Bibliography

Schools’ evaluation
Bibliography

Schools’ Evaluation

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CIEP
Documentary Resource Center
October 2012
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Introduction

This non-exhaustive bibliography has been put together for the “International Conference on Educational Monitoring and Evaluation” due to be held at the CIEP on 14th and 15th November 2012. It is organized in the order of the Conference’s themes. The first part presents a selection of papers addressing the governance of education systems. The second part gives current references on the issue of indicators for monitoring schools. For the last two parts, references concerning the independence of schools, their evaluation and self-evaluation have been chosen. This mainly concerns national studies. The bibliography ends with a selection of international organization websites and French websites. Most of these references are available at the CIEP’s Documentary Resource Centre or can be accessed online.

Bibliography finalised on 15th October 2012
Governance of the education system

Banque mondiale = World Bank/Washington

**Governance management and accountability in secondary education in Sub-Saharan Africa**


The role of management and governance is increasingly acknowledged as important for providing effective services at all education levels. Secondary education in Sub-Saharan Africa and the training systems must become more efficient and effective. The current costs of secondary education in most African countries hinder a more sweeping expansion of post-primary education. This study sets out to present the best practices and to identify the sustainable development plans for expanding and improving quality in secondary education.


BISSON-VAIVRE Claude, CROUZIER Marie-Françoise, RACINE Bruno, et al.

**Pilote le premier degré : dossier**

*Administration et éducation*, janvier 2010, n° 125, 159 p.

Primary school pupils’ evaluations in France, as well as international comparisons, reveal unsatisfactory findings. Primary education in France has recently undergone changes: common core knowledge and skills, new programmes and national evaluations. The purpose of this issue is to question its results and monitoring. The first part is given over to performance, its measurement and to monitoring. The two parts that follow present the stakeholders and monitoring conditions and provide personal accounts at the various levels of responsibility: ministry, education authority, district, school head and teacher.

BOUVIER Alain

**La gouvernance des systèmes éducatifs**


In a context of political and administrative reforms of countries, surveys and league tables, results and performance practice, education systems are under all sorts of pressure. The question of governance is a matter for every education system with its regulations and use of public management tools. By giving concrete examples, the author shows the sources of governance and questions the role of the State in Europe as well as the types of regulation practised in the public sector in France – particularly in National Education.

@ BOUVIER Alain, DUVAL Philippe (coord.)

**L’école et son contrôle**


Many educational systems seem to be viewed with growing distrust today and schools will consequently be increasingly regulated and subject to more stringent requirements in terms of results. The notion of ‘control’, which for some decades has been considered an archaic concept, is now back in force in more up-to-date forms to meet new challenges, on both a national and worldwide scale. We are witnessing changes in its role and a redefinition of its relationship with ‘assessment’ practices, which have also seen considerable development over the last fifteen years to become an important part of public policies aimed at improving the quality of education. The Revue internationale d’éducation de Sèvres chose to conduct a survey of this question in England, Chile, China, France, Poland, the Basque Country in Spain and Switzerland, looking at seven educational systems that differ in terms of geographical situation, political heritage, organisation and experience of assessment and control. Two European comparisons complete this overview.

[Online Document](#)
For the CONFEMEN (Conference of French-speaking Education Ministers), a quality school should take account of the development of ongoing inter-personal skills and know-how in its guidelines and curricula – including citizen skills, enabling students to become more independent and lifelong learning. The factors associated with governance play a part in improving the quality of education, with decentralisation, mobilisation and management of resources, partnership and evaluation. Discussion meetings have been held on a memorandum and Framework of action adopted by the ministers on education quality.

CROCHE Sarah, CHARLIER Jean-Emile (coordinateurs)
Qualité et pilotage de l'éducation : dossier
Éducation et sociétés, 2011, n° 28, p. 5-91

This issue addresses the relentless production of data to monitor the quality and performance of education in Europe and their interpretation in terms of governance. Contributors examine to what extent these data and the drive towards quality assurance and evaluation behind them can be interpreted as a form of fabrication or even governance of education in Europe. Drawing on collaborative research (2006-2009, England, Denmark, Finland, Scotland and Sweden), authors analyse how performance data have changed the governance and control of education. Beyond data on quality assurance and their effects, the development of a European education policy space is at the heart of this issue. What is discussed is how national strategies promote (or not) the Europeanisation of education and contribute to fabricating a data-governed European education policy space. The purpose is to analyse the (often neglected) Europeanisation of education and to take a critical approach to how data fabricate a joint European education system and space that might reflect a simplified, if not distorted picture of the world.

DUPRIEZ Vincent, MONS Nathalie (coordinateurs)
Les politiques d'accountability : du changement institutionnel aux transformations locales

The purpose of accountability policies is to get school authorities to take responsibility by sharing with them the indicators of pupils' results (external evaluations). This notion of governing education systems passed on by international bodies is put into practice in the US and other English-speaking countries (Australia, Canada, New Zealand and Great Britain); the reference to this method of governance is also present in diverse forms in regions where proper accountability policies are not applied. This report sets out to address the diversity of accountability systems and of the awareness of schools and education staff to their responsibilities in France, Canada, the US, Scandinavian countries and England, and to analyse how these are perceived and received by different types of stakeholders.

