Introduction

Vocational training institutions (VTIs) in Latin America and the Caribbean have been making good progress in the development of their quality management systems. They have been applying, basically, three models that are currently highly regarded internationally, (a) the ISO Standards, especially those of the ISO 9000 family, (b) the model of accreditation systems for programmes and institutions, particularly those that have been developed in the sphere of higher education, and (c) the model of national and international quality awards (which in some cases include excellence prizes for school management). VTIs in the region are developing their quality management systems more and more through the application of one or more of these three models.

The aim of this book is to contribute to a greater understanding of the methodologies of these models and how they function, and to examine the feasibility of applying them in the VTIs in the region. To this end, the following subjects will be briefly dealt with:

a. An overview of the concept of quality applied to educational institutions (chapter 1).

b. A methodological and functional description of the three models in question (chapters 2, 3 and 4).

c. An examination of the ways in which the models complement each other, and an analysis of the factors involved in why the institutions might adopt one rather than another (chapter 5).

d. An analysis of the utility and applicability of the models in VTIs, and the conclusions and recommendations of this study (chapter 6).

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Chapter 1
The concept of quality and its application in educational institutions

The concept of quality has evolved in stages that correspond to different organization scenarios in productive systems. In an INEM[1] study on quality and training the following three stages are suggested:

First: The beginnings of "non-quality" control, from the industrial revolution until the Second World War. In this, the concept of quality was linked to detecting and solving problems stemming from lack of uniformity in the product, that is to say to checking the characteristics of the final product and discarding defective items. Statistical checking procedures were introduced, which made for a consequent reduction in final inspection levels, and the concept of quality that predominated in the 1940s emerged, whereby quality was gauged by the degree to which the final product conformed to initial specifications.

Second: Quality assurance: from the 1940s until the 1970s. In this period the Japanese economic miracle took place and the Deming Model, whereby quality was linked to satisfying the demand of domestic and foreign customers, became widespread.

Third: The end of the 20th century and the start of the 21st. This has been the period of total quality management, whereby enterprises make organizational changes so that all their departments are involved in the design and execution of quality policies. In this case, quality means that all the members of the organization participate and share responsibility.

According to Domínguez and Lozano in the INEM study, *"...in fact it is very difficult to distinguish when one stage ends and another begins be-*

cause focuses and quality systems have not developed in a uniform way in different geographical areas, rather they have been adapted to economic and social development in different places in function of the cultural and organizational context in each separate place". While this is true, the evolution of the concept of quality can still be condensed into the emergence of three main conceptual focuses that have developed from control to assurance and finally to total quality management (this is explained in greater depth in the box below).

CONCERNING THE EVOLUTION OF THE CONCEPT OF QUALITY

"... It is impossible to set out clearly delimited stages because each society, each culture, each economic system develops at a different rhythm and its demands and needs are also different, so the evolution and development of quality systems in each place have been formed at different times and in response to different requirements. However, if we simplify this panorama for the sake of clarity we can distinguish three conceptual focuses that can be associated with stages in the development of quality on a practical level.

The first has to do with **control** *or inspection of the final product, the second with* **assurance** *of the quality of the product through evaluating the processes involved in producing this good or service, and the third with the total* **management** *of quality, and this includes administrative management elements and the involvement of all the elements in the organization so as to establish a general quality system.*

In the first stage, **control** *or inspection was carried out either in the product preparation phase or when the product had been completely finished. The aim here was to rectify mistakes or reject defective products.*

In the next stage, **assurance***, the emphasis was on verifying that production processes were efficiently managed. There was an effort to do things well from the outset so as to avoid having to reject finished products, and thus, as well as trying to save costs, there is a guarantee that the quality of the product is up to the required standard. External and/or internal audits were employed to standardize processes and verify that they were being carried out correctly. This is a reactive stance in that the producer merely reacts to the customer's demands.*

In the last stage, which is **management***, account is taken not just production processes but all of the processes that take place in the enterprise. Quality management involves all the processes in the organization, or at*

"At the present time we find ourselves with, on the one hand, competition-type quality models which implicitly involve awarding prizes ... and on the other hand ... quality certification and assurance standards ... Both types have evolved and improved greatly, and this has made it possible to improve the concept of quality from models suitable for the needs of industrial society and manufacturing production to models from the information and knowledge society itself, in which services outweigh production".[2]

As we shall see in the course of this study, standards and models have been adapted so they can be applied in educational organizations, and this has not escaped a certain amount of controversy and debate. Some people think that many of these adaptations have been forced and "...*do not take account the specific nature of the educational process or the complexity of the people involved in this process"* and so educational organizations should *"opt for a model that establishes flexibility as its basic virtue, and has a guiding, motivating and open character that will serve as a frame of reference for establishing the process of improving management".*[3]

In an analysis of the various routes to improving quality in education, the Uruguayan Training and Production Centre (CECAP) stated that *"it is not*

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[2] Spanish National Employment Institute (INEM): "Tendencias actuales y futuras de la calidad en la formación", in *Calidad y formación: binomio inseparable*, INEM Publicaciones, Madrid, April 2003.

[3] INEM, op. cit.

valid to consider the concept of quality in education as one single thing that is evident, universal and neutral... When the term "quality" is applied to education it can have different meanings and is indefinite and ambiguous. These characteristics give rise to a paradox in the approach to this subject, which is that there is agreement on general matters and disagreement about details."[4]

In the Integrated Quality in Education Model (MICE - Modelo Integral de Calidad en Educación) proposed by the Inter-American Forum of Education Administrators (FAIE - Fórum Interamericano de Administradores de la Educación), *"...quality in educational institutions is a philosophy based on values, an organizational development policy and a way to put pedagogic principles into practice, geared to the permanent educational improvement of everyone involved in and committed to this, and under the best possible conditions".*[5] Consequently, *"...quality educational instruction is instruction in which the necessary inputs, the processes carried out (especially as regards teaching-learning) and the results obtained are in line with a theoretical model that caters to the philosophical principles and aspirations of the community that the institution is committed to."* (Lamas, A., 2002, quoted by Manes).

The Colombian National Accreditation Council (CNA - Consejo Nacional de Acreditación) has stated that "*quality in education has to do with a synthesis of characteristics which, on the one hand, allows recognition of the way that a specific academic programme or institution of a determinate type is fulfilling its mission, and on the other hand allows a judgement to be made about the relative gap between what is achieved and the optimum possible given its nature."*[6]

This means that an examination of the quality of an educational programme or institution will have to include some reference to academic results, to the means and processes employed, to the infrastructure of the institution, to the

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[4] Uruguayan Training and Production Centre (CECAP - Centro de Capacitación y Producción), Uruguay: "CECAP Competencias y Evaluación, dos vías hacia la mejora de la calidad en la educación". ILO/Cinterfor, *Technical Office Papers No.* 15, Montevideo, July 2005.

[5] Manes, Juan Manuel: "Modelo Integral de Calidad en Educación, MICE". Presentation by the President of the Inter-American Forum on Educational Administration (FIAE) at the "Foro Internacional de Modelos de Calidad y su aplicación en preescolar, básica y media", organized by CONACED, Bogotá, 2005 (file on CD).

[6] Roa Varela, Alberto: "Acreditación de la Educación: el reto del aseguramiento de la Calidad". Presentation by the CNA at the "Foro Internacional de Modelos de Calidad y su aplicación en preescolar, básica y media", organized by the CONACED, Bogotá, 2005 (file on CD).

qualitative and quantitative dimensions of the services rendered, and to the conditions under which each institution operates.[7]

In Chile the National Training and Employment Service (SENCE - Servicio Nacional de Capacitación y Empleo), on a quality management programme for Technical Training Organizations (OTEC - Organismos Técnicos de Capacitación), produced a self-evaluation guide for applying the NCh 2728:2003 Chilean Standard. In this we find the following: "*Put simply, a product or service is said to be of quality when it meets the customer's expectations, but in practice quality is more than this, it is what positions an enterprise above or below the competition, and what determines whether it will thrive or become obsolete in the medium or long term. Today quality is put forward as a synonym for good business management, and this translates into competitive products and services.*"[8]

In the conceptual grounding of the National Quality Award in Argentina we find an expression of an integrated conception of the various dimensions defined: "*... today we can establish certain attributes that, while not being exclusive, are characteristic of a quality organization. These are as follows:* **Results** *that fully and consistently satisfy everyone connected to the organization: clients, shareholders, employees, suppliers, and, in a general way, society as a whole; a* **Management System** *that ensures that these results will be maintained over time, and managers with a clear* **Vocation** *and a firm* **Commitment** *to continually improve results through constantly improving the management system*"[9]

Thus the evolution of the concept of quality management over time has led to the development of focuses, and later of models, that some people have understood and used as if they were exclusive. But after these were applied and evaluated many people now regard them as virtually complementary. We can sum up these developments in three key stages. First, the conception of quality as "*...'conforming to standards', that is to say, how well quality conforms to the specifications established for a product. Later ... as 'the satisfaction of customer demands and requirements', which also includes concern for the quality not only of products but also of processes. ... Then came a move to replace this by the concept of excellence, understood as 'the best possible' in terms of combining the different dimensions of an*

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[7] Republic of Colombia, Law 30 of 1992, whereby the Colombian higher education system was organized.
[8] SENCE, "Guía de Autoevaluación NCh2728 Versión 2003", Santiago de Chile, 2003.
[9] Taken from www.premiocalidad.com.ar

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organization. ...These three stages can also be seen a complementary dimensions in approaching the question of quality, that is to say all three can be components of a single quality focus. This focus can involve attention to standards, catering to the customer, and also an emphasis on quality in the management not only of processes but also of products or results. "[10]

Adapting these dimensions to the vocational training area makes it possible to identify three quality approaches that are already being applied by institutions in this field.[11]

- ***Quality as conforming to standards.*** This makes it necessary for the trainer and for the training itself to have some indispensable minimum content and some basic techniques or strategies that should be an integrated whole and easy to assess as regards how well functions are discharged, coordination and teamwork, and the prospects for innovation and improvement. This area can include conforming to processes carried out in relation to a standard like the ISO 9000, which specifies the minimum processes needed so that, when these are carried out consistently and duly documented, it is feasible to expect that good processes will lead to good results.

- ***Quality as adapting to customer needs, expectations and motivation.*** When it comes to vocational training the "customer" is the various actors involved, that is to say the productive system, enterprises, organizations, the family, and the society into which the people who are trained will be inserted. Besides this, obviously the participants themselves with their own individual nature and needs have to be catered to, and also "internal clients", i.e. the staff or teams in the training institution itself.

- ***Quality seen as a response to personal and social expectations and motivation through the creation of attitudes and knowledge.*** This level involves not only the intrinsic content of training but also management and organizational processes, so it includes the staff of the training institution working in a team and, above all, generating a culture that involves everyone in the organization in these processes and gives them responsibility, thus generating innovative ways of managing training.

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[10] ILO/Cinterfor, *Quality, relevance and equity, an integrated approach to vocational training.* Montevideo: ILO/Cinterfor, 2006. 95p. (Training features, 28).
[11] ILO/Cinterfor, *Quality, relevance and …*, op. cit.

The practices in which many institutions in the region are making good progress in applying the quality focus basically correspond to the three models that currently enjoy the greatest international recognition. These are the ISO Standards, especially the ISO 9000 family, the programmes and institutions accreditation systems that have been developed particularly in the sphere of higher education, and the national and international quality awards, which in some cases include excellence prizes for school management. In the next three chapters of this book we will look in detail at the conceptual, methodological and functional aspects of each of these three models.

Chapter 2
Characteristic of models
based on the ISO 9000 family of standards,
with reference to adaptations
for educational institutions

2.1 General observations

More and more vocational training institutions (VTIs) in Latin America and the Caribbean are applying international standards from the ISO 9000 family to develop quality management systems. These standards have evolved from the ISO 9000:1994, which put the emphasis on quality assurance, to the 9000:2000 version, which is more geared to quality stemming from a commitment by the institution to continual improvement. The ISO 9000 family of standards is oriented to quality management by processes and not to the intrinsic characteristics of the products or services that the institution offers, and the institutions that adhere to these standards do so "under the supposition that an organization which conforms to the principles implicit in the quality standard will consistently ensure the quality of its products and the satisfaction of its customers."[1]

These standards have been drawn up to assist firms of all kinds and all sizes to implement and operate efficacious quality management systems.[2] Thus the ISO 9000 Standard describes the basic elements of quality management systems and specifies their terminology, while the ISO 9001 specifies the requirements for quality management systems "applicable to all organizations that need to demonstrate their capability to provide products that meet their customer's needs and the regulations that apply to them."[3] These standards are applied in organizations for certification and contract purposes, and they are centred on the effectiveness of the system to satisfy the customer's needs.

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[1] ILO/Cinterfor, *Quality, relevance and…*, op. cit.
[2] The Colombian Institute of Technical Standards and Certification (ICONTEC - Instituto Colombiano de Normas Técnicas y Certificación), "Norma Técnica Colombiana NTC-ISO 9000 Sistemas de Gestión de la Calidad. Fundamentos y Vocabulario", Bogotá, 2002.
[3] ICONTEC, "Norma Técnica…", op. cit.

The ISO 9004 Standard, on the other hand, is not geared to certification or contracts, it is recommended as a guide for organizations that are seeking to continually improve their performance by using guidelines that take account of the effectiveness and efficiency of quality management systems, and the ISO 19011 Standard provides guidance about audits of quality and environmental management systems.[4]

The countries that subscribe to these international standards adapt them to specific activity sectors. This does not involve modifying the essential elements of these international standards, but additional elements are added to make it easier to apply them. For example, the Chilean NCh 2728 Standard for the certification of technical training organizations (OTEC) and the Colombian Technical Standard for Quality in Public Management (NTCGP 1000:2004) are developed versions of the ISO 9001:2000 Standard. This also applies to the guidelines designed to facilitate the application of this standard in institutions in the education sector such as the IWA 2, which was developed by an international ISO workshop coordinated by Mexico, the Colombian GTC 200, which was developed by the ICONTEC, or the Argentine Standardization Institute's IRAM 30000.

2.2 Methodological aspects

An organization that wishes to implement a quality management system to bring about continual improvement in its performance will have to apply the following eight **quality management principles** from the ISO 9000 family of standards:[5]

a. **Customer focus** (to understand current and future customer needs, and to meet customer requirements and expectations).

b. **Leadership** (unity of purpose and direction of the organization, commitment).

c. **Involvement of people** ("their full involvement enables their abilities to be used for the organization's benefit").

d. **Process approach** (the management of activities and resources as processes: "a group of activities that are mutually related or that interact, which transform inputs into results").

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[4] Idem.
[5] Idem.

e. **System approach to management** (contributes to effectiveness and efficiency in achieving objectives).

f. **Continual improvement** (as a permanent objective of the organization).

g. **Factual approach to decision making** (decisions based on the analysis of data and information).

h. **Mutually beneficial supplier relationships** (enhance the ability of both to create value).

The system develops by **stages** which include identifying clients' needs, establishing the organization's policy and quality objectives, determining the processes and responsibilities needed to achieve the quality objectives, providing the resources for these, establishing and applying methods to measure the effectiveness and efficiency of each process, and establishing and applying methods to continually improve the system.

Note that the **process approach** is so important in the ISO 9000 model that the organization must systematically identify and manage the processes employed, the interaction between them and their implications in terms of management. The "inputs" of the process will be basically made up from the perception of the customers' (and other interested parties') requirements, and the evaluation of results has to be based on information about the perception of these needs in terms of satisfying needs and expectations.

A survey of the organization's processes means considering aspects like understanding and complying with the requirements of the institution, analyzing the processes in terms of the value they contribute to achieving the organization's objectives, and establishing their sequences and how they interrelate.

Figure 1

Model of a quality management system based on processes[6]
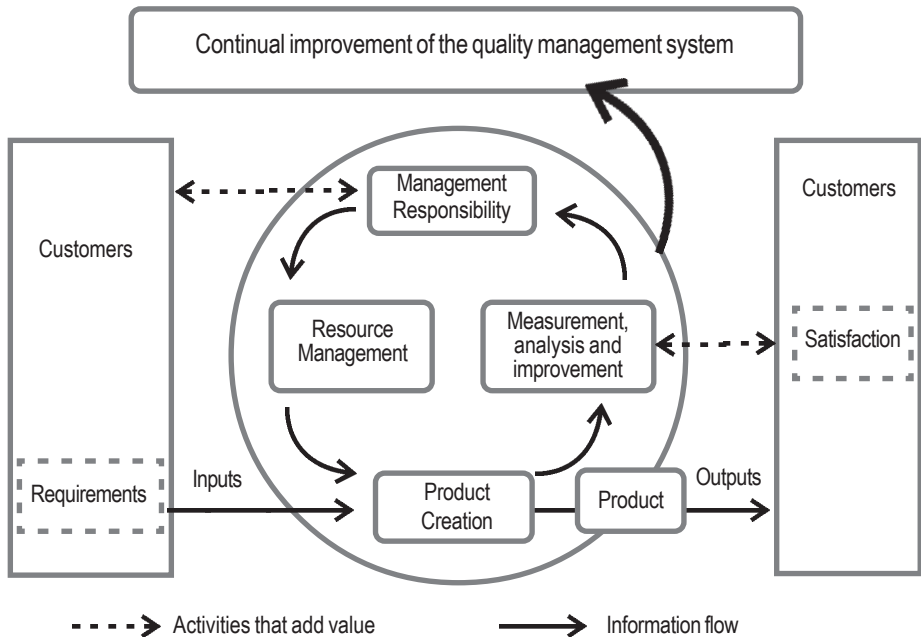
A quality management system that is properly constituted and in full operation must have a **policy** and some quality **objectives** as a framework of reference to guide the organization. Both of these are basic inputs for top management to carry out its mission to create an atmosphere in which the personnel are totally involved and in which the quality management system can operate effectively.

Besides this, for the quality management system to operate fully, criteria, procedures and methods have to be established to ensure that it works properly, that resources and information to keep it running are available, and that measurements are made and action taken to achieve the planned results and maintain continual improvement.[7]

The steps that an organization has to take for its quality management system to receive certification under the ISO 9001:2000 Standard can be summed up, in simplified form, as follows:

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[6] Idem.

[7] Uruguayan Training and Production Centre (CECAP - Centro de Capacitación y Producción): "CECAP Competencias y…" op. cit.

a. Decision by top management.

b. Setting the organization's quality policy and objectives.

c. Achieving commitment from the different levels involved.

d. Planning the setting up of the system (this can be formulated as a project).

e. Forming and training the work teams.

f. Self evaluation in accordance with the requirements of the standard.

g. Diagnosis of each process.

h. Standardization, documentation and implementation of the processes.

i. Establishing a quality manual.

j. Identifying which processes have priority for certification purposes.

k. Carrying out internal quality audits.

l. Taking corrective action.

m. Certification auditing by the accredited certifying body.

n. Certification by the authorized certifying body.

o. Maintaining and improving the system.

2.3 Functioning and advantages of applying the ISO 9001:2000 model in educational organizations and VTIs

As was mentioned above, various countries have been adapting international standards to apply them in educational institutions, and many VTIs in the region and individual training organizations have also been progressing in the certification of their centres and administrative and support services, using this standard or one of its local equivalents.

A large part of the experience in this area prior to 2003 was dealt with in ILO/Cinterfor's Technical Office Papers No. 12. This presented a series of case studies, namely the SENAI, the SENAC and the SENAR in Brazil, the SENCE for the technical training organizations in Chile, the SENA in Colombia, the INTECAP in Guatemala, the CONOCER in Mexico and the SENATI in Peru.

Since that time the number of VTIs that have decided to work towards ISO 9001:2000 standard certification has increased, and the list includes the Peruvian National Service of Occupational Training in Industry (SENATI - Instituto Nacional de Adiestramiento en Trabajo Industrial), the National Institute of Tech-

nical Vocational Training (INFOTEP - Instituto Nacional de Formación Técnico Profesional) in the Dominican Republic, and the National Training Institute (INA - Instituto Nacional de Aprendizaje) in Costa Rica. In addition, progress has been made by the National Training Service (SENA - Servicio Nacional de Aprendizaje) in Colombia, which grew from three certified centres in April 2003 to 18 in November 2005 (see box at the end of this chapter).

As was mentioned above, the guidelines to implement the ISO 9001:2000 Standard in institutions in the educational sector involve adaptations that do not modify essential components but introduce elements to facilitate application, but it should be borne in mind that there are big differences as regards the extent and scope of the changes. (It is not to our purpose here to deal with these differences in detail since they are numerous and extensive. The reader may research them directly if he wishes, by consulting the documents referred to in the footnotes, boxes and annexes of this book).

Quality management systems vary from one institution to another depending on the different educational objectives, teaching methods and administrative practices is each organization. However, all the institutions involved will have to **define their processes**, such as those for the provision of the pedagogic capability of the educators; the development, revision and updating of study plans and programmes; the admission and selection of candidates; follow-up and evaluation of the teaching-learning process; the final evaluation used to award the learner an academic qualification or certificate of competencies; support services for the teaching-learning process; supporting the learner until he can successfully obtain his academic qualification or certificate; and the measurement of educational processes.[8]

Similarly the **top management** (the person or group of persons in charge of the overall direction and control of an educational organization) should identify the factors that satisfy the customer's needs and expectations.

Some educational institutions are resistant to the ISO 9000 family of standards, and one of the reasons for this is that they baulk at the word ***customers*** to describe the people that their work and their mission is directed towards because they feel that this term has commercial overtones and is therefore not appropriate in the field of education. However, it is important to note here that the development of special guidelines to facilitate the application of these inter-

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[8] Tamayo Taipe, Miguel Ángel: "Presentación de la IWA 2", prepared by the General Coordinator of the administrative unit of the Project to Modernize Technical Education and Training, from the Mexican Public Education Secretariat (PMETYC-SEP) and the IWA 2 Secretary (for further information, see: www.sinoe.sep.gob.mx , ventana ISO IWA 2).

national standards in educational organizations has made it possible, both conceptually and operationally, to accept this term (which originally sprang from commercial or economic activity) to denote the beneficiaries and actors in educational processes.

According to the ISO 9000:2000, the **customer** is the organization or individual that receives a product. In this context, it is stated in the IWA 2 that in education or training the customer may be the learner *(the consumer)* or the person or organization financing the trainee, which could be the learner himself *(the customer or purchaser)* or the person or organization that ultimately benefits from the learning the trainee acquires *(the final user)*. In the IWA 2 this definition is supplemented with the addition of the interested party *(the person or group that has an interest in the performance or success of an organization, in accordance with the ISO 9000:2000)*, who might be the customer, parents' associations, other connected educational organizations or society in general.

According to the Colombian GTC 200, customers may be *"students, parents of families or others who do courses, organizations that contract educational services, employers, educational establishments that receive students from a different or lower training level, or organizations or persons that benefit from the education acquired."*[9]

According to the Chilean 2728 standard, the customer is *"the worker, enterprise, employer, internal customer (inside training organizations themselves), organization or group of enterprises that solicits a training service. The authority in overall charge can also be seen as a customer."*[10]

Lastly, according to ILO/Cinterfor itself, "*in the case of vocational training the 'customer' is the different actors, including the productive system, enterprises, organizations, the family and society in general, into which the population that is trained will have to insert. And also, obviously, the participants themselves, with individual characteristics and needs. The 'internal customers' also have to be borne in mind, these being the members or teams in the institution.*"[11]

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[9] The Colombian Institute for Technical Standards and Quality (ICONTEC - Instituto Colombiano de Normas Técnicas y Calidad), "GTC 200 Guía para la implementación de la Norma ISO 9001 en establecimientos de educación formal en los niveles de preescolar, básica, media y en establecimientos de educación no formal", Bogotá, 2005.

[10] The Chilean National Standardization Institute (INN - Instituto Nacional de Normalización de Chile), "NCh2728 Organismos Técnicos de Capacitación-Requisitos", Santiago, 2002 (at: www.chilecalidad.org).

[11] ILO/Cinterfor, *Quality, relevance and…*, op. cit.

In the ILO/Cinterfor reference document about Quality, relevance and equity: an integrated approach to vocational training, there is an extensive study of the consequences and implications that the application of ISO standards for quality management systems have had in recent years in the sphere of vocational training. Some of these are as follows:[12]

a. "Some VTIs have approached quality certification through their central offices, and from there they have expanded the application to their different services in general and their different centres in particular. Other VTIs started at their centres, first experimenting with the introduction of the quality focus and seeking certification for specific centres, services or processes, and then moving on from there to involve their whole structure."

b. Improving the quality of services becomes an instrument to guarantee the quality of results, and in the case of the VTIs in question this is expressed in the ongoing updating of the training offer, the pursuit of pertinence in relation to the social and economic context and to the participants, and improving opportunities for all persons to access knowledge.

c. Adopting the principles of quality, and the consequent progress through the process of seeking certification, generate valuable results in organizational learning since people's participation in the structuring, setting up, improving and documenting of processes leads these people to ask questions, to make the procedures explicit, to document them and then apply them, in a group work situation that calls for the application of new knowledge and previous experience, and demands and develops new kinds of learning.

One consequence of adopting this focus is that the institutions have to determine the quality of their pedagogic, support and administrative processes, and this means they have to confront questions about the relevance of the curriculum, the competence of teaching, administrative and technical staff, their linkages with employers to identify training needs, the suitability of classrooms and workshops for the training purposes in question, and the quality of their processes to register, evaluate and certify trainees and then insert these people in the target market.[13]

In the last few years some VTIs in the region have made good progress in developing their quality management systems under the ISO 9000 Standards. Here we present a sample of what these organizations themselves have to say about the advantages of applying this system:

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[12] Idem.
[13] www.cinterfor.org.uy/calidad 2005.

INA, Costa Rica: Improvements in the quality of the services offered, orientation to the customer, the standardization of processes, personnel who take more responsibility for quality, and worldwide recognition through ISO certification (www.ina.ac.cr).

INADEH, Panama: The quality assurance project has led to the training of staff, the writing of a quality manual, investment in infrastructure and equipment, the search for key factors, and clarification of mission and objectives. All this has resulted in a qualitative improvement in the institution's vocational training (www.cinterfor.org.uy/calidad).

CECAP, Uruguay: The recognition of processes linked to the main thrust of the institutions functions, recognition of the need to have accurate and systematic information as a base for decision making, the definition of improvement targets and goals, the promotion of a strong global commitment to the criteria of quality, and the contribution of a process guide to self-analysis within the institution (CECAP, op. cit., p. 43).

The Colombian Technical and Scientific Standards Institute (**ICONTEC** - Instituto Colombiano de Normas Técnicas y Científicas) has stated that *"The advantage of the ISO 9000 over other models is that it is recognized all over the world, in more than a hundred countries in Europe, in Asia and in North, Central and South America."* Certification has meant that the institution now projects an image of high quality educational services abroad, enjoys the confidence of society in general, and guarantees compliance with legal requirements. It has also benefited in that it is conscious of and focused on attaining its objectives, its documentation and how this is applied as a tool has improved, it is geared to objectives that add value, and communication between administrative and teaching staff and the educational community has improved. In addition, the costs of non-added value have been reduced, a culture focused on continual improvement has been implanted, and now there is a culture of measurement, analysis and improvement not only within the institution itself but also in all the organizations it cooperates with. Besides this, the institution has benefited from acquiring learning in that staff competencies have improved, processes and methods have been defined and it is possible to accumulate knowledge. Another advantage is effectiveness, since productivity has been raised and resources are better used. There is also greater efficiency because efforts, methodologies, objectives, indicators and projects have been harmonized, and a recognized international educational level is in use.[14]

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[14] Tobón, Fabio: "La calidad, un solo lenguaje para la excelencia". Presentation by the Executive Director of the ICONTEC at the "Foro Internacional de Modelos de Calidad y su aplicación en preescolar, básica y media", organized by CONACED, Bogotá, 2005 (CD archive).

The **Norman Wiener University in Peru** has pointed out other advantages besides those mentioned above, (a) standardization in procurement and logistics, which facilitates interaction with suppliers (quantity, quality, opportunity, support, training, etc.), (b) preventive maintenance of laboratory equipment and didactic materials, which has significantly reduced the need for repairs, (c) an improvement in the quality, and a saving in attention time, in the main academic-administrative services.[15]

The Chilean Quality Standard for Technical Training Organizations (OTEC)

The institutional structure of training in Chile is organized around a decentralized technical State body, the National Training and Employment Service (SENCE - Servicio Nacional de Capacitación y Empleo), connected to the Ministry of Labour, which implements public policies and instruments for the labour market and labour guidance. To do this it runs a tax exemption scheme, an incentive that the State offers to enterprises to promote personnel training, and also a training scholarship programme financed with public resources.

The actual execution of training comes under the Technical Training Organizations (OTEC), which represents a wide range of public and private institutions that accede to contracts to run the courses programmed by the SENCE when these are put out to tender.

There is also an OTEC register, to which each interested organization has to submit a series of credentials for accreditation. Besides this, the SENCE has implemented a mechanism to support quality management and continual improvement in the OTEC. This is the Chilean 2728 Standard, which is a customer-focused process management system that involves continual improvement and is based on a determinate system of standard documents.

The Chilean NCh 2728 Standard was designed to be applied in Chile. It sets out the requirements that the Technical Training Organizations (OTEC) must satisfy to certify their quality management system (Law 19.967). This standard contains requirements from the ISO 9001:2000 Standard adapted for training.

