AGENŢIA ROMÂNĂ DE ASIGURARE A CALITĂŢII ÎN ÎNVĂŢĂMÂNTUL PREUNIVERSITAR

MINISTERUL EDUCAȚIEI NAȚIONALE

Meaning and effect of minimum quality standards for improving the quality of education

Constanța-Valentina MIHĂILĂ
ARACIP Vicepresident

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Who is ARACIP ?

- Public institution of national interest
- under the subordination of Romanian Ministry of Education
- with juridical personality
- with its own income and expenditure
- founded in 2005

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What does ARACIP?

- External evaluation of the quality of education provided by the school educational institutions and by other educational providers.

- It proposes to the Minister of Education standards and performance indicators for evaluation and quality assurance in education. **They are approved by Government Decision.**

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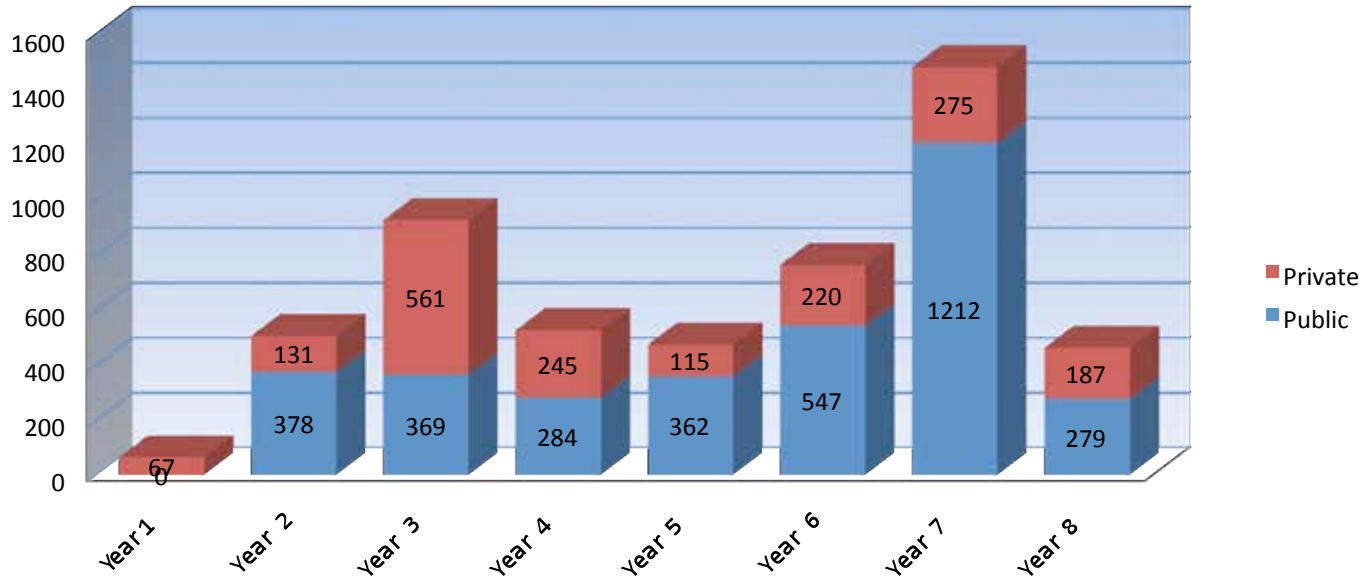
... And some results...

External evaluations: public education vs. private education



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The private education in the year 2013

Type of schools	Number
Kindergartens	569
Primary schools	106
Lower secondary schools	35
Upper secondary schools	116
Post secondary schools	263
Total	**1089**

