

**ISO/IWA2:2003.  
GUIDELINES FOR THE  
APPLICATION OF ISO  
9001:2000 IN EDUCATION**

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**INTERNATIONAL PROJECT TASK GROUP**

**2005**

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## DISCLAIMER

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The purpose of this presentation is to promote that people all over the world, involved on activities in the education sector:

- get acquainted with the ISO/IWA 2:2003 Guide; and
  - use the ISO/IWA 2:2003 Guide for the implementation of QMS in educational organizations.
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- Although the information provided here today is meant to give an accurate view of the ISO/IWA2:2003 **“Guidelines for the application of ISO 9001 in education”**, any opinions expressed by the presenter are not necessarily official concepts of ISO/TMB or of the International Workshop responsible for developing this document.

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## DISCLAIMER

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- As a guidance document, it should not be used in any contractual, legally binding agreements or certification/registration purposes.

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## BACKGROUND

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- ❑ IWA (International Workshop Agreement)
- ❑ ISO's Response to sector needs, the outcome could be delivered in one/two years
- ❑ ISO/IWA1:2001 for hospitals and health care services
- ❑ IWA 2: 2003 for Educational Organizations (EO)
- ❑ COTENNSISCAL Mexican mirror to TC176

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## BACKGROUND

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- ❑ IWA 2 Project proposed by DGN/Mexico in 2002
- ❑ ISO/TMB approval June 2002
- ❑ WD distributed for comments August 2002
- ❑ Drafts Project Management Plan and Project Plan
- ❑ Workshop held in Acapulco 2002-10-17/19
- ❑ 15 participating countries

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## INPUTS

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- ❑ ANSI/ASQC Z1.11:1996. Guidelines for the Application of ANSI/ISO/ASQC Q9001 or Q9002 to Education and Training Organizations (USA)
- ❑ Guidelines on the Application of the ISO 9000 Series to Further Education and Training. National Accreditation of Certification Bodies, 1994 (UK)
- ❑ HB 90.7-2000, Education and Training Guide to ISO 9001:2000, Standards Australia (AUSTRALIA)

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## INPUTS

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- ❑ Esquema 1 IRAM 30000, Guía para la interpretación de la norma ISO 9001;2000 en la educación, 2000. (ARGENTINA)
- ❑ Aplicación de la norma ISO 9000 a la enseñanza y la formación. Interpretación y orientaciones desde una perspectiva europea, CEDEFOP, 1998 (EUROPE)

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## **AFTER THE WORKSHOP IN ACAPULCO**

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### Editorial Committee

- UK
- USA
- Mexico
- Germany
- Kenya

- ISO/IWA 2 Final edition: 2003-11-06
- Mexican Spanish translation: 2004  
NMX-CC-023-IMNC-2004 Sistemas de gestión de la  
calidad - Directrices para la aplicación de la norma NMX-  
CC-9001-IMNC-2000 en educación.
- Official announcement in the *Diario Oficial de la  
Federación*:2004-07-27

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## **IWA 2 PROJECT MANAGEMENT PLAN**

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- ❑ Chairman: Prof. Elba Esther Gordillo, Mexican Teachers Union
- ❑ Secretary: Miguel Angel Tamayo, on behalf of Mexican Ministry of Public Education
- ❑ Project Leader: Fausto Estévez Ramírez, COTENNSISCAL Mexico.

## **TASK GROUP LEADERS**

- ❑ Chris Cox, UK
- ❑ Paul Nauman, Germany
- ❑ Knud Jensen, Denmark
- ❑ Craig Johnson, USA
- ❑ Miguel Tufiño, México

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## **PROJECT MONITORING PLAN FOR ISO/IWA2:2003 (2003-2006)**

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- ❑ Proposed by Mexico, the responsible country of the Secretariat and Project Leader
- ❑ Reviewed by the previous IWA-2 task group and some participants in the Acapulco Workshop
- ❑ Final Draft of both Project and Management Plans presented at Kuala Lumpur (KL) intermediate meeting on 2004-11-29
- ❑ International Project Task Group (IPTG) established at KL on 2004-11-29, with representatives from the five continents.

