



National Assessment Center
for Education Quality



Identifying the educational factors of youth achievement

From classroom practices to school policies

Third International Conference on Educational Monitoring and Evaluation (ICEME)

22 & 23 OCTOBER 2014

Beijing, China

Contact us

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Decades of educational research have shown that empirical investigations in schools can serve to improve school functioning and student performance. If the results of this research are not imposed upon education practitioners in the fields of pedagogy, policy and administration, they may be mobilized for the purpose of clarifying daily practices. Facilitating exchanges between education practitioners and academic researchers is the principal aim of the **2014 International Conference on Educational Monitoring and Evaluation (ICEME¹)**, organized by both the **Ministry of Education in China** and the **National Council for School System Evaluation (Cnesco) in France**. More specifically, this conference aims to answer the following broad question: ***“What are the schooling factors that enhance youth achievement?”***

This high-level meeting will convene a cadre of international researchers and practitioners to present and analyse pedagogical practices and the implementation of educational policies and reforms. It will aim at providing the lessons stemming from recent research on the assessment of youth achievement internationally.

The 2014 ICEME will bring together international **high-level specialists** from a wide range of stakeholder groups, including governments, research institutions, international organizations and civil society.

The conference will be held **from 22 to 23 October 2014 in Beijing, China**.

OBJECTIVES AND EXPECTED OUTCOMES

In taking a **broader view of the school system as both an actor for and factor in youth achievement**, discussion during the 2014 ICEME will centre on two main themes:

- **The first theme concerns educational achievement.** Indeed, educational attainment constitutes the classic measure of youth achievement. For this reason, participants will be invited to discuss how efficiently and fairly schools achieve their primary objectives with regards to teaching key competencies, knowledge and skills. They will also be asked to consider the evaluation practices that support learning in classroom, individual monitoring of students and the link between teacher training and academic research as well as professional development of teachers within the school system.
- **The second theme centres on broader social objectives.** Youth achievement, itself a reflection of the effectiveness of education institutions, should also be evaluated with respect to its impact on society. With this in mind, participants will be asked to consider issues related to the broader social objectives of education. More specifically, national systems of education are often charged with responding to social and territorial inequalities both within school and outside of school, fighting against drop-out and helping to integrate socially and economically less-privileged students.

¹ **ICEME** was first launched in 2010 to promote dialogue between the ministries of education in China and France. During the 2010 and 2012 ICEME, participants identified ways to make education systems more effective by sharing their research findings as regards the monitoring and evaluation of their respective school systems.

Issues for discussion during the conference

These will include the many facets of youth achievement through schooling that the conference intends to analyse via a concrete exploration of contributing factors.

To do this, the mechanisms of youth achievement must be analysed at all levels, from classroom pedagogies to national education policies. Multi-level analysis allows one to examine the contributing factors to student achievement from all levels of the education system. Related research covers a wide range of topics and stems from work being done in a multitude of fields. It is for this reason that the focus of 2014 ICEME will be on issues that are at the heart of current policy debates on education in developed and emerging economies alike.

Session 1. Effectiveness of teaching practices in the classroom and at school

In its first session, the conference will focus on the pedagogical tools and practices that are currently at issue among policy makers and civil society.

Since the democratisation of secondary education, many countries have developed tools to allow for the monitoring of students with learning difficulties for the purpose of improving their educational outcomes.

The practice of tailoring students' learning paths, with the implementation of individual monitoring of students, in order to address their specific learning needs was popularised by OECD's Programme for International Student Assessment (PISA) which measures the scholastic achievement of 15-year olds in multiple countries worldwide. PISA results show that individualised teaching (tutoring, differentiated pedagogy, and complementary classroom teaching assistants ...) has been adopted in a number of the highest performing OECD countries (*e.g.* Finland or Canada).

Nevertheless, there is some evidence that the efficacy of these methods differs across countries and contexts. Indeed, the fact that these methods are beneficial in Finland or Canada does not ensure that they will be beneficial elsewhere. Moreover, these methods comprise a veritable toolbox of teaching practices, policies and programmes, all of which may have varying impacts on student performance. Participants will discuss the conditions under which such tools and practices can contribute to youth achievement.