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[15] Lip Licham, César: "Experiencia de la Universidad Norman Wiener en la implantación del Sistema de Gestión de la Calidad". Presentation by the University Rector at the 4th Latin American Congress on Quality in Education, SENAI, Brazil, September 2005. http://www.cinterfor.org.uy/calidad

In order to satisfy the requirements for certification under the NCh 2728 standard, the OTEC have to:

- Continually demonstrate improvements in their management, which serves to guarantee the quality of the training they offer to customers.

- Demonstrate that their competitive capability and their special advantages in the training market have improved.

- Demonstrate that they are complying with the NCh 2728 Standard and thus eligible to be listed on the National Training Organization Register authorized by the SENCE.

SENCE's work to promote quality has made for dynamic interaction with the OTEC, and there is even a set of guidelines to help the OTEC understand and implement quality management based on the NCh 2728 standard.

Source: http://www.sence.cl/

INFOTEP, Dominican Republic
Certification based on the ISO 9001:2000 Standard

"In the Dominican Republic the National Institute of Technical Vocational Training (INFOTEP - Instituto Nacional de Formación Técnico Profesional) has crowned nine months of hard work by obtaining ISO 9001:2000 certification. This will give the institution the status of a world class organization, recognized for the high quality of its services and the reliability of its administrative processes. Auditors from the certifying enterprise SGS of Panama, which is accredited by UK in England, worked for five days to analyze all the institution's procedures that were geared to this target, not only at the national head office but also at the regional management units, and concluded that since the INFOTEP satisfied all the necessary international requirements it should be recommended for certification under the ISO 9001:2000 standard."[16]

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[16] INFOTEP, Bulletin INFO-Expreso, 12 September, 2005. www.cinterfor.org.uy/calidad

To achieve certification, the INFOTEP formed a strategic committee and national and regional quality management system teams, and systematically applied the requirements of the ISO 9001:2000 Standard organized in accordance with the PDCA system (Plan, Do, Check, Act). It drew up a plan to *"...improve communication, reduce costs, eliminate duplication of work, update didactic materials, audiovisual and other equipment and computers, improve the use of vehicles, standards and regulations, review and improve the use of physical space, the application of the 5S and efficiency on the job.''[17]*

With support from the Japan International Cooperation Agency (JICA), a number of workshops about the 5S were held with the organization's personnel. The 5S programme *"...is a technique which originated in Japan that synthesizes a business management philosophy and is aimed at laying solid foundations for a total quality programme… it is based on cultivating work habits that contribute to increased productivity, individual well-being and customer satisfaction."* The 5S consist of the following:

Seiri: Sort out, organize and classify: separate the useful from the useless.

Seiton: Set things in place: keep what is utilized most frequently in a set place near at hand.

Seiso: Shine – clean everything and keep it clean.

Seiketsu: Standardize activities to keep equipment, tools, furniture etc. in good condition.

Shitsuke: Sustain discipline – comply with the established laws, procedures, standards and regulations, without the need for supervision.[18]

After applying and monitoring the 5S, the appropriate internal audits and the external audit carried out at the national head office and the regional management units by the Panamanian quality management system certifying enterprise (accredited by UK in England), the INFOTEP was duly awarded certification, the scope of which is specified in the document MX 05/0691.

[17] INFOTEP: Integración Tecnológica Journal, May-August, 2005: "El INFOTEP muestra experiencia en la mejora continua a través de 5S", interview with INFOTEP quality management representative Susana Sierra.

[18] INFOTEP: "For the Booklet", Quality Management System Information Bulletin, Year 1, No. III, 1 to 15 April, 2005 ("INFOTEP participa en taller sobre 5S y Procesos de Cambio Organizacional").

The National Training Institute (INA) in Costa Rica, October 2005
What is the quality management programme?

The quality management programme comes under the auspices of the Executive Presidency, which is responsible for coordinating INA quality management system activity.

The National Training Institute (INA - Instituto Nacional de Aprendizaje) in Costa Rica has been developing a quality management system based on the ISO 9001:2000 Standard in order to continuously improve its processes and to be able to better satisfy its customers and improve the training it offers. To achieve this, training has been coordinated, processes have been revised, diagrams and documents have been produced and activities have been standardized in order to give the personnel a clear picture of their tasks and responsibilities and of the contribution each and every individual is making towards improving the product or service in question.

The quality management system is a tool that enables the INA to focus all its activities on the crucial task of evaluating its own capability to satisfy the regulatory requirements, the customer's requirements, and the institution's own needs. The system also generates improvement opportunities through following-up, measuring and evaluating the organization's processes.

The main advantages of having a quality management system are that it improves the quality of the services offered, sharpens orientation to the customer, introduces the standardization of processes, leads to more responsible and better-quality personnel, and provides recognition in the world thanks to ISO certification.

Source: www.ina.ac.cr

**Certification of the SENATI in Peru
with the ISO 9001:2000 and 14001:1996**[19]

The Peruvian National Service of Occupational Training in Industry (SENATI - Servicio Nacional de Adiestramiento en Trabajo Industrial) obtained its first ISO 9001 certification (the 1994 version) in the year 2000.

In 2003 it obtained certification for its *"Integrated Management System"*, which is made up of the ISO 9001:2000 quality management system and the ISO 14001:1996 environmental management system. Certification was awarded after the Bureau Veritas Quality International body for international certification carried out an external audit of its national management and the various operational units the SENATI has in Peru.

The **scope** of these certifications covers services in the following areas:

- The design of vocational training programmes and courses.
- Vocational training services and employment agency services at the 41 operational units in the country.
- The provision of non-destructive testing and automotive manufacture and technical checking services at the SENATI head office in Lima-Callao.
- Business consultancy services for small and medium enterprises at the SENATI head office in Lima-Callao.

In adopting a **Management System Policy**, the SENATI has committed itself to permanently satisfying its customers' needs as regards vocational training and also in the field of technical and business services. To achieve this, the SENATI:

- *"Manages its processes systematically with a continual improvement focus so as to reach the levels of quality and satisfaction that its customers expect, these being learners, participants, users and enterprises in a range of economic sectors.*
- *Promotes not only the vocational development but also the well-being, health and job security of its staff so as to keep the institution running in a secure, efficient, effective and satisfactory way.*

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[19] Based on information available at the web page: www.senati.edu.pe

- *Complies with all legislation, rules and environmental and occupational health and safety regulations applicable to its operations, and also complies with the management system requirements laid down in international standards and in the institutions own standards.*

- *Renders its services in such a way as to avoid polluting the environment, make rational use of resources, safeguard occupational health and safety and improve performance. It has incorporated these elements into its curricular content and the vocational training it offers."*

In its 2003-2005 strategic plan, the SENATI defined the core elements that provide the foundation for its operations, which are guided by the **institution's values**, namely a work, leadership and teamwork culture. These core elements are as follows:

- Orientation to demand, to the customer

- Quality

- Human resources development

- The management of knowledge and innovation

- Economic sustainability

"After the core elements were defined, **15 main processes** were identified and defined, under the premise that control of these processes will ensure the efficiency and effectiveness of the institution...

MAIN PROCESSES IN THE SENATI

MANAGEMENT PROCESSES (5): To define and implement the institution's policy and strategy. This provides a frame of reference for all the other processes.

OPRERATIONAL PROCESSES (3): These constitute the sequence of adding value, from the needs-identification stage through to after-sales service.

SUPPORT PROCESSES (7): These give support, mainly to operational processes.

MANAGEMENT				
Policy Guidelines	Strategic Planning	Operational and Budget Planning	Marketing	Review by Management

OPERATIONAL		
Pedagogic Technical Design	Rendering of Services	After-Sales

SUPPORT		
Information Technology	Human Resources Management	Administration of Goods
Supply	Financial Processes	Customer Relations
	Internal Auditing	

GENERAL SERVICES	Internal and External Communications
	Risk Prevention and Emergency Services

DOCUMENTATION SYSTEM OF THE
SENATI INTEGRATED MANAGEMENT SYSTEM

- This is part of, and meets the needs of, the quality management and environmental management systems (ISO 9001 and ISO 14001)

- It is oriented to processes and their inter-relationships

- It is focused on the customer, from identifying client needs to degree of satisfaction with the service rendered

- It orients the institution's activities towards preventing pollution and the rational use of resources

- It fosters personnel development as regards raising awareness, training and competency

- The management review emphasizes measuring, following up, analyzing and improving the effectiveness of the management system processes as a whole

MANAGEMENT POLICY

Management Manual	Organizational and Functional Manual	Process Manual	General Management Guidelines	Quality Plans	Environmental Programme	Specific Guidelines	Operational Instructions
			General Guide to Basic Vocational Training Procedures				
			General Purchasing Guidelines				

Systems Control Guidelines
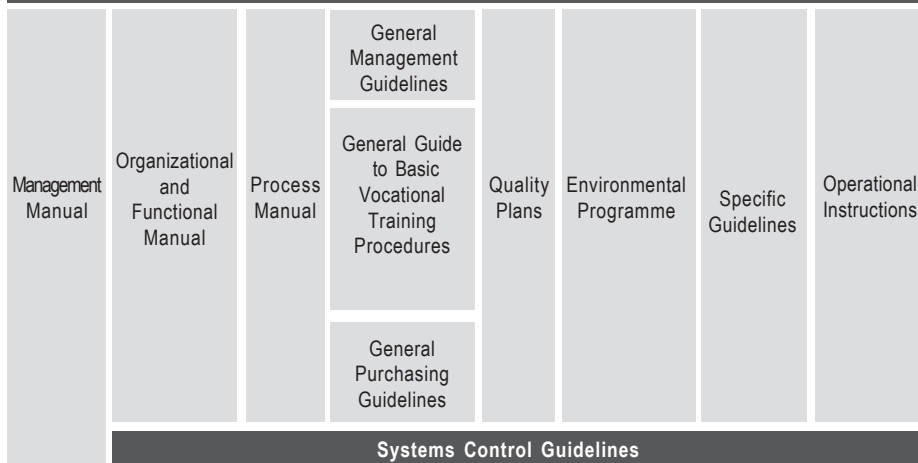
2.4 Recent quality management systems experience of the SENA in Colombia, as an example

In 2003 the SENA obtained ISO 9001:2000 certification for three of its training centres at the Antioquia regional office, and also for the planning sub-management office in that region. Later on it formulated its 2002-2006 strategic plan entitled "SENA: Knowledge for all Colombians", and Law No. 872 (2003) was passed "whereby the quality management system is installed in the executive branch of the Presidency and in other bodies rendering services" (see Annex 2.1). The SENA subsequently undertook the task of implementing quality management systems throughout its organization, including its national administration, regional administrations and training centres.[20]

Chart 1
Process to implement the quality management system in the SENA

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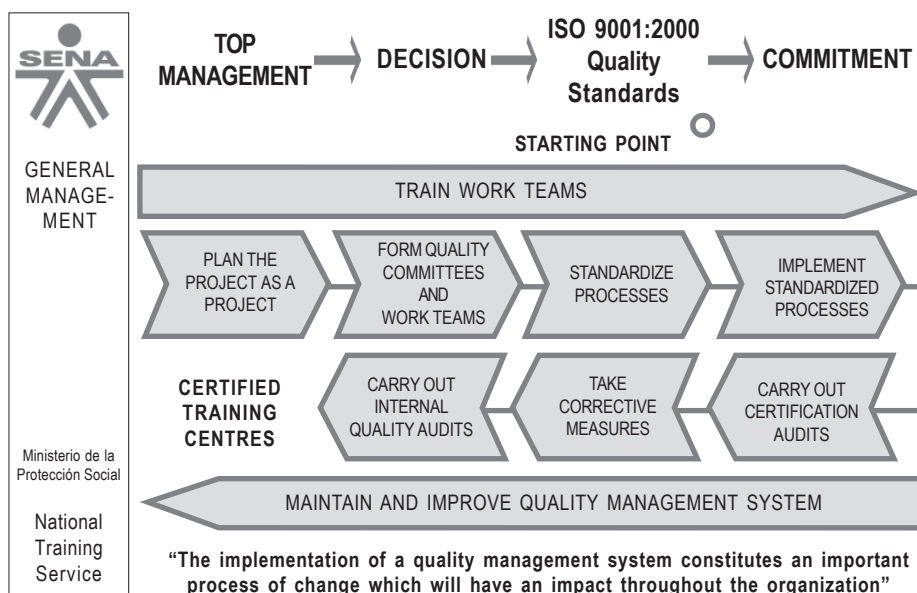
[20]This summary is based on the power point presentations that the SENA National Quality Committee used to train personnel in regional committees and centres. These were "Sistema de Gestión de la Calidad - Foco: Centros de Formación", the SENA Quality Committee, Planning and Corporate Guidance Management, Bogotá, December 2004, and "Sistema de Gestión de la Calidad", September 2005. The three charts are included by the kind permission, sent by e-mail on 18 November 2005, of the Planning Director of the SENA, who is also Coordinator of the SENA National Quality Committee.

The SENA set the following goals for its quality management system:

- To set up and run the quality management system in 114 vocational training centres, 33 regional offices and the head office.

- To strengthen the culture of quality.

- To obtain certification for the integrated attendance vocational training process at all its training centres by June 2006.

- To obtain certification for the management processes at regional offices by June 2006 at the latest.

- To obtain certification for the management processes at the head office by June 2006 at the latest.

As long ago as 2003 the SENA had already set to work on the task of giving form to its institutional processes and improving them to the strategic, tactical and operational levels the institution required. This task was one of the most important inputs for implementing a quality management system at the head office, in the regions and at the training centres. Another crucial task was to draw up a *Manual of Processes, Procedures and Instructions to Draw up, Codify and Control Documentation on Processes and Procedures*. Staff in the different branches of the organization participated in putting together and checking this manual, and as it took shape between 2003 and 2005 it was brought into use by the work teams. It received formal approval from top management on 30 June 2005 in Resolution No. 1,156, which was issued by the SENA General Manager (see Annex 2.2). It meets the requirements for a quality manual set out in item 4.2.2 of the ISO 9001 as it contains descriptions of the scope of the management system and includes all the documented processes and procedures in the organization. It also covers the procedures and instruments to keep the system permanently up to date.

The steps the SENA took to develop its quality management system can be summed up as follows:

- Top management decided to implement a system based on the ISO 9000 family of standards, and to obtain certification for all the organization's centres by 2006 at the latest.

- The policy, objectives and scope of the quality management system were defined.

- The corresponding commitment was made at all levels in the organization.

- Quality committees and work teams were set up.

- The process was planned.

- The committees and work teams were trained.

- The processes were standardized.

- The processes were implemented.

- Internal quality audits were carried out.

- Corrective action was taken.

- The certification audit was carried out.

- There was ongoing maintenance and improvement of the quality management system.

The setting up of the committees was supported by a 2004 top management ruling, Resolution 2,516 (see Annex 2.3) whereby the functions of SENA's quality management system national, regional and training centre committees were defined. The training that the committees and work teams received included raising awareness, knowledge of the standard and process analysis.

In the standardization of processes, 15 macro-processes, 51 processes and 157 procedures in the whole organization were identified and documented. These were officially agreed and stated in the *Manual of Processes and Procedures* that was adopted in line with Resolution 1,156 of 2005. The macro-processes were divided into 4 corporative ones, 4 mission and 7 support (see the macro-processes map table at the end of this section).

Each training centre was required to formulate a plan of action to implement its own quality management system within the parameters laid down by top management (policy, objectives and processes), and these plans of action had to have the following basic scope:

- Study the macro-processes and processes defined and determine the processes the centre would work on.

- Define the process in the centre's scope.

- Diagnose against the requirements of the standard.

- Diagnose each process (with verification lists supplied by central organization to be applied by each process leader).

- Draw up detailed work plans for each process.

The process leaders were assigned the following responsibilities:

- Let those responsible for executing a process know how it had been characterized (objective, inputs, products, resources, regulations, documentation, registers).

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- Make those responsible for the processes execute them in the correct way and complete the required documentation.

- Analyze and collate information about how the processes operate (design and draw up the formats (registers) and process indicators at the centres) and give feedback on the system.

- Follow up and evaluate the improvement plan made for each process.

- Establish corrective and preventive action for the process and see that it is executed.

Once the internal quality audits have been carried out and corrective action implemented, the next step is to coordinate concerted action with the certifying body for the appropriate certification audit to be carried out.

By November 2005 the processes that had been certified under the ISO 9001:2000 standards were the design, development and rendering of attendance vocational training services at 13 training centres in the Antioquia regional office and 5 centres in the Caldas regional office. SENA's other vocational training centres are in the implementation phase (see Annex 2.4).

Chart 2
Continual improvement in SENA's quality management system

CUSTOMER EXPECTATIONS

CUSTOMER SATISFACTION

MANAGEMENT RESPONSIBILITY
PROCESSES
Corporate intelligence
Programme guidance

MANAGEMENT OF RESOURCES
PROCESSES
Human talent (HT) selection and linkages
Management of performance and HT evaluation
HT training
Budget administration
Supply logistics management
Logistics management of goods, furniture and properties
Management of physical infrastructure, machines, equipment and automobile resources
Contracts
Management of documentation

MEASUREMENT, ANALYSIS AND IMPROVEMENT
PROCESSES
Overall evaluation of management control
Administration of risk
Evaluation of the results of institutional management
Management of customer services

CREATION OF THE PRODUCT

INPUTS

STANDARDIZATION OF LABOUR COMPETENCIES

CURRICULAR DESIGN

REGISTRATION FOR INTEGRATED VOCATIONAL TRAINING

EXECUTION OF INTEGRATED VOCATIONAL TRAINING

OUTPUTS

INSTITUTIONAL PRODUCTS AND SERVICES MARKET

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Chart 3

Map of SENA macro-processes and processes

CORPORATE MACRO-PROCESSES

CORPORATE PLANNING AND MANAGEMENT
M05

CONTROL OF MANAGEMENT
M06

LEGAL
M07

INTERNAL DISCIPLINE CONTROL
M08

MISSION MACRO-PROCESSES

STANDARDIZATION, EVALUATION, CERTIFICATION OF LABOUR COMPETENCIES AND COORDINATION OF PROGRAMMES
M01

INTEGRATED VOCATIONAL TRAINING
M02

BUSINESS MANAGEMENT AND SUPPORT FOR INNOVATION AND TECHNOLOGICAL DEVELOPMENT
M03

MANAGEMENT FOR EMPLOYMENT AND WORK
M04

SUPPORT MACRO-PROCESSES

INSTITUTIONAL COMMUNICATIONS
M09

MARKETING AND NATIONAL AND INTERNATIONAL COOPERATION
M10

HUMAN TALENT MANAGEMENT
M11

FINANCIAL RESOURCES MANAGEMENT
M12

ADMINISTRATION MANAGEMENT
M13

DOCUMENTATION MANAGEMENT
M14

COMPUTERS AND TECHNOLOGY MANAGEMENT
M15

2.5 Implementation of the quality management system in INFOTEP (Dominican Republic). Chronological account

In October 2004, the new authorities of the institute evaluated the challenges that it was facing as a vocational training institution. It was decided that INFOTEP would be made into a world class institution, and the way to do this would be implement a quality management system in line with the requirements of the ISO-9001:2000 Standard. This would involve restructuring the whole institution.

First, an area was set up to take charge of managing this system, and for this INFOTEP took advantage of a Japanese expert from the Japanese International Cooperation Agency (JICA) who was visiting the institute. A consultant was brought in, management selected their representative for the system, and a strategic committee that included all the managers and the quality team was set up for the quality management system.

In November and December of 2004 a work plan was drawn up for 2005, and the people to document the system were chosen.

In addition:

- The procedure that would govern the system was defined.

- This plan was submitted to the strategic committee and put into operation.

- The scope of certification was defined as follows: "Design, develop, execute and evaluate technical vocational training services, consultancy and enterprise technical assistance services, and calibration and/or measurement instrument verification services."

January 2005:

- The staff to document the system were trained, and the documentation process went into operation.

February 2005:

- A national campaign called "For the Booklet", headed by the General Director, was launched to make personnel in the institution aware of the new initiative, and this included an allegorical song with a "merengue" rhythm.

- Information and educational bulletins about the standard were issued every fortnight.

- There were hats, flags, badges, t shirts and so on to advertise the campaign, and these featured the campaign mascot "Isoin".

• Internal competitions were held about aspects of the quality policy, the mission, the vision, the values and aspects of the standard, etc.

At the same time, documentation about the procedures was produced and circulated among the managers to be checked, modified and revised, and documentation was also produced about quality objectives, the quality policy and the quality manual. Offers came in from quality certification bodies; these were evaluated and the firm SGS Panama was selected.

In April 2005 the documentation on the procedures required by the standard was sent to SGS Panama so the written or document audit could be carried out.

While this was in progress the personnel of INFOTEP were being intensively trained in different aspects of the ISO standard and the quality management system. This training took place on courses and at workshops, and covered the following subjects:

• Documentation of the quality system, two workshops with 90 participants.

• Training for internal quality auditors, with 109 participants.

• Design and analysis, two courses with 39 participants.

• Uncertainty calculation, with 19 participants trained.

• Statistical tools, 5 workshops with 95 participants.

• The 17025 standard, the ISO 9000 and 9001, with a total of 776 participants.

• Process-based management, with 49 participants.

• Reinforcement course for internal quality auditors, 33 participants.

• Indicators for the quality management system, with 26 participants.

• The 5S, with 382 participants trained.

• General competency requirements for testing and calibration laboratories, 20 participants.

In 2005, there were 1,638 course completions by INFOTEP personnel.

In May, SGS Panama informed INFOTEP of the results of the document audit and gave the go-ahead for continued implementation of the system as their evaluation showed the requirements had been satisfied.

In June, July and August INFOTEP carried out two cycles of internal quality audits, and there were two management reviews that consisted of an analysis of aspects of the system including the discrepancies that had been detected, corrective and preventive measures, factors that affected the product, customer satisfaction and the results of processes.

Besides this, the institution was completely re-structured, which meant that rapid changes had to be made in all aspects of documentation.

The Japanese 5S system was applied every month.

After the courses, there was follow up on the discrepancies that had been detected, and the problems that had come to light at various stages of the whole process were cleared up.

Another important aspect of the process was that, in addition to everything else that was being done in INFOTEP, the institution was also making preparations to host a meeting of the ILO/Cinterfor Technical Committee in October. This was another challenge, but it was handled well and the meeting, which coincided with INFOTEP's 25th anniversary, was a success.

The external auditors from SGS Panama conducted the audit from 5 to 9 September, evaluating every aspect of the system that had been put in place.

They subsequently recommended that the National Institute of Technical Vocational Training (INFOTEP) should be certified under the ISO 9001:2000 standard with UKAS in England.

On 8 November INFOTEP officially received certification accrediting their quality management system with the number MX05/0691.

People who have worked on implementing quality systems will know that the time involved is very limited, but it is important to underline the fact that top management at INFOTEP worked very hard on defining processes, making decisions, allocating resources and so on, and without their commitment the project would not have been successful. Managers' involvement, an extraordinary staff effort and teamwork were all decisive factors in successfully completing the process but that was only the first step, and the same effort and dedication has to be sustained.

It is important to stress that, throughout the whole process, INFOTEP was supported by other organizations of the same type that were already certified such as the SENATI in Peru and especially the INTECAP in Guatemala, not to mention ILO/Cinterfor, which gave valuable guidance and support in human resources training.

In December 2005, after overcoming a whole series of obstacles along the way, INFOTEP could look back on a tense and busy year with satisfaction for a job well done.

The goal for 2006 was to keep the system running smoothly and make continual improvements to all the processes in the institution so that the follow-up audit in May of that year would show that the system worked and that INFOTEP had developed the capability to keep it going.[21]

2.6 The quality model in vocational training guided by ministries of labour: the case of Argentina

In recent years the Argentine Ministry of Labour, Employment and Social Security (MTESS) has been working in various ways to strengthen labour, and this has resulted in improved quality, pertinence and cover in the training offer. The MTESS has a specialist branch for training, the National Vocational Guidance and Training Administration, and in this a quality vocational employment and training programme was created to foster the application of effective systems in the implementation of vocational employment and training policies.

The quality programme is geared to developing and implementing technical support mechanisms to be applied in the framework of a "More and better work" integrated employment plan through a sectoral training programme and also the training component of the Unemployed Heads of Households Programme.

Some important features of the MTESS programme for quality employment and training are as follows:

- The main aim of the MTESS employment and training programmes for employed and unemployed workers is to make them more employable, that is to say to enhance their chances of obtaining and retaining a job.

- The indicators that can be used to evaluate how satisfied the beneficiaries of employment and training programmes are include the quantity and quality of information that is available to potential beneficiaries to help them accede to training programmes and/or labour competency certification, and impact evaluation mechanisms that make it possible to follow-up the beneficiaries as regards conditions of employment.

- It is important to have efficient training institutions whose procedures for recognizing vocational capabilities are transparent.

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[21] Based on a report by Susana Sierra, an INFOTEP management representative for the quality management system.

Quality involves management methodologies and criteria to do with the following:

- Labour competencies.

- Training and employment institutions connected to the certification of labour competencies.

The MTESS quality programme is geared to operating in four areas:

Social dialogue: To promote spaces for different actors –unions, employers, NGOs, universities, etc.– to deal with subjects in the area of qualifications and processes to improve vocational training.

Safety: To foster compliance with occupational health and safety standards.

Equity: To promote training and skills-recognition processes that foster equality in vocational development and quality employment.

Transparency: To work towards ensuring the effectiveness of public spending on vocational training by promoting processes to redefine qualifications and bring about continual improvement in the institutions that participate in the plans and programmes.

The following mission and objectives are defined in the programme, in line with its work in the area of quality:

Mission

To cooperate in strengthening economic competitiveness and enhancing social equity through introducing measures in institutions to ensure quality employment and to develop competencies among the working population.

Objectives

- To promote social dialogue by setting up a quality employment and vocational training framework.

- To identify quality dimensions and descriptors that are validated by actors in production, work and training.

- To improve the quality of management in vocational training institutions through utilizing national and/or international standards (the ISO standards, IRAM, the National Quality Award, etc.).

- To contribute to the development and diffusion of instruments for facilitating the transparency of qualifications through competency standardization and certification.

- To promote continual improvement in vocational training programmes linked to the Employment Secretariat.

The quality programme is mainly geared to the economically active population, whether employed or unemployed, and it operates through:

a. The production and labour sectors, aiming at identifying, standardizing, evaluating and certifying competencies.

b. Vocational training institutions, as agents that are co-providers of training.

Functions of the quality programme

- To support the development of institutions in the activity sectors.

- To create elements that help to strengthen institutions and promote the recognition of workers' competencies.

- To supply information about the current situation and state of development of training and certification institutions and about the qualifications required.

- To develop a quality reference for training and employment institutions.

- To support and monitor training institutions in their strengthening processes.

The programme's strategies for action

- To involve actors from the worlds of production, labour and training in decisions about processes to continually improve the quality of institutions and skills.

- To make strategic alliances with key actors to construct networks to consolidate and reinforce existing quality standards.

- To stimulate and strengthen sectoral and territorial decentralization and local development.

- To promote continual improvement processes to consolidate a reference framework.

- To take advantage of practices and tools that have been validated in the past by other MTESS programmes.

Institutional structure of the quality programme

This structure is made up of three areas in charge of the different work aspects of the programme:

The Competency Certification Technical Unit (UTeCC)

The specific task of this unit is to strengthen people's employment situation and their employability, in a framework of social dialogue. The aim is to obtain sector-wide recognition of qualifications through evaluation and certification processes geared to labour competency standards.

The Evaluation, Monitoring and Technical Assistance Unit (UEMAT)

This unit works on formulating the criteria and conditions that the vocational training institutions that co-execute MTESS training policies can be required to comply with.

The Register of Training and Employment Institutions (REGICE)

This unit registers, organizes, and provides up-to-date quantitative and qualitative information about the training institutions that are involved in the vocational training programmes and projects that come under the Employment Secretariat. This covers labour competency standards, sectoral certification bodies, certified evaluators and certified workers.

Source: www.trabajo.gov.ar

Chapter 3
Characteristics of the Institutional Evaluation/Accreditation Model and of Undergraduate Programmes

3.1 General observations

In the 1980s and 1990s the various university and non-university higher education institutions in Latin America and the Caribbean expanded and diversified, and this was mostly accomplished without previous criteria for levels of quality or of institutional pertinence. Subsequently, when education came to be seen as a public good and a crucial factor in making countries more competitive, these institutions also started pursuing quality and excellence as basic aims. In this context various mechanisms were developed including evaluation/accreditation, which applies not only to programmes but also to institutions.

Accreditation can be defined as the act whereby the State adopts and makes public the recognition that peers have accorded to the validation an institution has made of the quality of its own academic programmes, organization and operating procedures, and how it discharges its social function.[1] Some of the outstanding aims of the accreditation process are as follows: (a) to serve as an instrument whereby the State can publicly recognize that accredited institutions are of high quality, do their job properly and attain their objectives, (b) to serve as a means whereby these institutions are accountable to society and to the State for the education services they render, and (c) to foster good quality education in these institutions.[2]

In a CINDA study of accreditation at universities in Latin America, Osorio and Cardoso say that "*In the past decade the evaluation of quality and the accreditation of academic institutions and programmes have become key subjects in public policies in the higher education sector in the region and*

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[1] Colombian Ministry of National Education (MEN), National Accreditation Board (CNA): "Lineamientos para la Acreditación Institucional", *CNA documents series* No. 2, Bogotá, Colombia, June 2001.
[2] MEN Colombia, CNAP, op. cit.

in the academic field. And rightly so, since the dynamics of change in these educational systems have led them to incorporate accountability as an element that gives them greater legitimacy, enhances their quality and makes for greater transparency."[3]

3.2 Methodological aspects

Nearly all the educational systems in the region began implementing the evaluation and accreditation of training programmes at universities, and gradually they have been moving on to the accreditation of institutions, adopting this as a supplementary input in quality assurance. While the accreditation of programmes focuses on how they measure up to a declared ideal of higher education and the declared aims of the training programme in question (the knowledge and skills that correspond to paradigms in the discipline or profession), the accreditation of institutions focuses on optimum quality with respect to the mission, objectives, organization and functions of the institution as a whole.