@ FAZEKAS Mihaly, BURNS Tracey
Exploring the complex interaction between governance and knowledge in education

Governments in all OECD countries are facing the challenge of governing increasingly complex education systems. There is a growing need for governance structures that can handle this complexity and which can provide actors with the knowledge they need to make decisions. How do governance and knowledge mutually constitute and impact on each other in complex education systems? It provides an answer through a state of the art literature review and original theoretical argumentation. It breaks new ground by combining different schools of
academic and policy thinking which traditionally look at various aspects of the relationship between governance and knowledge separately. Research in public management, political science and public policy, sociology, institutional economics, and organisational management is augmented with work from education and other social sciences, including healthcare, law, and social justice. This working paper argues that just as knowledge is crucial for governance, governance is indispensable for knowledge creation and dissemination. It proposes an analytical framework that combines models of governance with modes of learning and types of knowledge, and provides preliminary empirical examples to support this framework.

@ LAWN Martin
"Voir" comme l’État : la gouvernance contemporaine de l’éducation en Angleterre
In common with other European countries, the governing of education in England may be observed first through its public policies and policies on market choice in schooling or new children’s services are its contemporary symbols. However, in recent years, a fundamental reordering of education services has taken place through the reliance on performance and quality assurance, and the consequent rise in the need for data. The speed of change in the governing of education in England has been swift and change, which is more a process than a solution, is possible because of the data infrastructure which underlies it. The argument of this paper is that the state and its partners, because of the rise of data, are able to ‘see’ education in a way that they have never been able to do before. What was opaque to the government in the past is now transparent to governance in the present. Finding new ways of measuring system performance has meant that the state combines its illuminative capacities, ‘seeing’ education, with its visionary aims for the future. Transparency and vision have another effect, known to any student of measurement: what is measured is simultaneously altered. As education is seen and re-imagined, it is simplified and re-arranged in an accumulating series of data-produced actions throughout the system, from the teacher, the school, the local authority and the centre, with the help of private companies and specialists.

NORMAND Romuald, BESSY Thierry, DEROUET Jean-Louis (sous la direction de)
Quelles politiques pour l’égalité ? Savoirs, gouvernances et obligation de résultats : réflexions croisées franco-américaines
The Consortium for Policy Research in Education (CPRE) unites researchers from five American universities. This volume presents three meetings that were organised between the CPRE and the French National Institute for Educational Research (INRP) from 2002 to 2005. Discussions focused on the comparison of education modernisation programmes set up in France and the US: how can a perspective of equality be kept when education policies are increasingly governed by the obligation for results? Three aspects are broached: knowledge policies at a time when international organizations are advocating for the setup of skills standards and substitution of an equal results objective for the ideal of equal opportunities; governance methods and more specifically the scales of decision-making in a situation where France is partially decentralising its education system and the US is introducing federal standards; the construction of evaluation tools and new methods for disseminating knowledge between research, policies and practices it implies.

NORMAND Romuald
Gouverner la réussite scolaire : une arithmétique politique des inégalités
Measurement of inequalities at school is conducted in a sociological, historical and comparative perspective. Drawing on a comparison between the US, England and France, the author analyses those measuring and calculation tools that have justified certain ideas of inequality in education and shaped such justice principles as merit, effectiveness and fairness. It enlightens the public debate in view of the international studies used to justify the strategic choices in
terms of educational policy and the obligation for accountability which is taking hold in education systems. Since science and politics are linked, the author explores the international dissemination of expert and scientific knowledge, its translation into governmental studies and its establishment in the recommendations and tools chosen by political decision-makers to justify reformers.

RIVIERE Corinne, TOULEMONDE Bernard (coordinateurs)
La performance, sa mesure. Enjeux éthiques
Administration et éducation, juin 2009, n° 122, 163 p.
The contributors to this issue analyse the procedure for measuring the performance of education systems and its ethical foundations. Several education specialists in France and abroad question the general matter by showing the perverse effect of no evaluation and the possible consequences of the obligation for results in education. Measuring performance is also a source of ethical questions. What do the fundamental values of public service become? The findings of research on the education system and on some of its facets (pupil evaluation, carte scolaire – a map that divides the public school system into geographical districts; pupils must attend the school nearest to their home address) shed light on these questions.

@ WANG Xiaohui
L’irruption de l’évaluation en Chine
Against the backdrop of a booming economy, China set itself the target of devoting 4% of GDP to education in 2000. Local government has been made responsible for the nine-year compulsory education programme and must finance it. Many difficulties have been encountered: for example, education is no longer completely free, causing children in rural areas to drop out of the school system, while some state-run schools charge for their courses, putting the nouveaux riches at an unfair advantage. The government has taken steps to guarantee fairer access, making sure that compulsory education really is free and cracking down on abuses. Specialised assessment institutions have been set up to cover a very wide range of activities. China’s goal is to define quality assessment criteria for basic schooling and to set up a monitoring system. The country is in the process of transforming its administrative model in education, with a shift from quantitative growth to qualitative performance.

