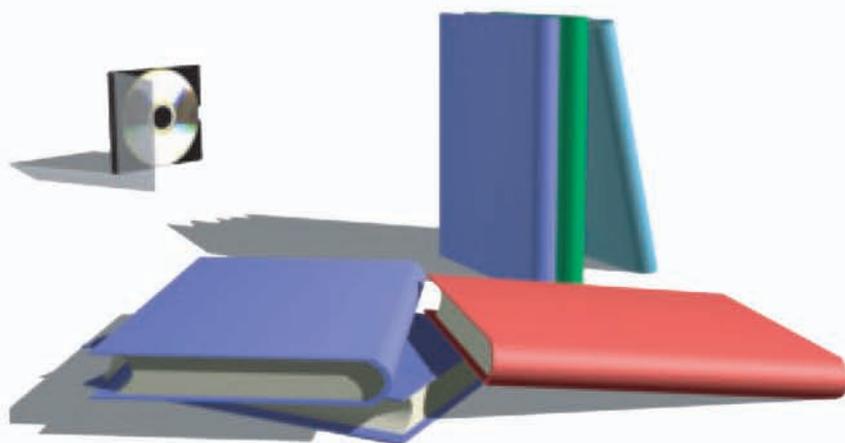




*Thematic Bibliography*

# Evaluation in Education





***Thematic  
Bibliography***

**Evaluation  
in Education**

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## INTRODUCTION

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Over a number of years, the Eurydice European Unit has been building up a considerable collection of reference sources on the various issues arising in education. The value and originality of this collection derive from its essentially international dimension. These books, articles and other items also constitute a basic source of information for the comparative literature published by the Eurydice Network.

Such is the variety of educational topics covered by the collection that the Eurydice European Unit has taken the initiative in launching a series of THEMATIC BIBLIOGRAPHIES. Each volume in this new series will be devoted to a topic of Community interest and will deal mainly with the most relevant European and international literature available at the European Unit. The bibliographies will appear in English and French.

This seventh title in the series does not claim to be exhaustive, but draws attention to a selection of publications on evaluation in education.

The bibliography lists publications or reports that have appeared since 1996. However, some earlier items of published official literature which are of special historical interest in relation to the development of the concept of evaluation, or regarded as significant reference sources, have also been included.

All titles, articles and websites indicated for reference purposes have been classified by category as follows:

- A. Actions at European level
- B. Pupil assessment
- C. Evaluation of teachers
- D. Evaluation of higher education
- E. Evaluation of schools
- F. Course evaluation
- G. Evaluation of education systems

Within each category, the literature is presented chronologically by year of publication, and by alphabetical order of title within each year.

All titles in the documentation centre of the Eurydice European Unit, which are listed under categories A, B, C, D, E, F, G have been described after consulting the relevant item directly to obtain or check the information concerned. This approach has been adopted so that the bibliography is as comprehensive and detailed as possible. With the same aim in mind, there are references also to the electronic address of an item and its original English-language title, wherever they have been identified. In addition, the literature has been indexed using the European Education Thesaurus.

The descriptors employed are mentioned under each publication selected, and the references are also accompanied by an abstract.

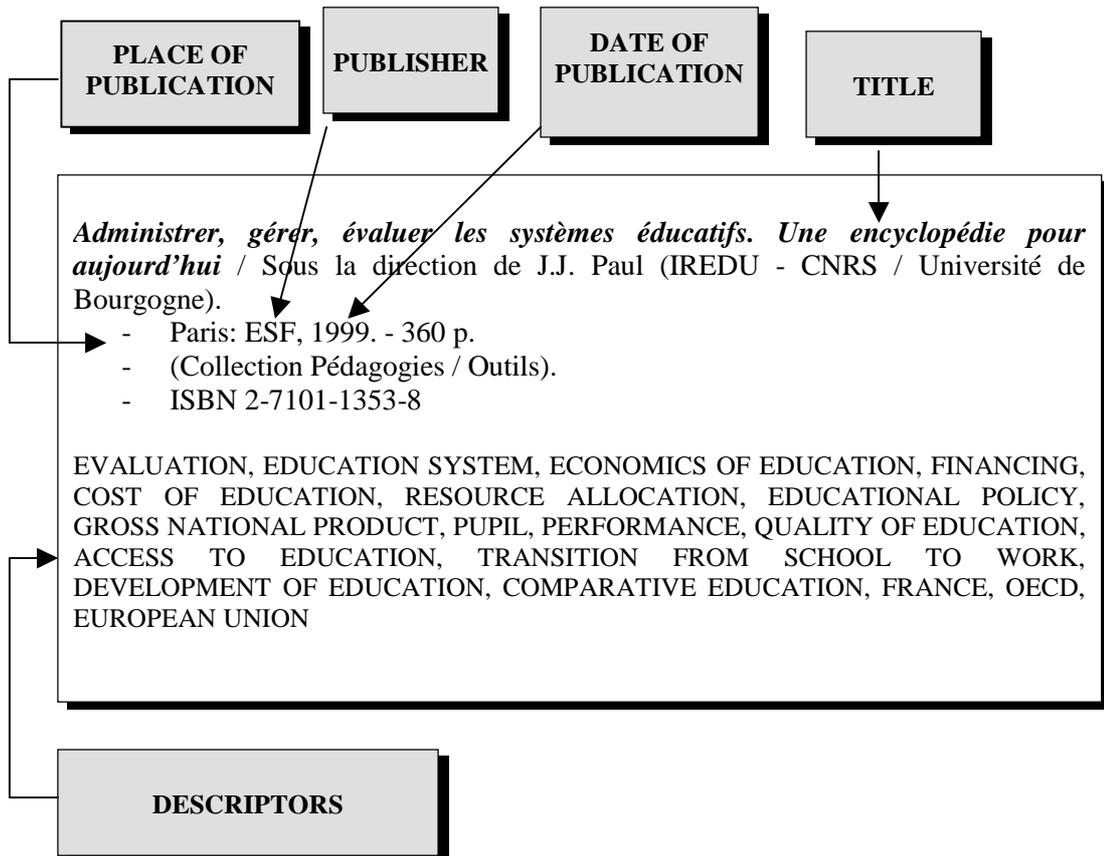
The titles of items not available in English have been given an unofficial translation so as to make readers aware of the subject under consideration. In such cases, the note 'Translation of title' is added.

