

Enterprise Project as an input to achieve the quality of education

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Received: 04/2024

Published: 10/2024

Abstract:

The series of reforms targeting the educational system highlights its critical importance and also points to significant challenges it encounters, such as the low performance levels of pupils and increasing dropout rates. Additionally, it faces challenges from rapid globalization that comes with technological advancements affecting various areas (social, cultural, scientific). One of the notable recent reforms is the Educational Enterprise Project, which aims to improve education quality all over the country.

Keywords: Enterprise Project; the quality; education.

1. INTRODUCTION

the Educational enterprise Project as "a form of pedagogical innovation, an educational act that involves all relevant parties in its development within an action plan that considers the social and cultural context, with the aim of enhancing the institution's practices and fostering effective and productive dynamic relationships with local partners." Mustafa Ben Habiles (2006, p. 05).

Similarly, the National Institute for Educational Staff Training (2005, p. 15) describes it as "a management tool based on the principles of collaboration and concerted efforts among individuals in planning and implementation, to move current management practices beyond isolation and routine, thereby enhancing its educational effectiveness." This is because it:

- Engages all relevant groups (teachers, administration, pupils, parents).
- Applies to all core activities within the institution aimed at improving efficiency and evaluation.
- Involves a coherent set of methods and tools selected to achieve broad objectives and, through them, national goals. Thus, the Educational Enterprise Project signifies a comprehensive plan to address one or

several issues based on situational analysis, setting desired goals, choosing appropriate solutions, and identifying necessary resources.

Taher Al-Amri defines it as "an action plan developed by all relevant stakeholders aiming to materialize the concept of tomorrow's school at the institutional level, considering its uniqueness and context." He also describes it as "a management mechanism for an educational institution and a tool for its leadership, agreed upon by all involved parties in the institution to achieve objectives aimed at improving the quality and effectiveness of education."

1. Defining the Educational Enterprise Project:

the Educational Enterprise Project can be understood as a managerial/administrative tool and a leadership approach, aiming to improve the educational process and achieve efficiency by involving everyone related to the school (teachers, pupils, administrators, parents, local communities), taking into account the evaluation outcomes, and the institution's physical and human resources and its social and cultural environment.

2. Educational enterpriseProject Types:

Philippe Champy and Christiane Etévé (1994, p. 804) categorize multiple project types, differing by their initiators and the scope and duration of their implementation within schools (refer to Table 1.3).

Furthermore, Marc Bru and Louis Not (1994, p. 805) delineate five core functions of project-based pedagogy, outlined as follows:

- **Economic and Productive Function:** Concentrates on initiating a specific activity to rationalize the utilization of the institution's physical resources.
- **Therapeutic Function:** Aims to rejuvenate students' academic interests and facilitates engagement in activities meaningful for learning and social/professional commitment.
- **Learning Function:** Pedagogical actions sequentially target new knowledge and objectives.
- **Social and Communicative Function:** Recognizes that developments are directly or indirectly associated with stakeholders.
- **Political Function:** Manifests when project pedagogy serves as an educational goal in its own right, fostering citizens prepared for active public engagement.

Table1: Project Types and Characteristics

Project Type	Initiators	Application	Institution	Durati on
Educational Act Project	Pupils and some teachers, or school staff who form the motivating group.	Involves conducting an activity with a group of pupils that results in a social product, such as a theater performance, environmental study, exhibition, and more.	Comprises pupils and adults, capable of hosting several educational action projects simultaneously.	Annually, occasionally extending to two years.
Educational Project	Intended to define a specific activity among pupils and adults that everyone aims to achieve.	Expands to include a network around the school, aiming for better integration of individuals within the school or community, fostering independence and responsibility.	School in its social milieu and all connected external networks.	Multi-year
Pedagogical Project	Members from the school community (administrators, parents, pupils,	Encompasses the entire institution or a part thereof, beyond just a classroom setting, as suggested by the term	School with its internal pedagogical strengths.	Either annual or multi-year

