Managing Quality of Adult Education in Europe

2006

Education and Culture

Leonardo da Vinci

1. Introduction

Quality Development in Adult Education

Quality in adult education has always been a topic for theorists and practitioners. For a long time the improvement of the learning and teaching process by qualifying teachers for adult learners was in scope of the discussion. The fruits of that debate were that many adult education providers have set up their own quality standards with regard to the professional approach of their teaching.

Since the 90ies the developments in quality management in the industry sector have influenced the discussions in the service sector, too, where adult education can be seen as a part of it. Initially the focus of quality improvement in the industry sector was on the product. In adult education this concept was and still is very much rejected by arguing that education is not a product. The learner itself with his or her expectations, preconditions and interest is very much involved in producing the "product learning". Therefore any improvement of the quality has to concentrate on the conditions that lead to a better learning. In other words: the organisational conditions. With the philosophy of Total Quality Management (TQM) the focus shifted from the product orientation towards the processes of an organisation and with this the interest in the application of quality management in adult education increased.

Now the management of quality in organisations is no longer of relevance only for the industry sector. More and more adult education organisations are open for process oriented quality management systems either because they are motivated to improve their quality or because their funding is bound to an objective evidence of a quality management system.

Today there exist two prominent and internationally recognised standards named ISO (International Organization for Standards) and EFQM (European Foundation for Quality Management). Both are well established and applied also in the service sector. However, it can be said that the implementation of those two quality standards is not easy for adult education organisations, especially when they are small. Some see obstacles in translating the special language of ISO into their daily work. Some see difficulties in managing their evaluation with EFQM because of the complexity of the process.

For these reasons the adult education sector has started to develop their own models which fulfil their needs in a better way. In Germany one could watch the mushrooming of models over the last five years. In Denmark the model KWIK was developed based on EFQM. In other European countries there are a lot of self-evaluation approaches and only few consistent systems that are used in practice.

The Leonardo Project "Managing Quality of Adult Education in Europe"

Against this background, the objective of the project "Managing Quality of Adult Education in Europe" (October 2004 - September 2006) is to develop a European framework for the quality management systems of smaller adult education

organisations and companies. The reason for this had to do, on the one hand, with the conviction that the specialised discussions of the individual countries and the work results of participating educational institutions would have mutually fruitful effects in terms of exchange and cooperation and might also accelerate development steps; on the other hand, this also involved the attempt to create jointly connectable structures at the level of European quality development in the area of adult education.

In the initial step in this matter, the eight partner organisations, namely, *Latvian Adult Education Association* (Latvia/project management), *Akademia Vzdelavania* (Slovakia), *Arbeit und Leben DGB/VHS Hamburg* (Germany), *CREA University of Barcelona* (Spain), *IFAD Montpellier* (France), and *VUC Nordjylland* (Denmark), as well as the *Deutsche Institut für Erwachsenenbildung* (DIE/evaluation and accompanying research) and the *European Association for Education of Adults* (EAEA/distribution of project results) studied the available quality management systems for adult educational institutions in the participating European countries and then analysed and compared the respective experiences.

On that basis, the teachers, quality representatives, and experts involved in the project then developed indicators and instruments for quality development processes in small, decentralised educational institutions. Here, however, an attempt was not made to reinvent the wheel but to develop a model that incorporates the experiences and requirements of entirely different educational institutions in entirely different national framework conditions and turns quality development processes into applicable form. Due to the discrepancies with respect to the respective context of education and quality policy in the participating countries and because of the differences that exist in the working methods of the cooperating organisations, this model is considered to be a model that is open for adaptation to the respective framework conditions. Using this model and its instruments, adult education organisations should be able to initiate and carry out quality development processes within their educational institutions.

The "Managing Quality" Book

The present book is the handbook that presents the approach of the "Managing Quality" model, including its structure and contents. With its work sheets, this book also covers the central instrument for the purpose of initiating and implementing quality development processes.

Although the book was kept concise intentionally, it was designed to be the central working aid in order to perform the various steps within the framework of quality development.

The second volume, which is also available now, describes the experiences gained with quality management systems in the participating countries, explains the basic principles and work steps of the project and presents the experiences of partner organisations in the course of implementing the model. This volume contains further expert opinions and the evaluation of the project.

2. The Quality Model "MQ" and its Application

The existing model takes into account the experience and the outcomes from European quality models. Here we would like to name especially the Swiss model *EduQua* and the German models *Learner oriented quality development (LQW)*, the *"Qualitätsentwicklungssytem" QESplus"* and *"Qualitätsentwicklung im Verbund von Bildungseinrichtungen" QVB*.

This model can be used by various organisations (different in size, structure, work fields …) and in different contexts (differences with respect to education policy, certification provisions, experiences in the quality area …). It should be suitable for flexible use according to the framework conditions.

In this sense the model in its current conditions covers a central instrument for the realisation of quality development processes of different forms and objectives. This instrument in the form of working sheets describes the quality areas and their meaning, formulates indicators and gives reflection questions how to deal with it, it refers to documentation and proof possibilities and supplements with assistance references and example conceptions. It helps organisations in the definite realisation of QM in a quality cycle.

3. The Quality Cycle

The following model is based on the circle of quality development. It regards organisations as learning organisations where quality is part of the everyday life of the organisation. The circle connects planning and development, implementation, evaluation, and the deduction of reflection and consequences.

Reflection and consequences　　　**Planning and development**

Evalution　　　**Implementation**
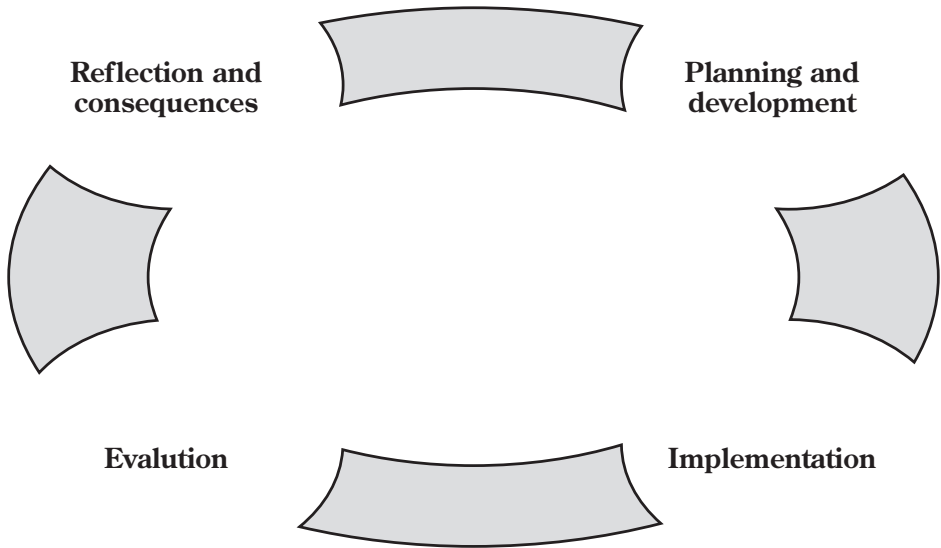
With the following worksheets the steps of "planning and development", "implementation", "evaluation" and "reflection and consequences" can be performed. This enables the organisations to begin and accomplish processes for the development of quality. The next step is the question of examination. Any kind of examination is based on these documents /evidence that have to be shown either to an outside expert or can be used for an internal checking. This last question depends on the needs of each individual organisation and is their own decision; the model can refer with its tools to both ways. For small organisations it is possible to choose only some quality areas and continue with other areas in the coming years.

