



**MANAGEMENT OF EDUCATIONAL ACCREDITATION IN THE CONTEXT OF AN EDUCATION INNOVATION: THEORETICAL ISSUES AND REQUIREMENTS**

**GESTÃO DA ACREDITAÇÃO EDUCACIONAL NO CONTEXTO DE UMA INOVAÇÃO EM EDUCAÇÃO: QUESTÕES TEÓRICAS E REQUISITOS**

**GESTIÓN DE LA ACREDITACIÓN EDUCATIVA EN EL CONTEXTO DE UNA INNOVACIÓN EDUCATIVA: CUESTIONES TEÓRICAS Y REQUISITOS**

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**ABSTRACT:** Innovating to improve the quality of education, meeting the changing requirements of the integration trend is a top priority task. In addition, the quality management and improvement of education quality are also issues of concern to the state and society. In recent years, educational accreditation has been identified as an effective solution to help maintain and improve the quality of education. However, the management of this activity is posing many problems that need further clarification both in theory and practice. This study shows that clarifying theoretical issues is very necessary, as a basis for educational accreditation activities to come into reality and bring high efficiency. A study of the State's guiding documents and an actual assessment of the accrediting activities of educational institutions show that there are many issues that need to be clarified in order to have better management measures. Clarifying the rationale will help the educational quality accreditation management activities to have a basis for developing an implementation plan; clarifying the limitations and shortcomings in the management process will help this activity come into reality.

**KEYWORDS:** Management of education. Accreditation education. Educational innovation. Theoretical issues. Vietnam.

**RESUMO:** Inovar para melhorar a qualidade da educação, atendendo aos requisitos de mudança da tendência de integração, é uma tarefa prioritária. Além disso, a gestão da qualidade e a melhoria da qualidade da educação também são questões de preocupação do Estado e da sociedade. Nos últimos anos, a acreditação educacional foi identificada como uma solução eficaz para ajudar a manter e melhorar a qualidade da educação. No entanto, a gestão desta atividade está colocando muitos problemas que precisam de maior esclarecimento na teoria e na prática. Este estudo mostra que o esclarecimento de questões teóricas é muito necessário, como base para que as atividades de acreditação educacional se tornem realidade e tragam alta eficiência. Um estudo dos documentos orientadores do Estado e uma avaliação real das atividades de credenciamento das instituições de ensino mostram que há muitas questões que precisam ser esclarecidas para que haja melhores medidas de gestão. Esclarecer o raciocínio ajudará as atividades de gestão da acreditação da qualidade educacional a ter uma base para o desenvolvimento de um plano de

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*implementação; esclarecer as limitações e deficiências do processo de gestão ajudará essa atividade a se tornar realidade.*

**PALAVRAS-CHAVE:** *Gestão da educação. Educação de acreditação. Inovação educacional. Questões teóricas. Vietnã.*

**RESUMEN:** *Innovar para mejorar la calidad de la educación, cumplir con los requisitos cambiantes de la tendencia de integración es una tarea de máxima prioridad. Además, la gestión de la calidad y el mejoramiento de la calidad de la educación también son temas de preocupación para el Estado y la sociedad. En los últimos años, la acreditación educativa ha sido identificada como una solución efectiva para ayudar a mantener y mejorar la calidad de la educación. Sin embargo, la gestión de esta actividad está planteando muchos problemas que necesitan mayor aclaración en la teoría y la práctica. Este estudio muestra que aclarar cuestiones teóricas es muy necesario, como base para que las actividades de acreditación educativa se conviertan en realidad y traigan alta eficiencia. Un estudio de los documentos rectores del Estado y una evaluación real de las actividades de acreditación de las instituciones educativas muestran que hay muchas cuestiones que necesitan ser aclaradas para tener mejores medidas de gestión. Aclarar la justificación ayudará a que las actividades de gestión de la acreditación de la calidad educativa tengan una base para desarrollar un plan de implementación; aclarar las limitaciones y deficiencias en el proceso de gestión ayudará a que esta actividad se haga realidad.*

**PALABRAS-CLAVE:** *Gestión de la educación. Acreditación de la educación. Innovación educativa. Cuestiones teóricas. Vietnam.*

## **Introduction**

In Vietnam, education quality, quality management, and education quality improvement are issues of concern to the State and society. The XIth National Party Congress (2011) emphasized the need to "Accredit the quality of education and training at all educational levels". The Education Law (2019) also clearly states that "Education quality accreditation is the main measure to determine the level of implementation of educational goals, programs and contents for schools and other educational institutions". The education quality accreditation is carried out periodically throughout the country and for each educational institution. Education quality accreditation results are publicly announced for society to know and monitor. The Minister of Education and Training is responsible for directing the implementation of education quality accreditation.