	teachers) form a project that views the pupil more as an individual than a learner.	"pedagogical."		
Educational Enterprise Project	Primarily a team of teachers known as the pedagogical group, which is the core strength that will realize the project, centered around the teachers' fundamental professional practice.	Includes all school members, as well as parents and social and economic partners.	School as an entity within the larger local framework.	Multi-year
Pedagogy of the Project	This can vary and may come from a team of teachers or a multidisciplinary team within the institution, with the institution's board being the supreme body for potential project review and	Covers both pedagogical and educational activities within the institution.	School through its assemblies of pupils and teachers.	Either annual or by semester

	examination.			
Pupil Project	Teachers of the same group of pupils.	Addresses both the personal and professional development of the pupil, as part of the school's employed strategy.	School and its guidance infrastructures.	Multi-year

3. Educational Enterprise Project Levels:

As outlined by the National Institute for Training and Upgrading Educational Personnel (2005, p.21), an Educational Enterprise Project may encompass several strata:

Community Project: This level is embedded within an expansive vision for future education, influenced by the dynamics of broader political and social systems. It serves two primary functions in the education of future generations across societies:

- The transmission of cultural values across generations.
- Enhancing adaptability to emerging changes and challenges.

Educational Project: This project is designed to integrate individuals into society, adhering to its unique moral, philosophical, educational, and spiritual values, influenced by the ideological framework of the political system. It aims to align individual development with the requisites of scientific, technological, and broader cultural evolution.

Regional Project: This model is prevalent at the academy level in some Western countries, covering specific geographical areas (like states) and involving collaboration among various institutions and their partners, including economic entities, to collectively analyze regional needs and devise solutions.

Project of the Institution: Comprises a set of actionable, assessable goals contributing to a broader objective, along with the resources an institution employs to realize its aims in three domains: pedagogical, educational, and administrative.

Pedagogical Project: Centers on a key aspect of the Educational Enterprise Project, relating to the overarching education and specific, measurable

objectives. It involves collaborative efforts among educational teams to plan and execute dynamic pedagogical projects aimed at enhancing training efficacy.

Class Project: Teachers within the same (or parallel) classes typically engage in teamwork, albeit without a defined strategy. The class project, however, involves planned activities where teaching strategies, student assessment methods, and student concerns are systematically addressed.

Personal Guidance and Training Project: This pertains to tailoring the project to meet the learners' needs, recognizing their unique characteristics. The levels mentioned are contingent upon the human element they target and their application scope, while the Educational Enterprise Project focuses on specific areas within each institution.

4. Aims of the Educational Enterprise Project:

The aims of the Educational Enterprise Project can be articulated into administrative and educational aims, as delineated by the National Institute for Training and Upgrading Educational Personnel (2005) and Mustafa Ben Habiles (2006):

- **Administrative Goals:**

Empower the institution with the autonomy to formulate strategies that resonate with its resources and capabilities.

Foster a participatory approach in the institution's governance, encouraging all members to actively contribute their ideas, innovations, and efforts.

Cultivate a sense of responsibility among the institution's members, emphasizing accountability and ownership of roles.

Strengthen both horizontal and vertical communication channels within the institution to build a foundation of mutual trust among members.

- **Educational Goals:**

Enhance the quality of learning outcomes for pupils, ensuring access to high-quality educational content.

Advance the methodologies of pedagogical assessment to transform evaluation into a dynamic tool for improving educational practices.

5. Foundational Elements of the Educational Enterprise Project

Drawing on the insights of Claude Le Bœuf and Alex Mucchielli (1991, p.33), the Educational Enterprise Project rests upon several critical elements and resources:

Human Resources: The project significantly engages the administrative team during its development phase and, to a lesser extent, during execution and oversight. It encompasses a leadership team and all institutional members according to their defined roles, covering both internal stakeholders and external advisors such as consultants and educators.

Material Resources: The execution of an Educational Enterprise Project involves:

Additional hours from human resources.

