



L'Association Marocaine pour l'Amélioration de la Qualité de l'Enseignement – AMAQUEN -

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CIMQUSEF'2011

8th international conference of quality management in systems of education and training

What systems of Education and Training for 2030?

***Rabat - Morocco
15-17
November 2011.***

Presentation:

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The eighth edition of CIMQUSEF will take place in Morocco from 15 to 17 November 2011 under the theme “what education systems and training for 2030”.

Overview

The world is moving at high speed in all areas. Enormous upheavals are affecting the economy, society, politics, technology, environment and values in all countries. In such a changing environment, adaptability and anticipation is the key to success of any government strategy. The development of such capacity is dependent on a new design of the school to make it able to product human resources, not only highly qualified, but also and above all, adaptable to rapidly changing context in which they should act.

Policy makers in education are so engrossed in the daily problems that they do not think enough to change the status quo.

The question of the future of the school is crucial in any long-term strategic thinking. Think the educational system from the perspective of 2030 amounts to imagine scenarios that distinguish between what is purely technical and which has strategic significance for education systems and training and their various components.

Topics of the conference:

The conference will therefore attempt to address the issue of school tomorrow and the possible scenarios we can imagine for systems of education and training to meet the challenges of 2030.

We propose to approach this problem through the following subthemes:

Subtheme 1: What skills for the future

Prepare learners to face the challenges of the future is up to them to acquire new skills that schools should be able to develop in citizens of tomorrow. We propose to address this subtheme in trying to answer the following questions:

- How to equip tomorrow's citizens with new skills that make them able to have their own awareness in the society of the future?
- What educational device in place to ensure a reflective learning to enable learners to develop their will of innovation?
- What process to follow to design a curriculum adapted to serve new skills?
- How to redesign the educational disciplines in implementing discipline engineering, taking into account in a systemic approach, the desired profile of the citizen of tomorrow?

Subtheme 2: Schools for Tomorrow

The school will probably be the place to educate citizens of tomorrow. It will be of various shapes can be generated mainly by technological developments in ICT, but will continue to exist physically with learners, teachers and managers. We propose to examine possible scenarios for the school in 2030 by trying to answer the following questions:

- How should be the school's future to continually adapt to its changing environment and changing needs of its students?
- How to change the school from supply logic to logic of demand more focused on meeting the needs of stakeholders, first the learners? To what extent this logic could it topples over into a market logic?
- What evaluation system should be adopted to regulate the organization of schools and turn them into learning communities?
- Which reforms to settle down to implement the requirement for accountability and

empower schools?

- How to improve school governance? Which management skills should have the head of the school?
- How to fight against the inequality in the quality of learning between students from affluent families and those from disadvantaged families?
- How to develop training strategies of elites without violating the principle of social equity?
- What is the profile of teachers of tomorrow, what would be their skills and how to train them?

Subtheme 3: What research for school tomorrow

The tasks of teachers become increasingly complex in a context marked by the proliferation of knowledge. It will become necessary to make available a knowledge base by facilitating the exercise of his duties and allowing both the education authorities to take relevant decisions. It is only through research that could meet this challenge of improved practices and policies, informed by knowledge validated by researchers working in collaboration with practitioners. We propose to address this subtheme in trying to answer the following questions:

- Why are research and development is too low in the education sector? What to do to strengthen it?
- How to develop research projects involving networks of researchers and practitioners to build knowledge bases to inform educational policy and practice of teaching?
- How competition between research centers could become a leverage of quality assurance in education and training systems?
- How could research contribute to improving the quality of education and training in the classroom, in the governance structures and in school?

Subtheme 4: What mechanisms of quality assurance for school tomorrow

Nowadays we are the witness of a significant increase in quality assurance agencies in higher education especially. This is mostly due to the requirement of accountability and due to recognition of diplomas at an international level. The model generally accepted by most quality assurance agencies, and which gives rise to an accreditation decision or recommendations contained in a report, is based on those three essential elements:

- Self-evaluation by the institution, referring to a common framework.
- The peer-review of this self-evaluation.
- The site visit to review policies and practices of the institution.

We propose to explore future trends in the field of quality assurance in trying to answer the following questions:

- How to reconcile the goals of improving quality and those of the accountability in systems for quality assurance in higher education?
- How to connect the internal and external quality assurance?
- What role for the inputs, processes, outputs and outcomes in the quality assurance mechanisms?
- The quality assurance systems have to evaluate the quality of institutions with all components or only training programs?
- How to use quality assurance systems to measure teacher quality?
- What strategy should be implemented to adapt the experience of quality assurance agencies to the specificities of the primary and secondary education?

Subtheme 5: How to success in school reform

The school reform is a systemic reform that affects the structures and should be conducted with great professionalism that is based on a thorough knowledge of all parameters of success. Driving change, social peace, good knowledge of the issues and stakeholder involvement are all the keys you need to know to successfully use such a reform.

We propose to address this subtheme in trying to answer the following questions:

- How to ensure the feasibility of reform before its implementation?
- How could act the political factor in the success of school reform?
- How to communicate before and during the reform?
- What mechanisms used for making the political decision to implement the reform?
- How to manage change and which strategy to follow with the opponents?

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Proposition of papers

Author guide:

All proposals should be double-spaced, 12 point Times Roman (or similar) font with pages numbered. With A4 paper, allow margins of at least 1.6 cm on each side, 1.9 cm top, and 3.7 cm bottom. Authors must submit two versions of their manuscript: one containing the authors' names, and one without them.

A title should be followed by each author's name, affiliation, postal address, and zip code. Next should be an abstract of about 120 words. The abstract should summarize the important results and conclusions. It should not contain the title of the paper or references to other articles. Following the abstract should be "Key Words".

The body should begin with an introduction that will place the research in perspective.

The proposal should close with a conclusion or discussion of important ideas. An appendix section is optional and follows the conclusion. More than one appendix may be used. An acknowledgment section is optional and follows the last appendix.

The references section appears last, arranged alphabetically by author or, for anonymous works, by title. Only literature cited should be listed. All references quoted from, paraphrased, or alluded to in the proposal should be referred to in the text by authors' last names followed by the year of publication in parentheses, such as Deming (1959).

Place figures and tables within the proposal following their first reference. This facilitates refereeing the manuscript. Manuscripts that are accepted for publication in the journal of Quality in Education will require graphs, charts, and diagrams each on a separate file and be suitable for publication.

Dealines

Submissions

Author registration opened	February 13, 2011
Author registration closed	October 13, 2011
Call for Papers posted	February 13, 2011
Submissions accepted	February 13, 2011
Submissions closed	August 13, 2011

Useful informations

- Conference Timeline and Information :

First day of conference :	November 15, 2011
Last day of conference :	November 17, 2011

- Website

Go Live (as a Current Conference):	February 13, 2011
Move to Conference Archive :	November 18, 2011

- Submissions

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Submissions accepted :	February 13, 2011
Submissions closed :	August 13, 2011

- Reviews

Reviewer registration opened	August 15, 2011
Reviewer registration closed	September 13, 2011

- Registration

Authors who want to participate must register

- General Papers

Open Submissions Peer Reviewed

- Keynotes

This section will content keynotes speech presented by members of the scientific council.

Open Submissions Peer Reviewed

Registration

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