According to the Colombian National Accreditation Board (CNA - Consejo Nacional de Acreditación) guidelines, *"...in external evaluations of an institution the main focus is on examining clarity, pertinence, and the extent to which the institution attains the objectives expressed in its mission statement and projects, the social relevance of these missions and projects, and the institution's overall global achievements ... The evaluation of an institution presupposes a holistic examination of the entire organization."[4]*

The Chilean National Undergraduate Accreditation Committee (CNAP - Comisión Nacional de Acreditación de Pregrado) gives priority to the evaluation of self regulation mechanisms as regards an institution's quality, such as (a) whether there are explicit goals that (b) satisfy the basic requirements or standards that an institution of higher education should have, and (c) whether it is organized to reach these required levels and to periodically verify its progress. *"Therefore, the main aims of accreditation are to evaluate, promote and give a public guarantee of the self-regulation in higher education institutions in certain areas, which means evaluating the formal presence and*

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[3] Orozco, Luis Enrique, and Cardoso, Rodrigo: "La evaluación como estrategia de autorregulación y cambio institucional", in *Los procesos de Acreditación en el desarrollo de las universidades*, published by CINDA, UNESCO-IESAL and the Universidad de los Andes, Santiago de Chile, 2005.

[4] MEN Colombia, CNAP, op. cit.

systematic application of policies and mechanisms that are geared to an institution attaining its objectives, and thus guaranteeing the instruction's quality.[5]

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WHY SEEK ACCREDITATION?

According to the Mercosur Accreditation Mechanism, "As to the purpose of accreditation, we can divide the reasons into those external to the institution on the one hand, to gain credibility with the public or to provide potential users of the services offered with accurate information, and internal reasons on the other, such as to obtain a diagnosis of the quality of the institution's services, to foster continual improvement, or to create a consciousness of evaluation and improvement within the institution.

There is no doubt that the main effect of accreditation is to obtain public certification that the program or educational centre in question meets certain minimum requirements as regards quality. However, this is not the only effect since the accreditation process yields a diagnosis and can be used to provide the staff of the educational program with advice or guidelines as to how they should go about attaining these minimum requirements. Besides this, the accreditation process fosters a culture of continual evaluation and quality improvement among the personnel of the institution.

Accreditation is the most important mechanism that educational institutions have for accountability to society in general, and this applies not only to those with State finance but also those that are maintained with private funding."

Source: Martín, Julio M., *El Mecanismo Experimental de Acreditación Universitaria del Mercosur*, www.iesalc.unesco.org.ve/.../documentos

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According to the Mercosur Experimental University Accreditation Mechanism, *"accreditation in higher education is a systematic, organized and public process that is voluntary ... based on self-evaluation, and subsequent confirmation by peers external to the organization that the conclu-*

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[5] The Chilean Ministry of Education, National Undergraduate Accreditation Committee (CNAP), "Guía para la Evaluación Externa, Proyecto Piloto de Acreditación Institucional", Santiago de Chile, 2004.

sions of the self-evaluation are correct. The accrediting body is ultimately responsible for supervising the process and making the final ruling."[6] The accreditation of an institution is recognition that the institution is carrying out its educational task in line with its declared objectives, and satisfying minimum quality parameters as regards certain basic variables. The accreditation of programmes, on the other hand, is focused on specific professional or occupational areas or specific disciplines.[7]

Different countries in the region have been developing their accreditation systems in higher education at different rhythms and progress is uneven, but nearly all these countries have legislation governing the conceptual foundations, objectives, scope, processes, organization and guidelines for self evaluation, external evaluation, the final report, and decision-making alternatives and procedures. Most of these methodological frameworks contain criteria, factors or development areas, characteristics and aspects to be taken account of within each characteristic, and these are the basis upon which each institution determines the variables and indicators to include in its self-evaluation report.

> **In Colombia,** the National Accreditation Council (CNA) Guidelines for the Accreditation of Institutions has 10 criteria, 10 factors (or areas of development), 33 characteristics and about 150 "aspects that can be taken into consideration."[8]

The basic steps of the processes in different parts of the region are so similar to each other that there is already talk of a "general model" which has the following features:

a. self-evaluation by the institution,

b. external evaluation by peer committees,

c. final evaluation, and

d. public recognition by the government, through a national accreditation council or board, or a duly authorized private body.

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[6] Martín, Julio M., *El Mecanismo Experimental de Acreditación Universitaria del Mercosur*, www.iesalc.unesco.org.ve/.../documentos. A summary of this study is available at: www.usc.es/iberoam/comun/jmartin_mexa.doc

[7] Martín, Julio M., op. cit.

[8] The full Spanish text of the Colombian CNA document entitled "Lineamientos para la Acreditación Institucional" can be downloaded from: www.cna.gov.co/publicaciones.

Orozco and Cardoso identify a number of features that are common to the accreditation processes being developed in different countries in the region:

"– The process is based on the self-evaluation by the institution, unit or programme in question.
– Both self-evaluation and the peer visit are based on standards or characteristics that are known beforehand and are oriented by expectations that are more or less universal.
– The text of evaluation rulings invariably refer to inputs, products and processes, although they emphasize different aspects depending on which model is used.
– The whole process finishes with a 'final report', written by the accreditation committee or council of the country in question.
– Accreditation leads to recommendations or judgements which give guidance to the institution or programme as to the route it should take to improve or consolidate as an institution.
– The evaluation is underwritten by an agency that is usually autonomous or private, or by the government through an administrative procedure.
– Accreditation is temporary."[9]

According to the CNA in Colombia, the following criteria and factors are of key importance in the evaluation of institutions:[10]

CRITERIA	FACTORS
1) Suitability	1) Institutional mission and project
2) Pertinence	2) Teachers and students
3) Responsibility	3) Academic processes
4) Integrity	4) Research
5) Equity	5) Pertinence and social impact
6) Coherence	6) Self-evaluation and self-regulation processes
7) Universality	7) Institutional well-being
8) Transparency	8) Organization, management and administration
9) Effectiveness	9) Physical plant and academic support resources
10) Efficiency	10) Financial resources

[9] Orozco, Luis Enrique and Cardoso, Rodrigo, op. cit.
[10] MEN Colombia, CNA, op. cit.

Each **factor** corresponds to a group of **characteristics** that must be taken into consideration, and "**aspects that may be taken into consideration**" are defined for each characteristic. For example, the following characteristics are assigned to factor 6 (self-evaluation and self-regulation), (1) self-evaluation systems, (2) information systems, and (3) evaluation of managers, teachers and administrative personnel.

The following "aspects that may be taken into consideration" are given for the "self-evaluation systems" characteristic, (a) policies and strategies to plan self-evaluation and self-regulation for the different areas of operation and academic and administrative units in the institution, (b) the existence of plans and activities, based on self-evaluation and external evaluation, to make improvements, and (c) systems to evaluate and follow up the achievements of the institutional project.

The institution has to construct indicators that will yield variables for each of the "aspects" included and, at the same time, before going into the corresponding assessment, establish a ranking based on the relative values assigned to the factors and their characteristics. This will make for a weighting and judgement system that is more objective.[11]

What are called "factors" in the Colombian system are called "quality standards" in the Chilean system. They are as follows:

- Mission, goals and objectives
- Government and administration
- Functions of the institution
- Human resources
- Students
- Infrastructure, technical support and academic resources
- Financial resources
- Development of the institution

In the Chilean CNAP system, in order to make evaluation rulings for each area, the peer committees rate the institution's performance on a qualitative scale that offers the following options: "completely satisfactory", "satisfactory", "adequate", "barely adequate", "inadequate", and "no information" or "not applicable".[12]

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[11] Idem.
[12] MEN Chile, CNAP, op. cit.

3.3 Functional aspects

If we overlook individual characteristics that vary from one country to another and are only to be expected, we can sum up the general procedure for an institution's obtaining accreditation as follows:[13]

1. The institution approaches the body responsible for accreditation.

2. The institution carries out a self-evaluation, following accreditation body guidelines.

3. The institution's self-evaluation report is submitted to the accreditation body (the CNAP in Chile calls this "internal evaluation" to avoid confusion with the self-evaluations involved in the accreditation of programmes). This report must conform to a specific format defined by the accrediting body in guidelines specifically for this purpose.

4. The accrediting body designates and prepares the teams or committees of peers and experts who will make the external evaluation.

5. The team of academic peers and experts draws up its external evaluation report based on a study of the documentation submitted by the institution and on the visit to the educational centre being evaluated.

6. The accreditation body sends a copy of the external evaluation report to the institution, which can make a response.

7. The accreditation body makes its final evaluation.

8. If this is positive, official accreditation is awarded by the corresponding authority.

When an institution voluntarily seeks formal institutional accreditation it must state which of its processes accreditation is being sought for. The Undergraduate Accreditation System in Chile, for example, specifies two areas that are compulsory and four additional areas. The compulsory areas are (1) the management of the institution and (2) the undergraduate teaching staff. The four optional areas are (1) postgraduate teaching, (2) research, (3) linkages in the field in question, and (4) infrastructure and resources.

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[13] The procedure in Colombia, as defined by the National Accreditation Council, is given in Annex 3.1.

For the Mercosur experimental university accreditation mechanism:

A genuine accreditation process must be made up of the following stages:

- Internal evaluation (self-evaluation), with effective participation by all those involved in the programme or educational centre seeking accreditation.

- External evaluation, made by "peers" who are not involved in the programme or educational centre being evaluated. This stage must include an actual visit to the centre or to the physical space where the programme is run.

- Final ruling, which must be public. Those involved must receive prior notification, and have the right to publish comments made in this context.[14]

For the CNA in Colombia:

"…institutional evaluation presupposes a thorough examination of the whole organization including its mission statement and institutional project, academic community (students, teachers and research personnel), academic processes (teaching, research, scope or social projection), well-being in the institution, pertinence and social impact, self-evaluation and self-regulation processes, organization, administration, management, physical installations, academic support facilities, and financial resources. For each element the analysis must be structural so as to evaluate relationships with the other elements and with the institution as a whole."[15]

For the CNAP in Chile:

Evaluation of processes or evaluation of results?

One subject to do with the accreditation of institutions that has repeatedly come up is the relative weight should be assigned to the evaluation of processes on the one hand and the evaluation of results on the other. The main focus in the evaluation is on processes, which means particular attention is paid to identifying and analyzing the mechanisms around which the institution is organized so as to progress steadily towards reaching its goals and objectives.

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[14] Martín, Julio M., op. cit.
[15] MEN Colombia, CNAP, op. cit.

> However, it makes no sense to limit evaluation just to processes and ignore the results these processes yield. Therefore it is necessary to evaluate not only how quality assurance mechanisms are constituted and how they work but also how effective they are, and this finds expression in results that are consistent with the objectives declared ... which means quantitative and qualitative indicators have to be established to capture the current performance of the institution, and its evolution over time and in the various areas of operation in question, and to compare these data with the institution's declared objectives."[16]

In nearly all the countries in the region there are provisions for setting up and developing national accreditation systems in the regulations that govern education in general or higher education sub-systems. In many cases the national bodies responsible for quality assurance in higher education are also officially regulated in this way.[17]

The emergence of these organizations in the countries in region is presented here in chronological sequence:[18]

- In 1989 Mexico set up a National Committee for the Evaluation of Higher Education (CONAEVA - Comisión Nacional para la Evaluación de la Educación Superior), under the umbrella of the National Coordinator for Higher Education Planning (CONPES - Coordinación Nacional para la Planeación de la Educación Superior).

- In 1990 Chile set up a Higher Education Council for non-autonomous private institutions (new private universities).

- In 1995 Colombia set up its National Accreditation Council (CNA - Consejo Nacional de Acreditación).

- In 1996 Argentina set up a National University Evaluation and Accreditation Committee (CONEAU - Comisión Nacional de Evaluación y Acreditación).

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[16] Chilean Ministry of Education, National Undergraduate Accreditation Committee (CNAP), "Guía para la Evaluación Externa, Proyecto Piloto de Acreditación Institucional", Santiago de Chile, 2004.

[17] An extract from the legal framework of the higher education accreditation system in Colombia is given in Annex 3.2.

[18] The main source for this chronological summary is Fernández Lamarra, Norberto, "Los sistemas de evaluación y acreditación de la calidad y el desarrollo universitario: una visión latinoamericana comparada", in *Los Procesos de Acreditación en el Desarrollo de las Universidades*, CINDA, UNESCO-IESAL and the Universidad de los Andes, Santiago de Chile, 2005.

- In 1998 the Central American Higher Education Evaluation and Accreditation System (SICEVAES - Sistema Centroamericano de Evaluación y Acreditación de la Educación Superior) was established.
- In 1998 the Mercosur established an Experimental Course Accreditation Mechanism for the Recognition of University Degrees (Mecanismo Experimental de Acreditación de Carreras para el Reconocimiento de Grado Universitario).
- In 1999 Chile set up its National Undergraduate Accreditation Committee (CNAP) in the framework of the activities of the quality assurance component of the Mecesup (Improvement of Quality in Higher Education) project.
- At the end of the 1990s and the start of the new century new university accreditation evaluation bodies and projects emerged in other countries like Uruguay, Ecuador, Paraguay, El Salvador, Bolivia and Nicaragua.
- Between 1999 and 2002 Costa Rica developed a National Higher Education Evaluation System (SINAES - Sistema Nacional de Evaluación de la Educación Superior).
- In 2000 Mexico organized its Higher Education Accreditation Council (COPAES - Consejo para la Acreditación de la Educación Superior).
- In 2003 Paraguay set up a National Higher Education Evaluation and Accreditation Agency (Agencia Nacional de Evaluación y Acreditación de la Educación Superior).
- In 2003 Colombia formed its National Inter-Sectoral Higher Education Quality Assurance Committee (CONACES - Comisión Nacional Intersectorial de Aseguramiento de la Calidad de la Educación Superior).
- In 2004 Brazil set up a National Higher Education Evaluation System (SINAES - Sistema Nacional de Evaluación de la Educación Superior).

The experience of these countries in the evaluation and accreditation not only of institutions but also of programmes has meant that their institutions have been assimilating a culture of quality evaluation, and this has enabled them to examine their own operations in the light of previously established parameters and to define mechanisms for improvement. In most of the countries the results of this process are oriented either internally, for institutional learning and improving quality, or externally, to be able to give society information and a guarantee of the quality of the services on offer or to guide the State in the area of providing finance.[19]

[19] Orozco, Luis Enrique and Cardoso, Rodrigo, op. cit.

3.4 Four special cases: Colombia (two), Costa Rica and Jamaica

At the present time there are four processes under way that merit special attention –two in Colombia, one in Costa Rica and one in Jamaica– because they reflect important new departures in formalizing and consolidating accreditation systems for work training programmes and institutions. First there is a Training for Work Programmes and Institutions Accreditation System currently being designed in Colombia; second, also in Colombia, a Courses and Programmes Recognition and Authorization Programme that the State has made the National Training Service (SENA) responsible for; third, a Courses and Programmes Accreditation Service at the National Training Institute (INA) in Costa Rica; and fourth, a training institutions accreditation Process at the National Technical and Vocational Education and Training Council of the HEART-NTA in Jamaica.

3.4.1 The Colombian Training for Work Programmes and Institutions Accreditation System

In line with government policy guidelines laid down in 2004 in document No. 81 of the National Council for Economic and Social Policy, the Ministry of Social Protection, the Ministry of Education, the National Planning Department and the SENA itself are taking the lead in designing a system to accredit programmes and institutions in the framework of the National Training for Work System (SNFT).

At the time of writing this study, the author had access to a working document written by two consultants for the Ministry of Social Protection in Colombia[20] that dealt with a number of subjects including the concepts of training for work and quality assurance, the programmes and institutions that accreditation is geared to, the characteristics of the proposed system, and recommendations as to how it should be put into operation. In November 2005 the MPS and the MEN were preparing the text of a decree to give this new system a legal grounding.

The accreditation system that these consultants propose for the SNFT in Colombia would be *"oriented to certifying that work training providers*

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[20] Peña B., Margarita and González A., Liliana, "Propuesta para la Estructura y Funcionamiento del Sistema de Acreditación de Programas e Instituciones de Formación para el Trabajo". Working document, Bogotá, 6 September, 2005.

have the means and the capability to carry out quality training processes that would meet the needs of the productive sector (relevance) and would have the potential to produce good results (standards)". The key characteristics of this accreditation are that it would be (a) a voluntary process, (b) external, and (c) temporary, in that accreditation would have to be periodically renewed.

Training for work is understood as an educational process that teaches a person specific or generally-applicable labour competencies related to one or more occupational fields.[21] Based on this definition, and on the new learning contract standards that came into force in 2002 and 2003,[22] the following programmes and institutions shall be accredited in the framework of the new system:

- Vocational/professional technical and technological higher education programmes.

- The methodical and complete vocational training programmes run by the SENA and by non-formal educational institutions.

- Work training programmes of the secondary technical education modality.

- Programmes run by enterprises to fulfil the learning contract.

- Institutions providing work training services that belong to the SNFT and are recognized as educational bodies (that is to say in higher technical and technological education) in the SENA, in non-formal education, and in secondary technical education.[23]

*"The accreditation of work training presupposes the approval of how this functions, and it has two dimensions: the accreditation of programmes and that of institutions. In the former, an organization offering work training services submits its programmes to quality evaluation to obtain **authorized registration** for each of them. After all its programmes (or a significant percentage of them) have received this authorized registration, the institution can submit one or more of its key processes (in training or in its management system as a whole) for quality certification based on international standards so as to obtain **accreditation as an institution."**[24]

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[21] Peña B., Margarita and González A., Liliana, op. cit.
[22] Republic of Colombia: Law 789 of December 2002 and Decrees 933 and 2,585 of 2003.
[23] Peña B., Margarita and González A., Liliana, op. cit.
[24] Idem.

In this process the ISO 9000:2000 family of standards can be used. There are Colombian versions of these standards, like the NTC 9000, the Colombian Public Management Quality Technical Standard (the NTCGP 1000:2004, which is derived from the ISO 9001:2000) for the certification of quality management systems, and the GTC 200 interpretation guidelines for implementing the ISO 9001:2000 standard in formal educational establishments at pre-school, basic and secondary levels and in non-formal higher education institutions[25] (see chapter 2, section 2.3, above).

The functional structure of the accreditation system would consist of the following: (a) a **rector body**, set up by the Ministry of Social Protection, the National Education Ministry, and the Ministry of Trade, Industry and Tourism, which would have an **executive secretariat** from one of the two ministries. (b) Some *sectoral technical units* made up of representatives from the sectoral committees convened by the SENA, and the higher councils for small and medium enterprises coordinated by the Ministry of Trade, Industry and Tourism. (c) Some *evaluation units* to carry out the auditing to verify conformity with the quality and pertinence standards, criteria and indicators defined by the rector body.[26]

To define the standards, criteria and indicators for authorized registration, these authors suggest using those employed by the National Inter-Sectoral Higher Education Quality Assurance Committee (CONACES) and the National Accreditation Council (CNA) (see section 3.2 of this chapter), along with other more specific instruments for work training organizations like those of the Youth in Action (Jóvenes en Acción) programme and those used by the SENA for awarding recognition to programmes and courses that may be contracted to provide training services (this will be dealt with in the next section below). In all cases these standards should, at the very least, cover the following components: curricular design, teaching staff profile and professional area, infrastructure and equipment, evaluation systems for students, and administrative processes like enrolment, programme evaluation and the certification of those who complete the course.

When it comes to accreditation of the institution, the evaluation units will have the following functions:

"…

[25] Colombian Technical Standards and Certification Institute (ICONTEC – Instituto Colombiano de Normas Técnicas y Certificación), "GTC 200 Guía para…" op. cit.
[26] Peña B., Margarita and González A., Liliana, op. cit.

1. *To adopt the standards, criteria and indicators additional to NTC ISO 9001:2000, and the standards defined by the SNFT Accreditation Council for the certification of institutions offering work training services.*

2. *To assign suitable auditors to carry out evaluations, in accordance with the guidelines laid down in the NTC ISO 062.*

3. *To carry out the audit as stipulated in the NTC ISO 062.*

4. *To award quality certification for the institution or processes submitted for evaluation.''*[27]

These consultants propose that the process of setting up the system should include the following steps:

a) Enact legislation to set up the system.

b) Put the executive secretariat into operation.

c) Assemble the members of the SNFT Accreditation Council.

d) Define and announce the standards, criteria, variables and indicators for general and sectoral evaluation of programmes and institutions.

e) Define a communications and publicity strategy for the system and inform the interested parties about this.

f) Explore mechanisms to support work training institutions so they will be able to start their improvement processes and ultimately obtain accreditation.

3.4.2 Recognition or Authorization of Courses and Programmes by the SENA

Since 1960, the SENA has been the body legally authorized to award recognition to programmes in specialized institutions and enterprises that give integrated, methodical and complete vocational training. Until a few years ago the benefit of recognition was limited to the students on those programmes being subject to the learning contract. In 2002, Law 789 considerably widened the kind and the number of trainees that must be contracted by their Colombian employers, and now these can be (a) SENA trainees, (b) students in the prac-

[27] Idem.

tice stage of higher education in the university or vocational technology or technical modalities, (c) pupils in secondary education, that is to say in the 10th and 11th grade or year of high school, and (d) learners on programmes in enterprises that directly train their trainees.

In this context, the National Management Council of the institution made **Agreement 0016 of 2003** *"...which regulates aspects of the recognition and authorization of integrated, methodical and complete vocational training programmes"* (see Annex 3.3), and the management of the National Work Training System (which comes under the SENA itself) drew up a *Manual for the Recognition and Authorization of integrated, methodical and complete vocational training programmes and courses.* The summary in this section is based on this.[28]

In this manual, the recognition and authorization of courses and programmes is defined as *"...a process that interested educational institutions, specialized establishments and enterprises that give training for work can avail themselves of, voluntarily and individually, whereby their integrated, methodical and complete vocational training programmes are evaluated and recognized or authorized by the SENA."*

The recognition of courses and programmes has a number of **objectives**:

- First, it is a mechanism to strengthen the National Training for Work Institutions Network, which is one of the instruments of the National Work Training System (SNFT) and *"...is a means whereby work training institutions are coordinated so as to integrate their efforts, products, services and experience in human resources training."*[29]

- Second, it is a procedure whereby trainees from a specific programme have to be accepted by the State as counting towards the compulsory quota of learning contracts that enterprises have to have.

- Third, it will strengthen quality, pertinence and coverage improvement processes in training for work, and help to publicize and promote the labour competencies focus in institutions with work training programmes.

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[28] SENA, General Management, *Manual para el reconocimiento y autorización de cursos y programas de formación profesional integral metódica y completa*, Bogotá, August, 2004 (mimeo). (Also see: www.sena.educ.co/portal).
[29] SENA, SNFT Management, "Red de Entidades de Formación para el Trabajo". Power Point presentation, Bogotá, 2004.

Programme recognition is aimed *"...mainly at programmes that have been structured with the labour competencies focus, except in trades and occupations for which the SENA does not have labour competency standards or programmes designed by competencies. These programmes must take account of the phases of the labour training process, which are the academic phase (general training for work) and the work practice phase, geared to the human development components that correspond to the life project and training for undertakings that lead to a certificate of vocational or occupational aptitude on a technical level in skilled or semi-skilled trades, with a minimum duration of 440 hours in the academic stage and 440 hours in the production stage."*[30]

For a programme to be able to obtain SENA recognition it will have to satisfy a number of **quality and pertinence criteria**, including the following:

a. *"Offer academic and practical training content that meets the needs of integrated vocational training and of the labour market.*

b. *Have human resources skilled in the areas in which integrated vocational training programmes are run.*

c. *Guarantee, either directly or through agreements with third parties, the technical, pedagogic and administrative resources to ensure the satisfactory implementation of training programmes.*

d. *The training programme must be geared to an occupation or trade that figures on the trades and occupations list approved by the SENA National Management Council, in line with article 5 of Decree 2.585 of 2003.*

e. *The profile of the successful trainee must be clearly related to the competencies and functions of the trade or occupation he was trained for."*

When interested parties apply for SENA recognition of their programmes, the **documents** they have to submit include the following:

• A written application to the SENA Regional Director from the institution or enterprise's main office or from the premises where the programme will be run, countersigned by the institution's legal representative.

• Authorization for the programme from the appropriate official authority, if this is a legal or regulatory requirement.

[30] SENA, National Management: *Manual…*, op. cit.

- The curricular structure of the programme, a description of the programme's didactic and support resources, and a list of the teaching staff for the programme along with the CV of each teacher or instructor and the training plan for what they are to teach.

- In the case of alliances, a copy of the current contract or agreement whereby technical, pedagogic and educational resources are to be provided.

- A market study demonstrating the programme's connection with the world of work and identifying the physical places (municipalities or departments) and enterprises where the worker profile in question is in demand.

- Projected administration of the programme indicating the enrolment process, selection, induction, follow up on the training process, evaluation, certification, trainee services and follow up on trained participants.

According to the *Manual*, the recognition or authorization of courses or programmes yields the following **benefits**:

- *"Registration as a provider of vocational training programmes recognized or authorized by the SENA.*

- *Membership of the National Training for Work System. This means a network of national and international vocational training providers can be built up, which facilitates training mobility and the updating of teachers or instructors.*

- *The updating and tailoring of the institution's programmes according to changes in the labour market.*

- *Trainees on these programmes will be able to access a learning contract and resources from the Enterprises Fund (FE - Fondo Emprender).*

- *The right to reimbursement as laid down in clause 3 of article 38 of Law 789 (2002) for enterprises running programmes authorized by the SENA, through calls for offers make for this purpose. (In no case can the annual amount reimbursed per enterprise, in virtue of the different services rendered by the SENA, directly or through agreements, exceed 50% of the value of the extra-fiscal contributions paid to the SENA by the enterprise in question in the previous financial year)."*

The recognition of programmes also involves **obligations** for the institution in question, and some of the outstanding ones are as follows:

- To maintain and improve the quality and pertinence of the programmes, and continue to comply with each of the requirements that recognition or authorization was based on.

- To carry out a twice-yearly self-evaluation of the recognized or authorized programmes and to act on the recommendations of these evaluations within the stipulated time period.

- To evaluate trainees who complete the programme during the year after training so as to determine impact in the world of work.

- To facilitate programme follow up and monitoring carried out by the SENA.

"The SENA's vocational training centres and regional offices are responsible for the technical concepts involved in applications for programme recognition or authorization, and in follow-up evaluations of recognized or authorized programmes, in which the institution or enterprise's own twice-early self-evaluation will be taken into account."[31]

The evaluators have a *"Guide to the analysis and evaluation for recognition of the quality of courses and programmes",* which contains instructions for giving a percentage valuation for each of the variables.[32] The variables and indicators and the maximum percentages for each are given in the table below.

[31] Idem.
[32] Idem.

Guide to the Analysis and Evaluation for Recognition of the Quality of Courses and Programmes. SENA Colombia

Percentage rating of each variable

VARIABLE	INDICATOR	MAXIMUM % VALUE
CURRICULAR STRUCTURE 35%	Consistency of objectives, title, name and duration of course	5
	Labour demand information and course justification	5
	Consistency of entrance requirements, objectives and graduate profile	5
	Harmony among areas, subjects and timetable intensity	5
	Consistency of content, course objectives and graduate profile	7
	Suitable distribution of subjects, updated and with appropriate methodology	5
	Affordable cost	3
	SUB TOTAL	**35**
TEACHING STAFF 30%	Number of teachers	6
	Level of studies	6
	Experience	6
	Full time/part time	6
	Consistency of teacher profile with subject	6
	SUB TOTAL	**30**
LABORATORIES, WORKSHOPS AND DIDACTIC RESOURCES 20%	Appropriate practice space	3
	Machinery and equipment	3
	Distribution of physical space	3
	Replacement of machinery and equipment	1
	Requirements for agreements for practice	3
	Didactic resources related to course and in appropriate quantity	3
	Appropriate equipment and spaces	3
	Replacement of equipment	1
	SUB TOTAL	**20**
PROGRAMME ADMINISTRATION 15%	Information and promotion	2
	Enrolment	1
	Selection	2
	Registration	1
	Follow up	4
	Evaluation	1
	Certification	1
	Trainee well being	3
	SUB TOTAL	**15**
TOTAL		**100**

Source: SENA, General Management, *Manual for the recognition and authorization of integrated, methodical and complete vocational training courses and programmes*, Bogotá, August, 2004.

3.4.3 Costa Rica National Training Institute (INA)
Accreditation Service for Training Courses and Programmes[33]

Accreditation is a free service that the INA provides so as to organize and coordinate the vocational training offered by the various institutions in Costa Rica. The INA provides this service in line with the provisions of Organization Law No. 6.868 and the policies laid down by its Directing Council in the framework of one of its most important functions, which is to "*...organize and coordinate the country's systems of vocational training for all sectors of economic activity*" (Law 6.868, article 3, sub-clause a). The official regulation that defines and regulates this activity was issued by the INA Board of Directors and is in article 4 of session No. 3.293, which was held on 30 October, 1995 (see Annex 3.4).

