(de)Grading of Education

Report of the study session held by
the Organising Bureau of European School Student Unions (OBESSU)

in cooperation with the
European Youth Centre of the Council of Europe

European Youth Centre Budapest
22-26 April 2024

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Executive Summary

This report summarises the main discussions, results, and outcomes of the study session: "(de)Grading of Education", which took place at the European Youth Centre in Budapest (Hungary) from 22 to 26 April. It contains: a background note including the need for the study session, an overview of the issues and topics discussed, the main learning outcomes for the participants, the links between the study session and the Council of Europe's programme or instruments, as well as the follow-up actions foreseen by OBESSU, its member organisations and the Council of Europe.

The overall aim of the Study Session was to empower students to reconceptualise assessment in schools so that they can fully access their rights in formal education and mental health by advocating for a seat at the decision-making table. The programme was based on the principles of non-formal education, human rights-based education, and intercultural learning. Sessions were balanced between theoretical inputs, simulations, debates, small group discussions, reflection, role-playing and other participatory learning methods.

Both the educational programme and the objectives of the *(de)Grading of Education* study session intersect well with the priorities and work of the Council of Europe. In particular, they are linked to the priority of **Young people's access to rights**, notably the right to quality education and mental health. The sessions contributed to opening the discussion on the impact of assessment and grading on young people's mental health, especially in a post-Covid system. The sessions also explored how assessment in formal education is an additional barrier to participation and full access to quality education for these young people, thus linking the objective to the priority of **Living together in peaceful and inclusive societies**, addressing the issue of poor mental health among students, especially those facing multiple discrimination or coming from disadvantaged areas.

About OBESSU and its Member Organisations

The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe. It was founded in April 1975 in Dublin, Ireland and brings together Member, Candidate and Affiliate Organisations from all over Europe. All Member Organisations are independent, national, representative and democratic school student organisations.

For almost 50 years now OBESSU has been representing school students as stakeholders of their educational systems, and in issues concerning their lives, by providing the national school student unions with assistance and support the development of school student representative structures. OBESSU also fosters and enables the exchange of experience and good practices among the national school students unions, and seeks to promote equal access to education, striving to end all discrimination and injustice within the educational systems. By doing so, OBESSU wants to contribute to the development of democratic educational systems in Europe, that promote active citizenship in all forms, and promote solidarity and understanding between young people, as well as new teaching methods in learning and healthier and more innovative teaching environments.

OBESSU is composed of three main bodies: the General Assembly, or the highest decision-making body of the organisation, composed by the OBESSU Members, Affiliate and Candidate organisations, which reunites once a year to elect its representatives and take decisions connected with the organisation's main priorities and activities; the Board, composed by 5 elected representatives from the OBESSU membership; and finally, the Secretariat, which handles most of the financial, administrative and technical matters connected with the proper functioning of the organisation.

Introduction

Background to the Study Session

Assessments and exams in school systems are and have been a major barrier for young people to access quality education. Grading systems in formal education are seen as a major demotivating factor for students because young people learn differently, which means that the assessment of their learning should be different. In addition, current grading systems encourage students to learn not for the sake of learning, but just to get a good grade. Grading and assessment systems in formal education have caused stress and mental health problems for students, which have increased significantly in recent years with Covid19 and the move to online education. When analysing the problems associated with assessment and examination, it can be concluded that there is a huge amount of pressure on students, especially in relation to final examinations, as they are linked to many opportunities for the student's future.