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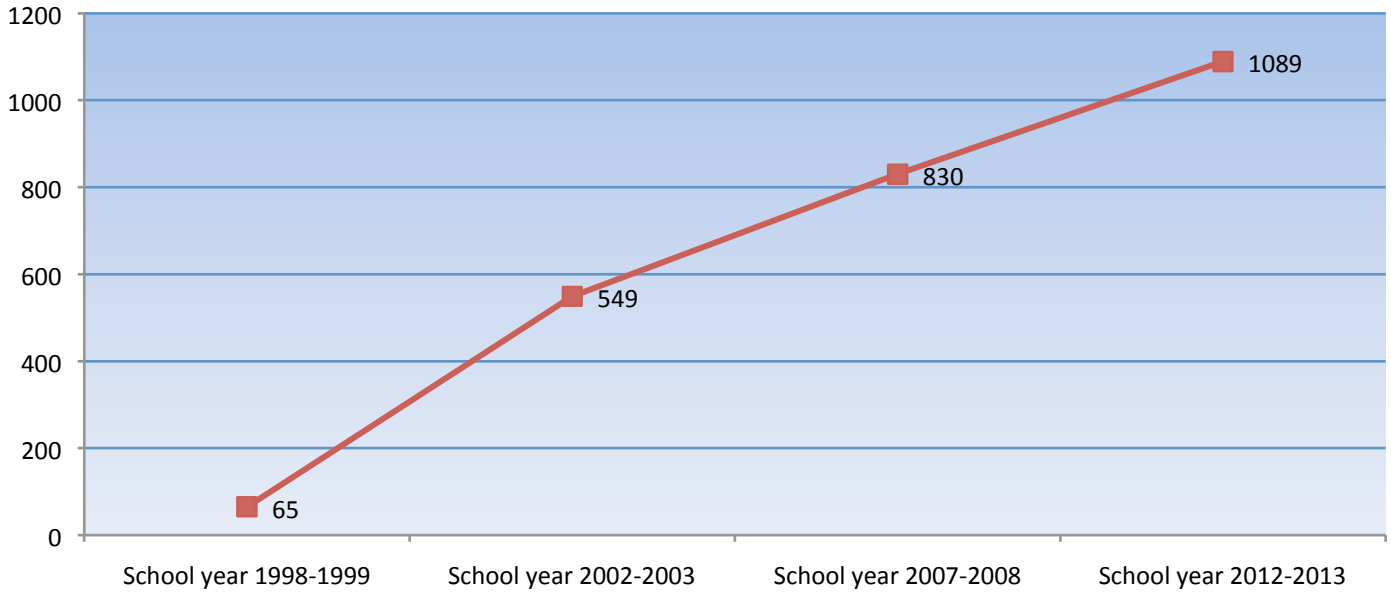
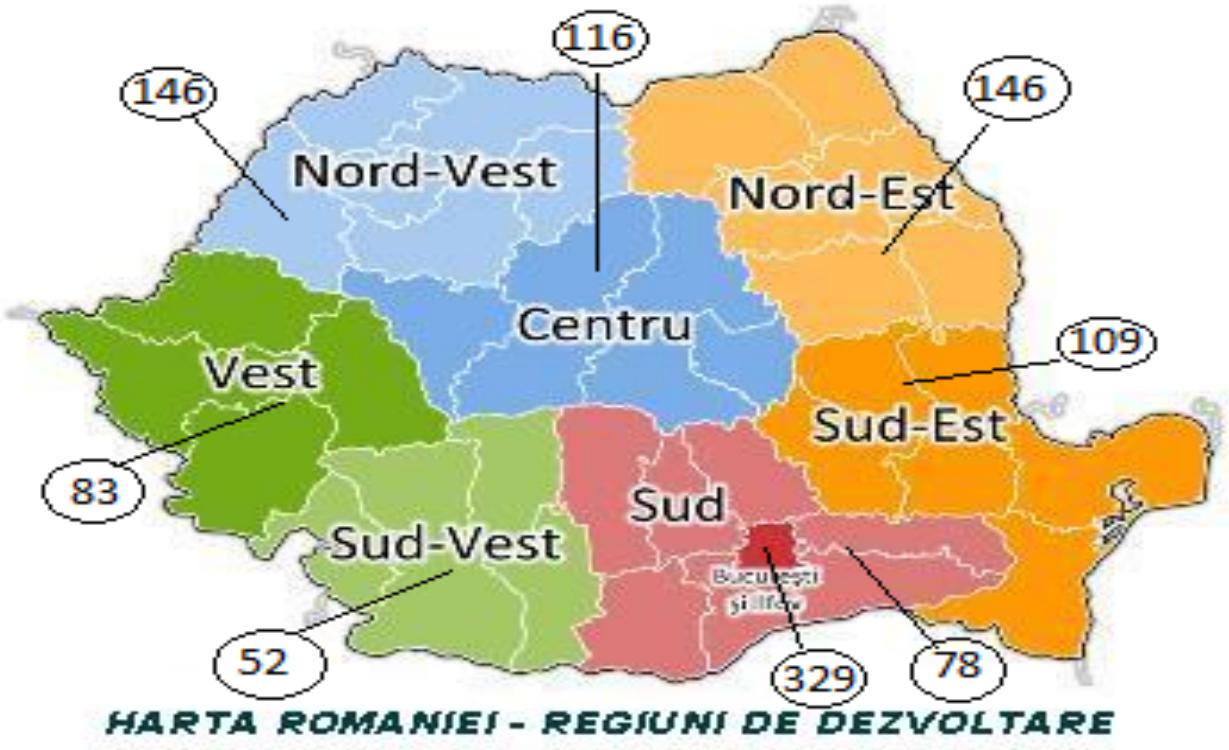
Agenția Română de Asigurare a Calității în Învățământul Preuniversitar