@ World Bank
Governance management and accountability in secondary education in Sub-Saharan Africa
The role of management and governance is increasingly acknowledged as important for providing effective services at all education levels. Secondary education in Sub-Saharan Africa and the training systems must become more efficient and effective. The current costs of secondary education in most African countries hinder a more sweeping expansion of post-primary education. This study sets out to present the best practices and to identify the sustainable development plans for expanding and improving quality in secondary education.
Measures and indicators for what kind of leadership?

@ CIEP : Centre international d'études pédagogiques, MAEE : ministère des Affaires étrangères et européennes, AFD : Agence française de développement, ESEN : École supérieure de l'Éducation nationale, OIF : Organisation internationale de la francophonie, IIPE : Institut international de planification de l'éducation, ADEA : Association pour le développement de l'éducation en Afrique

Pilotage des établissements et qualité des apprentissages : actes du séminaire du 15 au 17 décembre 2010 - CIEP Sèvres


This seminar is part of a cycle called "Improving education quality: practices, leadership and public policies". It set out to address, at the level of basic education, the link between education quality and school organization. It looked at the local level of the school in its environment so as to examine the issues of the local level of education systems in developing countries. The inaugural conference text can be found in the proceedings as well as the experiences and practices of monitoring schools in Africa, Asia and Europe presented during roundtable discussions and workshops.

Online Document

CYTERMANN Jean-Richard

Classements, indicateurs et politiques éducatives en France

This paper analyses the impact of the rankings, league tables and indicators used in French education and research policy, citing three main examples: the ranking of higher secondary schools; the evaluation of student competencies including Pisa; the Shanghai rankings and the restructuring of higher education and research. The author shows how a multiplicity of influences act on education policy decisions and how international issues are exploited to justify national policies. While it is true that the growing reliance on international indicators and rankings has led to increased awareness of structural weaknesses, an understanding of the diagnosis does not always necessarily offer guidance as to the policy that should result.

Online Document

@ DEMEUSE Marc

Evaluer les politiques d'éducation prioritaire en Europe: un défi méthodologique

Evaluation of educational policies is no easy matter, not only because it comes up against significant methodological difficulties but also because it threatens or seems to threaten some projects essentially built on an ideological basis – when their very promoters usually refrain from it. And yet it is vital to be able to evaluate these political initiatives, especially when they concern disadvantaged populations. Drawing from research conducted at European level in eight countries (EuroPEP), this article highlights this need and illustrates both the problems encountered and potential lines of action. It stresses the need for overall methodological deliberation and particularly questions the way in which "best practices" often referred to in the field of educational policy are defined.

Online Document
HERBAUT Estelle
*L'évaluation de l'équité scolaire : perspectives nationales et internationales*
*Education et formations*, décembre 2011, n° 80, p. 53-59
Available from Internet: [http://media.education.gouv.fr](http://media.education.gouv.fr)

This article seeks to explain the method for drawing up international evaluations of equity in education and the information they produce. To this end, the author examines the various notions of school equity, their translations into measures and evaluations and how their findings are interpreted.

LEE Jaekyung
*Making educational accountability system work for equity. Learning from the U.S. experiences and studies*

This article provides a critical summary of research on the impact of external tests with high stakes and the impact of accountability policies based on such tests. On the basis of U.S. experiences, the author can identify what does and does not work to improve pupils’ grades and reduce grade inequalities – particularly between ethnical communities. The author summarises the findings of a recent meta-analysis conducted on the basis of research undertaken in various US states. He draws attention to the possible combinations between “input”-based approaches and performance-based approaches, as well as to the tension between external accountability systems and more internal perspectives within schools, which are more professional in his view.

LOONEY Janet W.
*Alignment in complex education systems. Achieving balance and coherence*

The majority of OECD countries now implement one form or another of standards-based assessment and evaluation. The core logic of standards-based systems rests upon the alignment of three key elements: standards defining the knowledge and skills – or competences – students are expected to have attained at different stages of their education; curricula, which cover the objectives identified in standards; and student assessments and school evaluations which measure attainment of standards. If systems are misaligned, it is impossible to draw valid conclusions about the success of student learning or to develop effective strategies for school improvement. Yet, no system can achieve perfect alignment. This report proposes that rather than thinking of alignment literally, as a lining up of the various elements and actors across systems, it may be more appropriate to approach it as a matter of balance and coherence. The discussion touches on both the technical and social dimensions of alignment.

OCDE
*Measuring improvements in learning outcomes: best practices to assess the value-added of schools*

How is it possible to accurately evaluate skills and knowledge acquired at school so as to improve learning outcomes? This paper presents an added value model of the evaluation which provides a fair, accurate and quantitative tool to assess pupils’ progress. Unlike some rankings that are based on the gross findings of tests, the model put forward here measures what pupils have learned at school by assessing their performances at two or more stages of their schooling.

PONS Xavier
*Évaluer l'action éducative : des professionnels en concurrence*

On the basis of a four-year field study among national evaluation stakeholders, this paper looks back over the development of the educational policy in France since 1958. It shows that because of the uncertainties characterising the expectations of decision-makers and stakeholders in the
education system, this policy can mainly be explained by the competition between evaluators concerning the type of knowledge they can offer to decision-makers. After outlining the considerations and revealing his methodology, the author analyses the different categories of evaluators. The second part shows the complex and competing relations between these various stakeholders from a more historical perspective.