Furthermore, a continuous issue is the lack of adequate support that the students receive during their education and especially regarding the barriers they are facing due to grading and evaluation of their learning. When looking at society in the long term, the issues identified above have a big impact both when it comes to access to rights (education and health primarily), but also regarding the exclusion of students and youth with fewer opportunities. The current educational systems do not address the needs of young people with fewer opportunities, and the approaches are not adapted to including them equally within the learning and educational structures – resulting in less access to quality education opportunities, but also less access to education overall. Due to this, there is a greater risk for early school leaving in the medium and short term, and in the long term it affects different employment opportunities, no access to university courses and no qualifications, impacting people's health and reproducing long standing social inequalities. This is especially visible with the phenomenon that schools in less privileged areas have worse results on the final exams (that does not necessarily reflect the learning), and due to these lower results, they receive less support and funding from the government. This lack of support causes the quality of the education to further spiral down in a vicious circle, as the schools cannot afford to pay teachers and staff (causing bigger classrooms learning, not adequate learning support, etc.), nor the equipment needed for the learning of the curricula that would support the improvement of the results in schools.

Connection to the work of the Council of Europe

The objectives of the study session were linked to the priority *young people's access to rights*, specifically the right to quality education and mental health and the sessions contributed to open the discussion in the youth field regarding the impact of assessment and grading on young people's mental health, especially in a post-covid system. The need for different forms of assessment and different types of formative assessments was covered to satisfy different learning needs and create a more inclusive assessment culture.

The Study Session also explored how the assessments in formal education are an additional obstacle for the participation and full access to quality education for these young people, thus

linking to the priority *Living together in peaceful and inclusive societies*, addressing inequalities in education and tackling the issue of poor mental health amongst students - especially those facing multiple discrimination or coming from disadvantaged areas.

The working methods implemented during the study session were based on non-formal education; as such, they are interactive, inclusive, and tailored to both group and individual needs. The working methods were developed and then adapted by the pedagogical team, which involves youth educators and activists, and which aims to support and empower each participant to take an active role in every discussion, thus creating space for mutual learning and understanding. Concretely, the planned working methods included, among others: role-play games, simulations, plenary discussions, working groups activities, panel discussions.

Finally, the pedagogical approach and working methods used for the Study Session heavily relied on Council of Europe resources, such as the COMPASS, Have your Say, as well as some of the T-Kits. Such resources were also formally introduced to participants to support them in their role as multipliers later on, once they go back to their own organisations and disseminate the outcomes of the activity.

Aims and objectives of the Study Session

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.

Profiles of participants

The Study Session was held in the European Youth Centre of Budapest, Hungary, from the 22nd to the 26th of April 2024. It gathered 29 participants, active members and/or representatives of the following OBESSU member organisations: AKS (Aktion Kritischer Schüler_Innen), ASUBiH (Asocijacija Srednjoškolaca u Bosni i Hercegovini, Bosnia and Herzegovina), CANAE

(Confederación Estatal de Asociaciones de Estudiantes, Spain), CNE (Consiliul Național al Elevilor, Romania), CSU (Česká středoškolská unie, Czech Republic), DOS (Dijaška Organizacija Slovenije, Slovenia), ISSU (Irish Secondary Students' Union, Ireland), MAKOSZ (Romániai Magyar Középiskolások szövetsége, Hungarian speaking minority in Romania), and, SAKKI (National Union of vocational students in Finland), RSM (Rete degli studenti medi)), LMS (Lithuania Secondary School Student's Union), SLL (Suomen Lukiolaisten Liitto, Finland), SUS (Alliance of High School Students of Slovakia), UNSHM (Union of High School Students of North Macedonia). 19 out of 29 participants identified as females, while 9 identified as male and one as non-binary. Participants' age ranged between 15 and 22 years old, with an average age of 17.4 for the participants and 22 for the Preparatory Team. Many participants stated that the Study Session was the first opportunity they had to engage actively with OBESSU. Please find more details about participants in Appendix 2.

