



e - Quality Edge

bringing quality information to South Africans since 1996

SAQI
The South African Quality Institute

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Welcome to our special National Quality Week edition of our e Quality Edge



Paul Harding

We are pleased to bring you our online newsletter during this special time when around the world Quality professionals are celebrating World Quality Day.

In South Africa we have always celebrated a National Quality Week and this takes place from the 8th to the 12th of November.

We have a variety of articles to share with you. We start with our international colleague Willie van den Brande who asked us to be ambitious and aim at creating a Quality World. The South African

Accreditation System SANAS show us how they celebrated World Accreditation Day.

Our quality partners UNIDO tell us how they engaged in the dialogue around skills for a resilient future. We keep to the theme of skills development for a resilient future as SAQI celebrates the success of one of South Africa's emerging small businesses.

We are pleased to announce the publication of the 3rd edition of Richard Hayward's book, "Making Quality Education Happen". Richard then pens his regular contribution to the newsletter when he explains that Routine adds to quality.

If any of you would like to contribute to future newsletters please contact us.

Feel free to pass on our newsletter to your network and we look forward to input from you for our next edition and stay safe.

Paul Harding

Paul Harding SAQI Chairman



Quality:

helping South Africans live, learn and work better

Be Ambitious: Creating A Total Quality World (TQW)

by Willy Vandenbrande

Paul Harding kindly asked me if I could write an article for the SAQI issue of November. In his mail he referred to the National Quality Week (November) theme “Creating a Total Quality Society” as a possible topic for my text. My first thought was that this was a rather ambitious theme. However, thinking it through I concluded that maybe it was not ambitious enough and that we could better aim at creating a quality world, hence the title of this article. Let me try and explain my reasoning.

First as a member and later as the chair of the Quality in Planet Earth Concerns Think Tank (QiPECTT) of the International Academy for Quality (IAQ) I have been involved with the link between quality and sustainability for several years now. I followed courses, read books, participated in discussions, wrote articles and gave many presentations on the topic. One of the key elements in sustainability is the very well known Triple P of John Elkington: People, Planet, Profit. The best known measurement instrument on sustainability is formed by the United Nations 17 Sustainable Development Goals (SDG's) that are also based on people, planet and what they call prosperity (giving it a nicer sound than profit).

But what very few people seem to know: John Elkington himself recalled his model in an article in Harvard Business Review (HBR) in June 2018, over three years ago. His main reason to do so was because it did not achieve what he had hoped it would: change our economic thinking. He claimed that profit and people (in that order) were always prioritized and the planet subsequently sacrificed. In quality we want to see everything proven with data and we are lucky because the Sustainable Development Report 2021 has been released showing the evolution of the SDG's between 2015 to 2020.

Out of that report come a few interesting conclusions: we improve but too slow; rich countries (OECD and/or EU) score well overall and as could be expected, the pandemic had a negative effect in 2020. The overall SDG score and country ranking comes from averaging out all 17 SDG's and contain the triple P. When focussing on the SDG's directly related to planet issues (Climate action, Life on Land, Land below Water) the summated improvement over five years is a meagre 0.2 %. Not an impressive achievement at all and even more remarkable: the 20 countries at the top of the ranking, the 20 most sustainable nations in the world, all score RED on climate action. Red in SDG terms means “having major challenges”, which is a euphemism for being totally off track, for the biggest threat to the planet's ecosystems: global warming. It looks like the data confirm Elkington's disappointment.

In my view there is a systemic problem that starts with the definition that was given in 1987 to sustainable development as “Development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs”. This definition fits perfectly within our current geological time period: the Anthropocene. This is the period when we, humans, are the biggest force shaping the world around us. The generations in the definition are humans and the needs are needs for humans. A person cutting down the rainforest in Brazil today is only doing what people in Europe have been doing for centuries and on which they have built their wealth and prosperity: destroying ecosystems and replacing them by structures that help people to meet their needs.

So, one of the first things to do would be to change the definition. We, being the major force shaping the planet will need to start doing the right things: “sustainability means that the present generation takes the necessary actions to pass on our unique ecosystem to the next generation in a better state than it was received. And so on.” In short: all life matters!

