

QUALITY ASSURANCE IN PREUNIVERSITY ROMANIAN EDUCATION WITHIN THE EU INTEGRATION

VOINIA Claudiu Sorin¹, TUȘA Ana², SIMION Carmen³

Lucian Blaga University of Sibiu

Abstract

The Purpose of this work is to show the importance of quality assurance in Romanian pre-university education. The research objectives are: identification of quality performance descriptors of Romanian pre-university education, identify performance improvement indicators as Research methodology is documented by capturing the qualitative analysis. The results of the research led to the understanding of the extent to which quality Romanian preuniversity education management is, compared to Europe.

Keywords: *quality management, performance indicators, performance descriptors, quality*

JEL classification: *I21*

1.Introduction

After analyzing European and Romanian documents it appears that the quality of school education system in Romania is made based on European initiatives and documents. For objectives to be achieved an organizational

¹ *Phd.student, Faculty of Engineering Department of Industrial Engineering, " Lucian Blaga" University of Sibiu,Romania,voiniac@yahoo.com*

² *Phd.student, Faculty of Economics, Department of Management, " Lucian Blaga" University of Sibiu,Romania,ana_jhd@yahoo.com*

³ *Univ.ph.D.Professor, Faculty of Engineering, Department of Industrial Engineeringt, " Lucian Blaga" University of Sibiu,Romania, carmen.simion@ulbsibiu.ro*

culture of the system must be developed that facilitates taking quality as a top priority in the school system and the educational institutions. This assumption produces noticeable effects influencing everything that happens in educational institution: people working in the school from the principal to the last student newly entered the school, activities performed, and curriculum documents produced by the project management education institution to learning plans, products made.

2.General aspects of quality assurance in romanian preuniversity education

Quality education is all the features of a study program and its provider through which beneficiaries' expectations are met as well as quality standards. Management and quality assurance is the main function of the school development orientation towards increasing the quality of education provided by community members and the community at large.(1) Educational activity is recommended for the following quality management systems:

- ISO quality management system. Quality management systems are defined as all quality assurance procedures that accompany the design, development and delivery of a product or service.(1) ISO started with a working group established for this purpose, development of standards for social responsibility.
- The EFQM, is the fact that the European Foundation for Quality Management organization created in 1988 aims to achieve excellence regardless of their field of activity. The EFQM, published in 1991 is based on some elements of TQM system, a systematic approach to certain principles.

Regarding the assessment of the quality of education must be ensured realization of the main functions of assessing, improving current activity, providing feed-back for significant groups of interest, review and improve policies and educational strategies in the educational institutions that they to better serve the mission undertaken.(2).External quality assessment is not sufficient, it must be supplemented and sometimes replaced with self-evaluation. EU education policy encourages the need to create a culture of self-evaluation. There are self-financed projects dedicated to the EU Socrates project. Self-assessment is one of the key ways that ensure self-regulation,

optimizing and reviewing the operation and development of real-time learning organizations.(3)

The sustainability and quality assurance procedures depends on the educational institution to learn from experience, to develop, to apply the tools developed and to innovate.(4) Quality assessment is an integral part of institutional development cycle. Quality assurance is seen as an individual and institutional learning and aims to identify areas for development, personal development and institutional orientation towards beneficial directions. Romania is defined, in line with other European Union member states, its own position on school quality. Build quality education system is based on a number of guiding principles that will fundament criteria, standards, indicators and procedures.

These principles are:

- Quality education is centered on service users and education beneficiaries.
- Quality education is provided by institutions responsible.
- Quality education is results oriented.
- Quality education respects individual autonomy and is based on institutional autonomy.
- Quality education is promoted by educational leaders.
- Quality education provides educational actors and valuing human resources.
- Quality education is done through dialogue and partnership with institutions, organizations with direct and indirect beneficiaries of education.
- Quality education is based on innovation and diversification.
- Quality education unit addresses the educational process, in a systemic way.
- Quality education has as its objective to continuously improve performance.
- Quality education means interdependence between suppliers and beneficiaries involved in providing education.

Indicators according to which it aims to increase the quality of school education are:

- Internal Indicators - which include: educational resources (human and material), the processes of education and school life, the curriculum, etc..
- Indicators interface - which refers to the level of satisfaction of direct and indirect beneficiaries of education, visibility in the community and school partnership between school and community.
- Indicators relevance of education - a category which appeared recently relating to the usefulness and relevance of the education provided by the school for the current and especially future of individuals and communities, taking into account the visible trend of globalization.

2.1.Principles of quality and performance descriptors

Quality principles were developed based on the Common European Framework Model for Quality Assurance in Training (CQAF):

Quality Principle 1 - Quality Management

Management

- Management staff is actively involved in quality assurance and improvement organization, it elaborates the mission, vision and values of the organization as a result of consultative processes
- policy objectives of local, regional, national and European reflected in the goals / targets
- management staff develop strategic and operational planning documents (School Action Plan - PAS) and communicate through appropriate means to the stakeholders
- management staff shall ensure that the values and codes of conduct of the organization are visible in practice and it is a model of a culture of excellence
- head of the organization is directly responsible for the organization and supply quality educational and operational management of quality is ensured by the head of the institution or the quality coordinator appointed by him (Article 11.3 of the Law of quality assurance)

- management staff shall ensure that all staff and stakeholders are involved in quality assurance and supply educational organization
- division of responsibilities between the management team and the Evaluation and Quality Assurance (CEAC) is clear and effective
- quality improvement recommendations are discussed with the CEAC and implemented where possible

Quality Principle 2 - Responsibilities of Management

The organization ensures effective management of all the processes of supply of education and training and the development of learning programs.

