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**Continuous Learning: Key Driver for  
Social and Economic Development**

**The Question of  
Quality in Education and Training**

**Dr. Lichia Yiu**

**CSEND, [www.csend.org](http://www.csend.org)**

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# *Knowledge Based Capital*

“Knowledge is the only meaningful resource today. The ‘traditional factors of production’... land (e.g. natural resources), labour and capital...have not disappeared, but they have become secondary. They can be obtained, and obtained easily, provided there is **knowledge**.”

Peter F. Drucker



# *Lester C. Thurow on Quality of Education*

**“In today’s economic world, countries without educated work forces simply cannot set sails economically – whatever their desires..... If countries cannot organise good education systems, there is no such thing as catching up economically.” (March, 2001)**



## *Implications?*

- ⊕ Even greater demand on high quality and highly skilled human resources
- ⊕ Greater emphasis on the instrumentality of education in combination with its intrinsic value
- ⊕ Shifting focus from formal education to different forms of adult learning modalities and continuing education options



## *Implications?*

- ➊ Increased cross-border mobility for talents (greater brain drain)
- ➋ Greater commitment for development of human capital by the countries and by the world class corporations
- ➌ Pursuit of intellectual capital formation
- ➍ Defending of intellectual property rights



*Lifelong learning has become a core strategy for facilitating the transition to a knowledge society!*

**(OECD, 2003)**

*Lifelong learning is the vehicle for sustaining national competitiveness and economic viability!*



# *Life long Learning*

## ✚ Critical question 1:

“How to achieve and sustain the increased levels of investment needed to ensure that opportunities are available to all who seek them, and to ensure that society is investing at economically efficient levels?”

The former concerns social policy, the later, organisation and management.



# *Life long Learning - implications (3)*

## ✚ Challenging the given

- ✚ Quality of education should be determined solely by the academic excellence
- ✚ Objective of education should be determined by academic requirements
- ✚ Content of education should only be determined by the specialists
- ✚ Adult education is most remedial and to fill the knowledge gaps from an academic sense





# *Life long Learning -*

## ✚ Critical question 2:

“How to re-engineer the education systems and to manage diverse education institutions in order to attain knowledge based economy?”

The question relates to organisational learning within the educational institutions



# *Adult Learning*

- ⊕ the weak link in the life long learning framework (OECD, Education Policy Analysis, 2003)
- ⊕ Issue of access
  - ⊞ People with low levels of initial qualifications facing more difficulty in gaining effective access to opportunities to improve their knowledge and skills
- ⊕ Issue of appropriate teaching methods
- ⊕ Issue of supportive services to balance work, family and learning
- ⊕ Ultimately, is it worthwhile?



# *Education as Investment*

✿ Costs and benefits have to be measured from different perspectives:

- ▣ Individuals (private internal rates of return)
- ▣ Employers (financial rates of return)
- ▣ Governments (fiscal rates of return)
- ▣ Societies at large (social rates of return)



# Adult Learning

	Costs	Benefits
Individuals	Fees, transport... Foregone earnings, leisure	Higher wages, chances of employment, greater mobility
Employer	Fees, transport.. paid by employer Foregone production during training	Increased productivity not fully covered by higher wages Enhanced employee flexibility
Government	Financing of courses, transfer of payments to individuals when studying/training	Higher tax revenues, general economic benefits of flexible, productive workforce



## *Life long Learning -*

### ● Critical question 3:

“How to ensure proper return of education investment so that *full* and better employment and economic dynamism are attained in a knowledge based economy?”  
(vision of Lisbon Strategy)

This calls for quality assurance in learning outcomes and aligning learning to economic activities and demands. *It also calls for different governance structure.*



## *Issue of Quality*

- ➊ Rapid expansion of higher and continued education has negatively impacted the quality of education and outcome
  - ▣ Large teacher and student ratio in the H.E.
  - ▣ Spread of degree/diploma mills
  - ▣ Higher unemployment rates for graduates of post secondary education
  - ▣ Mismatch of labour market demands and supply
  - ▣ Slowness in diffusion of innovation



# “Quality of education” as a priori in the development of knowledge society”

Not by output  
measures by by  
outcome  
measures!