Numerical evolution of private schools



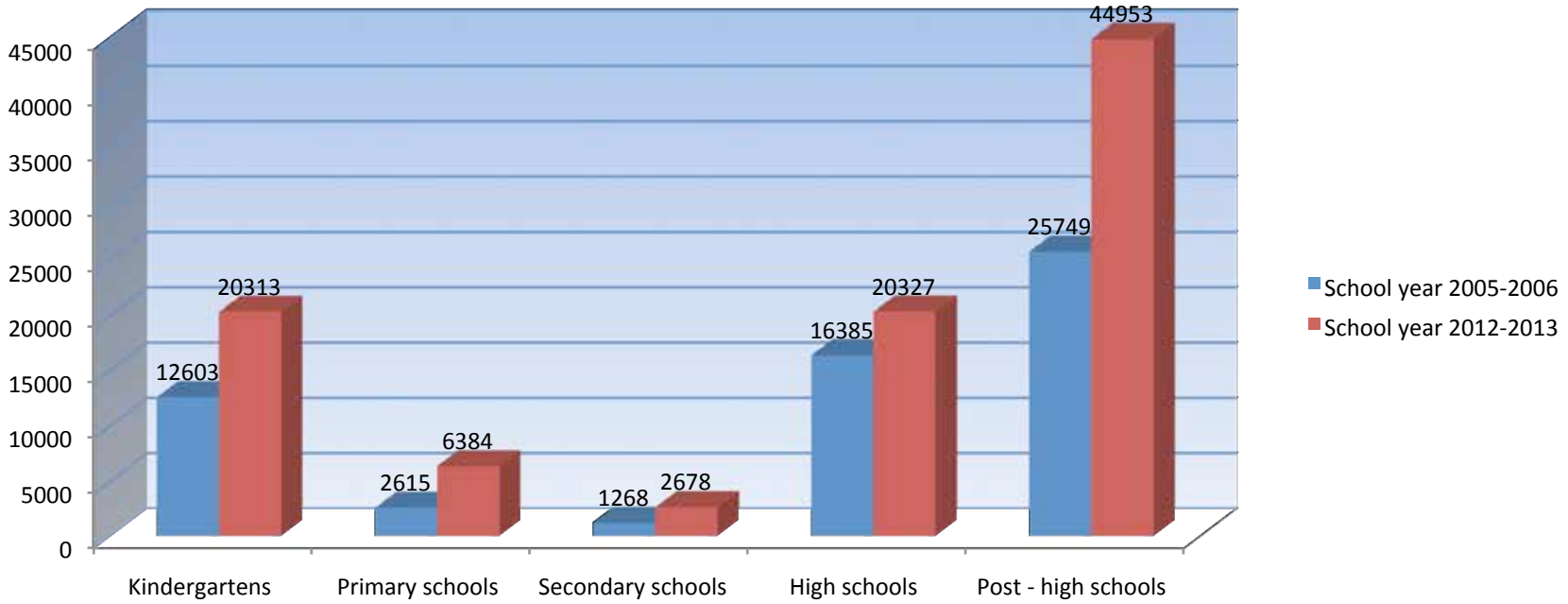
Agenția Română de Asigurare a Calității în Învățământul Preuniversitar