As far as the SDG's are concerned, I would love to see three separate rankings: one for people, one for planet and one for profit. That would give us a better idea of the true sustainability of nations. My country, Belgium, ranks fifth overall but believe me, if all world citizens would live with the same ecological footprint as Belgians, we would probably need ten planets. By the way, Belgium is 5th on the SDG ranking but 147th on the Spill over ranking. This index measures the impact a country has on the SDG performance of other countries. Simply put: we make other countries less sustainable. In fact, of the top 20 SDG countries the best placed country in the Spill over index ranks 109th.

It is not very likely that in the short term the definition of sustainability and the set-up and reporting on SDG's will change. But also within the current framework, more balanced improvements can be made. When giving courses on Six Sigma, my students have to work on an inhouse project and I ask them to focus on one target, one Y-value, one Critical-To-Quality indicator that needs to be improved. However, I also have them note all “NOT Y's”, the things that do not need to improve but that not must get worse as a consequence of the project. An improvement on one aspect that is achieved at the expense of another aspect cannot be called an improvement. Not taking that into account is one of the key reasons why the SDG ranking is not ranking true sustainability.

If this logic were applied in the financing and follow-up of sustainability projects we might achieve a much more harmonious development where people, prosperity and planet could jointly flourish. We need to find a way to develop society without destroying nature. Working on a Total Quality Society is a very noble task and one that needs to be at the top of the list of any quality organization. Quality has a lot to offer to humanity but to be truly holistic we have to expand our attention beyond society and include the planet.

There can be many reasons to do this. One of them is of course the realization that everything is connected and that the rapid loss of biodiversity is a risk to all species so also to homo sapiens. You could call this smart selfishness at a species level. This selfishness could even be expanded to the individual / societal level by creating situations where safeguarding ecosystems brings more prosperity than destroying them. Having travelled through Southern Africa many times my motivation is also a selfish one: I don't want to see all that beauty lost; I don't think we can afford to lose all that beauty. Not in the African savanna, not in the Brazilian rainforest and not in my little garden where I can enjoy flowers and butterflies and birds.

Willy Vandenbrande

References:

For the SDG 2021 progress report: see <https://www.unsdsn.org/>

Elkington recalling triple P: <https://hbr.org/2018/06/25-years-ago-i-coined-the-phrase-triple-bottom-line-heres-why-im-giving-up-on-it>



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SANAS CELEBRATED WORLD ACCREDITATION DAY

The 9th of June was World Accreditation Day (WAD), a joint initiative of the International Laboratory Accreditation Cooperation (ILAC) and International Accreditation Forum (IAF). The first WAD was celebrated in 2008. Although WAD is not an official United Nation (UN) international day, it is celebrated globally, every year on the 9th of June. The main objective of the WAD is to put focus on the value of accreditation and raise awareness of the importance of accreditation. The year 2021 theme focused on how accreditation is supporting the implementation of the Sustainable Development Goals (SDGs).

The objective of the meeting was to highlight how SANAS is supporting government in achieving the SDGs through the accreditation of conformity assessment bodies. South Africa was one of the early supporters of the 2030 Agenda for Sustainable Development. According to an unpublished analysis by the Department of Planning, Monitoring and Evaluation (DPME) and the UN Development Programme (UNDP), 74% of the SDG targets are directly addressed by the National Development Plan (NDP), and sectoral programmes address 19% of the remaining targets (DPME, 2019). Seen in this way, the SDGs have the potential to accelerate the realisation of the NDP's vision, notably by fostering greater policy coherence and reducing duplication and inefficiencies. In total, there are 17 SDGs, and they are all aimed at making our world a better place.

As it was the case in 2020, this year's WAD was held virtually due to the unrelenting Covid-19 pandemic. At this meeting, a special focus was given to four sectors, namely: i) Agriculture; ii) Local manufacturing with special focus on the textile industry; iii) Renewable energy; and iv) Infrastructure (building new roads). SANAS has accredited several conformity assessment bodies operating in three of the four sectors mentioned above. The fourth sector, Renewable energy, is relatively new and SANAS is yet to accredit any facility operating in this space.