**ISO/IWA2:2003  
MONITORING  
(2003-2006)**

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## **INTERNATIONAL PROJECT TASK GROUP (IPTG)**

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**Kuala Lumpur on 2004-11-29**

### **IPTG MEMBERS**

- ❑ Miguel Angel Tamayo, IWA 2 Secretary - México
- ❑ Fausto Estévez, Project Leader - México
- ❑ Peter Naumann, Germany
- ❑ Guillermo Suárez, Argentina (IRAM)
- ❑ Francisco Bobadilla, Argentina
- ❑ Miguel Tufiño, México
- ❑ Michael Churchill, UK
- ❑ David Kirui, Kenya (STDS)

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

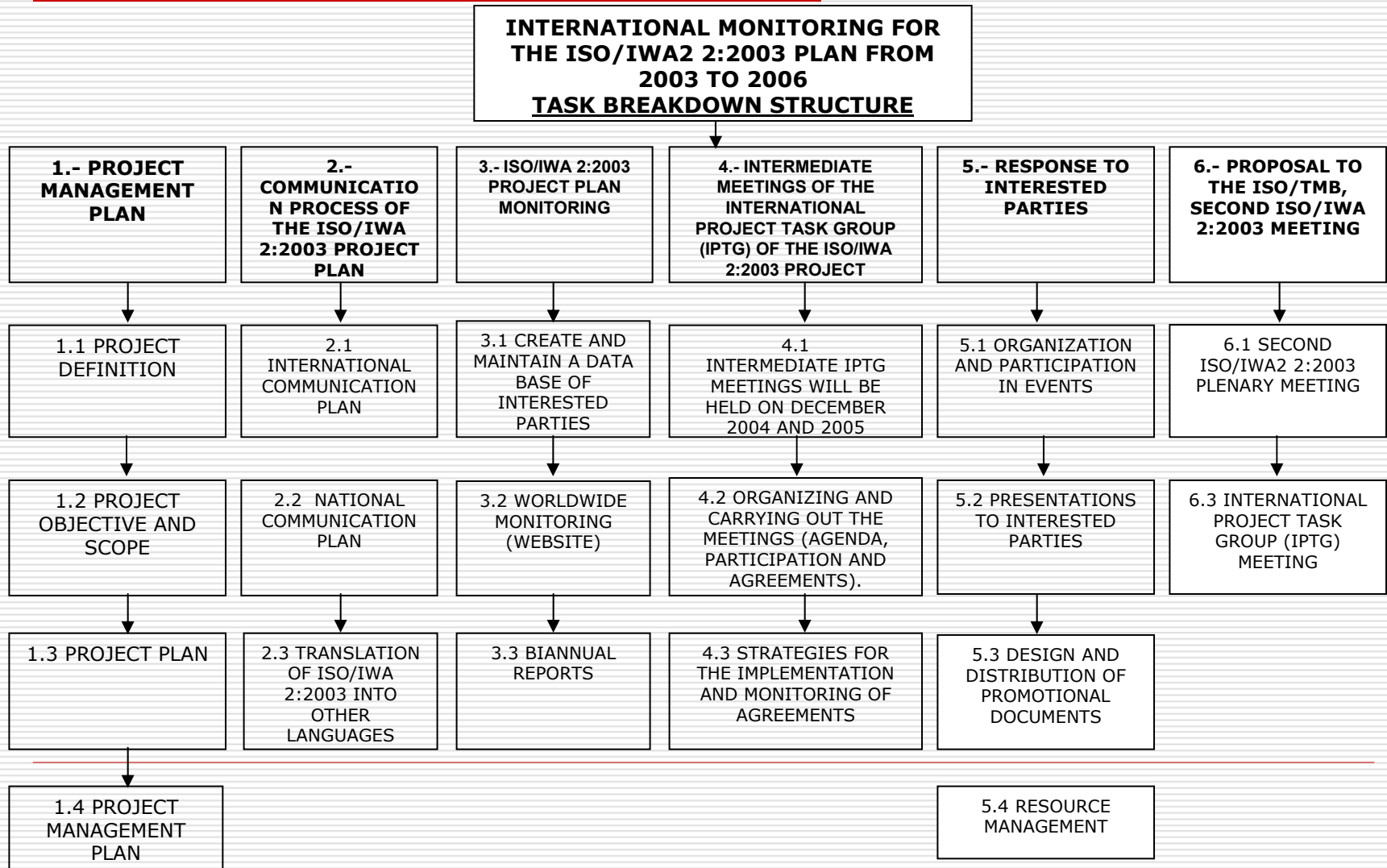
## IPTG MEMBERS

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- ❑ Craig Johnson, USA (ASQ/Education)
- ❑ Khaled Abu-Osbeh, AKMS
- ❑ Tomás Orbea, Spain
- ❑ Evelyn Liew , Malaysia
- ❑ Chavatip Chindavijak, Thailand
- ❑ Esther Alicia Díaz, México
- ❑ Marie Sebestová, Czech Republic
- ❑ Peter Reeves, Australia
- ❑ Raymond Saner, Switzerland

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

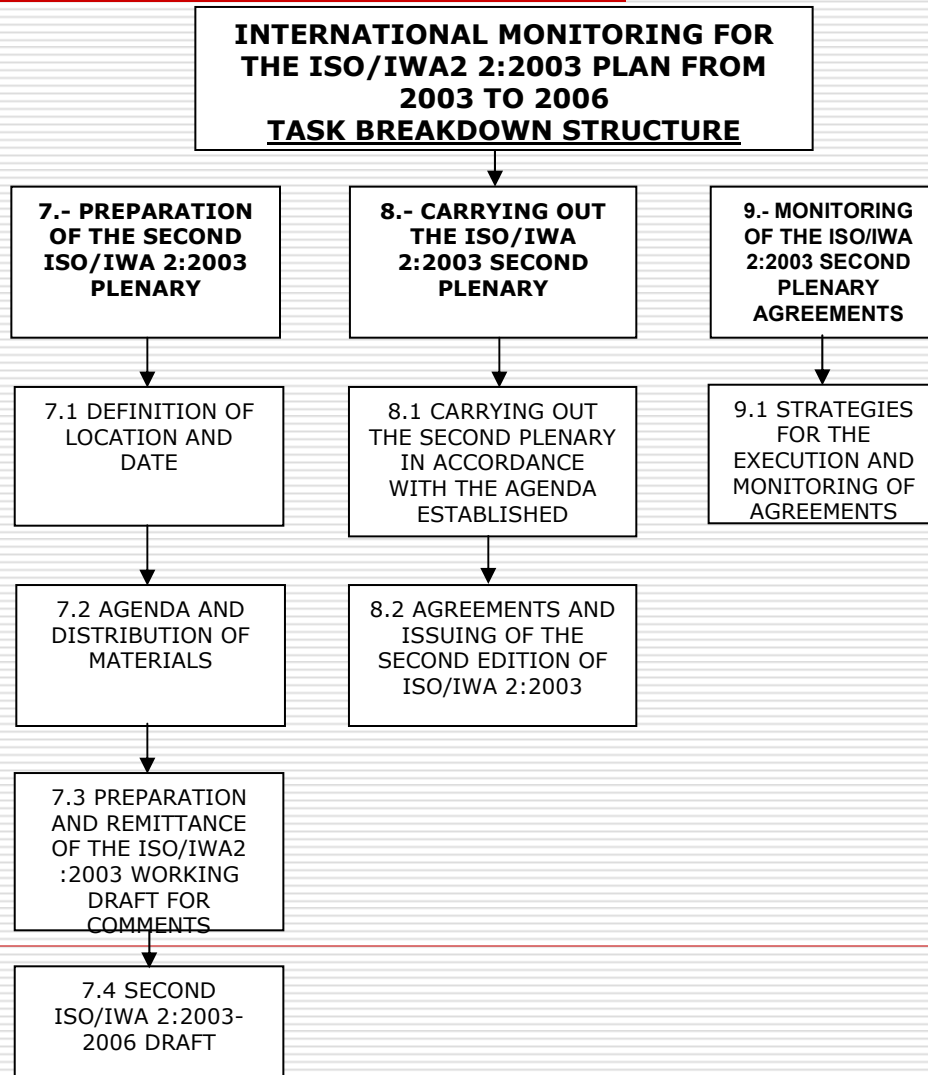
## TASK BREAKDOWN STRUCTURE



# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## TASK BREAKDOWN STRUCTURE