Management

- Management staff demonstrates active support and involvement in the development and quality learning programs and other services provided by the organization, management staff work effectively to improve the performance of the organization and to support all students
- Management staff effectively oversee the strategic direction and constantly monitors the quality of teaching, practical training and learning, student achievement and all services provided by the organization
- Regularly departments / divisions make reports to the management, using specific indicators
- learning programs / school-based curriculum (CDS) / local development curriculum (CDL) are approved by management and other authorities, according to regulations and meet strategic objectives and the ethos of the organisation
- It promotes equality of opportunity and avoid discrimination in all activities and management staff regularly assess their performance

Quality Principle 2 - Responsibilities of Management

The organization ensures effective management of all the processes of supply of education and training and the development of learning programs.

Management

- Management staff demonstrates active support and involvement in the development and quality learning

programs and other services provided by the organization, management staff work effectively to improve the performance of the organization and to support all students

- Management staff effectively oversee the strategic direction and constantly monitors the quality of teaching, practical training and learning, student achievement and all services provided by the organization
- Regularly departments / divisions make reports to the management, using specific indicators
- learning programs / school-based curriculum (CDS) / local development curriculum (CDL) are approved by management and other authorities, according to regulations and meet strategic objectives and the ethos of the organization
- It promotes equality of opportunity and avoids discrimination in all activities of senior management regularly evaluates its performance

Quality Principle 3 - Resource Management

Physical resources

- School areas, administrative and auxiliary equipment (including ICT) materials, educational resources are reviewed / changed regularly to be updated and relevant education and training needs, different learning styles, learning programs requirements, standards training
- School areas, administrative and auxiliary equipment (including ICT) materials, educational resources are appropriate specialty (where applicable) and meet current industry standards
- Students, including those with special needs, have access to learning resources, school and auxiliary spaces that meet their needs, are suitable for both effective study group and the individual one and are accessible to all students
- School areas, administrative and auxiliary equipment, materials, educational resources are available to all stakeholders, staff and student groups are indicated by signs and are easy to locate

- Review of the learning program takes into account the suggestions of students, staff and other relevant stakeholders on improved learning environment
- There are procedures to monitor technological progress and important innovations are implemented where possible

Personnel management

- Management staff identifies minimum requirements in terms of qualifications and experience of teachers according to type and specializations / qualifications in education offer
- All staff are employed in accordance with the law
- All staff roles and responsibilities are understood and the authority positions are recognized
- all staff performance is effectively monitored and evaluated as an evaluation strategy that results in action plans and improvement

Quality Principle 4 - Design, develop and review learning programs

The organization is receptive to the needs of all stakeholders in developing and delivering learning programs

Quality Principle 5 - Teaching, training and learning practice

The organization provides equal access to learning programs and supports all students.

Quality Principle 6 - Assessment and certification of learning

The Organization use effective monitoring and evaluation processes to support student progress.

Quality Principle 7 - Evaluation and Quality Improvement

Organizational performance is monitored and evaluated, the self-assessment process has as a result the improving plan, improvements are implemented and monitored.

The self assessment process

- Management staff is committed and actively involved in the process of self-evaluation, self-assessment process is systematically conducted annually with all staff and take into account the views of all internal and external stakeholders
- Policy on self-evaluation is clearly communicated to all stakeholders and is understood by them

- All aspects of the organization, including learning programs and other services, shall be subject to self assessment
- To monitor the effectiveness of learning programs and other services offered by IPT unit using appropriate tools and benchmarking (comparison with best practice in the field)
- Are the specific instruments (eg questionnaires, interviews, focus groups, etc..) To identify the "satisfaction" of beneficiaries
- Performance is analyzed based on key performance indicators internal and external targets established to identify new targets for improvement; rigorous self-assessment results to identify priorities and set ambitious targets for improvement and action planning
- There are procedures for internal monitoring and validation of the findings made during the process of self-evaluation and assessments on the evidence presented
- self-evaluation process report is approved by the management team, the self assessment process is externally monitored and self-report process is externally validated by representatives of school inspectorates.

The improvement process

- Procedures for developing strengths are established, for solving weaknesses and implementing improvements and outcomes of self-evaluation report and are used as resources for further development
- All staff members are involved in continuous quality improvement

Conclusions

The increase of quality, related to institutional development means:

- a better response to the needs expressed by community members, school customers, unsatisfied educational needs of individuals, groups, communities and society as a whole are weaknesses, failures on the quality of education provided;

- progress in the manifestation of the fundamental values of the school in achieving the common vision on education, shared by members of an educational community, and mission undertaken in achieving the aims and objectives of institutional development.
- Quality assurance in education and training in Romania, European and even the recommendations we place ourselves at the forefront of European approaches.
- Quality assurance implemented in Romania meets the 4 steps: planning, implementation, evaluation, revision while defining a methodology for quality assurance an important role is self-evaluation.

References

- S. Cristea,(2003), School organization management, Didactic and Pedagogical RA, Bucharest
- Hohan I., (coordinator),(2004), A practical guide for the implementation of quality management in organizations IRECE Publishing House, Bucharest
- Iosifescu S., (coordinating) ,(2001),Educational Management for Educational Institutions, Institute of Education Sciences, Bucharest
- Y. Ono, (2006),Total quality management, Niculescu Publishing House, Bucharest