ROUAUD Pascale, SULZER Emmanuel
Les démarches d’évaluation en question
Marseille : CEREQ, Bref, janvier 2011, n° 281, 4 p. available from Internet :
http://www.cereq.fr/
Evaluation is increasingly incorporated in the implementation of public policies. Evaluative practices are becoming both more complex and more accurate but demanding at the same time, requiring a certain number of precautions of use.

TREHIN-LALANNE Rémi, POULET-COULIBANDO Pascale, BRIERE Luc, et al.
Méthodes internationales pour comparer l’éducation et l’équité
Education et formations, décembre 2011, n° 80, 142 p. Available from Internet :
http://media.education.gouv.fr
This issue brings together studies on the education systems of different OECD member countries (France, Germany and the UK), paying particular attention to the overhaul of the International Standard Classification of Education (ISCED), the key to international statistical comparisons, with this question: how can comparable statistical observations be made on education in different countries? Several articles are written on the theme of equity in a methodological perspective or by analysing the key role of the family environment on literacy performances on the basis of the PISA study. The last articles focus on education levels – one from a methodological viewpoint and the other going back over a collaboration between researchers and statisticians to produce a standardised nomenclature.
Schools and their independence

@ BARRERA-OSORIO Felipe, FASIH Tazeen, PATRINOS Harry Anthony et al.
Decentralized decision-making in schools: the theory and evidence on school-based management

After a definition of the concept of school-based management (SBM), viewed as the transfer of authority from the central corridors of power to schools, the authors explain its different applications. Then they paint a picture of how this concept is implemented in different countries. African and Asian initiatives are analysed and compared depending on their specific context and development stage. A final chapter seeks to evaluate the impact of these initiatives.

@ BARZANO Giovanna
School autonomy and the new “accountabilities” of European education leaders: Case studies in England France Italy and Portugal

The decentralisation and increasing independence of schools are generating new responsibilities – including the need to be accountable – for school heads. This article takes a comparative approach to analysing the way in which the latter feel responsible in different education contexts, in England, France, Italy and Portugal. The author particularly studies their relations with the local authorities.

@ BRUNS Barbara, FILMER Deon, PATRINOS Harry Anthony
Making schools work: new evidence on accountability reforms

This book is about the threats to education quality that cannot be explained by lack of resources. It reviews service delivery failures in education: cases where programs and policies increase inputs to education but do not produce effective services where it counts – in the classroom. It documents what we know about the extent and costs of such failures. It argues that a root cause of low-quality and inequitable public services is the weak accountability of providers to both their supervisors and clients. The central focus of the book is that countries are increasingly adopting innovative strategies to attack these problems. Drawing on new evidence from 22 rigorous evaluations in 11 countries, this book examines how strategies to strengthen accountability relationships in school systems have affected schooling outcomes. The book provides a succinct review of the rationale and impact evidence for three key lines of reform: (1) policies that use the power of information to strengthen the ability of students and their parents to hold providers accountable for results; (2) policies that promote schools’ autonomy to make key decisions and control resources; and (3) teacher incentives reforms that specifically aim at making teachers more accountable for results.
Note de synthèse sur le suivi de la réforme de l'enseignement primaire : pilotage local et suivi des élèves
Available from Internet : http://www.education.gouv.fr

This paper looks at the conditions for monitoring primary schools in France and the new resources these schools have to get in order to know their pupils better. It fits into the context of the follow-up and support of reforms and the ongoing follow-up of services and schools according to the French minister’s mission statement for inspectors general. This report gives a few recommendations aimed at showing the importance of school-centred monitoring and of knowing pupils better (school handbook, skills handbook).

L'autonomie de l'établissement public local d'enseignement

In France, independent schools can take the initiative in a wide range of areas. Their independence can concern all fields: organisation of teaching, pedagogical experimentation, call for tenders to install video surveillance cameras, organisation of an open day, short-term replacement. But their implementation raises a lot of questions. This paper provides basic, legal, administrative and practical answers to the major questions facing school heads and their management team today, across the remit of the local state schools (EPLE) in France. It explores all the challenges and issues that independence throws up and provides feedback, practical datasheets and examples of best practices for managing a school’s independence.

L'autonomie scolaire en Europe : politiques et mécanismes de mise en œuvre

The primary objective of this study is to perform a comparative analysis of the different forms of school independence in place in 30 European countries of the Eurydice network. It provides information about the processes that have led to the devolution of decision-making powers to schools and the way in which the latter must be held accountable for their decisions to the higher authorities in education.

La décentralisation de l'éducation en Afrique subsaharienne : avancées et hésitations

This issue brings together work carried out as part of the symposium of the Association francophone internationale de recherche en éducation (AFIRSE) held in 2008 in Yaoundé. It sets out to provide comparative information about the decentralisation of education and its consequences in Sub-Saharan Africa. It presents the fields, experiences, challenges and level of effectiveness of education decentralisation in different countries across Sub-Saharan Africa – particularly Cameroon, Republic of the Congo, Gabon, Guinea, Chad and Togo.
PISA à la loupe 9 : autonomie et responsabilisation des établissements d'enseignement : quel impact sur la performance des élèves ?