SANAS's role as an Accreditation Body is to independently determine whether Conformity Assessment Bodies (e.g., Testing laboratories, Inspection Bodies and Certification Bodies) are meeting a required level of performance by assessing their technical competence, the validity and suitability of methods, the appropriateness of equipment and facilities, and the internal quality control procedures. Accreditation provides a ready means for customers, government, and industry to identify and select reliable testing, inspection, calibration, and certification services that can meet their needs. Accreditation is an essential tool for decision-making, risk management and supplier selection.

Accreditation works through a process of transparent and impartial evaluation of these organisations against internationally recognised standards and other requirements. Accreditation Bodies, like SANAS which have been evaluated by peers as competent sign arrangements that enhance the acceptance of products and services across national, regional and international borders, thereby creating a framework to support trade. These arrangements are managed by the International Laboratory Accreditation Cooperation (ILAC), in the area of laboratory and inspection accreditation, and the International Accreditation Forum (IAF), in the fields of management systems, products, services and personnel accreditation. Both ILAC and IAF work together and coordinate their efforts to enhance accreditation and conformity assessment worldwide. Globally, there are over 120 Accreditation Bodies from 103 economies.

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National Quality Week Theme for 2021

SAQI takes great pleasure in announcing its theme for **National Quality Week** that takes place from the **8th to the of 12th November** with **World Quality Day** falling on the **11th November**.



“Creating a Total Quality Society”

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Most successful organisations over the past decades have utilised Total Quality to improve their performance. In Japan they used the principle of Total Quality Control and in the West they used the principle of Total Quality Management. The term TQM has often been criticised for failing to deliver on its promises compared to the Japanese approach. Why was this?

The main difference we believe is that Japan has a culture of a Total Quality Society.

We believe that before we can truly say we have sustained Quality improvement we must ensure that the society that we operate in understands what quality means.

How do we create a Total Quality Society?

We act and talk Quality principles in the workplace, with our customers, our suppliers, at home, in our schools and in our all our interactions with family and friends.

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UNIDO engages in the dialogue around skills for a resilient future



UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

UNIDO participated in the WorldSkills Conference, a five-day hybrid event held in Shanghai and online on 25 - 29 October 2021, that focused on the future of vocational education and training (VET) in terms of green jobs, poverty reduction through skills and the future of apprenticeships.

At the opening plenary, Bernardo Calzadilla-Sarmiento, Managing Director of UNIDO's Directorate of Digitalization, Technology and Agri-Business, alongside high-level participants such as Zhang Jinan, Minister of Human Resources and Social Security of China, Gong Zheng, Mayor of Shanghai, Guy Ryder, Director General of the International Labour Organization, and Nicolas Schmit, European Commissioner for Jobs and Social Rights, addressed the impact of COVID-19 in the world of work and education, and how UNIDO has prioritized the rescue of micro, small and medium enterprises (MSMEs) as a means of assisting UNIDO Member States thanks to its unique advantage and expertise in structural

transformation and digitalization. "To build back better [...] we need to focus on inclusive industrial recovery programmes and on the early planning of skills development programmes, in particular focusing on the most vulnerable ones such as youth, women and MSMEs.", said Bernardo Calzadilla-Sarmiento, emphasizing the importance of inclusivity in initiatives to overcome the ongoing consequences of the pandemic.

Shedding light on the solutions and opportunities brought by the green transition, Dejene Tezera, Director of Department of Agri-Business at UNIDO, and Riccardo Savigliano, Chief of UNIDO's Agro-Industries and Skills Development Division participated in a series of panel sessions as part of the event. "We need to invest in [...] a workforce with the appropriate set of digital and green skills to be able to effectively install, operate and develop upcoming green technologies", said Dejene Tezera during his intervention. UNIDO's programmes and partnerships, such as the H20 Morocco Maghreb project with HP, the UNIDO and Midea partnership and the Eco-Industrial Park in Indonesia were highlighted as effective examples of the organization's efforts to build skills for a more resilient and sustainable future. "UNIDO [...] cannot do this alone. We need the support from governments and the private sector to join forces in the development of skills for a transition to a greener economy" emphasized Riccardo Savigliano.

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Another Successful SMME Development

by Jacques Snyders

In May of this year, the SAQI team were requested to assist one of its newest SMME business members, Mavutha Contractors Enterprise with their Quality Journey. This SMME member requested the assistance of the SAQI team with the development & implementation of an ISO 9001:2015 aligned Quality Management System. This request stems from a quality requirement of one of Mavutha's main customers in Secunda.