Programme: inputs and discussions

<u>Overview of the topics</u>

The main topics that were discussed and tackled throughout the Study Session were divided in three strands:

What do we mean by Quality Inclusive Education?
- Difference between formal, non-formal and informal education
- Council of Europe Education Strategy 2024 – 2030 and Council of Europe's vision for a "Quality education"
- How to introduce a human rights-based approach to assessment, Six principles of assessment (RFCDC, Vol. III), THE RFCDC - Reference Framework of Competences for Democratic Culture
- Obstacles to quality education (economic differences, gender inequality, lack of access to education, lack of student representation)

Assessment culture in secondary schools (general and vocational education)
- Difference between summative and formative assessments
- Impact of excessive summative assessments and testing and the need for inclusive and holistic assessment (the importance of feedback, self-assessment, peer assessment and co-assessment)
- Tools and strategies to help students deal with anxiety and stress caused by grading

Sharing of best practices on grading and students' mental health
- Sharing of members' initiatives and campaigns on mental health (i.e. Membership fair) and best practices on grading across countries
- Mapping grading systems in secondary schools across Europe
- Action plans and advocacy measures to enhance students' well-being and assessment cultures in different countries

<u>Aim and flow of the programme</u>

The programme was developed as a joint effort between the members of the preparatory team, which was made of 5 representatives selected among the OBESSU Membership, Staff and Pool of Trainers. It was conceived keeping in mind the target participants, i.e. student activists and representatives of OBESSU organisations of different ages (between 15 and 22) and degree of engagement with OBESSU and its activities, different backgrounds and education systems with different assessment cultures.

The first sessions of day one aimed to introduce participants to each other through some ice breaking activities, to allow them to share fears and expectations for the Study Session and illustrate the agenda of the sessions. Since it was necessary to build a base for common understanding and ease all participants into the topic with a broad vision, in the second half of the day, the objectives of the Study Session were explored followed by an analysis of formal, non-formal and informal education. The last session of the first day revolved around the differences between summative and formative assessment.

Day two started by presenting obstacles to quality inclusive education where participants engaged in a role play game enacting different scenarios, such as economic differences, gender inequality, lack of student representation, lack of access to education. The game was followed by a debrief where participants shared their experiences in a safe environment and could reflect on the impact of these obstacles on their student lives. This session led smoothly to the topic of the following session where another obstacle was presented: the lack of inclusive assessment and the impact of excessive summative assessments. The importance of holistic and formative assessments (self-assessment, peer assessment, co-assessment) as well as of fostering students' agency in the assessment process was then covered as a way to re-conceptualise assessment as a tool for learning. The second day finished with exploring how to introduce a human rights-based approach to assessment and the six principles of assessment (RFCDC, Vol. III).

In the first session of day three a psychologist provided participants with some tools and strategies to maintain better health while studying and specifically during stressful exam periods. This was followed by a membership fair, where members presented their organisations' campaigns and initiatives for a better mental health. Day three concluded itself with a free afternoon and dinner in the city.

Day four was focused on advocacy and campaigning and on giving students the means to advocate for a better assessment culture and mental health in their respective educational communities. Day five aimed at finalizing the Action Plans and evaluating the Study Session overall by reflecting on its learning objectives.

Below are more details on each stream mentioned above, including an analysis of the most important sessions. Their main outcomes and conclusions are illustrated in the following section. Note that the programme was divided by three macro-topics which determined the flow of the associated sessions.

What do we mean by Quality Inclusive Education?

The first steam focused on laying the ground for the main concepts explored throughout the week. Firstly, participants explored the differences between formal, non-formal and informal education and it was then clarified that the Study Session was going to focus on the assessment culture in formal education. However, non-formal education methodologies were used to foster learning in all sessions and assessment types from the realm of non-formal education were taken into consideration to make examples of possible alternatives to traditional assessment types to be employed in secondary general and vocational education. Afterwards, two experts from the Council of Europe illustrated the Council of Europe Education Strategy 'Learners First, 2024-2030' and its mission to improve the quality and accessibility of education to enhance the acquisition of knowledge and competences for life in democratic societies, and to ensure equal opportunities for all learners. This was meant to find common ground for learning by gathering the participants' understanding of the main concepts and refine the objectives of the Study Session by taking into consideration participants' knowledge and expectations about learning outcomes. As part of this stream, the obstacles preventing access to quality inclusive education were outlined through the technique of Forum Theatre and participants were able to elaborate on the impact of economic barriers, language barriers, digital divide, geographical barriers, ethnic, racial, and gender discrimination on student lives.

