympia Stylianou, Permanent Secretary of the Cyprus Ministry of Education and Culture

9th of April 2013
CHAIR: Pedagogical Institute

8:30–8:45	Registration and Welcome
8:45–9:00	Opening address by Athena Michaelidou, Director of Cyprus Pedagogical Institute and Bianka Stege, General Secretary of EFEE – introduction to the Peer Learning Visit
9:00–9:30	Introduction to the Cyprus Education System, by Andreas Tsiakkiros, Officer at the Cyprus Ministry of Education and Culture
9:30–10:00	The Role of Inspectors in the Cyprus Educational System, by Georgia Kouma (Inspector of Secondary Education) and Giorgos Georgiou (Inspector of Primary Education)
10:00–10:30	Support Schemes and Training for School Leaders in Cyprus, by Elena Christofidou, Officer at the Cyprus Pedagogical Institute
10:30–11:00	*Coffee Break*
11:00–11:45	Presentation of the "Proposal for a new Evaluation System of schools and teachers" (September 2012), by Yiannis Savvides, Officer at the Permanents' Secretary Office, Cyprus Ministry of Education and Culture
11:45–12:30	Role of Trade Unions in evaluation system, by Stefanos Savva, President of OLTEK (Organisation of Greek Technical Education Teachers), representing Teachers' Unions
12:30–13:00	Working Session 1: Does the system answer to the five key characteristics: Clarity, Inclusivity, Simplicity, Consistency and Stability? As identified by the experts of the ESSDE Working Group 1 Quality in Education (see report Working Group 1 in annex). Moderated by Bianka Stege, General Secretary EFEE
13:00–14:30	*Lunch*
14:30–15:00	Good Practices – Case Study 1: Practical example of a bottom-up initiative, by Georgia Pashiardis, Head Teacher of Geri A Primary School
15:00–15:30	Good Practices – Case Study 2: Practical example of a bottom-up initiative, by Maria adjipieri, Head Teacher of Ayia Marina Primary School (Strovolos)
15:30–15:45	*Coffee Break*
15:45–16:15	Working Session 2: Reflection of participants on the Cyprus evaluation system: What is different and what is similar with your own national system? Moderated by Tatjana Babrauskiene, International Secretary FLESTU (Federation of Lithuanian Education and Science Trade Unions)
16:15–16:30	Steps forward and reflection on the final conference of the project, which will take place on 21 & 22 May 2013 in Budapest By Sarah Kik, Assistant General Secretary EFEE Expected ESSDE outcome and feedback from meeting of the project steering committee By Bianka Stege, General Secretary EFEE
16:30	Conclusions of the day by chair and end of conference

Participants List

Employer organisations

Maria Pontieri (IT)
ARAN (Representative Negotiating Agency of thePublicAdministration), Negotiator for Education Sector

Domenico D'Iorio (IT)
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Sarah Kik
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LIZDA (Latvian Trade Union of Education and Science Employees), President

Ilze Trapenciere (LV)
LIZDA (Latvian Trade Union of Education and Science Employees), Advisor on higher education, research, VET and International issues

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Director of the Cyprus Pedagogical Institute

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Georgia Kouma
Inspector, Secondary Education Department

Giorgos Georgiou Inspector, Primary Education Department

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Officer at the Ministry of Education and Culture

Elena Christofidou
Officer at the Cyprus Pedagogical Institute

Georgia Pashiardis
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Maria Hadjipieri
Primary School Headteacher

Christina Stavrou Officer at the Cyprus Pedagogical Institute

Cyprus Trade Unions

Stefanos Savva
OLTEK (Association of Teachers of Technical Education), President

Constantinos Constantinou POED (Pancyprian Organisation of Greek Teachers), General Secretary

Agenda Final Conference 21 & 22 May 2013
"Self evaluation of schools & teachers as instruments for identifying future professional needs"

