THE MANAGEMENT OF THE QUALITY IN EDUCATION INSTITUTIONS IN THE ECONOMICAL RECESSION PERIOD

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Abstract. *The paper analyses the utility of the implementation of the European Qualifications Framework (EQF) and of the National Qualifications Framework as tools for a better use of human capital and for increased quality and competitiveness of the Romanian education, as well as it's adaptation to the requirements of the labour market. From this perspective, we shall analyse the new trend influencing the labour market and the changes in the interactions between the educational services market and the labour market.*
We shall also discuss the main strategic choices available for the Romanian education institutions in order to successfully integrate the *European area of education and research.*

1. INTRODUCTION

Education and training are crucial to economic and social change. The flexibility and security needed to achieve more and better jobs depend on ensuring that all citizens acquire key competences and update their skills throughout their lives.1 Lifelong learning supports creativity and innovation and enables full economic and social participation.

The following areas will need particular effort:

• *Raising skill levels:*

People with low skill levels are at risk of economic and social exclusion.

Continued high levels of early school leaving, low participation in lifelong learning by older workers and the low-skilled, and poor skill achievement among migrants cause concern in most countries. Further, future labour markets in a knowledge-based economy will demand ever higher skill levels from a shrinking work force.

Low skills will become an ever greater challenge.

• *Lifelong learning strategies:*

Most countries have made progress in defining unified and overarching strategies. Within such frameworks, progress is evident in pre-primary education, qualification frameworks and the validation of non-formal and informal learning.

However, innovative learning partnerships and sustainable funding for high quality, efficient and equitable education and training still elude many countries, the more so as the growth of investment appears to have slowed. Particular attention must also be given to lifelong guidance. Ensuring that reforms are effectively implemented is an important challenge to all.

• *The knowledge triangle (education, research and innovation) :*

The knowledge triangle plays a key role in boosting jobs and growth. So it is so important to accelerate reform, to promote excellence in education and partnerships and to ensure that all sectors of education and training play their full role in promoting creativity and innovation.

2) PROGRESS MADE IN A NUMBER OF AREAS

There were registered progress in a number of areas. This does not mean that progress is uniform or that efforts can be relaxed. The pace of reform remains a major challenge. But in the following areas most countries have put reforms in place or are in the process of doing so.

2.1. Lifelong learning strategies and qualifications systems

Explicit lifelong learning strategies, which set out national policy priorities and how different sectors relate to each other, were developed by the majority of countries.

Portugal, a nationwide network of Centres for the Recognition, Validation and Certification of Competences (RVCC) was established in 2000. Currently nearly 250,000 adults are going through the validation process. The centres provide assessment and validation of competences for specific qualifications. The certification process includes an examination by an external jury and complementary training, if necessary.

2.2. Pre-primary education

The importance of pre-primary education is increasingly recognised throughout Europe. Its capacity to contribute to both efficiency and equity is reflected in the development of new approaches and policies. Revision of teaching content, capacity building of teachers, extension of compulsory schooling to parts of the pre-primary level1, quality assessments and increasing investment, for example through increased numbers of staff in pre-primary schools, each find their place.

2.3. Higher Education

The modernisation of higher education is crucial to the knowledge triangle.

2.4. Education and training in the broader EU policy context

This reflects their important contribution to implementing the integrated guidelines for growth and jobs.

3. AREAS WHERE PROGRESS REMAINS INSUFFICIENT

3.1. Implementation of lifelong learning

Implementation is still the greatest challenge for lifelong learning strategies. It needs strong institutional commitment, coordination and partnership with all relevant stakeholders.

Sustained effort can translate intentions into policies, which, in turn, deliver results.

Appropriate dissemination arrangements and improved investment are vital. A lot remains to be done.

3.2. Basic skills for all

Europe has far too many young people leaving education without the skills they need to participate in the knowledge society and to move smoothly into employment.
They face the risk of social exclusion. Further, they are effectively shut out of lifelong learning early in their lives.

3.3. Teacher education and training

No other in-school aspect influences student performance more than the quality of teacher education..

Teachers and trainers are challenged by a growing heterogeneity of classes, a demand for new competences, and the need to pay close attention to individual learning needs. Increasing school autonomy brings further tasks.

Large cohorts of older teachers will have to be replaced in the near future. The profession must be made more attractive.

However, current systems of teacher education and training often fail to give teachers the training they need.

