Quality management in educational organizations

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The global commitment

UNESCO's Incheon Declaration (2015): The global vision for education towards 2030

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Commitment to quality education and to improving learning outcomes:

- Strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress
- Ensuring that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems

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The society provides a great variety of formal and non-formal educational <u>organizations</u> for lifelong learning

Formal and non-formal* education and lifelong learning include many different forms:

- **General education from kindergartens, primary schools to universities**
  - *-- Preparing for the citizenship and working life in the society and world*
- **Training and education of young people in vocational schools**
  - *-- Preparing for an occupation and profession for the needs and expectations of the society and its organizations and person's career development*
- **Training and education in adult education centers**
  - *-- Getting specialized knowledge and skills for citizenship and wellbeing*
- **Training and education by third sector organizations (e.g. sport clubs, youth centers, associations, etc.)**
  - *-- Developing skills and attitudes*
- **Training and education by educational enterprises and consultants**
  - *-- Getting specialized knowledge and skills and networking*

From quality point of view, the situation is very challenging:

- **The different learning environments have very different influences on how the education is funded, organized and practiced, and how learning takes place.**
- **Needs and expectations are very mixed due to the learners' different life stages, social situations and cultures, and education providers' purposes.**

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* Non-organized informal learning is not considered in this presentation

Paradoxical situation between words and deeds

Quality topic has largely been pointed up globally in educational discussions, and quality is said as a crucial factor in education (Ref.: E.g. UNESCO).

However, professionalism of quality is missing:
- The used quality phraseology and approaches are not consistent. Quality of education has often proved only to be a lip service, and quality management in education has not clearly emerged from the general organizational management.
- Educational professionals or experts seem not to be familiar with the common professional quality practices or methodology, which are well established in the most countries and millions of different organizations.
- Systematic quality approach is even perceived as unpleasant and frustrating, or as an additional and stressful issue.
- Quality and educational experts have little collaboration.

The professional challenge:
High quality does not take place accidentally but needs a professional approach and coherent quality realization in the processes of teaching and learning and within the educational organizations' management.

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An 'unprecedented' initiative: The international standardization of the educational quality management

The standardization committee **ISO/PC 288, 'Educational organizations management systems'**:
- Harmonizing quality management of the educational organizations with the other organizations of the society by using the common professional approach.
  At the first phase the standard **ISO 21001, 'Requirements* with guidance for use'**
  - ➢ Participating experts from 39 and observers from 11 countries are involved, Now the work is in the Committee Draft stage CD1, and will be finished during the couple of years.
  - ➢ The standard is based on the general requirement standard ISO 9001:2015 that is applicable to all kind of organizations.

The standard ISO 21001 will challenge all educational organizations:
- Requiring adoption of the general quality management concepts, principles and practices
- Enabling educational organizations to demonstrate their ability to provide consistently education in conformity with the legal and regulatory requirements, and hence increasing the credibility of the organization, and enhancing satisfaction of their interested parties
- Advising educational organizations to develop their quality management that can promote to identify where the requirements are being met, where the gaps may exist, and the areas where improvement can be made

The standard ISO 21001 is seen as an unprecedented point in history when the educational organizations have many opportunities to collaborate, share and innovate with each other and also with the experts of the quality discipline.

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* Note: Requirements = Needs and expectations