4. Structure of the Worksheets

Quality areas

‣ The quality model that we introduce here is built on seven quality areas: principles, core processes, leadership, communication, resources, evaluation and marketing.

Core
Processes

Evaluation

Leadership

Principles

Marketing

Communication

Resources
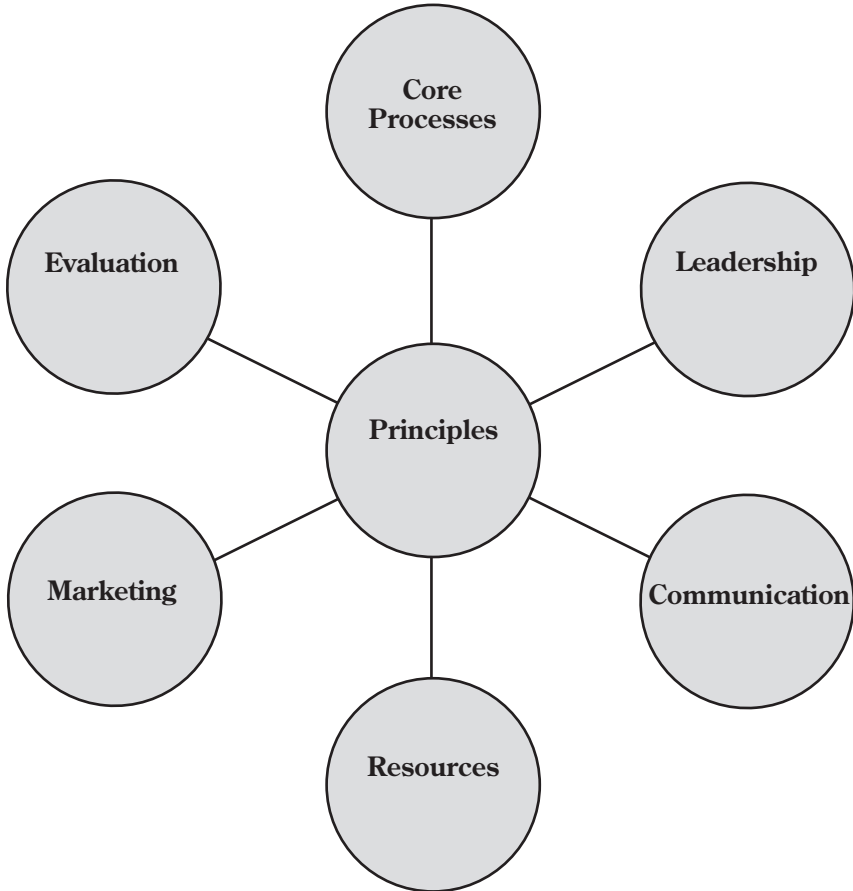
These seven quality areas cover the structure and activities of the whole organization, so that with the help of the quality cycle the actual condition can be described, extensive improvement processes will be initiated and accomplished and aspects of quality can be documented. The set of quality areas can also be named as standards. Each standard is based on indicators that are means to demonstrate the quality. The principle is the core quality area of the model; therefore it is centred

in the middle. The other quality areas are grouped around the centre with no specific order. We suggest that the organisations should start with the principles and then choose one quality area that they wish to start with.

Why is this quality area so important?

▶ Each table gives an answer to the question: why is this quality area important. The organisations can examine the relevance of the areas in view of their own experiences. It helps with the decision in which order and how intensively the areas will be worked on.

Indicators to demonstrate the quality

▶ The indicators are like mini-standards or sub-standards. The organisation has to describe or prove how it fulfils the indicators. In order to have a model that is useful for a variety of organisations in different countries the model does not describe in detail in what way the organisation has to fulfil the requirements of the model. An example: the model requires at least two instruments of evaluation. It is organisation's responsibility what instruments it uses and how they correspond with its principles and work. The model requires only 2 instruments of evaluation.

Questions and explanations for the organisation to work with

▶ In order to work with the indicators the table gives questions and explanations for the organisations. Hereby some aspects for the indicators of importance are to be illustrated and particularized. The questions do not completely cover the respective areas and rather have the character of reflection questions as test questions.

Evidence

▶ The result of the quality development has to be proved by evidences. Here suggestions are given where possibilities for proofs and documentation could exist.

Quality Area 1: PRINCIPLES
The principle is the self-portrayal of the organisation, which guides the operation of systems. It must be recognisable as the profile of the organisation from the outside and has to be able to lead the organisation internally. Therefore it has to be internally agreed upon.

Why is this quality area so important?	It is important for the organisation to have a clear picture of its own principles and to describe them in a written form. It enables the organisation to develop a clear profile that is recognisable from outside (important for clients) and leads the organisation internally. The members of the organisation can always refer to it.
Indikators to demonstrate the quality	**Qestions and explanations for the organisation to work with**
The organisation has a defined professional self-image.	• What is the history of our organisation? • Where do we come from? • What are our specific values? • What is our mission?
Aims and visions are defined	• What do we aim at in general? • What are our organisational aims? • What are our visions? • ... Here aims and visions correspond to the organisation and not to the learner.
Main pedagogical approaches are defined	• Which professional standards are the base of the educational work? • Which educational principles are used in the work? • What do we expect from our freelance regarding teaching adults? • How do we communicate our expectations / standards or principles to the teachers? • ...
Main services are defined	• What are our main services and products? (e.g. training courses, seminars, guidance and services, counselling, research …) • What is the main content of these services? • How can these services be characterised? • ...

The organisation has defined its target groups and knows who uses its services or attends its training courses	• Who uses our services? • Which target groups do our services address? • It is important to distinguish whom the organisation addresses and who really comes to the organisation and uses the services.
The specific quality understanding of the organisation is defined	• What is our perception of quality in teaching and learning? • What evaluation concept do we follow? • What core statements can be formulated for quality policy? • …
The organisation follows its policy	• What policies do we follow? (gender mainstreaming, diversity management, non discriminative policy, etc.) • If so, how do we apply the policy? • … Some organisations follow a specific policy, others do not. This indicator is voluntary. If an organisation has a policy then it is important to include it into the principles.
The principle have been internally developed and agreed. They have been internally communicated and externally published	• With what methods do we develop the principles in our organisation? • How do we ensure that the members of our organisation participate in the process of defining the principles? • … A principle leads the organisation. Therefore it is necessary that the members of the organisation participate in the development of the principles. Only in this way the principles can be shared by the organisation.
Evidence: • A principle in a written form • Policy statements • Image cultivation • Model • Statute • Publications • …	

Quality Area 2: CORE PROCESSES
A sequence of work steps that is defined by the organisation and must be completed in order to achieve specific results in the area that is important for the educational institution. Here the core processes refer primarily to the area of planning and implementing the educational programme or the range of services offered by the educational institution. In some cases, the core processes are perpendicular to other quality areas.

