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The Party of the European Left (EL) is a political party at the European level that was formed in 2004. Members, Observers and Partner parties of the EL are socialist, communist, red-green and other democratic parties. Their basic principles and political aims are laid down in the EL Manifesto of 2004. Membership to the EL is open to any left party and political organisation in Europe that agrees with the EL Manifesto and accepts the EL statutes. At the moment (October 2018), the EL has 39 Members, Observers and Partner parties from 25 different countries.

A DEMOCRATIC SCHOOL THAT HELPS TO THINK

ANOTHER EVALUATION
IS POSSIBLE

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We come of age and become citizens through the education and relationships we weave within the family, society and at school. We learn to forge our point of view by comparing and sharing our opinions and experiences, both individually and as a group.

We become men and women capable of criticism and self-criticism when school provides an education based on reflection and creativity, and gives young people the means to understand the world's growing complexity.

This school is a laboratory whose objective is focused on quality, and not on quantity or the sum of knowledge.

But school in Europe today does not provide this kind of pedagogy. Nowadays, school responds solely to the demands of neo-liberalism: efficiency, speed, knowledge reduced to something instrumental and utilitarian. Young people are trained to become flexible workers, without decision-making power, and above all individualistic and competitive.

International organisations such as the World Bank and the OECD are involved in education and its Europeanisation.

The objective behind the presentation of the PISA standardised tests proposed by the OECD is to provide schools for national and international companies. Under the pretext of making the retention of knowledge and expertise more scientific, PISA conveys a didactic approach that weakens and even wipes out the complexity of pedagogical relationships within education, autonomous thought and the richness provided by dialogue.

This assessment ideology leads to comparison anxiety and significantly impoverishes the educational dimension in pupil assessment. They are faced with an investigation rather than being provided with a process of development and reflection, their real abilities and potential cannot be harnessed, and we cannot reflect on the educational process undertaken.

Assessment is necessary, as is self-assessment. It is even indispensable.

We need to make the most of the educational scope of assessment, relationships, the organisation of work in different contexts.

Another assessment enables us to correct or self-correct in the learning process.

In order to radically counter standardised assessment, we must replace the word "assessment" with the word "observation".

If the objective of education is to enable a person's "maximum development", any difficulties as well as progress must be detected on a daily basis.

The ideology of standardised tests does not allow this.

Challenging standardised tests means revisiting the notions of didactics and pedagogy, and radically changing the way in which we teach and learn.

There are no models. The alternative is to build together, teachers and learners, drawing on everyone's perspectives, and abolish the judgement of standardised tests that feel punitive and definitive.

There can be no models because it is a process with its own identity, and every experience occurs within a unique reality.

We need laboratories everywhere, at all levels; we must share experiences, so that change has the disruptive force of a challenge, the desire to oppose capitalism in order to create a different society.