Distribution on development regions



Agenția Română de Asigurare a Calității în Învățământul Preuniversitar

Number of enrollments: 94655



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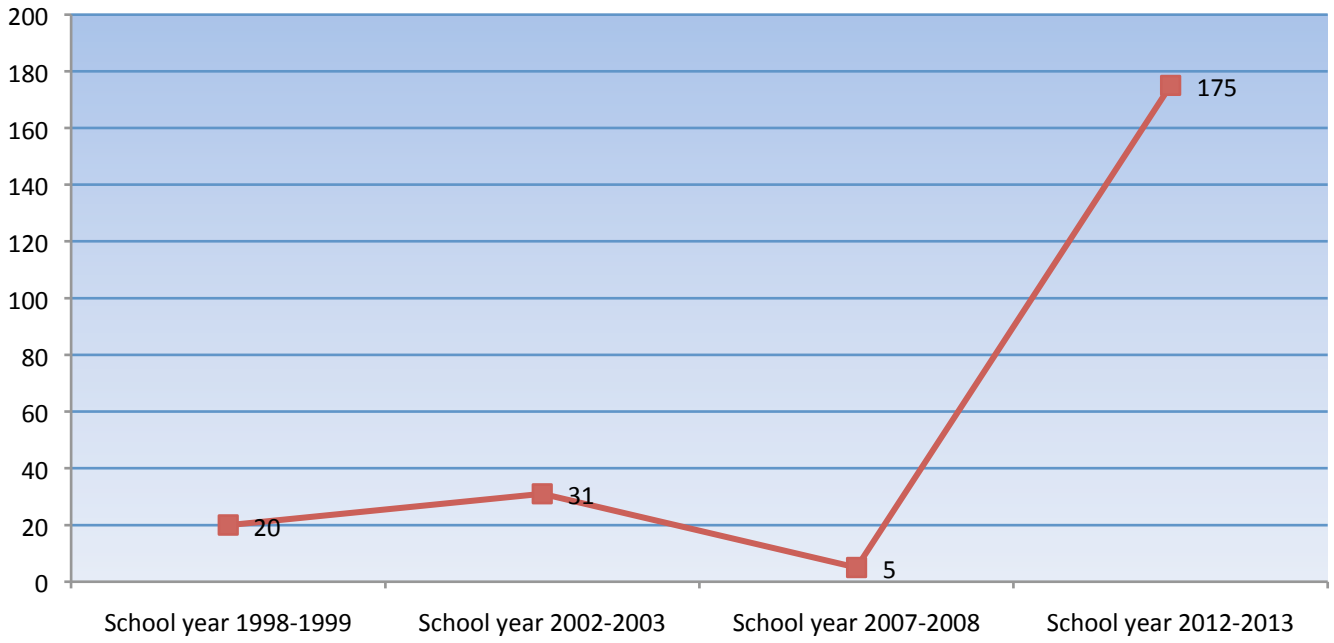
Simpozion
Martie 2008

Private sanitary post secondary education (1)

Evolution



Private sanitary post secondary education(2)

Number of schools: 175

Enrollment: 44048

(98 % of the enrollments in sanitary post secondary education)

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What does it mean “standard” ?

According NLE, *the standard*

”represents the description of the requirements submitted in terms of rules and outcomes, defining the **minimum level required** to achieve educational activities.

Any standard is submitted in general terms as **a statement**, and the result in a set **of performance indicators.**

The standards are differentiated on **criteria** and **areas** of interests ”.