Why is this quality area so important?	Core processes ensure transparency, security of procedures and rights, reliability, commitment and clarity, completeness and the co-operation of the participants and persons involved. They are the basis for an efficient workflow.
Indicators to demonstrate the quality	**Questions and explanations for the organisation to work with**
The core processes in the areas of: • **planning educational programmes,** • **preparing concepts,** • **winning over participants,** • **selecting teachers,** • **providing services and** • **conducting final assessments** **are defined and known**	• What are our specific core processes that are linked to our services and products? • How is the total educational programme or the general range of services offered by the educational institution prepared? • How are the educational programme offers planned in terms of contents and how are they further developed in terms of concepts? • How are the target groups involved in the development of the programme and how are they informed about offers? • According to which criteria are the teachers selected? What job profiles exist? How is the qualification of the teachers documented? What options exist for further education? • How are the educational programme offers implemented on an organisational basis? In what way is the quality of the teaching processes reflected and guaranteed? • What forms of final assessment of educational programme offers are available? • …
The interfaces between the core processes are defined	• Where are the interfaces between the main core processes? • …

	Interfaces are spots or places where several functions meet, e.g., the administrational part of the courses or services and the pedagogical part of the services.
The responsibilities for the process are defined	• Who (which department) is responsible for the process? • … Clear responsibilities are important for an effective work.

Evidence:
- Flow charts of core processes
- Written description of core processes
- Checklists for planning, organising and implementing educational programmes
- Form sheets

Quality Area 3: LEADERSHIP	
Leadership represents the control of all processes and functions establishing joint actions of work. Leadership signifies a senior position in the management system, including quality development. Decisions give the actions of the organisation both the shape and direction, and thereby result in business security. Guidance and leadership can be located on different levels within the organisation and can be made use of. Leadership and guidance actions are expressed as the creation, making and controlling of decisions. Leadership's task is to develop a clear communication structure.	
Why is this quality area so important?	A clear picture of roles and responsibilities is an important condition for the functioning of the organisation. Therefore the organisation has to define the responsibilities and tasks as well as leadership principles.
Indicators to demonstrate the quality	**Questions and explanations for the organisation to work with**
The arrangement of organisational units (department, etc.) based on their relationships is documented in the schematic representation of the organisation	• Does our organisation scheme cover the organisational form? • Does it show responsibilities and competencies and the hierarchical order? • … An organisation scheme shows the whole structure of an organisation at a glance. It has to be marked with a date.
Leadership principles exist in a written form	• What are the principles of the leadership (e.g., hierarchical, flat?) • What is the role of the leadership? • Does every staff-member (including new ones) have the possibility to look at these principles? • Do the leadership principles match with the principles of our institution and with the core processes? • …
Decision making principles are defined and internally communicated	• Are the decision-making processes clear and supported (in the case that they are described in a document) by the members of the organisations? How? • How are decisions communicated? • Does everyone in our organisation have a clear picture of these processes? • …

	Clear and transparent decision structure is important as a reference-point for the members of the organisation.
Internal meetings are organised and conducted in a systematic manner	• Who is responsible for defining the topics of the meeting? Who is taking the minutes of the meeting? • Does everyone know where the minutes are kept and are they available to everyone? • … A systematic organisation of meetings is the basis for effective communication.
Strategic development: discussions to define goals are carried out on a regular basis	• Where do we want to be in 1-2 years' time? • What do we plan and do to get there? • How do we check our goals? • How duly can we plan (short term, middle-term, or long-term) our actions? • Who is involved in and responsible for planning processes? • … The environment and organisation is always in change. In order to be prepared for the requirements due to the changes the organisation has to define its strategic goals. A clear plan how to fulfil and check the goals is helpful.

Evidence:
- Organisation scheme
- Written description of leadership principles and decision processes
- System of team meetings or other internal conferences
- Organisation manuals
- Strategic plan
- …

Quality Area 4: COMMUNICATION
Communication is the lifeblood of every organisation and crucial to its ongoing success. The communication between the organisation and the target groups/ clients includes acquisition and clients care. The communication with other organisations includes cooperation structures and the internal communication concerning all kinds of staff and freelance colleagues.

Why is this quality area so important?	With an effective internal and external communication you can avoid useless work. External communication with the clients is important in order to get a clear picture of the institution and in order to assure that the information reaches everyone who takes part in the organisation or is linked to it (target groups/clients, staff and administration).
Indicators to demonstrate the quality	**Questions and explanations for the organisation to work with**
General structures of communication are systematically defined	• Who are our communication partners? • What are our communication forms and ways? • …
Internal communication with staff of all hierarchical status as well as with freelance teachers (see leadership principles) is defined and transparent	• What forms of communication there exist between the hierarchical levels of the staff? Is the communication within the organisation promoted among all the staff members? • Are the goals, results, problems communicated to the leadership? • What are the information channels? • Do we consider the leadership principles? • What information do our freelance teachers need? How do we communicate with the freelance teachers? • …
The organisation has defined procedures how to deal with target groups/clients	• What forms and ways of communication are established between our organisation and target groups/clients? • How important is this communication for us? • Who is responsible for these procedures? • …

Target groups/clients are informed about ways to give their comments, complaints and remarks	• Do the target groups/clients know how to communicate with our organisation? • Are we prepared and open for all kinds of comments? • How do we treat the results of this communication and in what way can we guarantee consequences? • …
The structures of cooperation and networks are defined	• Do we co-operate with other social agents linked to adult education (associations, trade unions, professionals, etc.)? • What kind of cooperation do we have (e.g., information exchange, networks, partnerships) and which work areas are concerned? • What is our role in this cooperation and what are our targets? • …

Evidence:
- Programme
- Internet
- Information flow diagrams
- Regulations for the use of the Intranet
- Basic guidelines for conferences
- A map of information channels
- …

Quality Area 5: RESOURCES The resources of an adult education organisation include: human resources, knowledge, infrastructure and economic resources. These resources are necessary to carry out the services provided by the organisation. The production of resources and their management is the central aspect of the work of an organisation.	
Why is this quality area so important?	The use of resources is the essential basis for the work of an organisation. Therefore their production and systematic controlling are crucial for the opportunities that the organisation has.
Indicators to demonstrate the quality	**Questions and explanations for the organisation to work with**
Staff - organisation, development, planning: **The requirement profile, recruitment and employment practices for the trainers and the staff are defined.**	• Personnel organisation: How are positions and activities designated? How are their tasks and goals described? Which authorities and obligations are fixed? How are representations regulated? Do we have detailed requirement profiles for our staff trainers in the different areas? • Personnel development: Within which ranges and to which colleagues is advanced training offered? What forms of participation do there exist? • Personnel planning: What future tasks require a certain need of personnel? What kind of planning does there exist for professional development? Where and how do we recruit our staff/trainers? What do we offer to attract good staff/teachers to our organisation? • …
The qualifications and the competencies of trainers and staff are documented	• What qualifications and competencies are required for the staff and trainers? • Are our staff members and trainers sufficiently qualified? • Do we have a written profile of every staff member and trainer? • …
Guidance and advancement of the trainers is guaranteed by the educational personnel	• How is co-operation regulated between educational personnel and freelance trainers or volunteers?

