



# ***THREE-YEAR PLAN OF THE EDUCATION INSPECTORATE***

## ***ACADEMIC YEARS 2020-2023***

### ***BASQUE EDUCATION INSPECTORATE***





## GENERAL THREE-YEAR ACTION PLAN FOR THE EDUCATION INSPECTORATE IN THE BAC, 2020-2023 PERIOD

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## **RESOLUTION BY THE DEPUTY MINISTER FOR EDUCATION APPROVING THE GENERAL THREE-YEAR ACTION PLAN FOR THE EDUCATION INSPECTORATE FOR THE ACADEMIC YEARS 2020-2021, 2021-2022 AND 2022-2023**

The deputy minister for education presents this three-year plan, at the proposal of the inspector-general of education, within the framework of all the elements, spheres and factors that contribute to improvement in the Basque education system.

### **1.- INTRODUCTION**

This three-year plan aims to be a further step in the long journey already travelled by the Basque Autonomous Community (BAC) education inspectorate to perform its role of fostering improvement in the Basque education system and assuring the rights and duties of the people of whom it is made up.

In this context, we believe that we are helping to improve the education system when:

- we ensure compliance with current regulations and make proposals for improvement to make it better-suited to the needs and expectations of the public in the field of education;
- we assure the rights and duties of the whole educational community, in particular those who take part in the teaching and learning processes;
- we help to improve the functioning of schools in order to drive improvement in the educational response they offer and the educational success of their students;
- we protect quality and fairness in education, oriented towards the educational success of all students;
- we advise, guide and inform the different sectors of the educational community;
- we pass on relevant information to other parts of the administration to inform and facilitate decision-making in the educational sphere, as a consequence of the supervision and assessment of the different elements, aspects and spheres of the education system.
- we collaborate in the actions of other services in the education administration by providing a guarantee of transparency, legality, equal opportunities and fairness, and taking as a fundamental basis everybody's right to a quality education, compliance with regulations, pedagogical criteria and the higher interest of the minor;
- we create value in our interest groups, especially in schools and the education administration, by providing proposals and guidance in decision-making.

The three-year strategic plan presented here sets out to make further progress in levels of effectiveness and efficiency in all the functions of the inspection service, within the framework of the competences, functions and attributes laid down in current regulations and the mission, vision and values attributed to the inspection service in a participative manner and subject to regular updating.

But also, the education inspectorate faces new challenges that call for an innovative approach and constant learning, together with processes of collective reflection, to move on from the intervention model used in previous action plans and to adapt to new requirements, both present and those that will certainly arise in the future.



At the time of writing this plan, an important factor is the effect COVID-19 has had on the performance of the task of inspection in the last term of the 2019-2020 academic year and the beginning of the 2020-21 year, and that it is very likely to have in the coming years.

However, this must be approached as a challenge which, while it will involve a lot of work and effort, represents an opportunity to learn and improve the procedures followed by the inspectorate.

The following sections begin with a description of the context in which this document was drawn up and references to what has been done up to now to justify the working proposal shown herein. This is followed by a presentation of the objectives set for the next three academic years, the broad lines of action that will help to achieve them and the procedures for monitoring and assessing the plan itself. Finally there are annexes listing some of the aspects mentioned in the text.

This three-year plan is to be specified and implemented through the annual plans for the academic years 2020-21, 2021-22 and 2022-23.

## **2.- CONTEXT OF THE ORGANIZATION**

In approaching strategic planning for the 2020-23 period it is necessary to start out from the regulatory framework for action and the initial situation of the service, but the context, both internal and external, must also be taken into account as this will largely condition the needs and expectations of both the educational community and the service itself.

### **2.1. INTERNAL AND EXTERNAL CONTEXT**

#### **2.1.1. External circumstances**

Over the last quarter of the academic year 2019-20 the pandemic situation caused by COVID-19 has largely conditioned the activity of the education system and also of the inspectorate itself.

At the time of writing this three-year plan, this situation is ongoing. It is important to bear in mind what we have learned, as well as realising that we find ourselves at a time of uncertainty that requires us to plan for different scenarios, especially for the academic year 2020-2021, to adapt efficiently to the way the epidemic/health situation in the BAC develops.

On the one hand, we must plan specific supervisory measures in schools and collaboration with other parts of the administration, as well as having to change some of the activities and tools we currently use. We will also have to organise training activities to respond adequately to new demands and also draw up a contingency plan to make care for the people who make up the service compatible with quality in the job they do.

This situation has made even more obvious the need for protocols for action and communications to cope with and give rapid, effective responses both to the risks already identified and to unforeseen situations.



### 2.1.2. Internal circumstances

As well as the external circumstances described above, the situation prevailing at the time of drawing up this three-year plan must be taken into account. This involves the following:

- From March to June 2020 a public offer of employment was launched for the body of education inspectors in the Basque Autonomous Community (BAC). Consequently, in the academic year 2020-21 there will be large numbers of people (25%) in the practical phase of their training, some of them from outside the Basque inspectorate.
- On 31st August 2020 a large number of people retired from the inspectorate, some of them from management positions (the inspector general, a regional head and two area heads).
- Also, during the term of this three-year plan a considerable number of inspectors will be retiring in all three provinces, leading to a major generational turnover in the inspectorate staff.

This means there will be a need to reinforce orientation and tutoring procedures for new inspectors. The risk of a major loss of experience in the service must also be considered, making it necessary to draw up a plan for the transfer of knowledge.

## 2.2- FRAMEWORK FOR ACTION AND STARTING POINT

The initial situation at the time of drawing up this three-year plan is essentially shown in the reports on the 2017-20 three-year plan and the 2019-20 annual one, included in the management review report.

The most important aspects of its content are presented here. They will serve to justify the decisions taken regarding the general objectives proposed for the three-year period 2020-23.

Among other things, the following were taken into account:

a) **Current regulations** governing the education inspectorate in the BAC<sup>1</sup>

b) While the current **Mission, Vision and Values** of the organisation (see annexe III) must form the framework for this three-year period, some margin of flexibility must be allowed, to cope with possible changes made as a result of the participative reviews that must be carried out regularly.

c) Since 2008 the education inspectorate has managed its organisation and done its work in accordance with a **quality management system (UNE-EN ISO 2015)**. This involves adopting a process-

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<sup>1</sup> The Basque public education act, LAW 1/1993 of 19th February (Basque official journal 25-02-1993), Chapter II; DECREE 343/2001 of 11th December 2001, establishing the specific régime for the assignment of language profiles and requirements in positions in the education inspectorate (Basque official journal 21-12-2001); the creation of various teaching bodies in non-university education in the Basque Autonomous Community act, LAW 15/2008 of 19th December 2008, (Basque official journal 29-12-2008); DECREE 98/2016 of 28th June 2016, on the education inspectorate in the Basque Autonomous Community (Basque official journal 04-07-2016).



based management approach to planning, carrying out and assessing the actions of the education inspectorate and assuring their quality.

The process map currently consists of 6 macro-processes (see annexe VI):

- MP 01.- Strategy, Planning and Organisation.
- MP 02.- Identification and provision of services.
- MP 03.- Human resource management.
- MP 04.- Documentary management.
- MP 05.- Material resource management.
- MP 06.- Measurement, Analysis and Improvement.

We must move forward on improvement and continue with the job of adapting to the 2015 version of the ISO9001 standard, working on the way we deal with risks and opportunities and on our approach both to objectives representing substantial progress and to specific indicators of success to allow objective assessment of how far these objectives have been achieved.

We also need to progress in gathering information about the degree of satisfaction of the *interested parties for whom this is not usually collected* systematically, and in making up a portfolio of services to raise the level of knowledge in the educational community regarding the actions of the education inspectorate. In relation to this aspect, we need to redesign, update and systematise updating in the *inspection area on the website of the education department*.

Participation in the review of the panel of indicators must be systematised and improved. Also, gradual steps need to be taken towards an Advanced Management (AM) model.

#### d) Results of annual audits

In accordance with the UNE-EN ISO 2015 management system, internal and external audits are conducted annually to provide information about the operation of the organisation, as well as proposals for improvement. The audits carried out in the academic year 2019-20 suggest we move forward on the following aspects:

##### External audit:

- Include indicators in the assessment of the effectiveness of training measures.
- In the case of unplanned activities, standardise the analyses conducted.
- In view of the planned retirements, reinforce the plan to support new staff.

