



DFD-YD/ETD (2024) 94

Budapest, 4 April 2024

Study session

“De(grading) Education”

Study session organised within the [Youth for Democracy programme](#)
in cooperation with the [OBESSU](#) – Organising Bureau of European School Students
Unions

European Youth Centre Budapest, room A

22- 26 April 2024

DRAFT PROGRAMME

Sunday, 21 April 2024

Arrival of participants

19:00 Dinner

21:00 Welcome evening

Monday, 22 April 2024

09:30 Opening with introduction to the study session, presentation of the programme and sharing participants' expectation with Balint MOLNAR, executive director of the European Youth Centre Budapest

11:00 Break

11:30 Team Building activity to get to know each other & code of conduct.

13:00 Lunch

14:30 What do we mean by quality education? – finding common ground for learning by gathering the participants' understanding of the main concepts

16:00 Break

16:30 Sharing of experiences & difference between summative and formative assessments – a deeper introduction into the theme of summative and formative assessment and an exchange of experiences to find similarities and differences in assessment culture across different countries

18:15 Reflection groups

19:30 Dinner

21:00 Board Games night

Tuesday, 23 April 2024

09:30 Obstacles to quality education - reflecting on the obstacles we are facing in our educational systems and thinking about how we can make our classrooms a better and safer learning place for everyone

11:00 Break

11:30 Need for different forms of assessments - understanding the need to shift towards inclusive assessments and which forms of inclusive assessments can be adopted with Sophia GORGODZE, Associate Professor, Ilia State University, Georgia

13:00 Lunch break

14:30 Access to education and grading in different countries - critically evaluating grading systems from different countries and to understand the importance of the whole-school approach for making improvements in grading traditions and student well-being.

16:00 Break

16:30 Framing assessment as a human rights concern & education policies in the Council of Europe member states with Vjosa ROGOVA-DAMONI, senior project officer, Education Department, Council of Europe and Barbara SANTIBANEZ, consultant, Education Department

18:15 Reflection group

19:30 Dinner

21:00 The OBESSU Olympics (a series of games e.g., Karaoke)

Wednesday, 24 April 2024

09:30 Strategies to deal with stress and anxiety caused by assessment - exploring ways of supporting students to deal with anxiety and stress during periods of assessments and grading with Maria PIATKIEWICZ, psychologist and educator at the University of Szczecin in Poland

11:00 Break

11:30 Membership fair – participants-led presentation of projects/initiatives advocating for the well-being of students their organisations or schools they are involved in.

13:00 Lunch

Free Afternoon in the city

19:00 Dinner out in the city

Thursday, 25 April 2024

09:30 Recap of learnings and assessment mapping – creating an assessment mapping, a document compiling the different types of school assessment that exist around Europe.

11:00 Break

11:30 Action Plans 101

13:00 Lunch break

14:30 Working on the Action Plans - creating action plans to design an initiative that brings awareness on student grading and will serve as a follow up of the study session.

Number of groups depends on the action plans:

1. Group A

2. Group B

3. Group C

4. Group D

5. Group E

16:00 Break

16:30 Working on the Action Plans - discussing participants' action plans with the pedagogical team supporting their creation.

18:15 Reflection group

19:30 Dinner

21:00 Film screening

Friday, 26 April 2024

09:30 Finalising action plans

11:00 Break

11:30 Presentation of actions plans and follow up activities.

13:00 Lunch

14:30 Presentation of Action Plans and follow up activities (cont.)

16:00 Break

16:30 Conclusion and Evaluation

18:15 Reflection groups

19:30 Dinner

21:00 Farewell party

Saturday 27 April 2024

Departure of participants

Aim and objectives of the study session

Aim

To empower students to reconceptualise assessment in schools, so they can fully access their rights in the field of formal education and mental health by advocating for a seat at the decision-making table.

Objectives:

1. To build common understanding on the impact of assessment and grading in schools on students' access to rights (education, mental health).
2. To critically reflect on ways how grading of students has consequences on the quality of education and access to quality learning and opportunities for all students.
3. To explore ways of supporting students to deal with anxiety and stress during periods of assessments and grading.
4. To reflect on the ways how education systems, in policy and practice, can be more learner centred and youth friendly in line with the CM/Rec on Young people's access to rights and the Enter! Recommendation.
5. Starting from an assessment mapping, a document compiling the different types of school assessment that exist around Europe, to create action plans and advocacy measures supporting participants in implementing follow up actions.