

# WORKING GROUP 1, QUALITY IN EDUCATION

Meeting on 21 March 2011

Summary of replies to questionnaire  
on evaluation

# Replies received at 13 March

ETUCE replies (9)	EFEE replies (7)	EPSU reply (1)	CESI reply (1)
Czech Republic Estonia Finland France Italy Luxembourg Poland Slovenia Spain	Cyprus Hungary Italy Malta Netherlands Spain UK (England)	The EPSU reply was from head office rather than from an individual country, but it was partly based on an example from one country (UK –EN).	Germany

# External evaluation of the school

- External evaluation is nearly universal.
- But the complexity of systems varies considerably.
- The simplest systems are based on examination results only.
- All systems aim to improve education quality.

# Internal evaluation of the school

- Less universal than external evaluation.
- But many systems require/encourage schools to evaluate themselves, often as a preliminary to external inspection.
- Sometimes a structure for internal evaluation is externally provided for schools.
- In other cases, schools choose themselves how to carry out internal evaluations.

# Evaluation of teachers

- In some countries, teachers are evaluated only in specific circumstances (eg when they are being considered for promotion).
- In other countries, all teachers are evaluated every year.
- Usually, evaluations are carried out only by school management, but not in every country.
- There is a trend towards self-evaluation as part of the process.
- Often different arrangements for non-teaching staff.

# System design

- Most systems seem to be initiated and designed by the authorities, nationally/regionally/locally.
- Unions are almost always consulted.
- In a few cases, evaluation criteria are the subject of collective bargaining but this is exceptional.

# Comments from respondents

- Generally, union comments more critical than employer comments.
- Clearly there are controversial issues: on the one hand quality improvement is a common goal; on the other hand some respondents express doubts about the fairness/usefulness of the systems in use.
- Several countries report that their systems are under review and will change.

# Further analysis?

- A more detailed analysis, country by country, could be undertaken for inclusion in the working group's final report.
- Only two countries, Italy and Spain, have provided answers from both ETUCE and EFEE: would it be useful/interesting if they tried to combine their answers?