This bibliography is timed to coincide with the appearance of national reports produced by the Eurydice Network on methods of evaluating schools which provide compulsory education (essentially primary and lower secondary schools). These monographs are available on the Eurydice website <[http://www.eurydice.org/Documents/Evaluation/en/frameset\\_eval.html](http://www.eurydice.org/Documents/Evaluation/en/frameset_eval.html)>.

Patricia Wastiau-Schlüter  
Head of the Eurydice European Unit  
July 2002

**IMPORTANT:** The titles listed in this bibliography are available from their official publishers.

The following diagram gives a detailed overview of the bibliography's structure:





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## A. ACTIONS AT EUROPEAN LEVEL

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### Official texts

 ***Council conclusions of 20 December 1996 on school effectiveness: Principles and strategies to promote success at school.***

- Luxembourg: Office for Official Publications of the European Communities, 1997.
- OJ N° C7, 10-01-97, p. 1-5

EVALUATION, SCHOOL SUCCESS, UNQUALIFIED YOUNG PEOPLE, REMEDIAL TEACHING, EC COUNCIL, EUROPEAN UNION

 ***Common Position (EC) No 53/2000 adopted by the Council on 9 November 2000 with a view to adopting a recommendation of the European Parliament and of the Council of ... on European cooperation in quality evaluation in school education.***

- Luxembourg: Office for Official Publications of the European Communities, 2000.
- OJ N° C375, 28-12-2000, p. 38-43

EVALUATION, QUALITY OF EDUCATION, EC COUNCIL, EUROPEAN UNION

 ***Recommendation of the European Parliament and Council of 12 February 2001 on European cooperation in quality evaluation in school education.***

- Luxembourg: Office for Official Publications of the European Communities, 2001.
- OJ N° L60, 1-3-2001, p. 51-53

EVALUATION, QUALITY OF EDUCATION, RECOMMENDATION (EUROPEAN COMMUNITIES), EUROPEAN PARLIAMENT, EC COUNCIL, EUROPEAN UNION

### EUROPE

-  **Dossier: l'évaluation des élèves** / J. Le Coq; J. Levasseur.
- Sèvres: Centre international d'études pédagogiques, 1996. - 144 p.
  - (Revue internationale d'éducation; n° 11).

*Translation of title:* Special report: Pupil Assessment.

The assessment of pupils is a mechanism for reporting on them and looking ahead to their future. The contributors to this issue of the *Revue internationale d'éducation* describe the development of new forms of assessment which can contribute to satisfying the educational and information requirements of pupils, teachers and the education system as a whole. They provide a means of monitoring the activities of the system at all levels and are both a medium for sustaining an effective dialogue with parents and an instrument for the reform of education, training and management.

EVALUATION, PUPIL, FORMATIVE EVALUATION, TEACHER EDUCATION, COMPARATIVE EDUCATION, ENGLAND, GERMANY, SPAIN, FRANCE, COUNCIL OF EUROPE, EUROPE

-  **Espagne, France, Suède: évaluation des compétences en anglais des élèves de 15-16 ans** / J. Levasseur; L. Shu.
- Paris: Ministère de l'éducation nationale, de la recherche et de la technologie. Direction de l'évaluation et de la prospective, 1997. - 112 p.
  - (Les dossiers d'éducation et formations; n° 92).
  - ISBN 2-11-089956-5

*Translation of title:* Spain, France and Sweden: assessing the English language proficiency of pupils aged 15-16.

The contributors assess the linguistic knowledge of children from three countries at the end of compulsory education. Similarities and differences in attainment in the areas of written and spoken English are compared and analysed.

EVALUATION, PUPIL, LANGUAGE TEACHING, ENGLISH LANGUAGE, LANGUAGE SKILL, COMPULSORY EDUCATION, SECONDARY EDUCATION, LOWER SECONDARY, FRANCE, SPAIN, SWEDEN

### INTERNATIONAL

-  **Mathematics Achievement in the Middle School Years: IEA's Third International Mathematics and Science Report** / International Association for the Evaluation of the Educational Achievement (IEA); TIMSS International Study Center.
- Chestnut Hill: TIMSS International Study Center, 1996. - 176 p.
  - ISBN 1-889938-02-5.
  - Available on the World Wide Web: <<http://timss.bc.edu/timss1995i/MathB.html>>

This report is concerned with attainment level findings in mathematics for a large sample of students aged 13 in their seventh and eighth years at school. Special emphasis is attached to information on the context and experience of students, as well as on teaching practice in mathematics classes. The findings cover 41 countries.

EVALUATION, PUPIL, MATHEMATICS, TEST, PERFORMANCE, SECONDARY EDUCATION, EUROPE, USA



***Mathematics and Science. Achievement in the Final Year of Secondary School. IEA's Third International Mathematics and Science Study*** / International Association for the Evaluation of Educational Achievement (IEA); TIMSS International Study Center.

- Chestnut Hill: TIMSS International Study Center, 1998. - 236 p.
- ISBN 1-889938-08-4

This report is based on the results of three different tests in mathematics and science for students in secondary school. It describes their level of knowledge in these subjects on completion of schooling in 21 countries. The test is devised so as to report on results in mathematics and science separately. In the case of 16 countries, the report also describes the level, in advanced mathematics and physics, of students at the end of secondary education who have received special preparatory training in these subjects. For each of the tests, attainment is presented by gender and country. Information on teaching practice is also given in the case of advanced mathematics and physics.

EVALUATION, PUPIL, PERFORMANCE, CONTENT OF EDUCATION, MATHEMATICS, SCIENCES, SECONDARY EDUCATION, CANADA, EUROPE, NEW ZEALAND, SOUTHERN AFRICA, USA



***Measuring Student Knowledge and Skills. The PISA 2000 assessment of reading, mathematical and scientific literacy.***

- Paris: OECD, 2000. - 104 p.
- Available on the World Wide Web:  
<<http://www.pisa.oecd.org/Docs/Download/PISAFrameworkFr.pdf>>

This book assesses the extent to which students at the end of compulsory education have acquired the knowledge and skills essential for playing an active part in society. It provides data on their reading literacy, as well as their mathematical and scientific literacy, identifies factors that influence the development of these skills at school and in the home and examines their policy implications. PISA is the OECD Programme for International Student Assessment.

EVALUATION, PUPIL, PERFORMANCE, READING, MATHEMATICS, SCIENCE EDUCATION, OECD



***Performance standards in education. In search of quality.***

- Paris: OECD, 1995. - 239 p.