Involvement of external associates, including consultants and trainers.

Convening of strategic meetings for the project's evaluation and progression.

Development and training of the pedagogical and administrative teams for effective project implementation.

These requisites necessitate a tailored budget, proportionate to the institution's scale.

Organizational Capabilities: This aspect pertains to the institution's adeptness in structuring and instituting a revamped internal framework, embracing novel management practices, designing new roles, and incorporating cutting-edge technologies. Succinctly, it demands the administration's proficiency in instituting comprehensive organizational reforms.

6. Stages of Educational Enterprise Project Development

According to Mustafa Ben Habiles (2006, p.6), the development of an Educational Enterprise Project encompasses four pivotal stages, outlined as follows:

Diagnostic Stage: This initial phase involves a comprehensive analysis of the institution's current status, grounded in the directives of educational policies. It entails a thorough collection of data relevant to the school, including indicators of school life and the available human and material resources, alongside identifying factors that may influence the project both positively and negatively.

Project Planning Stage: At this juncture, the information acquired from the diagnostic stage is leveraged to delineate and prioritize a set of achievable objectives within a defined timeline. Key activities include:

- Identifying essential needs for goal realization.
- Assessing the available human and material resources and their potential utilization.
- Estimating the need for additional resources necessary for project fruition.
- Crafting a detailed action plan that aligns with the resources and needs, structured to unfold in annual increments throughout the project's designated timeline.
- Establishing robust indicators and mechanisms for ongoing project monitoring and evaluation.
- Implementation Stage:
- Commencing project activities at the outset of the designated year.
- Ensuring continuous project oversight and making requisite adjustments as needed.

Evaluation Stage:

- Conducting an annual assessment of the project relative to its established objectives and the overarching educational policy guidelines, aimed at:
- Identifying significant indicators of institutional performance.
- Recognizing deterrents to the project's progress and proposing solutions.
- Refining the project strategy based on insights gained from the evaluation process.

Furthermore, Antoine Mudry (1996, p.3) suggests an alternative approach to Educational Enterprise Project formulation, encompassing:

Theme Selection: Mobilizing resources to tackle specific issues.

Stakeholder Identification: Involving key participants like parents, administrators, teachers, and pupils, each contributing according to their role within the school ecosystem.

Leadership Team Formation: Tasked with steering project activities, this group fosters innovation and can be adept in managing human resources.

Resource Mapping and Scheduling: Clarifying objectives and detailing the available institutional assets.

Resource Activation: Implementing resources as per the established timeline.

Project Assessment: Reviewing achievements and adjusting strategies accordingly.

These stages elucidate the methodological underpinnings of Educational Enterprise Project formulation, fostering a collaborative and dynamic environment that engages both internal and external stakeholders. For an in-depth exploration, Ben Habiles' and Mudry's frameworks provide a structured approach to Educational Enterprise Project development within educational settings.

7. Leadership Dynamics in Educational Enterprise Projects

According to Ahsen Labssir's analysis (2002, p.229), the success of an Educational Enterprise Project is intrinsically linked to the efficacy of its leadership team throughout various phases, which include:

7.1. Leadership Team Dynamics

This team forms the central nucleus for the project's vitality, engaging comprehensively from the diagnostic phase through to analysis, execution, facilitation, coordination, and culminating in evaluation. The team's responsibilities extend to identifying and delineating challenges, investigating their root causes, formulating viable solutions, considering essential contingencies, and managing coordination across the project's diverse participant groups, thereby streamlining both internal and external communication pathways.

7.2. Attributes of the Leadership Team:

The team should embody certain key characteristics:

- **Stability:** To ensure consistent and continuous action.
- **Diversity:** Comprising a broad spectrum of participants from teachers to administrative staff and students, ensuring a holistic approach to supervision, guidance, enrichment, and communication.
- **Optimal Size:** Ideally limited to 12 members, with attention to specific competencies:
- **Proficiency in facilitating coordination sessions.**

- Adeptness in collaborative work, steering clear of ad-hoc and unilateral approaches.
- A proactive and volunteer spirit.
- Proactive members, keen on invigorating group and committee dynamics.
- Innovative Engagement: The team should spearhead the adoption of novel relational strategies, fostering a culture of solidarity, embracing constructive feedback, and thus facilitating the project's enactment.