Secondly, the conference will focus on evaluation practices that support learning. Experimental research shows the pedagogical and social conditions under which teachers' assessments can have a positive impact on student achievement, particularly for at-risk students. Moreover, alongside the traditional formative and summative assessments, new models of standardised tests are being designed and implemented at the national level, with the aim of evaluating and/or diagnosing the academic performance of education systems. The diversity of tools raises questions regarding evaluation practices in the classroom and in the school system as a whole.

Session 2. Teacher training and quality of education

Good teaching practices in classrooms and schools must be developed and supported through initial teacher training and continuing professional development. In its second session, the conference will address these teacher training issues. Indeed, alongside teacher practices in the classroom, research has highlighted the importance of training teacher both at the beginning and during their careers. In

this session, which will be based on international comparisons of teacher training systems, two topics in particular will be discussed : the link between teacher training and research as well as school as a training place for initial training and further professional development.

Session 3. Policies tackling social and territorial inequalities in education

Finally, in addition to classroom and school practices, the choice of national school policies contributes significantly to the acquisition of knowledge, skills and attitudes of students, as shown by international surveys such as the Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS).

Studies on the impact of decentralisation, school autonomy, early tracking and grade repetition are numerous. Nevertheless, they are not conclusive with regards to the impact of these policies and programmes on learning outcomes. From among the vast array of debates, the conference will focus on policies that tackle social and territorial inequalities as they relate to differing educational outcomes. This is an issue that is currently being widely discussed in both OECD and emerging countries, in view of rapidly increasing social inequalities outside of school.

Social and territorial policies in education appear to be a real challenge in many countries. Indeed, policies for Priority Education areas seem to be lacking in a number of countries, and school dropout remains a significant issue. However, there are important differences between countries in this regard, which suggests that there are other factors at play beyond the democratisation of education. The European Commission has built benchmarking tools that are based on quantitative indicators related to the significant number of young people with low levels of education at 15 years of age (*i.e.* the key age in the PISA surveys) and student dropout rates. Although it remains a major objective of education policy, the question of how best to handle school failure and therefore the gap in educational outcomes according to social and territorial origins often leads to contentious debate. Research in this area is on-going. This conference aims to present an international comparison of empirical research conducted on the effects of policies and practices that have been implemented for this purpose.

AGENDA

Identifying the educational factors of youth achievement

From classroom practices to school policies

DAY 1 – Wednesday 22 October 2014

PLENARY OPENING SESSION

8:30AM – 9:20AM

Opening Ceremony

Co-Chairs : **Chen Guangju**, Vice president of Beijing Normal University
French Ministry of Education Representative, France

Welcome Address

Dong Qi, President of Beijing Normal University; Director of National Assessment Center for Education Quality (NAEQ)

Chinese Ministry of Education Representative

Nathalie Mons, Professor of Sociology, University of Cergy Pontoise; President of the National Council for school system evaluation (Cnesco)

9:20AM – 10:00AM

Official photo and coffee break

10:00AM – 12:00PM

PLENARY SESSION

Addressing youth achievement challenges through educational factors

Xin Tao, Professor, Beijing Normal University; Deputy Director of National Assessment Center for Education Quality (NAEQ), China

Linking evaluation results to process of educational improvement – 30'

Jaap Scheerens, Professor Educational Organisation and Management, University of Twente, Netherlands

Systemic educational improvement : conceptualisation and research evidence – 30'

David Istance, Senior analyst, OECD's Centre for Educational Research and Innovation
Designing a powerful learning and teaching environment in the 21th century – 30'

Song Naiqing, Professor of Curriculum and Instruction, Southwest University, China
Practice to regional basic education assessment in China – 30'

Discussion with audience

12:00PM – 2:00PM

Lunch break

PARALLEL SESSION

2:00PM – 4:30PM

Session 1. Effectiveness of teaching practices in the classroom and at school

Workshop 1. Individual monitoring of students : an international comparison of policies and their impacts

Chair: **Chu Hongqi**, Vice President, Beijing Institute of Education Science, China
The Student's Study Engagement and its Relationship with Academic Achievement – 30'

Speakers:

- **Peter Blatchford**, Professor in Psychology and Education, Institute of Education, University of London, United-Kingdom
The impact of Teaching Assistants/Aides on pupils: evidence and lessons from the UK – 30'
- **Simon Calmar Andersen**, Professor, Department of Political Science and Government, Aarhus University, Denmark
The effect of having an extra teacher in the classroom: evidence from a randomized trial – 30'
- **Claude Bisson Vaivre**, General Inspector, Ministry of Education, France
Challenges involved by the individual monitoring of student for reducing school performance inequalities – 30'
- **Additional speaker (To be confirmed)**

Workshop 2. Evaluation practices to support learning in the classroom and at school

Chair : **Pascal Bressoux**, Professor of Education Sciences, University of Pierre-Mendes-France, France

Teacher's judgment as social persuasion: its relation to students 'beliefs of self-competence and self-efficacy – 30'

Speakers:

- **Marie-Christine Toczek**, Professor of Education Sciences, University of Blaise Pascal of Clermont-Ferrand, France
Devising fair assessment context – 30'
- **Marion Dutrévis**, Researcher of Psychological Sciences, University of Geneva, Switzerland
How school subjects and academic history influence the evaluative pressure? – 30'
- **Géry Marcoux**, Professor of Education Sciences, University of Geneva, Switzerland
Learning effectiveness for all pupils : a multidimensional process, the example of

arithmetic – 30’

- **Tao Sha**, Professor of School of Psychology, Beijing Normal University, China
School Climate in China: Profiles and Effects on Elementary School Students’ Academic Achievement –30’

4:30PM – 5:00PM

Coffee break

5:00PM – 6:00PM

Plenary restitution of workshops by chairs

Discussion with audience

6:00PM

END OF DAY 1

DAY 2 – Thursday 23 October 2014

PLENARY SESSION

8:30AM – 10:30AM

Session 2. Teacher training and quality of education

Chair : **Christian Maroy**, Professor of Education Sciences, University of Montreal, Canada

Political and social sources of the evolution of teacher's work and professionalism: stakes for their training and education – 25'

Speakers:

- **Dalila Andrade Oliveira**, University of Minas Gerai, Brazil
Teacher training and quality of education in Latin America and Brazil – 25'
- **Julie Bélanger**, Senior Education Policy Analyst, OECD –
Key findings from OECD TALIS 2013 - 25'
- **Philippe Claus**, General Inspector, French Ministry of Education, France
Shaping a strategy to improve the effectiveness of teacher training in France - 25'
- **Additional speaker (To be confirmed)**

10:30AM -11:00AM

Coffee break

11:00AM –12:00PM

Discussion with audience

12:00PM – 2:00PM

Lunch break

PARALLEL SESSION

2:00PM – 4:30PM

Session 3. Policies tackling social and territorial inequalities in education

Workshop 1. Social inequalities in education: empirical evidences and policies

Chair: **Marcel Crahay**, Professor of Educational Psychology, University of Geneva, Switzerland

How can the school fight against the social inequalities of success – 30'

Speakers:

- **Zheng Xinrong**, Professor of Education Faculty, Beijing Normal University, China
Study on the new mechanism of teacher supplement to promote

- **rural education-based on “the special post plan” —30’**
- **Jan Germen JANMAAT**, Researcher, Institute of Education, University of London
Perceptions of education inequalities – 30’
- **Pierre Vrignaud**, Professor of Psychology, University Paris Ouest –
Advantages and drawbacks of cross-sectional and longitudinal design to the understanding of pupil’s performance at school - 30’
- **Alan Dyson**, Professor of Education Sciences, University of Manchester, United-Kingdom
Tackling social and territorial inequalities: the role of comprehensive area-based initiatives – 30’

Workshop 2. Territorial inequalities in education: empirical evidences and policies

Chair: **Frederic Dufaux**, Associate Professor in Urban Geography, University Paris Ouest Nanterre

Territorial inequalities in education and the role of spatial justice – 30’

Speakers:

- **Patrice Caro**, Professor of geography, University of Caen, France
Territorial inequalities and school dropout – 30’
- **Wang Xiaohui**, Professor of Education Faculty, Beijing Normal University, China
Expectation for educational evaluation in China – 30’
- **Juan Pablo Valenzuela**, Associated Researcher from CIAE (Center for Advanced Research in Education) and Associated Professor at the Economic Department, University of Chile, Chile
Social segregation in the Latin-American schooling systems : Education policies and territory. The extreme case of Chile– 30’
- **Michel Quéré**, Rector of Academy Rennes, Director of Research Department at CNRS, France
Territorial inequalities in education: empirical evidence and policies – 30’