This is particularly so for continuing teacher training and professional development. In-service training for teachers is compulsory in eleven Member States**.**

3.4. Higher education: excellence, partnership and funding

Measures to achieve excellence in higher education institutions should focus on education, research and knowledge transfer alike. Currently, teaching is addressed less often. The proposed European Institute of Technology and Innovation will inspire change in education and research institutions by becoming a reference model for integrating education, research and innovation.

In Germany, the federal and state governments have launched an initiative for excellence that provides an extra €1.9 billion between 2006-11 to boost top level research at universities selected on a competitive basis. The initiative includes three action lines: graduate schools; clusters to link university research, extra-university research and enterprises; and comprehensive strategies for top research universities.

Increasing investment, including from private sources, remains a challenge. At the same time, equitable access to a large diversity of study and research programmes must be ensured.

Several governments have instruments to stimulate private investments such as tax incentives, public-private partnership or sponsoring schemes.

3.5. Adult participation in lifelong learning

Adult participation in lifelong learning is no longer on track to achieve the EU benchmark.

Greater efforts are still required to raise skill levels in the population and to achieve flexibility and security across the labour market.

The overall figure hides an important imbalance: adults with a high level of education are more than six times as likely to participate in lifelong learning as the low skilled.

Low participation in lifelong learning of older workers and the low-skilled is a particular problem where participation rates are already low for the overall population. Further, there is a particular concentration of low skills among migrants. Demographic and labour market trends will lead to increased demand for high skills and fewer opportunities for the lowskilled.

More attention will have to be given to training these groups.

3.6. Attractiveness, quality and relevance of vocational education and training (VET)

Further work must be done to improve the quality and attractiveness of VET.

Some colleges have established advanced and comprehensive quality assurance systems, while others are still in a development phase.

APPLICATION: " QUALITY ASSURANCE IN EDUCATION - National College of Computers Science " Tudor Vianu" and Industrial High- School No. 19 (RATB)

PRESENTATION' S CONTENT OF APPLICATION

School's Mission

National College of Computer Science " TudorVianu" and Industrial High School No. 19(R.A.T.B) follow qualifying workforce for the IT and technical field, especially those in the first sector and 3rd sector, but also in other sectors and countries capeble to integrate themselves socially and professionally and to correspond to the exacting of the market economy at national and European standards, assuring a good and usefully training.

Education quality is ensemble of characteristics of a training program and its supplier, trough which the beneficiary expectations are fulfilled, as well as quality standards.

The assurance of quality in education express the capacity to offer educational programs in keeping with the quality standards.

The education quality is assured by:
   - Educational factors (teachers, students, parents, school board etc.) – with a role in producing and generating quality education;
   - The committee for evaluating and assuring the quality, which has a role in quality assurance and in the internal evaluation of the education's quality;
   - Scholar Inspectorate, which has a role in quality control;
   - The Romanian Quality Assurance Agency for the Pre-academic Education, which has a role for an external evaluation of the education quality.

Beside any legal foresight, the education quality is produced, generated, ensured at the fundamental education level, that between teacher and student, but it is defined and acknowledged at the levels of the education beneficiaries.

Quality's principles:

1) Quality's Management

Quality's Management system secures learning program's quality and promotes continuous improvements.

2) Management's Responsibilities

The organization provides leadership and management, both being characterized by efficacy in what is represented by quality and progress of learning.

3) Resource's Management

The organization offers the pupils an ensured, healthy, support providing environment. Also, the organization ensures that the programs are provided and evaluated by a high trained stuff.

4) Design and Development

The organization is responsive to the needs of individual business and community's operators and to the various needs of students.

5)Teaching -Learning

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

6) Learning's Assessment and certification

The organization uses efficient assessing and monitoring processes to support students' progress.

7) Measurement and analysis

Organizational performance is monitored and evaluated and steps are established to improve the quality assurance and self-evaluation.

8) Improvement

The self-assessment process of the organization leads to an improved planning; improvements are implemented and monitored .

Why do we need quality in education?

Schools need quality in education for:
 - To compete in the educational environment, in order to fund each pupil, funding required by this process .
 - To enjoy a prominent position in a local national regional European plan;
 - To obtain a favorable score in comparison with other education units from the same category To revive confidence in school and in Romania's education as a mean of social promotion.

Teachers should provide quality education for:
- Fixing social recognition and professional status ;
- To get a better salary;
- To enjoy parents' and students' trust;
- To revive in Romania respect.

Pupils need quality in education in order to:
 - play using the obtained skills, an active part on the labor market ;
- select appropriate education institution and to successful candidate for further study;
- successfully integrate into a society of knowledge and cope with change

Parents need quality in education in order to:
- Trust that the chosen school determinates their children's progress;
- Be sure that the offered education is relevant for their children's future;

- Not having to resort to meditation and other forms of further training of their children

The activities performed by CEAC from the National College of Computer Science " Tudor Vianu" and the Industrial High School No.19(RATB):

Preparing and sending to ISMB the form of internal monitoring of the school quarterly.

