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FORMAL ORGANIZATION IN EDUCATION

Profile:

**The journey of my study in Atlantic International
University**

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1. Introduction

Since the existence of the world and everything in it, including humans, as we all know that humans are the noblest creatures created by God. From ancient times until the present, a human being is born with great dependency to parents (others) who are raised and to learn by surroundings. A human being is not able to live without having social relations with others. The dependency for others is still carried out and adapted until this digital era, therefore we as humans must manage to live and to cooperate with others to reach the goals and objectives that are aspired. In order to do so, people establish organizations which is formally legalized and approved by the government of relevant institution which then can be summoned as formal organization. A formal organization is formed by a group of people who come up with some particular ideas, then collaborate to pursue their dreams.

Nowadays, a formal organization is an organization which is registered and legalized by the existence government and has a hierarchy of vision, mission, goals, objectives, strategic plan and action plan. It has structurally formulated based on regulations to accommodate and bound the people within the organization to manage and work with responsibility and timeline given to achieve its objectives.

Formal organizations are established by groups of people with some certain competencies that collaborate to pursue a certain goals by providing services to other human beings who are in needs. There are two types of formal organizations which are profit making and non-profit making. The profit organization establishes with intends to earn income for the founder and its staff members, however for non-profit organization establishes to provide services to the public without any profit that expected in return.

2. The Objectives of the Paper:

This paper is intended to discover about to what extent a formal organization in education administered its system of governing body. To what extent it sustains the lifelong learning of quality education as one of formal organizations to prepare and provide human resources for future development of countries.

3. Discussion

A characteristic of a formal organization is its orientation focuses mostly on its performance, it establishes based on statute and its internal regulations. The statute is the order of hierarchical of positions that distinguish who are the founders, superiors and subordinates with their responsibilities, authorities of leadership management, accountability, functions and incentives are clearly defined and established. The procedural of operations with the line of coordination are drawn in the chart that needs to be complied by all entities that are internally exist and working in that organization. The government body and administrative management of the organization are appropriate, qualified and adequate to the scope of the organization. Apart from the separation of power within an organization, different ideology, science of knowledge and skills, those groups of people combine their intellectuals to achieve goals that the groups are dreaming for.

A formal organization usually has vision that shapes what it wants to achieve in some certain periods of time. In order to pursue a vision, a formal organization should also have mission that needs to provide for services during its existence. It has also goals and objectives of what it intend to prepare, provide, form, produce, achieve and contribute. To achieve an organization vision and mission, it also establishes a strategic policies and plan that reflects on its own vision and missions. Afterwards, it is descended to annual work plan to be carried out yearly. It has its own property, facilities and infrastructure for members to do their tasks. The staff members are employed and wage monthly based on level of positions that are offered and given.

The performance achievement of programs can be measured by the unit that established within the formal organization to guaranty the quality of performance provided through the program planed that are made to implement, evaluate and improve. This kind of lifecycle needs to be carried out every year in order to discover the strength, weakness, opportunities and threat. Through this self-assessment activity, an organization can make some improvement and achievement for its progresses in the future.

However, the administrative system of formal organization is regulated in the statute and standard of operational procedures in order to control and supervise officials and staffs who are assigned to special duties without any rejections, focus on common interest not on individualism, human freedom is bounded, it has its uniform as procedures of bureaucratic practices that needs to be obeyed, it employed merely people with adequate ability of expertise to carry out their tasks, people performance are based on guidance made for its targets, indicators and results, its selection based on training and skills experienced previously.

On the other hand, a school is also known as formal organization. It has its statute and internal regulations, structure as governing body, vision, mission, goals, objectives, strategic and action plan as well. It is well-managed in the classroom regarding training and teaching or lecturing to enhance students' competences of knowledge, attitude and skills that cover areas of disciplines of learning, through methods of writing, reading, listening, speaking, discussion, presentation, role plays, workshop, experiment and seminar. A formal organization in education also has a well-structured of curriculum, syllabus and lesson plans, modules of subjects that developed based on the context of phenomenal in the surroundings and the universe. It has its internal regulations and standard of operations procedures for all entities; officials as leadership models, lecturers, staffs, students and facilities and infrastructures to accommodate everyone for working, teaching, learning and practices.

Formal educations organize by state and private sectors for kids, teenagers and adults who start from kindergarten, primary, elementary, technical and professional education, secondary school and university. Generally, there are two types of administrative management of schools that are structurally organized, which are public school and private school. Public schools operate and finance fully directly by the government. The human resources like lecturers and staffs are all public servants because their salary is paid by the government. However, for private schools operate under licensed that is given by the government upon the proposal approval to establish schools by some board of trustees. Then, most of them are selves funded. Some private schools operate under partial funding supported by donors or subsidies from the government and some schools are merely managing its administrative functions based on school tuition paid by students.