This study is based on reports by experts from ten OECD countries. It describes different approaches to establishing standards. Although quality education is a universally shared objective, the means adopted vary significantly. Each report discusses the educational context, the procedure for developing standards, and trends in the development, content and implementation of performance standards.

EVALUATION, PUPIL, QUALITY OF EDUCATION, STANDARD, AUSTRALIA, CANADA, FRANCE, GERMANY, IRELAND, JAPAN, SPAIN, SWEDEN, USA, UNITED KINGDOM, OECD



***Wasted Opportunities: when schools fail*** / UNESCO. International Consultative Forum on Education for All.

- Paris: UNESCO, 1998. - 48 p.
- Education for all. Status and Trends.
- Available on the World Wide Web:  
<<http://unesdoc.unesco.org/images/0011/001139/113958f.pdf>>

This report highlights, with the use of graphics, the present situation of school wastage and reveals its enormous costs on educational systems, individuals and societies. It cites actual examples of what some countries are doing to address the problem. Statistical tables present selected educational and socio-economic indicators for 131 developing countries and territories.

EVALUATION, PUPIL, SCHOOL FAILURE, REPEATING, COST OF EDUCATION, FINANCING, DROPOUT, BASIC EDUCATION, PRIMARY EDUCATION, STATISTICAL DATA, SCHOOLING RATE, DEVELOPING COUNTRY, UNESCO



***Reflections on educational achievement*** / edited by W. Bos; R.H. Lehmann.

- Münster: Waxmann Verlag, 1995. - 302 p.
- Papers in honour of T. Neville Postlethwaite to mark the occasion of his retirement from his chair in comparative education at The University of Hamburg.
- ISBN 3-89325-310-6.
- Available on the World Wide Web: <<http://www.waxmann.com>>

This book contains articles paying tribute to T. Neville Postlethwaite. The contributions represent different fields of research, including pupil assessment and education practice.

EVALUATION, PUPIL, PERFORMANCE, TEACHING PRACTICE

### EUROPE

-  ***The evaluation of teacher training. Report of the workshop on 9-10 June 1998, organised for SICI by OFSTED*** / The Standing International Conference of Central and General Inspectorates of Education (SICI).  
- Utrecht: SICI, 1998. - 44 p.

This report describes models of teacher training in England, Belgium and France. The authors compare the different challenges that countries face and the emphasis given to aspects of training. These short descriptions highlight common themes and significant differences. Four key issues considered are the political context in different countries, the difference between training and education, recruitment and experimentation.

EVALUATION, TEACHER EDUCATION, INITIAL TRAINING, FURTHER EDUCATION OF TEACHERS, INSPECTION, DUTCH-SPEAKING BELGIUM, ENGLAND, FRANCE, EUROPEAN UNION

-  ***Evaluation of teachers and schools in Europe. The role of inspectorates of education*** / J.C. van Bruggen; The Standing International Conference of Central and General Inspectorates of Education (SICI).  
- Utrecht: SICI, 2000. - 12 p.

This contribution reviews the current tasks of inspectors in the evaluation of schools and/or teachers and identifies the main areas concerned. It describes the essential features of the methodologies used and indicators formulated.

EVALUATION, TEACHER APPRAISAL, INSPECTION, INSPECTOR, EDUCATIONAL INSTITUTION, EUROPE

-  ***Inspectorates of Education in Europe. A Critical Analysis*** / R. Standaert; The Standing International Conference of Central and General Inspectorates of Education (SICI).  
- Utrecht: SICI, 2000. - 118 p.  
- Available on the World Wide Web:  
<[http://www.sici.org.uk/reports/INSPECTORATES%20OF%20EDUCATION%20IN%20EUROPE\\_JAN00.pdf](http://www.sici.org.uk/reports/INSPECTORATES%20OF%20EDUCATION%20IN%20EUROPE_JAN00.pdf)>

The objective of all education systems is to safeguard and promote quality in schools. The first part of this study is concerned with inspection systems at central and local levels. The second part lists the trends in the countries studied, namely Germany, England, Austria, Belgium, Scotland, France, Ireland, the Netherlands, Portugal and the Czech Republic. Trends are analysed around the areas of inspectorate responsibility, the instruments, the impact of inspection, the position of the inspectorate, the recruitment and in-service training and the evaluation of the inspectorate.

EVALUATION, TEACHER APPRAISAL, INSPECTION, INSPECTOR, RECRUITMENT, IN-SERVICE TRAINING, EUROPE

-  ***Inspectorates of Education in Europe. A Descriptive Study*** / The Standing International Conference of Central and General Inspectorates of Education (SICI). B. Maes; E. Ver Eecke; M. Zaman.  
- London: SICI-Secretariat, 2000. - 431 p.

This book contains descriptions of the inspectorate systems in a number of SICI European member countries (Germany, England, Austria, Belgium, Denmark, Scotland, France, Ireland, the Netherlands, Portugal and the Czech Republic). In each case, it discusses their structure and organisation, their areas of responsibility, and their role, instruments and methods.

EVALUATION, TEACHER APPRAISAL, INSPECTION, QUALITY OF L'EDUCATION, EUROPE



*Teacher education in Europe in the late 1990s: Evaluation and Quality* / edited by Th. Sander.

- Umeå: TNTEE Editorial Office, 1999. - 212 p.
- TNTEE Publications, Vol. 2, No 2.
- ISSN 1403-5782
- Available on the World Wide Web:  
<[http://tntee.umu.se/publications/v2n2/pdf/publication2\\_2.pdf](http://tntee.umu.se/publications/v2n2/pdf/publication2_2.pdf)>

The Thematic Network on Teacher Education in Europe is partly funded by the Socrates/Erasmus Programme. In 1997, a pilot action was launched to prepare the establishment of a 'network of evaluation agencies in Europe'. At the same time, the network organised a workshop on the evaluation of teacher education. This network brought together specialists in the domain of evaluation, mainly from national evaluation agencies and experts in the field of teacher education. This publication describes the situation of teacher education in 13 European Union countries at the end of the 1990s, its role and functions within the education system and society. It identifies the fundamental aspects to be taken into account concerning evaluation processes as they are now being introduced into teacher education in Europe.