Development and implementation of the following procedures:

-learning styles procedure;

-application of questionnaires to achieve feed-back procedure;

-monitoring educational training process procedure

Have been developed and will be implemented procedures on:

- Promoting school results ;
- Promoting educational offer;

-Solving cases of medical emergency;

- Corrective actions;
- Promote school image;
- Providing answers to the beneficiaries of educational services:

-development of CDS and CDL;

- monitoring activities of training practice ;

-disciplinary measures for disciplinary violations;

-Preparing and sending the "Internal self-evaluation report" to IS;

-Creating the "Improvement plan" for the weaknesses reflected in the internal self-evaluation;

-Preparation and submission to IS of the "Annual report of intern evaluation";

-Documentation and providing information on quality principles , to prepare reports of inspection by the Commission designated by ISMB;

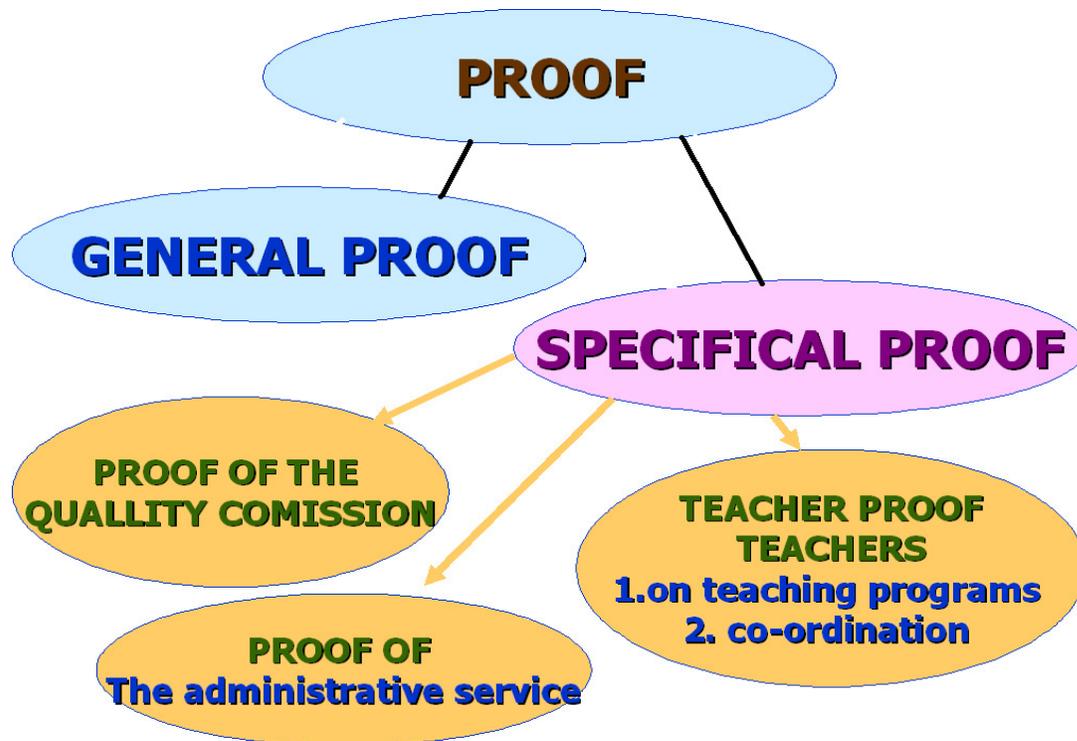- Development and maintenance SAP (School Action Plan 2009-2010);

Experience in quality assurance in school - examples of good practice

- Identification of learning styles at the class level
- Identifying students with special educational needs
- Preparing lesson plans using teaching-learning -assessment strategies for differentiated learning
- Meetings at department level :
- preparing work sheets, evaluation files
- Sharing of experience at the level of curricular areas:
  - Open lessons, workshops
- Teachers improvement :
  - Classes in school and in collaboration with CCD
  - Teaching Degrees
- Monitoring of teaching learning activities, assessment of the monitoring team
- Meetings of the monitoring team to carry on with the plan for improving the activities

EVIDENCE CLASSIFICATION :