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## **PROJECT PLAN (WBS)**

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### **Tasks already performed**

- International Communications Plan: Kahled Abu-Osbeh
- National Communication Plan: National Responsible
- Translations: Tomas Orbea
- Data base of interested parties: Miguel Tufiño
- Web pages dealing with IWA 2: Technical Secretary

### **IPTG RESPONSABILITIES**

- Communications Leader: Kahled Abu - Osbeh
- Human Resources Leader: Tomas Orbea
- Information Technology Leader: José Antonio Luviano
- Liaisons - External: Raymond Saner

# **ISO / IWA2:2003 CONTENT**

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## **IWA 2:2003 (E) STRUCTURE AND CONTENT**

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- ❑ Full ISO 9001:2000 text framed by continuous line
- ❑ IWA: 2 Guidance text in italics
- ❑ Full ISO 9004:2000 text framed by discontinuous line
- ❑ Introduction: Notice on participants and main inputs
- ❑ Annex A: Self-assessment
- ❑ Bibliography

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## 0.2.- PROCESS APPROACH IN THE EO

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These processes include, among others:

- ❑ “a strategic process to determine the role of the EO in the socio-economic environment”;
- ❑ “developing, reviewing and updating curricula”;
- ❑ “admission and selection of applicants”;
- ❑ “student’s education follow-up and assessment”;
- ❑ “internal and external communication”;
- ❑ “maintenance of the working environment”.

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## 1.- SCOPE FOR EO

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- “These guidelines do not add, change or modify the requirements of ISO 9001:2000, and are not intended for use in contracts for conformity assessment or for certification.”
  
- Exclude Internal Training covered by ISO 10015

## 2.- NORMATIVE REFERENCE

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Without additional orientation, identical to what appears in the ISO 9001:2000 standard.

## **3.- TERMS AND DEFINITIONS IN EO**

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3.1 Customer

3.2 Interested party

3.3 Educational process:

3.4 Educational product:

3.5 Educational organization:

3.6 Education provider

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## 3.- TERMS AND DEFINITIONS IN EO

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“For the purposes of this IWA, the terms and definitions given in ISO 9000:2000 and the following apply.

**□ customer**

Organization (3.3.2) or person that receives a product (3.4.2)

[ISO 9000:2000]

EXAMPLE: A customer can be a consumer (in education, generally a learner), a **client** or **purchaser** (in education, generally a person or body funding the learner who may also be the learner), an **end-user** (in education, generally the person or organization that benefits from the learning achieved by the learner).”

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## 3.- TERMS AND DEFINITIONS IN EO

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### □ **“Interested party**

person or group having an interest in the performance or success of an organization  
[ISO 9000:2000]

EXAMPLE An interested party can be a **customer** (3.1) parents' association, other related **educational organization** (3.5) or society.

NOTE A group can comprise an organization, a part thereof, or more than one organization.”

### **“educational process**

process resulting in **educational product (3.4)”**

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# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## 3.- TERMS AND DEFINITIONS IN EO

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### □ “**educational product**

product concerned with education

NOTE An educational product generally involves the provision of a service that includes intellectual software of information and retention for continuing reference.”

### □ “**educational organization**

organization that provides an **educational product (3.4)**”

### □ “**education provider**

person who delivers an **educational product (3.4)** to learners”

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## 4. PROCESS

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### 4. QUALITY MANAGEMENT SYSTEM

#### 4.1 General requirements in the EO

The guidelines are limited to:

- the educational design, educational development, and the educational delivery processes
- the conditions for the acceptance of the education at the time of delivery
- continual improvement of these processes and provision of resources

“Control of instruction may be exercised during the following processes: a) instructional needs analysis; b) instructional design; c) instructional development; d) delivery of instruction; and e) instructional evaluation.”