"Accreditation is a free service that the institution offers to private or public physical persons or legal entities who have a training programme for the general public in Costa Rica or for their own workers, and who wish to obtain accreditation from the appropriate official body for the training they offer... Accreditation is official recognition that the vocational training offered by private or public physical persons or legal entities meets the training quality standards set by the system, and it is awarded once they have satisfied the requirements of the respective regulations... Thus people who study are assured of teaching that is underwritten by the INA."[34]

The **general principles** of the INA accreditation service are as follows:

- **Voluntary:** The entity itself must voluntarily apply for accreditation.

- **Experience:** The courses the entity runs must have a minimum of two grades.

- **Temporary:** Accreditation is valid only for a period of between one and three years.

- **Renewable:** The entity can apply for accreditation to be renewed.

- **Revocability:** Accreditation can be revoked if the conditions under which it was awarded undergo some negative change.

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[33] Instituto Nacional de Aprendizaje de Costa Rica (INA), "Servicio de Acreditación". www.ina.ac.cr (December, 2006).

[34] All quotes in this section are taken from the source in footnote 65 (www.ina.ac.cr).

The **process** to obtain accreditation consists of the following steps:

a) Submission, follow-up and receipt of packet of documents: When the interested entity collects the application form (with a list of the documents required) from the INA Accreditation Unit, it is advised of the information it will have to submit. Once the complete package of documents is submitted, it receives a response about the condition of these documents within five working days.

b) Pre-diagnosis: When the application and supporting documentation have been submitted there is a pre-diagnosis which consists of a duly-programmed visit to the installations where the training takes place. The aim of this is to verify the information given and determine whether the application can proceed to the next stage of the accreditation process, and a decision is made and a reply given no more than ten days after the last visit. If the decision is affirmative, the Accreditation Unit and the applicant sign a letter of intent which includes a list of both parties' responsibilities in the following stage.

c) Evaluation of the physical and academic conditions of the courses: If the pre-diagnosis proves positive, evaluation of the entity begins within two months. For this stage the Accreditation Unit sets up a panel of experts to evaluate five important areas of the physical and academic conditions under which the training takes place. These areas are as follows:

- Curricular structure
- Infrastructure
- Furniture, machinery and equipment
- Human resources
- Occupational safety and hygiene.

"There will be a concurrent evaluation which consists of questionnaires for students who are actively undergoing the training for which accreditation is sought. The purpose of this is to check the effectiveness and suitability of the physical and academic conditions that are utilized in that training. At the same time there will be an evaluation of the impact of courses that have been completed through questionnaires for ex-trainees and their bosses, whose main purpose is to measure the usefulness of the training and how much advantage is taken of it, and this can be used a basis for suggesting corrective measures and introducing such measures in future training. The evaluation stage shall take no longer than five months to complete, and it ends when the panel of experts make their final report."

d) Analysis and Ruling by the Accreditation Council: The report from the previous stage will be the main input for the final ruling by the Accreditation Council, which is made up the management of INA, the chiefs of the Accreditation Unit and a member of the chamber of the sector for which the applying institution's courses are giving training.

If the **result** is **positive** the institution receives:

- The Accreditation Council's ruling.

- Proof of accreditation.

- Recommendations about the accredited courses that must be complied with (if merited).

- Certificate or registration numbers, whenever an accredited course is run.

If the **result** is **negative** the institution receives:

- The Accreditation Council's ruling.

- Justification as to why the courses have not been accredited, and the appropriate recommendations.

The result(s) will be communicated to the institution no more than two months after the panel of experts submits its report to the Accreditation Unit.

e) Monitoring for Renewal of Accreditation: Once accreditation has been awarded, the monitoring of the accredited courses begins. This is broken down into:

- **Verification of Compliance with Recommendations**: There are checks to verify that the obligatory recommendations made as a result of the evaluation are being complied with.

- **Course monitoring:** This is done while the courses are under way to check that quality standards are being maintained.

- **Course supervision**: After accreditation is awarded there is an annual supervisory check to make sure that quality on the courses is maintained at the levels pertaining at the time of accreditation. When this phase is about to start less than ten days notice is given, and the whole procedure takes no more than three months. The results are communicated to the institution no more than two months after study has finished.

Accreditation brings the following benefits: "*(a) the quality of the vocational training offered by the public or private physical person or legal entity is regulated and improved. (b) There is a guarantee to society that the training given is solid, credible, and comes up to the quality standards required by the accreditation system. And (c) the enterprise is evaluated by a system that is recognized internationally for the quality of the service it renders.*"

On the INA web page: www.ina.ac.cr   in the section entitled Accreditation Service" (Servicio de Acreditación) the following links are available:

- Accreditation Regulations
- Form to apply for the service
- Evaluation guidelines
- Requirements to make up the panel of experts
- Form to make up the panel of experts
- Classification of sectors, sub-sectors and functional areas
- Courses accredited by the INA listed under the institution that offers them

3.4.4 Accreditation of Training Institutions by the National Technical and Vocational Education and Training Council of the HEART-NTA in Jamaica

The Jamaican HEART Trust - NTA (Human Employment and Resource Training Trust – National Training Agency) has a number of mechanisms in its Technical Operation Model (TOM) designed with the aim of building a quality assurance system.

A Technical Operation Model centred on quality: The Technical Operation Model is based on establishing national standards for accredited training institutions. These standards make it possible to establish the quality of an institution as regards training and evaluation, and also of the institution's administrative and client service systems. These standards (and their application) make up the concept of a quality assurance system.

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The HEART-NTA Technical Operation Model stipulates quality requirements that training institutions must comply with in order to qualify for accreditation. These requirements include the following – the institution must:

- Maintain training and quality evaluation documentation systems

- Carry out internal audits at least once a year

- Have written procedures for the recruitment, guidance and professional development of its staff

- Employ instructors and evaluators with specified competencies

- Comply with the explicit quality assurance requirements in evaluations

- Have processes to recognize prior learning and offer this service to all interested parties

- Comply with the specific requirements to operate, validate and implement training and evaluation strategies

A national qualifications framework (NQF): In Jamaica the training system has provisions for a national qualifications framework whose objective is to describe, in a clearly articulated and comprehensible way, the different vocational education and training offers available at different levels, and also the routes open to workers to progress in the system. Besides this, the framework is geared to the needs of the labour market.

The national qualifications framework is to be inclusive, incorporating the whole range of different kinds of certification (not only in vocational but also in tertiary education), diplomas and grades that come under the framework. The HEART-NTA national qualifications framework has five levels of competency that describe the so-called National Qualifications that are defined by enterprises and required by them when it comes to filling a job post. The description of each level and occupation is based on the knowledge, skills and attitudes that are needed for performance in a particular job.

Level 1 consists of routine activities that are carried out in a narrow context and usually under close supervision. In level 2 there is more variety and autonomy, and there can be cooperation with other workers. In level 3 the activities are complex, non-routine, involve a considerable degree of responsibility and autonomy, and involve controlling other workers. Level 4 covers a wide range of technical and professional activities involving considerable responsibility and personal autonomy, and includes responsibility for other people's work and for distributing resources. Lastly, level 5 activities involve more

responsibilities, great autonomy, and responsibility for the planning, execution and evaluation of work.

Training institutions participate in the qualifications framework through their training offer since they develop competencies in line with the standards that make up this national framework. Training providers recognized by the NCTVET as accredited training institutions can offer programmes and evaluation services to candidates who wish to have their competencies certified. Further information about the national qualifications framework is available at the HEART-NTA web site: www.heart-nta.org [35]

The National Council on Technical and Vocational Education and Training (NCTVET): This was set up in 1992. It is the body responsible for quality in the national qualifications framework. In fact it is the branch of the HEART-NTA responsible for quality assurance in educational, accreditation and certification processes, and its authorized functions include setting the rules under which the accreditation of training or competency evaluation organizations takes place in the national qualifications framework.

The NCTVET is responsible for managing quality assurance in processes and its functions include the following:

- To establish the quality framework to develop competency standards and the guidelines and procedures for evaluation.

- To develop standards for training and for the evaluation of the trainees.

- To accredit institutions providing training.

- To accredit training programmes for which standards are not yet available.

- To establish the standards for evaluators and register them.

- To administer the registration of accredited training institutions.

- To carry out quality audits in accredited training institutions.

- To establish equivalences for other qualifications that may be requested.

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[35] The Caribbean Association of National Training Agencies (CANTA) has decided that this national qualifications framework will be used as a regional framework covering the English-speaking Caribbean. This will facilitate the international recognition of labour competency certification.

To sum up, the main aim of the quality assurance system is to provide the base for a national technical and vocational training and education system that meets the quality standards established for accreditation, training, evaluation and certification processes.

The standards in the quality assurance system have a double orientation: they are for training institutions and also for evaluation bodies.

Accreditation of Training Institutions: The NCTVET awards accreditation to training institutions that apply for it. The NCTVET gauges the institution's capability to carry out training by competency units, national qualifications or curriculum, and also its capability to evaluate individuals' competencies with respect to the requirements of a competencies standard. Two kinds of accreditation are awarded, for training and evaluation together or just for evaluation.
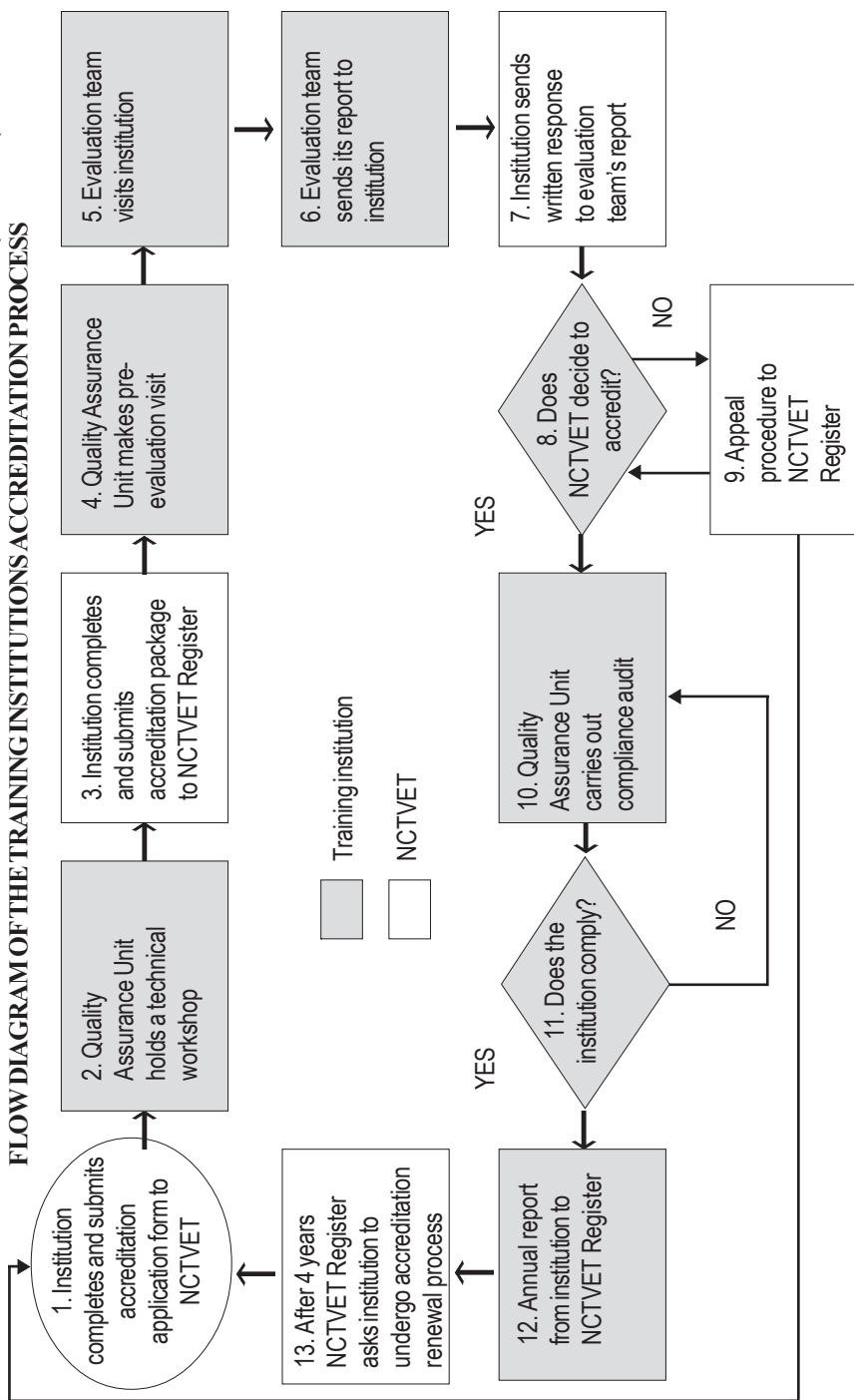
In recent years accreditation has become more prominent in the evaluation of training programme quality. Marjorie Barrett, from the NCTVET information and promotion area, made the point that "Accreditation gives training programmes greater credibility, which is therefore reflected in good performance on the job by individuals trained at the accredited institution". The Council has produced an accreditation manual which explains the policies, procedures and standards used in the process so as to make accreditation easier for institutions that are interested.

Accreditation of evaluation organizations: The aim of this process is to ensure that the evaluation process is based on competency standards, and is fair and consistent throughout the country. There is an evaluation guidebook that makes clear the roles and responsibilities of those involved in the process: the training institution, the evaluating organization, and the NCTVET as quality controller.

The guidebook explains the process of evaluation to guarantee the recognition of competencies within the national quality framework, and these guidelines must be followed to ensure that evaluation is transparent, fair and valid. The accreditation process in Jamaica is shown in the diagram below.

In this case accreditation is focused on the standards that are applied in evaluation, covers a period of four years, and is initiated and validated by a team of external evaluators that includes representatives of enterprises.

NATIONAL COUNCIL ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (NCTVET)
FLOW DIAGRAM OF THE TRAINING INSTITUTIONS ACCREDITATION PROCESS

1. Institution completes and submits accreditation application form to NCTVET

2. Quality Assurance Unit holds a technical workshop

3. Institution completes and submits accreditation package to NCTVET Register

4. Quality Assurance Unit makes pre-evaluation visit

5. Evaluation team visits institution

6. Evaluation team sends its report to institution

7. Institution sends written response to evaluation team's report

8. Does NCTVET decide to accredit?

9. Appeal procedure to NCTVET Register

NO

YES

10. Quality Assurance Unit carries out compliance audit

11. Does the institution comply?

YES

NO

12. Annual report from institution to NCTVET Register

13. After 4 years NCTVET Register asks institution to undergo accreditation renewal process

Training institution

NCTVET

Source: HEART-NTA.

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Chapter 4
Characteristics of national quality award models and their application in educational institutions

In sections 4.1, 4.2 and 4.3 of this chapter we discuss general, methodological and functional aspects of national quality awards without going into an analysis of how they are applied in the education sector. That subject is dealt with in section 4.4.

4.1 General overview

There are national quality awards in almost all the countries in Latin America and the Caribbean, and they date from different times. Most of them were established by some organ of a ministry of economic development, but the entrepreneurial and research and development sectors have also played a key role in promoting the different initiatives. This is explained by the fact that nearly all the awards are in line with the initial objective of making products and services more competitive to help enterprises operating in a given area compete with enterprises in other countries or other parts of the same country. However, this focus soon changed to the conception of an award as an instrument to bring about a shift in company culture towards promoting quality and efficiency, and as recognition, in the form of a trophy, of excellence in how enterprises are run.

Studies show that awards of this type first came into being in Japan after the Second World War. One of the first steps the Japanese took to revitalize their economy and raise the standard of living in the country was to consult Dr. W. E. Deming, a North American specialist in the application of statistical quality control techniques. *"The mobilizing effect resulting from this initiative prompted Japan, at the instigation of the Japanese Union of Scientists and Engineers (JUSE), to institute the Deming Prize in 1951. Since then, quality control (and the techniques it involves) has become commonplace in practically all sectors of Japanese industry, and has evolved over time*

into the concept of total quality or QUALITY THROUGHOUIT THE EN-TERPRISE."[1]

In the mid 1980s a group of experts in the United States analyzed a series of successful organizations in an attempt to identify the characteristics they had in common that set them apart from the rest. They found that the key was in values that are easily perceived as part of an organization's culture, and are practised by its leaders and professionals at all levels. "*In that exercise, the values identified in successful organizations were considered crucially important to creating a management culture geared to results, and this gave rise to the criteria of evaluation and to the systematic structure that lie at the heart of the Malcolm Baldrige National Quality Award (MBNQA), that was founded in the United States in 1987.*"[2]

In Europe, a number of countries including England, Finland, France, Ireland, Italy and Spain instituted national quality awards, and in 1992 the first European Economic Community Award, which was promoted by the European Foundation for Quality, was introduced. In the Latin American and Caribbean region, Mexico, Colombia, Brazil, Ecuador, Uruguay and Chile have instituted their own awards and have set up non-governmental or mixed bodies (some with tripartite management), or have designated private foundations or existing organizations, to administer them.[3]

There was an older forerunner of this in Italy, where in 1950 a quality award was founded by the International Quality Service (IQS) with support from the Italian government. The initial aims were, first, to differentiate and select the products that were most competitive on foreign markets, and second, to give enterprises an incentive to improve the quality of their products. In São Paulo in 1977 the IQS instituted the first Brazilian quality award (Prêmio Qualidade Brasil), which was aimed at fostering quality at all levels by honouring enterprises that were outstanding in their quality management and achieved exceptional results in the consumer market.[4]

As will be seen in the sections below, the awards in the different countries in Latin American and the Caribbean are similar in many ways including their

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[1] Fundación Premio Nacional a la Calidad: "Gestión Empresarial-República Argentina", www.premiocalidad.com.ar 2005.

[2] Fundación para el Premio Nacional para la Calidad (FNPQ), "Criterios de Excelencia. El estado del arte de la gestión para la excelencia del desempeño y el aumento de la competitividad", Brazil, 2005 (www.fnpq.org.br).

[3] www.premiocalidad.com.ar, 2005.

[4] Fundação para o Premio Nacional da Qualidade (FPNQ): "Sobre o Premio Qualidade Brasil", www.fpnq.org.br 2005.

basic conception, objectives, requirements, and evaluation and procedural methodologies, and there is no doubt that this is rooted in the fact that when it came to formulating the scope and mechanisms of their awards, almost all these countries took as a reference similar international models such as the Malcolm Baldrige Award in the United States, the European EFQM or the Latin American model.

In Annex 4.1 we present a list of some European and American awards, taken from the Chilean National Quality Award web page.[5]

4.2 Methodological aspects

4.2.1 Mission

In the mission statements of the different countries' awards there are many elements in common. The outstanding shared features include the following:

- To promote improvement in the management of organizations using internationally accepted criteria (Colombia) and to improve organizations' capabilities to compete successfully in world markets (Brazil).

- To promote wider understanding of what is required to achieve excellence in performance and thus become more competitive (Brazil).

- To make organizations more effective in creating value for all interested parties, and especially for their customers and markets (Argentina).

- To set off a multiplier effect by the widespread exchange of information about best practices (Mexico).

- To promote, develop and disseminate processes and systems geared to continually improving the quality of products and services from the entrepreneurial sector so as to help raise productivity and make organizations more competitive (Chile).

- To obtain public recognition for organizations with a practical focus on management for quality and productivity (Colombia).

- To promote an understanding of the factors and elements that have a decisive influence on raising quality levels, with a special emphasis on factors that have to do with people's development (Chile).

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[5] www.chilecalidad.cl 2005.

4.2.2 Objectives

The different awards are geared to enterprises putting their mission into operation, and in this area there are also many shared features, such as the following:

- To promote the cultural changes that are needed to adopt integrated management and excellence management focuses and practices as the basis for competitiveness in organizations (Colombia and Chile).

- To help start a learning process to promote integrated quality in organizations and in the community at large (Chile).

- To foster the use of the award as an educational instrument to help organizations develop in a socially healthy and economically successful way (Colombia).

- To offer a useful tool for diagnosis and continual improvement (Mexico).

- To make enterprises more viable and to promote exports based on quality (Mexico).

- To establish, update and disseminate the integrated management model for evaluation and diagnosis in organizations and to give instruction about the model and how to use it (Argentina).

4.2.3 Evaluation criteria

National quality awards are "*recognition of the management of an organization (and not) a certificate of quality for the product or service,*"[6] so a key element they all share in their work with organizations is a **model** to promote, evaluate and recognize management excellence geared to total quality and continual improvement. In Colombia this is called the "Management Excellence Model", in Mexico the "National Total Quality Model", in Argentina the "Model for Excellence in Entrepreneurial Management", in Uruguay the "Continual Improvement Model", and in Chile and Brazil "Criteria for Excellence". These models are not only designed to present the criteria and procedures to be able to compete and for selecting the award winners; their main

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[6] Colombian Ministry of Trade, Industry and Tourism and Corporación Calidad: "Premio Colombiano a la Calidad de la Gestión 2004-2005 Guía para los Participantes", Bogotá, 2005.

"*...purpose is to become an effective self-diagnosis tool for all who are interested in quality and have recourse to it as a guide for improving their organizations. That is to say, the MODEL is geared not only to organizations that are in a position to successfully compete for the award but also to those which, although not equipped to win the award, wish to take up the challenge of pursuing modernization, competitiveness and excellence".*[7]

This means that an organization can use the criteria of excellence as a scheme of reference to improve its management system, make a self-evaluation so as to improve, or as a guide to drawing up the report by which it can put itself forward as a candidate for the national award.

The various national awards are also similar in this respect. There are differences between them, but these are beyond the scope of this study. Some points that the guides to management excellence have in common are as follows:

- The organization should have a conception of management strategy that is holistic, and its vision of the future and of the market, goals and continuity should be shared by all hierarchical levels.

- Management should be evaluated at different times, and corrective measures taken using the PDCA model (plan, do, check, act).

- The models lay down foundations or principles which have to be borne in mind before specific aspects that generate quantitative valuations are evaluated.

- The models specify a group of criteria or sub-criteria for self-evaluation, external evaluation and rating with a points system.

As a framework for analyzing criteria, the models establish "*basic elements for excellence* (understood as) *concepts which translate into practices that are found in high performance organizations".*[8]

For example, in the Brazilian award the **basic elements** include a vision of the system, learning in the organization, innovation, leadership, a vision of the future, focus on the customer and the market, social responsibility, management based on facts, valuing people, a processes approach, and orientation towards results.[9]

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[7] Fundación Premio Nacional a la Calidad: "Gestión Empresarial-República Argentina", www.premiocalidad.com.ar 2005.

[8] Fundación para el Premio Nacional para la Calidad (FNPQ) Brazil, op. cit. (en www.fnpq.org.br).

[9] FNPQ Brazil, op. cit. (en www.fnpq.org.br).

The national quality award in Chile is based on the following **principles**: leadership and commitment from top management, management geared to customer satisfaction, appreciation of people as the main strategically-important factor, continual improvement in productivity and in the quality of processes, flexibility, the capacity to respond rapidly to customers' requirements, continual improvement in planning and decision-making systems (accuracy of information instruments, data analysis and the systematic study of facts), valuing public responsibility, protecting the environment, making a social contribution, management orientation towards results, and a non-discrimination policy.[10]

There are also similarities between the different award systems when it comes to the **criteria and sub-criteria for evaluation and giving a points rating**. In the Brazilian award system, for example, the eight criteria for excellence involve leadership, strategies and plans, customers, society, information and knowledge, people, processes and results (see Annex 4.2, where the sub-criteria and respective points ratings are given).[11] For the Colombian award the eight criteria areas are strategic management, customer and market management, leadership, personnel development, information management, process management, social responsibility and results (see Annex 4.3).[12] These criteria are the same in the other awards, although there may be slight differences in the listing order or in the points awarded for each item (for example, the "results" criterion is allocated 450 points in Brazil, 400 in Colombia, 300 in Mexico and 250 in Chile (see Annexes 4.2, 4.3 and 4.4).

4.2.4 The general awards process

In general, a national quality awards process involves the following steps:[13]

a.   The authority in overall charge, which in most cases is the ministry of economic development or the body that has been officially designated to exercise operational control and handle the technical aspects involved, publicizes the annual events and helps with orientation and guidance.

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[10] Chile Calidad, "Premio Nacional a la Calidad, Hacia una Gestión de Excelencia, Versión 2004", Santiago, 2004, www.chilecalidad.cl

[11] FNPQ Brazil, op. cit. (en www.fnpq.org.br).

[12] Colombian Ministry of Trade, Industry and Tourism and Corporación Calidad, "Premio Colombiano a la Calidad de la Gestión 2004-2005 Guía para los Participantes", Bogotá, 2005.

[13] This summary is mainly based on the schemes in Colombia and Chile since they have the elements that are common to the cases examined in detail in this study, and these elements also figure in the systems in Argentina, Brazil and Mexico.

b. Organizations submit their applications to enter and be classified.

c. The authorities check that candidature requirements have been met.

d. Organizations receiving authorization are enrolled, and attach the entry form.

e. The authority in charge selects and trains evaluators and judges.

f. The evaluators evaluate the entry forms.

g. The evaluators recommend organizations for on-site visits.

h. The evaluators make on-site visits.

i. The evaluators make reports on each of the organizations they visit.

j. The jury recommend to the authority that awards be made to the organizations they have chosen.

k. The awards are presented, usually by the President of the Republic at a special ceremony.

l.   All candidates receive feedback in the form of a written report and a visit by a group representing the different hierarchical levels involved in the evaluation and the decision.

m. The deposition process begins with a ceremony at which the winners receive their awards, and continues with technical conferences and other activities in which each winning organization expounds on the main factors that led to its receiving the award.

4.2.5 Three key elements in the awards process

In this panorama three vital elements stand out as focuses for continual improvement in organizations and incentives to promote economic competitiveness and social well being in the respective countries. These are (a) that organizations **apply excellence models** and carry out **self-evaluations** based on the criteria and methods laid down in those models, (b) **feedback** to organizations that take part from those in charge of the awards, and (c) the organizations that receive the awards make a public **deposition** of the best practices they employed.

The application of excellence models enables organizations to see themselves as a system and as an integrated unit in their operations to bring about continual improvement. According to the text of the Mexican National Total

Quality Model (MNCT), *"...it is also a tool to carry out diagnoses within an organization or to evaluate the organization's degree of maturity, which sheds light on its strengths and areas of opportunity"*.[14] The models of the different awards constitute the base for organizations to be able to **evaluate themselves** and make the reports that are required when they apply for awards, and which include the focus, implementation and results of their management system. *"The function of this information is to show that the candidate is using effective focuses, and these examples that can be useful to other organizations."*[15]

Feedback means that all the organizations that take part, even though they do not win an award, receive an objective, professional evaluation made by specialists in the field. These evaluation reports provide information on the organization's strengths and also on aspects to be improved in the sphere of quality, as identified by the examiners for each of the factors, criteria and sub-criteria.[16] *"Feedback is the most valuable benefit for the participants because it involves an analysis of the strength, and opportunities to improve of the management system that is in place, guidelines for how organizations can progress towards excellence, and parameters to measure the development of the management system."*[17]

Lastly, a **deposition on best practices** is a guaranteed part of all versions of the awards since the winners are under an obligation to hold technical events to *"make known to other organizations the main aspects whereby they merit the award(s), as reflected in their management excellence. These events bring together a large number of organizations, and the winners constitute an example of management and a model for other organizations to follow"*.[18]

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[14] Premio Nacional de Calidad de México: "Modelo Nacional para la Calidad Total" and "Guía de Participación 2005", www.pnc.org.mx

[15] Fundação para o Premio Nacional da Qualidade (FPNQ): "Sobre o Premio Qualidade Brasil", www.fpnq.org.br 2005.

[16] www.premiocalidad.com.ar 2005.

[17] Colombian Ministry of Trade, Industry and Tourism and Corporación Calidad, "Premio Colombiano a la Calidad de la Gestión 2004-2005 Guía para los Participantes", Bogotá, 2005.

[18] Chile Calidad: www.chilecalidad.cl 2005.

4.3 Function aspects of national quality awards

In nearly all the countries analyzed for this study the awards are called "National Quality Awards". The exception is Colombia where, since 2001, the award has been entitled the National Management Quality Award.

The awards are set up by laws or decrees issued by the legislative or executive power in the country in question, they come under a ministry (usually the ministry responsible for promoting economic development), and they are awarded once a year by the president of the country in a solemn ceremony.

Bodies have been set up to administer the awards. These are either mixed or non-governmental, or in some cases they are bodies that were already in existence like foundations (Argentina and Brazil), mixed corporations (Colombia), private trusts (Mexico) or productivity and quality centres (Chile). These bodies are responsible for selecting the evaluators and judges and giving them technical orientation, training, and guidance during the process, but their institutional mission goes beyond that since the main aim is to empower and foster processes in enterprises and organizations to make them more effective, competitive and sustainable.

Another point of similarity between the various award schemes is that the instruments and mechanisms used in the different countries to make external evaluations of candidate organizations tend to be of the same type. In Argentina the evaluation board (examiners and judges) is designated by the Administration Council of the PNC Foundation; in Colombia the evaluators are selected by the Corporación Calidad (Quality Corporation) and the judges by the Ministry of Trade, Industry and Tourism; in Chile they are called the Body of Examiners and the Judges and Jury Committee; in Mexico the Evaluation Group and the Award Committee; and in Brazil the Examining Board (Banca Examinadora).