# How to ensure “Quality”?







## *What's Needed?*

- ✿ A **management system** which links the strategic objectives of the country AND learning activities at all levels
- ✿ A **process control system** which gives transparency to the actual work processes regarding developing and delivery of education and training
- ✿ A **tracking system** which keeps records and provide rich data for review and continuous improvement
- ✿ A **participatory mechanism** which engages multi-stakeholders in the learning/education process and investment decisions



## *What's Needed?*

- ✚ A verifiable approach and practices

**A Quality Assurance Tool!!!**



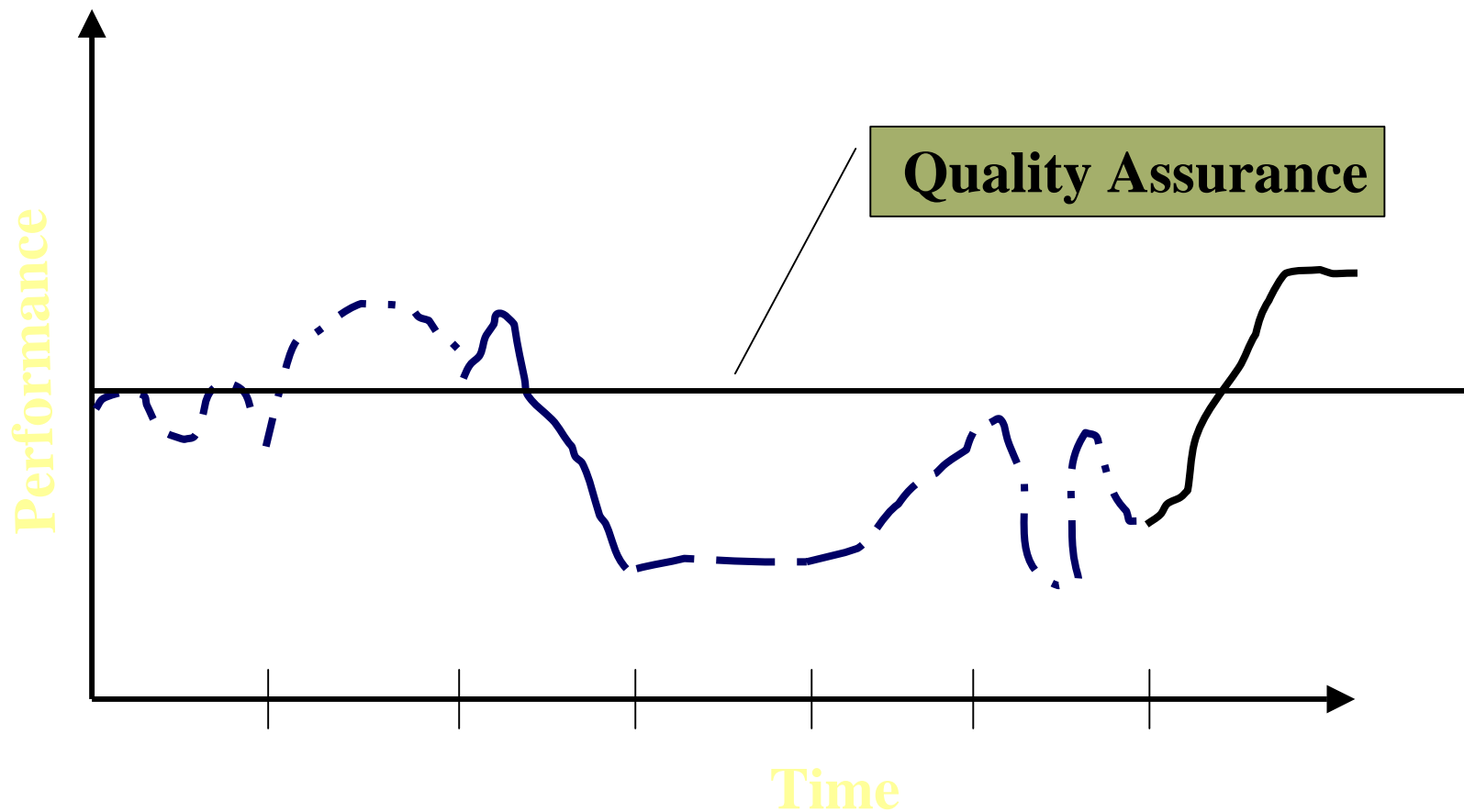
# *What is Quality Assurance?*

Definition 1:

- ✚ It is a process control procedure to reduce variation of products or outcomes

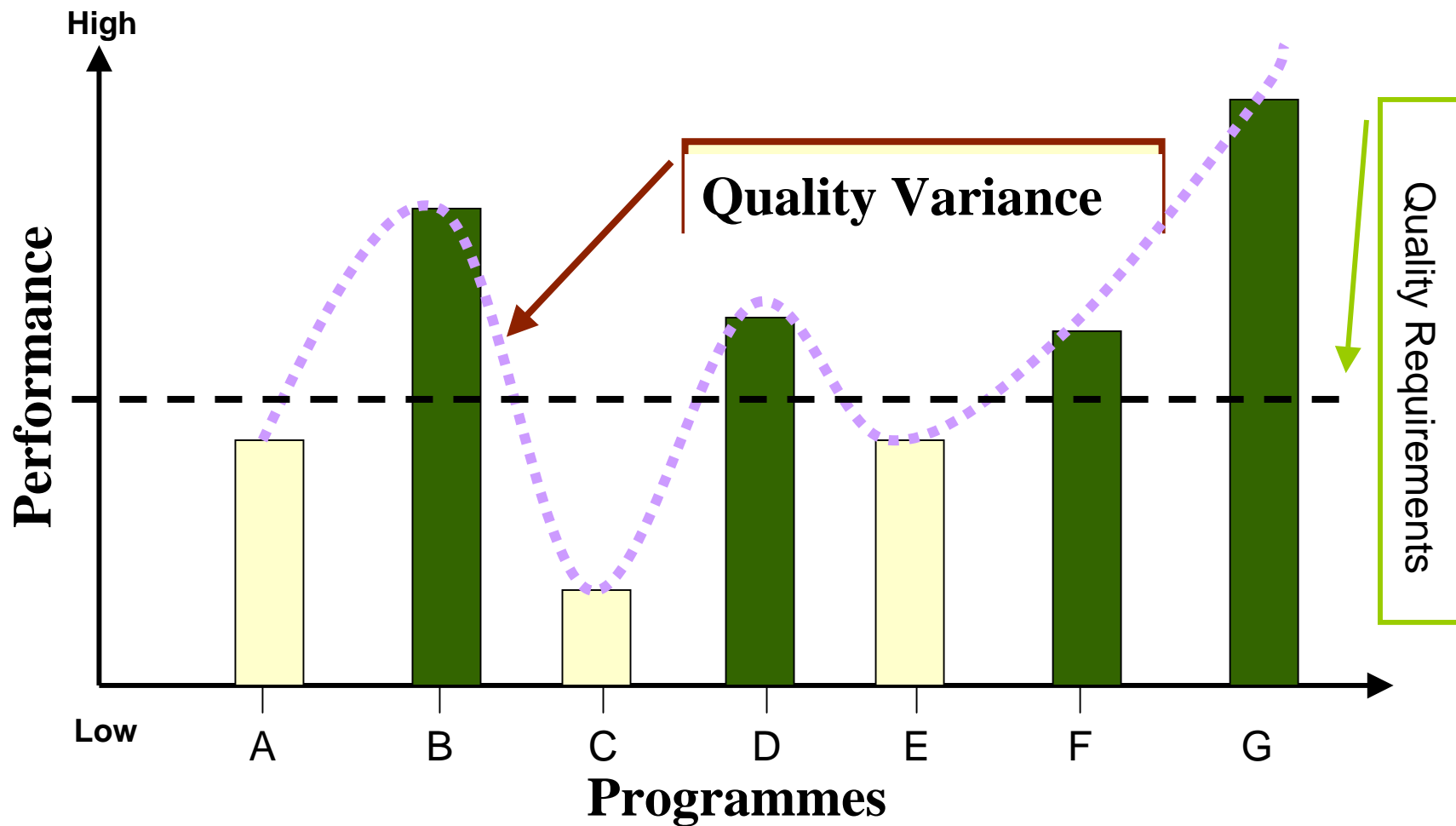


# *School Performance Overtime*





# School Performance Across Programmes

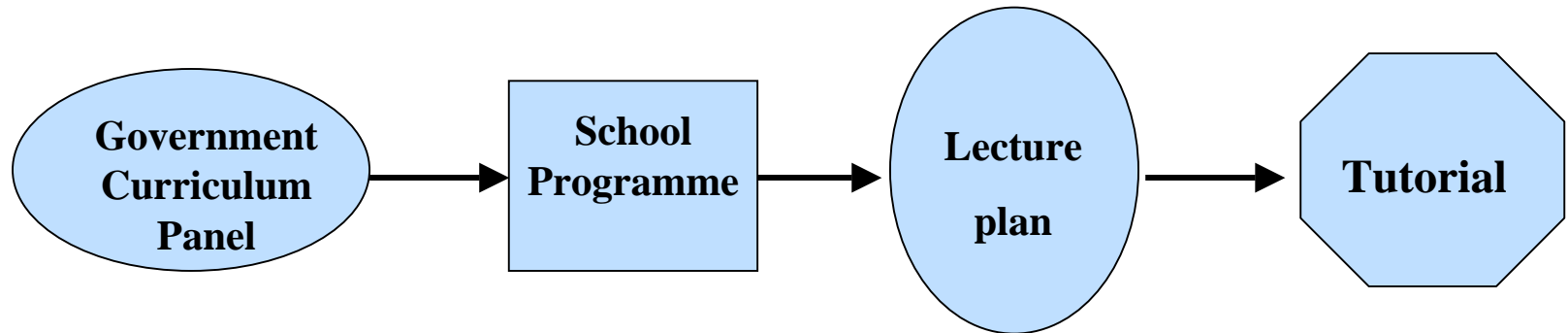




# *What is Quality Assurance?*

## Definition 2:

- It is monitoring the functioning of the whole supply chain (work processes) on a on-going basis





