

# CIMQUSEF'2013

*10<sup>th</sup> international conference of quality management in  
education and training systems*

---

*Topic : "Stakeholders engagement and success of education and training  
systems reforms, What correlation?"*

---

From 18 to 20 December 2013 – Morocco

## **Call for papers**

Systems of education and training (SET) are for nations, the keystone of development and peace. They function as specific processes, where human is present at all levels and at all stages, not just as an actor but also as a subject. It is a source of singularity but also of complexity of these systems. In addition, the evolution of communities and societies is closely linked to that of their SET.

Thus, when it comes to approaching issues related to improving the quality of public services as education and training, the context in the temporal dimension, becomes a crucial factor in any consideration, design or research. Because quality improvement is a perpetual process, the present and the future must be discussed together. The motto is to develop SET can meet, naturally evolving, society needs in terms of economic progress, safety, development and integration in the society of knowledge. Hence the necessity to make periodic reforms that can remedy the shortcomings recorded one hand, and introduce new teaching science and technology on the other.

However, many SET whose results of successive reforms reveal negative findings regarding the objectives assigned to them. And this, despite the efforts and financial resources that are usually invested in buildings, equipment and curriculum. There is a link, fully decisive, which is likely missing, the human resources and attitudes vis-à-vis reforms, in other words vis-à-vis the change. It is true that since the dawn of the third millennium, the changes occur at a relatively high rate, especially around the school, forcing it to redefine its missions, strategies and methods. This should encourage policy makers and SET managers to tap into new methods of change management in order to

capitalize on every opportunity to promote the motivation of human resources, their involvement and engagement in reform process.

Today where competition is in full swing, where information is abundant, where technological innovation has become a competitive advantage by excellence, institute SET, where TQM (Total Quality Management) become the management tool "by default", is a real need or a vital necessity. And this in the design of educational policies and governance strategies, as well as the organization of school life and pedagogical work everyday.

In search of this, researchers are beginning to book a special importance to the relation that each of the professional categories involved, directly or indirectly, in the management and implementation of educational strategies. And well beyond the structures and any material thing, it turns out that improving the quality of education requires investment in leadership, overall participation and motivated and professional development, as factors essential for the development of attitudes reflecting the value of professional engagement. Although it is necessary to take into account the impact of the system of values prevailing in society on the behavior of different actors.

Side learners, international studies for the assessment of student achievement (TIMSS, PIRLS and PISA for example) throughout the past decade have shown, through the analysis of factors influencing negatively student engagement against acts of learning, substantial regression of indicators, between the level of 4th and 8th years of basic education, such interest to academic disciplines among students, their involvement in learning, and enthusiasm displayed to go to school.

These indicators questioning all stakeholders and invite researchers and practitioners to an analyze in depth, taking into account all the components of the process of education and training.

During the 10th session of CIMQUSEF crowning a decade of the AMAQUEN engagement to participate in efforts to improve quality in education systems and training, we have chosen in line with the themes covered field of quality management, to address this topical issue. Because it is linked to possible roles the different actors and stakeholders in the success of the reforms undertaken by different countries or groups of countries to improve their systems of education and training. The Cimqusef'2013 invite speakers and participants to try to answer the questions underlying the issue:

## **"How do the management of change promotes engagement of stakeholders in the success of the SET reforms?"**

Contributions must therefore try to answer this fundamental question of the conference, either by addressing the concepts of motivation, involvement and engagement of human resources in the performance of their functions and the possible correlation between observation these concepts and the success of reforms. Either in dealing with change management tools applied to the management of education systems, while ensuring to be focused on the following points:

### **1 - Beyond the motivation and involvement, the engagement of stakeholders, teachers and learners**

Abstracts should approach the conference issue with particular emphasis on the following points:

- apprehension of the new missions of the school by the various stakeholders;
- the degree of relevance between the outputs of the school and the real needs of society and its impact on the socio-economic image of the school;
- factors impeding the working of the school as "social ladder";
- the impact of the way in which educational actors design their missions and perceive their profession;
- factors influencing the performance of staff within the SET;
- the role of family in their children's learning involvement;
- the role of proximity management in the satisfaction of the school community;
- the impact of the feeling of well-being on the relationship among teachers and students with their institution;
- the factors that enhance the sense of belonging to the institution of education and training;
- Ways to develop or enhance careers in order to improve engagement and performance;
- The impact of sustainable HR motivation on their commitment;
- Limitations of motivation in the mobilization and involvement of HR in positive SET reform;
- Continuing training as a factor promoting the involvement of HR;

- Role of accountability in institutional doping of HR engagement;
- Tools stimulating the engagement of human resources in a sustainable manner;
- The key motivations of leaders and managers within the SET.

## 2 - The management of change and the success of reforms.

Abstracts should approach the conference issue with particular emphasis on the following points:

- Core competencies required for leaders and managers within the SET;
- Job satisfaction which they may expect leaders to assure leadership;
- The way that could improve the management of human resources;
- Management methods for interoperability;
- Strategies, policies and practices of HR management that governments should use to mobilize leaders in their SET;
- The creation of a SET brand image that resonates with talented individuals;
- strategies for implementing Essential Skills of Leadership;
- The development of a participatory culture in the SET;
- The establishment by the Governments of efficient processes for talent management;
- The importance of process performance management, process assessment, personal development plans and disciplinary procedures;
- The levers of change and the conditions for their implementation;
- The dimensions of individual, relational, collective, organizational, institutional and cultural change;
- Patterns of driving change.

Abstracts must present the theoretical underpinnings of the various fields of knowledge particularly in terms of sociology and psychology, as well as the results of research on change management in public organizations, and models that have proven success in project management of SET reforms.

**Participation in the conference is open to thinkers, researchers in all disciplines, educators, practitioners and the world of work actors who wish to present their ideas and experiences.**

All participations will be posted on the conference website, in addition to those that will be selected by the Scientific Committee will also appear in the international science journal "**The Journal of Quality in Education**".

Contributions in the form of summaries of abstracts about 2500 letters must be submitted on the conference website (cimqusef.amaquen.com) and sent to the following address:

cimqusef@amaquen.com (with a copy to amaquen@gmail.com)

**The deadline for reception of contributions is 31 August 2013.**

**Participants will be notified of acceptance or rejection of their papers by 28 September 2013.**

**The deadline for receipt of full papers is 18 November 2013.**

**For more information:**

**<http://cimqusef.amaquen.com>**