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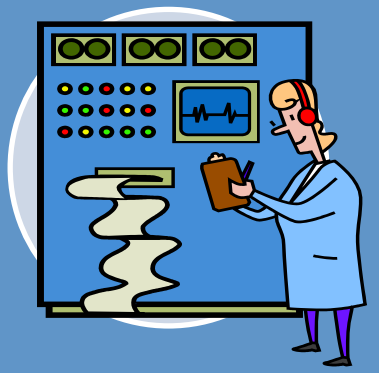
A. Institutional capacity

B. Educational effectiveness



C. Quality management

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What does it mean “quality of education”?

According NLE, *quality of education*

”it is the set of characteristics of a study program or vocational program and its provider, which **quality standards** and **expectations of the beneficiaries** are met ”.

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What does NOT mean “quality of education”(1)?

- Ensuring the school functioning .
- By default and a natural product of the "normal" functioning.
- A set of procedures, immutable, given once and for all times.
- Produced “on order” by the effect of a law or other legal act.
- Imposed on hierarchical way, by the head of the commission, director, inspector, ministry or ARACIP.

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What does NOT mean “quality of education”(2)?

- Conditioned by money and material resources, means “unmotivated" by the "lack of money“.
- Provided exclusively through external evaluation.
- Exclusive responsibility of the school.

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Which are principles behind the standards ?

- National
- Generals
- Identical for public and private system
- Unique for internal evaluation (self evaluation) and external evaluation
- Common for all the educational authorities having the role of evaluation, monitoring and control
- Correlated with the development stages of the school: functioning, development / progress.

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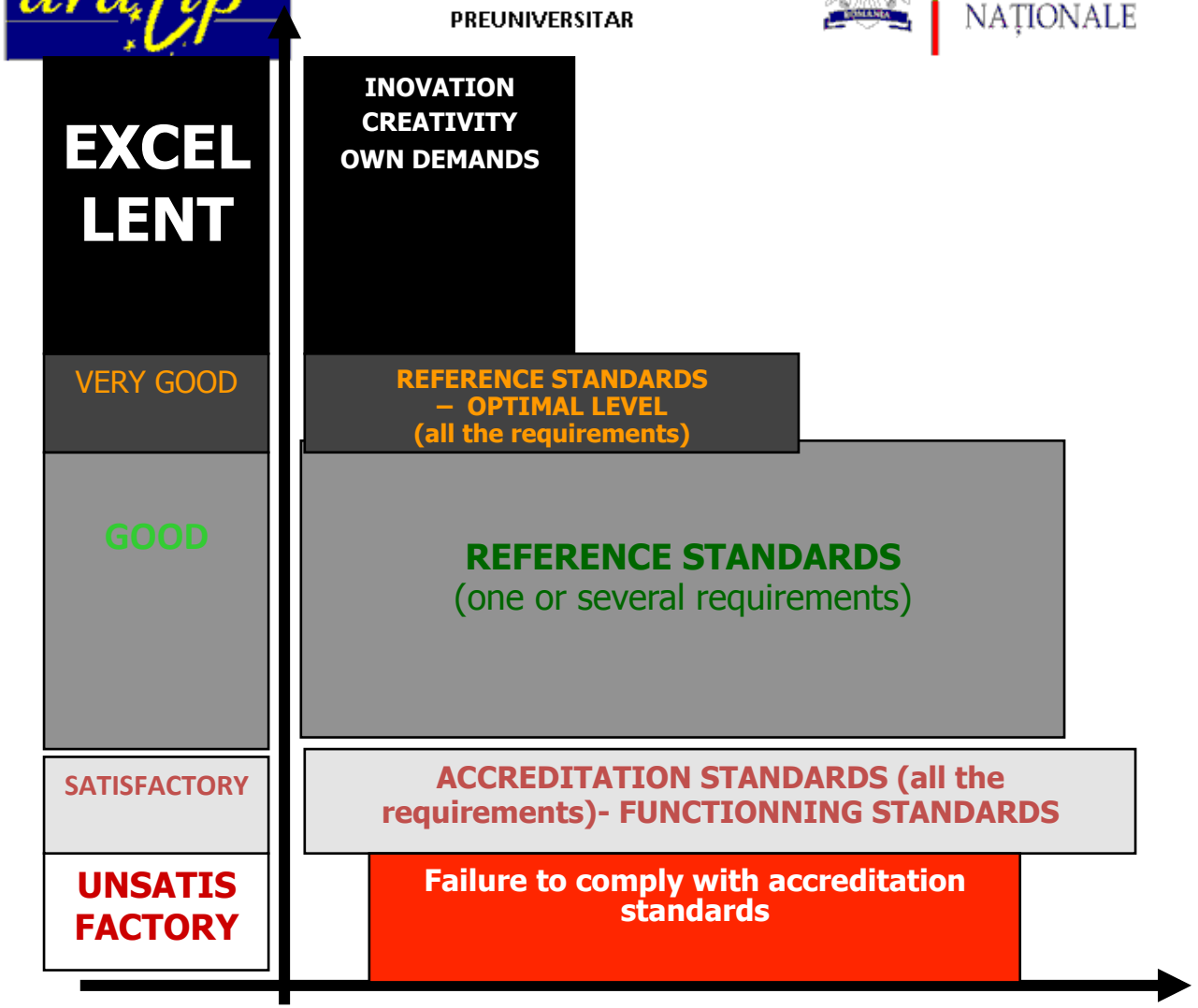