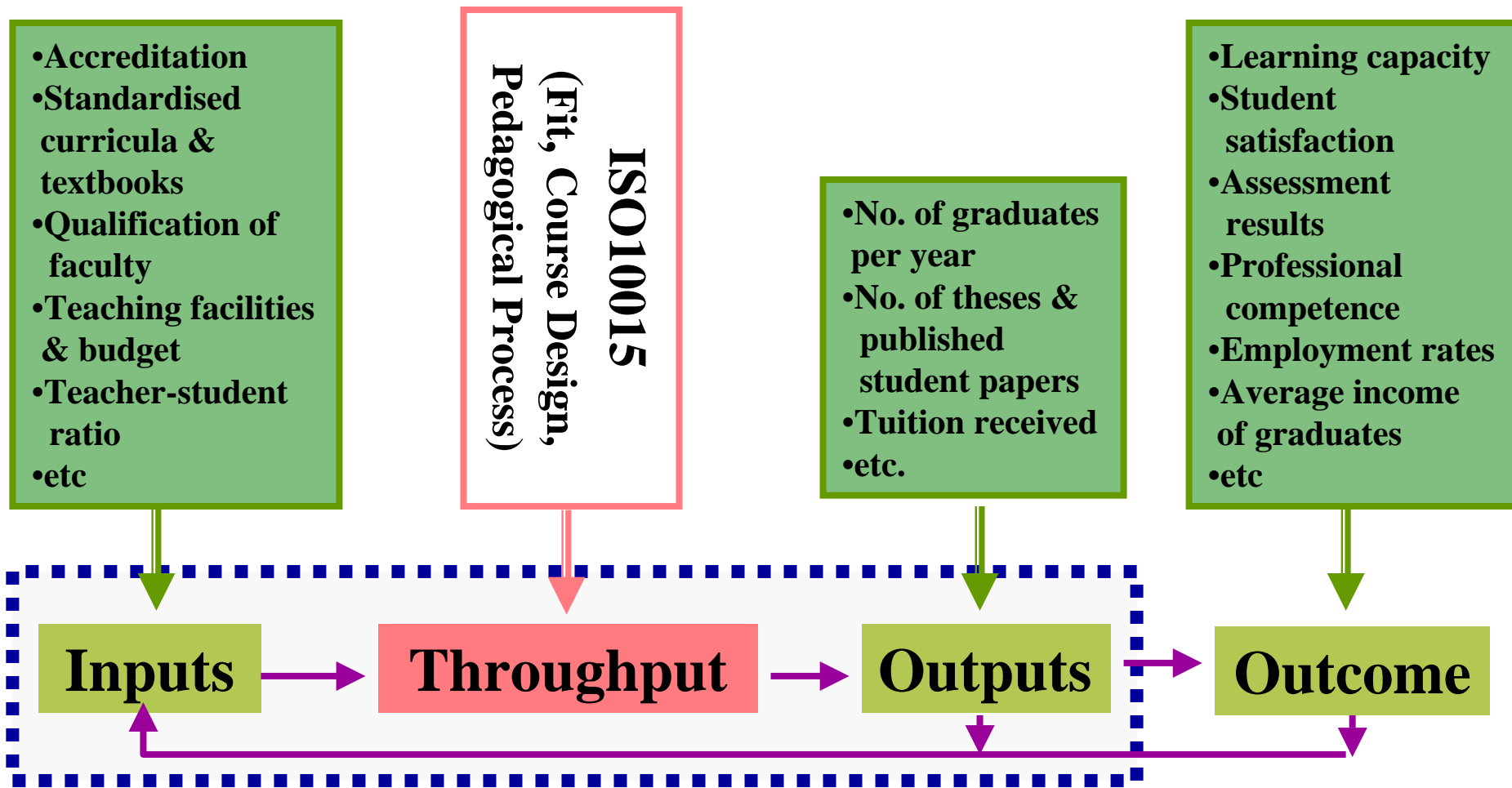
# *What is Quality Assurance?*

## Definition 3:

- It is a management tool which empowers the managers within the individual learning centres (e.g., schools, colleges, universities, institutes etc.) to review and to assess the pedagogical process of learning



# Quality Management in Higher Education







# *What is Quality Assurance?*

## Definition 4:

- ✚ It is a participation vehicle which engages the stakeholders of lifelong learning in a on going basis between services providers and multi-level users
- ✚ Labour market supply and demand (employability)