Venue: Danubius Hotel Gellért, 1. Szent Gellért tér, 1111 Budapest, Hungary
Chair: David Simmonds (Councillor Hillingdon, Local Government Association / Chair EFEE)

21 May 2013

14:00–14:30 *Registration – coffee & refreshments*

14:30–15:00 Words of welcome
Minister of Human Resources of Hungary Zoltán Balog
Laszlo Somogyi (Chairman Association of School Headmaster KIMSZ of Hungary)
David Simmonds (Councillor Hillingdon, Local Government Association UK)

15:00–15:45 **Self-evaluation of schools: What is in it for society? The challenges for self-evaluation in an era of accountability, measurement and ranking**
By Professor Peter Dahler-Larsen (University of Copenhagen)

15:45–16:15 **Role of social partners in self-evaluation of schools and teachers**
Bianka Stege (General Secretary EFEE)
Hans Laugesen (Senior Educational Policy Officer and International Secretary of National Union of Upper Secondary School Teachers of Denmark / chair WG on Evaluation)

16:15–17:00 **Teacher evaluation as a process for improvement**
By Professor Petros Pashiardis (Professor of Educational Leadership at Open University of Cyprus)

19:00 *Dinner at Citadella Panorama Restaurant, 1118 Budapest, Gellérthegy, Citadella sétány*

22 May 2013

9:00–10:00 **Keynote speech: Self-evaluation: what is in it for schools? What is in it for teachers? How can self-evaluation contribute to identifying future professional needs?**
By Professor John MacBeath (Emeritus Professor at University of Cambridge, Education Department)
Question and Answers

10:00–10:20 **Joint presentations on the outcome of the three peer learning visits of the EFEE / ETUCE project**
The Netherlands*: Noud Cornelissen - Secondary Education Council (VO-Raad) / School|Info + Jose Muijres - General Trade Union for Education (AOB)*

10:20–10:50 *Coffee break*

10:50–11:30 **Continuation of joint presentations on the outcome of the three peer learning visits of the EFEE / ETUCE project**
Sweden*: Eva-Lena Arefäll - Association of Swedish Local Authorities and Regions (SALAR) + Ingrid Lindholm - Lärarnas Riksförbund (LR)*
Cyprus*: Christina Stavrou - Ministry of Education and Culture of Cyprus + Stefanos Savva - Organisation of Greek Technical Education Teachers (OLTEK)*

11:30–12:00 **Exchange of experiences session:** different approaches to self-evaluation. Sharing practices and national examples of EU member states. What is similar and what is different in your country in comparison to the system in the Netherlands, Sweden and Cyprus?
Joint presentation Portugal*: José Diogo – Ministry of Education and Culture + Maria Arminda Bragança - Federação Nacional da Educação (FNE)*

Input participants, session led by Hans Laugesen (Senior Educational Policy Officer and International Secretary of National Union of Upper Secondary School Teachers of Denmark / chair WG on Evaluation)

12:00–12:15 **Discussion on possible amendments on reports of peer learning visits & literature review**

12:15–12:45 **Discussion on expected ESSDE outcome of the EFEE/ETUCE project on Self-Evaluation – suggestions for a joint declaration**
Bianka Stege (EFEE) & Hans Laugesen (ETUCE)