##### Internal audit:

- Develop formal bottom-up communication tools.
- Improve the forms of communication and visibility for latest news and/or changes in the system or in specific activities, taking advantage of the opportunities offered by new technology.
- Roll out adapted resources and a solid training for working remotely.
- Add to knowledge of connections between applications.
- Publicise the output/results in the V92 computer application.
- Establish a system of codes for the documents uploaded to the V92 application by inspectors and administrators.



e) Information and conclusions based on the **results of satisfaction surveys**:

**e.1. From school managements:**

The satisfaction surveys aimed at school managements provide valuable information about the expectations of this group with regard to the inspectorate.

The survey results can be consulted in detail in the management review report on the academic year 2019-2020. The qualitative ratings are high, above 8 out of 10. However, it is important to approach the expectations and proposals given as opportunities. The most significant of these are the following:

- Aim inspection measures in schools at the following areas:
  - Classroom observation to assess teaching and the handling of complex situations related to staff teaching performance.
  - Holding meetings and/or communicating outside management: with the teaching staff, with heads of department, board of governors and so on.
  - Supervision of teaching programmes.
- Other important proposals include:
  - Building up mediation between the school and other parts of the administration.
  - Working on coordination with social services.
  - Expanding Berritzegune-Inspectorate-School coordination.
  - Ensuring consistent criteria in the messages sent out by all members of the inspectorate.

It should be added that, while in recent years assessments of the different aspects about which opinions are requested have been good, in terms of schools' knowledge of the inspectorate's plans of action the ratings could be better, so actions should be planned to build up this knowledge.

**e.2. From the inspectors:**

In the satisfaction survey, the results of which can be consulted in the management review report, the inspectors made many very interesting contributions. Some of them are outlined below:

- Regarding *supervision of schools*:

- \*Review activities or sub-processes (AZ) to make sure they complement one another within the framework of the whole School supervision process.
- \*Prioritise, identify and review key activities or sub-processes annually.
- \*Reinforce monitoring of student assessment processes, teaching programmes, their level and how they are implemented, online management of the teaching-learning process, etc.
- \*Conduct further analysis of school results and consequent steps in schools, in particular the reinforcement measures taken.
- \*Open up new communication channels with the different actors in the educational community.
- \*Boost coordination between the inspectorate and other services in the department with regard to their actions in schools.
- \*Set up procedures to identify and publicise good practices.
- \*Devise activities aimed at stimulating aspects of the education system that need most reinforcement.



- Regarding *the work of the inspectorate*:

\*Consider the role of the inspectorate and its area of intervention to adapt its activities and avoid overlapping with the work of other educational administration services.

\*Need for systematic training and refreshing in the regulatory area. Set up procedures to ensure consistent criteria.

\*Analysis and meta-assessment of the different sub-processes.

\*Taking steps and adapting to the situation caused by COVID-19.

\*Internal communication: improve channels for passing on information and communication. Foster varied, frequent channels for information. Ensure the information reaches those it is aimed at through feedback processes.

\*Strengthen shared leadership, especially between the different directorates and working committees.

\*Set up specific committees to work on topics and areas identified as relevant at particular times.

\*Build up knowledge in the educational community and the different areas of the department about the inspectorate's work and find out how satisfied they are with this.

\*Increase the inspectorate's engagement with the Sustainable Development Goals.

\*With regard to the European perspective: continue the alliances created already with inspectorates in different European countries; collaborate in different measures to help improve the service's work; exchange good practices; make sure knowledge acquired is disseminated inside and outside the organisation, etc.

- Regarding *information and training processes*

\*Need for training related to the legal area, computer applications, assessment processes (of students, teachers and schools), up-to-date knowledge of the strategic directions and programmes of the education department and other topics to help implement the annual plan.

### e.3. From administrative staff:

Administrative staff are playing an increasingly important role in the inspectorate.

The gradual computerisation of its activities require increasing involvement of these personnel. This has led to this group of people making proposals for improvement that have added value to the organisation. Highlights among these include improved handling of the V-92 application and improved training before launching sub-processes.

Procedures that allow coordination, training and communication with this group need setting up or improving, in order to take advantage of the significant potential and involvement they have displayed in recent years.





## f) Strategic reflection

Among the most important processes of strategic reflection conducted in the course of the previous three-year plan were that involving all the inspection staff in May 2017 and a SWOT analysis produced in the academic year 2018-2019 by the central inspectorate. The following are some of the most significant points identified:

### May 2017:

- The education inspectorate's **strengths** include its structure and organisation, the orderly distribution of responsibilities, a management system that facilitates the performance and monitoring of its tasks, the positive perception of the inspectorate by schools and other services, based on its fluid relationship with them, the immediacy and efficiency of its responses and being seen as a point of reference in defending the rights of members of the educational community and in processes of assessing people. Also highlighted was the training of the staff, the practice of constant learning, the shared knowledge and advice between peers, the cooperative climate and a good orientation process.
- **Opportunities** for improvement include the social demand for an inspectorate that objectively assesses schools and the system, adapting to the new version of the ISO standard which will drive review and improvement of the management system, developing and adapting the IT tools to help boost the efficiency of its activities, the inspectorate's commitment as a driver of innovation through participation in new areas of action and the forging of new alliances. Its ability to influence areas that help to improve the education system needs to be strengthened. The changes in the make-up of the staff which could initially represent a risk should be approached as an opportunity to advance on the basis of what has already been constructed.

### SWOT 2018-2019:

- Some **strengths** stand out: being perceived as a strong, systematic organisation with initiative, appreciated by schools and the government and with a high level of personal commitment among its members.
- **Weaknesses** include the need to reinforce the functions of the Supervisory Committee, to prioritise tasks, to balance workloads and distribution of responsibilities, to take more advantage of the diversity of profiles in it and to identify and acquire new ones. Attention also needs to be paid to aspects like participation and communication, the need to deal with generational change and systematic improvement of the professional skill levels of all members of the organisation.
- The following were identified as **threats**: the high level of demands, both from the educational community and others of an urgent nature from some official services, the need for regulatory review in certain areas and difficulties in using the V92 application.
- **Opportunities** included the possibility of forging external alliances (TKNIKA, AENOR, SICI, EUSKALIT, etc.), the training plan for the inspectorate, setting up systematic procedures to cope with demands and improving processes of advice to schools and the educational administration.



Conclusions were drawn from this and it made clear some variables of interest when it came to organising and designing this three-year plan.

### g) School supervision

#### **Intervention methodology and school log**

Regarding the form of intervention in schools, DECREE 98/2016 of 28th June 2016 on the education inspectorate in the Basque Autonomous Community includes a description of the model adopted by the inspectorate in the BAC to help to improve its functioning and so help schools to offer their students the best possible educational response.

This is a proactive model that begins with planning intervention objectives at the beginning of each academic year, and ends by making proposals for improvement at the school, after analysing what has been done during the year from a systematic, overall standpoint, including and inter-relating all the actions taken at and with the school. As well as technical advice and support, this involves setting up processes of reflection at schools on their own work, to aid continuous learning and improvement.

It also helps the inspectors in question to be aware of the features and needs of each school, which will help them to make proposals offering added value to the school.

Two tools stand out in this supervisory process: the visit to the school (both physically and online) and the school log.

It is necessary to visit and stay in constant contact with schools and also to keep an up-to-date record of the most important points arising from this contact, as well as all relevant information about the school and the processes that take place in it.

The school log in the V92 application is the tool the education inspectorate currently has to ensure that these aspects are properly processed and available to the inspectorate, even where there are changes in the assignment of schools.

This model needs consolidating, improving and including in the working routine throughout the inspectorate, in order to increase its impact in terms of improving schools. To do this the members of the service will need to be trained, as well as working to seek new technological possibilities to speed up and improve the quality of information processing.

#### **Overall results of inspection work in schools: supervisory report**

Information on the situation in the Basque education system in relation to the areas in which the inspectorate has worked every year with the schools, in particular those corresponding to the activities (AZ) identified as key in each annual plan, is included in the Supervision Reports.

This information, together with the conclusions and proposals for improvement produced by each team responsible for an activity or sub-process, must be taken into account when undertaking new strategic planning.



h) **Strategic lines of the education department.** Information about the education system Coordination with other services: SPRL, ISEI, Berritzeguneak, V vocational training plan,

The strategic lines of the education department, the information available to the inspectorate about the education system and that provided by other official services must be taken into account in drawing up this three-year plan. Of special importance among all this information is that provided by the ISEI-IVEI about student skills development and the conclusions in the 2017-19 report by the Basque School Council.

These strategic lines include the 5th Basque Vocational Training Plan, specifically some of its strategic lines, such as those related to changes in methodology, learning processes, technological innovation and smart systems, constant improvement or dealing with complexity. They also include the 2nd co-education plan for the Basque education system, on the path towards equality and fair treatment (2019-2023), which the Basque education department offers to the Basque education system, specifically the stages of infant, primary and secondary education.