Sessions belonging to this stream:

- What do we mean by quality education? finding common ground for learning by gathering the participants' understanding of the main concepts?
- Council of Europe Education Strategy 2024 – 2030 and Council of Europe's vision for a "Quality Inclusive education"
- 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.

Assessment culture in secondary schools (general and vocational education)

What are the differences between formative and summative assessments? How can we shift towards more inclusive forms of assessments? How is assessment culture linked to students' well-being? What are the tools and strategies that can help students deal with anxiety and stress? These are some of the questions tackled in this second stream. To ensure a common understanding of the main themes, participants started by looking at examples of formative and summative assessment and clarifying their differences. The following session allowed participants to share which types of assessments were common in their educational systems across countries. Participants came to the conclusion that summative forms of assessments were prevailing and were then able to explore the effects of excessive summative assessments and testing, such as lowering students' self-esteem, provoking anxiety, and narrowing the curriculum (i.e. Teaching to test). Participants were asked to rethink about assessments to prioritise learners' well-being, for

instance by switching to more inclusive forms of assessment that take into consideration cultural barriers and neurodivergence, but also by offering learners the chance to participate in the design of their assessment and employing peer-assessment and co-assessment (teachers and students). To counteract the anxiety and stress that may be provoked by assessments fostering a culture of performance and competitiveness, a psychologist helped students rethink their conception of stress and provided participants with sources and techniques, such as meditation, that they could employ once back in school.

Sessions belonging to this stream:

- Sharing of experiences and difference between summative and formative assessments
- 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.
- Need for different forms of assessments - understanding the need to shift towards inclusive assessments and which forms of inclusive assessments can be adopted.
- Tools and strategies to help students deal with anxiety and stress caused by grading.

Sharing of best practices on grading and students' mental health

Within this stream, participants had the chance to present the projects and initiatives on student mental health their organisations are involved in. The membership fair allowed participants to learn about different campaigns and initiatives taking place in other countries and be inspired from one another. After a recap of learnings, where they had an exchange of practice and explored specific country case studies, participants started working on their Action Plans crafting advocacy measures to enhance students' well-being and change assessment cultures in their own educational contexts.

Sessions under this stream:

- Membership fair – participants-led presentation of projects/initiatives advocating for the well-being of students, their organisations or schools they are involved in.
- Recap of learnings and assessment mapping – creating an assessment mapping, a document compiling the different types of school assessment that exist around Europe.
- 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.

<u>The contribution of guest speakers</u>

Four lecturers and speakers joined the Study Session:

- Maria Cecylia Piatkiewicz, Psychologist and educator at the University of Szczecin in Poland led the session on *Tools and strategies to help students deal with anxiety and stress.* This session received great feedback as being engaging and relevant not just to the objectives of the Study Session but also to participants' everyday life.

- Sophia Gorgodze, Experienced education specialist and director of the National Assessment and Examinations Centre in Georgia, led the session on *Need for different forms of assessment.* This session was very interactive and relevant because it included statistics, evidence-based facts, and qualitative research on the impact of the excessive use of summative assessments and the importance of inclusive assessments.

- Vjosa Rogova-Damoni, Senior Project Officer, Council of Europe, Education department, co-led the session on *a human rights-based approach to assessment and education.*

- Dr Barbara Santibanez, Researcher, European Institute of Education and Social Policy, co-led the session on a *human rights-based approach to assessment and education.* This session was particularly beneficial for participants to learn more about the role of the Council of Europe and human rights education. Participants found it less interactive than the other sessions but both speakers were still quite open to questions.

Overall, participants were satisfied with the intervention of the guest speakers, particularly with the session on *Tools and strategies to help students deal with anxiety and stress.* All the presentations from the speakers are made available in the annex section of this report.