EVALUATION, TEACHER EDUCATION, INITIAL TRAINING, ORGANISING BODY, ADMISSION REQUIREMENTS, DURATION OF STUDIES, CERTIFICATION, COLLEGE OF EDUCATION, TEACHER EDUCATION, EUROPEAN UNION

### EUROPE



#### ***Evaluation and Quality in Higher Education.***

- Paris: European Institute of Education and Social Policy, 1997. - 221 p.
- (European Journal of Education, Vol. 32, No 2)

This issue begins with three comparative articles. The first provides an historical overview of quality and evaluation, before focusing on new mechanisms for quality control implemented in Belgium, Denmark and the Netherlands. The second article provides a detailed comparison of education systems in Sweden and the United Kingdom. The third article analyses the changing relations between the State and the universities in Germany and France. The issue then proceeds with two national contributions on France, with an account of the institutional mechanisms and the main tools used, and the description of the legal framework for the evaluation of universities in Italy. It concludes with three articles on higher education in Cyprus, France and Iceland.

EVALUATION, HIGHER EDUCATION, UNIVERSITY, QUALITY OF EDUCATION, EUROPE



#### ***Evaluation of higher education in the Nordic countries*** / J-Chr. Smeby.

- Copenhagen: Nordic Council of Ministers, 1996. - 110 p.
- ISBN 92-9120-829-9

The focus in this report is to examine the systems and methods for quality assessment in higher education in the Nordic countries. By comparing systems and evaluation methodologies, the report may make it easier to visualise the strengths and weaknesses of national systems.

EVALUATION, HIGHER EDUCATION, QUALITY OF EDUCATION, DENMARK, FINLAND, ISLAND, NORWAY, SWEDEN



#### ***Evaluation: the Institutions' Response.***

- Paris: European Institute of Education and Social Policy, 1999. - 384 p.
- (European Journal of Education, Vol. 34, No 3)

This issue attempts to present the institutional response to evaluation and the pressure put on institutions by governments and society. It is based on the results of a comparative research project, EVALUE, which tried to elucidate how European universities live and implement evaluation in its different dimensions. The issue presents the different texts elaborated during this research. The aim of the research was to try and understand the dynamics of evaluation in universities: decision taking, reference systems, implicit or explicit objectives, the actors, the organizational contexts, their results and the dissemination and the effects.

EVALUATION, HIGHER EDUCATION, UNIVERSITY, EDUCATIONAL INSTITUTION, STUDENT, TEACHER APPRAISAL, RESEARCH, FINANCING, EUROPEAN UNION



***The Evaluative State Revisited.***

- Paris: European Institute of Education and Social Policy, 1997. - 379 p.
- (European Journal of Education, Vol. 33, No 3)

Evaluation has always been an intrinsic part of policy making. This issue examines the mechanisms and instruments put in place by governments for quality control of higher education institutions.

EVALUATION, HIGHER EDUCATION, STATE, EUROPE



***EVALUE: Evaluation and Self-evaluation of Universities in Europe. Project reports /***  
Coordinator of project Prof. P. Dubois; CNRS; European Commission. DG XII. Science,  
Research, Development.

- Brussels: European Commission, 1998. - 233 p.
- Targeted socio-economic research.

This project funded under the Targeted Socio-Economic Research Programme brought together 12 research teams in eight countries in different fields (in sociology, economics and education, etc.), for 30 months. The research carried out analyses the procedures of auto-evaluation and its impact on the performance of universities in different EU Member States. The project developed an assessment of educational establishments, teachers and administrative staff.

EVALUATION, HIGHER EDUCATION, UNIVERSITY, GERMANY, SPAIN, FINLAND,  
FRANCE, ITALY, NORWAY, PORTUGAL, UNITED KINGDOM, EUROPE



***Information note on the results of the European pilot project for evaluating quality in  
higher education /*** Commission of the European Communities.

- Luxembourg: Commission of the European Communities, 1996. - 12 p.

This evaluation pilot project involved 17 countries and sought to heighten awareness of the need to evaluate higher education. It is based on the internal evaluation reports of 46 institutions, describing and analysing the experiment conducted within the pilot project. It contributes to enriching national evaluation procedures through the exchange of experience and imparts a European dimension to evaluation. It seeks to create an evaluation culture in each country, by testing a common method that can be adapted to national circumstances.

EVALUATION, HIGHER EDUCATION, QUALITY OF EDUCATION, QUALITATIVE  
ANALYSE, EUROPEAN UNION

## EUROPE

-  ***Aspects of the Organizational and Political Context of School Evaluation in Four European Countries*** / J. Scheerens et al.

In: *Studies in Educational Evaluation*, June 1999, Vol. 25, No 2, pp. 79-108.

- Amsterdam: Elsevier Science, 1999

This contribution contains the results of a study on the organisational and political context of internal and external school evaluation in Spain, Italy, the Netherlands and the United Kingdom. It focuses on evaluation methods and the role of the inspectorate, and describes a comparative study on four cases of school self-evaluation at elementary level in these countries.

EVALUATION, EDUCATIONAL INSTITUTION, PRIMARY EDUCATION, INSPECTOR, CASE STUDY, ITALY, NETHERLANDS, SPAIN, UNITED KINGDOM

-  ***Assessing, Evaluating and Assuring Quality in Schools in the European Union*** / Cl. Hopes; Deutsches Institut für Internationale Pädagogische Forschung.

- Frankfurt am Main: Deutsches Institut für Internationale Pädagogische Forschung, 1997.

- 174 p.

This book is based on the findings of a survey from 1989 to 1991 on the theme of school inspectorates in the Member States of the European Community. It led to the establishment of a network of practitioners in the field of evaluation and the organisation of working seminars. The book presents, summarises and analyses the documentation produced during meetings arranged for practitioners in the field of evaluation. It provides a terminology of evaluation and describes the management structures, and professional development of training advisers, inspectors and supervision officers. The book concludes with a summary of the country reports on evaluation.

EVALUATION, EDUCATIONAL INSTITUTION, INSPECTION, TEACHER APPRAISAL, EUROPEAN UNION

-  ***European Conference on School Improvement and Quality Development of Schools: Best Practices. Conference Held in Copenhagen at the National Museum of Denmark. Hosted by the Danish Ministry of Education. Co-financed by the European Commission, DG XXII. Final report - Part 1*** / edited by K. Juul-Olsen; PLS Consult.

- Aarhus: Ministry of Education, 1999. - 90 p.

This book reviews new methods in evaluation and the development of tools for school improvement and school effectiveness at national level. The exchange of national experience for promoting these methods and practice in the primary and lower secondary school system is also described.

EVALUATION, EDUCATIONAL INSTITUTION, TEACHER APPRAISAL, INSPECTION, INSPECTOR, EUROPEAN UNION

-  ***Evaluating quality in school education: A European pilot project. Final Report*** / European Commission. DG XXII Education, Training, Youth; J. Macbeath et al.

