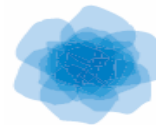


3rd European CAF Users Event



PORTUGAL 2007
Presidência do Conselho da União Europeia



Resource
Centre
European Institute of
Public Administration



CAF implementation process in upper secondary schools of Nord-Trøndelag County

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Deputy Director Education

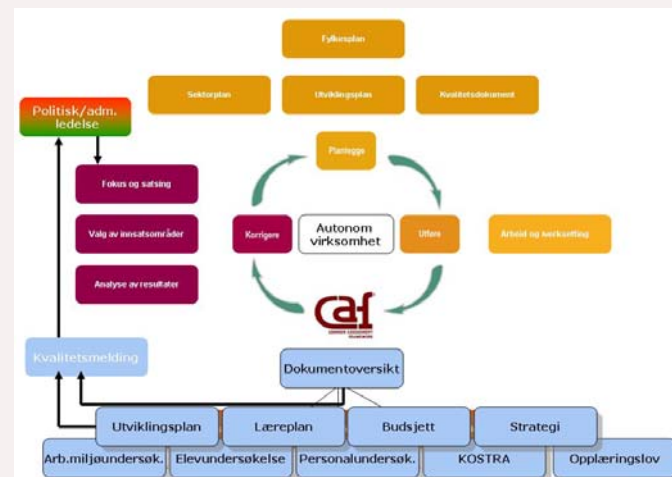


- Inhabitants: 130000
- Upper secondary schools: 11
- Pupils/apprentices (16-19 y.): 6300 (103 % of NT county applicants)
- Education sector employees: 1500
- County Council :
 - the upper secondary schools should be the best in the country
 - the goals should be reached by the use of quality management, innovation and entrepreneurship



The quality system

- Designed upon the PDCA cycle, linked to the existing planning and evaluation structure
- 15 concrete development tools throughout the cycle, including CAF
- Concrete milestones - annual continuous plan
- Analyse results, pinpoint possible strategic effects, and prioritize most important actions
- Planning and implementation of concrete actions
- Mapping of the processes/stakeholders
- Consumer polls/service declarations
- Adjusted CAF-examples for upper secondary schools – linked to the law of education
- Common “compulsory” evidence bank



Objectives

- Providing knowledge, comprehension and skills in quality work
- Changing and developing the schools
- Performing more correct quality
- Running the quality work on their own



Network

- Method of individual and organisational learning
- 15 units/schools – 2 networks – 2 years
- Platform for discussion and reflection
- Following up milestones – PDCA



- Representatives from:
 - management level
 - administrative level
 - educational level
- Representing the units in the network
- No formal or managerial status
- “Quality consultants” for the management
- Working with all the tools of the system throughout the PDCA cycle



- Network run by the Director of Education
- Providing tools, resources and knowledge to the schools
- Monitoring the results and units
- Collaboration with the teachers' union
- Department of Education participates in the quality process - as the schools
- The Department of Education received “Committed to Excellence” in 2007
- “Steering through organising”