Results and conclusions

<u>Learning outcomes for participants</u>

Results and conclusions of the (de)Grading of Education Study Session can be seen as threefold:
- Tangible results
- Capacity building outcomes and exchange of practices
- General takeaways

In terms of tangible results, all participants went home having developed an Action Plan for campaigning for an assessment culture that fosters a better mental health of students, using the resources and knowledge gathered throughout the Study Session. Moreover, the preparatory team, together with some volunteer participants, are in the process of putting together a Mapping outline, a document compiling the different types of school assessment that exist around Europe, to disseminate the outcomes and tools developed throughout the Study Session also to student activists and student unions who did not participate in the training.

Moreover, the exchanges taking place at the study session kicked off a bigger discussion involving the rest of the membership, including those who were not present at the Study Session, to update the OBESSU Policy Paper on Mental Health in Schools including the learning takeaways of the Study Session.

In terms of capacity building and peer learning, participants have gained a broader understanding of the difference between formative and summative assessments, the effects of assessment cultures mainly devoted to fostering competitiveness and performance as well as different types of alternatives that could complement the employment of summative assessments, such as peer-assessment and co-assessment. Thanks to the intervention of four speakers, they had the chance to gain a deeper understanding of how to switch to more inclusive forms of assessment, how to employ a human rights approach to assessment and which strategies and tools can be used to mitigate stress caused by an excessive use of summative assessments. As student representatives and activists coming from different organisations and levels within the organisations themselves, participants also had the opportunity to learn more about each other's organisations, their main priorities, and areas of work, as well as the different areas of work of OBESSU. They also learned about the functioning of the Council of Europe and its Education Strategy. Moments of formal and informal sharing across participants have increased their awareness of various practices related to assessment across Europe and allowed them to reconceptualise assessments as a tool for learning, for instance by fostering the agency of students in the process of assessment. As student representatives and activists coming from different organisations and levels within the organisations themselves, participants also had the opportunity to learn more about each other's organisations, their main priorities and areas of work, as well as the different areas of work of OBESSU. They also learned about the functioning of the Council of Europe and its Education Strategy.

Main takeaways and results achieved (please find related presentations in Appendix 3)

- Difference between formal, non-formal and informal education
- Assessment culture in secondary schools (general and vocational education)
- Difference between summative and formative assessments and examples of both with a focus on formative assessments
- Obstacles to quality education
- How to introduce a human rights-based approach to assessment: Education Strategy of the Council of Europe, the Council of Europe's vision for a "quality inclusive education", THE RFCDC - Reference Framework of Competences for Democratic Culture and the Six principles of assessment (RFCDC, Vol. III)
- Mapping grading systems in different countries
- Tools and strategies to help students deal with anxiety and stress related to assessment.
- Best practices on mental health and grading across countries
- Action plans and advocacy measures to improve students' well-being and assessment cultures in different countries.

Evaluation of the Study Session

The Study Session programme and team received great feedback from participants, with over 80% of participants responding that they had increased their competences in the themes of the Study Session and scoring 4 out of 5 per each of the five objectives. Among the learnings, someone mentioned an increased understanding of the role of the Council of Europe, other participants talked about their motivation to conduct activities in their own countries thanks to the Action Plans drafted at the Study Session, some others were grateful for the exchange of practices on different types of assessments across countries and the sharing of initiatives that other member organizations are involved in. A participant also mentioned that the study session could have focused more on the role of technology in creating new types of personalised assessments, which is a point that will be added to the mapping outline.

Contribution to the work of the Council of Europe's Youth Department

As mentioned previously, many of the activities developed and delivered throughout the Session raised awareness amongst our membership of the work of the Youth Department, in particular through the intervention of guest speakers. Participants had the opportunity to become familiar with the Education Strategy of the Council of Europe, the Council of Europe's vision for a "quality inclusive education", THE RFCDC - Reference Framework of Competences for Democratic Culture and the Six principles of assessment (RFCDC, Vol. III) as well as additional avenues for cooperation with the Youth Department, such as trainings and activities but also potential funding from the European Youth Foundation to bring forward their Action Plans and conduct activities in their own countries.