which is responsible for the respective programme	• What kind of pedagogical support do the trainers receive? • Do we offer regular training for our trainers? • Do we control the quality of teaching? • …
Infrastructure: **Learning areas and work places correspond to the learning and work projects and aims** **The technical equipment availability is guaranteed** **The utilization of the technical equipment is under scrutiny on a regular basis**	• What are the didactical and methodical requirements to the premises? How are they examined and guaranteed? • How does the room organisation take place? What kind of influence do staff and trainers have? • In what way are the topicality and the completeness of the teaching and working material ensured? • What kind of media do we need in certain areas? Do we have enough and running media? Are our media up to date? • Who is responsible for servicing and maintenance of the technical equipment? • Do we have an application and booking schedule system for media? • …

Evidence:
- Job descriptions
- Statute
- Agendas
- Minutes
- Check lists for booking and use of the learning rooms
- Inventories
- Lists of media
- Check lists for seminar planning
- Economic guidelines
- Trainer-profiles
- Balance sheet
- Financial breakdown analysis
- …

Quality Area 6: EVALUATION Evaluation includes all the activities with the help of which the planning and execution of the different services are methodically sized, evaluated and used for future planning. Evaluation of the training process, e.g., means that the training course is regularly tested and assessed with specific instruments. Benchmarks for the assessment are the satisfaction levels of the participants and clients, as well as the realisation of the institutional expectations.	
Why is this quality area so important?	Evaluation should be the base for reflection about one's own goals and actions. Without evaluation one does not know anything about the success or failure. A continuous evaluation of the training process is a way to assure people about the validity of the service provided by the organisation.
Indicators to demonstrate the quality	**Questions and explanations for the organisation to work with**
Evaluation systems, aims, methods and instruments are defined: **A rationale for the frequency with which surveys are carried out as well as for extent and the procedures used during the surveys is on hand.**	• What is the aim of our organisation's evaluation? What kind of evaluation is internally agreed upon and externally demanded? • What kind of internal and external evaluation systems does our organisation follow? • In what areas is data raised? What kind of data about participants and meetings is summarized? • How are target groups/clients involved into the evaluation process? • How are teachers involved into the evaluation process? Do we have different evaluation instruments for teachers and learners? • What instruments of evaluation do we use? Are these instruments reliable and objective? Do they follow scientific standards? • When and how often do we evaluate (e.g., in the beginning, during the course, in the end)? • …
Feedback procedures: Feedback concerning the evaluation results is	• Do we publish the results? If yes, where (e.g., programme, internet, reports)? Who gets this information?

delivered to the learners as well as to the trainers	• Do we have trainer meetings to inform and talk about the results? • …
Consequences of evaluation are drawn with respect to the feedback	• How do we assess the evaluation (e.g., one responsible person, conferences, and trainer meetings)? Does our organisation promote the feedback concerning the results of the evaluation process? • How do we deal with the results of evaluation? What kind of results influence pedagogical practice? • How is it ensured that results are converted and examined? • …

Evidence:
- Documented results of evaluation
- Minutes from evaluation conferences
- Instruments for evaluations
- Statistics
- …

Quality Area 7: MARKETING

Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, products and services to satisfy target groups/clients. It is the process of making target groups/clients aware of productsservices, attracting new target groups to a product/service, keeping existing ones interested in the product/service, building and maintaining a client base for a product or service. Advertising plays a great role in marketing.

Why is this quality area so important?	Thus people will know about the mission and programmes of the organisation. Marketing permits adult education organisations to present their services and products to the target groups/clients, partners and other adult education organisations. The business competition between different institutions is getting tougher, and so you can show an explicit profile to convince target groups/clients and stakeholders of the advantage of your services/products.
Indicators to demonstrate the quality	**Questions and explanations for the organisation to work with**
Analysis of the needs and interests of target groups/clients is done regularly according to a defined procedure	• What are the procedures used by our organisation to analyse the needs and interests of the target groups/clients? How often is this analysis carried out? • How do we analyse? • What is the aim of needs analysis? What information do we obtain? What instruments do we use? Are these procedures reliable and objective? • …
The analysis instruments cover also societal trends (gender, multiculturality), interest of supporters and other organisations in this field and their offers	• Do our instruments take into account social developments and changing interests? How do we consider topics such as gender, multiculturality and issues of equality? • What do we know about our present social surroundings and trends for the future? • How do we ensure the determination and inclusion of the desires and interests of our supporters? • What do we know about goals and the programmes of other institutions in the field of adult education? What are their advantages? • …

Products/services are defined in detail	• What are the exact content and goals of our products/services? • What are the differences between our products/services and the ones provided by other institutions? What are our specialities? • How can we point out and promote the speciality of our products/services? • ...
The pricing-processes are defined	• How do we calculate our prices? • What is the price-position of our products/services compared with other institutions (higher, equal, lower)? • Are we able to vary our prices? (e.g., to make special offers) • ...
A concept of advertising and PR is defined	• What is our image and recognition in the public? Does this image correspond to our principles? • What media does our organisation use to advertise our services? How and where do we offer our products? • Does our programme inform about the content, goals, work forms, necessary learning preconditions as well as about competencies of the teachers? • How is the opinion of clients, partners and adult education organisations taken into account in the development of future programmes? • Do we have a specific advertising strategy for specific target groups? • What do we do to keep our clients to our institution? • How do we expose ourselves publicly (e.g., discussions, projects, articles)? • …
A concept or strategy of shaping of the market is developed	• How can we fulfil the existing demands and how can we create new demands? • …

Documentation:
- Participant questionnaires
- Target group profiles …
- Reports
- Analyses
- Inquiries
- ...

Programme:
- Internet
- List of regular customers
- All kinds of advertising/PR
- Advertising conceptions
- Descriptions of the market
- Press archive
- Press releases

Adaptation of European Model
of Quality Management in Latvia

The adadptation of this model in Latvia's situation includes the following steps:
1. Elaboration of criteria,
2. Elaboration of the methodology for quantitative evaluation of quality fields,
3. Evaluation analysis of the institutional quality fields.

1. Elaboration of criteria

Using the MAEQ – Managing Adult Education Quality – the European framework as a basis, the criteria for quality fields and the respective indicators have been elaborated, based on the interviews of employees from educational institutions. As a result, the questionnaire has been developed (Appendix 1) for the evaluation of the quality fields of educational institutions. The respondents, when filling in the questionnaire on their respective educational institution, should mark only those indicators which they have clearly identified. After processing these questionnaires on each institution, it is possible to obtain a quantitative evaluation of quality fields in question. The questionnaire is presented.