Core targets for the quality management standardization

The international general standardization for the educational quality management emphasizes:
- Defining the basic professional **concepts and terms**
  - Quality
  - Quality management
  - Quality improvement
  - Quality assurance
- Defining **managing principles**
  - General principles for the educational organization management system
  - Organization-specific managing principles
  - General quality management principles
- **Structuring** the quality management and setting standard **requirements** for its elements
- **Aligning** the approach with the general quality management requirements of the ISO 9001 standard and **harmonizing** with the many other specialized managerial disciplines required in all types of organizations, including
  - Information security management
  - Environmental protection
- **Integration** with the situation of the specific organizational and operational environment
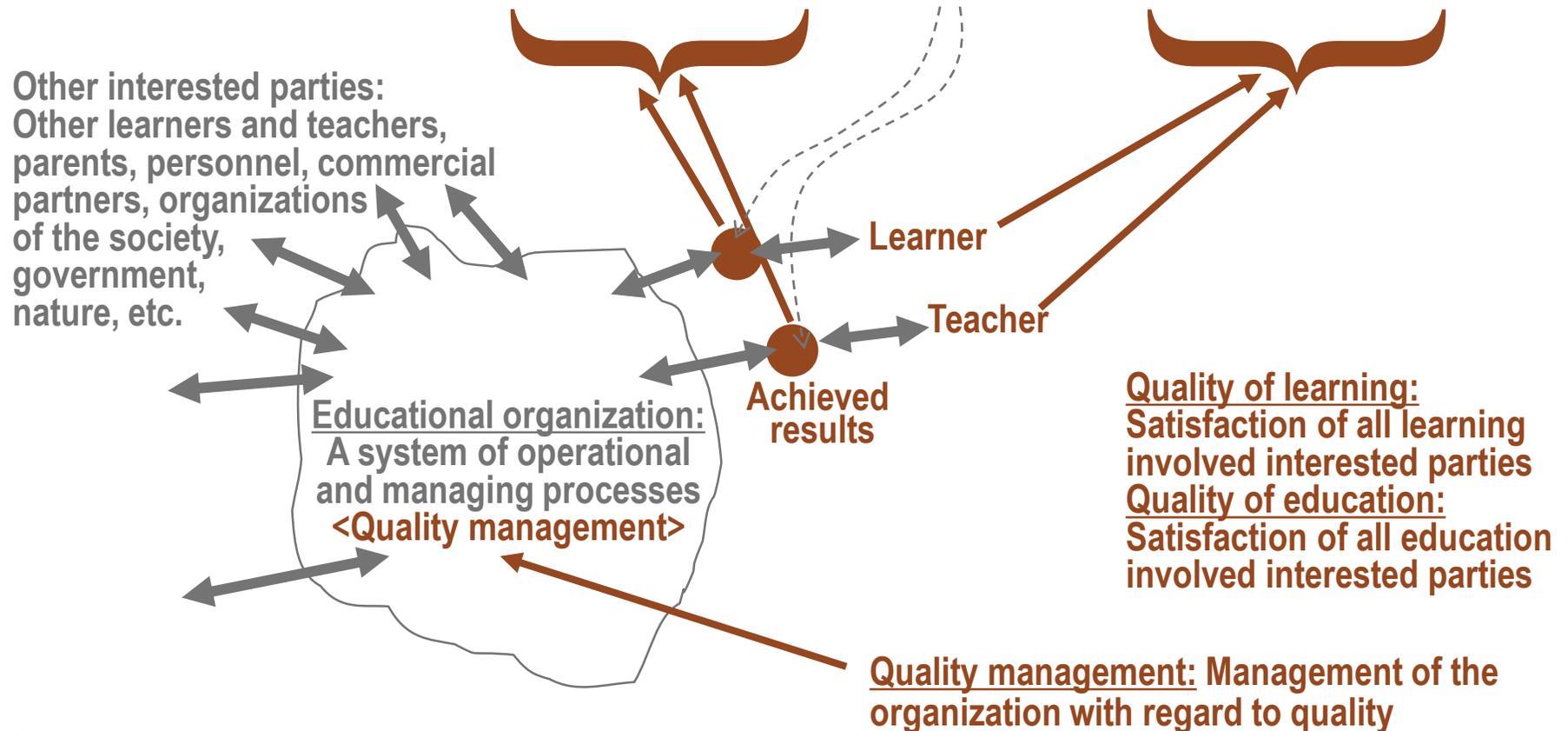
Quality management principles (QMPs)

The professional starting point for considering the organizational quality management is the adoption of the seven general **quality management principles (QMPs)***:

    (a)   **Customer focus**

    (b)   **Leadership**

    (c)   **Engagement of people**

    (d)   **Process approach**

    (e)   **Improvement**

    (f)   **Evidence-based decision making**

    (g)   **Relationship management.**

These principles should be complemented and interpreted from the **educational organizations' management** and integrated with the **general management principles** and the **situation and environment of each individual organization**.

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Quality and quality management in the context of an educational organization

Satisfaction: Perception of the degree to which **a set of inherent characteristics** of an object fulfils **needs and expectations**

Other interested parties:
Other learners and teachers, parents, personnel, commercial partners, organizations of the society, government, nature, etc.