- Brussels: European Commission, 1999. - 122 p.

This book contains the conclusions of a pilot project on quality launched at the beginning of the 1997 school year. The 101 secondary schools in 18 countries that took part in the project were supervised at national level by a National Committee of policy makers, experts and trade union and school representatives. The report attempts to demonstrate 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. The management structure at European level is also described, as well as core methodologies and tools.

EVALUATION, EDUCATIONAL INSTITUTION, PILOT PROJECT, QUALITY OF EDUCATION, SECONDARY EDUCATION, EUROPEAN UNION

 ***Évaluation de la qualité dans l'enseignement scolaire, 15 et 16 novembre 1997, bâtiment Jean Monnet, Luxembourg-Kirchberg = Quality Evaluation in School Education, 15th, 16th November, 1997*** / publié par A. Wengler.

- Luxembourg: Ministère de l'éducation nationale et de la formation professionnelle, 1997.  
- 91 p.

This document brings together all papers corresponding to contributions during the conference on quality in school education, at which the main topics discussed were: evaluation and monitoring of schools and education systems, the quality of evaluation and international concern, characteristic features of schools involved in the projects and mechanisms for ensuring the quality evaluation of schools.

EVALUATION, EDUCATIONAL INSTITUTION, QUALITY OF L'EDUCATION, PERFORMANCE, PUPIL, TEACHER APPRAISAL, EUROPEAN UNION

 ***Évaluation de la qualité de l'enseignement: auto-évaluation d'établissements d'enseignement secondaire et secondaire technique. Documentation des journées pédagogiques des 17 et 18 mai 1999.***

- Luxembourg: Ministère de l'éducation nationale et de la formation professionnelle, 1999.  
- 102 p.

*Translation of title:* Quality Evaluation of Education: self-evaluation of secondary schools and secondary technical schools. Documentation from two days of discussion on education, 17-18 May 1999.

The European Commission Comenius project on the self-evaluation of secondary schools was the starting point for organising this meeting, the aim of which was to publicise the foregoing European pilot project. The present document brings together the text of the contributions and focuses on three case studies in Belgium, France and Luxembourg.

EVALUATION, EDUCATIONAL INSTITUTION, QUALITY OF EDUCATION, SECONDARY EDUCATION, TECHNICAL EDUCATION, BELGIUM, FRANCE, LUXEMBOURG

 ***The Evaluation of the Quality of the Self-Assessment of Schools. Report on the Workshop 8-9 April 1999*** / The Standing International Conference of Central and General Inspectorates of Education (SICI); Cl. Hopes; H. Schirp.

- Soest: Landesinstitut für Schule und Weiterbildung, 1999. - 153 p.  
- ISBN 3-8165-4171-2

The workshops were organised by the SICI, the international association of experts responsible for the supervision of schools, whose objective is to discuss and exchange ideas about concepts and approaches in school quality assurance. This book contains the proceedings of the workshops to discuss school evaluation. It seeks to give a fresh impulse to

the ideas at issue and provoke thought and discussion about the work of school supervisors that is changing in many ways. It includes four country reports (from Germany, England, Austria and the Netherlands), which help to document the complexity of the problem, the spectrum of approaches and the range of possible answers.

EVALUATION, EDUCATIONAL INSTITUTION, QUALITY OF EDUCATION, INSPECTION, SELF-EVALUATION, AUSTRIA, ENGLAND, GERMANY, NETHERLANDS

-  ***Évaluer les établissements scolaires, enjeux, expériences, débats*** / L. Demailly et al.
- Paris: L'Harmattan, 1998. - 303 p.
  - (Collection Logiques sociales).
  - ISBN 2-7384-6910-8

*Translation of title:* The Evaluation of Schools: issues, experience, debate.

This book examines the evaluation of policies, systems, staff and, more particularly, schools. It is in two parts. The first clarifies ongoing debate on the evaluation of the school system and, more broadly, on the evaluation of public policies. It describes the background to evaluation practices in the education system in France and, in summary form, in Canada, Germany, England, Belgium, Spain and Romania. It explores difficulties associated with the establishment of school and staff evaluation in France. The second part gives an account of a real evaluation experience focusing on secondary schools in the Lille administrative *académie*.

EVALUATION, EDUCATIONAL INSTITUTION, TEACHER APPRAISAL, INSPECTION, HISTORY OF EDUCATION, HEADTEACHER, FRANCE, EUROPEAN UNION

-  ***Improving the performance of educational systems by means of evaluation and feedback provisions. Paper for DECIDE conference 7-9 October, 2001*** / J. Scheerens; University of Twente.
- Twente: University of Twente, 2001. - 8 p.

In this paper, the 'retro-active' perspective on educational planning and school management are used to explore the question to what extent monitoring and evaluation methods in education can serve as the prime lever of change and improvement in education, including that of developing countries.

EVALUATION, EDUCATIONAL INSTITUTION, EDUCATION SYSTEM, EUROPEAN UNION

-  ***Indicators for good schools: analysis and a proposal. Report on the workshop, Feb. 25-26 '99 organized by the Flemish inspectorate of education for SICI*** / The Standing International Conference of Central and General Inspectorates of Education (SICI); A. Deketelaere.
- Utrecht: SICI-Secretariat, 1999. - 125 p.

This book is the outcome of discussions within a workshop on the topic of 'indicators for good schools'. In most countries, it is the task of the inspectorate to evaluate the quality of individual schools. Several inspectorates have developed a framework for inspection with a number of indicators of quality. The Executive Committee of SICI decided to investigate further these similarities and differences in primary and secondary schools. The present analysis concentrates on four countries.

EVALUATION, EDUCATIONAL INSTITUTION, QUALITY OF EDUCATION, INSPECTION, COMPARATIVE EDUCATION, PRIMARY EDUCATION, SECONDARY EDUCATION, PERFORMANCE, INDICATOR, DUTCH SPEAKING BELGIUM, ENGLAND, NETHERLANDS, SCOTLAND



***Quelques conditions de succès de l'auto-évaluation d'un établissement scolaire: leçons d'une expérience à l'échelle européenne. Présentation aux 1<sup>ères</sup> journées du RAPPE (Réseau d'analyse pluridisciplinaire des politiques éducatives). Fondation nationale des sciences politiques, Paris, 26 & 27 mars 2001 / D. Meuret; S. Morlaix.***

- Paris: s.e., 2001. - 13 p.