Most countries stress that people are recruited to these temporary groups in a way that adheres to strict professional and ethical standards of selection, and that they are made up of highly qualified experts from different sectors who are recognized by their peers as having high professional standards. Before they go to work on the awards scheme they are rigorously trained, always in line with strict ethical and behavioural standards.

Each country has its own way of categorizing the enterprises and organizations that take part in its awards scheme, but classification is generally organized around the following main elements:

- The size of the organization. This is normally calculated by a combination of number of employees and value of assets, and it yields three categories: large, medium and small.

- The organization's main sector of economic activity. There are different combinations of the following categories: industry, agriculture, trade, services and educational institutions. In some countries like Brazil, Chile and Colombia, educational institutions are classed as services, while in others like Mexico and Uruguay they are in a separate category.

- Legal status: whether an enterprise is in the public or private sector.

- In some countries, like Argentina for example, there is a distinction between profit-making and non-profit-making organizations.

4.4 National quality awards and the education sector

An analysis of the relation between educational institutions and the bodies that administer national quality awards in the various Latin American and Caribbean countries shows that in practice there are **at least** three different kinds of situations:

a) Countries in which educational institutions can participate in the national awards process in the category of service providers (such as Argentina, Brazil, Chile and Colombia).

b) Countries in which there is a separate category in the national awards scheme for educational institutions (e.g. Mexico and Uruguay).

c) Countries in which there is a special guidance programme for educational institutions that involves applying a model designed to improve the quality of school management (e.g. Chile, Argentina, and Colombia).

4.4.1 Countries in which educational institutions participate in the national edition of the Award in the category of service providers

In countries where educational institutions participate in the national awards as service providers, these institutions have to follow the standards and procedures laid down for all enterprises and organizations (whose general characteristics have been outlined in different sub-sections of sections 4.2 and 4.3 of this chapter). However, each institution is free to develop its own quality manage-

ment system, and alongside the excellence model defined by the national award scheme in that country it can also employ other complementary models and mechanisms. This is in fact what has happened at the various regional offices of the SENAI in Brazil.

The SENAI branch in Santa Catarina (SENAI/SC), for example, received recognition as a finalist in its category in the 2004 national quality awards. This regional office has a management system based on the National Quality Award (PNQ) model and on the requirements of the NBR ISO 9001:2000 Standard. The organization is geared to excellence and fosters a culture of quality which is embodied in some organizational guidelines that focus on the institution's business, mission, vision, policy and values. "*All 32 units* (of this regional office) *are included in the management system, which is based on PNQ criteria, all undergo annual internal and external audits, and thus there are cycles of learning and improving practices."*[19] (the "Main tools of the SENAI/SC quality management system, represented in the "Casa da Qualidade" figure, are presented in Annex 4.5).

4.4.2 Countries in which exists a category exclusively for educational institutions inside the National Award

Two examples of this are Uruguay and Mexico. In **Uruguay** the National Quality Committee was set up in April 1991 by Decree No. 177/191. It comes under the Ministry of Industry, Energy and Mining, and its mission is to foster a culture of quality in the country.

The National Quality Award was set up in December 1992 by Decree No. 648, *"... with the aim of recognizing organizations that are outstanding in applying quality processes through total quality management, and that constitute examples for other institutions and for society as a whole to follow"*.[20]

The Uruguayan awards employ the following categories of organizations:

a) Private, large, medium and small, industrial or agricultural.

b) Private, large, medium and small, services.

c) Public, State or otherwise.

[19] SENAI Nacional: "Atualização tecnológica e qualidade", 2004, www.cinterfor.org.uy/calidad
[20] Comité Nacional de Calidad del Uruguay (CNC), "Premio Nacional de Calidad", www.cnc.gub.uy

d) Education. In 2004, the institutions in this category that received awards were the Colegio Jesús María Carrasco Secondary School, the Military Institute for Higher Studies and the Naval School. There were special mentions for the Training and Production Centre (CECAP - Centro de Capacitación y Producción),[21] the C. Harriague de Castaños Technical School, and the Initial Education Centre (CETP - Centro de Educación Inicial).[22]

In **Mexico** the classification of organizations participating in the national quality award depends on the total number of employees in small, medium and large organizations in three sectors, industry, services and trade, and this yields nine categories. There are two more categories than are not defined by number of employees: one is defined by function (public or private educational institutions) and the other by being governmental (federal, State or municipal administrative units).[23] For example, in 2003 and 2004 the award in the educational institutions category went to the Monterrey Technological and Higher Education Institute (ITESM - Instituto Tecnológico y de Educación Superior de Monterrey); in 2004 the other winner was the Monterrey Infant Development Centre No. 4, and in 2003 CAM Professor Rubén Reyes Rodríguez.[24]

The ITESM recommended that in order to participate successfully in the awards scheme educational institutions should:

- Obtain a commitment from all the directors
- Appoint people responsible for criteria at the top level
- Set up a work team with in-depth knowledge of the national total quality model and the organization
- Train managers and staff in the national total quality model
- Make a work plan from the start of the year
- Carry out simulated visits
- Prepare and practice executive presentations
- Disseminate the systems and processes widely
- Keep records and have these readily available

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[21] There is a detailed analysis of the CECAP case in the ILO/Cinterfor publication *Technical Office Papers* (No. 15), "CECAP, competencias y evaluación; dos vías hacia la mejora de la calidad de la educación", Montevideo, 2005 (this is available at: www.cinterfor.org.uy/calidad).
[22] CNC Uruguay, op. cit.
[23] Premio Nacional de Calidad de México, "Guía de Participación 2005", www.pnc.org.mx
[24] At www.pnc.org.mx / Premio Nacional de Calidad / Organizaciones Ganadoras / Directorio (2005).

- And if you do not win, handle de-motivation by accepting the feedback from the evaluators as an objective diagnosis, incorporating the recommendations into the institution's planning and using these results as the basis for improvement projects.[25]

4.4.3 Countries with a Quality School Management Model connected to the National Award

Some countries in the region have developed specific models to improve management quality at schools and, by extension, at other educational institutions as well. These models are adapted from (or based on) excellence models of total quality management that lie at the core of the improvement and of the evaluation of enterprises and organizations that go in for National Quality Awards. Countries in this situation include Argentina, Chile and Colombia.

4.4.3.1 Argentina

In **Argentina** the National Quality Awards Foundation (FPNC) set up an education committee to develop a "Quality Management Evaluation Model for Educational Institutions". This model is defined as *"...a holistic evaluation system for organizations' performance, which fosters continual improvement as the method whereby institutions grow and meet fixed objectives ... this means the relationships between ends, structure and results throughout the organization can be systematically identified ... and it is based on the theory and practice of quality management. It does not prescribe or describe how management should run a university, a primary school (EGB), a secondary school (polimodal) or some other institution in the education field. It is more a 'how to do' organizational model than a 'what to do' educational one. It could not encompass the wide and rich variety of alternatives that there are in the sphere of education. The model amounts to an examination of the requirements and processes that are applied... The evaluation is geared to the consistency of the focuses, the deployment that the organization needs, and the systematic modification of plans based on the strengths and weaknesses that are found".[26]*

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[25] ITESM: "Recomendaciones para una participación exitosa en los premios de calidad". Presentation by José Humberto Cantu Delgado, from ITES in Monterrey, at the 4th Latin American Quality in Education Congress, SENAI Brazil, 2005 (www.cinterfor.org.uy).

[26] Fundación Premio Nacional a la Calidad (FPNC), Argentina, Comisión Educación: "Modelo de Evaluación de la Gestión de Calidad para Instituciones Educativas, Una Herramienta para la Autoevaluación Institucional", Buenos Aires, November, 2002 (www.premiocalidad.com.ar).

The Argentine model for educational institutions has 3 components that frame 7 criteria, and these in turn contain 28 factors, which are elements that serve as a frame of reference for self-evaluation and external evaluation in educational institutions. Each factor is allocated points out of 1,000 (see Annex 4.6). The 3 components and the 7 criteria, with the maximum points in each case, are as follows:[27]

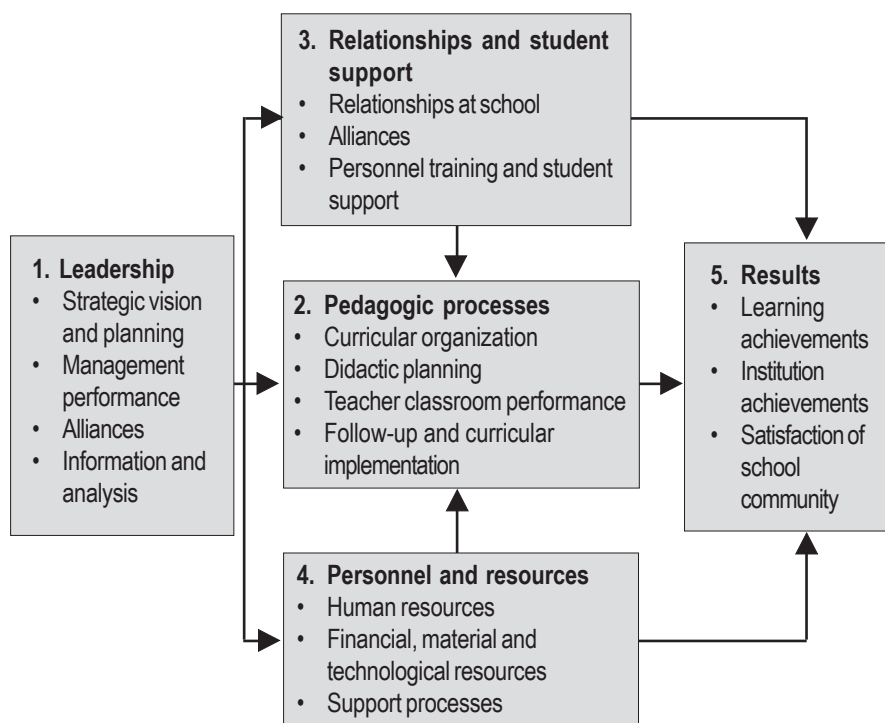| Components	Factors	Maximum points
Leadership	• Leadership	200
Management system	• Strategic planning • Focus on students and interested parties • Information and communication • Focus on teaching and non-teaching staff • Management of educational and support processes	80 70 120 90 90
Results	• Institution performance results	350
Total		**1,000**

4.4.3.2 Chile

In **Chile**, the Ministry of Education and the National Productivity and Quality Centre, Chile Calidad,[28] the body in charge of the national quality award, agreed *"...to design and implement a system to ensure continual improvement in the learning results of students in municipal teaching establishments, through improving the management and administration of these establishments".*[29]

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[27] FPNC Argentina, op. cit. (For example, in 2004 the Marín Educational Group received a special mention for excellence in educational management and contribution to the community).
[28] The National Productivity and Quality Centre (also known as Chile Calidad), which was set up in 1996, is a committee dependent on the CORFO. Its directors are two representatives of the Central United Workers (CUT - Central Unitaria de Trabajadores), two from the Confederation of Production and Trade (CPC - Confederación de la Producción y del Comercio) and three government procurators (Ministry of Economy, Ministry of Labour and the Corfo), with the Minister of Economy presiding." (Source: www.chilecalidad.cl / quiénes somos).
[29] Chile Calidad: "Gestión Escolar", www.chilecalidad.cl 2005.

School Management Quality Model

3. Relationships and student support
- Relationships at school
- Alliances
- Personnel training and student support

1. Leadership
- Strategic vision and planning
- Management performance
- Alliances
- Information and analysis

2. Pedagogic processes
- Curricular organization
- Didactic planning
- Teacher classroom performance
- Follow-up and curricular implementation

4. Personnel and resources
- Human resources
- Financial, material and technological resources
- Support processes

5. Results
- Learning achievements
- Institution achievements
- Satisfaction of school community

Source: Chilean Ministry of Education, General Education Division: "Modelo de Calidad de la Gestión Escolar, Eje Temático Gestión Escolar Orientada a Resultados de Calidad". Power Point presentation, www.chilecalidad.cl 2005.

The school management model is a reduced adaptation of the management excellence model used in Chile in the sphere of the national quality award, and *"...although the points levels in the two models might be comparable, their application does not directly qualify an institution to be a candidate for this award".*[30]

The cycle of the School Management Quality Assurance System (SAGGE - Sistema de Aseguramiento de la Calidad de la Gestión Escolar) involves the following phases:

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[30] E-mail reply from the Coordinator of the Chile Calidad SAGGE Programme, Mr Renato León, in November 2005.

- Each educational establishment conducts an institutional self-evaluation based on the "School Management Quality Model".

- Validation of the institution's self-evaluation by an external evaluation panel made up of experts in the management model.

- Design and implementation of improvement plans in the most important areas shown by the evaluation.

- Identification of good management practices.

- Public Accounting[31]

- The linkage of this whole process to decisions about support and resource allocation for schools made by municipal backers and by the Ministry itself through supervision.

The SACGE evaluates an educational institution's management capability, which is reflected in the existence and quality of the systems these establishments implement to cover the curriculum and achieve quality learning on the part of the students. The SACGE model *"...does not prescribe ideal practices for these establishments so it not oriented to certifying quality; rather it asks good questions so, through a process of learning on the part of the institution, the bases for an itinerary of continual improvement are laid down, bases that cater to the individual needs of each establishment and that create a space for professional development within the context of the demands and needs of each school community".[32]*

The SACGE enables an educational establishment to make a systematic self-evaluation and initiate the continual improvement of key processes in school management, such as the following:

- Leadership and management performance

- Management and supervision of curriculum implementation

- School relationships and student support

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[31] "In the framework of the assurance system, the Public Accounting fulfils two fundamental objetives. First, it makes the progress, difficulties and improvement challenges that have emerged since the implementation of the different components transparent, and second, that this dynamic brings about a commitment to what has been planned on the part of the forces internal and external to the community of the establishment." Source: Chilean Ministry of Education, Management and Educational Improvement Unit, General Education Division, "Sentidos y Componentes del Sistema de Aseguramiento de la Calidad de la Gestión Escolar", www.chilecalidad.cl 2005.

[32] Chilean Ministry of Education, Management and Educational Improvement Unit, General Education Division: "Sentidos y Componentes del Sistema de Aseguramiento de la Calidad de la Gestión Escolar", www.chilecalidad.cl 2005.

- Resource administration and management
- Continual analysis and evaluation of results

In this way, establishments that incorporate the system *"...plan and persist in their action, eliminating possible wasteful activities, connect their main activities to curriculum-related goals, link all that they do to measurable objectives and targets, continually develop processes to evaluate and improve their processes, and are therefore able to point to the 'good practices' that have enabled them to attain good results in different spheres of educational activity and primarily in their students' learning achievements."*[33]

The main activities that the Chile Calidad and Ministry of Education teams have done in the framework of this programme are as follows:

- They have produced a strategic map of the system for 2003-2010
- Produced a school management model and a self-evaluation guide
- Trained management teams in the establishments that are in charge of self-evaluation
- Monitored the self-evaluation process
- Trained the members of the panel of experts in charge of confirming the self-evaluations
- Monitored the confirmation process
- Drawn up feedback reports
- Supervised the drawing up of improvement plans
- Produced a register of good management practices[34]

4.4.3.3 Colombia

In **Colombia** on 30 May 1997, the Secretariat of Education of the Chief Council of the Bogotá Capital District issued Decree No. 379 (see Annex 4.7), whereby the Santa Fe de Bogotá School Management Award was set up *"As a recognition of and stimulus for State and private pre-school, basic and secondary educational institutions that have successfully coordinated their pedagogic and administrative functions, thus bringing in innovations and improving the education they provide."* In this decree the Secretary of Edu-

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[33] Chilean Ministry of Education, op. cit., www.chilecalidad.cl 2005.
[34] Chile Calidad: "Gestión Escolar", www.chilecalidad.cl 2005

cation was made responsible for drawing up and adopting a school management evaluation guide, with the *"...guidelines, criteria, components, objectives, structure, procedures, evaluation, adjudication and commitments for evaluating schools that go in for the award"*.

Various bodies are involved in organizing the award, and their functions are as follows:[35]

- The Bogotá Education Secretariat: to promote, finance, announce the award, guide institutions, and actually present the award.
- Corporación Calidad: to provide technical guidance, train evaluators and judges and guide the process.
- The Bogotá Chamber of Commerce: to provide finance and technical guidance.
- The Family Compensation Fund (COMPENSAR - La Caja de Compensación Familiar): to provide finance and technical guidance.

The specific objectives of the School Excellence Award are as follows:

- To provide educational institutions with a self-evaluation tool to enable them to know and document the state of their management processes, and formulate strategies to improve the implementation of their institution's educational project.
- To know and disseminate important experiences in generating and applying management and organization focuses geared to quality.

The self-evaluation tool in the school management excellence model is inspired in the premises of integrated management that bring the following elements into harmony:

- guidelines for a better future (strategic management), with
- greater effectiveness at the present time (process management) and with
- the indispensable condition for success (culture management),
- in an ongoing state of innovation and learning.

The model has 8 categories and 33 criteria which serve as a frame of reference for self-evaluation and external evaluation in educational institutions. These categories and criteria are allocated points out of 1,000 (see Annex 4.8):

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[35] The summary of the Bogotá School Management Excellence Award in Colombia is based on documents available at the Corporación Calidad web page, www.calidad.org and at www.redacademica.edu.co, especially in the "Guía de Evaluación 2004-2005" section of Bogotá Capital District Education Secretariat.

Categories	Maximum points
• Institutional horizon	130
• School governance and leadership	110
• Academic management	150
• Administrative management	130
• Student development	150
• Teaching and administrative personnel development	120
• Community development	080
• Results and institutional improvement	130
Total	**1,000**

To go in for the Excellence Award an institution must be in formal education, must be located in and under the jurisdiction of Bogotá, must be duly recognized by the District Education Secretariat, cannot have been penalized in the preceding five years, and cannot have won the Excellence Award in the preceding five years.

"*The Award has two categories, State and private. It is for educational institutions that have constructed integrated management systems, that have successfully coordinated their pedagogic and administrative functions, and that have been able to achieve and ensure good results, transfer knowledge and identify innovative elements that set them apart and constitute the best strategy in their environment.*"[36]

An institution that wins the award stands out as an example to all of management excellence because, among other characteristics, it achieves and ensures good results especially with regard to the students, it has one or more elements that are innovative and make it stand out from the rest, and it has the capability to teach others.[37]

The basic process to go in for this Award can be summed up in the following steps:

• Enrolment

[36] District of Bogotá Education Secretariat and Corporación Calidad: "Galardón a la Excelencia Premio a la Gestión Escolar, Guía de Autoevaluación 2004-2005",
www.ccalidad.org y en www.redacademica.edu.co
[37] For more information about the results of the 2005 Award, including a short description of the characteristics of the winning schools, see the web page:
http://www.sedbogota.edu.co/secretaria/export/SED/prensa/archivo_noticias_2005_3/120_galardon_excelencia.html

- Guidance workshops for candidates
- Completion of application reports
- Submission of application reports
- Analysis and valuation of application reports
- Selection of institutions for a field visit
- Field visits
- Selection of winners
- Announcement and presentation of Award (by the Chief Council of Bogotá)
- Feedback process

According to verbal information from sources in the Corporación Calidad, education authorities in other municipalities and departments in Colombia are starting to adopt the Excellence Award model.

Argentina - National Quality Award "Quality Management Model for Educational Institutions"

Chapter 1 – Basic concepts
The concepts of total quality management from the perspective of educational organization.
Key concepts in the quality management evaluation model for educational institutions.

Chapter 2 – Evaluation Model
Diagram of the relationships among criteria
Components, criteria and factors
Description and commentary on the criteria

Chapter 3 – Self-evaluation
Table of maximum points suggested
Tables of percentages allocated:
Part 1: Leadership and management system components
Part 2: Results components

Chapter 4
Glossary of key terms
Reference bibliography

Source: Fundación Premio Nacional a la Calidad (FPNC), Argentina, Comisión Educación: "Modelo de Evaluación de la Gestión de Calidad para Instituciones Educativas, una Herramienta para la Autoevaluación Institucional", Buenos Aires, November, 2002 (www.premiocalidad.com.ar).

Chile - School Management Quality Assurance System (SACGE)
Contents of Self-Evaluation Process Manual

Processes
- Institutional self-evaluation process
- Planning process for improvement
- Public accountability to the community process

Phases of the self-evaluation process
- Phase 1: Training educational establishments
- Phase 2: Organization of self-evaluation process
- Phase 3: Application of self-evaluation guide
- Phase 4: Validation

Results expected from the self-evaluation process
- Evaluation of establishment's management quality
- Deep reflection about key areas in establishment management
- List of identified strengths and areas for improvement
- Knowledge of specific improvement areas
- Greater commitment from members of educational community, especially those who take part in the self-evaluation process

**Bogotá, Colombia
"Excellence Award, School Management Prize,
Evaluation Guide 2004-2005"**

Presentation

Winning institutions

Comments - Outstanding Institutions 2003-2004

A word from the Sponsors

First part: the Award process

Objectives of the Award

School Management Excellence Model

Categories

Requirements

Award winning

Commitments of winning institutions

General evaluation framework

Characteristics of a winning institution

Evaluation and judges

Overall vision of the process

Phases of the process

Second part: evaluation components and criteria

Summary of components, criteria and points system

0. The institution and its context

1. Institutional horizon

2. School governance and leadership

3. Academic management

4. Administrative management

5. Student development

6. Teaching and administrative personnel development

7. Community development

8. Results and institutional improvement

Bibliography – Glossary – Entry form

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4.4.4 Benefits of going in for awards or prizes

According to the Monterrey Technological Institute (ITESM), 2003 and 2004 winner of the Mexican National Quality Award in the educational institution category, going in for the award benefits organizations in a number of ways, which can be summed up as follows:

- Seeing the institution as a system.
- Understanding the causal relationship between programmes and daily operations and the different systems in the institution.
- Diagnosis of systems and identification of solid areas and opportunities.
- Establishment of programmes and projects focused on satisfying institution and interest group priorities.
- Understand and use a language of quality among personnel.
- Consolidate some systems and improve others.
- Implement a culture of follow-up, measurement, documentation and reference comparison.[38]

According to the SENAI in Brazil, the outstanding benefits of taking part in the national quality award scheme and developing quality management systems at the organization's various regional offices and branches include the standardization of activities, the measurement of performance in processes, improvements in products and services, focalization on the business of the institution, eliminating repetition, and positive changes in the behaviour of personnel.[39]

In general, the guides for taking part in the national awards in different countries agree on the following **benefits**:

First, all the organizations that take part, even if they do not win an award, prize or special mention, benefit from the following:

- Training and advice on how to use the respective management excellence model
- Application of the model to improve competitiveness and efficiency
- The opportunity to create their own model for quality management, total quantity administration and continual improvement

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[38] ITESM, "Recomendaciones para una participación exitosa en los premios de calidad", op. cit.
[39] SENAI: "Diagnóstico Nacional de la Gestión para la Excelencia en el Sistema SENAI". Presentation by Marcelo Mendonça at the 4th Latin American Quality in Education Congress, SENAI, Brazil, 2005, www.cinterfor.org.uy / IV Congreso.

- Self-evaluation, and the organizational learning that stems from it

- A new perspective from the external evaluation experts

- Feedback via the evaluation reports, both written and on the field visit.

And organizations that receive awards or mentions also benefit from the following:

- The right to use the logo that goes with recognition

- Public recognition by the government

- Recognition for the high reliability of products and services

- Public recognition as a national and international model to follow

- The chance to go in for other awards that are international

- In some cases there is also a monetary or other kind of prize.

4.4.5 The EFQM, a leading model in educational institutions in the Americas

**The European EFQM Model in Colombia
(and other Latin American countries)**
by the Santillana Group / Santillana Formación

The Santillana Group, through "Santillana Formación", is the official representative in Colombia of the European Foundation for Quality Management (EFQM) Model or European Total Quality or Excellence Model, and for applying this model in Colombian educational institutions.

"In 1996, the Institute of Educational Techniques (ITE - Instituto de Técnicas Educativas) of the Spanish Confederation of Teaching Centres (CECE - Confederación Española de Centros de Enseñanza) and the Quality Management Club (CGC - Club de Gestión de Calidad) adapted the model to non-university education and training. In 2000 the Santillana Group made an agreement with the CECE and the ITE to apply this model in the Americas. In 2001 (they set up) *20 consultants to implement the Model in Mexico, San Salvador, Venezuela, Ecuador, Colombia, Peru and Chile. In 2001-2002 Santillana Formación of Colombia made some basic modifications to the model to apply it in educational institutions and centres in*

*Colombia. Since July of 2003 it has been in the process of imple-
mentation in Colombian educational institutions."*[40]

Implementation phases[41]

In 60 contact hours of consultation and guided by a consultant who is an
expert in applying the model, the educational institution goes through the
following phases over a period of up to six months:

Phase 0. Reach initial consensus: Presentation of information about
general aspects of the model to institution managers. Guidance in setting
up the leader quality team, quality committee and quality director. Agree-
ment on starting dates for consultations and guidance.[42]

I. Raising awareness-motivation: concepts, grounding, structure, prin-
ciples, phases and documentation of the model applied to the institution.

II: Training in the model: this is done using a practice case to develop
the competencies needed in the evaluation processes (qualitative and
quantitative) and the use of the model's own tools.

III. Self-evaluation: of the management of the institution by the actors
of the internal education community themselves.

IV. Diffusion to the rest of the educational community: information
about the implantation process, the results of prioritizing areas for im-
provement, and the organization of improvement teams.

V. Training in tools for quality: design of processes, measurement of
facts, satisfaction of customers, etc.

VI. Consultancy and guidance: for improvement teams to organize
plans of action and specific subjects.

Benefits of the Model
- Learn to self-evaluate with processes, procedures and quantitative
  and qualitative tools, individually and in groups.

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[40] The Santillana Group, Colombia, Santillana Formación: "Modelo EFQM de Excelencia para
la Calidad en la Gestión de Instituciones Educativas Colombianas". Presentation at the "Foro
Internacional de Modelos de Calidad y su aplicación en preescolar, básica y media", organized
by CONACED, Bogotá, 2005 (CD file).

[41] Santillana Group, Colombia: "Modelo EFQM de Excelencia",
www.santillana.com.co/santillana_formacion/ modelo_europeo. The sections below about phases,
benefits, principles and scope were taken from this.

[42] Santillana Group, presentation, op. cit.

- Make people actively involved in attaining objectives and goals they themselves have set.
- Improve the climate in the organization through raised satisfaction of the members of the educational community and the development of leadership.
- Foster creative and innovative thought through continual learning.
- Organize improvement teams that provide motivation and make people actively involved in accordance with their interests and expectations.
- Start on the road to the continual improvement of people and processes in the educational institution.

Orienting principles
- Orientation towards results.
- Orientation to the user.
- Leadership and coherence of objectives.
- Management by processes, facts and data.
- Development and involvement of people.
- Learning, innovation and continual improvement.
- Development of alliances.
- Social responsibility.

Scope of Accreditation
"Once the six implementation phases have been completed, the educational institution is awarded a diploma that accredits its excellence in education and training at the Access Level. It is also awarded a plaque and it is authorized to use the official stamps on its stationary and in its corporate image."

Accreditation levels
"The process of implementing the EFQM involves educational institutions and centres moving up to different levels of development over time, levels that reflect the degree to which their quality systems improve towards the criteria, sub-criteria and aspects of the EFQM model. / Institutions are recognized with accreditation that is voluntary and they stay on a level depending on a decision by each insti-

tution as to whether or not it will proceed with the EFQM model accreditation levels. / The levels are as follows: Access, Development, Consolidation and Excellence.''[43]

Bodies that award accreditation

The bodies involved in awarding accreditation at the Access level are as follows:

- The Spanish Confederation of Teaching Centres (CECE), the Institute of Educational Techniques (ITE) (accrediting bodies).
- The Santillana Group in Colombia, Santillana Formación (implantation process guide).[44]

[43] Idem.
[44] Idem.

Chapter 5
Examination of complementary aspects of the models and preference factors in institutions

5.1 Common features of the three models

The various quality management models analyzed in this study require the organization in question to have a quality management system. This is obligatory under the ISO 9001 model, that is to say such a system must be in formal operation in the organization. This is not a strict requirement for Accreditation or for National Awards or Excellence Prizes, but in practice such a system must be in place in these contexts too because the evaluation criteria that are used focus specifically on quality assurance and continual improvement mechanisms for mission processes.

All the models are geared to helping organizations to generate and maintain systems that lead to total quality, that is to say quality in all parts of the organization. This means that the organization in conceived of as a system rather than as a collection of parts in which one part might be defective without affecting the others or the organization's mission. The way that this objective is attained is different in each of the models.

All three models ask, implicitly or explicitly, how they can overcome so-called "structural disconnection" or *"lack of coordination between the activities and objectives of people who operate in separate functional units, and the existence of numerous ill-defined areas and jurisdictions in varied and complex processes"*. In the Integrated Educational Quality Model (MICE - Modelo Integral de Calidad en Educación) this question is asked in a more concrete way: How can objectives, processes and results be adapted and matched with each other?[1]

All the models have the concept –in some, like the awards, it is implicit, and in others like the ISO 9000 and accreditation it is explicit– that having a good

[1] Manes, Juan Manuel: "Modelo Integral de Calidad…", op. cit.

quality management system in full operation is a better guarantee of achieving good results in the management's mission, and consequently of delivering excellent products and services to customers.

