



Book Series

Innovation in Human Centered Sustainability

Series Editors

Maria-Teresa Lepeley, *Global Institute for Quality Education USA*

The fast population growth of the 20th century and surmounting global mobility and migrations from rural areas to cities of the 21st century, compelled by technology, connectivity and instant communications, are deeply changing the social and economic infrastructures of nations worldwide. One of the major, but overlooked disruptions of our times is the dislocation and polarization of education and the economy. These two inseparable bastions of progress that after the WWs provided a safety net for increased productivity and growth, in the Knowledge Economy appear in collision course rather than as aligned forces to lead economic development integrated with wellbeing and human centered sustainability.

“The main problem today is not income inequality, it is education inequality”, states the author of these complementary books *EDUCONOMY* and *EDUQUALITY*.

A paradigm shift is needed to bridge the education – economy divide. Declines in productivity and income of the labor force in the last decades are the result of this gap. Quality standards in education for all are required to expedite integration of human development and economic growth. An imperative is to understand that quality is not a mere and loose qualifying adjective. It is a system of integral knowledge leading to continuous improvement optimizing the talent of people and the wellbeing of learners and educators beyond the classroom. Moreover, quality is not the task of a few. It takes the commitment of all people as responsible agents to build educational systems engaged with the workforce as necessary condition to attain inclusive societies.

These books present objective analyses synchronized with practical tools to meet these challenges head on. Both are focused on a multidisciplinary approach that is quintessential at a time when the impact of education quality on growth and human centered development is no longer a myth, but it is a global priority supported by nations worldwide and the agendas of international development organizations including the World Bank and the United Nations. The author expresses concern that UN’s 2015 agenda 17 Sustainable Development Goals, by posting education quality for all as the 4th SDG instead of as a Priority Umbrella, will delay attainment of the other 16 SDGs and jeopardize efforts to stop poverty and hunger as predicted by 2030

Books in this series:

- *EDUQUALITY*
- *EDUCONOMY*

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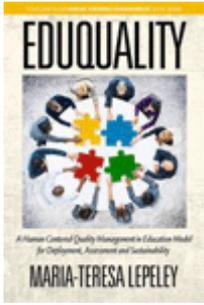
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EDUQUALITY

Human Centered Quality Management in Education. A Model for Deployment, Assessment and Sustainability

Maria-Teresa Lepeley, Global Institute for Quality Education USA

2019. Paperback 978-1-64113-486-6 \$45.99. Hardcover 978-1-64113-487-3 \$85.99. eBook 978-1-64113-488-0 \$65.

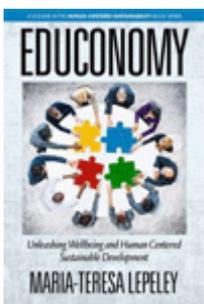
We, educators, are often so involved in daily teaching duties that lack time to absorb the broader picture of what is happening beyond our classrooms in a rapidly changing world. That is the norm in our profession. But our responsibility is to constantly improve the wellbeing of all the students enrolled in our classes. Education is the most important and most challenging profession there is. Educators shape future leaders, heroes, and people who can improve the world. Transformational educators have long term effects in the lives of students that projects on nations. On the opposite side, students waste time sitting in a classroom and can hamper future opportunities in life when educators fail to motivate them to assume responsibility for improving their wellbeing and build a better world for all.

Education is not just another profession, it is an extraordinary endeavor with surmounting human responsibility to transform lives for the better.

To claim the merit of education, educators must project education beyond school border into the context of society and the economy. To miss this context is a pending challenge. We, educators, need to earn the merit we deserve. But we now know that we earn merit with knowledge how to manage for quality and continuous improvement aiming at results leading to sustainability and working systematically to reach high standards.

Lepeley, author of numerous publications on the subject, former examiner of the US Baldrige National Quality Award and adviser to NQAs in six countries in Latin America, presented her quality management model for education in the World Bank Global Network in the early 2000's. Her model has pioneered integration of education with other disciplines and other sectors projecting the importance and impact of education on sustainable development. The author emphasizes that neglecting the surmounting demand for quality will impair education as a fundamental factor of development, harm the worth of educators, undermine the profession and dent the wellbeing of human beings in inclusive nations and a peaceful world.