The educational development strategy for the period 2011 - 2020 has also determined: To achieve the strategic goals of education development, we need to well implement 8 solutions, of which "Innovation in educational management" is the solution. With a breakthrough solution, the solution stated:



"Focusing on educational quality management: standardizing outputs and quality assurance conditions on the basis of applying new achievements in educational science, science, technology, and management science, gradually applying standards of advanced countries; publicize the quality of education, the physical, human and financial conditions of the educational institutions; carry out social monitoring of the quality and effectiveness of education; building an independent accreditation system for education quality, accrediting the quality of educational institutions of all levels and training levels, and accrediting vocational and university education programs" (GOVERNMENT OF THE SOCIALIST REPUBLIC OF VIETNAM, 2011).

Education accreditation has been identified as a management solution to improve education quality (VINCENZI; GARAU; GUAGLIANONE, 2018). In recent years, in Vietnam, this work has continued to be renewed, and effective solutions have been found, contributing to maintaining and improving the quality of education in schools (MICHAELA MARTIN; BIKAS C. SANYAL, 2007). Educational management levels, schools have access to a modern and advanced management model. Through self-assessment and external assessment, many schools have seen the current status of quality, strengths, and weaknesses and have developed more realistic and effective quality improvement plans. Accreditation of education quality gradually changes the perception of management and direction, strengthening the capacity of school management and teaching and learning management. In schools recognized for achieving educational quality accreditation, a quality culture is gradually formed, administrators, teachers, staff, students, and social forces are responsible for building schools better day by day (VAN, 2020).

Therefore, it is necessary to study the theoretical basis and factors affecting quality accreditation. On that basis, it is possible to identify the requirements for educational accreditation in the current context of educational innovation in Vietnam; contribute to improving the quality of education; develop high-quality human resources for the industrialization and modernization of the country.



## **Methodology**

This study is carried out on the basis of the dialectical and historical materialism methodology of Marxism - Leninism, Ho Chi Minh's thought, the viewpoints of the Vietnam Party and State on quality management and accreditation quality of education, and the following approaches:

**Approaching systemic - structural:** The educational and training process is a system in which there is an interaction between elements such as purposes, content, methods, forms of educational organization, and educational environment. From a systematic point of view, research on educational accreditation management in the context of educational innovation must be placed concerning the objectives and contents of educational accreditation.

**Approaching history and society:** Management of educational accreditation in the context of educational innovation, in particular, is always associated with the history and culture of each country and region and is suitable with the development of the times. Therefore, in each stage of historical and social development, education quality assurance management in the context of educational innovation requires compatibility with society in terms of purposes, contents, methods, how to organize, etc. Management of educational accreditation in the context of educational innovation is inseparable from the requirements of society in each period and the innovation trend in education.

**Practical approach:** Practice is the source, the driving force, the goal, and the standard to evaluate the results of all activities. The requirements of educational practice will be the specific criteria for evaluating educational accreditation and educational accreditation management. Therefore, when studying the management of educational accreditation in the context of educational innovation, it must be based on the reality of research subjects, research areas, and specific implementation conditions in order to clarify the current state of educational management quality accreditation in the context of educational innovation.

**Quality approach:** Any activity brings certain results, these results meet (consistent) with the defined goals and meet the social requirements that are said to have quality.