- In countries where schools have greater autonomy over what is taught and how students are assessed, students tend to perform better.
- In countries where schools account for their results by posting achievement data publicly, schools that enjoy greater autonomy in resource allocation tend to show better student performance than those with less autonomy. In countries where there are no such accountability arrangements, schools with greater autonomy in resource allocation tend to perform worse.

Les contrats d’objectifs conclus entre les établissements scolaires et les autorités académiques : rapport à monsieur le ministre de l’Éducation nationale porte-parole du gouvernement

The first part of this report reminds us that contract setting up is part of the longstanding history of the modernisation of French public administration and represent just one tool among others. It goes briefly back over how this movement came about and the very notion of setting up contract. It also includes the main texts and measures concerning schools. The second part reports how contracts are drawn up in local education authorities: examination by the latter, design, facilitation, follow-up and evaluation procedures. It talks about monitoring at education authority level by showing the similarities and differences from one authority to another. The third part reports inspectors general’s studies in schools: how stakeholders in the field have reacted to this new system, how it is put into practice and the problems it could have brought about.

Looking beyond the numbers: Stakeholders and multiple school accountability

How to hold autonomous schools and school governing boards accountable for their decisions and performance has become a particularly pressing question for central governments in many OECD countries. Increasing complexity in education systems has led to a greater degree of freedom in decision making for many local authorities, school governing boards and schools. However despite this increasing decentralisation, central governments are still held responsible by the general public for ensuring high quality education. This paper analyses trends in accountability mechanisms and processes and argues that vertical measures of accountability, that is, regulatory and school performance accountability, can be usefully augmented by horizontal measures involving multiple stakeholders. By combining various forms of accountability, it has the potential to enhance the overall education system, policy for reform, and therefore ultimately improve the quality of education.
@ PATRINOS Harry Antony ed.

**Strengthening education quality in East Asia: SABER System Assessment and Benchmarking for Education Results**


This is a study on the results of the first pilot scheme conducted in 14 countries in East Asia under the project “System Assessment and Benchmarking for Education Results” (SABER), a tool that evaluates and compares education systems so as to improve education quality. It includes the framework in which the policies in eight selected fields can be evaluated, including pupil evaluation, independence of schools and accountability, as well as indicators for analysing the performance of education systems.

[Online Document]

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@ WOODS Philip, BROADFOOT Patricia

**Vers le contrôle pluriel de l’école ? La nature changeante du pouvoir dans le système éducatif anglais**


This article analyses the main trends in educational policy in England over the past twenty years, probing the extent to which they promote central control or autonomy in the governance of schools. It is suggested that what may be emerging, within the context of multiple governance models that can be discerned in these trends, is a new, distinctive model – plural controlled schooling. This is characterized by constrained empowerment. The systemic limitations within the plural controlled schooling model – in the scope for innovation and in the composition of new players and partners in education – are briefly highlighted.

[Online Document]
Schools: evaluation and self-evaluation

ANNAN Brian
L'amélioration continue des établissements scolaires : l'ingénierie mise en place en Nouvelle-Zélande

This article focuses upon New Zealand’s collaboration between policy makers, researchers and teachers in the framework of programmes to continuously improve educational organizations of schools. From setting up a national framework of intervention strategies aiming at improving the students’ basics skills, collaborations were developed at regional level, notably thanks to the creation of networks of schools. Assessment has been a central element in running these systems and allowed to clarify what parts people play and the responsibilities they have to take considering they have to get results. Thus it allows to be more efficient and get a long-term development of ongoing actions helping underprivileged students.

@ BUISSON-FENET Hélène, PONS Xavier

For the last 30 years or so, education systems in developed countries have been undergoing profound structural change (decentralisation/centralisation, contract procedures, evaluation, etc.). This study presents a comparison of external evaluation layout of schools in the education systems of four countries (England, Scotland, France and the cantons of Geneva and Valais). It appears that the forms that this evaluation takes differ widely from one education system to another and largely depend on the original institutional organisation of the education system. The second part of the report analyses the actual layouts of public action in order to deduce the contemporary forms chosen by the educating States in the education systems studied. Once these layouts of public action have been identified, the authors compare them in several ways. In their conclusion they put the scope of the New Public Management doctrine into perspective, question the capacity of these contemporary educating States to govern and go back over specific French features with regard to foreign examples.