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An example (1)

Domain A. Institutional capacity

Criterion a) institutional, administrative and managerial structures

Indicator 1 – The existence, the structure and the content of the projective documents (project development plan and implementation plan)

Descriptors / requirements

1.1.1. The project development plan on medium term (3-5 years) exists, having at least the elements set out in the authorization phase.

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An example (2)

Domain B. Educational effectiveness

Criterion d) financial activities of the organization

Indicator 32 – Establishment of school budget

Descriptors / requirements

1.1.1. Using at least 25% of the achieved budget of the school for the development of own endowments (space, equipment, materials, auxiliaries used by pupils and teachers)

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An example (3)

Domain C. Quality management

Criterion c) objective and transparent procedures for the assessment of learning

Indicator 38 – The existence and application of learning outcomes assessment procedures

Descriptors / requirements

1.1.3. Periodic assessment activities of student satisfaction and / or their parents, and other relevant stakeholders (employers, local authorities, etc.) to school performance, extracurricular activities and general educational activities.

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Which is the meaning of the standards ?

- political will to grant rights and to establish obligations;
- the certification of the providers capacity to meet beneficiaries expectations;
- the protection of beneficiaries;
- the development of institutional culture of quality in schools.

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What effect do they have standards (1)?

- Orientations of the school on improving outcomes and well-being of each student.
- Transparency and communication with all stakeholders.
- Efficiency, computerization and reduce bureaucracy in the context of evidence-based decision.

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What effect do they have standards(2)?

- Self-assessment tool.
- "Compass" for external evaluation.
- Support for the personal development of students.
- Landmark of bureaucracy and arbitrary interference.

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Raport
privind starea calității
în sistemul de învățământ preuniversitar din România

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Dana Carmen STROIE
Viorel ȚIGĂNESCU
Zoica Elena VLĂDUT

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Report regarding quality of education status (ARACIP, 2012)

- 1023 schools evaluated, based on 24 performance indicators
- Representative sample by level of education, residence, subsystem (978 public, 45 private)

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Findings

1. inconsistencies internal evaluation-external evaluation, but ...

2. increasing the level of internal evaluation.

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3. 10% of the schools having legal personality do not meet accreditation standards ... so need support.

4. poor quality of the teachers: unqualified, substitute teachers, outdated teaching methods, staff turnover (1 of 6 teachers are newcomers, and nearly a quarter are commuters - continuity is positively correlated with student achievement).

5. 90% of schools have equipment on "medium" or "sufficient“ level. Number of hours of computer access for each student must become essential indicator on ICT.

6. the quality is lower, about 10%, in rural areas than in urban areas.

7. level of achievement of quality indicators in schools with structures is smaller than in those without structures.