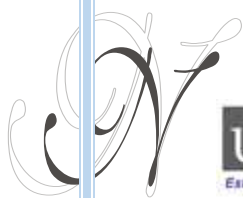
## Literature review

Accreditation is the most widely used method of external quality assurance because it ensures a specific level of quality according to the organization's mission, program objectives, and expectations. various stakeholders, including learners and employers. This process usually leads to recognition within a limited period of time. According to Michaela Martin and Bikas C. Sanyal (2007), the following reasons have made educational accreditation especially important today: First, as education providers become increasingly diverse, increasing demand for certified education. Second, threats to quality can come from various sources, including fraudulent suppliers. Third, the growing number of educational providers of fraudulent materials also fuels the need for an agency that can accredit these institutions to maintain the necessary standards to meet graduation conditions from which learners are admitted to more specialized or specialized institutions in the professional practice of today's job market.

Reviewing the educational accreditation activities of private higher education institutions in the Philippines, Ching, Gregory (2012) emphasizes that establishing common standards for accreditation in each discipline can provide a mechanism for the continuous improvement of educational institutions. Recognition is demonstrated by possessing quality standards and relentless efforts to maintain them at a high level. Therefore, in order to meet the requirements of different levels of accreditation, higher education institutions conducting accreditation need to focus on four key outcome areas, namely: teaching and research quality, student support, community relations, and resource management (CHEA, 2003).

Going into detail on the quality of self-assessment reports in education quality accreditation, Nguyen Quang Giao (2014) said that, currently, many schools are facing difficulties in the self-assessment process, such as the perception of members. In the school, the quality assurance in general, and self-assessment activities, in particular, are still limited, the team participating in self-assessment activities are mostly part-time, have not been properly trained in report writing skills. Also, operating budget is limited. Therefore, the author proposes a number of management measures as follows:

1. Raising awareness of school members about educational quality accreditation and self-assessment in accreditation;
2. Develop a complete, appropriate, and feasible self-assessment plan;
3. Strengthen the capacity of the secretariat and specialized working groups;



4. Apply an appropriate self-assessment method;
5. Strengthening direction, inspection, and creating favorable conditions for self-assessment activities;
6. Ensuring financial resources for self-assessment;
7. Strengthen the role of the consultant to support the self-assessment process.

According to Duong Nguyen Quoc (2013), although education quality accreditation plays an important role in the development of the school, the reality is still inadequate. Therefore, educational institutions need to do well in propaganda to receive widespread support from social forces and create favorable conditions for education quality accreditation to gradually develop steadily and go into depth. When fully and properly aware of the role of education quality accreditation, education managers will well implement the goal of improving education quality. The organization of quality accreditation requires a combination of state management (Ministry of Education and Training) and independent accrediting organizations.

Thus, it can be seen that there have been many quite profound and comprehensive studies on research directions related to educational quality accreditation management. In general, the studies focus on accrediting management activities in higher education, a few works have delved into the solutions of accrediting management of higher education. The fact shows that education quality accreditation activities between different educational levels have many similarities in nature, role, purpose, process, accreditation standards, etc. can inherit and develop research directions on theoretical issues and requirements for educational quality assurance management activities in the context of educational innovation.



## **Results and discussion**

### **Theoretical issues of educational accreditation management in the context of educational innovation**

#### *The concept of Management*

There are many different ways of defining the concept of management according to different approaches. In general, management is a concept associated with the power to a certain extent.

Management is specific to the process of controlling and guiding all parts of an organization, usually an economic organization, through the creation and change of resources (human, financial, material, etc., real, and intangible values).

In the Vietnamese dictionary, it is stated: Management is "Organization and control of activities according to certain requirements" (LANGUAGE INSTITUTE, 2010). This concept is similar to the concepts of directing, operating and controlling. The concept of management here is meant to refer to the management of people, management of society, and the most specific expression in state management. The most general concept of state management is understood succinctly in the "Organization and administration of socio-economic activities according to law".

According to Harold Koontz (1999) "Management is an essential form, which ensures the coordination of individual efforts to achieve group goals". The goal of a manager is to create an environment in which people can achieve group goals with little time, money, and personal dissatisfaction. As a practice, management is an art, and organized knowledge of management is a science.

#### **Education quality management**

The issue of education quality management has been researched and applied by many countries. In recent years, many countries have approached the management of education quality in different ways. According to Sallis (1993), there are three levels of quality management: quality control, quality assurance, and total quality management. Levels inherit from lower to higher, the latter contains elements of the previous level. The relationship between the three levels above is very flexible, intertwined, and can be applied in educational quality management, specifically:

Quality control of education: Educational quality control is the most commonly used management practice in education and also has the longest history (SALLIS, 1993).