CONTENTS: Preface. About the Author. **PART I** CHAPTER 1: Introduction to Quality in Education. CHAPTER 2: Global Claims for Quality in Education. CHAPTER 3: Quality Standards for Education: Leading the Transformation. **PART II** CHAPTER 4: Human Centered Sustainable Quality Management in Education. CHAPTER 5: Management Area 1: Consumers of Education: Students, Workforce, Parents (190 points) CHAPTER 6: Management Area 2: Producers of Education: Educators, Ancillary Personnel, Institutions (180 points) CHAPTER 7: Management Area 3: Constructive Leadership (170 points) CHAPTER 8: Management Areas 4: Planning for Quality: Structures and Strategies (160 points) CHAPTER 9: Management Area 5: Technology and Knowledge Management (100 points) CHAPTER 10: Management Area 6: Quality Education Support Processes (100 points) CHAPTER 11: Management Area 7: Institutional Integration, Benchmarking, Environment Care (100 points) CHAPTER 12: Institutional Improvement Report IIR: The Quality GPS References.



EDUCONOMY

Unleashing Wellbeing and Human Centered Sustainable Development

Maria-Teresa Lepeley, Global Institute for Quality Education USA

2019. Paperback 978-1-64113-492-7 \$45.99. Hardcover 978-1-64113-493-4 \$85.99. eBook 978-1-64113-494-1 \$65.

Investing in People is the world priority of the 21st century. The wellbeing of people is at the center of the agendas of the World Bank, International Monetary Fund, UN, OECD, ILO and all major development organizations. But the concern for people is not new. The celebrated books of Economics Nobel Awardees Theodore Schultz's Investing in People. The Economics of Population Quality and Gary Becker's Human Capital were published decades ago and challenged the same human dilemma. Yet, with few exceptions, most countries are still struggling for effective formulas to put people at the center of development.

The core issue is that investing in people means improving the quality of education for all. But the main problem is that countries continue to take education as an expense, not as an investment in people. National budgets consider education as a sunken cost, rather than as an investment expected to produce high returns to secure quality improvement as necessary condition for sustainability. Shortcomings are abundant but one thing is certain: unless the quality of education for all is placed front and center in development agendas, chances for progress in the VUCA (volatile, uncertain, complex, ambiguous) environment are curtailed, human centered sustainability and wellbeing will be restrained and inequality will persist.

The main problem it is not income inequality, it is education inequality.

In the Knowledge Economy the human (as) resources formula is no longer working. Segmentation of the economy and education is proving increasingly counterproductive. The EDUCONOMY is a human centered structure for progress to optimize returns and minimize costs of investing in people.

Gallup and Brandon Busteed coined the concept Educonomy to enhance the importance of quality in education backed up by extensive surveys and data bases. Lepeley's EDUCONOMY. Unleashing Wellbeing and Human Centered Sustainable Development takes the discussion into new dimensions and addresses the complexity of the challenges.

People are the DNA of Sustainable Development. Says Lepeley challenging old constructs and presenting innovative formulas pioneering human centered economics and economics of wellbeing that frame the Balanced Sustainable Development ESTE (economic, social, technology, environment) Model. ESTE is the product of the Educonomy built on three fundamental pillars: the Talent Economy, the Agility Economy and the Quality Economy convergent with demands of the Knowledge Economy. In the ESTE Model education is no longer a national expense, it is an investment that secures high rates of returns and social and economic inclusiveness anchored in quality standards for all.

CONTENTS: Introduction. **PART I: The Wellbeing Pursuit: People are the DNA of Sustainable Development** CHAPTER 1: Human Centered Economics. CHAPTER 2: Economics of Wellbeing. **PART II: Balanced Sustainable Development ESTE** CHAPTER 3: Human Centered Balanced Sustainable Development ESTE Model: Putting the Pieces Together. CHAPTER 4: Global Pledge for Quality in Education: A Critique on Misleading Quality. **PART III: The Educonomy and It's 3 Pillars** CHAPTER 5: The Educonomy. CHAPTER 6: The Talent Economy. CHAPTER 7: The Agility Economy. CHAPTER 8: The Quality Economy.



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