It is also necessary to keep up and further develop collaboration with other official services to ensure cooperative, coherent and complementary measures to contribute to integrated action by all services to provide a quality response to the educational community.

#### i) **Action abroad**

Our education system, specifically the BAC education inspectorate, cannot ignore the goals and targets set in the European context.

In recent years it has collaborated with other inspectorates and organisations and regional and state level.

In the academic years 2015-16 and 16-17 the education inspectorate took part, together with other European inspectorates and universities, in an Erasmus+ project related to the assessment of school leadership and of teaching practices.

Since the academic year 2018-19 it has been a member of the Standing International Conference of Inspectorates (SICI), a European organisation that brings together inspectorates from 40 European countries and has collaborated with any other inspectorates and organisations related to the world of education that request it. Through this organisation we have been able to listen at first hand to foreign experts in innovative approaches to internal and external assessment of schools, and hear about the impact of inspection both on schools and on the administration and other bodies connected with the world of education. We have also been able to take part in job shadowing in Ireland and in training activities in France. We have also given talks in Europe about our inspection system in terms of innovation and assessment.

As well as raising the profile of the Basque education system and forging alliances, all this enables us to gain information and knowledge about other ways of doing things and supervising. This view abroad enables us to bring new ideas into our context, promoting innovation.



We must continue on the trail blazed in the last two three-year plans, adapting it to new circumstances.

#### **j) innovation and use of new technology**

The last three-year plan spoke of the importance of promoting innovation, to which end structures like the innovation monitoring committee were set up.

The work of this and other structures needs to be continued, to identify new ideas that can be adapted to our organisation and new alliances to stimulate modernisation and effectiveness in our work.

We need to seek answers to new challenges, we need to take advantage of present or future circumstances to learn to cope with uncertainty successfully and generate solutions that result in improvements to the culture of our organisation.

Moreover, the health emergency has brought about changes in procedures and ways of working and communicating, in many cases stimulating the use of new technology.

The use of these media has increased significantly in working and coordination meetings.

Also, the need to access information about the changing situation in schools urgently and frequently has made clear the need for new technological tools and procedures to enable us to process this information and give an agile response to the social demand for information about the situation in the education system.

#### **k) Aspects left outstanding from the previous three-year period**

For different reasons, among them the health emergency situation, some of the objectives and actions proposed in the 2017-2020 three-year plan could not be carried out or could not be completed.

These actions will be continued in the 2020-2023 three-year plan. These include the following:

- With regard to the inspectorate itself, assessment of the professional skills of the workforce and updating the profile for inspectors was still outstanding. To this we must add the need to draw up a professional profile for the service itself, one that includes the specific knowledge required to ensure we provide a quality service.
- Nor were the Mission, Vision and Values updated. This must be done in the course of this three-year plan. With the intention of moving towards an advanced management model, the intention was to analyse the position of the human factor and find out more about it.
- A procedure needs to be drawn up to monitor the qualifications of teachers employed in publicly subsidised private schools.
- While the objective of drawing up a document describing the teaching profile has been achieved, it has yet to be distributed among the inspectorate staff and presented to the



Basque education ministry. Also envisaged was a commitment to prepare a proposal for teacher assessment and a pilot procedure. This must be done in the coming years.

- With regard to assessing the management function, the last plan also proposed to promote the use of the procedures and tools used with the project managers for 4 years among those other managements that are not part of the assessment process. Further work will be necessary on the assessment procedure, focusing on the third dimension, pedagogical leadership, as this is the most closely linked to students' academic results.
- With regard to self-assessment processes in schools, the Aurreraka programme was started up in the last three-year period. This initiative, aimed at fostering the autonomy of schools, should continue to be supported. In this respect, mention must also be made of the possibility of enriching the activity with European proposals for collaboration and pooling of good practices.

### 2.3. THE ORGANISATIONAL FRAMEWORK OF THE INSPECTORATE

The organisational structure of the inspectorate in the BAC is laid down in article 9 of DECREE 98/2016 of 28th June 2016 on the education inspectorate in the Basque Autonomous Community.

Reporting to the deputy minister of education's office, the education inspectorate is organised in the central inspectorate, territorial (provincial) units and the education inspectorate areas.

The central inspectorate is made up of the Inspector General, who reports to the deputy minister of education's office, and the central inspectors. Their basic function is general planning, training and monitoring of the inspectorate, as well as fostering the participation of all the inspectors. It is also the job of the central inspectorate to monitor assessment of the general three-year and annual plans and draw up assessment and review reports on the system.

Each "historic territory" has a territorial unit headed by a territorial head of the inspectorate, reporting directly to the Inspector General. These units are based in each of the three provincial capitals of the Basque Autonomous Community, with the exception of Gipuzkoa, which has two headquarters, in Donostia / San Sebastián and Eibar.

The territorial units of the inspectorate are organised into one or more inspection areas which are headed by a head of area.

The team in each inspection area will organise the activities for each academic year according to the annual plan set by the inspector general and the territorial plan drawn up by the territorial head of the inspectorate.

Notwithstanding the teamwork that has to be done in each area, every education inspector will be assigned a certain number of schools as lead inspector and will be directly responsible for their supervision, as well as for any administrative actions arising from their intervention.



To organise the inspection staff and their work, various committees or work groups are set up, including the following:

#### **THE INTER-TERRITORIAL COMMITTEE**

The Inter-Territorial Coordination Committee is made up of the central inspectorate and the provincial heads of the inspectorate. It has the following objective, among others:

- Drawing up, monitoring and assessing the inspectorate's annual plan;
- Unifying criteria for inspection in the three territories (provinces);
- Analysing and giving a response to demands for training;
- Arbitrating solutions to the problems that arise in the course of the annual plan.

#### **THE SUPERVISORY COMMITTEE**

Made up of the members of the Inter-Territorial Committee plus the area heads, this has the following objectives:

- Acting as an observatory of the supervisory work done in schools in order to assure the integrated, coherent and complementary nature of actions.
- Fostering a holistic, proactive model of educational supervision.
- On the basis of analysis of the results of the general supervision of the system, drawing conclusions and making proposals to guide the administration and the service itself.
- Fostering leadership and participation by people in the gradual improvement of the structure of working teams.

#### **THE QUALITY COMMITTEE**

Reporting to the inspector general, the quality committee will have the following functions:

- Monitoring, reviewing and updating all the documentation in the inspectorate's management system, in coordination with the process and sub-process teams.
- Advising the different teams on the requirements of the management system in carrying on their activities.
- Passing on any changes and measures proposed to the way the inspectorate's management system is implemented to the inspector general for his or her analysis and possible approval
- Any other function assigned to it under the management system or by the inspector general.

#### **THE USE OF BASQUE COMMITTEE**

Reporting to the inspector general and coordinated by a central inspector, this will be made up of inspectors from each territory. Its aim will be to encourage and improve the use of Basque in communications and reports and in relations with schools. It will have the following functions:

- a) Setting criteria for use of the official languages (Basque and Spanish) in collaboration with the central inspectorate, in line with the Basque government's general plan for normalising the use of Basque.
- b) Encouraging the use of Basque both in the education inspectorate's internal communications and in its relations with other members of the educational community, as well as driving improvement in the quality of these communications through training processes.



## EQUALITY PLAN COMMITTEE

Reporting to the inspector general and coordinated by a central inspector, this will be made up of inspectors from each territory, and will have the following functions:

- Encouraging the successful implementation of the actions assigned to the inspectorate in the strategic plans to foster equality, co-education and the prevention of gender violence set by the competent body in the education field, including training.
- Establishing procedures to ensure that schools carry out the measures proposed in these plans.
- Collaborating with the bodies responsible for the execution, monitoring, analysis and assessment of the advances made in the education system in the area of equality and in relation to the state of implementation of co-educational schooling and the prevention of gender violence.

## OTHER WORK GROUPS AND COMMITTEES

As well as the organic structure of the inspectorate, work groups of two kinds are set up to devise, implement, drive, monitor and assess its actions.

- a) Sub-process teams
- b) Working committees

These work on two levels: the inter-territorial and territorial sub-process teams.

- Inter-territorial sub-process team: this will be made up of a representative of the central inspectorate and a member representing each territory. One of its members will act as the head of the team.
- Territorial sub-process teams: these will be made up of one person responsible for each of the areas, one of whom will be a member of the inter-territorial team and will be responsible for the sub-process in the territory.