4:30PM – 5:00PM

Coffee Break

5:00PM – 5:30PM

Plenary restitution of workshops by chairs

Discussion with audience

5:30PM – 6:00PM

Cloture Ceremony and way forward

Practical information

BOARDING PASS

At your arrival in Beijing, please keep in mind that you have to give your boarding pass to Noelia Ramos (CIEP).

Once you will come back in your country you should send the boarding pass return by post.

CHANGE

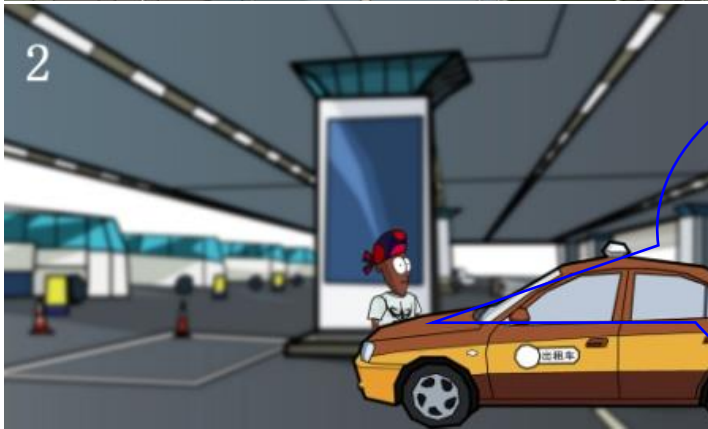
1 euro = 7.7691 yuan

You can change currency at your arrival at the airport or withdraw money on a dispenser in the airport. There is also a dispenser in the hotel.

PICK UP



If you arrive at Beijing Capital Airport, please first find a guide holding a placard “**ICEME from Beijing Normal University (BNU)**” welcoming for you. He or she will guide you to the official taxi.

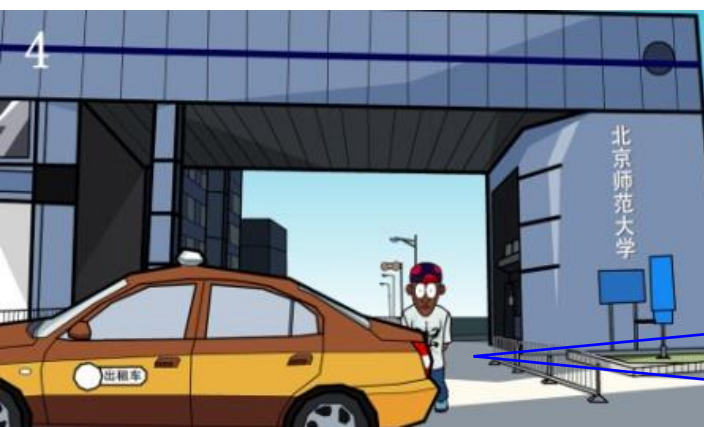


Hi, please take me to
Beijing Normal University , Jingshi Hotel
麻烦去北京师范大学
的京师大厦



The charge will be about **100 RMB** (including expressway fee).

Cneso, via CIEP, will refund you (you just need to send us your IBEN)



Please ask for the **receipt** from the taxi driver when getting off. You can show the Chinese character to the driver

Thank you! Please
give me the receipt.