2. Elaboration of the methodology for quantitative evaluation of quality fields

To obtain a more objective result, it is advisable to have more employees fill in the questionnaire (Appendix 1) according to the instructions or at the presence of the consultant. For the institutions with a small number of staff members (3 - 5) the questionnaires are to be filled in by all the staff members. Further, the information from the questionnaires must be entered into the summarizing questionnaire, for qualitative and quantitative evaluation of the educational institution's quality fields. The next step is processing of the information obtained. It is carried out, observing the following regularities:

- Depending on the number of employees, each **n/ i indicator's mean value of the j quality field k criterion:**

$$I_{jki} \text{ average.} = \sum_{t=l}^{d} i_t / d;$$

where   the variable index of the total t is within the limits of 1 to d,
it – the indicator marked in the criterion,
d – the number of employees who have filled in
the questionnaire;

- If we assume that the importance of each indicator in the quality field criterion is equal, **we can calculate the mean value of k criterion of the j quality field:**

$$K_{jk\ average.} = \sum_{t=l}^{d} I_{jki\ average.} / 3;$$

where   the variable index of the total i is within the limits of 1 to 3, $I_{jki\ average.}$ - the normal/ mean value of the i indicator of k criterion of the j quality field

- If we assume, that the importance of criteria of each quality field is equal, **we can calculate the mean value of j quality field:**

$$J_{j\ average..} = \sum_{p=1}^{kj} K_{jkp\ average.} / k_j,$$

where   the variable index of the total p is within the limits of 1 to k_j,
k_j - the number of criteria of the j field;
$K_{jkp\ average.}$ – the mean value of the k criterion of te j quality field..

- In order to calculate the total quantity indicator of the quality of the educational institution, then again we assume that all the quality fields are of equal importance , although in the future, basing on the results of research, the importance of these quality fields can differ, in order to emphasize which of these quality fields are more significant for objective evaluation and we calculate the value of the **j quality field in total evaluation, i.e., taking into consideration**

$$q_{j.} = J_{j\ averaged.}\ p_j;$$

where $J_{j\ averaged.}$ - the mean value of the j quality field,
p_j - the importance of j quality field, in this case they equal 0.14, but they can also differ.

- The total **educational institution's quality field quantity Q** **_iest._** is the total evaluation sum of quality field values:

$$Q_{iest.} = \sum_{j-1}^{7} q_j;$$

where   the variable index j of the total is within the limits of 1 to 7, $q_{j.}$ the value of the - j quality field in total evaluation;

- **The actual quantitative figure of the quality fields of an institution is within the limits of 0 – 1.** Thus, using one and the same questionnaire, for the evaluation of several educational institutions, as a result, one can compare the quality and quantity indicators.

• A complete result of the processing of the quality criteria for educational institutions is presented in the project home page www.managingquality.lv, but a simplified version is presented in Table 1, which shows the data of question-naires and final steps of sample calculations.

Table 1

N.	Quality field (j)	Number of criteria in the quality field (k_j)	Number of indicators for each criterion (i)	Number of employees who have filled in the questionnaire (d)	Mean value of quality field $(J_j vid)$	Importance of quality field (p_j)	Value of quality field in total evaluation (q_j)
1	Principles	5	3	2	0.57	0.14	0.08
2	Core processes	3	3	2	0.28	0.14	0.04
3	Leadership	3	3	2	0.71	0.14	0.10
4	Communication	5	3	2	0.37	0.14	0.05
5	Resources	4	3	2	0.88	0.14	0.13
6	Evaluation	4	3	2	0.67	0.14	0.10
7	Marketing	5	3	2	0.27	0.14	0.04
	Quantitative expression of institution's quality						**0.54**

This result can be depicted visually in different ways, but that is a matter of taste.

Another variant **Quality field development level in the educational institution**

I.Principles

VII.Marketing

II.Core processes

VI.Evaluation

III.Leadership

V.Resources

IV.Communication
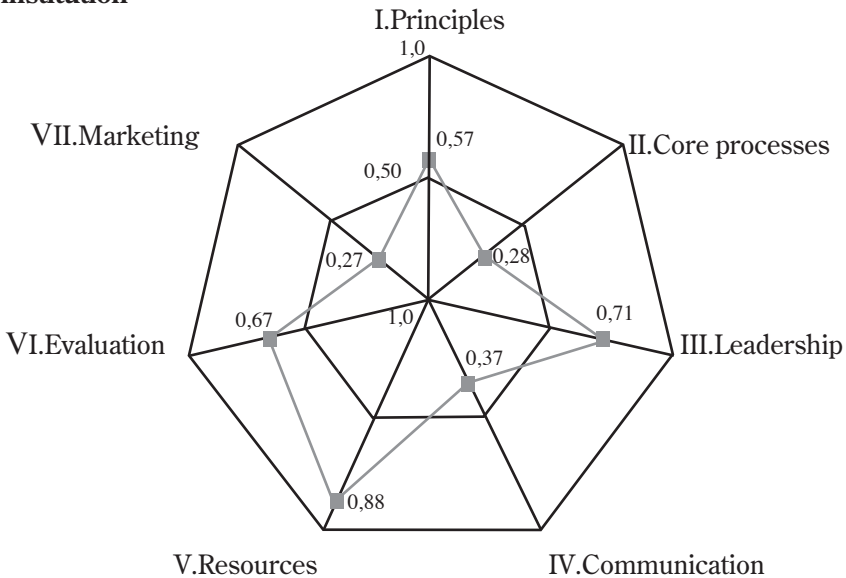
3. Evaluation analysis of the institutional quality fields.

Using this diagram, it is possible to carry out analysis in different fields of quality. As can be seen, four quality fields exceed the limit of 0.5, i.e., 50% (principles, leadership, resources and evaluation). Resources have received the highest evaluation. Three quality fields have considerably lower values than 0.5, i.e., under 50% – core processes, communication and marketing. Marketing has the lowest value – 0.27 from the maximum value of 1. The quantitative measure of quality fields can also be expressed in percentage. It depends on the employees' perception.

The following step – the analysis of what should be improved and how to do it could be carried out. First, to carry out the analysis, certain standards should be agreed upon. It should be negotiated – what is to be considered as an acceptable result in the quality field of an educational institution. In this case the accepting of certain standards is reasonable, based on the results of statistical data of practical research. Practically, everything depends on the number of intervals in which we divide the maximum evaluation. For instance, if we divide it in

- two intervals – the evaluation is: low – high
- three intervals – the evaluation is: low – average – high
- five intervals – the evaluation is: low – satisfactory – average – good – high;
- etc.

If the division of maximum evaluation in five equal intervals is used as a basis, we can say that the limit of each level is 20 % of the maximum value. In the given example the quality field development levels of the educational institution correspond to the following

evaluation:
- low – no field
- satisfactory – core processes, communication, marketing
- average – principles;
- good – leadership and evaluation;
- high – resources.

It is advisable to carry out the analysis from the final result, following the steps until we come to the indicators, the majority of employees have not marked. On the whole, if we look at this particular educational institution, we can say that three quality fields should be improved – core processes, communication and marketing. In further analysis attention should be paid to the quality criteria that are not developed, more precisely – which criteria indicators were not marked by the evaluators.