Learner

Teacher

Educational organization:
A system of operational and managing processes
<Quality management>

Achieved results

Quality of learning:
Satisfaction of all learning involved interested parties
Quality of education:
Satisfaction of all education involved interested parties

Quality management: Management of the organization with regard to quality

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Essential parts of the quality management: Quality improvement and quality assurance

Quality improvement internally:
- part of quality management focused on **increasing the ability** to fulfill quality requirements
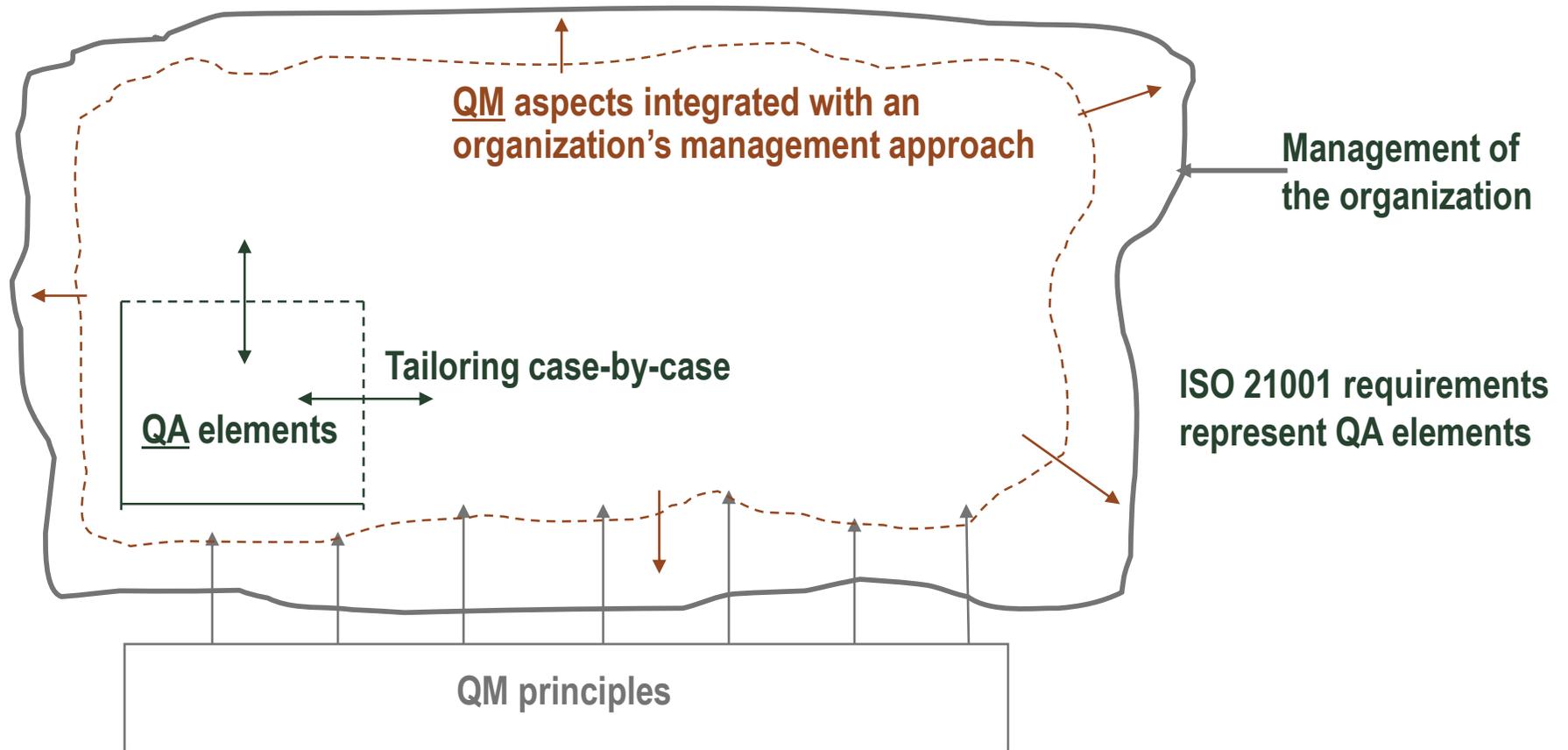- Striving for the **organizational learning** of the educational organizations

Quality assurance externally:
- part of quality management focused on **providing confidence** that quality requirements will be fulfilled
- Strengthening confidence among organization's stakeholders

Note:
The main purpose of the ISO 21001 is for quality assurance.
Actually quality management as a whole cannot be standardized.