All parties involved wish to promote continual improvement in organizations, and self-evaluation and external evaluation make it possible to clearly identify opportunities for improvement, to draw up plans to overcome deficiencies that are exposed, to ensure better performance in processes, and therefore to achieve results that satisfy customers.

The processes of the ISO 9000, accreditation and awards (and the EFQM and Baldridge scheme) all involve the same main steps, and these can be summed up as (a) self-evaluation in the institution, (b) external evaluation, (c) final evaluation, and (d) public recognition by a duly authorized body. As was explained in chapters 2, 3 and 4 of this book, these "stages" are called by different names, have different requirements and involve different procedures, but in a general sense, in one way or another, the methodological and operational schemes of the three models all have these stages.

5.2 Complementary aspects of the three models

Some experts assert that as the different models develop over time they become increasingly complex as regards requirements, and have an ever-widening range of objectives. This development can be seen as a sequence that passes through (a) legal constitution of the formal structure, (b) the certification of processes and systems, (c) the accreditation of systems and results, and (d) the recognition of excellence in management.[2]

Therefore, when the initiative is taken to develop an institution or training programme using this sequence, it has to go through the following process, (a) compliance with a group of minimum requirements with respect to its structure to be able to operate legally, (b) the development of its quality management system and the certification of this with some international standard like the ISO 9000 family, (c) accreditation under the official procedures of the country in question, if there is a system that corresponds to the nature and level of the institution or programme, and (d) the application of a management excellence model, with or without the aim of going in for a quality award or management excellence award.

[2] Interview with an expert from Corporación Calidad in Colombia, in October, 2005.

Quite apart from the suitability or need to follow this sequence, and in the light of the descriptions in the previous chapters of the study, there does not seem to be any technical reason why an organization should not apply different quality management models at the same time or one after the other. In fact, some vocational training institutions in the region do just this, although they differ as to their motivation and aims for doing so.

We can distinguish at least three possible scenarios:

a) Organizations that develop their quality management systems applying a combination of two or more models, for reasons that are strictly technical.

b) Organizations that apply various models at the same time but to different processes in the institution's mission, to comply with national standards such as the INACAP and the IPLA in Chile.

c) Organizations that apply two models, one after the other, because the first is a formal requirement to be able to accede to the second.

The SENAI in Brazil is a good example of the first scenario. The general aim of its management excellence programme is to "...*institute a national programme and a methodology for developing management for excellence based on standards and awards that are recognized in the market and through external evaluation, with reference to the criteria of the national quality award*", and its specific objectives include "...*seeking certification for greater added value / and / widening ISO 9001:2000 and other certification that are pertinent to the performance of operational units*". The key strategies of the programme include being compatible with the management excellence guidelines of the National Quality Foundation (FNQ - Fundación Nacional de la Calidad) and having an external evaluation based on the criteria and points systems of the national quality award.[3]

In the second scenario we find organizations like the INACAP in Chile, in which certification under the NCh 2728 Chilean Standard, which is the local version of the ISO 9001:2000 for technical training organizations (OTEC), "...*is only for the training area and also applies, apart from what is intrinsic to a quality management system, to the requirements of the SENCE to be able to operate as an OTEC*".

On the other hand, it has "...*Institutional Accreditation corresponds to the Higher Education Area, and this is the result of the country itself set-*

[3] SENAI, "Diagnóstico Nacional da Gestão para a Excelência no Sistema SENAI". Presentation by Marcelo Mendonça at the 4th Latin American Quality in Education Congress. SENAI, Brazil 2005. (See www.cinterfor.org.uy / IV Congreso).

ting up a national quality assurance system in which various institutions have been invited to participate".[4]

Similarly the La Araucana Professional Institute (IPLA - Instituto Profesional La Araucana), in Concepción, Chile, an organization that offers training services like OTEC and also technical undergraduate courses, has obtained certification for its quality assurance mechanisms in training under the ISO 9000 standards, the NCH 2728 and the UKAS international standard.

In 2005 the IPLA (the whole organization, not just the Concepción branch) underwent the institutional accreditation process for its undergraduate management and teaching, as prescribed by the National Accreditation Committee (CNAP - Comisión Nacional de Acreditación).

As to the third scenario, there is a possible case in Colombia that has not yet come to fruition. This is a system for the accreditation of institutions and work training programmes, and it is still in the design phase. In the consultation working document about this that is currently being studied by the Ministry of Social Protection, it is proposed that "*Accreditation will be awarded to institutions that after obtaining registered certification for all programmes (or a significant percentage of them), can certify the quality of one or more of their key processes for work training in the organization as a whole under international standards like the NTC ISO 9000:2000.*"[5]

To sum up, an institution can implement its quality management system using different combinations of the quality models available, and adapt them to its own specific situation in terms of mission, organization, size, quality philosophy, access to resources, legal requirements, financial needs, and projected positioning in the local, national or international context.

The use of various models is viable because of the common features and complementary aspects described above in this study.

5.3 Preference factors in different institutions

In chapter 2, 3 and 4 we looked at the characteristics of the three models and the benefits that applying each of them brings to an organization. The perception of these benefits, and also perceived technical or economic or legal

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[4] E-mail reply from Sergio Schmidt Yuraszeck, INACAP Quality Certification Sub-Manager, in October, 2005.

[5] Peña B., Margarita and González A., Liliana: "Propuesta para la Estructura…", op. cit.

advantages in each country, have an influence, and in some cases a decisive influence, on institutions' decisions about how to implement their quality management systems.

The SENA in Colombia, for example, opted to base its quality management system on the ISO 9000 family of standards for reasons that were (a) technical, (b) to do with policy, and (c) legal. The technical reasons were that the organization considered the model implicit in this family of standards to be very suitable as a guide to implementing a good quality system, and would therefore make the organization more competitive. The policy advantage was that acquiring certification under the requirements of the ISO 9001:2000 would lead to international recognition for the institution's processes and centres. As to legal reasons, the SENA is a public body and is therefore obliged to implement a quality management system under the provisions of Law 872 of 2003, by which the quality management system in the executive branch of the public administration was set up, and also under the Colombian Public Management Technical Quality Standard NTCGP 1000: 2004, which in practice is the ISO 9001:2000 with additional elements to make it suitable for the specific situation of State institutions.[6]

In the INACAP in Chile, *"...the reason to choose one system or another is directly related to the kind of training activity the institution is engaged in. If this is training then certification under the NCh 2728 is suitable, as this is a SENCE requirement. If, on the other hand, it is for teaching the higher education area then the institution should opt for accreditation... Because the institution is involved in these two areas it has engaged in both processes".[7]* In the former situation there can be no debate about preference as certification of this type is compulsory for all institutions that wish to register with the SENCE as OTECs, and by doing so have access to the resources that this organization channels into training activity. In the latter case, participation in the accreditation process is voluntary (as was explained in chapter 3).

In general, in countries that run accreditation systems, the reasons for organizations to participate in them can be based on the suitability (and necessity) of joining a national system that provides credibility with the public, and on being able to make available to potential users substantiated information about

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[6] Interview with an expert from the SENA National Quality Committee in Bogotá, November, 2005.
[7] E-mail reply from Sergio Schmidt Yuraszeck, cit.

the quality of the services the institution offers, all of which amounts to an important competitive advantage in a highly competitive market.

An institution's preference for a particular system also depends on the legal possibility of accessing the formal benefits of one or other model. The model that involves the fewest restrictions is the ISO 9000 family of standards since it is designed for any kind of organization, whereas accreditation, on the other hand, involves participation parameters that are clearly delimited. This is the situation in Colombia and Chile, where accreditation is only available for higher education institutions and programmes. As was mentioned in section 3.4.1, Colombia is in the process of developing an accreditation system for work training institutions and programmes.

National quality awards (as is explained in chapter 4) are organized in categories of enterprises and organizations in such a way that it is not always easy for educational institutions to take part, since the definitions of components, criteria, customers and points systems may not be suitable or may generate conceptual resistance or involve operational restrictions. This is why it is important in the awards to have a separate category for educational institutions, as is the case in (at least) Mexico and Uruguay, or to have school management excellence awards such as the system being developed in Colombia.

Lastly, for many institutions that are under financial constraints the main preference factor when it comes to choosing one or other model to develop their quality management systems is the cost of participation and implementation. This applies whether their goal is certification, accreditation, going in for an award, or internal improvement to strengthen the organization.

Chapter 6
Concluding observations.
Utility and applicability of the models
in vocational training institutions

6.1 General observations

1. Vocational training institutions in the Latin America and Caribbean region, whether they are individual organizations or big national systems, must develop quality management systems in line with the world trend. There are models for this, and each has different advantages, as we have seen in this study. Even though these models may have different objectives they all lead to an examination of the quality of programmes and institutions, and this involves the means and processes in operation, the infrastructure of the institution, academic results, the qualitative and quantitative dimensions of the service rendered, and the conditions under which it is run in each institution.[1]

2. There are three basic models that currently enjoy the greatest international recognition, and numerous educational institutions in the region have been making good progress in the application of the total quality focus using them. They are (a) the ISO Standards model, especially that of the ISO 9000 family, (b) the model of systems to accredit programmes and institutions that have been developed, particularly in the sphere of higher education, and (c) the model of national and international quality awards, which in some cases include excellence awards for school management. More and more vocational training institutions in the region are developing their quality management systems by applying one or more of these models (or other models, which have been mentioned in this study like the EFQM or those based on the Malcom Baldridge system).

3. Various countries in the region have adapted the ISO 9001:2000 Standard for application in the educational sector, for example the Chilean NCh 2728 Standard for technical training organizations (OTECs), or have drawn up guides

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[1] Republic of Colombia, Law 30 of 1992, whereby the higher education system in Colombia is organized.

or manuals to facilitate the application of this standard in educational institutions, like the IWA 2 in Mexico, the GTC 200 in Colombia or the IRAM 30000 in Argentina.

4. Adopting the model implicit in the ISO 9001 means that institutions have to gauge the quality of their pedagogic, support and administrative processes, and this leads them to tackle a range of questions in a range of areas including the pertinence of the curriculum, the competence of their teaching, administrative and technical staff, the relationship with employers to define training needs, the suitability of classrooms and workshops for training purposes, the quality of enrolment, evaluation and certification processes, and the insertion of trained students in the target market.[2]

5. Accreditation, on the other hand, is a procedure whereby the State grants and makes public peer recognition of the good quality of the academic programmes, organization and functioning of an institution and how well it discharges its social function.[3] An accreditation process must comprise the following stages: (a) internal evaluation (self-evaluation), with the effective participation of everyone involved in the educational programme or centre that seeks accreditation, (b) external evaluation carried out by "peers" who are not involved in the educational programme or centre being evaluated, and (c) final ruling, which must be public, and the institution in question must receive prior notification.[4]

6. *"There is no doubt that the main effect of accreditation is public certification that the educational programme or centre in question satisfies certain minimum quality requirements. However, this is not the only effect since the accreditation process yields a diagnosis, and those involved in the educational programme receive counselling as to how they should proceed in order to attain these minimum requirements. The also benefit from the implantation of a culture of continual evaluation and quality improvement in the institution.... Accreditation is the most important mechanism that is available to educational institutions for accountability to society, and this applies not only to institutions that receive State funds but also to those that are privately financed."[5]*

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[2] www.cinterfor.org.uy/calidad 2005.

[3] Colombian National Ministry of Education (MEN), National Accreditation Council (CNA - Consejo Nacional de Acreditación): "Lineamientos para la Acreditación Institucional". *Series Documents CNA* No. 2, Bogotá, Colombia, June, 2001.

[4] Martín, Julio M., op. cit.

[5] Idem.

7. National quality awards have various objectives including promoting the cultural changes necessary for organizations to adopt integrated management focuses and practices, and also of excellence management, as a basis for competitiveness, and also establishing, updating and disseminating an integrated management model for evaluation and diagnosis in organizations. To achieve this, the various awards examined in this study all have a central core in their work with organizations, which is a model to promote, evaluate and recognize management excellence geared to total quality and continual improvement. Organizations can use these criteria of excellence as a reference framework to improve their management system or to carry out self-evaluation aimed at improvement, or as a guide to drawing up the reports that serve as the basis to put themselves forward as candidates for awards.

8. Three crucial elements in these systems of awards stand out as the focus for continual improvement in organizations and as incentives to make organizations more competitive and promote social well-being in countries. These are (a) the application of excellence models by organizations, and self-evaluation in organizations based on the criteria and methods defined in the awards schemes, (b) feedback to organizations that take part from the body in charge of the awards scheme, and (c) a presentation on best practices by organizations that win the awards.

9. An analysis of the relationship between educational institutions and the bodies that administer national quality awards in different countries in the region shows that, in practice, there are at least three situations, (a) countries in which educational institutions can take part in the national awards scheme in the category of services, (b) countries in which there is a separate category for educational institutions in the national award scheme, and (c) countries in which there is a special guidance programme for educational institutions that involves the application of a model for developing a quality improvement system in school management.

10. Even though organizations that go in for awards may not actually win an award, a special mention or a prize, they still enjoy other benefits. These include the application of a management excellence model to make them more competitive and efficient, the chance to set up their own model for quality management, administration for total quality and continual improvement, self-evaluation and the learning throughout the organization that results from this, a new perspective from the experts who carry out the external evaluation, and feedback through the external evaluation report – not only from the written report but also during the field visit. Organizations that win an award have further

benefits, namely the right to use the logo that goes with the award, public recognition from the government, recognition that the products or services in question are very reliable, national or international recognition as a model to follow, the possibility to go in for international awards, and in some cases a prize in money or in kind.

11. The evaluation of vocational training institutions should not only be geared to the objectives that institutions make explicit when they come to implement a quality management system, but should also be used to systematically incorporate an analysis of the results of management in terms of quality, pertinence and equity. In order to attain this objective, governments, education authorities and organizations of the social groups involved should promote the evaluation of the quality of education and training as reflected in results, in terms of their impact on employability, enterprises, work quality, the use and quality of training, remuneration and productivity To do this there are many focuses and methodologies, like evaluating impact through follow-up on those who have been trained by surveys of workers and employers. One example of this is a recent initiative in Colombia to develop a labour survey for education, initially for graduates from higher education, whose main aim is to *"...provide quantitative information about graduate employability and qualitative information about the pertinence of the training area to graduate occupations, among other data".*[6] (See Annex 6.1, which presents the aims of the survey, and Annex 6.2, which has links to many web pages for similar programmes in the Americas and in Europe).

6.2 Utility and applicability of the models in vocational training institutions

1. The three models analyzed here are all aimed at getting organizations to generate and maintain systems that lead to total quality, that is to say quality in all the different spheres of the organization, which is conceived of as a single system and not as an aggregate of separate parts in which one may be defective without affecting the others or the overall mission. The way this objective is pursued is different in each model, but they all share the basic conception –in awards systems it is implicit and in the ISO 9000 and accreditation it is explicit–

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[6] Colombian National Ministry of Education: "Graduados Colombia Observatorio Laboral para la Educación", www.mineducacion.gov.co Calidad Graduados Colombia, Bogotá, December, 2005.

that the full operation of a good quality management system will be a better guarantee of good results in management's mission, and therefore of excellent products or services for the customer.

2. From the descriptions given here of the different systems, there seems to be no technical reason why one or more quality management models cannot be applied at the same time, or one after the other, in the same organization. In fact, some vocational training institutions in the region have done or are doing just this, although their reasons and objectives may differ. There are three possible scenarios, (a) organizations that employ a combination of two or more models in the development of their quality management systems, for reasons that are strictly technical, (b) organizations that apply different models at the same time but to different processes, so as to comply with national standards in their country, and (c) organizations that apply two models one after the other because the first is a pre-requisite to be able to undertake the second.

3. To sum up, an institution can implement a quality management system by using different combinations of the quality models available, and tailor these to its own individual needs in terms of mission, organization, enterprise size, quality philosophy, access to resources, legal requirements, financial constraints, and desired insertion in the local, national or international context.

4. The institution's decision about how to implement a Quality Management System is influenced, and in some cases determined, by its perception of the benefits involved, technical considerations, economic suitability, or the legal situation prevailing in each country. Another factor in this decision is whether it is possible to legally accede to the formal results of one or other model.

Of the various models on offer, the one that involves the fewest restrictions is the ISO 9000 family of standards. This is because it is designed for any kind of organization, while accreditation, on the other hand, has parameters that clearly limit participation by certain kinds of organizations like, for example, higher education institutions or programmes. However, at least one country –Colombia– is in the process of designing an accreditation system for work training institutions and programmes. In other countries, like Chile for example, vocational training institutions can apply for accreditation for their programmes, and indeed for the institution itself in the undergraduate teaching and institutional management areas.

National Quality Awards are available for categories of enterprises and organizations, but the classification systems and organization parameters do not always make it easy for educational institutions to take part since the definitions of components, criteria and customers, and the points systems, are not suitable

for institutions in this field or tend to generate conceptual resistance or pose operational problems. For precisely these reasons there is a special category for educational organizations in some national quality award systems including those in Mexico and Uruguay, and in some countries there is an Award for Excellence in School Management like the one being developed in Colombia.

With this in mind, individual training institutions, or small and medium-sized ones, will find a very useful tool in the educational management excellence models outlined in chapter 4, where there is an overview of how these operate in Argentina, Chile and Colombia.

For many institutions that have limited budgets, the main preference factor when it comes to choosing a model to develop their management quality system will be the cost of implementation or participation. This applies whether the aim is certification, accreditation, competing for an award, or if internal reasons like strengthening the organization are paramount.

5. The ISO 9001:2000 international standard certifies specific processes in organizations and training centres. That is to say, this system does not give certification to the organization as a whole but only to processes that have been documented, checked and self-evaluated by the organization itself and have undergone an external certification audit. However, the model implicit in this standard is very suitable for developing a quality management system in an organization that heads a big system. This is the case of the large vocational training institutions in Latin America and the Caribbean: their central administration is normally located in the country's capital city, and they do not offer training directly but coordinate a large network of centres. A good example of this kind of organization is the SENA in Colombia, whose programme is headed by a national committee, supported by regional committees, and actually implemented by committees in the different training centres. The ISO 9001:2000 system is also suitable for developing quality management systems in work training centres that are small and have a limited budget or limited human resources to make up the necessary quality work teams. These organizations can use guides like the IWA 2 or the GTC 200 in Colombia, the IRAM 30000 in Argentina, or some other version that has been adapted in a given country.

6. As was mentioned in chapter 5, there does not seem to be any technical reason why a quality management system should not be implemented using elements from two or even three of these models at the same time. In each combination the weight of one or other of these models would be determined by the institution's main objective in each case:

- To develop a good system to improve the organization and its processes and results, and make it more attractive to clients at home and abroad.

- To obtain an international certificate, and thus enjoy the competitive advantages that this involves.

- To obtain official accreditation for some programmes or for the institution as a whole, so as to maintain competitiveness.

- To win a quality award or management prize, to make the organization more competitive.

7. ILO/Cinterfor will continue to support vocational training institutions in the region as they progress towards quality management, in the framework of its commitment to fostering cooperation and the sharing of experiences. Thanks to technical cooperation from pioneer institutions, others have been able to undertake the quality certification process. This is a clear illustration of how training institutions in the region are willing to cooperate and share information and the experience they acquire in specific areas. The vocational training institutions in Latin America and the Caribbean are not just a network; they are also a learning community. This has been clearly demonstrated by their collective capacity to accumulate knowledge and to disseminate this knowledge among other institutions.[7] This is what is happening now and will continue to happen in the implementation of quality management systems.

[7] ILO/Cinterfor, *Calidad, Pertinencia y…*, op. cit.

Annexed Documents

Annex 2.1: Law 872 of 30/12/2003, Colombia, whereby the Quality Management System of the Executive Branch of the Public Power and in other service providers is created.
At: **www.icbf.gov.co/espanol/juridica/10/872.html**

Annex 2.2: SENA, General Management, Resolution No. 001156 of 2005, whereby the Manual of Processes, Procedures and Instructions for Drawing up, Codifying and Controlling National Training Service (SENA) Process and Procedure Documents is adopted.

Annex 2.3: Resolution No. 02516 of 2004. Whereby the Committees of the National Quality Management System, the Regional Offices and the National Training Service (SENA) Training Centres are created and their functions defined. At: **http://www.sena.edu.co/Portal/Dirección+Jurídica/Normas/** (the "Estructura SENA" section).

Annex 2.4: SENA centres certified with the ISO 9001:2000 as of November 2005. At: **http://www.sena.edu.co/Portal/Dirección+de+Planeación+ y+Direccionamiento+Corporativo/Certificados/**

Annex 3.1: Colombian National Accreditation Council (CNA): General Procedure for Institutional Accreditation. At: **www.cna.gov.co**

Annex 3.2: Elements of the legal framework of the Colombian Institutional Accreditation System. At: **www.cna.gov.co**

Annex 3.3: SENA, General Management. Agreement No. 0016 of 2003, which regulates aspects of the recognition or authorization of integrated methodical and complete vocational training programmes.

Annex 4.1: List and links for international quality awards.
At: **www.chilecalidad.org** (section "Programa Nacional de la Calidad de Chile").

Annex 4.2: Brazil: National Quality Award: Profiles, Criteria, Items and Points. At: **www.fnpq.org.br**. Document: National Quality Award Foundation (FNPQ): "Excellence criteria. The state of the art in management for excellence in performance and increased competitiveness". (Criterios de Excelencia. El estado del arte de la gestión para la excelencia del desempeño y el aumento de la competitividad). Brazil, 2005.

Annex 4.3: Colombia, National Quality Management Award. Criteria and Evaluation Points. At: **http://www.mincomercio.gov.co/vbecontent/Documentos/ Regulacion/Calidad/PremioColombianoCalidad.pdf**

Annex 4.4: Chile, National Quality Award: Criteria, Technical Evaluation Points. At: **www.chilecalidad.cl** Document: Chile Calidad: "Premio Nacional a la Calidad, Hacia una Gestión de Excelencia, Versión 2004". Santiago 2004.

Annex 4.5: Main tools of the SENAI/SC Quality Management System represented in the "casa da qualidade".
At: **www.cinterfor.org.uy and www.sc.senai.br**. Document: SENAI/SC: "Em busca da Excelência". Presentation by Marco Antonio Dociatti at the 4th Latin American Congress on Quality in Education. SENAI, Brazil, September 2005.

Annex 4.6: Argentina. Educational Institutions Quality Model: Self-evaluation. Components, Criteria and Factors, Table of Maximum Points. At:
www.premiocalidad.com.ar. Document: National Quality Award Foundation (FPNC - Fundación Premio Nacional a la Calidad), Argentina, Education Committee: "Modelo de Evaluación de la Gestión de Calidad para Instituciones Educativas, Una Herramienta para la Autoevaluación Institucional". Buenos Aires, November 2002.

Annex 4.7: Bogotá, Colombia: Decree 379 of 1997 (May 30), whereby the Santa Fe de Bogotá School Management Award is created to stimulate State and private pre-school, elementary and secondary educational institutions in the Capital District.

Annex 4.8: Colombia, Bogotá D.C.: Excellence Award – Award for School Management: Components, Criteria and Evaluation Points. At:
www.ccalidad.org. /Publicaciones/Galardon.pdf Document: District of Bogotá Education Secretariat and Corporación Calidad: "Galardón a la Excelencia. Premio a la Gestión Escolar, Guía de Autoevaluación 2004-2005".

Annex 6.1: Graduados Colombia. Labour Monitoring for Education.
At: **http://www.mineducacion.gov.co/1621/articles-90358_archivo_pdf2.pdf** "Presentación Observatorio Laboral para la educación", Bogotá, 2006.

Annex 6.2: Links to labour monitoring systems for education.
At: **www.mineducacion.gov.co** Calidad Graduados Colombia, and
at: **www.graduadoscolombia.edu.co/ol_links.php**

Annex 2.1

Law 872 of 30/12/2003[1]

Whereby the Quality Management System of the Executive Branch of the Public Power and in other service providers is created.

The Congress of Colombia
DECREE:

Article 1. *Creation of the quality management system.* The quality management system is to be established in State bodies as a systematic and transparent management tool to allow institutional performance to be directed and evaluated in terms of social quality and satisfaction in the rendering of services provided by obligated entities and agents, which will be framed in the strategic and development plans of said entities. The quality management system in each entity shall adopt a focus based on the processes that are applied in that body and on the expectations of the users, recipients and beneficiaries of the functions that entity is assigned by the prevailing legal ordinance.

Article 2. *Obligated entities and agents.* It is obligatory for the quality management system to be developed and put into operation in the organizations and entities of the centralized sector and the decentralized sector, by services of the executive branch of the national administration of the State, and in the administrative management necessary to carry out the functions of the other branches of the national administration of the State. This also applies to autonomous regional corporations, the entities that make up the integrated social security system in line with the provisions of Law No. 100 of 1993, and enterprises and bodies in general that provide domicile and non-domicile public services whether they are public entities or private ones operating State concessions.

Clause 1. The chief authority of each State entity will be responsible for developing, implementing, maintaining, revising and improving the quality management system that is set up in line with the provisions in this Law. Failure to comply with this provision shall constitute improper conduct.

Clause 2. Assemblies and councils may make the development of the quality management system obligatory in the entities in the centralized and decentralized parts of the administration of departments and municipalities.

Provisional clause. Entities obliged to apply the quality management system will have a maximum period of four (4) years from the date of issue of the regulations established in article 6 of this law to complete the development.

Article 3. *Characteristics of the system.* The system shall be developed in an integrated, intrinsic, reliable, economic and technical way that is specific to each organization, and compliance shall be obligatory for all public employees in the respec-

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[1] Colombia - Diario Oficial 45.418.

tive entity, which will therefore guarantee satisfaction of users' needs in every instance of activity.

Clause. This system is complementary to the internal control and administration development systems established by Law 489 of 1998.

The system could be integrated into the internal control system in each of the components defined by the State Administration Department, in accordance with the policies adopted by the President of the Republic.

Article 4. *Implementation requirements.* To comply with the provisions of this law, the entities shall at the very least:

a) Identify the users, recipients or beneficiaries of the services rendered or the functions discharged, identify the providers of functional inputs, and clearly determine the internal structure, employees and main functions in each case;

b) Obtain information from users, recipients or beneficiaries about their needs and expectations with respect to the rendering of the entity's services or discharge of its functions, and to the quality of said services or functions;

c) Identify and put in order of priority the strategic and indispensable processes in the entity that turn out to be determinant factors for quality in the function they have been assigned, and define the sequencing and interaction of these based on technical criteria previously defined by the system, explicitly in each entity;

d) Determine the criteria and methods necessary to ensure that these processes are effective as regards operation and control;

e) Identify and design, with the participation of the public servers that are involved in each of the processes and activities, the points of control for the risks most likely to occur or factors that might generate a considerable negative impact on the satisfaction of the quality needs and expectations of users or recipients, in the subjects and functions each entity is responsible for;

f) Document and describe in a clear, complete and operative way, the processes identified above, including all control points. Only factors that contribute to guaranteeing the quality of the service should be documented;

g) Each entity's processes should be executed in accordance with documented procedures;

h) There should be follow-up, analysis and measurement of these processes;

i) Implement the action necessary to attain the planned results and continual improvement in these processes.

Clause 1. A basic foundation of this system will be to produce indicators that, at the very least, make it possible to measure efficiency, results and impact variables so as to facilitate follow-up by citizens and control organizations, and these indicators shall be available to users and recipients and shall be permanently published on the web pages of each of the entities, when such means become available.

Clause 2. When an entity contracts out some of the processes involved in the quality management system it shall make sure there is quality control over these processes.

Article 5. *Functional aspects*. The system should allow the entity to:

a) Detect and correct, in good time and completely, deviations in the processes

that might negatively affect fulfilment of the requirements and the level of satisfaction of the users, recipients or beneficiaries;

b) Monitor the processes so as to reduce the duplication of functions, service failures, complaints, claims, reports and law suits;

c) Keep an orderly and precise register of statistics on the defects detected and the corrective measures taken;

d) Facilitate political and citizen monitoring of the quality of management in the entity, guaranteeing easy access to information about the results of the system;

e) Adapt and adopt procedures, methodologies and requirements to those prevailing in international technical management quality standards.

Article 6. *Quality standardization in management.* In quality management system regulations the government shall draw up a technical standard for quality in public management within twelve (12) months from the date this law comes into force. This could take account of the current international technical standards in this area.

The technical standard issued by the government shall contain, at the very least, provisions with respect to the following:

1. The requirements that must figure in the documentation necessary for the quality management system to function, which shall include the definition of quality policy and objectives, manuals of procedures and quality necessary for the effective planning, operation and control of processes, and the requirements for information in the entity in question.

2. The minimum quality factors that entities must comply with in their planning and design processes.

3. The minimum quality controls that must be carried out in human resources and infrastructure management.

4. The minimum quality controls or principles that must be complied with in carrying out the function or rendering the service, and in the processes of communication and attention to users.

5. The minimum quality variables to be measured using the indicators that each entity establishes, in compliance with clause 1 of article 4 of this law.

6. The minimum requirements that each entity must satisfy in its processes to follow up and measure the quality and results of its service.

7. The objectives and principles of the measures for continual improvement and the preventive and corrective measures established in each entity.