Education quality control includes examining educational outputs (graduates) to identify problems and weaknesses in education. This is an activity that is carried out after the educational activities have ended. Inspections, supervision, exams, knowledge tests, and annual reports can all be considered educational quality control activities (PREEDY, GLATTER, AND LEVACIC, 1997)

Quality assurance of education: This is a model of quality management and monitoring right before and during education. This management model is intended to ensure that the quality of education is achieved by design and that errors in education are avoided. Quality is ensured through meeting specified standards: input standards, teaching process standards, and output standards. In schools, it is necessary to first establish some standards and implement them to achieve them, then set higher standards and strive to continue to achieve them. This process allows schools to improve their potential and form quality right in the educational process.

Therefore, it can be conceived that: Educational accreditation management is a process of purposeful influence of the management subject on educational accreditation activities through planning, organizing, directing, inspecting, and supervising the self-assessment, external assessment, recognition, and certification of education quality accreditation according to quality standards promulgated by education management agencies for the purpose of improving the quality of general education.

### **Management of educational accreditation in the context of educational innovation**

It can be generalized: Educational accreditation management in the context of educational innovation is an evaluation process aimed at making a decision to recognize that educational institutions meet specified standards. Education accreditation management not only reflects stakeholders the authentic evidence of educational quality but also an opportunity and motivation to improve the quality of accredited educational institutions. Only the implementation of education quality accreditation can bring true values, enhance the brand name, and quality of education. Educational accreditation is the process of undertaking a series of work for schools to look back at their activities over a past period of time, usually a five-year cycle, and to evaluate against certain criteria, institutions to carry out follow-up work to improve the quality of education.





## **The context of educational innovation and requirements for the management of educational accreditation**

### **The current educational reform context**

Vietnam has joined the WTO (2007) and its economy has moved to the market economy stage. Education in society transitions to a market economy and more broadly in the context of globalization. Globalization has brought into Vietnam an attractive picture of advanced education. That picture appeals to education managers who need to change Vietnamese education quickly, changing everything at the same time.

These advanced experiences will contribute to modernizing Vietnamese education, connecting it with the education in the world, expanding visions and value ladders beyond national and people's borders towards the common standards that are universal in nature, thereby training people who are not restricted to local thinking but know how to think globally, with a democratic spirit, have the ability to cooperate, can work in an international environment (TRUNG; VAN, 2020).

In the context of globalization, countries not only compete in economic terms, in terms of the quality of goods and services but also in education. Education and training have an important position to develop human resources, determining the success of the country's construction. The XIth National Congress (2011) of the Communist Party of Vietnam has determined that the general goal in our country's transition to socialism is to basically build a suitable economic and cultural foundation, create the basis for our country to become an increasingly prosperous socialist country. "Education and training have the mission of raising people's knowledge, developing human resources, fostering talents, making an important contribution to the development of the country, building the culture and people of Vietnam".

The implementation of a fundamental and comprehensive renovation of education and training in our country is posing urgent requirements in the current period. The document of the XII National Congress (2016) of the Communist Party of Vietnam has determined:

“Educational development is the top national policy. To radically and comprehensively renovate Vietnam's education in the direction of standardization, modernization, socialization, democratization, and international integration, in which, reforming the educational management mechanism, developing the staff Teachers and administrators are key. Focusing on improving the quality of education and training, attaching importance to moral education, lifestyle, creative capacity, practical skills, ability to start a business”.



Renovating the education finance mechanism (HANG; VAN, 2020). Accreditation of education and training quality at all educational levels. “Building a healthy educational environment, closely combining the school, family and society” (PARTY CENTRAL COMMITTEE, 2013)

In addition, the new general education program is built according to the model of capacity development, through basic, practical, and modern knowledge and methods to actively engage learners' activities. Students form and develop the qualities and competencies that the school and society expect (HASSAN, 2014). This has posed a vital requirement for educational institutions in finding a foothold, affirming their prestige, and integrating into the global education system.