12:45–13:00 Conclusions by chair and end of conference

13:00–14:00 *Lunch*

Participants List Final Conference

Employer organisations
Ghezala Cherifi (BE)
L'AGPE(General Administration for Education Personnel of Wallonia-Brussels Federation), Attachée
Paul Wille (BE)
VSKO (Flemish Catholic Education Secretariat), General Secretary
Christina Stavrou (CY)
Ministry of Education and Culture, Officer at the Cyprus Pedagogical Institute
Véronique Fouque (FR)
Ministry of Education, Head of the Strategies and Performances Office
Maria Pontieri (IT)
ARAN (Representative Negotiating Agency of the Public Administration), Negotiator for Education Sector
Domenico D'Ilorio (IT)
ARAN (Representative Negotiating Agency of the Public Administration), Personnel Manager
Ian Mifsud (MT)
Ministry of Education and Employment, Director Quality Assurance Department
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VO-Raad (Secondary Education Council), Senior Communication Advisor
José Diogo (PT)
Ministry of Education and Science, Assessor of the Secretary of State of School Administration
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KIMSZ (Association of School Headmasters), General Secretary
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AOB (General Trade Union for Education), Member Executive Board
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European Trade Union Committee for Education (ETUCE)
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Other
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Alert Education, Company Manager

Speakers
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Professor Peter Dahler-Larsen (University of Copenhagen)
Professor Petros Pashiardis (Open University of Cyprus)
Emeritus Professor John MacBeath (University of Cambridge)

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European Federation of Education Employers.

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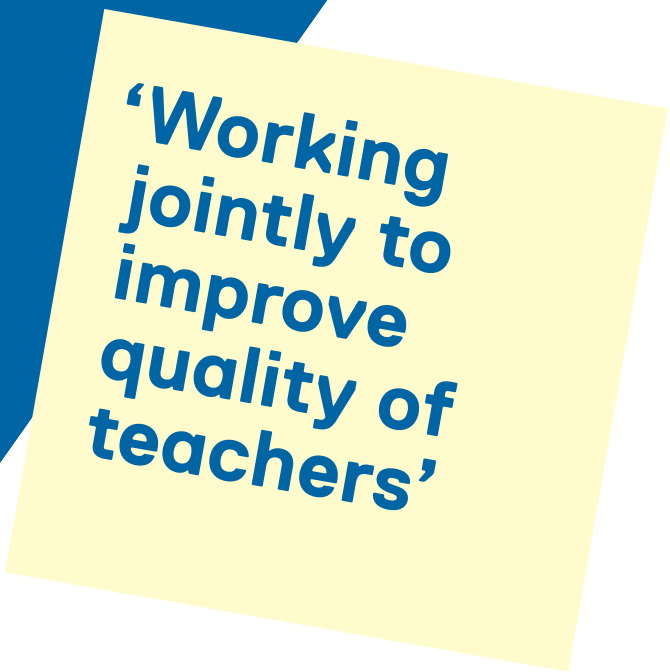
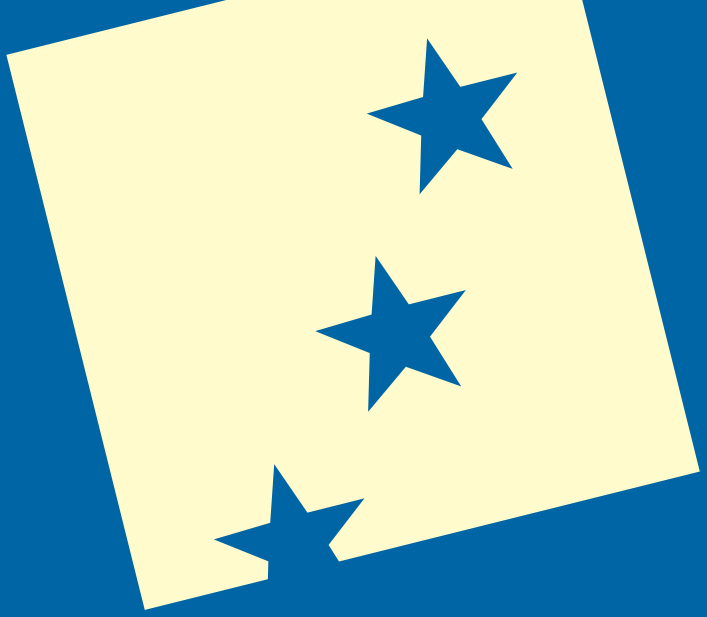

‘Working jointly to improve quality of teachers’



EFEE

EFEE / ETUCE joint report
October 2013