Procedures will be established to strengthen coordination and training among the people involved in these two levels, in order to drive proper performance of the tasks the inspectors are to perform in the areas.

These responsible people will collaborate with the area heads - who make up the supervisory committee - to monitor and supervise actions under each sub-process in their respective areas.

## ASSIGNMENT OF SCHOOLS TO INSPECTORS

Every education inspector will be assigned a certain number of schools as lead inspector and will be directly responsible for their supervision, as well as for any administrative actions arising from their intervention (article 9 section 7 of Decree 98/2016).



This assignment of schools must be reviewed regularly as long-term attention to schools is enriched by a diversity of styles and training of inspectors, as well as favouring objectivity in their assessments and consequent decision-making.

In cases where changes of school need to be made, they will take effect during September, once the inspectors changing their assigned schools have completed their outstanding tasks in them.

This whole process will take place in accordance with the competencies and functions established in articles 13.d and 15.e or Decree 989/2016.





### 3.- GENERAL OBJECTIVES OF THE 2020-2023 THREE-YEAR PLAN

In accordance with the above, the following objectives are proposed for the three-year period 2020-2023:

#### Three-year goal 1

Progress in the education inspectorate's contribution to ASSURING THE EXERCISE OF RIGHTS AND DUTIES of the educational community as laid down in current regulations, by:

- a) establishing procedures to adapt to specific circumstances (e.g. COVID-19, etc.).
- b) reviewing existing procedures in order to verify and increase their efficiency and impact, in particular those related to the school community.
- c) making proposals to the administration in order to promote the updating and improvement of the content of current regulations.

#### Three-year goal 2

Progress in improving the effectiveness and efficiency of the BAC inspectorate's INTERVENTION model IN SCHOOLS, paying special attention to:

- a) the aspects with the most significant impact in terms of improvement in schools, especially those arising from the conclusions of reports on results, the education department's strategic lines and any others required by necessary adaptation to particular circumstances.
- b) making sure the actions taken in terms of supervision of schools are coherent, have an impact and are efficient, with a stress on assessing people.

#### Three-year goal 3

Progress in improving COLLABORATION WITH THE EDUCATION ADMINISTRATION and in our response to society in general:

- a) by adapting information-gathering procedures and establishing new ones to make our handling of the public's demands more agile.
- b) by issuing reports on the situation in the education system with proposals arising from the information gathered, to aid decision-making.
- c) by taking part in actions related to assessment of the system, monitoring of the department's and other programmes and strategic lines, providing a guarantee of transparency, regulatory compliance and knowledge of the education system.
- d) by improving the knowledge among the educational community and the public at large of the work done by the education inspectorate.

**Three-year goal 4**

Progress in improving the ORGANISATION AND MANAGEMENT OF THE SERVICE:

- a) by further analysing risks, efficient and agile responses to them and the systematic assessment of the measures taken to adapt to them.
- b) by establishing procedures to ensure and increase the efficiency of actions and improve results.
- c) by fostering its computerisation to optimise planning, follow-up and monitoring of processes and their results.
- d) by pursuing process-based management and moving towards an advanced management model.

**Three-year goal 5**

Progress in the overall improvement of the PROFESSIONAL SKILLS of the inspectorate, by:

- a) having a description of the professional skills of inspectors and the specialist areas required by the service, to serve as a reference for assessment processes (public job offers, secondment selection, etc.) and self-assessment (decisions on training).
- b) working on procedures for communication and dissemination of information, as well as those for participation and collaboration.
- c) encouraging engagement, a feeling of belonging and alignment of people with the objectives of the organisation.
- d) boosting the impact of training and establishing channels to ensure knowledge transfer, paying special attention to skills development for people joining the organisation.

**Three-year goal 6**

Progress in processes of collaboration with other institutions, forge ALLIANCES and drive INNOVATION PROCESSES to allow constant progress towards improvement and constructive adaptation (which involves learning and progress with a vision of the future) in the specific circumstances of any given time, involving all staff.

Annexe I includes a list of these **three-year objectives**, together with the corresponding **indicators** of success and their **justification**.

Furthermore, these three-year objectives **are implemented through annual objectives** which are shown in annexe II.

However, after assessing the objectives proposed for each academic year, they may be altered depending on the extent to which they have been achieved, as well as the circumstances or unforeseen situations that might make it advisable to change them.



#### **4.- LINES OF INTERVENTION TO ACHIEVE THE OBJECTIVES, MANAGEMENT SYSTEM PRINCIPLES FOR ACTION**

##### **4.1.- STRATEGIC LINES OF INTERVENTION**

To facilitate the achievement of the proposed three-year objective, the actions to be taken fall into three broad **STRATEGIC LINES**:

- 4.1.1- Intervention in schools
- 4.1.2.- Collaboration with other services and units of the education department and other departments and institutions
- 4.1.3.-Improving the inspectorate

However, it should be stressed that while these three broad groups are established to facilitate the organisation of our work, many of our activities fall into all three at once.

##### **4.1.1- Intervention in schools:**

This area covers most of the inspectorate's activities.  
Over this three-year period the following will be worked on:

##### **4.1.1.a. Helping to improve schools.**

The activities included in this area include analysis of school planning documents (primarily the school's annual plan and report), monitoring of the functioning of schools and of their teaching and learning processes, student assessment, teaching assessment (staff in training, training assessment of teachers), assessment of the management function, monitoring of the school climate and handling of the school community, making proposals for improvement after monitoring the execution in schools of programmes proposed by the administration, or other interventions depending on the school's needs.

Annual supervision of the school is important, as it includes and gives coherence to all the above, and marks the style of intervention of the BAC inspectorate as an agent of change to efficiently achieve the objective or helping to improve schools.

##### **4.1.1.b. Assuring rights and duties / regulatory monitoring**

The activities carried on in this area include monitoring students' absenteeism, monitoring individual curriculum adaptations, exemptions from Basque, the school's annual planning document, teacher absenteeism and proper completion of academic documentation.

##### **4.1.1.c. The school community - Conflict resolution**

While this area could be included in the above, it is separate to emphasise its importance in the work of the education inspectorate.

The activities carried on in this area include monitoring cases of bullying at school, mediation processes and processes to correct behaviour.



#### **4.1.1.1.d- Monitoring of programmes and strategic lines of the education department**

The activities carried on in this area include monitoring the programmes run by the deputy ministry of education (e.g. Hamaika esku, Hauspoa, Bizikasi, etc.) and the deputy ministry of vocational training (monitoring of Ethazi methodology, DUAL training, etc.).

#### **4.1.2.- Collaboration with other services and units of the education department and other departments and institutions**

This area will include activities such as the following:

- Drawing up reports on the actions taken by the inspectorate in schools as provided for in the annual inspection plan, from the demands made by the educational community through different channels, as well as the requirements of different services in the education administration. These reports, as well as details of the situation, needs and expectations of the education system, will include proposals in order to aid decision-making.
- Identifying and reporting dysfunctions and areas for improvement, both of a general nature in the system (e.g. a need for new or updated regulations) and those arising from difficulties observed in schools or other department sites, etc.
- Other collaborative activities such as: participation in the organisation of public teaching job offers, coordination of educational assessment units, participation in processes of assessment of the system, participation in committee set up by the department to meet specific needs, advice to different units in the education department, etc.

#### **4.1.3.- Improving the inspectorate**

This line of action is the basis on which the previous two depend. Efficient management, professionalism, training and engagement of the workforce with the organisation's strategic lines are essential for the inspectorate to do its job properly and achieve its objectives.

This area will include activities such as the following:

- Training of the education inspectorate staff, both initial and in-service.
- Assessment of the inspection function: updating the profiles of both the inspector and the inspectorate.
- Executing the COVID-19 contingency inspection plan.
- In order to foster engagement and a sense of belonging, mechanisms will be established to ensure tasks are distributed according to interests or the areas in which each member of staff works best (distribution of activities (AZs), committees on specific topics and so on).
- Improving the orientation plan for new inspectors and boosting the activity of the tutoring committee.
- Measures to improve coordination and to increase the efficiency of meetings.
- Designing, executing and assessing procedures to improve communication.
- Gradual progress in the organisation and functioning of the education inspectorate through a process-based management approach.