*Translation of title:* Some conditions for the success of school self-evaluation: lessons from a European experiment. Presentation of the first days of the meeting organised by the RAPPE (the network for the multidisciplinary analysis of education policies). Fondation nationale des sciences politiques, Paris, 26-27 March 2001.

This document is the summary of a much fuller text describing the technical and participatory models of the self-evaluation process. It demonstrates the extent to which each model is capable of explaining the success of the self-evaluation process in the sample discussed. The data is taken from a European project covering 101 schools for general secondary education.

EVALUATION, EDUCATIONAL INSTITUTION, SECONDARY EDUCATION, EUROPEAN UNION

## INTERNATIONAL



***Conférence des ministres de l'éducation des pays ayant le français en partage (Confemen). Les facteurs de l'efficacité dans l'enseignement primaire: les résultats du programme PASEC (Programme d'analyse des systèmes éducatifs de la Confemen) sur neuf pays d'Afrique et de l'Océan indien. Dakar, Confemen, 1999.***

- Available on the World Wide Web: <[www.confemen.org](http://www.confemen.org)>

*Translation of title:* Conference of Ministers of Education in Countries with French as a Language (Confemen). Keys to Effectiveness in Primary Education: the results of the PASEC Programme (to examine the education systems of the Confemen) in nine African and Indian Ocean countries, Dakar, Confemen, 1999.

The PASEC evaluation programme to promote discussion and action within CONFEMEN originated at the 43rd CONFEMEN ministerial conference in Djibouti in 1991. Its aims are as follows: identify effective and economic school models by means of national and international comparison, and develop the internal and permanent capacity of each of the participating States to undertake evaluation and widely circulate its methods, tools and results. This book describes the situation in primary schools in nine African countries and attempts to clarify the educational policy issues concerned. It discusses the findings of the statistical models studied and offers suggestions for improvement. In the case of three countries, the book examines more closely the question of years or studies that have to be taken more than once.

EVALUATION, EDUCATIONAL INSTITUTION, PUPIL, PRIMARY EDUCATION, BURKINA FASO, CAMEROON, CENTRAL AFRICAN REPUBLIC, CONGO PR, DJIBOUTI, FRENCH-SPEAKING AFRICA, IVORY COAST, MADAGASCAR, MALI, SENEGAL



***Institutional Evaluation in the Mercosur: Transformation or Control?* / A. Canen; Ol. Mabel de Tarré.**

In: International Journal of Educational Development, Vol. 20, No 4, pp. 277-286, bibliography.

- Amsterdam: Elsevier Science, July 2000

This article studies the theoretical and practical conception of institutional evaluation in two Mercosur countries, Argentina and Brazil.

EVALUATION, EDUCATIONAL INSTITUTION, ARGENTINA, BRAZIL



***Mesurer la qualité des établissements scolaires = Measuring the quality of schools.***

- Paris: OECD, 1995. - 240 p.
- ISBN 92-64-04355-1

This book examines how the attribution of human resources, decision-making, the curriculum, internal organisation and instructional quality can be expressed as comparable indicators. It considers the basis for selecting and identifying indicators, their strengths and weaknesses and their political relevance.

EVALUATION, EDUCATIONAL INSTITUTION, QUALITY OF EDUCATION, INDICATOR, OECD



***Schools under scrutiny.***

- Paris: OECD, 1995. - 172 p.

This report focuses on the evaluation of school performance in seven countries. Its aim is to identify the trends and interests that these countries have in common, with due regard for differing national traditions in the area of school evaluation. Each country summary discusses case studies of schools that have undergone evaluation procedures.

EVALUATION, EDUCATIONAL INSTITUTION, INSPECTION, INDICATOR, ENGLAND, FRANCE, GERMANY, NEW ZEALAND, SPAIN, SWEDEN, USA, OECD

## EUROPE

-  ***Evaluation of education in citizenship and moral judgment. Report on the workshop, may 19-21 '99 organized by the Danish Ministry of Education for SICI*** / P. Paludan; E. Prinds; The Standing International Conference of Central and General Inspectorates of Education (SICI).  
- Utrecht: SICI, 1999. - 145 p.

In evaluation, education in citizenship and moral judgement do not occupy the same position as other school subjects. This conference brought together experts in the field of school evaluation and inspection, for the purpose of exchanging personal experience on the practice of inspection regarding both these subjects in secondary schools.

EVALUATION, TEACHING PROGRAMME, CONFERENCE, INSPECTION, CURRICULUM SUBJECT, CIVICS, MORAL EDUCATION, SECONDARY EDUCATION, EUROPE

-  ***Mathematics education in primary schools in England and the Netherlands*** / H. J. van Die.  
- Utrecht: Education Inspectorate, 2001. - 14 p.  
- Available on the World Wide Web:  
<<http://www.sici.org.uk/reports/Mathematics%20Education%20in%20Primary%20Schools.pdf>>

A comparative study of arithmetic and mathematics education in primary schools in the context of national developments, on the basis of evaluations by the education inspectorate. It contains information on the institutes, teaching methods, teacher training and the innovations which have taken place during recent years, as well as on the work of inspectors in the two countries.

EVALUATION, TEACHING PROGRAMME, MATHEMATICS, PRIMARY EDUCATION, ENGLAND, NETHERLANDS

### EUROPE



***Administrer, gérer, évaluer les systèmes éducatifs. Une encyclopédie pour aujourd'hui /***  
Sous la direction de J.J. Paul (IREDU - CNRS / Université de Bourgogne).

- Paris: ESF, 1999. - 360 p.
- (Collection Pédagogies / Outils).
- ISBN 2-7101-1353-8

*Translation of title:* Administering, Managing and Evaluating Education Systems: an encyclopaedia for today.

This study attempts to demonstrate that the major aim of economics in education is not to reduce the funds allocated to it. Considerable space is devoted to international comparisons in the areas of cost, financing and the effectiveness of education systems. A glossary clarifies the technical terms used and describes the main economic concepts and theories. The book is for students as well as all players in the education system.