This kind of form is typically adopted for private education in our country (Timor Leste). Private schools and universities are self-governed and self-financing. For instance, our University of da Paz, it is one of private university in Timor Leste that accredited B. It was established in 2004 by a board of trustee that consists of several intellectuals who have a dream to prepare facilities and infrastructure, provide education for citizens who intend to continue their study in higher education in order to contribute for the development of modern, civilized, fair and prosperous society in Timor Leste. It has its own land of about 30,000 square meters, located in Osindo I, Manleuana, West of Dili Capital, Timor Leste. It is a self-governing institution of higher education which is without supports from any donators or subsidies from our government. It is merely depending on school tuition from students who have paid for their school fee from the total of 12000 students and a little funding from research projects with other agencies. There are 200 permanent lecturers, 67 part time lecturers and 183 administrative staffs who work and wage in this institution.

As a self-financing institution, UNPAZ is very rigorous on its financial management. In order to create an open, accountable and responsible management, there is Council of General Administration and Finance led by the Vice Chancellor for General Administration and Finance Affairs and integrating all the Vice Deans for the relevant affairs. The Council formulates strategies,

stipulates procedures, defines schemes, and determines the financial calendar of generating income and expenditure, having in mind the innumerable necessities (salaries, overhead costs, financing lecturers at advanced studies and maintenance, etc).

Besides that in order to assure a more reliable and transparent financial management, UNPAZ adopts two modalities of financial management: the central management and the functional unit management. The central management deals with incomes from tuition fees and expenditures for salaries, maintenance, advanced studies, and many other items of expenditure.

The functional unit management is at Faculty level and deals with incomes and expenditures related to supervision fees, practical field works, intra-faculty research and other items of expenditure related to the general wellbeing of lecturers and students. To calculate the sources of incomes generated and to define the objectives of resources allocation during the financial year (1 October – 30 September) every year, UNPAZ runs the annual workshop in which the budgeting process is one of the main concerns.

Although, it depends only on students' school fee to financing its operation every year, however the development progresses are continuing to improve such as for human resources progresses through training, students and lecturers' exchanges, comparative studies, research and further studies. Facilities and infrastructure improvement such as classrooms, laboratory, library and student's hall are installed with complete equipment.

This university has a vision which is to be center of excellent scientific study and learning, research, creative, innovative, world class entrepreneurs' character and offer a great impact to the nation. University of da Paz is a private university that has an independent character and has a self-sufficient entrepreneurial spirit in ensuring the sustainability of the three principles of higher education (teaching and learning, research and community services) to compete at national, regional and international levels.

In pursuing that vision, it established its missions such as providing higher education opportunities to the entire society in order to mold intellectuals and professionals that master science and technology, and always be aware towards cultural transformations within the society. Providing committed educators, professional in the field with core values of the Institution. Provide the knowledge, skills, and tools necessary to enable individual and team to perform to their maximum potential. Keeping consistent quality control and management so learning, research and community services promote autonomous and responsible learners. Guiding students to deepen self-regulation of independent learning which is through the Philosophy of “SAPIENTIA ET HUMANISMUS” entailing kindness, humility and solidarity.

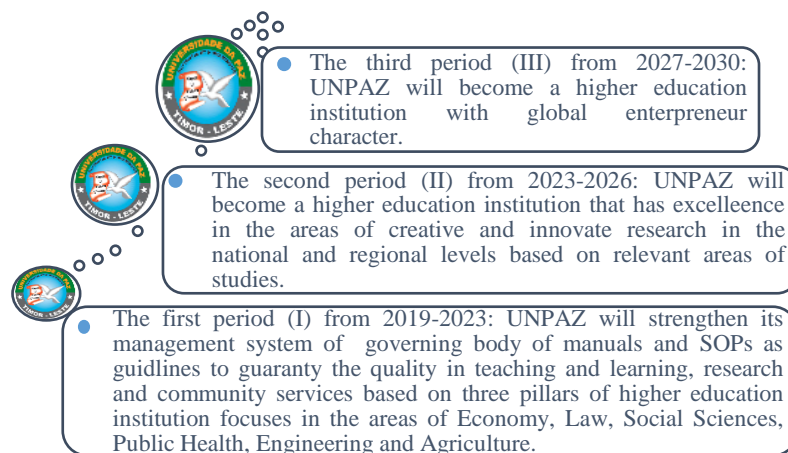
Guaranty the quality of input, outcomes, and output, so that the graduates are skillful and achieve excellence through competitive academic, research and community services by adapting economic, health, humanities, engineering, law and diversification of any product from agriculture technology field practices in Timor-Leste. Then, facilitating students with learning resources and more practices to enhance and gain quality of skills and professional knowledge in their field of studies. Cultivating behaviors that show ownership of choices made which benefit the wellbeing of others in society as to be role models.