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Quality management (<u>QM</u>) and quality assurance (<u>QA</u>) as parts of the quality management

<u>QM</u> aspects integrated with an organization's management approach

Management of the organization

Tailoring case-by-case

<u>QA</u> elements

ISO 21001 requirements represent QA elements

QM principles

Common standard structure for a systematic approach of quality management in an education organization

1.-3. Introductory issues
4. Context of the organization
    4.1 Understanding of the organization and its context
    4.2 Understanding the needs and expectations of interested parties
    4.3 Determining the scope of the educational quality management system
    4.4 Quality management system and its processes
5. Leadership
    5.1 Leadership and commitment
    5.2 Vision, mission and policy
    5.3 Organizational roles, responsibilities and authorities
6 Planning
    6.1 Actions to address risks and opportunities
    6.2 The organization's objectives and planning to achieve them
    6.3 Planning of changes
7. Support
    7.1 Resources
    7.2 Competence
    7.3 Awareness
    7.4 Communication
    7.5 Documented information

8. Operation
    8.1 Operational planning and control
    8.2 Determination of requirements related to products and services
    8.3 Design and development of products and services
    8.4 Implementation
    8.5 Service provision
    8.6 Control of externally provided products and services
    8.7 Traceability and preservation
    8.8 Data protection
    8.9 Property belonging customers, staff or external providers
9. Performance evaluation
    9.1 Monitoring, measurement, analysis and evaluation
    9.2 Internal audit
    9.3 Management review
    9.4 Self-assessment
10. Improvement
    10.1 General
    10.1 Nonconformity and corrective action
    10.2 Continual improvement

Sub-clauses still under consideration
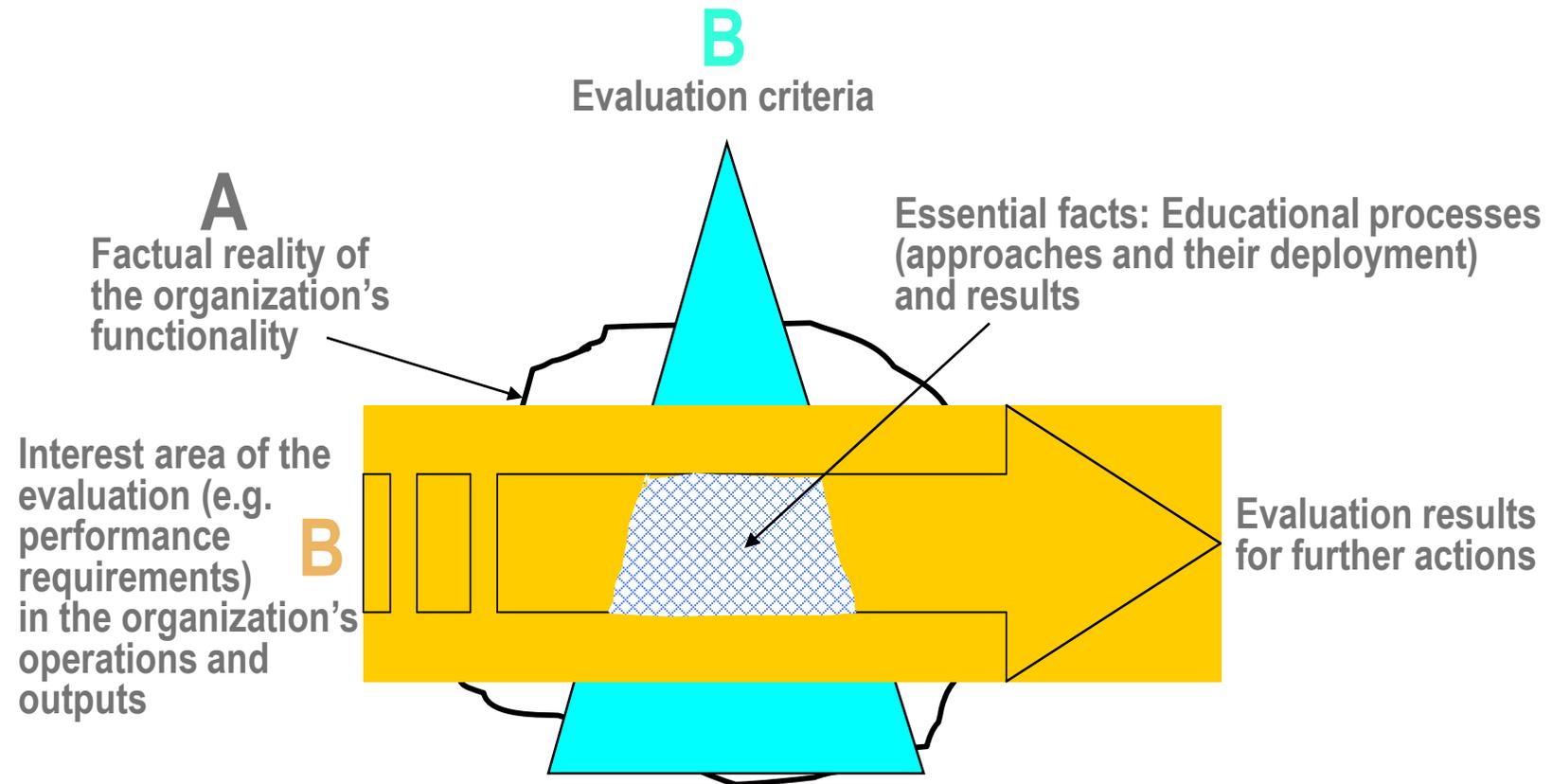
Performance evaluation