@ DAHLER-LARSEN Peter
Publication de données sur la qualité des établissements scolaires au Danemark : contingence et non-linéarité
Education et sociétés, 2/2011, n° 28, p. 21-33, bibliogr. Available from Internet : www.cairn.info

The publication of school performance data has been justified in relation to improving performance and enhancing transparency and accountability. This paper reviews two key perspectives on the publication of data, one that advocates publication from the perspective of accountability and improvement, and another that is critical of publication as an ideological move that reshapes schooling while appearing to empower consumers and offer democratic accountability. This paper refers to Denmark’s reluctance to publish data regarded as a form of threat to or punishment of schools. The paper concludes with Stehr’s arguments for a different perspective that stresses the role of contingency and non-linearity.
@ DE RJICKE Ferry

Le rôle des inspections en Europe aujourd'hui

How can the work of inspectors be best organised and on what should it be based to allow inspectors to fulfil their assessment and inspection duties as effectively as possible, while observing and promoting the principle of school autonomy? The author points out that growing pressures on schools (from society as a whole and from pupils' families) go hand in hand with the increasing number of school audits and data gathering initiatives. In Europe, inspectors' activities are characterised both by their considerable diversity and by the existence of common subjects resulting from changes in the tasks devolved to schools. The author puts forward a number of recommendations concerning the main areas in which inspection authorities are involved and looks ahead to the future of inspection teams and their activities.

Online Document

@ DEPP : direction de l'évaluation, de la prospective et de la performance

3 indicateurs de résultats des lycées : baccalauréat général technologique et professionnel 2011. 3 indicateurs de résultats des lycées publics et privés sous contrat : dossier d'information

Every year the French Ministry of National Education publishes indicators of lycée (sixth-form college) results to give their heads and teachers tools for helping them to make their actions more effective. Two principles are adopted for publishing these indicators: giving complementary points of view on lycée results and presenting a relative assessment of the contribution these colleges make. The three indicators present different and complementary approaches to lycée results: the baccalaureate (A level) pass rate, the number of students taking the baccalaureate and the proportion of school leavers who have passed the baccalaureate.

Online Document

@ DONALDSON Graham

Les palmarès d'établissements et leur usage. Les différences entre l'Angleterre et l'Écosse

This article addresses the differing approaches to the use of school performance data in Scotland and England, showing that there remain significant differences between these two countries, in both educational policy and practice. The important developments Scotland has witnessed pose new challenges in terms of reconciling the general objectives of the curriculum with the greater liberty granted to institutions and the need to measure and raise quality.

Online Document

@ DUMAY Xavier

Évaluation et accompagnement des établissements en Europe : diversité et mécanismes d'hybridation

The educational policies of European school systems have known significant structural and cognitive changes for the past twenty years. This paper is aimed to show that, beyond identifiable convergence, these policies retain their specific character irreducible to emerging transnational educational models. The comparative analysis of the Swedish and English systems opens the debate on the diversity criteria of accountability policies in the European area. This analysis covers three dimensions: the underlying regulation and change theories; the meaning of decentralisation/centralisation processes and the transformation of legitimate representations of school systems concurrent with these policy changes.

Online Document
This paper examines the current academic and policy literatures concerning school evaluation in primary and secondary education within the OECD countries. First, it provides a typology of the existing systems of school evaluation across the OECD. It encompasses the diverse criteria and instruments commonly used to carry out schools evaluation, as well as the players involved in the design and implementation of school evaluation. It also describes potential consequences for schools. Second, this paper analyses how school evaluation schemes are interrelated with other components of the evaluation framework, such as teacher evaluation and system evaluation. The potential complementarities, duplication and inconsistency of objectives stemming from these interrelations are discussed. Third, this paper presents the advantages and drawbacks of different approaches to school evaluation, the resistance and implementation difficulties resulting from misalignment of interests between different stakeholders, and possible ways to overcome impediments to implementation. Finally, it reviews the quantitative and qualitative evidence available on the impact of different school evaluation schemes on school performance, student learning and the incentives for the teaching staff. It concludes by considering the circumstances under which school evaluation schemes seem to be more conducive to school improvement. The effectiveness of school evaluation schemes relies on developing competencies for evaluation and for using feedbacks. Alignment of stakeholders' interests is also critical to have the support of those being assessed.

Online Document

One of the missions of secondary schools is to bring about, define and run the educational policy. This report goes back over the objectives of the latter policy, each staff member's role (school head, conseiller principal d'éducation [primary advisor for education], teacher and so on) in putting it into practice and explains what the education council – a body tasked with monitoring and evaluating the school's educational policy – does. It then describes the obstacles encountered when trying to set up an educational policy: the educational policy does not overlap enough with the teaching policy; pupils are not involved enough in the life of the school and the foundations of authority at school are questioned. Following this observation, the inspectorate general sets out an observation protocol aimed primarily at helping schools, in the context of their independence, to define and self-evaluate their educational policy.

Online Document

This paper discusses the role of the inspectorate and their knowledge, drawing on the key text 'How Good is our School' (HGIOS) and associated practices of self-evaluation, through which the inspectorate 'teaches' the system how to monitor and learn from its performance. There is a transition in process from data-based surveillance of the system to a new governing phase and style based on self-evaluation. However, 'hard' governing forms such as indicators and benchmarks have not disappeared. Rather, they may have provided a foundation on which the practices of self-evaluation may now be more securely installed.

Online Document
@ HERMAN Joan L., OSMUNDSON Ellen, DIETEL Ronald
Benchmark assessment for improved learning (AACC report)
http://www.cse.ucla.edu
This report describes the purposes of benchmark assessments and provides recommendations for selecting and using benchmark assessments—addressing validity, alignment, reliability, fairness and bias and accessibility, instructional sensitivity, utility, and reporting issues. We also present recommendations on building capacity to support schools’ and districts’ use of benchmark assessments for improved learning.