需要发票

HOTEL

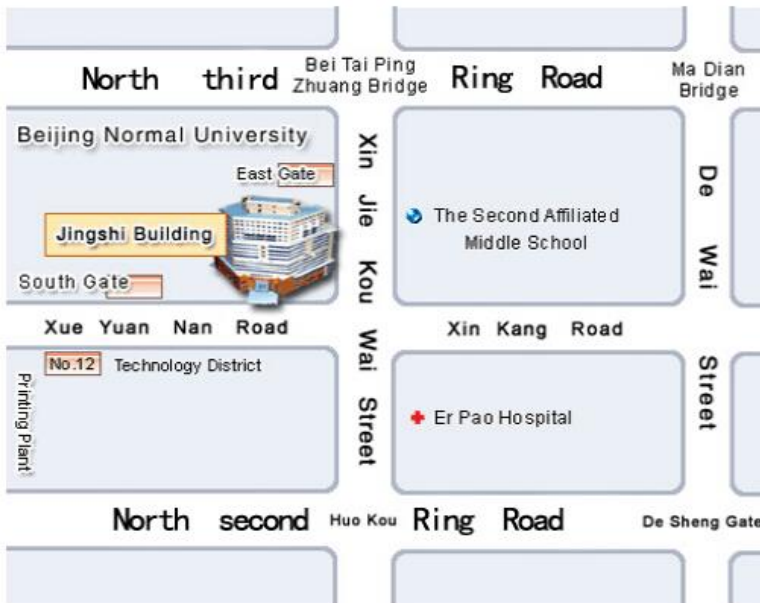
Place

Participants lodged in Jingshi Hotel in Beijing Normal University:

No. 19, XinJieKouWai St., HaiDian District, Beijing 100875, P. R. China

The **Jingshi Hotel** is at the south-east corner of Beijing Normal University. If you cannot find the hotel, you may call the reception desk of the hotel.

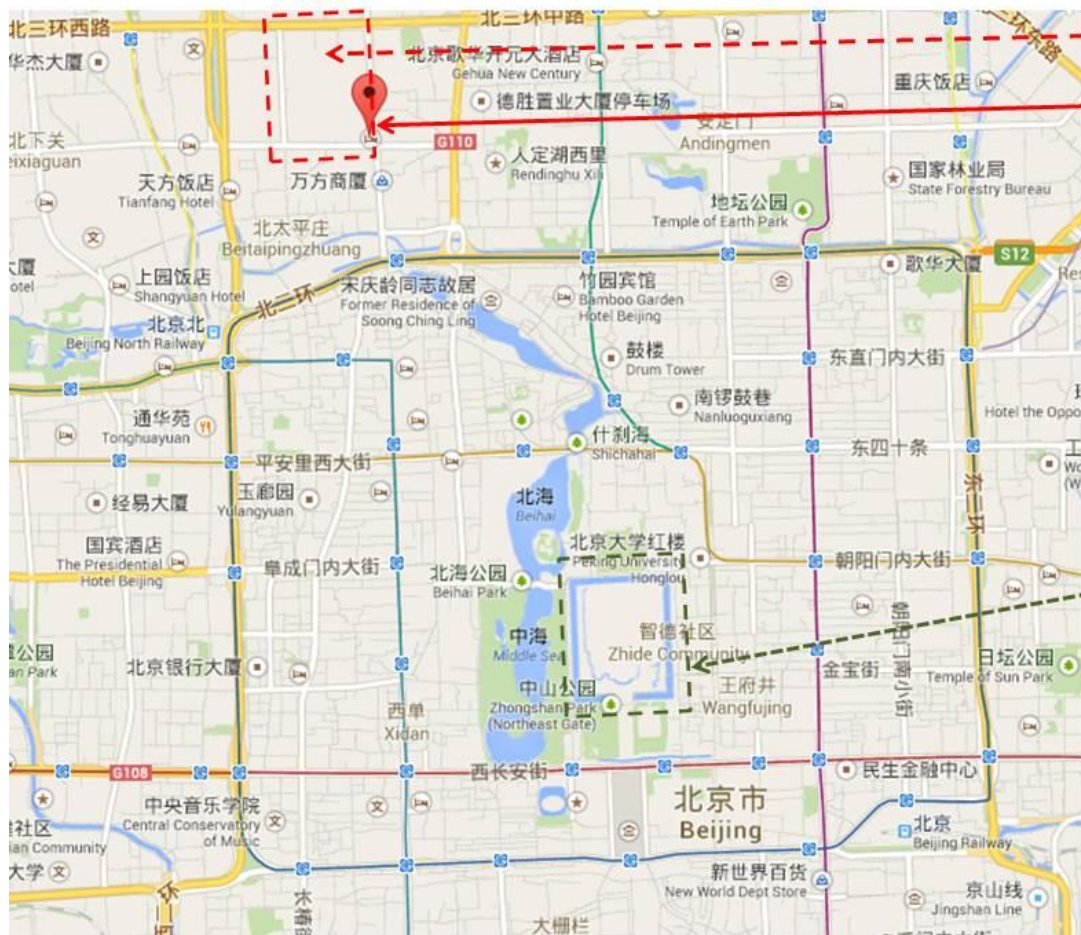
The telephone of hotel: 86-10-58802288



There is wifi access at the hotel.