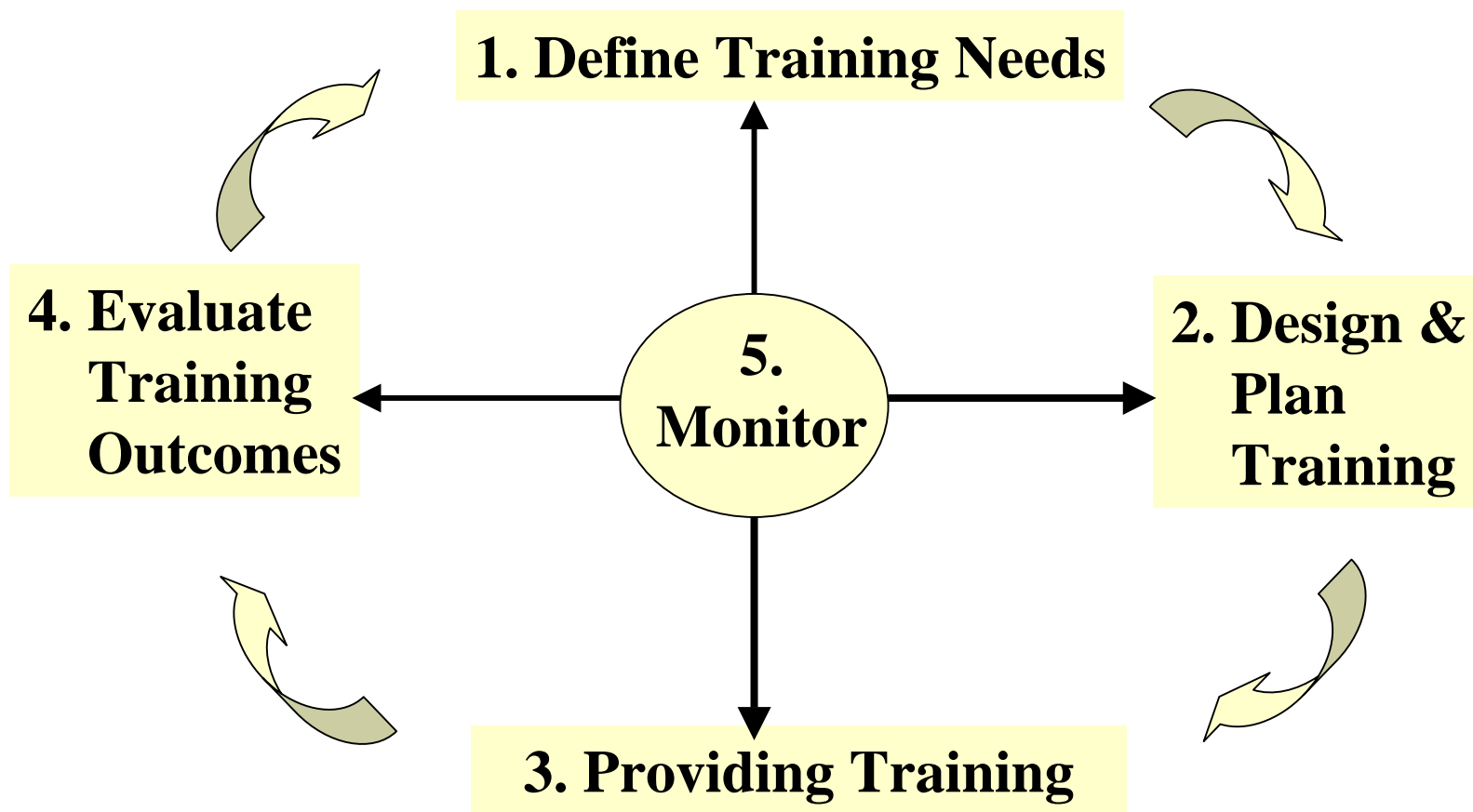


## *What is ISO 10015?*

The ISO 10015 Standard is a quality assurance standard for (education) and training. Its function is to ensure the impact and the effectiveness of training systems and programmes in your organisation **so that a higher Return on Investment (ROI) can be attained.**