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## **4.2 DOCUMENTATION REQUIREMENTS**

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### **4.2.1 General**

“When planning a quality management system, EO’s developing their quality manual could include or make reference to issues other than the ones established by ISO 9001:2000.”

### **4.2.2 Quality Manual**

“The quality manual should describe the scope of the educational organization’s quality management system and interactions of its educational and support processes.”

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## 4.2 DOCUMENTATION REQUIREMENTS

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### 4.2.3 Control of documents in the EO

“The purpose of document control is to ensure that documents from the quality management system are continually updated and are available for use.”

### 4.2.4 Control of records in the EO

“A record provides information about the activities carried out in the organization, such as the results obtained in each stage of the teaching – learning process.”

“The specific requirements for records within an EO Quality Management System are defined in clauses 5 to 8 by reference to 4.2.4.”

## 4.0 USE OF QUALITY MANAGEMENT

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### PRINCIPLES (ISO 9004)

- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial supplier relationships

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## **5. MANAGEMENT RESPONSIBILITY**

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### **5.1- MANAGEMENT COMMITMENT IN THE EO**

Top management (a person or a group of people who direct and control an EO at the highest level) should:

- identify factors which satisfy needs, and expectations of the customer.
- ensure educational programmes and processes comply with statutory/regulatory requirements.
- show their commitment to achieve the continual improvement of the QMS.

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## **5.2- CUSTOMER FOCUS IN THE EO**

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“The educational organization top management should identify the needs and expectations of its customers to fulfil them in order to strive for their satisfaction.”

## **5.3- QUALITY POLICY IN THE EO**

“The quality policy should be consistent with professional standards, government rules and regulations, and other policies of the educational organization.”

“The educational organization top management should use the quality policy for guiding and leading the decision-making of the personnel involved in the continual improvement of the educational process.”

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## **5.4 PLANNING**

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### **5.4.1 QUALITY OBJECTIVES IN EO**

- objectives pertinent to processes of the QMS and measurable
- be integrated in the EO overall objectives

### **5.5 RESPONSIBILITY AND AUTHORITY IN THE EO**

- clearly describe the organizational structure
- focused on processes

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## 6.1- PROVISION OF RESOURCES IN EO

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The organization should:

- “establish information inputs for detecting the needs for resources;
- perform resources planning at a short, medium and long term;
- carry out the follow-up of verification and assessment tasks; and
- provide the resources to communicate effectively to the instruction staff, the administrative staff, employees and customers.”

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## 6.2- HUMAN RESOURCES IN THE EO

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The organization should:

- Plan a personnel system to maintain and improve the competence of teaching and supporting personnel

“Competence may include elements such as:

- adaptation of curricula to accommodate scientific and technological changes
- assessment student achievement and organization effectiveness based on fulfilment of educational goals
- ensuring staff competence for carrying out their functions”.

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## 6.3- INFRASTRUCTURE IN THE EO

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- ❑ infrastructure and equipment needed to achieve conformity to product requirements’.
  
- ❑ “buildings, workings spaces: classrooms laboratories, workshops, libraries, green areas.
  
- ❑ associated services, such as: water, electric current with the proper installations, gases and fuels including those needed for instrumental usage, health services.
  
- ❑ equipment for the teaching-learning process: this includes accessories, supplier and consumables.”

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## 6.4.- WORK ENVIRONMENT IN THE EO

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- support services, such as: transport, bookstore, school items, cafeterias, refectories and crèches, as necessary
  
- conditions for learning include safe classrooms, offices, laboratories, dormitories, and common spaces, free of health hazards and physical distractions
  
- supporting services should reinforce learning and not interfere with the learning process
  
- EO should consider the learning environment and conditions for-off campus learning environments

## 7.- PRODUCT REALIZATION

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### 7.1 Planning of product realization in the EO

Some processes for product realization are:

- teaching-learning activities
- designing and developing curricula
- training or other activities
- admission of candidates (students)
- controlling design and development changes in curricula, course calendars, timetables and prerequisites
- providing library, audiovisual equipment, computers, and other services
- allocating classrooms laboratories, workshops, auditorium, classroom for ceremonies

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## 7.2.- CUSTOMER-RELATED PROCESSES

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For the most part, EO provide a service that is intangible, not storable, and consumed during delivery.