Online Document

@ HERMAN Joan L., HERITAGE Margaret, GOLDSCHMIDT Peter
Developing and selecting assessments of student growth for use in teacher evaluation systems
Los Angeles: CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST), spring 2011, 8 p. Available from Internet :
http://www.cse.ucla.edu
Across the country, states and districts are grappling with how to incorporate assessments of student learning into their teacher evaluation systems. Sophisticated statistical models have been proposed to estimate the relative value individual teachers add to their students' assessment performance (hence the term teacher “value added” measures). The strengths and limitations of these statistical models, as well as the value-added measures they produce, have been widely debated; yet, little attention has been devoted to the quality of the student assessments that these models use to estimate student growth, which is fundamental to the trustworthiness of any teacher value-added measure.

Online Document

@ LOUIS François
France. Inspection générale de l’éducation nationale et de la recherche
Promouvoir une culture de l’évaluation et du pilotage dans notre système éducatif : problématique et documents d’accompagnement. Dossier documentaire
Poitiers : Ecole supérieure de l’éducation nationale , juillet 2010, 140 p. Available from Internet :
http://www.esen.education.fr
This documentary report on the dual theme of the culture of evaluation and leadership by the education authorities has been written for the particular attention of management staff: school heads, education inspectors of primary and secondary schools and executives in the education offices. In addition to a description of the issues in question and legal information, it brings together various documents from contributions or reports concerning the conditions in which the French education system is organised and run from a teaching point of view.

Online Document

MALLET Françoise
Autoévaluation et évaluation par l'inspection : le système écossais
Administration et éducation, juin 2009, n° 122, p. 85-91
The Scottish education system has independent schools, a national system for assessing learning outcomes and compulsory quality assurance of school education combining a self-evaluation performed by the schools themselves and an external evaluation conducted by inspectors. This article presents its evaluation system from both these angles – self-evaluation and evaluation by inspectors – and highlights the key role played by school heads.
@ NORMAND Romuald, DEROUET Jean-Louis (coordinateurs)
Évaluation, développement professionnel et organisation scolaire : dossier
Globalisation is posing a number of similar challenges for all countries: an obligation for results, which concerns pupils, teachers and schools. International studies agree on the idea that the progress of education systems depends on improving the way each school is run. France has been committed to a policy of school plans since the early 1980s, but this is stalling. This report takes up this issue again by taking advantage of the experience of English-speaking countries (New Zealand, United States).

@ SEGERHOLM Christina, LINDGREN Joakim
Tensions autour de l'assurance-qualité et de l'évaluation dans l'instruction obligatoire suédoise
Drawing on earlier studies from an international project, this paper analyses the Swedish quality assurance and evaluation (QAE) system in compulsory education through the notion of continuum. Locations in the continuums are understood as results of constant negotiations and re-negotiations concerning tensions inflicted by contradictory positions. The development of QAE is contextualised in the paper by descriptions of education policy and governing in Sweden in terms of the continuums public-market, central-local, and professional-political. In the analysis, the contradictions, represented by different positions in the continuums, tend to overlapping. A tentative suggestion is that ‘solid’ contradictions have ‘melted’ into more complex and ‘fluid’ ones. However, ideological tensions between the need for social justice and individual freedom are still present in a constantly shifting political terrain.

@ SIMOLA Hannu, VARJO Janne, RINNE Risto
À contre-courant : dépendance au sentier, convergence et contingence. Vers une meilleure compréhension du modèle finlandais d'assurance-qualité et d'évaluation
In this article, we experiment with the idea of combining path dependency, convergence and contingency in explaining Finnish distinctiveness in education policy and politics since the early 1990s. The focus of this paper is on quality assurance and evaluation (QAE) in comprehensive schooling. We elaborate on and contextualise the Finnish QAE model by analysing the particular and somewhat ambiguous ways in which global QAE practices have –or have not– been received and mediated in Finland.

VERDIERE Juliette
L'évaluation des établissements secondaires en France, un accueil différencié des chefs d'établissement et des enseignants. L'exemple de l'académie de Lille
After presenting the various tools, mainly statistical in nature, that can be used to evaluate secondary schools in France, this article looks more particularly at the way in which school heads and teachers make use of them on the basis of a qualitative survey conducted among these two categories of professionals. School heads use the schools' evaluation tools for the purpose of mobilising their team or of negotiating with their external partners. Teachers, however, are in a
more reserved position, as they are less convinced, firstly, of the legitimacy of these various evaluation indicators and, secondly, of their merits for supporting their daily classroom tasks.

@ ZAJAC Jolanta
Entre le contrôle d'hier et l'évaluation de demain : la supervision pédagogique en Pologne

The Polish education system has been undergoing a major upheaval since 1989. It is currently seeking to build genuine teaching quality to provide pupils with key skills and allow them to become part of the knowledge-based economy as it exists today on the European Union labour market. Fully aware of what is at stake for the country’s young generations, the Polish education authorities hope to overcome these difficulties by setting up an effective inspection system to appraise the work of its schools. Various bodies, particularly at the regional level, will be involved in inspecting and assessing schools. This article provides an overview of the current situation and also takes a look at future prospects.