The standard ISO 21001 will consider the performance evaluation from many **different viewpoints and methodologies** including:

- Monitoring, measurement, analysis and evaluation
- Internal audit
- Management review
- Self-assessment

The evaluations may have different **scopes and purposes**. The most important purposes are:

- Quality improvement: Increasing the ability to fulfill quality requirements
- Quality assurance: Providing confidence among the interested parties that quality requirements will be fulfilled

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Perspectives to the performance evaluation of an educational organization

B
Evaluation criteria

A
Factual reality of the organization's functionality

Essential facts: Educational processes (approaches and their deployment) and results

Interest area of the evaluation (e.g. performance requirements) in the organization's operations and outputs

B

Evaluation results for further actions

Implementation of the quality management in the educational organizations

All educational organizations always have some level of quality and quality management naturally integrated with the organization's normal operational and managerial processes.

- The essential issue is to improve the existing situation that can be done continually.
- It is not necessary to build any particular 'quality management system'.
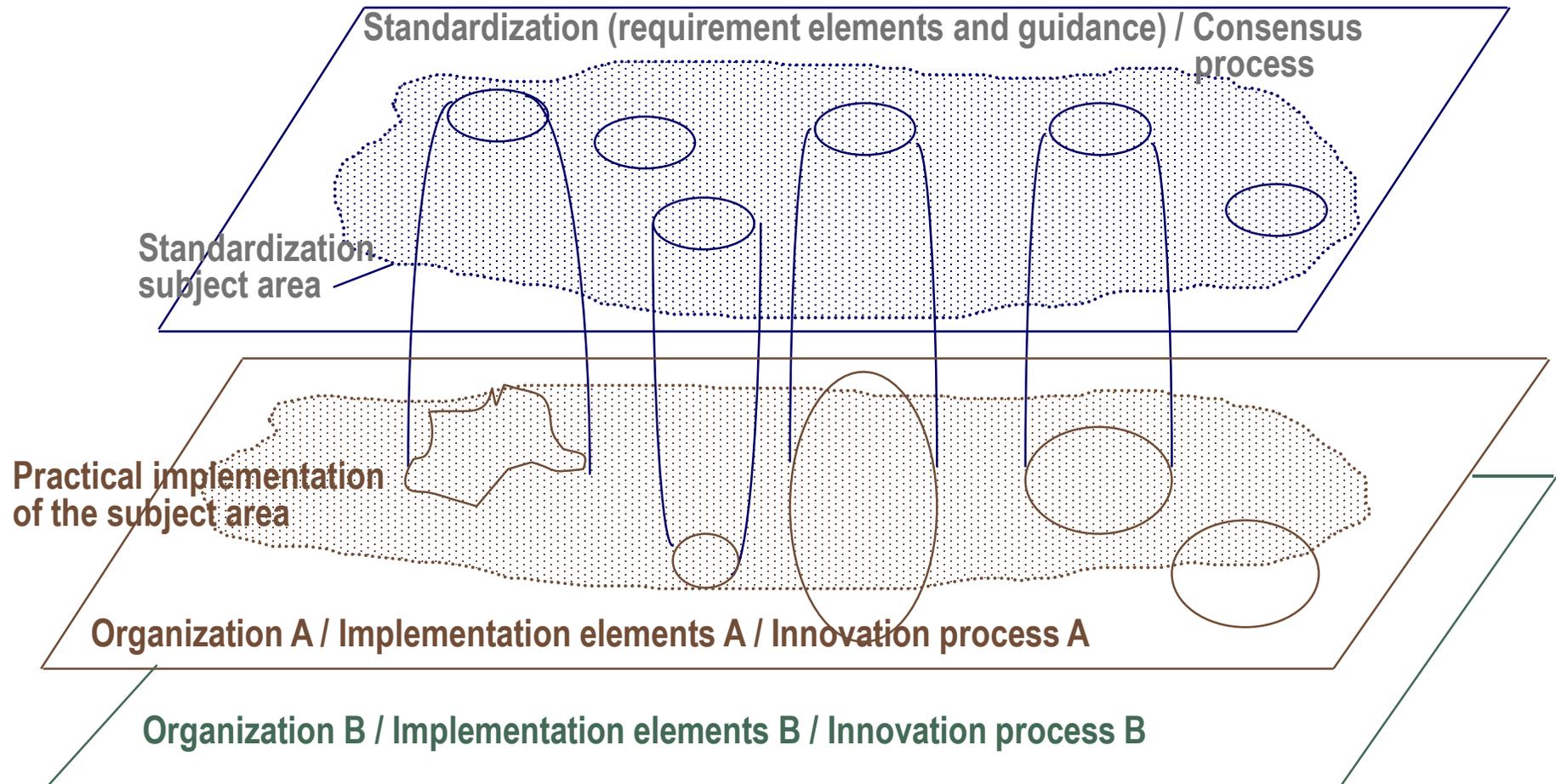- Quality management or 'quality management system' cannot be standardized.

All requirements of ISO 21001 are **generic** and intended to be applicable to all educational organizations. They should be **tailored creatively** to the specific organizational situations.