- Progress in the advanced management model: training in the quality management system. External comparisons with Euskalit. Starting to work on the human element.
- Analysis, planning, execution and assessment of the activities to ensure coherence, avoid dispersion in activities and deal with risks and opportunities.
- Collaboration with other regional, Spanish and European institutions. Pursuing the European dimension.
- Monitoring innovation.
- Boosting the computerisation of the work of the education inspectorate. Developing IT tools: platforms, applications, V 92, etc.
- Designing a catalogue of inspectorate services that can be offered to interested parties and posted on the inspectorate website.
- Basque use plan: boosting the use of Basque as a working language in the inspectorate.
- Improving the handling of external demands

## 4.2 QUALITY MANAGEMENT SYSTEM

Setting out from the approach taken in the General Three-Year Plan, which orients its objectives towards the purposes set forth in its Mission and Vision, and within the framework of its Values, the BAC education inspectorate is organised, in accordance with the ISO 9001- 2015 quality management system, in the following macro-processes:

- MP 01.- Strategy, Planning and Organisation.
- MP 02.- Identification and provision of services.
- MP 03.- Human resource management.
- MP 04.- Documentary management.
- MP 05.- Material resource management.
- MP 06.- Measurement, Analysis and Improvement.

All these macro-processes sustain the inspection work which largely falls into macro-process MP 02 IDENTIFICATION AND PROVISION OF SERVICES.

**MP 02 IDENTIFICATION AND PROVISION OF SERVICES** is in turn organised in four processes which correspond to the aspects laid down in the Mission of the Basque education inspectorate:

- PR Helping to improve schools' educational response.  
This includes sub-processes basically related to the educational supervision of schools, concentrating both on their functioning and the educational response they offer their students and on the performance of the teaching and management functions.  
These activities are aimed at identifying needs and opportunities for improvement in these areas, at generating reflective training processes and at the consequent making of proposals to add value that help to improve performance and results.
- PR Regulatory monitoring / Assuring rights and duties  
Sub-processes related to assuring the exercise of the rights and duties of all members of the educational community, the basic point of reference being current regulations. In these activities the purpose of the inspectorate's work is to ensure transparency, equal opportunities and compliance with the spirit of regulations.



- PR Conflict resolution. The school community  
These are the sub-processes related both to promoting values, attitudes and actions that contribute to a positive school community, and to assuring the right to experience the educational space as a physically and emotionally safe place, in which everybody feels respected and part of the space. It includes interventions related to managing the school community, including bullying, processes to correct behaviour, attacks on staff of state schools, implementing the disciplinary system for public employees, promoting equality and co-education, executing vulnerability protocols, etc.  
The intervention of the inspectorate brings transparency, support and advice on regulations and in particular assures appropriate management of conflicts so that the result of these will be fair, assure everybody's rights and foster the development and improvement of community skills.
- PR Monitoring of programmes Purposes of the system  
These are the sub-processes related to monitoring specific programmes set up by both the deputy ministry of vocational training and the deputy ministry of education so that schools can contribute more efficiently to fulfilling the purposes of the education system and the strategic lines implemented at any given time to this end.  
The inspectorate's intervention aims to facilitate the implementation of these programmes and assess whether the objectives behind them have been met.

Also, the following actions are taken within the framework of these sub-processes

MP 01.- STRATEGY, PLANNING AND ORGANISATION and MP 06.- MEASUREMENT, ANALYSIS AND IMPROVEMENT.

Actions to improve the strategy and the structural and organisational efficiency of the inspectorate, in order to drive improvement in the results of its work (e.g. new participative review of mission-vision and values; review and adjustment of objectives of existing sub-processes (or procedural actions) in order to ensure they fit the objectives of the 2020-2023 three-year plan and those of this 2020-2021 annual plan, risk analysis, analysis of results, in order to consolidate strengths and take advantage of opportunities, and to plan possible improvements to be implemented in the next academic year.

MP 03.- HUMAN RESOURCE MANAGEMENT:

Actions to improve people's professional skills, strategies to avoid loss of knowledge, to boost engagement, participation and the feeling of belonging, etc.

The system includes more than 40 sub-processes. Every year it is determined which of them are priorities, in view of their fit with the inspectorate's strategic objectives and the current situation. The number of sub-processes that are active every year is shown in annexe II of the pertinent annual plan.

As well as these systematic activities, other more one-off ones are planned, often with a more limited time frame, and assigned to inspectors in so-called working committees (as opposed to the AZ or Sub-process teams).



In the course of this three-year plan a new review of the M\_V\_V will be conducted and mechanisms rolled out to boost the efficiency of all the procedures in place.

To do this, the sub-process teams will systematically run cycles of improvement in their sub-processes (PDCA, IPAE, etc.) and work on identifying and estimating risks and on taking up any opportunities that arise.

#### 4.3 PRINCIPLES FOR ACTION

The work of the inspectorate will be undertaken according to the following principles for action:

- The guidelines and lines set by the management and coordination bodies (central inspectorate, inter-territorial coordination committee, territorial and/or area teams, etc.) will be taken into account in order to take action and respond to demands in a consistent way.
- Teamwork, internal coherence, coordination and taking decisions on interpreting regulations, in order to ensure coherence in the responses of the inspectorate as a whole and avoid giving different responses to similar situations.
- Optimisation both of organisational processes and of coordination in carrying out activities.
- Coordination, both internally and with other services, to help improve the response to schools and the administration.
- Use of technological means as a tool at the services of the organisation's objectives.
- Inspectors' actions in schools must be subject to the supervision model laid down in article 3 of Decree 98/2016 - Exercise of the functions of inspection, characterised by:
  - a) Being systemic, educational, global and adapted to their context.
  - b) Oriented towards improving the functioning of the school and of the teaching/learning process.
  - c) Orderly recording of the information gained from supervision work in the school, to facilitate analysis of the features of its functioning, needs, strong points and areas for improvement in an objective, evidence-based way.
  - d) Aimed at stimulating reflection in schools to encourage them to engage with improving their functioning and their educational service, especially with a view to boosting their students' results.
  - e) Making proposals to schools that offer them added value.
  - f) Following up proposed improvements and, where relevant, the remedying of non-compliance.
- Working to ensure the good of minors and their right to education, to ensure the rights of all members of the educational community, especially students, are upheld.
- Transparency, professionalism, objectivity, proposals based on solid, clear, fair arguments in accordance with both the letter and spirit of regulations.



- Passing on information to the central inspectorate so that it can make community reports aimed at the deputy ministry and plan the organisation's work in accordance with the conclusions of these reports.

## 5.- TRAINING OF INSPECTORS

DECREE 98/2016 points out that initial and refresher training in professional practice is both a right and a duty for all education inspectors. In turn, it sets the training objectives of the inspectorate: to meet the needs arising from the action plan, from regulatory and pedagogical updating and from computerisation of the processes used by the inspectorate, as well as training new inspectors in their job.

Continuing training is necessary for the execution and successful achievement of the objectives of strategic plans, but it must also meet the needs for professional development and updating of the people who make up the education inspectorate.

The design of training plans must be based on several sources, one of the most important of these being the needs and interests expressed by members of the service itself.

In the satisfaction survey conducted in the last year of the previous three-year plan, the inspectors made proposals related to: the legal sphere; IT, especially V92; strategies for analysing school documentation and proposals for improvement arising from this; the assessment area (students, teachers, school, management); dealing with the school community and handling cases of bullying; quality management and continuous improvement systems; qualifications; co-education; training in giving instructions on procedures to correct behaviour; methodological aspects and skills-based assessment; regulatory updating; STEAM competency; cybersecurity and data protection, etc.

These aspects must therefore be taken into account in drawing up the annual training plans under this three-year plan.

Moreover, at the end of every academic year, this list is to be updated according to the new proposals made by inspectors as a result of the satisfaction surveys and the needs identified after the assessments they carry out.

Any other training sessions required for the proper running of the activities proposed in each annual plan must also be organised.

Inspectorate members will be allowed to attend training activities that help them to do their job better, fostering subsequent peer training processes to spread the knowledge acquired throughout the organisation.

## 6.- ASSESSMENT OF THE GENERAL THREE-YEAR PLAN

The general three-year plan is implemented through annual plans, which will be assessed at the end of each academic year.

Thus, assessment of this general three-year plan will be based on the data obtained from:





- Assessment of achievement of the objectives included in the 2020-21, 2021-22 and 2022-23 annual plans.
- The indicators of success formulated for the three-year objectives.
- Satisfaction surveys of internal and external actors.
- The results of audits
- The results of the termly assessment conducted by the organisation's Supervisory Committee.
- Regular review of the table of indicators.

The conclusions of each annual assessment and other circumstances may lead to changes to the plan made for the next academic year.