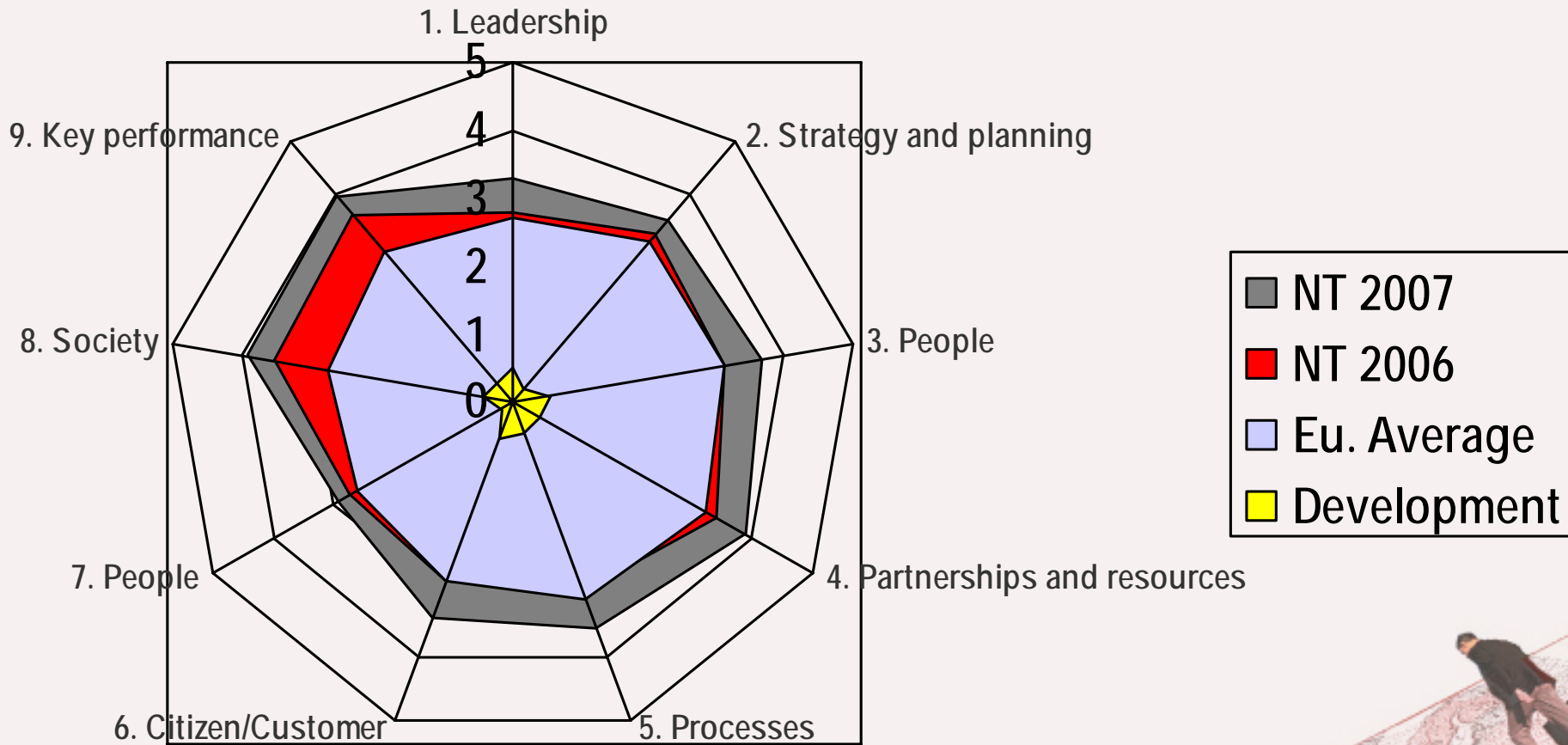


- Benchlearning
- Keeping the cycle moving and following up the activities
- Obligation to the political level
- Annual quality report
- Director's dialogue of steering
- Following up after networking
- Yearly “CAF assessment date”
- Coordinated activities



- Education sector in movement
- Increase on all CAF criterias
- High scores in the society results, partnerships and key performance results
- **Significant weaknesses 2006:**
 - People results, leadership, citizen/customers results and processes
- **Significant increases 2007:**
 - Citizen/customer results, people, processes and leadership





Leadership, strategy and planning, processes:

- Strategic objectives, vision and mission
- Organisational changes, changes in plans and strategy
- Documentation
- Mapping and development of processes

People:

- Routines on handling and involving the employees
- More specific work-descriptions
- Rearranging internal affairs/routines

Citizen/customer results:

- Involvement and dialogue with the customers/pupils
- Information and ICT
- Strategy for handling consumer polls

Society results:

- Marketing
- Recruitment
- Information



In general:

- Raised engagement, increased learning environment and performing skills
- Knowledge of own organisation, strengths and weaknesses

Individual level:

- Importance of development processes
- Conscience of quality, the mission and main tasks

Organisation level:

- Realizing the potential of bettering - needs for actions
- Putting objectives in front
- Discovering non-satisfactory routines
- Uncovering and sharing silent knowledge



- Involvement of people – provides engagement in the improvement actions
- Comprehensiveness for the need of change
- Strong internal and external emphasis on change and improvement
- No revolution - just the first steps towards more correct quality
- Distinct improvement and change in the educational sector
- Implementation strategy and process as critical factors for the results
- CAF model as provider of organisational quality status
- Keeping the PDCA cycle moving has been most important to provide results



Thanks!

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