Website :

http://ciae.bnu.edu.cn/english_ver/index.htm



Beijing Normal University

Jingshi Hotel

Cité interdite

Fees

For your information, 3 nights in the hotel will be taking in charge. Additional nights will be at your charge (about 80€/night)

RESTAURANTS

Chinese organizers will provide meals during Oct.21 to Oct. 25.

The other days, they would provide a list of restaurants so that you can choose the restaurant you like (expenses at your charge).

RESSOURCEFUL PERSONS IN BEIJING



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Co-partners

BNU



Beijing Normal University (BNU) organizes and host the third International Conference on Educational Monitoring and Evaluation.

The BNU is a public research university located in Beijing with a strong emphasis on basic disciplines of humanities and sciences. Dating back to 1902, it is one of the oldest and most prestigious universities in China.

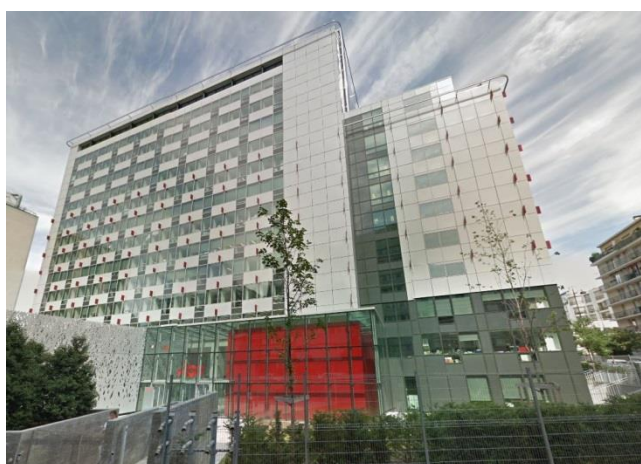
BNU has:

- 162 master programs
- 100 doctoral programs
- 74 research laboratories including 4 National Key Labs, 7 Key Labs of Ministry of Education and 5 Key Labs of Beijing Municipality
- 55 undergraduate degree programs

The current campus was built in 1954 and is located in northwest corner of downtown Beijing, in the Haidian district.

Website: <http://english.bnu.edu.cn/>

Cnesco



National Council for School System Evaluation (Cnesco) organizes also the third ICEME.

The National Council for School System Evaluation (Cnesco) was founded **under the Orientation and programming for the remoulding of the Schools of the Republic Law of 8 July 2013.**

Cnesco is in charge of evaluating the performance of the French education system in its entirety for the purpose of deepening both key stakeholders' (students, parents, ministry officials, regional authorities...) and the general public's knowledge and understanding of the issues that

constitute the main focus of national debate on educational development and reform in France.

Its main tasks are to produce, summarise and disseminate evaluations of both the French school system itself and the methodologies generally used to evaluate the system. Cnesco aims to promote rigorous, scientific evaluation of the educational system and inform public debate on the major issues facing French schools. **Reports produced by Cnesco will provide international comparisons,**

analyse the impact of public policy measures and propose ways to improve the school system accordingly.

Cnesco focusses on three main areas: **school achievement for all** (teaching and learning, social and territorial inequalities, school partitioning); **institutional functioning of the school system** (school governance, human resources, parents' role); **youth, school and society** (quality of life, citizenship, globalisation).

The Cnesco gathers, as scientific members and associates, French and **international researcher from universities and actors involved in public policies.**

Website: <http://www.cnesco.fr>

CIEP



For the french part, ICEME will be operated by the International Center of Pedagogical Studies (CIEP).

CIEP is a public institution of the French Ministry of Education. It is recognized in France and abroad for its expertise with regards to evaluation, training, assessment and international project.

Website: <http://www.ciep.fr/en>