7.3. Role of the Leadership Team:

The team is pivotal in:

- Executing a spectrum of tasks, from activities to comprehensive inquiries.
- Ensuring the fluid dissemination of information amongst all project contributors through a variety of channels such as meetings and sessions.
- Maintaining adherence to established schedules and frameworks.
- Establishing an information and inquiry network.
- Promoting robust vertical and horizontal communication flows.
- Facilitating the project's implementation and its subsequent evaluation.
- Encouraging external stakeholders to engage actively in discussions and query processes.
- Vitalizing and overseeing project-specific meetings.
- Monitoring progress through methodical analysis and requisite adjustments.

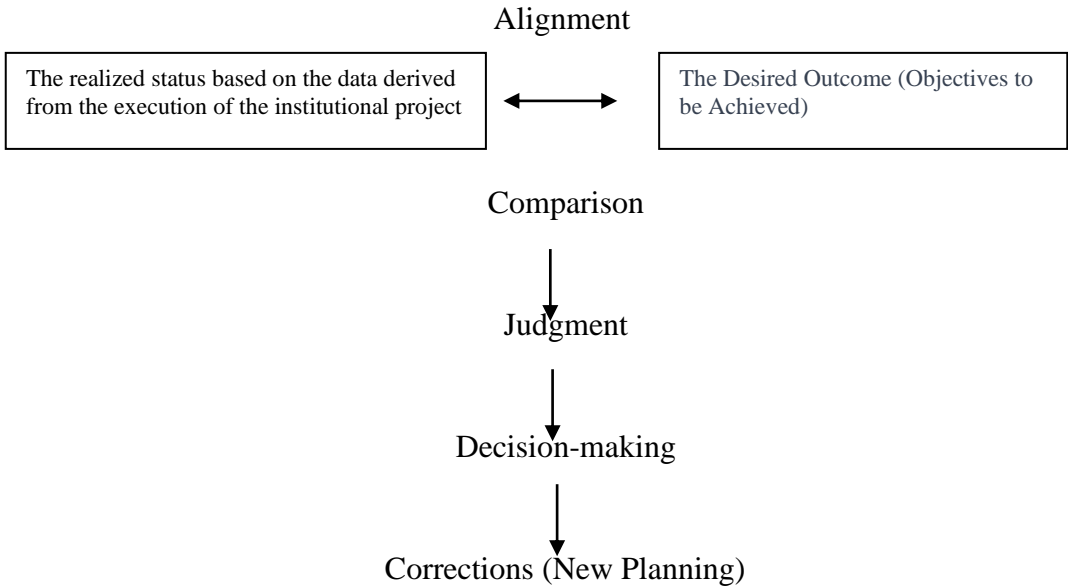
In summary, the leadership team's comprehensive engagement and strategic oversight are critical to the Educational Enterprise Project's trajectory, from conception through to its evaluative stages. For further exploration of leadership roles in educational projects, Labssir's insights offer a scholarly perspective on effective project management within educational institutions.

8. Evaluating the Educational Enterprise Project

According to the National Institute for the Training of Educational Leaders (2005, p.66), the evaluation of the Educational Enterprise Project involves

reviewing the achieved objectives based on indicators and a variety of information about the completed tasks (see Figure 1.3).

Figure 1.: The Process of Evaluating the Educational Enterprise Project



8.1. Characteristics of the Evaluation Framework

The evaluation apparatus, in the context of assessment procedures, systematically hinges on previously established objectives. These objectives are fundamentally linked to the resources and tools that were accessible to school stakeholders for their fulfillment. Moreover, the evaluation process incorporates four principal benchmarks or criteria, which are widely recognized and utilized in educational assessments. These benchmarks serve as a foundational guide for the evaluative review, ensuring a comprehensive and methodical analysis of the Educational Enterprise Project's efficacy and outcomes (refer to Table 3.3 for a detailed overview).

