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Evaluating higher education.

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Summary: The challenges arising from the profound changes occurring in the world today - economic and trade globalization, international competition and the information technology revolution, to mention only a few of the better-known aspects - are forcing higher education to make the transition from the transmission of knowledge to the development of skills. A high level of learning is no longer sufficient for the future managers trained by institutions of higher education; their professional qualifications must also include know-how and behaviours that enable them to adapt to any sort of change. Institutions of higher education in France and French-speaking countries of sub-Saharan Africa, being required to assume the growing complexity of their roles with greater autonomy and dealing with partners and donors to which they are accountable, are feeling the need to consider evaluations as a decision-support tool and a means of facilitating dialogue with decision-makers and donors. The external evaluation method set forth in this volume neither excludes nor contradicts other approaches to evaluation. The real issue, in order to improve both effectiveness and efficiency, and to achieve transparency in the operation of institutions, is the integration of evaluation into the regular process of managing such institutions.

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