- EO provide the opportunity for students to study existing knowledge and to practice its application.
- These organizations also have administrative support systems that help to ensure high-grade instruction.
- Generic independent customer requirements may include (but are not restricted to) the following:
  - providing safe, clean facilities with someone in charge
  - ensuring that two-way communication procedures between individuals and the EO are responsive
  - providing appropriate activities conducted by qualified personnel.

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## **7.3.- DESIGN AND DEVELOPMENT**

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7.3.1.- Design and development planning in the EO

7.3.2.- Design and development inputs in the EO

7.3.3.- Design and development outputs

7.3.4.- Design and development review in the EO

7.3.5.- Design and development verification in the EO

7.3.6.- Design and development validation in the EO

7.3.7.- Control of design and development changes in the EO

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## 7.4.- PURCHASING

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(No guidance was considered necessary )

## 7.5 CONTROL OF PRODUCTION AND SERVICE PROVISION IN THE EO

The control of processes

- selecting and enrolling students
- designing curricula on different subjects
- developing course catalogues
- allocating teaching loads

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## **7.5 CONTROL OF PRODUCTION AND SERVICE PROVISION IN THE EO**

The control of processes

- providing practice manuals for laboratories and workshops
- allocating the resources necessary to carry out off-campus instruction
- developing course material
- establishing methods to verify academic performance
- allocating spaces for classrooms, laboratories, workshops, libraries, and other similar spaces
- tutoring and consulting on vocational opportunities

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## 7.5.2 VALIDATION OF PROCESSES FOR PRODUCTION AND SERVICE PROVISION IN THE EO

“The validation of learning processes should include, as necessary:

- design and development validation results of curricula or syllabus
- equipment approval and teachers' qualifications
- course notes and examination papers
- records data
- revalidation frequency”

Accreditation Schemes.

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## 7.5.3 IDENTIFICATION AND TRACEABILITY IN THE EO

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“Identification and traceability of relevant information should include, as necessary:

- curricula, course, content unit codes
- student identification records
- learner group schedules
- text books/notes
- laboratory equipment
- research contracts.”

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## 7.5.4 CUSTOMER PROPERTY IN THE EO

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“In the EO, property provided by customers/students is that provided at the moment of admission for registration or registration renewal purposes and during the service provision

- ❑ documents given by students, such as certificates, diplomas of previous scholar levels, personal ID documents (birth certificate, identifications) and other similar ones
- ❑ intellectual property agreements”

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## 7.5.4 CUSTOMER PROPERTY IN THE EO

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- ❑ “medical exams, studies or certificates
- ❑ exams, test or paperwork performed
- ❑ final works, prototypes developed and others
- ❑ applications, records or documents given by the student for his registration or renewal
- ❑ records and documents of the student's academic history
- ❑ student/customer owned equipment
- ❑ facilities for courses provide at the customer's premises”

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## 7.5.5 PRESERVATION OF PRODUCT IN THE EO

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- “The EO should consider preserving academic documents such as syllabus, curricula and printed or optical disks, computer programs, files, etc.).
  
- Suppliers for education and/or training processes, could also be included, e.g., chemicals for laboratories raw or processed materials for pilot plants, limited shelf-life products for teaching purposes or research and development work.”

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## **7.6.- CONTROL OF MONITORING AND MEASURING DEVICES IN THE EO**

- monitoring and measurement should be carried out during instruction to assure conformity with the instructional plan
  
- this may include student performance profiles, assessments of personnel records
  
- written course assessments
  
- observations which note whether instructors are following the plan, and final examinations

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## 8. MEASUREMENT, ANALYSIS AND IMPROVEMENT

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### 8.1 GENERAL GUIDANCE IN THE EO

- “The educational organization should establish a process for collecting the appropriate information, including the identification of information sources.
- Data should be used to ensure the effectiveness of the teaching/learning process.
- Examples include control graphs, histograms, Pareto charts, satisfaction surveys of customer and interested parties, teaching methods, organizational-administrative measurements, measurements of variables related to students, teaching staff, support staff, and other relevant indicators such as failures, expenses, dropout and students performance.”