EVALUATION, EDUCATION SYSTEM, ECONOMICS OF EDUCATION, FINANCING, COST OF EDUCATION, RESOURCE ALLOCATION, EDUCATIONAL POLICY, GROSS NATIONAL PRODUCT, PUPIL, PERFORMANCE, QUALITY OF EDUCATION, ACCESS TO EDUCATION, TRANSITION FROM SCHOOL TO WORK, DEVELOPMENT OF EDUCATION, COMPARATIVE EDUCATION, FRANCE, OECD, EUROPEAN UNION



***European report on the quality of school education. Sixteen quality indicators. Report based on the work of the Working Committee on Quality Indicators.***

- Brussels: European Commission, 2000.
- Available on the World Wide Web:  
<<http://www.europa.eu.int/comm/education/indic/rapinen.pdf>>

The quality of education is the key objective of the programme actions in the Community action programme Socrates. In its comparison of the education systems of the European Union countries, this report is based on the 16 indicators which were selected by a working group in cooperation with the European Commission. These indicators cover four broad areas: attainment levels, educational success and transition, monitoring of school education and educational resources and structures. These indicators on the quality of school education provide a complementary set of information which provides an initial insight into the overall quality of European schools.

EVALUATION, EDUCATION SYSTEM, QUALITY OF EDUCATION, INDICATOR, EDUCATIONAL INSTITUTION, PUPIL, PERFORMANCE, EUROPEAN UNION



***Évaluer les politiques éducatives. Sens, enjeux, pratiques /*** publié par L. Demailly.

- Bruxelles: De Boeck Université, 2001. - 234 p.
- (Perspectives en éducation et formation).
- ISBN 2-8041-3528-4

*Translation of title:* Evaluating education policies: purpose, issues and practices.

This book is concerned with the role of evaluation procedures in the competitive strategies of schools and the strategies used by parents to choose schools in France and the United Kingdom. It assesses education policies and the strategic use of innovation, and discusses case studies on procedures in Austria, Quebec and Switzerland. It also emphasises the

importance for researchers and professional and policy players faced with the development of evaluation, of undertaking international comparisons of evaluation arrangements and practices in education systems.

EVALUATION, EDUCATION SYSTEM, EDUCATIONAL POLICY, AUSTRIA, CANADA, FRANCE, SWITZERLAND, UNITED KINGDOM, EUROPEAN UNION

-  ***Pour accroître l'efficacité des systèmes d'enseignement: recherche des facteurs d'efficacité et étude comparative des dispositifs de pilotage. Rapport final*** / M. Demeuse; Chr. Monseur.  
- Liège: Université de Liège, 1998. - P. m.

*Translation of title:* Increasing the effectiveness of education systems: searching for factors in effectiveness, and a comparative study of monitoring arrangements.

This study carried out under the Socrates programme administered by the European Commission discusses four factors liable to influence the effectiveness of education systems. The first factor considered by the study is the extent to which the system concerned is centralised. Three other factors are also examined: external evaluations, the time devoted to course work and how it is organised, and the achievements of pupils and the significance of the way they are grouped together in classes and schools. A management model is described and a procedure is offered for analysing education systems from the standpoint of this model. A few examples of what has already been achieved in different Member States are also discussed.

EVALUATION, EDUCATION SYSTEM, PUPIL, EUROPEAN UNION

-  ***Pour une qualité de la politique de qualité de l'éducation et de la formation*** / M.K. Hamalainen; R. Jakku-Sihvonen.  
- Helsinki: Conseil d'évaluation des établissements d'enseignement supérieur, 1999.

*Translation of title:* Quality policy for quality in education and training.

This paper was prepared for the informal meeting of the ministers of education at Tampere in 1999, and deals with essential issues related to education and training policy. The authors, who have worked in different areas of research and administration, highlight the matters which, in their view, merit special priority attention in the years ahead if quality is to be developed and the means that will enable European cooperation to achieve progress in this respect. These matters concern all levels of education from nursery school to higher education, and are examined in parallel.

EVALUATION, EDUCATION SYSTEM, QUALITY OF EDUCATION, EUROPEAN UNION

## INTERNATIONAL

-  ***Evaluating and reforming education systems.***  
- Paris: OECD, 1996. - 96 p.

The study considers several aspects of evaluation in education, in particular its role vis-à-vis the development of economic policy in OECD Member countries and in education systems. It offers a set of criteria to enable policy-makers and other decision-makers to devise strategies adapted to each situation.

EVALUATION, EDUCATION SYSTEM, EDUCATIONAL REFORM, ECONOMIC DEVELOPMENT, QUALITY OF EDUCATION, INSPECTION, INSPECTOR, OECD

 ***Evaluating and Reporting Educational Performance and Achievement. International trends, main themes and approaches*** / J. van Bruggen.

- Utrecht: SICI Secretariat, 2000. - 26 p.
- Available on the World Wide Web: <<http://www.sici.org.uk/reports/#publications>>

This document considers terminology related to the concept of evaluation. It evaluates some of the main developments in the systems of evaluation in western European countries (as well as developments in Argentina, Australia, Korea, New Zealand and most states of the USA and Canada).

EVALUATION, EDUCATION SYSTEM, EDUCATIONAL INSTITUTION, TERMINOLOGY, DEVELOPMENT OF EDUCATION, ARGENTINA, AUSTRALIE, CANADA, KOREA, EUROPE, NEW ZEALAND

 ***The evaluation of education systems: the view at the end of the 1990s.***

- In: Prospects, quarterly review of comparative education, No 105, vol. XXVIII, No 1.
- Paris: Unesco, 1998. - 189 p.

This series of articles sets out to analyse and explain new trends that are starting to emerge. It highlights the conceptual changes stimulated by the current wide variety of tasks with which evaluation is associated and deals with the mutual relations and influences that exist between evaluation and learning. It considers actions carried out to prepare and use indicators, sets of data that supply significant information for an assessment of the state of evaluation systems. A case study on the effectiveness of teachers in India is also included.

EVALUATION, EDUCATION SYSTEM, INDICATOR, OECD, TEACHER APPRAISAL, AUSTRALIA, INDIA, UNESCO, UNITED KINGDOM, USA

 ***Evaluations of Educational Reform Programmes in Developing Countries: Whose Life is it Anyway?*** / A. Riddell.

- In: International Journal of Educational Development, Vol. 19, No 6, pp. 383-394.
- Amsterdam: Elsevier Science, 1999

This article studies the evaluation of educational reforms programmes in two developing countries, India and Kenya, and seeks to identify its principles and contradictions. Its aim is to meet the needs of evaluation from local to central level.