Table 2. Evaluation Process Benchmarks and Criteria

Criteria	Definition	Form/Question	Decision
Effectiveness Reference	Concerns a set of operational objectives expressed in the	Did the project achieve its objectives or not?	To halt or continue the project.

	form of desired outcomes we aim to achieve.		
Alignment	Enables verification that the programmed operations, with their procedures, means, and costs, have been conducted as planned.	Were the operations executed as anticipated at the outset?	To renew and revise the project.
Efficiency/Sufficiency	Allows for checking whether the allocated and utilized resources have been optimally employed in various fields such as information, environmental relations, and communication.	Were the means used appropriately?	To uncover latent potentials.
Compatibility	Depends on the inventory of necessary human resources and material means for project completion, and the extent of their utilization	Are the operations conducted within the project framework related to the addressed problems and the desired objectives?	To make a choice among possible alternatives.

	in solving the outlined problems.		
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.8.2. Strategies for Corrective Measures

In the context of educational project evaluation, the process is intrinsically linked to the attainment of set objectives, necessitating a purpose-driven approach. The primary goal of such evaluations is to facilitate informed decision-making regarding the implementation of corrective, amending, or enhancement measures. This necessitates a comprehensive assessment of outcomes against predefined benchmarks, as delineated by Ahsen Labssir (2002, p.229):

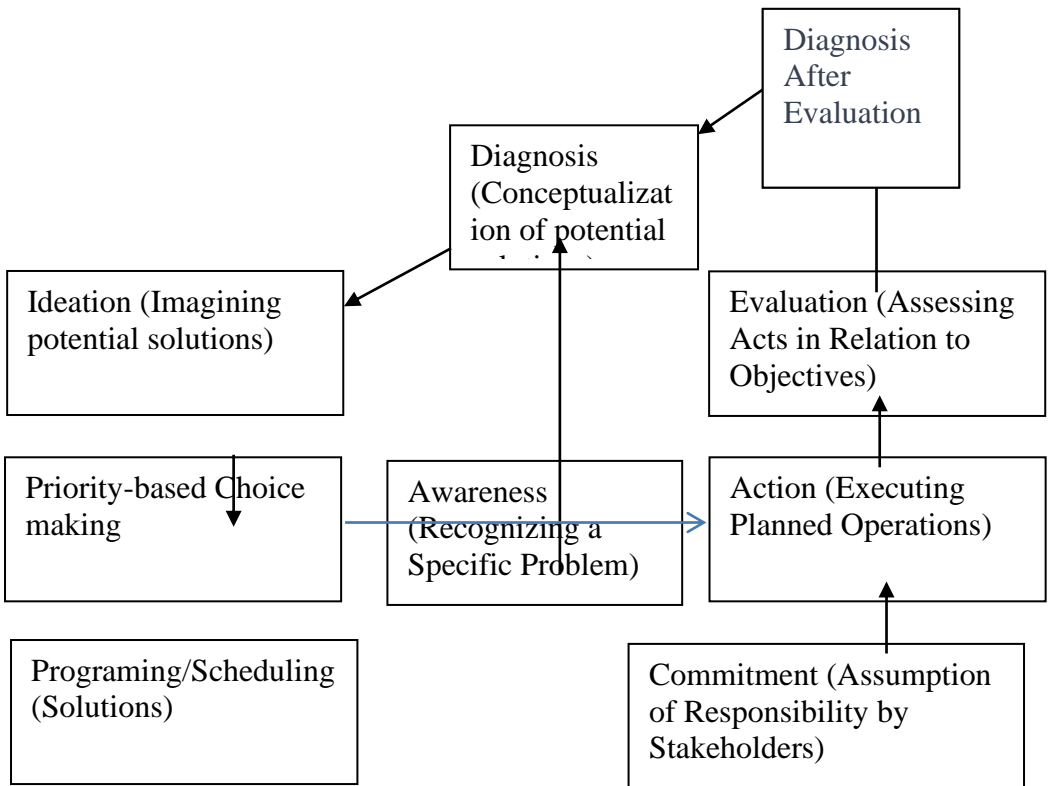
- **Efficiency of Measurement:** The measurement process must be impactful, aligning behavioral modifications with the requisite operational standards.
- **Purposeful Measurement:** While quantitative metrics offer straightforward assessment avenues, qualitative standards demand a nuanced approach to ensure relevance and goal alignment.
- **Timeliness of Measurement:** The immediacy of the measurement process is crucial; delays can significantly reduce its effectiveness and relevance.
- **Cost-effectiveness of Measurement:** Economic viability is essential, ensuring that the evaluation process does not impose undue financial burdens.
- Upon satisfying these criteria, institutions are positioned to undertake appropriate corrective measures under specific conditions:
- **Expediency:** Rapid response is vital to address identified gaps or deficiencies effectively.
- **Direct Impact:** Corrective actions should target elements that have a direct influence on the project's outcomes.
- **Rigor:** The process must be stringent to ensure meaningful and impactful interventions.