There are also objectives; Aspire the professional graduates who are working in best practices in the area that students majored. Contribute to the development of international cooperation and for the rapprochement between people, particularly in the fields of education and knowledge, science and technology. Educate students to develop their academic skills. Form the character of the students to be integral people inserted in the different dimension. Produce academic personals in best practices that are able to contribute thoughts and ideas to the development of best practices. Provide quality and diversified services to the community, capable of making a significant contribution to the social development and to the qualification of human resources.

To achieve its own vision, University of da Paz establishes its own strategic policies based on its own vision. The strategic policies are as follow:



University of da Paz strategic plan develop based on three stages which is from 2019-2030. It is established based on academic years such as below.



By 2030, UNPAZ will enhance all capacities to provide transparent and enable the good governance practices. Make Quality as a compelling way of life and culture; achieve the best competitive academic, research and community services by adapting world-class practices in higher education; Promote national identity and human values and accelerate scientific study in pursuits by creating multilateral synergies in contemporary fields; Develop overall well-being of its members through physical, psychological and spiritual interventions.

University of da Paz (UNPAZ) has two level of programs; undergraduate and postgraduate program. For undergraduate program, it has 6 faculties which are economy faculty, law, social sciences and humanities, public health, engineering and agriculture faculty. Then, there are 20

program studies that operate under the 6 faculties with the total students of 12000 who under the guidance of 267 lecturers. While the Postgraduate Programs has seven Programs at Master level which is under the supervision and responsibility of Postgraduate Program.

The curriculum of teaching and learning in UNPAZ designed based on the market demand and relevance to the objectives, scope and depth of the material, the organization that encourages the formation of hard skills and the skills of personality and behavior (soft skills) that can be applied in various situations and conditions. Establishing UNPAZ curriculum based on a visibility study and contextual approach. It means that the curriculum of UNPAZ is based on the scientific investigation that considering the context of the society and the needs of the stakeholder.

UNPAZ's curriculum is in line with national curriculum criteria in Timor Leste. It has started to implement the National Curriculum Minimum Content with total of 213 credits since October 2007. The curriculum development of the undergraduate programs for "Licentiate" and "Postgraduate Program" follow mainly the following requirements. The curriculum UNPAZ contain structured of competency standards in core competencies, supporters and others who promote the goals, the implementation of the mission, and the realization of the vision of the program of study. The curriculum includes courses / modules / block that supports the achievement of the competence of graduates and provide flexibility to students to broaden and deepen expertise in accordance with their interests, and comes with a description of the courses / modules / block, syllabus, lesson plans, session plans and evaluation rubrics.

The National Curriculum with 213 credits implemented by UNPAZ from 2007 until the present which comprises of 4 clusters, (1) the Foundation Course with a total burden of 33 credit units, (2) the Professional Course with a total burden of 63 credit units, the Specialization Course with a total load of 64 credit units and the (4) Elective/Optional/Local Content Course with a total load of 53 credit units, totaling is 213 credits. This means that the Government supervises 160 credits while the University takes responsibility over 53 credits.

General instructions for the calculation of credit base on mini-curriculum that provided by Ministry of Education RDTL and ECTS system are:

- 1 academic year = 40 and 42 Credit (1 semester = between 20 and 21).
- Duration of the academic year between 40 weeks (1 semester = 20 weeks).
- Annual workload of the student between 1200 and 1260 hours or 600 and 630 hours per semester.
- Weekly workload between 30-32 hours

The Undergraduate Program lasts eight semesters which equal to 4 academic years; it is extendable for 14 semesters which equal to 7 academic years. The Postgraduate Programs which last 4 semesters that equal to 2 academic years and it is extensible as well for 6 semesters which equal to 3 academic years.

An academic semester is equal to 100 lecturing days and four (4) hours a day, meaning that in an academic semester, there are four hundred (400) hours of academic meetings. This means also that the completion of an under-graduate course will take 3,200 hours ($400 \text{ hours} \times 800 \text{ lecturing days}$), 800 lecturing days ($100 \text{ days} \times 8 \text{ semesters}$). In terms of subjects, if a student takes in average of 7 subjects in a semester, then every subject must be completed, at least, after 14 academic meetings ($100/7$).