That is a general look at an educational institution from the perspective of criteria of the quality field. In reality, the goals, number of personnel and their qualification should also be taken into account, but that, certainly, makes the analysis with the aim to identify the development needs in real life situations more difficult. Even if two educational institutions have identical quality field indicators, the real needs for development and opportunities will be different.

Quality evaluation questionnaire of educational institution or organisation

Name, Surname	_____
Name of institution	_____
Date	_____

Instruction — **Please carefully read the criteria of each quality field and the respective indicators. Mark with a cross in the square the indicators which can certainly be applied to your educational institution or organization.**

Field of quality/criteria — **Definition and indicators of criteria**

I. Principles — The principle is a self-portrayal of the organisation, which guides the operation of the systems. It must be recognisable as the profile of the organization from the outside and has to be able to lead the organization internally. Therefore it has to be internally agreed upon.

History	Organisation is new and each participant is aware of its history.	☐
	Organisation's history is summarized (in a web page) and is available to both the employees and the clients.	☐
	A special issue is devoted to the development of the organization. Its activities are registered, analysed and summarized on a regular basis.	☐

Mission, vision and values	The values of the organisation are known, but the values are not clear and they are variable.	☐
	The vision, mission and values of the organization are defined and the short-term and long-term goals are known.	☐
	Every employee of the organization knows what exactly he/she has to accomplish so that the organization can reach the goals which have been set.	☐

Services	The services offered by the organization are used basically by one and the same target groups.	☐
	Periodically the organization carries out the research of the target groups in order to understand their needs and create an adequate offer.	☐
	The organization follows the latest developments in the market of education in Europe and the world, offering novelties and a wide range of services.	☐
Quality	The quality of the courses and seminars is mainly evaluated by the participants' satisfaction level.	☐
	The major criterion in the evaluation of the services is the knowledge and skills acquired by the participants.	☐
	In the evaluation both the participants' satisfaction level and the level of acquired knowledge and skills are used thus evaluating the input and result.	☐
Policy of organisation	The policy and principles of work are not elaborated in the organisation.	☐
	The specific policy is elaborated in the organisation.	☐
	The policy and principles of work of the organization are regularly reviewed and the employees of the organization get involved in its creation.	☐
II. Core processes	A prescribed sequence of work steps that is intended to be completed in order to produce a specific result. A process is initiated by a particular kind of event (e.g. developing a training offer), has a well-defined beginning and end, and is usually completed in a relatively short period of time.	
Management of processes	The processes connected with the organisation's basic work take place without particular changes and almost everyone has an idea of these processes, although they are not described anywhere.	☐
	The major basic processes have been depicted and described and they are connected with the basic services of the organization. There is a complete understanding as to who is responsible for a definite process.	☐

A complete sequence scheme with basic processes and sub-processes has been described and elaborated for the organisation. In cumbersome (not typical) situations the employees act according to their experience. Employees act according to their experience and take responsibility concerning the course of the process. ☐

Key processes	The employees of the organization are completely aware as to how the courses are organized and managed, teachers recruited and agreements signed. ☐
	There is clarity about the full realization process of the study programme and final evaluation, including the cost calculation process. ☐
	Participate in the realization of educational processes, cooperating with the partners in Latvia and Europe. ☐
Internal audit of the management of processes	The processes of the organization are reviewed irregularly, according to needs. It is carried out by the management. ☐
	The processes of the organization are reviewed regularly. It is carried out by a special work group, which carries out changes and informs the employees. ☐
	The processes of the organization are reviewed regularly at least once a year or according to necessity. It is carried out by the internal auditor together with the employees involved in this process and the management. Afterwards the employees are informed. ☐
III. Leadership	Leadership carries out joint activity function, ensuring the development of management and quality system. Management and managing are in different organization levels and can be manifested as the creation of decisions, control of processes, and development of communication and structure of work organization.
Organisational structure	We have agreed upon each employee' s responsibility, competence, but, overall, the organizational structure depends on the task to be carried out. ☐

	The employees are aware of the organizational structure, responsibilities competence and hierarchy, but it is not depicted and described.	☐
	The employees are aware of the organizational structure, the structure is depicted, responsibilities competencies and hierarchy are defined.	☐
Strategic planning and development	We plan only operational tasks and control their implementation.	☐
	We regularly plan operational tasks and set our short-term targets (for 1 – 2 months) tasks and steps of their implementation.	☐
	We also have planned and defined our organisation's strategic goals for 1 – 2 year period, the implementation plan and criteria for controlling the reaching of the goal.	☐
Managing meetings	The meetings are organized according to necessity, but they are not specifically planned, managed and documented.	☐
	The managers plan, organize and conduct the meetings, basing on their experience and understanding, which not always is fruitful and corresponding to the needs and audience. The minutes are taken.	☐
	The managers have a good knowledge of the different types of the meetings and the methods of conducting meetings, They can define the purpose of the meeting and plan the procedure of the meeting activate it and direct it to achieve a result.	☐
Making decisions	The decisions are made by one or two persons and they are not discussed with the other employees.	☐
	The process of decision making is organized according to the situation , involving the respective employees or responsible persons, and thus it is changing and not a clearly defined procedure in the enterprise.	☐
	All the employees of the organization are aware of the decision making process, authority and responsibility, which have been discussed, agreed upon and put into practice.	☐

IV. Communi-cation	The communication between the organisation and the target group/clients includes acquisition and clients care. The communication with other organizations includes cooperation structure, and the internal communication is connected with the whole staff and freelance colleagues.

Communication structure	We have not spent enough time for elaboration of communication systems.	☐
	We have considered the possible internal and external communication needs, channels, ways of communication and cooperation partners.	☐
	Internal and external communication aims, tasks, procedures have been elaborated. Partners, responsible persons, etc., have been considered.	☐
Internal communication	The colleagues receive the latest and operational information through different channels, which are available at the moment.	☐
	Meetings for certain staff members are organized according to needs (for management, teachers), who perform certain tasks – planning, operational issues, elaboration, etc.)	☐
	Meetings of regular exchange of information (experience, strategic tasks, and planning operational issues) between the different hierarchical levels of the staff and freelance teachers are organized.	☐
Communication with clients	Informing clients and communication with clients take place according to the clients' demands or advantages.	☐
	The target client groups, the most suitable communication ways and contents have been defined.	☐
	Different communication channels (the Internet, informative newsletters) for different client groups have been established and put into practice. The information is upgraded on a regular basis.	☐
Feedback	We receive feedback in the form of comments from our clients and suggestions from our colleagues in certain situations, but they are not specially summarized and used.	☐