EVALUATION, EDUCATION SYSTEM, EDUCATIONAL REFORM, INDIA, KENYA, DEVELOPING COUNTRY

 ***Monitoring the Learning Outcomes of Education Systems*** / V. Greaney; Th. Kellaghan.

- Washington: The World Bank, 1996. - 86 p.
- (Directions in development).
- ISBN 0-8213-3734-3

This book is intended to provide introductory information to individuals with an interest in assessing the learning outcomes of education systems. It considers the role of indicators in this process, their nature, choice and use, and describes a number of approaches to assessing learning outcomes in selected industrial countries (the United States and the United Kingdom) and in developing countries (Chile, Colombia, Mauritania, Namibia and

Thailand). Systems of comparative international assessment are also reviewed, and arguments for and against the participation of developing countries in such assessments are examined.

EVALUATION, EDUCATION SYSTEM, INDICATOR, SECONDARY EDUCATION, PUPIL, ACHIEVEMENT, EVALUATION, CHILE, COLOMBIA, DEVELOPING COUNTRY, MAURITANIA, NAMIBIA, THAILAND, UNITED KINGDOM, USA, WALES



***National assessments: Testing the System*** / edited by P. Murphy et al.

- Washington: The World Bank, 1996. - 173 p.
- (EDI Learning Resources Series).
- ISBN 0-8213-3679-7

Recognising the importance of national assessments of education, an increasing number of developing countries have begun to establish their own systems, and to this end, many have sought World Bank support. This book provides background on national assessments: systematic countrywide measures of learning achievement to guide policy-making. It discusses five country case studies. All the authors have been involved with testing and assessment issues in their own country and internationally. The book is aimed mainly at policy-makers and practitioners in ministries of education in developing countries, as well as those seeking to gain information about various technical aspects of national assessments.

EVALUATION, EDUCATION SYSTEM, PUPIL, SECONDARY EDUCATION, CHILE, COLOMBIA, EGYPT, THAILAND, UNITED KINGDOM



***Sistemas nacionales de evaluacion.***

In: Revista de Educacion, n°321, Enero-Abril.

- Madrid: Instituto Nacional de Calidad y Evaluacion (INCE), 2000.

*Translation of title:* National Systems of Evaluation.

This special issue describes the organisation of national systems of evaluation at central and local levels.

EVALUATION, EDUCATION SYSTEM, PUPIL, PERFORMANCE, BOLIVIA, BRAZIL, CANADA, CUBA, HUNGARY, IRELAND, MEXICO, SPAIN



***Using assessment to improve the quality of education*** / Th. Kellaghan; Educational Research Centre. St Patrick's College, Dublin.

- Dublin: Educational Research Centre, 2000. - 33 p.
- Paper Prepared for International Working Group on Education, Florence, 14-16 June 2000

The assessment of outcomes should serve as a lever of change in improving the quality of education. In considering this role, the author categorises assessment into four major areas: classroom-based assessment, the assessment of schools, external (public) examinations, and national and international assessments (or surveys of student achievement). He concludes with a consideration of procedures to make more effective use of data derived from large-scale assessment exercises.

EVALUATION, EDUCATION SYSTEM, EDUCATIONAL INSTITUTION, PUPIL, EUROPE, JAPAN, USA

### SPECIALISED PERIODICALS

- **Assessment in Education: principles, policy & practice**  
3 issues per year - Editor: Professor Patricia Broadfoot, University of Bristol, UK. Carfax Publishing. Taylor and Francis Group.  
- Available on the World Wide Web:  
<<http://www.tandf.co.uk/journals/carfax/0969594X.html>>
- **Evaluation & Research in Education**  
4 times a year. Published by Multilingual Matters. Editor: Steve Higgins (University of Newcastle).  
This journal aims to make methods of evaluation and research in education available to teachers, administrators and research workers.  
- Available on the World Wide Web: <<http://www.multilingual-matters.co.uk/>>
- **Lettre du réseau européen des responsables des politiques d'évaluation des systèmes éducatifs = Newsletter of the European Network of policy makers for the evaluation of education systems**  
2 issues per year. Director: J-J. Cytermann. Editor: G. Bonnet. Ministère de l'éducation nationale, Paris.  
- Available on the World Wide Web:  
<<http://cisad.adc.education.fr/revu/france/framepubsomm.htm>>
- **Studies in Educational Evaluation**  
4 issues per year. Published by Pergamon, Elsevier Science, Amsterdam.  
- Available on the World Wide Web:  
<<http://www.elsevier.com/cdweb/journals/>>

### ORGANISATIONS

- **The Standing International Conference of Inspectors**  
An organisation of 20 members drawn from across Europe, working together to improve their understanding of education and inspection. Aims: To provide an exchange of information on the education and inspection systems of the member countries - To provide professional development for inspectors - To carry out collaborative inspection and evaluation projects.  
- Available on the World Wide Web: <<http://www.sici.org.uk/>>
- **International Association for the Evaluation of Educational Achievement (IEA)**  
The *International Association for the Evaluation of Educational Achievement* (IEA) is an independent, international cooperative of national research institutions and governmental research agencies. Its primary purpose is to conduct large-scale comparative studies of educational achievement, with the aim of gaining a more in-depth understanding of the effects of policies and practices within and across systems of education.  
- Available on the World Wide Web: <<http://www.iea.nl/Home/home.html>>

# Acknowledgements

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Thematic bibliography: Evaluation in Education

Eurydice

Brussels: Eurydice

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## **EURYDICE**, the information network on education in Europe

The **EURYDICE** Network produces reliable, readily comparable information on national education systems and policies. **EURYDICE** also acts as an observatory, highlighting both the diversity of systems and their common features.

Working on behalf of policy-makers and the world of education, **EURYDICE** prepares and publishes:

- regularly updated descriptive analyses of the organization of education systems;
- comparative studies on specific topics of European interest;
- indicators on the various levels of education from pre-primary to tertiary education.

**EURYDICE** also has its own database, EURYBASE, which constitutes a further highly detailed reference source on education systems in Europe.

By circulating the results of its work, **EURYDICE** promotes better mutual understanding of these systems and the common issues that run through them.

Established in 1980, **EURYDICE** has been an integral part of Socrates, the Community action programme in education. The Network comprises National Units and a European Unit. National Units set up by the corresponding education ministries now exist in 30 countries, namely the 15 EU Member States, the three EFTA/EEA countries, ten central and eastern European countries, Cyprus and Malta. These Units provide and check the basic information needed to sustain network activity. The Brussels-based European Unit set up by the European Commission is responsible for management of the network, coordination of its activities, preparation of the comparative analyses, and database design and administration.

**EURYDICE on the Internet: <http://www.eurydice.org>**