8. *„Which school is better?”*, after three hierarchies:
- by **the merit** of each school (progress in relation to specific operating conditions / context and available resources);
- by the periodic external evaluation **results** (formula: Efficiency indicator x Rating given = Final Score)
- by the **degree of achieving** the projected objectives.

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9. evaluation culture began to gain ground in Romanian schools today.

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The research on the culture of quality (ARACIP, 2013)

- **Sample** - 2015 schools şi 14689 subjects, of which: 11077 teachers, 2397 pupils, 789 parents/ tutors, 426 representatives of Local Councils.
- **Theoretical model** (of analisys) – Geert Hofstede (4 of 6 dimensions):
  - Power Distance;
  - Collectivism - Individualism;
  - Masculinity - Femininity;
  - Uncertainty avoidance.

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Findings of the research:

High distance to power - but going down compared to 2002 :

- **smaller on schools regularly assessed and having trained staff , than in other schools;**
- more pronounced on three subjects (parents, students, representatives of local authorities) and less obvious to teachers;
- lower in urban than in rural;
- lower for women than men;
- regional differences: higher in SV-Oltenia region, lower in NE region.
- teachers of *language and communication* and humanistic areas are at a low power distance than colleagues in other areas.

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Findings of the research:

Ambivalent features on the individualism / collectivism axis, but with a greater orientation towards collectivism compared to 2002:

• tendency towards collectivism lower on schools regularly assessed and having trained staff, than in other schools;

•similar behavior of all 4 groups;

•more pronounced individualism on the young teachers (5-10 years) and on those who teach the arts, physical education and sport, specialized disciplines, and least pronounced on teachers over 50 years old;

•collectivism more pronounced among males than among women and higher in rural areas than in urban;

•regional differences: collectivism higher in SV-Oltenia region, lower in NE region.

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Findings of the research:

Ambivalent features on masculinity / femininity axis , with the same tendency towards masculinity identified in 2002 :

• on this dimension there were no differences in schools regularly assessed and having trained staff;

•tendency towards masculinity all 4 groups, stronger for students and parents and low for teachers;

•the greatest tendency to masculinity is manifested to teachers form SV-Oltenia region and the lowest in Center region;

•tendency towards masculinity is more pronounced on rural teachers, and on teachers aged 25-30 years with 3-5 years of work.

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Findings of the research:

Strong tendency to avoid uncertainty - but going down compared to 2002 :

• lower on schools regularly assessed and having trained staff, than in other schools;

•highest to teachers and lowest to parents;

•highest to teachers in SV-Oltenia region, S- Muntenia region, Bucureşti-Ilfov region, and the lowest in Center region;

• higher for teachers in rural areas compared to urban areas;

•higher on young people under 25 and on those over 50 year.

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What will make ARACIP to promote a new culture of quality ?

Focus the external evaluation :

- **results.**

- **school's ability to achieve expected results.**

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- In order to promote **the welfare** of learners, quality of education assessment will aim :

  - "Well-being" of children / students in school and in the activities organized by the school.
  - Inclusive and friendly character of school life.

- In order to promote **learning among pupils, teachers and organization**, quality of education assessment will aim :
  - Learning outcomes - value added and the progress of each educable.
  - Progress in qualification and professional development of all staff.
  - Real institutional development and consistency between designed and implemented.

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- In order to promote **staff professional development,** quality of education assessment will aim :
  - Teacher evaluation – focused on student achievement as "value added / created" and on the results of their own professional development.

- In order to **recognize the "right to fail"** to capitalize on mistakes by learning, quality of education assessment will aim :
  - Full completion of the "quality circle" and continuous quality improvement results.

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- In order to focus all activities in the school on achieving **learning outcomes**, quality of education assessment will aim :
  - The results of the students (and their progress) at **national** and **international** assessments**.**
  - Further development of graduates.
  - Consistency and continuity in institutional development.

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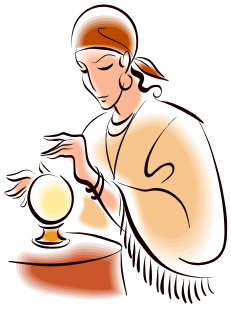

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