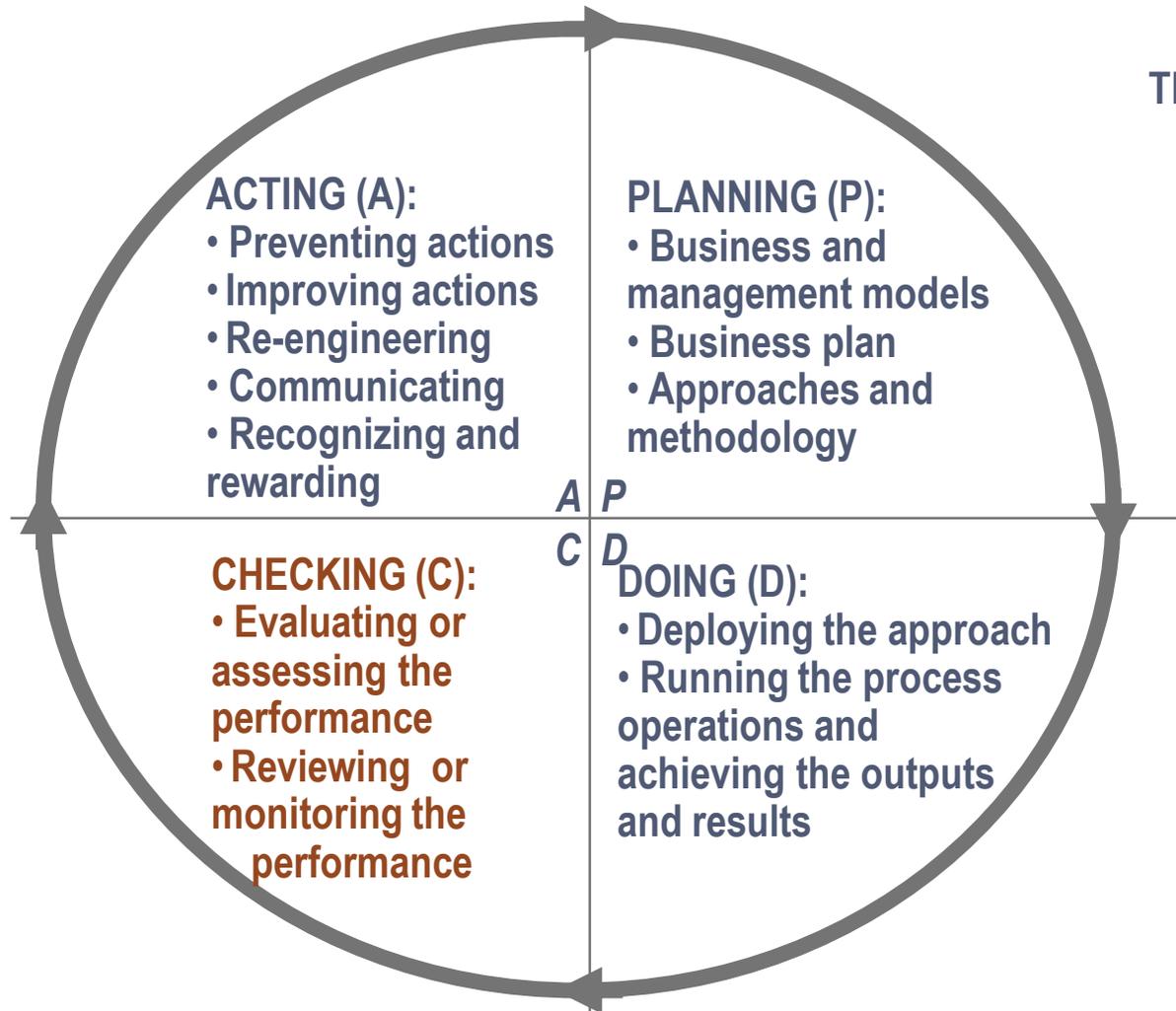**Risk management** is the well-established practice in developing and implementing quality management.

- In the educational organizations, risk management is a new issue, but the new standard ISO 21001 will bring it to them as a requirement.
- General guidance for the risk-based thinking and organizational practices are presented in the standard ISO 31000 (Risk management).

Educational organizations also need to meet requirements of **other managerial disciplines**, including privacy, information security, intellectual property and environmental protection issues. Several standards are available for managing these specific issues.

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Standardization and business reality

Standardization (requirement elements and guidance) / Consensus process

Standardization subject area

Practical implementation of the subject area

Organization A / Implementation elements A / Innovation process A

Organization B / Implementation elements B / Innovation process B

The PDCA approach: Integrating quality management with the general organizational management

ACTING (A):
• Preventing actions
• Improving actions
• Re-engineering
• Communicating
• Recognizing and rewarding

PLANNING (P):
• Business and management models
• Business plan
• Approaches and methodology

CHECKING (C):
• Evaluating or assessing the performance
• Reviewing or monitoring the performance

DOING (D):
• Deploying the approach
• Running the process operations and achieving the outputs and results

A | P
C | D

The triple PDCA approach:
   1. Operational control (rational activity)
   2. Continual small step improvement (rational activity), "Kaizen"
   3. Strategic changes (creative activity), "Breakthrough"

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Educational organizations as learning organizations

Attitudes, interests, and beliefs

Awareness and sensibilities

Domain of change

Skills and capabilities

"Pump effect"

Performance to the needs and expectations

(1) Guiding principles

Domain of action (operational activity)

(2) Theory, methods, and tools

(3) Management infrastructure (including quality management)