Under no circumstances can the decree that establishes the technical standard modify or develop aspects of the structure and function of the administration, the regime under which public services are rendered, the general contract statute in the public administration, or aspects that come under the general legislative jurisdiction of Congress.

Each entity shall internally define the departments and personnel that, in accordance with their competencies, shall be in charge of developing the Quality Management System, and this should not involve any change in the structure of size of said departments.

Article 7. *Quality Certification.* Once the system has been implemented and when

the body in question considers it appropriate, the quality management system can be certified in line with international quality standards.

Clause 1. The national government shall design systems to stimulate and give public recognition to bodies that have implemented their quality management system, and shall periodically publish the list of bodies that have complied with the provisions laid down in this law.

Clause 2. None of the bodies in the different branches of the State administration shall contract an external organization for the process of certifying a Quality Management System when such a government body with experience in this type of certification process already exists in the State.

Article 8. *State support.* During the development of the quality management system and its subsequent certification, the Higher State Public Administration School (ESAP - Escuela Superior de Administración Pública), the National Training Service (SENA), the Administrative Department of the State and other district or national institutions whose legal ordinance binds them to guarantee the efficiency and good development of public administration shall provide the support needed and also due guidance for the entities that so request.

Article 9. *Validity*. This law shall be in force from the date of its publication.

Issued in Bogotá, D. C., 30 December, 2003.

Annex 2.2

SENA, General Management. Resolution No. 001156 of 2005

Whereby the Manual of Processes, Procedures and Instructions for Drawing up, Codifying and Controlling National Training Service (SENA) Process and Procedure Documents is adopted.

The General Director of the National Training Service, SENA, in the exercise of his legal prerogatives, especially those conferred by article 6 of Law 87 of 1993, article 2 of Law 872 of 2003, and article 4, items 2 and 4, of Decree 249 of 2004, and

CONSIDERING

That in accordance with the provisions of articles 1 and 4 of Law 87 of 1993, the *Manual of processes and procedures* is an instrument through which the internal control system is implemented, and whose application contributes to guaranteeing effectiveness, efficiency and economy in all operations, promoting and facilitating the correct execution of the functions and activities defined to discharge the institution's mission.

That according to the provisions of article 2 of Decree 1537 of 2001, public entities *"... shall draw up, adopt and apply manuals for documenting and formalizing procedures, based on the identification of institutional processes."*

That article 1 of Law 872 of 2003, on creating the Quality Management System, specified that each State entity shall adopt it with *"...a focus based on the processes applied in the entity and from the expectations of the users, recipients and beneficiaries of the functions it is assigned by the prevailing legal ordinance."*

That article 6 of Law 87 of 1993 and article 2 of Law 872 of 2003 assign responsibility for the implementation of the Internal Control and Quality Management System and to the General Director of the National Training Service, SENA, in his capacity as the legal representative and chief director of the entity.

That, in accordance with the provisions of article 10, items 9 and 10, of Decree 249 of 2004, the functions of the Corporate Planning and Guidance Office include the following *"9. To assist SENA departments to implement the institutional quality management system and to coordinate the implementation and updating of the processes and procedures information and documentation model"*; and *"10. To design and update, in coordination with the departments, the processes, procedures and function manuals of the entity"*.

That under Decree 4110 of 9 December, 2004, article 1, the Public Management Technical Quality Standard was adopted as an obligatory application determining *"...the general and minimum requirements to establish, document, implement and maintain a Quality Management System in the bodies, entities and agents obliged in accordance*

with article 2 of Law 872 of 2003", and is a tool which will allow the institution's performance to be guided and evaluated as regards quality and social satisfaction, in the rendering of the services the entity is responsible for.

That item 4.2 of the NTCP 1000:2004 Public Management Technical Quality Standard establishes that a processes and procedures manual and documented control are indispensable to the effective planning, operation, and control of processes.

That the standardization of institutional processes and procedures, within the parameters of quality, facilitates public management, makes it more agile, and transmits the organization's culture completely, as it establishes and delimits levels of responsibility over the activities that each department and each official is responsible for, and also fosters transparency in all public service transactions, thus generating credibility for the Public Administration with respect to the citizen.

<div align="center">RESOLVES</div>

ARTICLE 1. To adopt all parts of the Manual of Processes and Procedures of the National Training Service, SENA, that forms part of this resolution.

ARTICLE 2. To adopt the Instructions for Drawing up, Codifying and Controlling the Processes and Procedures Documents of the National Training Service, SENA, annexed to this resolution.

ARTICLE 3. That the Corporate Planning and Guidance Office, with the support of the entity's own internal control office, shall be responsible for coordinating the implementation, evaluation and updating of the manual and instructions adopted in this resolution.

ARTICLE 4. That the different areas and departments of the entity shall be able to draw up documents and modify and update the manuals, instructions, formats or procedures, taking the necessary steps as stipulated in form F05-004/1.1-04 for 'The Preparation, Modification or Updating of Manuals, Instructions, Formats or Procedures, that has been drawn up for this purpose and is part of the SENA Instructions for the Drawing up, Codification and Control of Process and Procedure Documents, in which the rationale behind the changes made for technical and regulatory reasons shall be justified.

Once the F05-004/11-04 form has been made operational, the area or department of the entity shall submit this to the Corporate Planning and Guidance Office for its competence.

ARTICLE 5. To communicate this resolution to the General Secretariat and other general management departments, regional directors and centre sub-directors, for their information and pertinent purposes.

ARTICLE 6. This resolution shall come into force on its date of issue and it overturns all provisions that may contract it.

<div align="center">LET THIS BE COMMUNICATED AND COMPLIED WITH</div>

Issued in Bogotá, D.C., 30 June, 2005

<div align="right">DARÍO MONTOYA MEJÍA
General Director</div>

Annex 2.3

Resolution No. 02516 of 2004

Whereby the Committees of the National Quality Management System, the Regional Offices and the National Training Service (SENA) Training Centres are created and their functions defined.

The General director of the National Training Service, SENA, in the exercise of his legal prerogatives, especially those conferred by article 31 of Decree 249 of 2004 and by the provisions of Law 872 of 2003, and

CONSIDERING:

That in accordance with the provisions of Law 872 of 2003 whereby the Quality Management System in the executive branch of the State and in other entities rendering services is created, the SENA is responsible for *"...developing, implementing, maintaining, revising and improving the Quality Management System that is established in accordance with the provisions of said law."*

This makes it necessary to define, implement and improve a Quality Management System in the institution as a systematic and transparent management tool that allows institutional performance to be guided and evaluated as regards quality and social satisfaction in the rendering of services.

That to make it possible to improve processes and the rational use of technical, physical and human resources, it is necessary for all the officials in the entity be integrated and committed.

That item 23 of article 4 of Decree 249 of 2004 establishes that the General Director of SENA is responsible for "*Setting up committees and permanent and temporary Internal Work Groups, and defining their composition, coordination and functions.*"

That in virtue of the above it is necessary to set up National, Regional and Training Centres Quality Management System Committees so as to guarantee continual improvement in processes and in the quality of the products and services offered, within the prevailing national and international quality standards.

That in virtue of the above

RESOLVES:

First article: membership of the National Quality Management System Committee: The National Quality Management System Committee shall be made up of:

1. The General Director or his representative, who shall preside
2. The General Secretary
3. The Area Directors
4. The heads of the Internal Disciplinary Control, Internal Control, Communications and Systems offices

5. The representative for the Quality Management System, designated by the General Director

6. The coordinator of the Quality Management and Process Standardization group, who shall be the Secretary of the Committee

CLAUSE: The representative of the General Director shall be the Director of the Corporate Planning and Guidance Office.

Second article: Functions of the National Quality Management System Committee: The National Quality Management System Committee shall discharge the following functions:

1. Define, establish, approve and disseminate the entity's quality policy and objectives.

2. Define and establish guidelines and strategies for the implementation, maintenance and improvement of the Quality Management System, and verify its effectiveness.

3. Promote the Quality Management System throughout the entity.

4. Support and stimulate the activities necessary to maintain the system at the different levels of the organization.

5. Review and evaluate the Quality Management System, based on the reports submitted by the Management Representative, in accordance with the parameters laid down in the prevailing regulations.

6. Analyze the data, evaluate the indicators, implement corrective action derived from the evaluations, propose guidelines and strategies to implement, maintain and improve the Quality Management System, and make proposals for modifications.

7. Ensure that the appropriate communication processes are established in the institution and that these take the effectiveness of the Quality Management System into consideration.

8. Ensure that the requests made by users or customers are analyzed, verified and determined.

9. Communicate to the institution the importance of satisfying the requirements of users and customers, and also the legal and regulatory requirements.

10. Promote and verify, in accordance with the institution's regulations and national and international quality standards, the coherence of the processes and procedures in General and Regional Management and in Vocational Training Centres.

11. Define the levels of responsibility and authority in the Quality Management System and make this known throughout the organization.

12. Ensure that Quality Management System is planned, and that it is maintained unchanged if and when structural changes are implemented in the institution.

13. Ensure the planning and availability of resources for the operation, maintenance and improvement of the Quality Management System.

14. Approve the entity's Quality Management System manual.

15. Other functions required by the law or regulations governing the Quality Management System.

Third article: Functions of the Management Representative: The Management Representative shall discharge the following functions:

1. Submit modification strategies and suggestions for the implementation, development, maintenance and improvement of the Quality Management System to the National Quality Management System Committee.

2. Ensure that the processes necessary for the Quality Management System are established, implemented and maintained.

3. Inform the top management about the Quality Management System and any necessary improvements.

4. Ensure that taking account of the requests of users and customers is promoted at all levels of the organization.

5. Other functions established in the law or regulations governing quality.

Fourth article: Functions of the Committee Secretary: These shall be as follows:

1. Submit programmes for internal and external Quality Management System audits for approval by the National Quality Management System Committee.

2. Compile the information on how the Quality Management System functions at all levels of the entity and make reports about the performance of the Quality Management System and any improvement necessary.

3. Submit the reports to the National Quality Management System Committee to review and evaluate the Quality Management System.

4. Convoke the National Quality Management System Committee in accordance with the eleventh article of this resolution.

5. Convoke SENA departments to deal with matters related to follow-up, verification and modifications to the Quality Management System.

6. Give notice of five (5) working days when convoking a session. The agenda, the minutes from the previous session and documents concerning the session shall be sent with this announcement.

7. Take the minutes at each meeting of the National Quality Management System Committee, which shall be a summary of what happened at the session, noting the place, time, attendees, agreements, decisions, documentation and conclusions.

8. Inform, when appropiate, at a suitable time the Committee's decisions to whom it may concern.

9. Keep the register and certify the minutes and recommendations made by the National Quality Management System Committee.

Fifth article: Membership of Regional Quality Management System Committees: These shall be made up of the following:

1. The Regional Director or his representative

2. A representative of the Regional Management, who shall be the Secretary of the Committee

3. The sub-directors of the Vocational Training Centres in its jurisdiction

4. Officials designated by the Regional Director, who shall be the leaders of the processes that are carried out in the Regional Office.

Sixth article: Functions of Regional Quality Management System Committees: they shall discharge the following functions:

1. Disseminate the quality policy and objectives of the Entity.

2. Implement and maintain the processes defined in the Quality Management

System, and strive to continually improve these in the Regional Office and the Vocational Training Centres in their jurisdiction.

3. Promote and verify, in accordance with the institution's regulations and with national and international quality standards, the coherence of the processes and procedures in the Regional Office.

4. Support and stimulate the activities necessary to maintain the Quality Management System in the Regional Office.

5. Review and evaluate the Quality Management System based on the reports submitted by the management representative from the Regional Office, in accordance with the parameters established in the prevailing regulations.

6. Analyze the data, evaluate the indicators, implement the corrective action derived from the evaluations, propose guidelines and strategies to implement, maintain and improve the Quality Management System at the Regional Office, and make proposals for modifications.

7. Ensure that the appropriate communication processes are established in the institution and that these take the effectiveness of the Quality Management System into consideration.

8. Ensure that the requests made by users of customers are analyzed, verified and determined.

9. Ensure the planning and availability of resources for the operation, maintenance and improvement of the Quality Management System at the Regional Office.

10. Other functions laid down in the law or regulations governing the Quality Management System.

Seventh article: Functions of the Regional Office Management Representative: the Regional Office Management Representative shall discharge the following functions:

1. Submit strategies and modification suggestions to implement, develop, maintain and improve the Quality Management System to the Regional Quality Management System Committee.

2. Ensure that the processes necessary for the Quality Management System at the Regional Office are established, implemented and maintained.

3. Inform the Regional Director about the performance of the Quality Management System and any improvements that are needed.

4. Ensure that taking account of the requirements of users and customers is promoted at the Regional Office.

5. Submit the programmes for internal and external audits of the Quality Management System at the Regional Office for approval.

6. Compile information on the functioning of the Quality Management System at the Regional Office and make reports about on the performance of the Quality Management System and about any improvement needed.

7. Submit the reports to the Regional Quality Management System Committee for review and evaluation of the Quality Management System.

8. Submit reports on the progress and functioning of the Quality Management System at the Regional Office to the General Director, to be submitted to the National Quality Management System Committee.

9. Convoke meetings of the Regional Quality Management System Committee in accordance with the eleventh article of this resolution.

10. Convoke meetings with the leaders or those responsible for processes to deal with matters related to follow-up, verification and modifications in the Quality Management System.

11. Draw up the agenda for the meetings, and prepare the information needed for the sessions.

12. Give notice of five (5) working days when convoking a session. The agenda, minutes of the previous session and documents concerning the session shall be sent with this announcement.

13. Take the minutes at each meeting of the Regional Quality Management System Committee, which shall be a summary of what happened at the session, noting the place, time, attendees, agreements, decisions, documentation and conclusions.

14. Inform, when appropiate, at a suitable time the Committee's decisions to whom iy may concern.

15. Keep the register and certify the minutes and recommendations made by the Regional Quality Management System Committee.

16. Other functions established in the law or regulations governing quality.

Eighth article: Membership of Training Centre Quality Management System Committees: These shall be made up of the following:

1. The Centre Sub-director or his representative.

2. A representative of the sub-management of the Training Centres shall be designated by the Sub-director of the Centre and shall be the Secretary of the Committee.

3. The officials designated by the Sub-director of the Centre who will be leaders of the processes that are carried out in the Training Centress.

Ninth article: Functions of Training Centre Quality Management System Committees: These shall discharge the following functions:

1. Disseminate the entity's quality policy and objectives.

2. Manage the implementation and continual improvement of the processes involved in the Quality Management System at the Training Centres.

3. Promote and verify, in accordance with institution's regulations and with national and international quality standards, the coherence of the processes and procedures at the Training Centres.

4. Support and stimulate the activities necessary to maintain the Quality Management System at the Training Centres.

5. Review and evaluate the Quality Management System based on the reports submitted by the Representative of the Sub-management of the Centre, in accordance with the parameters established in the prevailing regulations.

6. Analyze the data, evaluate the indicators, implement corrective action derived from the evaluations, propose guidelines and strategies to implement, maintain and improve the Quality Management System at the Vocational Training Centres, and make proposals for modifications.

7. Ensure that the appropriate communication processes are established in the Training Centres and that these take the effectiveness of the Quality Management System into consideration.

8. Ensure that the requests made by users or customers of the Quality Management System are analyzed, verified and determined.

9. Ensure that resources are available to implement, maintain and improve the Quality Management System in accordance with the Annual Plan.

10. Other functions established in the law or in the regulations governing quality.

Tenth article: Functions of the Sub-management Representative at Training Centres: The Sub-management Representative at Training Centres shall discharge the following functions:

1. Submit strategies and modification suggestions to implement, develop, maintain and improve the Quality Management System to the Centre's Quality Management System Committee.

2. Ensure that the processes necessary for the Quality Management System at the Training Centres are established, implemented and maintained.

3. Inform the Sub-management of the Training Centres about the performance of the Quality Management System and any improvements that are needed.

4. Ensure that taking account of the requirements of users and customers is promoted at the Training Centres.

5. Submit the programmes for internal and external audits of the Quality Management System at the Training Centres for approval.

6. Compile information on the functioning of the Quality Management System at the Training Centres and make reports about on the performance of the Quality Management System and about any improvement needed

7. Submit the reports to the Training Centre Quality Management System Committee for review and evaluation of the Quality Management System.

8. Submit reports on the progress and functioning of the Quality Management System at the Centre to the General Director, to be submitted to the National and Regional Quality Management System Committees.

9. Convoke sessions of the Training Centre Quality Management System Committee in accordance with the eleventh article of this resolution.

10. Convoke meetings with the leaders or those responsible for processes to deal with matters related to follow-up, verification and modifications in the Quality Management System.

11. Draw up the agenda for the meetings, and prepare the information needed for the sessions.

12. Give notice of five (5) working days when convoking a session. The agenda, the minutes of the previous session and documents concerning the session shall be sent with this announcement.

13. Take the minutes at each meeting of the Training Centre Quality Management System Committee, which shall be a summary of what happened at the session, noting the place, time, attendees, agreements, decisions, documentation and conclusions.

14. Inform, when appropiate, the Committee's decisions to whom it may concern.

15. Keep the register and certify the minutes and recommendations made by the Training Centre Quality Management System Committee.

16. Other functions established in the law or regulations governing quality.

Eleventh article: Attendance at the meetings. The National, Regional and Training Centre Quality Management System Committees shall ordinarily meet every two months, and extraordinary meetings may be convoked by the Director or Management Representative of the Quality Management System, or with a written and justified petition by any member of the Committee.

Twelfth article: Special guests. The meetings of the National, Regional and Training Centre Quality Management System Committees may be attended by special guests that the Committee considers pertinent.

Thirteenth article: The quorum and decisions. The National, Regional and Training Centre Quality Management System Committees shall be deemed in session when half plus one of the permanent members are present, and decisions shall be made by majority vote. Each session shall continue until the programmed agenda has been completed. At each meeting minutes shall be taken in which the members may put on record what they consider pertinent.

Fourteenth article: To communicate this resolution to all SENA servers and send copies to all the Area and Regional Directors and Centre Sub-directors.

Fifteenth article: This resolution shall come into force on its date of issue.

LET THIS BE COMMUNICATED AND COMPLIED WITH.

Issued in Bogotá, D.C., 23 November, 2004

DARÍO MONTOYA MEJÍA
General Director

Annex 2.4

SENA Centres certified with the ISO 9001:2000

SENA Centres Certified ISO:9000

In compliance with the 2002-2006 Strategic Plan, "SENA: Knowledge for all Colombians" and Law 872 of 2003 "To create the Quality Management System in the Executive Branch of the Public Administration" and in other entities rendering services, up to the present time the design, development and vocational training attendance service provision processes in the following Training Centres have been certified under the ISO 9001: 2000 standards:

National Centre for Footwear and Leather Manufacture – Antioquia Regional Office'

Garment Centre – Antioquia Regional Office

National Construction Centre – Antioquia Regional Office

Metal-mechanical Centre – Antioquia Regional Office

National Wood Centre – Antioquia Regional Office

National Textile Centre – Antioquia Regional Office

Trade Centre – Antioquia Regional Office

Health Services Centre – Antioquia Regional Office

Business Services and Management Centre – Antioquia Regional Office

Puerto Berrío Multi-Sector Centre – Antioquia Regional Office

Urabá Multi-Sector Centre – Antioquia Regional Office

Oriente Multi-Sector Centre – Antioquia Regional Office

La Salada Agriculture Centre – Antioquia Regional Office

CAISA Agriculture Attention Centre – Caldas Regional Office

Industrial Automation Centre – Caldas Regional Office

Industry and Construction Centre – Caldas Regional Office

Trade and Services Centre – Caldas Regional Office

La Dorada Multi-Sector Centre – Caldas Regional Office

The rest of the SENA Vocational Training Centres are in the implementation phase.

Source: **www.sena.edu.co** November 2005

The SENA Regional Office at Caldas has received ISO 9001:2000 and NTCGP 1000:2004 certification.

On Friday 4 November, 2005, the National Training Service (SENA) Regional Office at Caldas received ISO 9001 Quality Certification (2000 version) and the NTCGP 1000 Technical Quality Standard in Public Management (2004 version).

This process was initiated in mid 2004 with awareness-raising and diagnosis of training needs, and continued through the phases of setting up committees for the Quality Management System, diagnosis, training, documentation and process implementation.

After the appropriate selection process, SENA chose the firm BVQI Colombia Ltda. to carry out the audits and certify five Vocational Training Centres and the administrative area.

The scope of certification in the administrative part is "To render consultancy services in undertakings and entrepreneurship, labour guidance, occupational guidance, and support services for vocational and administration training for the following centres: Industrial Automation, Agriculture, Trade and Services, Industry and Construction, and the La Dorada Multi-Sector Centre in the SENA Regional Office in Caldas."

The scope of certification in the Industrial Automation, Trade and Services, and Industry and Construction centres covers "The design and rendering of integrated attendance vocational training services in agriculture and fisheries, trade and services, technical, and industry and construction". At the La Dorada Multi-Sector Centre it covers "the rendering of integrated attendance vocational training services in trade and services, industry and construction, and agriculture."

Source: **www.sena.edu.co** November de 2005

Annex 3.1

National Accreditation Council - Colombia

General procedure for the accreditation of institutions

1. The legal representative of the institution applies for accreditation from the National Accreditation Council.

2. The National Accreditation Council makes an initial assessment of the condition of the institution.

3. The institution carries out a self-evaluation in accordance with National Accreditation Council guidelines.

4. The institution draws up a self-evaluation report for submission to the National Accreditation Council. This report shall be in the format specified by the National Accreditation Council in the Guide to Procedures.

5. The National Accreditation Council designates and prepares the team of academic peers and experts that will carry out the external evaluation.

6. The team of academic peers and experts draw up an external evaluation report. Before studying this report, the National Accreditation Council sends a copy to the institution, which may respond to the external evaluation report.

7. The National Accreditation Council makes its final evaluation based on the self-evaluation and the external evaluation, and a hearing granted to the institution.

8. If applicable, the National Accreditation Council draws up an assessment of the quality of the institution and submits this to the National Ministry of Education for the accreditation order to be issued. This assessment by the Council shall include a recommendation about the time period for which accreditation will be valid. This period shall be not less than five (5) years and not more than ten (10) years.

9. The National Ministry of Education issues the accreditation order based on the recommendation made by the National Accreditation Council.

10. If there are objections against the institution's accreditation or candidature, the National Accreditation Council shall confidentially communicate the results of the evaluation to the institution's legal representative, along with the pertinent recommendations, so the institution may, if it so desires, take action to make it possible to initiate a new accreditation process after no less than three (3) months have passed.

Source: National Ministry of Education of Colombia (MEN), The National Accreditation Council (CNA): "Guidelines for Institution Accreditation". Documents series CNA No. 2, Bogotá, Colombia, June 2001.

Annex 3.2

Features of the legal framework for institutional accreditation in Colombia

On the subject of accreditation, **Law 30 of 1992** lays down the following:

Article 53: To create a National Accreditation System for higher education institutions, whose main aim is to guarantee to society that the institutions in the System comply with the highest quality requirements, and that they attain their purposes and objectives. Joining the Accreditation System is voluntary for Higher Education Institutions. Accreditation shall be temporary. The institutions that are accredited shall enjoy the prerogatives that this confers as laid down in the law and established by the National Higher Education Council, CESU.

Article 54: The System in the article above shall have a National Accreditation Council made up in part of members of the academic and scientific communities, and this shall be a dependency of the National Higher Education Council, CESU, which shall define its regulations, functions and membership.

Article 55: Higher Education institutions have the permanent task of carrying out self-evaluations, and this shall be part of the accreditation process. The National Higher Education Council, CESU, through the Colombian Institute for Fostering Higher Education (ICFES - Instituto Colombiano para el Fomento de la Educación Superior), shall cooperate with such entities to stimulate and improve self-evaluation procedures in institutions.

Decree 2904 of 1994 lays down the following:

Article 7: After the National Accreditation Council has analyzed the self-evaluation and external evaluation documents and given the institution a hearing it shall make its evaluation, and proceed, when appropriate, with recognizing the quality of the programme or the institution, or drawing up the recommendations it might deem pertinent.

Annex 3.3

SENA, General Management. Agreement No. 0016 of 2003

Which regulates aspects of the recognition or authorization of integrated methodical and complete vocational training programmes

The National Directing Council of the National Training Service, SENA, in the exercise of its legal prerogatives and especially those conferred in item f of number 9 of article 10 of Law 119 of 9 February 1994, and article 38 of Law 789 of 2002, and

CONSIDERING

That article number 5 of Extraordinary Decree 2838 of 1960 stipulates that "The object of integrated methodical and complete vocational training programmes is understood to be the apprentice worker enrolled in courses run by the National Training Service, SENA, or in those recognized by this entity, in specialized establishments or in enterprises themselves, when the conditions and requirements laid down by the National Directing Council of this entity are complied with."

That Law 789 of 27 December 2002 introduced new elements in relation to the recognition or authorization of integrated methodical and complete vocational training programmes, which make it necessary to update SENA internal regulations governing said recognition or authorization, for timely and appropriate processing;

AGREES

Article 1 - RECOGNITION: The National Training Service, SENA, shall recognize training courses and programmes in specialized establishments or educational institutions recognized by the State and shall authorize enterprises that directly run training courses or programmes, in accordance with the provisions of items 3 and 4 of article 38 of Law 789 of 2002, in the framework of the National Training for Work System.

Article 2 – BENEFITS OF THE RECOGNITION OF PROGRAMMES. The benefits of the recognition of integrated methodical and complete vocational training programmes in enterprises by the SENA are as follows:

1) The possibility for students on these programmes to access a learning contract;

2) The right to reimbursement, as laid down in clause 3 of article 38 of Law 789 of 2002.

Article 3 – CONDITIONS OF PROGRAMMES INVOLVING A LEARNING CONTRACT. Enterprises that wish to provide integrated methodical and complete vocational training for their apprentices and thus obtain recognition by the SENA shall have to comply with the following conditions for each of their programmes:

a. Offer academic and practical content suitable to the integrated vocational training needs of the labour market;

b. Have human resources that are technically and pedagogically qualified in the areas covered by the integrated vocational training programmes; and

c. Ensure, directly or through agreements with third parties, that the technical, pedagogic and administrative resources for adequate course implementation shall be available.

Article 4 – The higher education programmes (Vocational Technical, University Technological or Professional) approved by the National Ministry of Education or the ICFES, shall be taken as recognized by the SENA if and when they include enterprise practice.

To comply with the learning contract, enterprises shall submit a monthly report on the learning contracts to the SENA in accordance with the format designed by SENA for this purpose, and in the manner specified.

Article 5 – For pupils in the 10th and 11th grades of secondary education to be able to accede to the learning contract it is necessary that there be training for work programmes in the Institution's Educational Project that are duly approved by the Secretary of Education, which correspond to the trades and occupations on the list published by SENA as qualifying for the learning contract.

To comply with the learning contract, enterprises shall submit a monthly report on the learning contract to the SENA, in accordance with the format designed by SENA for this purpose, and in the manner specified.

Article 6 - DISTRIBUTION AND ALTERNATION OF TIME BETWEEN THE ACADEMIC PHASE AND THE PRODUCTIVE PHASE.

The integrated methodical and complete vocational training programmes that receive recognition shall contain the phases of the work training process: the academic phase (general training for work), the guided practice phase, and the human development components corresponding to life project and entrereneurship training and these lead to a certificate of vocational or occupational aptitude on a technical level in skilled or semi-skilled trades, with a minimum duration of 440 hours in the academic phase and 440 hours in the production phase.

Under no circumstances can the time fixed for the productive phase of practice in enterprises be more than the maximum specified in SENA training programmes.

Article 7 – APPLICATIONS FOR RECOGNITION. Applications for recognition of integrated methodical and complete vocational training programmes shall be submitted to the Regional or Section Director of the SENA at the location where the enterprise has its main registered office, and shall be submitted to the appropriate integrated vocational training centre for due evaluation.

The Regional or Section Director of the SENA shall make a ruling on the application for recognition for programmes by enterprises within thirty (30) working days of the submission. If this is not done within the time specified, the application is taken as approved.

The time period specified in this article shall begin on the date that the application for recognition of the programme and all the documentation required for that purpose is received by the documents administration office at the SENA Regional or Section Office where the entity or enterprise has its main registered office.

If the documentation should be incomplete the SENA shall make one single request to the applying entity for the information and documentation that is lacking and shall 137

make the appropriate observations. The enterprise shall have a maximum of two (2) months from the date it receives this request from the SENA to submit the additional information and attend to the observations related to the application for programme recognition that it has submitted.

If the necessary changes are not made or the information required is not forthcoming within the set period, it shall be understood that the applying entity has desisted in its application and the submission shall be filed, and this shall not prejudice a new application by the entity at any time in the future.

The SENA Regional and Section Directors shall recognize integrated methodical and complete vocational training programmes through a resolution with justifications.

Article 8 - REQUIREMENTS FOR RECOGNITION.

Parties interested in obtaining recognition of their integrated methodical and complete vocational training programmes from the SENA shall submit the following documents:

1. Written application for recognition of the integrated methodical and complete vocational training programme to the SENA Regional or Section Director from the enterprise's main registered office, countersigned by the Legal Representative.

2. Authorization of the programme by the appropriate official authority, if this is a legal or regulatory requirement.

3. Original certificate of existence and legal representation issued by the Chamber of Commerce, with a validity date of not more than forty-five (45) days.

4. A certificate of compliance from each of the social security entities, Family Compensation Funds, SENA and ICBF, to which the workers are affiliated.

