



# COMPETE EGYPT

## D3.1: QUALITY MANAGEMENT FRAMEWORK WITH RECOMMENDATIONS FOR DIGITAL SYSTEMS





## **School Quality Management System (SQMS)**

- I- SQMS Definition:** A School Quality Management System (SQMS) is a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. A 'SQMS' assists in coordinating and directing an organization's activities to meet customer and regulatory requirements and continually improve its effectiveness and efficiency. A management system that is of high quality can enhance the organization's brand and reputation, protect it from risks, improve efficiency, increase profits, and maintain growth.
- II- SQMS Scope:** The scope of SQMS covers the following structure:
- (1) Quality categories: refer to two different TVET aspects of inputs and process.
  - (2) Quality areas: quality areas in TVET inputs are documents, physical facilities, learning resources, human resources and trainees while quality areas in TVET process are leadership, learning service and environment, management and administration, and cooperation and public relations.
  - (3) Quality criteria: Quality criteria are positioned under quality areas. Some examples of quality area of learning resources in TVET inputs are curricula, furniture, equipment and materials, and safety and security whereas those of learning services and environment in TVET process are continuous professional development.
  - (4) Quality indicators: which are what TVET institutions are encouraged to meet.
  - (5) Quality ranking: to categories TVET institutions into two ways. The one is to categories TVET institutions into excellent, good, moderate, poor and very poor for the purpose of monitoring and evaluating TVET quality. The other is to categorise TVET institutions into “accreditable or not” (TVET inputs) and “pass or fail” (TVET process) for the purpose of regulating TVET quality.
- III- SQMS Objectives:**
- To categorize schools and institutions so as to encourage them to improve their quality.
  - To objectively evaluate and monitor the quality of schools.
  - To re-accredit schools according to the quality management system of Egypt, Finish, and France.
  - To certify new school courses and programs.
  - To create quality assurance plans for schools that comply with the Quality Standards in the TVET process.
- IV- Stakeholders Maps Roles/Relations in SQMS:**



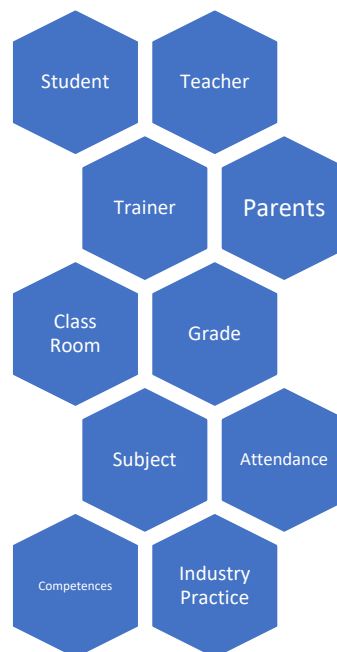
- A- Ministry of Education and Technical Education
- B- TVET institutions
- C- Industry Partners
- D- Omnia Education Partnership (OEP)
- E- TA'heal
- F- IPAG

## V- Approach and Tools of SQMS:

The following steps are required for the quality audit:

- Self-assessment (by Schools)
- Verification (by Ta'heal)
- Assessment (by Ta'heal)
- Audit Pass/Fail Categorization (by Ta'heal)
- Categorizing Schools into Excellent, Good, Moderate and Poor (by Ta'heal)
- Comprehensive Analysis (by Ta'heal)
- Recommendation (by Ta'heal)
- Validation (Industry/ MoETE/OEP)
- Accreditation (OEP)

## VI- Pillars of SQMS:





**VII- Data bases for SQMS:** The data base and assessment tools for each pillar are set forth as follows:

Pillar	Definition	Scope	List of Questions	Indicators
Student	To be determined according to Finnish (Omnia) methodology.			<ul style="list-style-type: none"> <li>• Number of applicants</li> <li>• Number of theoretical and practical training days</li> <li>• Grade averages</li> <li>• Completion rate</li> <li>• Employment rate after graduation</li> <li>• Absentism and dropout rate</li> <li>• Feedback</li> </ul>
Teacher	To be determined according to Finnish (Omnia) methodology.			To be determined according to Finnish (Omnia) methodology.
Trainer				
Parents				
Class rooms				
Grades				
Subjects				
Attendance				
Competences				
Industry Practice	To be determined according to Finnish (Omnia) methodology.			<ul style="list-style-type: none"> <li>• Number of partners</li> <li>• Industry training days;</li> <li>• Students &amp; teachers(?)</li> <li>• Feedback</li> </ul>
Administration	Added By Ta'heal			<ul style="list-style-type: none"> <li>• Number of staff</li> <li>• Education and work experience of teachers</li> <li>• Total m2 and use rate of facilities and equipment</li> <li>• Budget usage rate</li> <li>• Professional development completed/ Inservice training days</li> <li>• Staff absentism rate</li> </ul>



**VIII- Actionplan and time table:**

Action	Start date	End date	Responsibilities	Targets	Indictors	Cost