The SAQI team was very happy to assist the organisation as it was clear that the Leadership's commitment from Mr Vusi Thanjekwayo (CEO of Mavutha) and that he understood that the ISO 9001 based Quality Management system should not be seen as a "Compliance System" but rather as the backbone of his business. He understood, and was committed to ensure that this system will not only improve his quality of work, but is aimed at improving his whole organisation, through satisfying his customers.

In October of this year, Mavutha was audited by one of its largest customers during a "Supplier Evaluation Audit" and we would like to congratulate Vusi and his team for successfully passing their supplier audit, to be recognized and awarded an official approved supplier status.

The SAQI team is proud to be associated with SMME's of this calibre, and we wish the Mavutha team all of the best for the years to come. "Keep Quality First".

This is a good example of SAQI's theme for National Quality Week of "Creating a Total Quality Society".

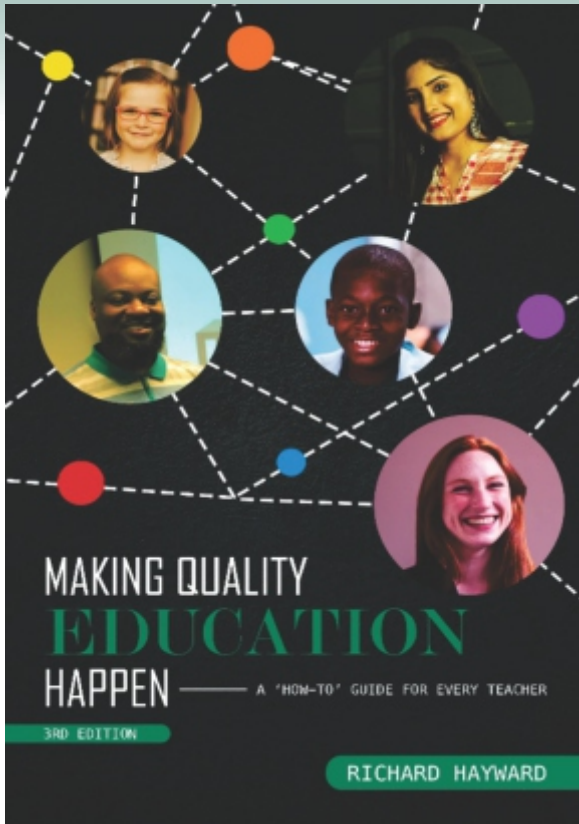


Congratulations

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Making Quality Education Happen

by Paul Harding



interested or involved in education? He eloquently explains that TQE is able to turn an ordinary school into an outstanding one. He importantly explains how this is done?

TQE looks at quality leadership and management practices and principles from across the world that can be found in most successful businesses. He then uses his hands on experience as a former School Head to adapt them to the unique field of education. He informs the reader that you don't need money (although a tiny bit helps!) to create outstanding classrooms and schools.

He tells us that every quality school – whether rural or urban, poor or rich – is similar. Such a school focuses on five crucial leadership and management pillars. The school is able to adapt, survive and thrive even in chaotic, pandemic times. Education excellence doesn't need to miss a heartbeat.

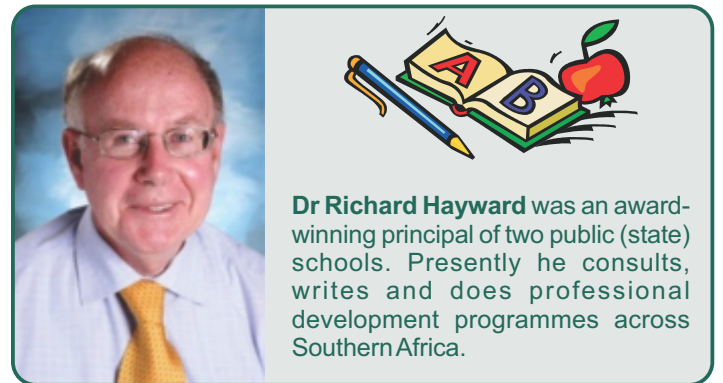
Included in this third edition is discussion on how to deal with a range of fraught issues. They include bullying, gender-based and racial prejudices. Attention is also given to what can be done to deal with potential abuse of power by authority figures.