	Some feedback forms have been worked out from clients and/or colleagues, but the results are not sufficient, clear enough or one-sided to be used for the improvement of the work of organisation.	☐
	Different forms of feedback have been elaborated from clients and colleagues (a book of complaints and suggestions, questionnaires, etc) which are summarized and are effective enough to be used for the improvement of the work of the organisation.	☐
Cooperation	We have gathered information of the potential cooperation partners who are involved in adult education (associations, professionals, unions, etc).	☐
	The role of our organization as well as responsibilities and partnership forms in adult education have been defined and agreed upon.	☐
	We have established a wide network of partnership and regular activities are organized in different spheres, which promote the development of our institution and/ or our partners' organizations and/or our teachers' development.	☐
V. Resources	The resources include: human resources, knowledge, infrastructure and economic resources, because they provide rendering of services.	
Staff organisation	Each staff member has clearly defined tasks, obligations and responsibilities.	☐
	Teachers or experts are recruited according to certain criteria, thus selecting the most appropriate ones.	☐
	If the teachers qualification and knowledge are not sufficient, we organize a wider-scale selection process- on the basis of the competition according to the criteria or we invite experienced foreign experts.	☐
Staff qualification	We know each teacher' s qualification (verbal feedback and clients' recommendations).	☐

We have each teacher's CV and most important education documents. We count on references from our clients and other institutions. ☐

The data base is updated on a regular basis with regard to important experience and seminars attended by the teacher. ☐

We invite them to improve their qualification in courses, seminars, conferences. ☐

| Classrooms | Classrooms and technical teaching aids are not always available and therefore we have to adapt to the opportunities provided. | ☐ |

There are classrooms or they are rented and are well equipped with technical aids (white board, video projector, computer, OH projector). ☐

Classrooms are well equipped and technical aids are available. It is possible also to rent these facilities to others. ☐

| Finances of the organisation | We are an organization/institution whose revenue covers the expenses and allows us to renew the utilized fixed assets. | ☐ |

We are an organization/institution whose revenue allows to invest in the development. ☐

We are an organization/institution whose revenue allows to invest not only in the development, but also in long-term projects. ☐

| **VI. Evaluation** | Pertains to all the activities with the help of which the planning and execution of the different services are methodologically sized, evaluated and used for future planning. |

| Frequency of evaluation | Evaluation takes place episodically, there is no uniform system. | ☐ |

Data base has been created, where the results of evaluation are compared and analysed on a regular basis. ☐

	The aim of evaluation is clear and teachers are interested in the evaluation process.	☐
Evaluation of teacher's work	Formal evaluation of teacher's work after the course by the participants of the course.	☐
	Teacher's work analysis is done by the course participants and colleagues.	☐
	Teacher's work analysis and the efficiency of results analysis is carried out, including the client's evaluation of the achievements.	☐
Evaluation of training process	Organization of training process is evaluated according to the participants' claims.	☐
	Formally organization of teaching/training process is evaluated and analysed using evaluation questionnaires.	☐
	The administrative side of the teaching/training process is evaluated in a more detailed way (arrangement of the room, temperature, catering etc.), improving the satisfaction level of clients.	☐
Feedback	The teacher and course participants do not receive feedback on the work performed.	☐
	The teachers and service providers receive feedback and analyse the work performed.	☐
	The results of feedback in the organization are summarized, analysed and used on a regular basis.	☐
VII. Marketing	Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, products and services to satisfy target groups/clients.	
Analysis of needs and interests	Clarification of interests and needs takes place situationally, if a client has a need for a service.	☐
	The target groups' needs analysis is carried out on a regular basis, using a unified methodology.	☐
	We research the needs of different target groups, using different methodologies.	☐

Social trends	The existing social and environment development trends are not taken into account.	☐
	We are constantly interested in the processes and current developments in society, including the future needs in the services we offer.	☐
	We investigate what other organisations of the same kind in Latvia and elsewhere in the world deal with. We carry out benchmarking.	☐
Products/ services	Our products/services are similar to those offered on the market.	☐
	Our offer matches the market trends and is similar to other service providers.	☐
	Our products/services differ from those offered on the market and are more interesting for the client.	☐
Pricing processes	Our service prices are different from the market prices (higher or lower).	☐
	The product/service prices match the common market trends and are of equal value to those offered by the leading organisations.	☐
	We are able to vary our prices depending on clients' abilities and needs.	☐
Advertising and PR	We do not use special media or ways of advertising to promote our services.	☐
	We inform our clients about the contents of the products/services, aims, methods and teachers/trainers.	☐
	We advertise when necessary and take part in different projects which are outside the limits of our organisation.	☐

Thank you for your cooperation!

Glossary

Action plan	A document which is a plan of tasks, allocation of responsibility, goals for the implementation of the project (e.g. deadlines) and resource consumption (hours, money).
Audits	A method for assessing the performance and results of the organisation. Audits can be carried out as internal audits (by management, employees or superior authorities) or external audits carried out by external, independent parties (e.g. accountants, lawyers, or other experts). When management acts as a role model it is aware of the proverb "Like master, like man":, i.e., management cannot expect employees to adhere to a value framework if management's own behaviour does not underpin this framework.
Change process	Process containing different phases from decision to planning the change, and the implementation of specific actions to evaluate the effect of the desired change.
Coaching	A method that helps people to learn and to find their own answers instead of being told what to do. Coaching can be used for unleashing people's full potential. Coaching is not teaching, instruction or counselling.
Comparison	Comparing the efforts and/or results of the organisation with those of other public organisations, companies or interest groups with the aim to learn from the best practice and integrate this learning into processes in the organisation.
Consensus report	A report describing the results of a self-assessment. This includes the improvement projects generally assessed as the most important to start with.
Consultative committees	The Danish labour market has a highly-developed system of employee consultative committees, whose influence ranges from consultation to genuine co-management.

Cooperation agreement	A written document expressing the framework for collaboration, including its purpose, goal, roles, tasks, responsibilities, rules and dialogue between partners.
Customer satisfaction measurement	Measurement of customer satisfaction with the services provided and delivered by the organisation: e.g., by questionnaires or focus group interviews.
Customers/citizens	People, companies, and public bodies who receive services delivered by the organisation. The users of the public organisation are often called in other names that match the field of the organisation: e.g., residents, pupils, patients, clients, or inmates.
Demographic	Description of the size and make-up of a population by, e.g., gender, age, marital status or geographical distribution. Public organisations are particularly subject to marked changes in the demographic make-up: e.g., more elderly or fewer school-age children, what are important to keep abreast of.
Digital solutions	Processes which involve customers using the Internet for self-service (either in whole or in part) or electronic systems for internal processes (processing itself, filing, wages and salaries).
Effectiveness	The ability of the organisation to meet agreed goals for average processing time, average waiting time, or average costs incurred in the production of a particular service.
Electronic communication	Communication between employees and with customers/citizens by using e-mails, websites and chat rooms.
Evaluation	Collecting knowledge and experience in order to discuss and assess whether a task is performed optimally with the methods and resources employed in comparison to desired outcome.
Feedback	Agreed framework for responses between management and employees, and between employees, where tasks, working relations with others, and leadership behaviour are discussed.