Similarly, in terms of resources, participants left the study session with manuals and toolkits, and they will use them to develop and implement non-formal education activities. Furthermore, one

prep team member took part in the training for Study Session organisers "Essentials of non-formal Education" in February 2024, and put into practice some of the methodologies learnt during the Study Session. OBESSU will continue to provide support to its members and to disseminate opportunities coming from the Youth Department to the Study Session participants, although they now have the tools to interface themselves directly with the Council of Europe.

In terms of logistics and administration, the experience of the Study Session was a fruitful one as it provided the Council of Europe Youth Department with plenty of feedback regarding some of the current arrangements and how to improve the experience of the Youth Centre for events' participants.

Follow-up activities

<u>Dissemination</u>

During the study session, we made various posts on the OBESSU social media accounts, mainly Instagram and LinkedIn and participants posted on the social media accounts of their respective member organizations.

At the end of the Study Session, we posted an article on the OBESSU <u>external newsletter.</u>

Please find the links below:
- Article written on the website of the Council of Europe <u>(de)Grading of education</u>
- <u>LinkedIn</u> post on the OBESSU account
- <u>Instagram</u> post on the OBESSU account
- Article in the <u>OBESSU external newsletter</u>

<u>The Mapping outline</u>

A mapping outline compiling the strengths and weaknesses of grading systems across the countries of the student unions represented within the study session. The mapping outline also contains the action plans designed by the participants towards the end of the study session including advocacy measures and concrete steps to follow up on the results of the learnings acquired during the Study session.

The Preparatory Team, together with volunteers from the Study Session group of participants, is going to follow up by drafting a **mapping outline** to raise awareness about different types of assessment in secondary and vocational education across Europe. The participants then with the guidance of the Preparatory Team had the opportunity to input on the structure and contents of the mapping outline throughout the Study Session, with dedicated feedback moments within the programme. The finalisation of the Mapping outline is foreseen for the end of summer 2024 when it will intersect with the other actions and initiatives planned as part of OBESSU Work plan for 2025. The mapping document compiles different types of assessments and grading systems across Europe together with their strengths and weaknesses. The mapping outline also contains the action plans designed by the participants including advocacy measures and concrete steps to follow up on the results of the learnings acquired throughout the week and wants to mirror as much as possible the contents, conclusions and discussions of the Study Session, not only for those who were not able to participate and join in Budapest, but also for the participants to have a general overview and interesting links that they can disseminate within their own organisations.

The skeleton of the mapping outline is synthetized in the table below:

Introduction	
1.1 How and why to use this handbook	• About OBESSU and its member organisations • How and why to use this handbook • The importance of student centred assessment
Assessment culture in secondary schools (general and vocational education)	
2.1 Different types of assessment	• Distinction between summative and formative assessments • Examples of formative assessments
2.2 Defining quality inclusive education	• Obstacles to quality education • How to introduce a human rights-based approach to assessment • Inclusive assessment
2.3 Students' well-being & and membership's initiatives on mental health	• Tools and strategies to help students deal with anxiety and stress related to assessment • Best practices on mental health across countries
Advocacy and future steps	
3.1 Overview and mapping of assessment in Europe	• Mapping of grading systems in different European countries
3.2 Advocacy and campaigning tools	• Action plans and advocacy measures to improve students' well-being and assessment cultures in different countries
4.1 Session outlines repository	• Any useful links and sources from the Study Session

<u>The Action Plans</u>

Additionally, as part of the study session pedagogical programme, all participants left the Study Session with a draft Action Plan to kick-off local and national campaigns on enhancing students' well-being and changing the assessment culture in their own country. The four Action Plans are quite diverse in scope and content, and were developed in groups made of the different national delegations present. As such, they take into account the specificities of each organisation, including their structure and capacity, and their human and financial resources.