**Vitoria-Gasteiz, 11th December 2020**

**Signed: Begoña Pedrosa Lobato  
Deputy Minister of Education**



## ANNEXE I

## THREE-YEAR OBJECTIVES - INDICATORS OF SUCCESS - SOURCES OF EVIDENCE - JUSTIFICATION

Three-year goals 2020-23	Indicator/s of success	Sources of evidence
<p><b>Three-year goal 1:</b> Progress in the education inspectorate's contribution to <b>assuring the exercise of the rights and duties</b> of the educational community as laid down in current <b>regulations</b>, by:</p> <p>1.a- Establishing <b>procedures to adapt</b> to specific circumstances (e.g. COVID-19, etc.).</p> <p>1.b- <b>Reviewing existing procedures</b> in order to verify and increase their efficiency and impact, <b>in particular those related to the school community</b>.</p> <p>1.c- Making <b>proposals</b> to the <b>administration</b> in order to promote the updating and improvement of the content of current <b>regulations</b>.</p>	<p>1.a- Existing procedures have been adapted and new ones set up to assure the guarantee of the exercise of the rights and duties of members of the educational community: monitoring absenteeism, the student assessment process, organisational and curriculum changes arising from the COVID-19 situation, appeals against marks, etc.</p> <p>1.b- Existing procedures have been reviewed and improvements introduced to boost their efficiency. There has been significant progress in those related to the school community.</p> <p>1.c- Those in charge of the education administration have been sent a report with proposals for updating and improving the regulatory framework in the BAC. At least 50% of these have been taken up.</p>	<p>1.a- Comparison of the situation in June 2020 with that in June 2023</p> <p>1.b- Satisfaction surveys</p> <p>1.c- Report sent and changes made or regulatory documentation generated in education in the BAC</p>
<p><b>Justification:</b></p> <ul style="list-style-type: none"> <li>- Functions of the education inspectorate (DECREE 98/2016 of 28th June on the education inspectorate): d) Monitoring and ensuring <b>compliance with current regulations</b> affecting the functioning of schools, programmes and support systems and requiring those in charge to adapt their organisation and functioning to current regulations. e) Ensuring <b>compliance</b> in schools with the support system, with current legislation, regulations and other provisions to ensure the purposes of the education system are met. f) Ensuring <b>compliance with and application of</b> the educational principles and values laid down in <b>current legislation, regulations and other provisions</b> including those intended to foster real equality between women and men. g) <b>Advising and guiding</b> schools and teachers and reporting to the <b>administration</b> itself to improve the quality of education, taking into account the results of internal and external assessments. j) Collaborating in the <b>resolution of any conflicts</b> that arise in the different parts of the educational community by mediation, conciliation or arbitration of solutions with the participation of those involved.</li> <li>- Mission Vision Values</li> <li>- Demands arising from the COVID situation</li> </ul>		



Three-year goals 2020-23	Indicator/s of success	Sources of evidence
<p><b>Three-year goal 2:</b>  <b>Progress</b> in improving the <b>effectiveness and efficiency</b> of the <b>BAC inspectorate's intervention model in schools, paying special attention</b> to:</p> <p>2a- the aspects with the most significant impact in terms of improvement in schools, especially those arising from the conclusions of reports on results, the education department's strategic lines and any others required by necessary <b>adaptation</b> to particular circumstances.</p> <p>2b- making sure the actions taken in terms of <b>supervision of schools</b> are <b>coherent</b>, have an <b>impact</b> and are efficient, <b>with a stress on assessing people</b>.</p>	<p>2.1.1- <i>There is a <b>system for analysing the results</b> of reports on supervisory activities in schools and the needs arising from the circumstances of their context and making <b>proposals for action</b> resulting from this.</i></p> <p>2.a.2- <i>We have devised and implemented an intervention model centred on the school as a whole to avoid overlaps in the activities carried out in this area.</i></p> <p>2.b.- <i>The impact of implementing the model has been assessed, and improvement has been observed in at least three areas of supervision, of which at least one is related to the assessment of people, and new good practices have been introduced in our organisational culture.</i></p>	<p>2a1. Minutes of the committee responsible</p> <p>2.a.1. Documentation</p> <p>2.b.1. Reports on results</p> <p>2.b.2. Satisfaction surveys</p>
<p><b>Justification</b>  <i>In order to go on make further progress in the <b>effectiveness and efficiency</b> of the inspectorate's interventions in schools, its current actions there need to be analysed, underlining the vision of the school as a <b>unit of action</b> in which to intervene, <b>avoiding overlapping</b> interventions and so making progress in ensuring these interventions <b>complement</b> one another. To this end it is necessary to work on the model for intervention in schools and the actions that have the most significant impact in improving them. This is the context in which we need to work on <b>actions in the assessment</b> of people and supervision of schools, <b>boosting</b> the efficiency and impact of those that have been implemented in recent years (assessment of the management function, staff in training, etc.), <b>making progress</b> in those at the design stage (teaching assessment) and <b>implementing</b> those in the area of <b>student</b> assessment.</i></p>		



Three-year goals 2020-23	Indicator/s of success	Sources of evidence
<p><b>Three-year goal 3:</b></p> <p>Progress in improving <b>collaboration</b> with the <b>education administration and our response to society in general:</b></p> <p>3.a- By adapting information-gathering procedures and establishing new ones to make our <b>handling of the public's demands</b> more agile.</p> <p>3.b- By issuing reports on the situation in the education system with proposals arising from the information gathered, to aid decision-making.</p> <p>3.c- By <b>taking part</b> in actions related to <b>assessment of the system</b>, monitoring of the department's and <b>other</b> programmes and strategic lines, providing a guarantee of transparency, regulatory compliance and knowledge of the education system.</p> <p>3.d- By improving the knowledge among the educational community and the public at large of the work done by the education inspectorate.</p>	<p>3.a- Efficient tools have been developed and introduced to collect system information required by the education administration. Improving existing ones and introducing new ones.</p> <p>3.b- Demands from the educational community (members of the public, administration, etc.) are handled in a more orderly, efficient way using tools to provide a faster, higher-quality response.</p> <p>3.c- Reports on the situation in the system with viable proposals that add value. 50% of the proposals made were taken up.</p> <p>3.d- We have participated in actions related to assessment and others, and this participation has been recognised by the administration as offering assurances of transparency, objectivity, regulatory compliance and added value.</p> <p>3.e- The educational community's knowledge of the functions and tasks of the education inspectorate has gone up by 1 point (by changing and constantly updating the structure of the website, the dissemination of the inspectorate's portfolio of services, etc.).</p>	<p>3.a- Annual reports: recording tools and information.</p> <p>3.b- Annual reports: recording tools and information.</p> <p>3.c- Positive assessment of new tools and procedures introduced to deal with demands.</p> <p>3.c- Reports. Number of proposals taken up in government decisions.</p> <p>3.d- Satisfaction survey of the organisation with which we collaborated.</p> <p>3.e- Satisfaction surveys. Website.</p>
<p><b>Justification:</b></p> <ul style="list-style-type: none"> <li>- <i>DECREE 98/2016 assigns the following functions, among others, to the education inspectorate:</i> Participating in assessment of the education system and of the elements of which it is made up. Reporting to the Administration to improve the quality of education, taking into account the results of internal and external assessments, or advising, guiding and informing the different sectors in the educational community on the exercising their rights and meeting their obligations, issuing the reports requested by the department competent in the educational field and those arising from the education inspectorate's knowledge of the actual situation, through the regulation channels.</li> <li>- <i>Information from satisfaction surveys in recent years: little awareness of the tasks performed by the inspectorate.</i></li> <li>- Urgent and frequent demands for information by the administration. - Exponential increase in the demands received from the public.</li> </ul>		