GENERAL PROOF:
- PAS, PLAI, PRAI
- School's marketing materials (school offers, flyers, e.t.c.)
  School's schedule
- Presentation of the CDS offer
- Rules of procedure
  Billboard
- Presentation of the skills classified list
- The database with the graduates situation
- Schedules with the differentiated activities (recovery, performance)
- Scholar catalogs
- Work folder

PROOF

GENERAL PROOF

SPECIFICAL PROOF

PROOF OF THE QUALLITY COMISSION

PROOF OF The administrative service

TEACHER PROOF TEACHERS
1.on teaching programs
2. co-ordination

SPECIFICAL PROOF: Boards work document:
Folders with Board's plans :
-activity report
- Folders with questionnaires
- Folders with files of lessons observation
- Folders with verbal statements
- Teacher's folders

Administrative service evidence (secretariat-accounting) -1-
- Specific accounting documents
- Job card and job description
- Verbal records and internal notes
- School student records
- Differential exam folders

Administrative service evidence (secretariat-accounting) -2-
- Sheets completed by graduates' head teacher
- The graduate situation database
- Diverse training sheets
- School archive records

TEACHER EVIDENCE
PERSONAL LEARNING PROGRAM EVIDENCE -1-
- school programs
- calendar planning
- planning units of learning
- test models : initial, along the way
- Worksheet models
- personal student records

TEACHER EVIDENCE
PERSONAL LEARNING PROGRAM EVIDENCE -2-
- assessment sheets (for students and teachers) of several lessons
- questionnaires for communication management
- Specialty articles
- continuous development evidence

- activities accepted at "ISMB", "M.Ed.C." level

TEACHER EVIDENCE

HEAD TEACHER EVIDENCE
- Educational activities folder
- questionnaires to set the students' learning style (accompanied by student answers)
- "CDS " option sheets
- verbal records of class Teacher Council meetings, parent-teacher meetings and so on
- verbal records for discussing the scholar situation at the end of a semester
- diverse head teacher work documents

EVIDENCE SELECTION

It is done depending on the category of which they are a part of:

1. GENERAL EVIDENCE - is selected depending on its specificity towards all the staff.

2. SPECIFIC EVIDENCE - is selected by the committee, administrative service and by the teachers

KEEPING THE EVIDENCE

It is done depending on the category of which they are a part of :

1. GENERAL EVIDENCE - is kept depending on its specificity by the directorate, the administrative service or the quality commission

2. SPECIFIC EVIDENCE - is kept by the commission (at the commission office), the administrative service (secretariat, accounting, archive), and the teacher sheets are kept either commission office, or by the teachers

CONCLUSION

Education and training can contribute to overcoming socio-economic disadvantage. But it may also perpetuate it. Inequity in education and training brings huge costs. These are often hidden, but are no less real. Ensuring equity of access, participation, treatment and outcomes must therefore remain a priority.

The economic integration of Romania into European Union is important for the sustainable development of our country not only under the circumstances of traditional models of economic growth, but in the light of the increasing role of knowledge-based society and digital economy, the core of which are the increasing contribution of intellectual

property represented by large variety of intangible assets.

The narrowing of digital divide, technological gaps and R&D discrepancies between Romania and the developed member states of the EU is depending to a greater extent of promoting in our country the increase of the quality and .

the contribution that could be obtained by an increasing amount of intangible assets.

Teachers need better professional preparation and continuing development. This will improve education and training outcomes. Involving teachers and trainers in innovation and reform is also very important.

The way forward:

• More education to raise the qualifications of young workers.

• On-going training to upgrade skills to keep pace with changing needs.

• Extension of the retirement age and removal of disincentives to work beyond the retirement age.

• Policies and incentives to facilitate part-time work so that those who are unable or unwilling to work full-time can still participate in the work force.

- Implementing lifelong learning to achieve efficiency and equity.

- Innovation and creativity: education as a key element of the knowledge triangle

Education is fundamental to the knowledge triangle, and so to boosting jobs and growth.

Pre-Universities are at the heart of the triangle. Centres of excellence which focus on teaching, research and knowledge transfer are vital. Much more needs to be done to enable higher education and business to work in partnership.

Research and innovation need a broad skills base in the population. Excellence and the key competences, particularly those relating to entrepreneurship, creativity and learning-to-learn, must be developed in all systems and levels of education and training. Both schools and VET have a major contribution to make to facilitating innovation. High-quality VET, for example, can contribute to innovation at the workplace.

- Improved governance: making best use of the results of Education & Training 2010

- Preparing for post-2010

 Reflections on an updated strategic framework for European cooperation in education and training should therefore start now. Given the crucial role of education and training to the Strategy for Jobs and Growth, this must be closely associated with the future development of the Lisbon process.

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