In order to assure the implementation of Minimum Curriculum Content already established by the Ministry of Education and Culture of Timor Leste in 2006, the teaching processes, field practices, internship and examinations are controlled by an Academic Council (*Conselho Academico*) led by the Vice Chancellor for Academic Affairs and comprising of Vice Deans of Academic Affairs, Head of Departments from all Faculties in UNPAZ and Internal Quality Assurance Council.

The academic program and support service of UNPAZ is well defined in Academic Regulation, Faculty Program and Curriculum of Department. The method of evaluation of academic achievement is realized by ECTS evaluation system that is consisted of first and second continuous assessment. For those who don't pass this model of evaluation should follow the examination of the special regime. For those who don't pass this test should retake the course in the next semester (Remedial). Quality Assurance Direction conducts the evaluation of educational activities. The methods used in this assessment are qualitative and quantitative method. The quantitative method consists of cross-sectional assessment and path analysis using LISREL 8.70 version (Statistic).

The qualitative method consists of open-ended and long explanation questioner and interview. The frequency of educational program is well defined in Manual of Study Program and Curriculum. The process of data authenticating is realized by formal and material assessment. Formal assessment is conducted by administrative control and material assessment is realized by the continuous regime of capacities evaluation. The definition of all aspect relevant to the educational system and activities is established in the normative academics documents (*Manual of Study Program and Curriculum*).

The inter-relationship of instrument and the mechanism for instrument analysis will be realized by legal disposition that regulate the longitudinal assessment (*the responsible body is IQA*). Information and technology facilities as well as Data Base and Website support the process of reporting data. The student enrollment and retention rates are analyzed periodically in accordance with the information system of UNPAZ (data-base). The continuous measures of student competence and the analysis of satisfaction are realized in cross- sectional and longitudinal analysis system (every five years), in accordance with operational definition and standard of institutional licensure of Ministry of Education, Sport and Culture.

University of da Paz has its own Research Centre, the "*Centro de Estudos Estrategicos e Paz, CEE-PAZ*" (Centre of Strategic Studies and Peace) with the main responsibility is to design, implement and control researches, both intra-Faculties and inter-Faculties or between UNPAZ and

other Research Center from other institutions such as the Menzies School of Public Health (Darwin, Australia), the University of Melbourne, the Chemical Laboratory of Post-Harvest of Catholic University Widya Mandala Surabaya, Indonesia, JICA from Japan Agency, KOICA from South Korean Agency, Timor Global (Timor-Leste) and others.

The researches results have already been used by some Government Departments in the formulation of their policy such as the Ministry of Health, the Secretary of State for Defense, Ministry of Agriculture and Fishery, Ministry of Statistical of Timor Leste and others.

In November every year, UNPAZ runs the Annual Workshop to evaluate the performance of the Institution during the previous academic year and to formulate the action plan for the following academic year.

Social services conducted through a wide range of programs, UNPAZ promotes permanent and productive links with the society in solving contextual problems or in looking at a better future. Another outstanding program is the Practical Field Work that designed and implemented by Faculties with vocational features like Public Health, Law, Engineering, and Technological Agriculture aiming to support the society in solving specific problems and to link the students to their future working environment.

The Practical Field Work will cover several mini-projects of infra-structure (rehabilitation of roads, bridges, offices) at villages of rural areas in Municipalities (*Lautem, Viqueque, Baucao, Manatutu, Aileu, Suai, Liquica, Maliana, Ermera*) and involving 1500-2000 finalist students every year from all 6 Faculties. UNPAZ does not ignore the challenges and difficulties of surrounding population by sharing drinking water facilities, sport facilities and other entertainment facilities with them. Besides that, UNPAZ has been deeply engaged in rehabilitation projects for population affected by natural disasters in some parts of the territory by providing emergency aids (food, clothes, medicine, kitchen furniture) and housing reallocation.

4. Conclusion

So, a formal organization in education is established by a group of people that is regulated and tied with statute and operates based on standards of procedures that hierarchically descend to structures established on the line of chart for administrative management. There are two types of administrative management of schools; public and private.

The formal organization in education with its orientation focuses mostly on public interests, limited individual interests, authority, collaborative ideas, vision, mission, goals and objectives. Then, it has a strategic policy and plan as well as action plan that implemented annually such as planning, implementing, assessing and improving to guaranty its effectiveness and quality within the school as formal organization. It has a well-trained people with expertise in some certain areas and it has large number of stokeholds. It has tools to measure its performance and indicators in order to discover the weaknesses and strengths within the organization and to sustain its existence for the future.

5. Recommendations

Developing countries should emphasis more on guaranty quality culture in education institutions to provide and produce brilliant students to contribute for the development of states. Schools should incorporate 4G to 5G digitals for students as stakeholder that needs to be well-served and satisfied in order to enrich students' competence.

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