Flexijobs	For people who cannot work full time due to some form of disability; they receive the going rate for a fulltime job but only work the hours they can cope with. The local authority pays their employer up to 70% of the salary or wage cost.
Focus group interviews	A focus group interview is like an ordinary conversation between a series of people, but only one of them asks the questions. The method encourages participants to inspire one another during the conversation. A focus group usually consists of four or five people one of which acts as the interviewer. Keeping the other members of the group under control can be difficult, so it may help to draw up an interview guide.
Helicopter perspective	A particular way of assessing a given area: the assessors rise above to gain an overview of the area.
Human resource development	The development of the knowledge, competencies, attitudes and behaviour of individual employees, teams, or entire workplaces. Human resource development is much more than courses, professional updating or general education. Human resource development very much involves challenges in the work situations and meissue whether the ability to act is extended via training by colleagues, job-swapping, or coaching.
Indicators	Behaviour, actions and circumstances that show the results achieved for a given effort.
Innovation	Innovation means translating good ideas into new services, processes, tools, systems and human interaction. An organisation is for example innovative when a task is performed in a way new to the workplace, or when the organisation offers customers a new service such as self-service via the Internet.
Job training schemes	For people who find it hard to hold down a job on normal terms and conditions and who would otherwise be completely unemployed.

Knowledge sharing	Sharing of knowledge as part of a dialogue between manager and employee or between employees. Knowledge sharing can be increased by systematic job swapping, forming networks, coaching, and new physical settings or via the workplace intranet.
Learning environment	An environment within a working community where learning takes place in the form of knowledge sharing, the exchange of experience, and dialogue on best practice.
Managers	Employees who exercise management. In practice this includes the top management of the organisation, and others with managerial functions (e.g., team managers, project managers).
Measurement methods	Methods used for measuring the results of an effort. If you want to measure customer satisfaction you might use questionnaires, focus group interviews, or complaint rates.
Mission	The ultimate reason for an organisation to exist, and the answer to the question, "Why are we here?"
Network	A group of people who meet to discuss and exchange experience on topics of mutual interest.
Organisation structure	The way a workplace is structured, i.e., the division of work areas or functions, formal chains of communication between management and employees, and the way tasks and responsibilities are divided throughout the organisation.
Partnership	Close cooperation between the public organisation and other companies or public organisations in order to achieve common goals. Partnerships differ from other forms of collaboration (e.g., relations with suppliers or mandatory collaboration between medical examiners and the police) because they involve long-term, mutually binding relations when both parties support each other in attaining a common goal (e.g., strategic cooperation between educational establishments within the same geographical area).

Pilot project	A modest project started before a larger project in order to gain experience that will improve the design of the latter.
Process	A series of linked tasks leading to the delivering of a service by the organisation, e.g., various tasks in connection with processing a case, various tasks in connection with provision of home help, or various tasks in connection with the payment of salaries and wages.
Process analysis	An analysis of how the various tasks relate to one another, and suggestions for organizing them more properly.
Productivity	The relation between results and resource consumption: e.g., the average processing time for certain kinds of cases, the costs per pupil/resident/patient, or number of checks performed per employee.
Project work	A project is a task to be performed across the usual professions and division of labour in a workplace, and which may be a task involving development and innovation. Examples of tasks which may be done by project groups include process improvements, the introduction of new technology, and the implementation of employee satisfaction measurements and management assessments.
Quality control	Systematic control of the organisation's ability to develop high quality of the services it offers and delivers. What is systematic about it is that the results emerge from a planned, deliberate effort. Some organisation choose a system for quality control based on a quality manual or process manuals. Quality control systems usually contain a collection of guidelines for implementing quality control in practice, and how quality is measured and improved.

Quality development	Quality development means working on developing and improving quality. In practice we often talk about systematic, goal-oriented, and strategic quality development: • Quality development is systematic when work is done regularly and according to regular quality development routines • Quality development is goal-oriented when work is done on developing and improving quality compared to established goals • Quality development is strategic when there is a direct link between the organisation's strategy and its quality development efforts.
Reflective team discussion	A reflecting team discussion is a discussion where the participants think aloud about a professional issue, a working relationship or a limited complex of problems. The method is good at giving the workplace a mutual picture of a professional complex of problems based on different viewpoints. The method requires an observer to maintain focus.
Resources	Resources can be the knowledge, labour, capital, buildings or technology an organisation uses to perform its tasks.
Result contract	A written agreement between a superior and a lower-ranking authority, e.g., a department and a directorate, or a local council and the local authority, on the goals and results the lower authority is to achieve within a given period. The contract usually contains financial and effectiveness targets as well as targets for planned development activities, customer satisfaction, etc.
Result pay	Part payment by results achieved in relation to a result contract; a salary tool implemented in Danish public organisations in the last few years.
Self-managing team	A group of employees who perform a series of tasks independently within agreed limits and objectives. The framework for their work might be a result contract with appurtenant result pay.

Service declarations	Standards outlining the services citizens may expect within an area: e.g., waiting times for childminding places, waiting times for counselling, or deadlines for welfare benefit payments.
Stakeholder analysis	An analysis of the interests of different stakeholders in the organisation, their desires/goals, and the ways they promote their desires/goals in practice, and the opportunities the organisation has for influencing and entering into dialogue with the stakeholders.
Stakeholders	A generic term for people or groups with a stake in the organisation or its processes. Stakeholders may be customers/citizens, politicians, interest groups, other public organisations, and the media.
Standard service	These are services provided or delivered in the organisation's area of work, such as out-patient treatment, home help, counselling, processing, teaching, or the execution of mandatory checks and controls.
Storytelling	Methods using images from everyday life to tell stories that may help to influence the culture of the workplace.
Strategic development	The development an organisation undergoes when it moves from being governed by unknown influences to being able to influence its conditions and frameworks thanks to its position in the leading edge.
Strategic objectives	Objectives established on the basis of the organisation's choice of future.
Strategy	A written document resulting from a process in which the organisation describes the challenges it will face in the next few years and how these challenges are to be translated into tasks of strategic importance. In strategy work an active choice must be made as to what the organisation regards as its key objectives and tasks in the next few years, and how the organisation will balance the needs and expectations of its stakeholders. A strategy usually covers one to three years.

Strategy process	The period/process staring when the strategy is developed and adopted until action plans have been worked out and targets adopted for divisions or employees.
Strategy seminar	A one-day meeting where future challenges are assessed and the organisation undertakes a series of choices affecting on the organisation's future.
Success criteria	Descriptions of what it takes for the organisation to enjoy success: e.g., in the form of goals achieved.
Supervision	Supervision is an interview organised and run in a particular way to help one to become wiser and better at his/her job. It often has professional development as its goal, and the limits to and purpose of supervision are defined by contract. The conversation is supportive and pro-active and examines professional and personal resources alike. Supervision is always subject to a time limit, and requires a supervisor.
SWOT Analysis (Analysis of the Strengths, Weakness, Opportunities and Threats)	An analysis of strengths and weaknesses viewed from within the organisation and opportunities and threats seen from an external perspective. It can be done as a part of strategy work or when the need arises for analysing various options in connection with a specific challenge.
Value cards	A series of cards expressing different values which can help to inspire an organisation when it is drawing up its own values. Value game: a tool in the form of a board game to be used for generating dialogue about workplace values.
Values	A mutual understanding of what the employees of the organisation expect of one another's behaviour and attitudes internally and in relation to the outside world and stakeholders.
Vision	This describes the way the organisation wants to appear and be perceived in future. The vision includes the answer to the question "Where do we want to go?"