Online Document
Selection of websites

ADMEE - Association pour le développement des méthodologies d'évaluation en éducation
The ADMEE, an international French-speaking association, brings together researchers, teachers, training leaders, managers and anyone involved in education evaluation and training. Its work themes are particularly evaluation of learning outcomes, evaluation of training, schemes, tools and programmes and evaluation of training systems. The association works across two independent structures – ADMEE-Canada and ADMEE-Europe – which jointly publish the journal ‘Mesure et évaluation en education’ three times a year.
http://www.admee.org/

EA : International Association for the Evaluation of Educational Achievement
Independent, international cooperative of national research institutions and governmental research agencies. It conducts large-scale comparative studies of educational achievement and other aspects of education. Since its founding in 1958, IEA has conducted more than 30 research studies of cross-national achievement. IEA studies focus on subjects of particular interest to IEA members. These include mathematics, science, reading, civic and citizenship education, computer and information literacy, and teacher education...
http://www.iea.nl/

PIRLS - Progress in International Reading Literacy Study
Progress in international reading literacy study (PIRLS) is an international study conducted by the International Association for the Evaluation of Educational Achievement (IEA) every five years. It evaluates pupils’ reading performances in the equivalent of fourth grade in the US or year five in the UK, i.e. when they are aged 9 to 10. The study involved some fifty countries in 2011. Visitors to the website can consult the international reports of the studies conducted in 2006 and 2001, technical reports, contextual questionnaires and international databases.
http://timss.bc.edu/

TIMMS - Trends in International Mathematics and Science Study
Trends in international mathematics and science study (TIMSS) is an international study conducted by the International Association for the Evaluation of Educational Achievement (IEA) every four years. It evaluates pupils’ marks in mathematics and science at five levels between fourth grade (year five) and eighth grade (year nine) (i.e. between the ages of 9 and 13) in some sixty countries. Visitors to the website can consult the international reports of the studies conducted in 1995, 1999, 2003 and 2007 in PDF format, technical reports, the timeline for the study, contextual questionnaires and more.
http://timss.bc.edu/

OCDE Éducation
The OECD website has a section presenting its education programmes and strategies. This is broken down into thematic sub-sections including ‘preschool and school’ and ‘higher education and adult learning’. What’s more, it provides access to PISA findings, key indicators on education and the latest annual report ‘Éducation at a glance’. There are other search methods, particularly per country and topic.
http://www.oecd.org/fr/education/

OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes
The OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes, launched in late 2009, is designed to respond to the strong interest in evaluation and
assessment issues evident at national and international levels. It will provide a description of design, implementation and use of assessment and evaluation procedures in countries; analyse strengths and weaknesses of different approaches; and provide recommendations for improvement.

The Review looks at the various components of assessment and evaluation frameworks that countries use with the objective of improving student outcomes. These include student assessment, teacher appraisal, school evaluation and system evaluation. The analysis focuses on primary and secondary levels of education.

http://www.oecd.org/education/preschoolandschool/oecdreviewonevaluationandassessmentframeworksforimprovingschooloutcomes.htm

PISA - Programme international pour le suivi des acquis des élèves

Every three years, the PISA (Programme for International Student Assessment) study assesses students’ knowledge and skills in reading, mathematics and science, once as a major subject and twice as a minor subject. The first assessment in 2000 involved 32 countries, and the one conducted in 2009 – 66 countries. On the OECD website, visitors can find all of the publications (in French, English and other languages) of the study findings (2003, 2006 and 2009).

http://www.oecd.org/pisa/

Ministère de l'éducation nationale

The French Ministry of National Education provides a set of information on its website about the different levels of the French education system: primary school, secondary school and sixth-form college (lycée). In the "système éducatif" section, visitors can find out about how the system is run with a descriptive summary of the overall evaluation of the education system http://www.education.gouv.fr/cid265/l-evaluation-globale-du-systeme-educatif.html (evaluation of learning, educational policies, management and national report-evaluations), the reports of the inspectorates general and the indicators of lycée results.

DEPP - Direction de l'évaluation, de la prospective et de la performance

The French Directorate for Evaluation, Forecasting and Performance (DEPP) carries out statistical monitoring and provides expertise and assistance for the French Ministries of National Education and Higher Education and Research. At the request of the other directorates of the former ministry, it designs and implements a programme of evaluations, studies and research on all aspects of the education system.

Part of its expertise and consultancy duties include ensuring that performance assessment is consistent at national and regional/local level. It calculates the performance indicators that the decentralised departments and directorates use in the budgetary programmes. It is involved in designing the information and management systems required to do this calculation. At the request of other directorates, it designs and provides aids for evaluation, performance assessment, monitoring and decision-making. It oversees studies and research with higher education institutions and research bodies to ensure educational policy monitoring. It also takes part in European or international projects aimed at comparing the performances and operating procedures of other education systems.

All of the DEPP’s publications can be viewed on the French Ministry of National Education’s website.

http://www.education.gouv.fr/pid25657/les-publications.html?pid=25657&page=0&formSubmitted=1&cat=37&Month=0&Year=0&x=13&y=14#resultat