Corrective measures might encompass a variety of strategies, including but not limited to:

- Objective Reevaluation: Reassessing and potentially revising project goals to realign with emergent needs or challenges.
- Outcome Adjustment: Engaging in preliminary corrections based on predictive outcome analysis or post-correction strategies to leverage acquired insights for future project planning.
- Leadership Reconfiguration: Addressing potential leadership or competency gaps that may impede project success.

This nuanced approach to corrective action underscores the necessity for dynamic and adaptable management within educational projects, ensuring alignment with objectives and the capacity to address challenges effectively. For a deeper exploration of these principles, Labssir's framework provides a foundational academic perspective on the strategic management of educational initiatives.

Figure 2. : The Process of the Educational Enterprise Project



9. . The Educational Enterprise Project as a Catalyst for School Reinvigoration

Monica Gather (1994, p.10) delineates several defining traits of schools that exhibit high levels of effectiveness. These characteristics include:

- School leaders play a pivotal role in setting clear objectives, facilitating productive exchanges, and overseeing the execution of strategic decisions. Their openness to innovation, coupled with efforts to foster a cohesive educational team through encouragement and motivation, is crucial. These leaders also play a significant role in extending the school's outreach beyond its immediate environment and engaging with parents.
- Teachers, and occasionally students, are integral to the planning and decision-making processes. Their active participation in meetings and access to professional development programs enable them to contribute significantly to both the internal and external organizational aspects of the institution. This includes managing schedules, planning activities, utilizing resources effectively, and pursuing continuous professional growth.
- The teaching staff is characterized by a high level of expertise, creativity, and self-assurance, with a readiness to enhance their pedagogical competencies continually.
- Provision of material and human resources to teachers supports their professional development and the acquisition of innovative educational techniques.
- A collective effort among all school members to confront and overcome potential setbacks through creative solutions and the introduction of novel practices, a feature indicative of an institution with a flexible management approach.

These attributes, which significantly contribute to the dynamism of the school environment, mirror the foundational elements of a well-structured Educational Enterprise Project, underscoring its importance in fostering school effectiveness.

CONCLUSION

The implementation of the Educational Enterprise Project aims to address the challenges faced by educational institutions that impede the attainment of educational and pedagogical objectives. This is achieved by enhancing the roles of all school members (teachers, students, and administrators).

Moreover, the benefits of the Educational Enterprise Project extend to the community by ensuring better integration of students into society. The Educational Enterprise Project also serves as a response to societal changes (economic, social, cultural, technological) that have introduced a competitive environment among educational institutions, driving the pursuit of quality in outcomes

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