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## 8.2.1 CUSTOMER SATISFACTION IN THE EO

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- ❑ The educational organization should have reliable methods for monitoring and measuring customer satisfaction.
- ❑ Trend indicators of customer satisfaction should be documented and supported by objective evidence.
- ❑ Examples of monitoring and measurement of customer satisfaction include timely answers to complaints, satisfaction surveys regarding courtesy of administrative and teaching staff.

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## **8.2.2 INTERNAL AUDIT IN THE EO**

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- “The educational organization should carry out internal audits considering aspects related to the educational product, accreditation and certification, failures in the teaching/learning process, the effectiveness of teaching methods, educational processes and performance of the quality management system.”

## **8.2.3 MONITORING AND MEASUREMENT OF PROCESSES IN THE EO**

- “The educational organization should measure and monitor the processes used to manage and deliver the educational products. Measurement should be done at appropriate periods.”

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## **8.2.4 MONITORING AND MEASUREMENT OF THE PRODUCT IN THE EO**

- “The educational organization should establish and use methods for monitoring educational product outcomes in order to maintain established educational processes.”
- “For all types of education, specific evaluation processes such as assessments, tests or examinations, should be used to measure the progress toward fulfilling the curriculum requirements.”
- “The results of this evaluation process should be recorded and used to demonstrate that the educational products achieved the planned objectives.”

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## **8.3 CONTROL OF NON-CONFORMING PRODUCTS IN THE EO**

“Non-conforming products may include educational programs, training plans, support materials, or tools.”

“Where a non-conformity exists, involving student participation in the educational process, students may be, where permitted:

- provided with additional training and permitted to be reassessed;
- to continue in the educational program in accordance to defined procedures; and
- transferred to another study program.”

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## 8.4 ANALYSIS OF DATA IN THE EO

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“The educational organization should collect data for analysis about performance in relation to the requirements of the quality management system and educational processes.”

- “The educational organization should analyze collected data and information making use of accepted methods of analysis and solution of problems.”
- “Once the analysis is done, it should be used to support continual improvement through corrective and preventive actions.”
- “Educational organizations should analyze data from various sources to assess performance against plans and goals and to identify areas for improvement.”

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## **8.5.1 CONTINUAL IMPROVEMENT IN THE EO**

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“Appropriate methods used to identify potential improvement are based on, but not limited to, quality analysis methods using information gathered from various sources.”

## **8.5.2 CORRECTIVE ACTION IN THE EO**

“Corrective actions should be taken to eliminate non-conformities occurring during performance of educational processes.”

## **8.5.3 PREVENTIVE ACTION IN THE EO**

“The educational organizations should implement preventive actions that result from the cause analysis of potential non-conformities and improvement opportunities of the quality management system and educational processes.”

**ISO / IWA2:2003  
PROJECT  
STEPS FORWARD**

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## STEPS FORWARD

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- ❑ Coordination of next meetings: IPTG
- ❑ Presentations in Jordan and Lebanon: Khaled
- ❑ Round table: Colombia, Mexico, and USA
- ❑ International Fora: INLAC
- ❑ Contacting countries/National Secretary IWA-2 Translations:

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## NEXT MEETINGS

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- ❑ Colombia April/May 2005 - ISO/TC 176/SC2 Meeting  
IWA 2 Task Groups Meeting
  
- ❑ Panama October 2005 - ISO/TC 176 Plenary Meeting  
2nd IWA 2 Intermediate Meeting
  
- ❑ Korea 2006 - ISO/TC 176 Plenary Meeting  
2nd ISO/IWA 2:2003-2006 Plenary Meeting

# ISO/IWA2: GUIDELINES FOR THE APPLICATION OF ISO 9001:2000 IN EDUCATION

## CONTACTS

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- ❑ IWA 2 Website:  
<http://www.isoiva2.sep.gob.mx:8080/>
  
- ❑ IWA 2 Secretariat/e-mail:  
[isoiva2@sep.gob.mx](mailto:isoiva2@sep.gob.mx)