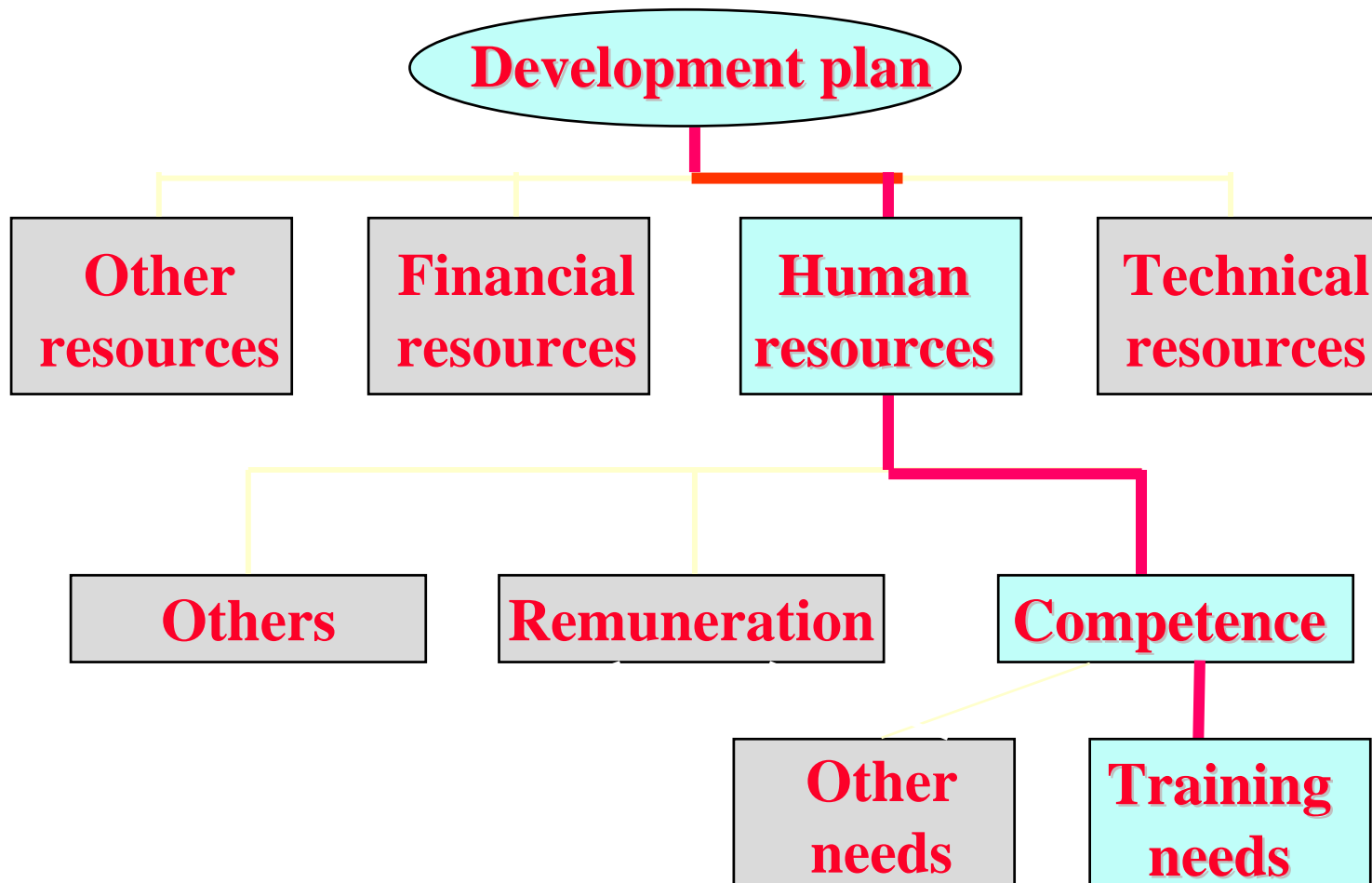


# Training Process





# Linking Training with Performance Requirements





## *ISO 10015 - framework*

- Complements the macro-management systems
- Focuses on the self-regulation of educational and learning institutions
- Calls for multi-stakeholder participation in governance of education at both macro and micro levels



## *Other Quality Management Systems*

- ❖ European Foundation for Quality Management (EFQM) & European Quality Award
- ❖ Baldrige National Quality Award (USA)
- ❖ Investors in People standards (UK)
- ❖ Benchmarking projects (Australia)



## Conclusion - 1

- Education investment needs to be more effectively **aligned** with the needs of the **individuals**, the needs of the **communities** and development strategies of the **country**.
- Stakeholder participation** in the performance enhancement of the educational outcomes is a must.
- Key driver for education reform in line with Lisbon Strategy has to be an open and **transparent quality assurance** system based on **third party verification** within individual educational institutions.





## Conclusion -2

- ❊ Human resource development has to focus more on developing knowledge workers with innovative skills and entrepreneurial spirit
- ❊ Educational institutions need to acquire also innovation capacities in meeting the strategic goals of the organisation and society at large
- ❊ Quality management system, e.g., ISO 10015 needs to be installed to ensure the quality of learning processes and desirable outcomes







## *Conclusion -3*

- ❖ Education is mission critical for country development and prosperity
- ❖ Therefore, educational systems need to be subjected to rigorous management reviews





**Thank You!!**





# *Life long Learning - implications (1)*

- ❖ **Broader spectrum of learning approach and methodology**
  - ❖ From classroom learning to self-study, to e-learning and blended approach
  - ❖ From full time study to part-time, to weekend study
  - ❖ From off-the-job-site learning (for continue education) to apprenticeship, to structured on-the-job learning
  - ❖ From learning by rote to experiential learning, to action learning
  - ❖ From individual learning to group learning, and to organisational learning



## *Life long Learning - implications (2)*

- ➊ Broader spectrum of skill sets and teacher training programme
  - ❑ From teacher centered instruction to learner centered
  - ❑ From knowledge transmission to learning facilitation, to resource provision, to mentoring and to coaching
  - ❑ From process control to stage setting and learning design, to consulting and reflection
  - ❑ Teacher training programmes need to reflect these different demands