5. Curricular structure of the programme, description of the didactic and support resources for the programme, list of Teaching Staff of the programme, and an attached copy of the Curriculum Vitae of each of the teachers or instructors.

6. In the case of alliances, a copy of the agreement or contract in force whereby the technical, pedagogic or educational resources are guaranteed.

7. A market study showing the relation of the programme to the labour context, identifying the geographical places (municipalities or departments) where there is demand for the worker profile in question, and also enterprises that require or seek this profile.

8. Administrative arrangements for the programme: registration, selection and enrolment processes, follow-up on the training, evaluation, certification, trainee services and follow-up on those who complete the programme.

Article 9 – FINANCE SOURCES FOR REIMBURSEMENT: In compliance with the provisions of clause 3 of article 38 of Law 789 of 2002, the SENA shall follow the appropriate procedure with the pertinent authority to obtain a budgetary allocation to finance such reimbursements.

Article 10 – REIMBURSEMENTS TO ENTERPRISES WITH RECOGNIZED PROGRAMMES:

The SENA shall reimburse enterprises with recognized programmes for the cost of training to the amounts approved in the open calls for offers for this purpose, and this amount shall be defined in a ruling by the General Director of the SENA, taking into consideration the equivalent costs that the SENA incurs for similar training courses.

Under no circumstances shall the annual amount an enterprise is reimbursed for the different services rendered by the SENA, directly or through agreements, exceed 50% of the amount of the extra-fiscal contributions paid to the SENA by the enterprise in question during the immediately prior fiscal period.

Clause 1: Enterprises that guarantee human, technical, pedagogic or human resources through agreements with the SENA or with other State entities shall have these resources discounted from the amount of the reimbursement.

Clause 2: Specialized establishments, educational entities and organizations that regularly give formal or non-formal education in the community in general do not have the right to economic reimbursement stipulated in this article, either directly or through enterprises to which they render services.

Clause 3: Enterprises with programmes recognized prior to the calls for offers made by SENA under the provisions of this Agreement and that might be interested in the reimbursement established in Law 789 of 2002 and in this agreement, shall have to participate in them to apply for recognition to be renewed and acquire the right to reimbursement. Students on programmes for which recognition is in force at the date of the issue of this Agreement are subject to the learning contract.

Article 11 – EVALUATION OF TRAINING QUALITY. The SENA Regional or Sectional Office that awards recognition shall carry out follow-up on the quality of these programmes, in line with the evaluation and follow-up methodology that the management of the National Vocational Training System shall design.

Article 12 – TRAINING CERTIFICATION. When a training course finishes the enterprises that runs the recognized programme shall issue the corresponding certificate. When the certificate of vocational aptitude is issued to the learner it shall include documentation of the accreditation that SENA has to accredit, describing the specific area of study and the hours of training involved.

Article 13 – CANCELLATION OF RECOGNITION. The SENA Regional or Section Director can, through a duly substantiated administrative act, directly cancel recognition that has been awarded in the following cases:

a. Low quality of the vocational training in question.

b. Failure to comply with any of the requirements that recognition was based on.

c. Failure to fulfil the obligation to duly check the learners' training process in the production or practical stage.

d. Serious or repeated failure on the part of the enterprise to inform the SENA about irregularities that might be detected in the development of the trainees' learning contracts.

e. Failure to fulfil the obligation to make impact evaluations of trainees who complete the training in the year following the end of the course.

f. Failure to make the twice-yearly self-evaluation or failure to respond to evaluation recommendations within the stipulated time period.

g. Submitting incorrect information.

Article 14 – In the case of programmes in non-formal education institutions, the prevailing regulations about the subject and those expedited to such effect shall be taken into consideration.

To comply with the learning contract, enterprises shall submit a monthly report on the learning contracts to the SENA, in accordance with the format designed by SENA for this purpose, and in the manner stipulated.

Article 15 - PUBLICATION. This Agreement shall be published in the Official Gazette.

Article 16 – VALIDITY AND ANNULMENTS. This agreement shall be in force from its date of publication and it overturns all regulations that may contradict it, in particular the regulation in Agreement 007 of 2000.

LET THIS BE PUBLISHED; COMMUNICATED AND COMPLIED WITH

Issued in Bogotá, 11 December 2003.

<div align="right">

LUZ STELLA ARANGO DE BUITRAGO
Vice-Minister of Labour Relations
PIEDAD PÉREZ DE ESCOBAR
SENA General Secretary

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Annex 4.1

International Quality Awards

ARGENTINA: **National Quality Award** – This award was instituted in 1994 to promote, develop and disseminate processes and systems for continual improvement in the quality of the products and services offered by enterprises, so as to support modernization in Argentine organizations and make them more competitive.

BRAZIL: **National Quality Award** – The Foundation for the National Quality Award has been running this system since 1992. The aim is to promote awareness of quality and productivity in Brazilian enterprises that produce goods and provide services, and to foster the spread of best practices in organizations, including public organizations.

CANADA: **Canadian Award for Excellence –** This award, from the National Quality Institute, is based on the Canadian Framework for Business Excellence.

COLOMBIA: **Colombian Quality Award** (1975) **for Management** (since 2001) - This is awarded as recognition by the Government to enterprises in the public or private sector that stand out for their practical focus in the development of Integrated Management processes geared to quality and productivity so their products and services will be competitive and reliable. The award is administered by the Quality Corporation (Corporación Calidad).

CUBA: **Republic of Cuba National Quality Award** – This was instituted as a way to give recognition to organizations that stand out for achieving good results in the application of total quality management and economic efficiency systems.

ECUADOR: **National Quality Award of Ecuador** – The body responsible for the administration of this National Quality Award is the Total Quality Corporation of Ecuador (Corporación Ecuatoriana de la Calidad Total).

EUROPE: **European Quality Award** – The European Foundation for Quality Management (EFQM) was set up in 1988 by 14 important enterprises in Europe, and it is based in Brussels. Today it has more than 800 members including national organizations from different countries, from all the important regions in Europe. The EFQM launched the EFQM Excellence Model in 1991 as a basis for self-evaluation and for the European Quality Award, which was awarded for the first time in 1992.

FUNDIBEQ: **Latin American Quality Award** – This has been in operation since 2000. It is based on the Latin American Management Excellence Model, and involves an agreement among representatives from 17 Latin American countries. The aim is to promote global quality management as a sure path to sustainable progress.

JAPAN: **Deming Prize** – This prize for Total Quality Management was established in 1950 and awarded for the first time in 1951. It is awarded by the Japanese Union of Scientists and Engineers (JUSE), and it was named in honour of Dr W. E. Deming. There are three categories, the Individual Prize (for people), the Application Prize (organizations) and the Prize for Operating Units.

MEXICO: **National Quality Award** – The aim of this award is to promote the adoption of integrated quality models based on the National Total Quality Model. It was first awarded in 1990, and it was one of the pioneer awards in the world.

PARAGUAY: **National Quality Management and Excellence Award** – This was instituted in 1999 to promote and stimulate knowledge about and the establishment of Total Quality and Excellence Processes in Management. The award is administered by the National Quality and Excellence Award Foundation (Fundación Premio Nacional de Calidad y Excelencia).

PERU: **National Quality Award** – This award is administered by the Quality Management Committee and it is for organizations that stand out as an example to others as regards achievements in implementing the model. There are three categories, Enterprises Producing Goods, Service Enterprises, and Small Enterprises.

SCOTLAND: **Scottish Award for Business Excellence** – The Scottish Quality Foundation promotes the European Foundation for Quality Management Excellence Model (EFQM) as a strategic tool for competitiveness in business. The Foundation uses this model as a basis for the Scottish Award for Business Excellence, which has been in operation since 1994.

SOUTH AFRICA: **South African Excellence Award** – This award is based on the South African Excellence Model, which combines models from Europe and the United States. The award is administered by the South African Foundation for Excellence, which was established in 1997.

UNITED STATES: **Malcolm Baldrige National Quality Award** – This was established in 1987. It recognizes United States organizations for achievements in quality and excellence in business. Its evaluation criteria have not only become the standard for measuring excellence in enterprise management but also a model for other quality awards to follow. It is administered by the government's Department of Trade, through the National Institute of Standards and Technology (NIST).

URUGUAY: **National Quality Award** – This enables the Government to give recognition to enterprises. It is based on the Continual Improvement Model (Modelo de Mejora Continua) developed by the National Quality Committee (Comité Nacional de Calidad).

Annex 4.2

Brazil: National Quality Award

Profile, Criteria, Items and Points System

Profile of the Organization	
P1 Description of the organization	
P2 Competence and a competitive environment	
P3 Important aspects	
P4 Record of the search for excellence	
P5 Organigram	
Criteria and Items – Maximum Points	
1 Leadership	**100**
1.1 Leadership system	30
1.2 Culture of excellence	40
1.3 Critical analysis and global performance	30
2 Strategies and Plans	**90**
2.1 Formulation of strategies	30
2.2 Unfolding of strategies	30
2.3 Performance measurement planning	30
3 Customers	**60**
3.1 Image and knowledge of market	30
3.2 Customer relations	30
4 Society	**60**
4.1 Socio-environmental responsibility	30
4.2 Ethics and social development	30
5 Information and knowledge	**60**
5.1 Information management in the organization	20
5.2 Comparative information management	20
5.3 Management of intellectual capital	20
6 People	**90**
6.1 Work systems	30
6.2 Training and development	30
6.3 Quality of life	30
7 Processes	**90**
7.1 Management of processes relative to product	30

7.2 Management of support processes	20
7.3 Management of processes relative to suppliers	20
7.4 Economic-financial management	20
8 Results	**450**
8.1 Results relative to customers and the market	100
8.2 Economic-financial results	100
8.3 Results relative to people	60
8.4 Results relative to suppliers	30
8.5 Results of processes relative to product	80
8.6 Results relative to society	30
8.7 Results of support and organization processes	50
Total Points Possible	**1.000**

Source: National Quality Award Foundation (FNPQ): "Excellence criteria. The state of the art in management for excellence in performance and increased competitiveness" (Criterios de Excelencia. El estado del arte de la gestión para la excelencia del desempeño y el aumento de la competitividad). Brazil, 2005 (en **www.fnpq.org.br**).

Annex 4.3

Colombian National Quality Management Award

Criteria and points for evaluation

CRITERIA	MAXIMUM
1. STRATEGIC MANAGEMENT	**100 POINTS**
1.1. Formulation of Strategic Guidance	40 points
1.2. Deployment of Strategic Guidance	20 points
1.3. Follow-up on Strategic Guidance	20 points
1.4. Strategy, Structure and Culture	20 points
2. MANAGEMENT OF CUSTOMERS AND MARKETS	**100 POINTS**
2.1. Knowledge of the Customer and the Market	25 points
2.2. Deployment of Quality System to interpret Customer Needs	25 points
2.3. Management of Customer Relations	25 points
2.4. Response Systems	25 points
3. LEADERSHIP	**60 POINTS**
3.1. Leadership by Example	20 points
3.2. Principles, Beliefs and Values	20 points
3.3. Teamwork	20 points
4. PERSONNEL DEVELOPMENT	**100 POINTS**
4.1. Selection, Induction, Training and Preparation	25 points
4.2. Participation, Recognition and Commitment	25 points
4.3. Quality of Life at Work	25 points
4.4. Intellectual Capital	25 points
5. INFORMATION MANAGEMENT	**60 POINTS**
5.1. Design and Administration of Information Systems	30 points
5.2. Information Analysis	30 points
6. MANAGEMENT OF PROCESSES	**100 POINTS**
6.1. Structure of Processes	30 points
6.2. Management of Daily Work	20 points
6.3. Quality Management	30 points
6.4 Management of Purchases, Suppliers and Sub-contractors	20 points
7. SOCIAL RESPONSIBILITY	**80 POINTS**
7.1 Social Projection	20 points
7.2 Environmental Management	20 points

7.3. Corporative Government	20 points
7.4 Promotion of Quality Culture	20 points
8. RESULTS	**400 POINTS**
8.1. Results Focused on Customer	110 points
8.2. Results Focused on Organization and its Shareholders	150 points
8.3. Results Focused on Human Management	70 points
8.4. Results Focused on Community, Suppliers and Environment	70 points
TOTAL	**1.000 POINTS**

Annex 4.4

Chile. National Quality Award

Criteria and technical evaluation points system

The aim of the criteria used for judging the National Quality Award is to focus the attention of organizations on those principles inspiring management that are objectively associated with enterprises obtaining real and lasting competitive advantages and permanent gains in value and efficiency in public services, discouraging the development of strategies that are solely or mainly based on artificial advantages or conditions that are not sustainable in the long term.

With this perspective, the examiners, judges and jury shall give priority consideration to three fundamental aspects that are involved in the general results of an enterprise or service: global management results, domestic and foreign customer satisfaction, and level of quality of life within the organization.

The principles mentioned above are expressed in the evaluation criteria. Each criterion involves a number of sub-criteria which, in turn, have specific evaluation areas. Values are given out of a total of 1,000 points, distributed as follows:
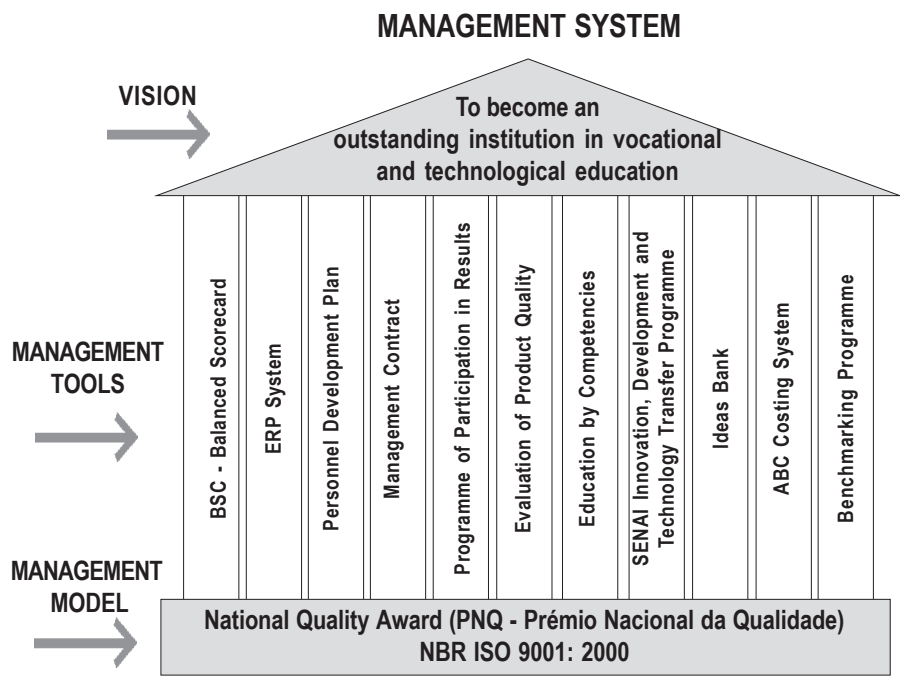
CRITERIA AND SUB-CRITERIA	MAXIMUM POINTS
1. Leadership	**150**
1.1 Leadership and top management	(75)
1.2 Leadership for excellent performance	(75)
2. Customer satisfaction management	**115**
2.1 Knowledge of customers and the market	(25)
2.2 Management of relations with customers	(70)
2.3 Measurement of customer satisfaction	(20)
3. Personnel and organization commitment and development	**150**
3.1 Personnel management	(20)
3.2 Education and training	(30)
3.3 Remuneration, performance and recognition of workers	(20)
3.4 Worker participation in quality management process	(30)
3.5 Risk prevention and quality of life at work	(50)
4. Strategic planning	**70**
4.1 Strategy development	(35)

4.2 Strategy deployment	(35)
5. Process management	**125**
5.1 Design and introduction of products and services	(35)
5.2 Management of production processes and delivery of products and services	(40)
5.3 Management of support processes	(25)
5.4 Quality of suppliers	(25)
6. Information and analysis	**65**
6.1 Measurement of organization performance	(35)
6.2 Analysis of organization performance	(30)
7. Social responsibility	**50**
7.1 Protection of the environment and natural resources	(25)
7.2 Social contribution	(25)
8. Results	**275**
8.1 Results in customer satisfaction	(65)
8.2 Operational and financial results	(65)
8.3 Results in organization effectiveness	(55)
8.4 Results for society and the environment	(25)
8.5 Results in employee satisfaction	(40)
8.6 Results in quality of suppliers	(25)
Total	**1.000**

Chile Calidad: "Premio Nacional a la Calidad, Hacia una Gestión de Excelencia, Versión 2004". Santiago 2004. At **www.chilecalidad.cl**

Annex 4.5

Main tools of the SENAI/SC Quality Management System represented in the "casa da qualidade".

Annex 4.6

Argentina. Educational Institutions Quality Model

Self-evaluation. Components, Criteria and Factors

Table of Maximum Points	
Component: Leadership	**200**
1. Leadership	**200**
1.1. Strategic orientation	80
1.2. Commitment	70
1.3. Social responsibility	50
Component: Management System	**450**
2. Strategic planning	**80**
2.1. Planning process	40
2.2. Strategies and plans	40
3. Focus on students and interested parties	**120**
3.1. Knowledge of student needs and expectations	40
3.2. Knowledge of interested parties' needs and expectations	30
3.3. Management of relations with students and interested parties	30
3.4. Treatment of suggestions and complaints	10
3.5. Measurement of satisfaction and loyalty of students and interested parties	10
4. Information and Communication	**70**
4.1. Selection and utilization of information and data	15
4.2. Comparative information. Definition, selection and utilization	15
4.3. Key information in the institution's performance evaluation system	20
4.4. Communication	20
5. Focus on teaching and non-teaching personnel	**90**
5.1. Planning and guidance	20
5.2. Training, updating and development of teaching and non-teaching personnel	40
5.3. Satisfaction of teaching and non-teaching personnel	30
6. Management of educational and support services	**90**
6.1. Focus on process management	20
6.2. Design of institution services	20
6.3. Key processes	30

6.4. Support processes	10
6.5. Processes for service providers	10
Component: Results	**350**
7. Results of institution performance	**350**
7.1. Results of student and ex-student performance	120
7.2. Results of student and interested party satisfaction and loyalty	50
7.3. Results of teaching and non-teaching personnel	90
7.4. Operational, economic-financial and intangible results	40
7.5. Results for service providers	20
7.6. Results of action on social responsibility	30
TOTAL POINTS	**1.000**

Source: National Quality Award Foundation (FPNC - Fundación Premio Nacional a la Calidad), Argentina, Education Committee: "Modelo de Evaluación de la Gestión de Calidad para Instituciones Educativas, Una Herramienta para la Autoevaluación Institucional". Buenos Aires, November 2002. At: **www.premiocalidad.com.ar**

Annex 4.7

Decree 379 of 30 May 1997

whereby
THE SANTA FE DE BOGOTÁ SCHOOL MANAGEMENT AWARD

Is created to stimulate State and private pre-school, elementary and secondary educational institutions in the Capital District.

The Chief Council of Santa Fe de Bogotá, D.C., in accordance with the provisions of Organization Law 60 of 1993 and in Law 115 of 1994, and

CONSIDERING:

That article 4 of Law 60 of 1993 confers on the Capital District, through the Education Secretariat, responsibility for directing, administering and regulating the provision of education services at the pre-school, elementary and secondary levels.

That article 151 of Law 115 of 1994 makes the Education Secretariat responsible for the function of fostering the quality of education through programmes that promote research and innovation.

That management is a vital component of the education process and a mechanism to ensure quality in rendering the education service.

DECREE:

Article 1 – The creation of the **SANTA FE DE BOGOTÁ SCHOOL MANAGEMENT AWARD** as a means to recognize and stimulate State and private pre-school, elementary and secondary educational institutions that have successfully coordinated their pedagogic and administrative tasks with innovation, and improved educational activity.

Clause – The Award shall be made in 1997. It consists of a sculpture of the Award logo, an economic incentive for equipment and materials, dissemination of the experience, and preferential linkages to SED support and training plans.

Article 2 – Delegate to the Secretary of Education the task of drawing up and adopting the **GUIDE TO SCHOOL MANAGEMENT EVALUATION** that shall contain the guidelines, criteria, components, objectives, structure, procedures, evaluation, adjudication and commitments for the evaluation of school institutions that participate in the 1997 AWARD scheme.

Article 3 – This Decree shall come into force on its date of issue.

Let this be communicated, published and complied with.

Issued in Santa Fe de Bogotá, D.C., 30 May 1997.

Annex 4.8

Colombia, Bogotá D.C.

Excellence Award for School Management

Components, Criteria and Evaluation Points

The institution and its context	
1. Institutional horizon	**130**
1.1. Formulation of strategic guidance	30
1.2. Organization structure	20
1.3. Deployment and appropriation of strategic guidance	25
1.4. Follow-up and evaluation	25
1.5. Results	30
2. School government and leadership	**110**
2.1. School government	25
2.2. Relationship training	25
2.3. Leadership	30
2.4. Results	30
3. Academic management	**150**
3.1. Pedagogic processes	40
3.2. Curricular development	40
3.3. Evaluation system for learning process	35
3.4. Results	35
4. Administrative management	**130**
4.1. Administrative processes	30
4.2. Administration of financial resources	25
4.3. Administration of infrastructure and materials	25
4.4. Administration of information	20
4.5. Results	30
5. Student development	**150**
5.1. Student enrolment and monitoring	40
5.2. Well being and personal development	45
5.3. Stimulus and recognition	30
5.4. Results	35
6. Development of teaching and administrative personnel	**120**
6.1. Selection and induction process	20

6.2. Well being and satisfaction of teaching and administrative personnel	25
6.3. Training and personal development	30
6.4. Evaluation system, stimulus and recognition	20
6.5. Results	25
7. Community development	**80**
7.1. Programmes and services	30
7.2. Student social service	25
7.3. Results	25
8. Results and institutional improvement	**130**
8.1 Institutional results	50
8.2. Analysis of indicators	40
8.3. Improvement measures	40
TOTAL POINTS	**1.000**

Source: District of Bogotá Education Secretariat, and Corporación Calidad: "Galardón a la Excelencia Premio a la Gestión Escolar, Guía de Autoevaluación 2004-2005". At **www.ccalidad.org** and at **www.redacademica.edu.co**

Annex 6.1

Graduados Colombia.
Labour Monitoring for Education

Ministry of National Education, Colombia

Labour Monitoring for Education (Observatorio Laboral para la Educación) is a follow-up information system for graduates in Colombia, in the first instance for higher education. Its main objectives include providing quantitative information on the employability of graduates, and qualitative information about the pertinence of the area of training checked against the occupation of the graduate.

This information on higher education graduates in Colombia will yield detailed information on the professionals and technicians in the country, will serve as a tool to orient policies in the higher education sector, will help to strengthen institutions, and will guide students' decisions. The Monitoring System will yield timely information about the probability of graduates finding employment and about the demand for these professionals in the labour market. This information will be a guide for school leavers, parents of families, educational institutions and the government in taking decisions about which course to choose (in the case of school leavers and parents) or the formulation of education policies (in the case of the government and institutions). The information concerns the work obtained by the graduates of each course, where and how people can study, how many professionals there are and how many graduate each year.

The Monitoring System is a combined initiative by higher education institutions, the Ministry of National Education and graduates themselves, for the benefit of everyone.

Source: Ministry of National Education, Colombia: "Graduados Colombia Observatorio Laboral para la Educación". At **www.mineducacion.gov.co** Calidad Graduados Colombia, Bogotá, December 2005.

Annex 6.2

Links to Labour Monitoring Systems for Education

www.mineducacion.gov.co Calidad Graduados Colombia
www.graduadoscolombia.edu.co/ol_links.php

Other useful links

The following are web sites the reader may consult to broaden his knowledge and find references to other systems in Colombia and in the world.

Labour Monitoring Systems

AUSTRALIA - Workplace

A government service that compiles information about the labour market, employment and needs. It provides a system in which State policies, enterprises and job seekers can interact.

http://www.workplace.gov.au/

BRAZIL - Ministry of Labour and Enterprise

This is the Ministry of Labour and Enterprise portal that provides a wide range of information about legal aspects, enterprises, and statistics about work and its context.

http://www.mte.gov.br/

CANADA - Job Futures

This service offers information, guidance, documentation and placement possibilities in the Canadian labour market. It relates education to the work area both currently and with projections for the future.

http://jobfutures.ca/

COLOMBIA - CCB Observatorio del Mercado de Trabajo

A three-monthly publication from the Bogotá Chamber of Commerce that analyzes indicators and labour statistics for Bogotá and Cundinamarca.

http://camara.ccb.org.co/

COLOMBIA - MPS Observatorio de Recursos Humanos en Salud

A monthly bulletin from the Ministry of Social Protection that has variables and indicators for the labour market in the health sector. The information is organized on a regional basis.

http://www.minproteccionsocial.gov.co

COLOMBIA - SENA Observatorio Laboral y Ocupacional Colombiano

This offers periodic information about the labour market obtained from SENA public employment service centres. There is data about occupations related to the offer and demand, and follow-up on graduates.

http://observatorio.sena.edu.co/

CHILE - Futuro Laboral

This is the Ministry of Education portal that has information on the labour situation of graduates from technical and professional courses in Chile. It also provides information about courses, allows searches for different criteria, and gives statistical information.

http://www.futurolaboral.cl/FuturoLaboral

CHILE - Observatorio Laboral

This is the Ministry of Labour and Social Security portal which publishes studies and statistical data about the labour and work environment.

http://www.mintrab.cl/observatorio_laboral.html

EUROPEAN UNION - European Employment Observatory

A European Commission project that provides updated information and comparative studies about the labour market and employment policies, designed to make a contribution to the development of European strategies in this field.

http://www.eu-employment-observatory.net/

FRANCE - L'Observatoire de l'ANPE (l'Agence Nationale pour l'Emploi)

This is the National Employment Agency portal that publishes studies and statistical analysis of the labour market. It encourages enterprises and job seekers to take part.

http://www.anpe.fr/observatoire/

FRANCE - CEREQ L'Observatoire national des entrées dans la vie active (ONEVA)

The Qualifications Studies and Research Centre (CEREQ) is a public institute for study and research into training and employment, and it is in charge of the National Monitoring System for Entry into Active Life (ONEVA), which studies the labour insertion of graduates.

http://www.cereq.fr/SiteGSE/SiteGSE/GSE.htm

ITALY - Alma Laurea

This service is organized by a consortium of universities. It does research and provides permanent information about work for higher education graduates. It covers the whole country and provides a wide range of statistical information and analysis.

http://www.almalaurea.it/

MERCOSUR - Observatorio del Mercado del Trabajo

This is a space for consultation and sharing information about every aspect of the labour market in the member countries (Argentina, Brazil, Uruguay and Paraguay). It has information on employment, vocational training, labour migration, social security, and regulations, policies and programmes.

http://www.observatorio.net/

MEXICO - Observatorio Laboral

This is an on-line public information service about the labour market provided by the Secretary of Labour and Social Security. There is information about occupations, study programmes and labour links.

http://www.observatoriolaboral.gob.mx/

NEW ZEALAND - Kiwi Careers

This is a government service that provides information about work, industry and education and training programmes. It gives help for choosing a plan of study.

http://www.kiwicareers.govt.nz/

SPAIN - INEM Observatorio Ocupacional

Space where the Employment Institute presents information about the labour market, occupations and vocational training. It has global, regional and comparative studies and statistics.

http://www.inem.es/ciudadano/p_observatorio.html

UNITED STATES OF AMERICA - Career InfoNet

A portal that presents the Department of Labour vision and information for students, employers and job-seekers. Its objectives are to help people make decisions and support labour demand.

http://www.careerinfonet.org/acinet/default.asp

International Higher Education Prospects

DARES - Etudes et Statistiques

The French Ministry of Labour provides information on studies, statistics and work through the DARES (direction de l'animation de la recherche, de l'évaluation et de la statistique), a specialist organization for research and publications in this field.

http://www.travail.gouv.fr

DFES - Department for Education and Skills

This service is run by the Education Department in the United Kingdom. It provides information about studies, analysis, statistics, State policies and documentation about all levels of education, with an emphasis on the skills that are necessary to enter the production labour market.

http://www.dfes.gov.uk/

Policy Futures in Education - UK Journal

This is a three-monthly online publication in the United Kingdom geared to the debate among academics, government and management about education policies.

http://www.wwwords.co.uk/pfie/

Programa ALFA (América Latina - Formación Académica)

Cooperation programme among higher education institutions in the European Union and Latin America. It includes the Tuning project which aims at "tuning up" educational structures in Latin America.

http://europa.eu.int

Red OEI-OIT sobre Educación, Trabajo e Inclusión Social

A programme run by the Organization of Latin American States. It focuses on education and social inclusion to promote education and work.

http://www.oei.es/eduytrabajo.htm

SITEAL - Sistemas de Información de Tendencias Educativas en América Latina

This programme is run jointly by the International Institute of Education Planning and the Organization of Latin American States. The aim is to study education and its social impact. It has a study on employment.

http://www.siteal.iipe-oei.org

UNESCO/OECD Forum on Trade in Education Services

A UNESCO-OECD Australia forum for sharing services in education to improve capacity, quality and accreditation in post-secondary education.

http://www.dest.gov.au

Veinte años de educación y trabajo. Gallart, M. A. - Publicación

A selection of texts published by María Antonia Gallart, the top Latin American researcher in the area of coordination between training and work in Latin America.

http://www.cinterfor.org.uy