They mainly revolve around four topics: teacher training, mental health support groups in schools, petitions and international campaigns for student well-being as well as a new OBESSU Policy Paper on Mental Health in Schools that builds on the [one approved in 2019](#) and emphasises the importance recognizing mental health as a crucial component of overall student well-being and educational success, significant issues such as the lack of mental health education in national curricula and insufficient access to professional mental health services, and recommendations for improvement.

Appendix 1 - Final Programme

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 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 Difference between summative and formative assessments – a deeper introduction into the theme of summative and formative assessment
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 Education policies in the Council of Europe member states; Introducing Human Rights based approach to assessment 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
Appendix 2 - List of participants (by country)

Austria / Autriche - Aktion Kritischer Schüler_Innen (AKS)

- Thaler Sydallo
- Lena Scherer

Bosnia and Herzegovina / Bosnie-Herzegovine - Association of High School students in Bosnia and Herzegovina (ASuBiH)

- Ema Muminović
- Ajna Ogrešević

Czech Republic / Republique Tcheque - Czech Secondary Student Union (CSU)

- Jan Gondek
- Kateřina Farníková

Estonia / Estonie - Estonian Schools Student Councils' Union (ESCU)

- Nora Kurisoo
- Cordelia Liiv
- Karl Erik Kirss

Finland / Finlande

- Olivia Sala National Union of vocational students in Finland (SAKKI)
- Ojanperä Verna Suomen Lukiolaisten Liitto ry (SLL)

Ireland / Irlande - Irish Second-level Students' Union (ISSU)

- Mohammad Naeem

Italy / Italie - Rete degli studenti medi (RSM)

- Sara Franchi

- Francesca Leonzi

Lithuania / Lituanie - <u>Lithuania Secondary School Student's Union (LMS)</u>

- Tėja Lukošiūtė
- Ieva Suščinskytė
- Rokas Damulis

North Macedonia / Macédoine du Nord - <u>Union of High School Students of North Macedonia (UNSHM)</u>

- Bisera Stojkoska
- Mateo Nasteski
- Mateo Minoski

Romania / Roumanie - <u>Consiliul Național al Elevilor (CNE)</u>

- Bianca Maria Ivan
- Barac-Bologa Rafaela-Alexandra
- Farkas Frederick Charles-Fekete <u>Union of Hungarian High School Students from Romania (MAKOSZ)</u>

Slovak Republic / Republique Slovaque - <u>Alliance of High School Students of Slovakia (SUS)</u>

- Izabela Benianová
- Daniel Potyčný

Slovenia / Slovenie - <u>School student organization of Slovenia (DOS)</u>

- Hana Kolendo
- Zala Prah
- Mila Škrlj

Spain / Espagne - <u>Confederación Estatal de Asociaciones de Estudiantes (CANAE)</u>

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Sulkhan Chargeishvili	External Educational Advisor

Appendix 3 - List of references used during the Study Session

References to OBESSU work

- Policy Paper on Mental Health (expiring in 2024)
- Policy Paper on Early School Leaving
- Toolkit on Citizenship Education
- Policy Paper on Curricula Development
- European Parliament Elections Manifesto

PRESENTATIONS

- What is OBESSU?
- Assessments: Formative and Summative
- Objectives and Aim of the Study Session
- Sophia Gorgodze - Need for Different Forms of Assessment
- Vjosa Rogova-Damoni - Council of Europe Quality Education
- Barbara Santibanez - Human Rights-based Approach to Assessment
- Maria Cecylia Piatkiewicz - Tools and strategies to help students deal with anxiety and stress
- Assessment mapping

OTHER USEFUL LINKS ON THE TOPIC OF ASSESSMENT MENTIONED DURING PRESENTATIONS

- Eurydice assessment
- Westminster: What is assessment?
- Yale: What is summative and formative assessment?

- Convention of the Rights of the Child
- European Youth Foundation funding

List of dissemination links

- Article written on the website of the Council of Europe (de)Grading of education
- LinkedIn post on the OBESSU account
- Instagram post on the OBESSU account
- Article in the OBESSU external newsletter