Three-year goals 2020-23	Indicator/s of success	Sources of evidence
<p><b>Three-year goal 4:</b></p> <p>Progress in improving the <b>organisation and management of the service:</b></p> <p>4.a- By further <b>analysing risks, efficient and agile responses</b> to them and the <b>systematic assessment</b> of the measures taken to adapt to them.</p> <p>4.b- By establishing <b>procedures</b> to ensure and increase the <b>efficiency of actions</b> and <b>improve results</b>.</p> <p>4.c- By fostering its <b>computerisation</b> to optimise planning, follow-up and monitoring of processes and their results.</p> <p>4.d- By pursuing process-based management and moving towards an advanced management model.</p>	<p>4.a.- There is a risk analysis system and protocols have been drawn up to respond to these, as well as to unforeseen circumstances that call for a rapid, agile response. A system has been established to <b>assess</b> the measures taken and their appropriateness.</p> <p>4.b.- The indicators for all the AZ have been reviewed both internally and externally (by external auditing) and their suitability to assess how far the proposed objectives have been met is recognised.</p> <p>4.b.- The inspectorate staff's perception of the efficiency or its action and the improvement in results has got better.</p> <p>4.c.- Progress has been made in the features of IT tools</p> <p>4.4.- There has been progress in the running of the advanced management model.</p>	<p>4.a- Documentary record</p> <p>4.b- Satisfaction surveys: - Positive results in external assessments (comparisons).</p> <p>4.c- Comparison 2019/2023: New features</p> <p>4.d- Documentary: Developing the human element (according to AGM)</p>
<p><b>Justification:</b></p> <p><i>In response to analysis of the audit results and in view of the situation caused by COVID-19, it is a priority to work on risk analysis and prepare procedures to give a rapid, effective response to unforeseen circumstances. In this respect, procedures will need to be set up to help conduct a systematic risk analysis. The efficiency of inspection work will be of key importance, for which reason work will be done on assessing it and on the tools for doing this, such as establishing indicators to measure how far the objectives set have been successfully achieved. Technological innovation processes (online, V92, Excel, etc.) will be fostered, as will quality management. In the latter, we will be moving towards the advanced management mode (AGM), while maintaining ISO certification. Work will begin on the human factor, as this is the one most closely related to the situation characterising the beginning of this three-year period (with a large number of new people joining the organisation). A contingency plan for the inspectorate also needs to be drawn up. The MVV will be reviewed in a participative way to ensure they fit the new context and the people in the organisation agree with and support their content, as well as establishing procedures to gather information from interested parties (people and organisations that benefit from our services) from whom no opinions have been gathered up to now (families, students, teachers, etc.) but who can provide valuable information from which to learn.</i></p>		



Three-year goals 2020-23	Indicator/s of success	Sources of evidence
<p><b>Three-year goal 5:</b></p> <p>Progress in the overall improvement of the professional skills of the inspectorate, by:</p> <p>a) Having a description of the professional skills of inspectors and the specialist areas required by the service, to serve as a reference for assessment processes (public job offers, secondment selection, etc.) and self-assessment (decisions on training).</p> <p>b) Working on procedures for communication and dissemination of information, as well as those for participation and collaboration.</p> <p>c) Encouraging engagement, a feeling of belonging and alignment of people with the objectives of the organisation.</p> <p>d) Boosting the impact of training and establishing channels to ensure knowledge transfer, paying special attention to skills development for people joining the organisation.</p>	<p>5.a- Improvement of 1 point in the results of the staff skills assessment, comparing the data for 20-21 and 22-23 (especially relevant for digital and supervisory skills).</p> <p>5.b- Systematisation of dissemination of the organisation's objectives and participation in their assessment by all members of the organisation.</p> <p>5.c- Procedures exist to allow participation by members of the organisation in strategic planning.</p> <p>5.d- There are procedures to facilitate both horizontal and vertical communication, and these are considered effective by at least 75% of people in the service.</p> <p>5.e- Systematic procedures established for knowledge transfer, in order to avoid any loss of knowledge within the organisation.</p> <p>5.f- Procedures in place for incorporating new staff and tutoring, taking the inspector's skill profile as a point of reference.</p>	<p>Satisfaction surveys</p> <p>Documentary record</p>
<p><b>Justification:</b></p> <p><i>For efficient action to be taken to contribute both to improvement in schools and to overall results in the system, it is essential for all the staff to possess high levels of professional skills and share the organisation's objectives.</i></p> <p><i>We also seek to progress in our knowledge of new technologies, in the skill of assessing fundamental aspects of schools' organisation and their teaching-learning processes, as well as handling the information on the system relevant to report to the education administration and on which to base the inspectorate's strategic planning. Along with process in these areas, the aim is to encourage participation in these processes by a larger number of inspectors by seeking to disseminate this knowledge in a systematic way.</i></p>		



Three-year goals 2020-23	Indicator/s of success	Sources of evidence
<p><b>Three-year goal 6:</b> Progress in processes of <b>collaboration</b> with other institutions, forge <b>alliances</b> and <b>drive innovation processes</b> to allow constant progress towards improvement and constructive adaptation (which involves learning and progress with a vision of the future) in the specific circumstances of any given time, involving all staff.</p>	<p>6.a- Alliances increased by 25%</p> <p>6.b- Continuing to collaborate with inspectorates and other institutions around us and in Spain and Europe (SICI / Erasmus plus / Job shadowing, etc.) and as a consequence of this introducing at least three innovative processes, adding value to the organisation. Increasing the number of people directly involved in participation by at least 50%.</p> <p>6.c- As a consequence of new procedures set up in response to the challenges raised by the COVID situation and others, introducing at least three new good practices to the organisation's culture.</p>	<p>Comparison of no. of alliances 2020/2023</p> <p>Documentary record</p>
<p><b>Justification:</b> Our education system, specifically the BAC education inspectorate, cannot ignore the goals and targets set in the European context. In recent years it has collaborated with other inspectorates and organisations and regional and state level. In the academic years 2015-16 and 16-17 the education inspectorate took part, together with other European inspectorates and universities, in an Erasmus+ project concerning the assessment of school leadership and teaching practice. Since the academic year 2018-19 it has been a member of the Standing International Conference of Inspectorates (SICI), a European organisation that brings together inspectorates from 40 European countries and has collaborated with any other inspectorates and organisations related to the world of education that request it. Through this organisation we have been able to listen at first hand to foreign experts in innovative approaches to internal and external assessment of schools, and hear about the impact of inspection both on schools and on the administration and other bodies connected with the world of education. We have also been able to take part in job shadowing in Ireland and in training activities in France. And, of course, we have given talks in Europe about our inspection system in terms of innovation and assessment. As well as raising the profile of the Basque education system and forging alliances, all this enables us to gain information and knowledge about other ways of doing things and supervising. This view abroad enables us to bring innovative ideas into our context. The last three-year plan spoke of the importance of promoting actions of this kind, to which end structures like the international action committee and the innovation monitoring committee were set up. The work of these and other structures, such as the supervisory committee, needs to be continued, to identify new ideas that can be adapted to our organisation and new alliances to stimulate modernisation and effectiveness in the inspectorate's work, as well as raising participation and awareness among the whole staff concerning what goes on in this area.</p>		



## ANNEXE II

## ROLL-OUT OF THREE-YEAR OBJECTIVES OVER THE ACADEMIC YEARS 2020-2021, 2021-2022, 2022-2023

THREE-YEAR GOAL 1	Objectives 2020-21	Objectives 2021-22	Objectives 2022-23
<p>1. Progress in the education inspectorate's contribution to <b>assuring the exercise of rights and duties</b> of the educational community as laid down in current <b>regulations</b>, by:</p> <p>1.a- establishing procedures to adapt to specific circumstances (e.g. COVID-19, etc.).</p> <p>1.b- <b>Reviewing existing procedures</b> in order to verify and increase their efficiency and impact, <b>in particular those related to the school community</b>.</p> <p>1.c- Making <b>proposals</b> to the <b>administration</b> in order to promote the updating and improvement of the content of current <b>regulations</b>.</p>	<p>1.a- Designing and implementing procedures to verify <b>compliance</b> with the <b>special measures</b> put in place by the department to adapt educational processes to the <b>epidemic/health situation</b> caused by COVID-19.</p> <p>1.b- Having <b>efficiency and impact criteria</b> in place to analyse each of the tasks related to regulatory compliance currently performed by the inspectorate, and <b>identify which</b> of these have most room for improvement, paying special attention to those related to dealing with the school community.</p> <p>1.c- Identifying the aspects of current regulations that need updating.</p>	<p>1.a- Having <b>information</b> about how far the tasks related to regulatory compliance currently performed by the inspectorate <b>meet the efficiency and impact criteria</b> prepared last year and <b>establishing measures</b> to improve these tasks, specifically those related to dealing with the school community.</p> <p>1.b- Making proposals to the administration about the regulatory aspects identified last year.</p>	<p>1.a- After reviewing, assessing and adjusting the tasks related to regulatory compliance performed by the inspectorate, to make sure they <b>meet the impact and efficiency criteria</b> established, specifically those related to dealing with the school community, incorporating them into the culture of the system and instituting regular, systematic reviews of them.</p> <p>1.b-. Making proposals to the administration regarding updating and improving current regulations and creating systematic mechanisms for preparing and submitting these proposals.</p>