This book is a must for every dedicated teacher who knows that education is challenging. It can make tough demands. Yet he informs us that there's immense enjoyment, much laughter and sense of professional achievement too. There are easy-to-apply ways to create and nurture such a school.

SAQI is pleased to announce that the third edition of Making Quality Education Happen authored by our SAQI associate Richard Hayward is now available .

For our regular E Quality Edge readers Dr. Richard Hayward will be no stranger. His association with SAQI goes back many years and during that time he has been a regular contributor to our newsletter. Apart from the newsletter Richard has been publishing his Quality Education News ever quarter.

In his new third edition Richard explains “What is Total Quality Education” (TQE)? Why is the concept so important to anyone



Dr Richard Hayward was an award-winning principal of two public (state) schools. Presently he consults, writes and does professional development programmes across Southern Africa.

Buying the book

There are three easy ways to buy the book online.

Amazon Kindle format: \$ 8.04 USD or paperback: \$ 16.99 USD. The book is printed in colour. If you go to the book section of the site, type in either 'Making Quality Education happen' or 'Richard Hayward'. When the front cover appears on your screen, you will see at the top of the book an invitation to 'Look inside'. There's a free read of 20% of the contents.

OR
Smashwords E-book format: \$ 6.99 USD. When on the site, simply type in either 'Making Quality Education happen' or 'Richard Hayward'. Here again you can download 20% of the book as a 'free read'.

OR
Takealot Paperback copy R 200 (South African Rand). The book is printed in black and white.

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Quality in Schools

Many of our readers are parents themselves or interact often with children. We have asked our education editor, a retired headmaster, to share thoughts on how to get Quality principles and practices instilled in young people.

By Dr Richard Hayward

Routine adds Quality

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
4-5	CHEM	BAND	BAND	ENGLISH	BAND		
5-7							
7-7:30	BIOLOGY	TRUMPET	ENGLISH		MATHS	HISTORY	
7:45-8:30	GEO	CHEM	MUSIC		ENGLISH	MUSIC	
8:30-9	HISTORY	MATHS	BIOLOGY		BIOLOGY	MATHS	
9-9:30							

If you spend your morning making trivial decisions, you'll have squandered that energy. Settle into patterns and make decisions the night before, and you'll have a head start on the morning and will be better able to make focused decisions throughout the day (page 130)."

Think of what happens in so many homes at the early-morning start to the school day. There's much shouting. Children are told to 'rise-and-shine', instructions are given as to what's on the programme for the day and there are frantic hunts for missing sports equipment or school uniform items. Breakfast food is gobbled on the go and everyone's racing around so as not to miss the transport to school. The day has started madly and minds are muddled.

However, when there's a set routine, time isn't wasted on what needs to be done next. One action flows smoothly into the next. Everyone follows a regular routine; everyone is able to keep calm. There's no need for raised hysterical voices. Early morning madness is avoided. When preparations for the next day are done the night before, a routine is put in place that includes bedtime and lights out.

It's a truism about teachers that after a few days with a new class, they know which children are always on time with their homework as against those who do it on a hardly-ever basis. Teachers start sensing who'll be the achievers and who'll be the 'also-rans'. Much of the achievement and success in school and later life is due to a number of factors. One of the more important factors is: Being able to stick to a routine.

You might have heard about Jay Shetty's international best-seller. Jay Shetty spent three years living as a monk in an Indian ashram. Today he lives in Los Angeles. Yet his three years in India made a life-changing impact on him. Shetty describes it in his book, *Think like a monk – train your mind for peace and purpose every day*.

Today's children are living in a chaotic, traumatic world. They're experiencing first-hand the ravages of a pandemic. All around them they've seen their parents and extended families endure all forms of Covid-19 hardships. Quite apart from millions who've died or been treated for the pandemic, millions of adults have lost their jobs.

To add to the children's stress levels, they've rapidly had to adapt to new ways of learning. Lessons are online and the teaching is one of remote contact by screen. Slowly the children are returning to face-to-face learning in the classroom. However, of course, there are millions of children who have no computer technology resources and simply, have no form of formal learning whatsoever.

In such times, a daily routine – according to Shetty – is a wonderful way to help reduce stress. Routine adds calm and peace to our daily lives. You don't waste time and mental energy about what to do next. In his book, Shetty writes about Christopher Sommer, a former US National team gymnastics coach.