Education accreditation in general has practical and effective significance in improving the school's comprehensive educational quality. This is an effective measure to help implement the Party's policy (THUAN; LONG, 2021). The main purpose of education quality accreditation is to ensure that certain standards are met in training and to continuously improve and develop the quality of training, meet the requirements of human resource users and ensure that protect the interests of learners (BROCHADO, 2009).

Accreditation provides the community, especially students, with certainty that a school has been proven to meet requirements and reliability criteria and has sufficient grounds to believe that the school will continue to operate and continue to meet the requirements and criteria set forth. Accreditation not only provides the community with evidence of the quality of schooling but also provides an opportunity and an incentive to improve the quality of accredited schools (AN LONG *et al.*, 2020). A school is only recognized for quality when it meets the requirements and criteria of the examination board and is subject to inspection by experienced evaluators who understand the accreditation requirements of general education and gives schools the opportunity to self-analyze for quality improvements.

## **Requirements for educational quality accreditation management**

The accreditation and assessment of the quality of education and training institutions is an inevitable trend and a mandatory requirement to ensure and improve the quality of education, to meet the educational goals, to improve the quality of the team administrators and teachers (SEAMEO, 2013). To affirm the brand, create training products that meet social requirements (TEMIZER; TURKYILMAZ, 2018). In response to the educational innovation requirements, the education accreditation work needs to do the following things well:

First, proper awareness and a deep sense of the purpose and meaning of education accreditation. By implementing educational accreditation in a positive, objective, and honest manner, all educational institutions will gradually create new changes, forming a "Culture of Quality" in each educational institution, every educational administrator, teacher, and student from which the quality of education is guaranteed and is constantly being improved and enhanced.

Second, promote propaganda so that the whole community understands and jointly supports and participates in the implementation of education quality accreditation: leaders, experts in charge of education quality accreditation, and officials. Management of educational institutions must be proactive and creative in propagandizing through forums and other media, disseminating knowledge and the results of assessment and accreditation of education quality achieved, to create conditions for society to know and participate in monitoring the quality of education.

Third, regularly fostering the education quality accreditation team to become experts in education quality accreditation capable of advising and assisting schools in external self-assessment activities.

Fourth, strengthen the direction of functional units of the education sector (Ministry of Education and Training; Departments of Education and Training in provinces and cities) for educational institutions, implement good stuff like:

Develop a plan for implementing educational quality accreditation, guide, direct, inspect and supervise lower secondary schools to carry out education quality accreditation according to regulations of the Ministry of Education and Training. Also:

To receive and examine dossiers of educational quality accreditation of lower secondary schools managed by the Department of Education and Training;

Continue to develop plans and organize external assessments for educational institutions that register for educational quality accreditation during the school year; Direct



the schools that have been evaluated in addition to implementing improvement plans to improve the quality of education.

Fifth, when a quality accreditation organization needs to have a combination of state management (Ministry of Education and Training) and independent accrediting organizations. This is an indispensable and objective requirement, in line with the development trend of the world. The participation of independent accrediting organizations will make educational accreditation activities richer, more objective, and create convincing results for society.

Finally, it is necessary to develop a long-term plan for education accreditation, including the development of a process for accreditation and education quality assurance. At the same time, managers need to take appropriate measures to organize, direct, inspect and examine, which will contribute to perfecting education quality accreditation activities.

## **Conclusion**

Education accreditation management is the process of purposefully influencing the management subject to accrediting activities of lower secondary schools through activities of planning, organizing, and directing, inspect and supervise the implementation of self-assessment, external assessment, recognition, and issuance of certificates of quality accreditation of lower secondary school education according to quality standards issued by education management agencies aimed at improving the quality of education.

In the context of innovation, education must go first, leading to the development and supply of human resources to meet the innovation requirements of society. Especially, when education - training plays an important role in the prosperity of the nation, creating a driving force to promote economic development. Education is considered a top national policy, investment in education is an investment in social development.

Education accreditation management has been identified as an existing solution to help improve the quality of education, by continuously improving, innovating, and finding effective solutions to maintain, ensure and enhance the quality of education. Accreditation of education quality will gradually change the perception of management and direction, strengthen the capacity of school management, teaching, and learning management, approach the modern and advanced management model.

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