



CIMQUSEF'2010

**7th International Conference on Quality Management
in the Systems of Education and Training**
The management of education and training by the indicators
ISCAE – Casablanca - Morocco
20-22 April 2010

Overview

Within the whole world's areas, a new way of education and training management is capitalizing on the implementation of coordination and evaluation tools of the policies progressively getting away from states stranglehold. The installation by supranational (European Commission) and international (UNESCO, OECD, the World Bank...) organizations of comparisons and international benchmarks, of performance indicators, the spreading of "good practices", are stimulating the countries to converge their national policies. These performance measuring tools are aiming to ensure the quality and the efficiency of the education and formation systems. A results duty, from an Anglo-Saxon origin, is by this way coming up, reaching all the education levels. The research of performance is signing in the current move corresponding to the setting of a society or an economy of the knowledge. It is aiming to ensure the quality of human resources training and to sustain the contribution of education and training to the countries' economic growth.

The orientation of educative policies and the choice of the reforms to adopt are now getting based on the indicators arsenal. Most of the countries – developed or developing countries – are following an education management logic taking its roots in common criteria's allowing the comparison between countries. In practical terms, several mechanisms are used to facilitate such a management, thinking for example about internals or externals audits and evaluations of education and training institutions, allowing to feed the intentional education reports such as «the key figures of education In Europe », « the key figures of higher education In Europe », « the collection of education worldwide data's », «the sights on education, the OECD indicators ».

The international studies from the IEA (PIRLS & TIMSS), from the PISA, from the UNESCO (MLA), from the CONFEMEN (PASEC) and from SACMEQ allow another kind of management based on students' skills evaluation. The countries taking part to these studies are sharing the technical expertness on the ground of evaluation and are disposing of a real dashboard which is offering to them an evaluation of their system and allowing them to compare their performances with others. The congress will treat the education systems management issue and the formation under the use of indicators matter. In this aim, participants are asked to debate the following topics.

Topics of the conference :

The effect of Benchmarks on the higher education system in the Europe of Bologna.

Since the summit conference of Bergen in 2005, the Bologna process adopted indicators allowing to measure and compare reforms' overhangs of the different signatory countries. Communications about the measuring techniques, about induced problems are expected but also communications about effects of this indicators introduction or even about the political process that led to their adoption.

Benchmarking and national sovereignty

Benchmarking assumes to pick up information about the performance of the main competitors and to set its own objectives on base of these performances. The project of one single country is by this way directly linked with the realizations of the others. How is conciliating the construction of a self-powered project and the benchmarking technique which is assuming to align itself on the competitors, mainly within the countries with a strong centralist tradition?

Education and training 2010

Decided in Barcelona in 2002, the "Education and training 2010" program is aiming to coordinate the action of the European states on three objectives. The method is here standing on the benchmarks. Which assessments can we derive from their implementation? Which analyze can we build from this kind of management of public policies combining the benchmarks and the Open Method of coordination?

Towards a global education system?

Main reforms are being implemented in the higher education systems all across the continents. Inspired by the benchmarking, they are all aiming to attempt the setting of a higher quality than the competitors' one. Is this way of regulating education by competition the only expectable one or is it the most expedient one? Couldn't we imagine other systems which, instead of mobilizing resources on competition, would drive to a cooperation focusing the development and the universal diffusion of knowledge, skills and techniques adapted to the human needs and to the resources in supply?

Construction of reliable and relevant indicators

Build reliable indicators and able to report on the state of education and training is a prerequisite for a good governance of these systems. The model context-inputs-process-output-outcomes is often used to build the education indicators. What is the relevance of such a model, and what other models can be used as standards for the construction of indicators? What are the measurement methods and procedures for validation and calibration of the indicators chosen? How to ensure comparability of the indicators in space and time? What methods and instruments used for analysis and interpretation of the phenomena studied using the indicators?

The system of indicators, an indispensable tool of management

Management is the decision-making at macro, meso and micro levels of a system of education and training to achieve the objectives. The indicators used in this piloting should be a tool for assessing and monitoring the quality of education and training. How to incorporate these indicators into a framework of quality of education and training? What is the structure of such a framework and what methods and instruments can be used to evaluate its implementation? How to use the indicators to drive the systems of education and training? How to coordinate decision-making between the macro, meso and micro levels?

Committees :

Scientific committee:

Chair :

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Members :

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Organizing committee (MA): Chair: R. Mrabet

Members: M. Aslouné, S. M. Alaoui, M. Moujib, A. Bensetti, B. ElMansour

Proposition of papers

The conference is open to any academic, expert or decision maker who is sharing interest for the reforms in the education and training area.

Authors are invited to submit either an extended abstract (short paper) of 4 pages or a full paper of 8 pages. Each proposal has to mention the names and status of the submitter, his personal information's (e-mail, phone number, address); a clear presentation of the subject matter, of the literature, of the executed empirical works and the main results. The contributions will be selected based on a review and will be included in the proceedings of the conference. An extended version of the best communications will be submitted for potential publication in special issues of international Journals. Only the complete papers will be eligible in order to be selected.

Authors are invited to send their contribution to the conference secretariat, exclusively via e-mail naji@amaquen.org and a copy to amaquen@gmail.com using as subject «CIMQUSEF'10 – Communication Proposal».

Deadlines

Submitting proposals for papers: **16 October 2009**

Notification of acceptance: **18 December 2009**

Receipt of final texts: **12 February 2010**

Useful informations

The conference is international CIMQUSEF. The communications can be done in French, English and Arabic.

The conference is not free.

For a traditional registration, the expected fees are settled to **300 €**. For any other registration coming from the Southern countries the expected fees are lowered to **200 €**. Students have to pay 150 €, while the preferential rate for Southern students is set to **100 €**. In both cases, a copy of the student card is requested. These fees are covering the participation to the conference, the CD's proceedings, the lunches and the Gala Dinner.