This gymnastic coach tells his athletes to limit the number of decisions that they have to make,

"... because every decision is an opportunity to stray from their path.

A school day makes huge demands of a child's time. It can be so overwhelming. Yet time can be used in effective and efficient ways. Sit down with the child and agree on routines for those different time demands. Examples are:

- Early mornings on school days
- Extramural activities
- Homework schedules
- Examination study timetable
- Evenings

By so doing, a good start has been made. The second part is tougher. Stick to the routine as far as possible. Accept that not everything goes exactly according to plan. When there's a derailment, try to get quickly back on track. The third part will follow: the stress level will go down. The child should be happy at school and be achieving. Mom, dad and child might then be able to experience the sense of peace of a monk in an ashram!

Shetty, J 2020. *Think like a monk: train your mind for peace and purpose every day*. London: Thorsons.

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SAQI TRAINING PROGRAMME 2022



All courses offered by the South African Quality Institute are presented in association with other course providers and are available to all organisations and individuals. SAQI can assist with the training of a company's workforce and all training packages can be run in-house at cheaper rates to 10 or more delegates. A special discount applies to SAQI members. For more information or to register contact Angel Chiloane on 012 349 5006 or info@saqi.co.za

1. SAQI reserves the right to **change details** of the programme without prior notice.
2. All training takes place at the **SAQI offices** on the CSIR campus in Pretoria.
3. The courses listed below form part of a specific Certificate and **all modules** should be successfully completed to qualify for the Certificate.
4. ALL delegates will **start at level 2**.
5. All courses completed previously will receive **credit** when proof of successful completion is received – please submit **copy of certificate and exam results**.
6. All prices include VAT @ 15%.

MANUFACTURING OR SERVICES

- ✓ If you are currently working in the **manufacturing** industry you will start your development programme with Level 2 (blue). After successful completion you can move on to Level 3 (orange).
- ✓ If you are currently working in the **services** industry you will start your development programme with Level 2 (yellow). After successful completion you can move on to Level 3 (orange).

Code	Course	Days	Cost	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
L1	Short courses for Manufacturing			Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B80	Welding Inspector	2	5810-00		7-8								
B81	Mechanical Inspector	2	5810-00		10-11								
B82	ISO 3834 Welding Standard	1	3330-00										
L2	Certificate in Quality Control for Manufacturing	10	25,620-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B41	Introduction to Quality Control	2	5810-00	7-8			16-17					24-25	
B90	Introduction to Statistical Techniques	3	7000-00	9-11			18-20					26-28	
B91	Introduction to Statistical Process Control (SPC)	3	7000-00	28 - 2				6-8					14-16
B79	A3 Problem Solving	2	5810-00		3-4			9-10					17-18
L2	Certificate in Quality Control for Services	9	24,430-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B30	Introduction to Quality Control	2	5810-00	21-22					15-16				
B31	Introduction to Statistical Techniques	3	7000-00	23-25					17-19				
B33	Introduction to Quality Circles	2	5810-00		14-15					5-6			
B34	A3 Problem Solving	2	5810-00		16-17					7-8			
L3	SAQI Certificate in Quality Assurance*	13	32,620-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B48	ISO Requirements 9001:2015	3	7000-00		22-24						19-21		
B24	Knowledge Management	2	5810-00			4-5						17-18	
B16	Internal Quality Auditing	3	7000-00			6-8						19-21	
B92	Advanced Quality Techniques	3	7000-00				9-11						31 - 2
B77	Advanced Product Quality Planning (APQP)	2	5810-00				12-13						3-4
L4	SAQI Certificate in Quality Management*	14	39,670-00	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
B38	Development of a QMS	4	11,120-00				31 - 3						
B01	Cost of Quality	2	5810-00						6-7				
B93	Policy Deployment (Hoshin Kanri)	2	5810-00							22-23			
B58	Operational Excellence	2	5810-00							24-25			
B38	Development of a QMS	4	11,120-00								13-16		

For a list of specialised quality related courses, or for inhouse training, please enquire from vanessa@saqi.co.za

SAQI is constantly striving to write new industry specific courses.
All new courses will be published here, make sure you check back regularly!

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