(Ref.: P. Senge, Learning organization)
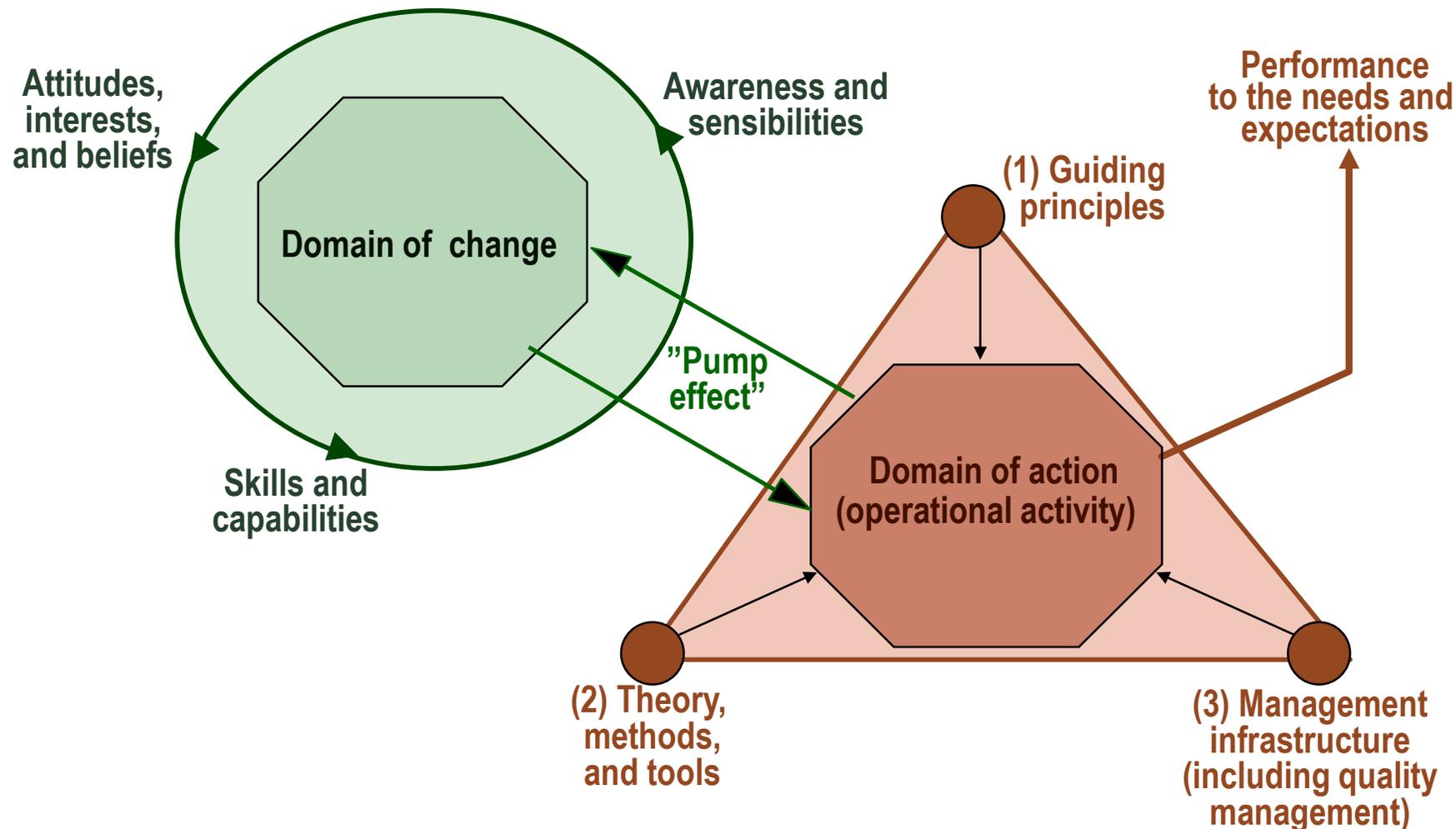
Conclusions: Quality management in educational organizations

With the standard ISO 21001 we are facing an unprecedented point in history when the educational experts have many opportunities to collaborate, share and innovate with each other and also with the experts of the quality discipline and with challenges:

1. To apply **professional quality principles, concepts and practices** in great variety of educational organizations **aligned** with the organizations of other field of the society globally.

2. To include quality management practices **integrated** within educational organizations' general management structures and activities.

3. To **improve** effectively and efficiently the degree of fulfilling the needs and expectations of all interested parties of education

**Note: Management of the organization <u>is not the same</u> as quality management.
Quality management is <u>not the same</u> as management of the organization.**

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