THREE-YEAR GOAL 2	Objectives 2020-21	Objectives 2021-22	Objectives 2022-23
<p><b>Progress</b> in improving the <b>effectiveness and efficiency</b> of the <b>BAC inspectorate's intervention model in schools, paying special attention</b> to:</p> <p>2.a- The aspects with the most significant impact in terms of improvement in schools, especially those arising from the conclusions of reports on results, the education department's strategic lines and any others required by necessary adaptation to particular circumstances.</p> <p>2.b- Making sure the actions taken in terms of supervision of schools are <b>coherent</b>, have an <b>impact</b> and are efficient, with a <b>stress on assessing people</b>.</p>	<p>2.a.b- Creating a school <b>supervision activity</b> to cover aspects related with the teaching-learning and organisational processes on which COVID-19 has has the biggest effect.</p> <p>2.b- Analysing the <b>results of the reports</b> on supervision activities, review current actions (AZ) from the standpoint of the <b>impact</b> they have on improving schools and identifying <b>new spheres of action</b>.</p> <p>2.b- <b>Analysing the information given to schools</b> as a result of the inspectorate's <b>work</b> in them, to ensure that it adds value and avoids dispersion and any overlapping.</p> <p>2.b- Reviewing current procedures for <b>assessing</b> people (assessment of the management function, of public employees in training, of teaching competency, etc.) in terms of impact, drawing conclusions and making proposals to boost their efficiency.</p> <p>2.b- Completing the design of teaching assessment and making a proposal for regulating it.</p> <p>2.a- Reviewing the design of student assessment, with a view to showing schools why continuous assessment makes sense, and why they need to set minimums and clear indicators to serve as a reference for assessment and marking. <b>Identifying priority areas in which to intervene in schools</b>.</p> <p>2.a- Vocational training: Monitoring the projects run in vocational training schools to identify <b>good practices</b> and analyse the possibility of transferring them to other stages of education.</p> <p>- First phase of monitoring innovation projects based on active-collaborative learning methodologies of an inter-modular nature: efficiency. Advantages and difficulties</p>	<p>2.a.b- Analysis of supervisory activity in the 2020-21 academic year, identification of areas for improvement and good practices, and including them in the functioning of the organisation. Implementing the conclusions of the analysis conducted the year before</p> <p>2.b- On the basis of the analysis conducted in the 20-21 academic year, <b>establish and implement procedures</b> in order to improve the quality of the information given to schools as a result of the work done in them by the inspectorate.</p> <p>2.a.b- Implementing the proposals for improvement made in the year 20-21.</p> <p>2.b- Piloting the design of teaching assessment in collaboration with volunteer teachers. Assessment of this.</p> <p>2.b- Implementing the student assessment process. Assessment of the process.</p> <p>Improving the priority aspects identified the year before in schools. Implementing improvements and assessing the process.</p>	<p>2.- Review and assess the practices introduced and, if the results of this are positive, include them in the culture of the organisation. Assess the actions taken and include them, if appropriate, in the culture of the system.</p> <p>2.a.b- <b>Assess</b> the procedures implemented in the academic year 21-22 and, if appropriate, <b>incorporate them in the culture of the system</b>.</p> <p>2.a.b- Assessing the proposals implemented and including them in the culture of the system.</p> <p>2.a.b- Making pertinent changes as a result of the pilot assessment.</p> <p>2.b- Initiating teaching assessment processes. Including this in the system.</p> <p>2.a.b- Improving the priority aspects identified the year before in schools. Including this in the system.</p>



THREE-YEAR GOAL 3	Objectives 2020-21	Objectives 2021-22	Objectives 2022-23
<p>Progress in improving <b>collaboration</b> with the <b>education administration</b> and <b>our response to society in general</b>:</p> <p>3.a- By adapting information-gathering procedures and establishing new ones to make our <b>handling of the public's demands</b> more agile.</p> <p>3.b- By issuing reports on the situation in the education system with proposals arising from the information gathered, to aid decision-making.</p> <p>3.c- By <b>taking part</b> in actions related to <b>assessment of the system</b>, monitoring of the department's and <b>other</b> programmes and strategic lines, providing a guarantee of transparency, regulatory compliance and knowledge of the education system.</p> <p>3.d- By improving the knowledge among the educational community and the public at large of the work done by the education inspectorate.</p>	<p>3.a- Improving existing tools for gathering information on the education system and proposing other, more agile, efficient ones.</p> <p>3.b- Beginning implementation of the tool for handling external demands.</p> <p>3.a- Analysing and assessing current procedures for receiving and handling demands from the administration and the public (Zuzenean, electronic record, Tramitagune, etc).</p> <p>3.b- Issuing and sending reports to the education administration, and analysing their impact in relation to the decisions made.</p> <p>3.c- Collaborating with personnel management procedures, advising and cooperating in the framing and adjustment of regulations, gathering information, orienting and mediating where situations require it, participating in Aurreraka comparisons, etc.</p> <p>3.d- Update the website</p> <p>3.d- Drawing up a portfolio of services</p>	<p>3.a- Progress in the development of procedures proposed for gathering information on the education system efficiently.</p> <p>3.b- Completing implementation of the tool for handling external demands and assessing the results of its use.</p> <p>3.b- Devising procedures to help boost the quality of inspection reports.</p> <p>3.b- Assessing the efficiency of the procedures in place to receive, handle and process demands reaching the inspectorate via Zuzenean, Tramitagune and other channels.</p> <p>3.c- Identifying procedures to systematically pass on to the education administration relevant information about the resources, processes and results in the education system in order to aid decision-making.</p> <p>3.d- Participating in the organisation, execution and monitoring of assessment activities ordered by the department.</p> <p>3.e- Setting up procedures to keep the inspectorate website up to date.</p> <p>3.e- Publishing and disseminating the inspectorate's catalogue of service among the educational community (also in English).</p>	<p>3.a- Adjust and systematise procedures developed for gathering information on the education system efficiently.</p> <p>3.a- Assess the results of using the tool for handling external demands.</p> <p>3.a- Implement procedures and assess their results.</p> <p>3.b- Implement proposals for improvement based on assessment of the efficiency of the procedures in place to receive, handle and process demands reaching the inspectorate via Zuzenean, Tramitagune and other channels.</p> <p>3.e- Systematically pass on to the education administration relevant information about the resources, processes and results in the education system in order to aid decision-making.</p> <p>3.d- Participate systematically in the department's assessment activities and help to draw conclusions. Make systematic use of these conclusions to draw up the annual inspection plans.</p>



THREE-YEAR GOAL 4	Objectives 2020-21	Objectives 2021-22	Objectives 2022-23
<p><b>4.- Progress in improving the organisation and management of the service:</b></p> <p>4.a- By further <b>analysing risks, efficient and agile responses</b> to them and the <b>systematic assessment</b> of the measures taken to adapt to them.</p> <p>4.b- By establishing <b>procedures</b> to ensure and increase the <b>efficiency of actions</b> and <b>improve results</b>.</p> <p>4.c- By fostering its <b>computerisation</b> to optimise planning, follow-up and monitoring of processes and their results.</p> <p>4.d- By pursuing process-based management and moving towards an advanced management model.</p>	<p>4.a- New, participative review/update of <b>MVV</b>. SWOT and CAME analysis</p> <p>4.a- Have procedures and tools to assist <b>systematic risk analysis</b>. Define risks and procedures to anticipate and deal with them (CAME methodology)</p> <p>4.a- Having procedures to allow a <b>rapid, effective response to unforeseen circumstances</b>.</p> <p>4.b- Improving assessment processes to <b>assess the impact</b> of the inspectorate's actions, by establishing <b>indicators</b> to aid assessment of the objectives proposed in terms of results (in the <b>key AZ</b>), and by establishing <b>procedures to gather information from interested parties</b> (people and organisations that benefit from our services) from whom no opinions have been gathered up to now (families, students, teachers, administrative staff - systematically) and learning from them.</p> <p>4.c- Progress in <b>knowledge and use of IT and technological resources</b> as tools to add efficiency to our actions, through training for the workforce in the V92 application, the possibilities of Office 365, Excel video-conferencing apps and so on.</p> <p>4.d- Progress towards an <b>advanced management model</b> through the request for a <b>comparison</b> and work on the <b>human</b> element.</p>	<p>4.a- <b>Assessing the effectiveness</b> of the procedures and tools designed to allow <b>systematic risk analysis</b>, including those that allow a rapid, effective response to <b>unforeseen circumstances</b>.</p> <p>4.b- Improving assessment processes to <b>assess the impact</b> of the inspectorate's actions, by establishing <b>indicators</b> to aid assessment of the objectives proposed in terms of results (in <b>50% of AZ</b>), and by establishing procedures to gather information from interested parties (people and organisations that benefit from our services) from whom no opinions have been gathered up to now (families, students, teachers, administrative staff - systematically) and learning from them.</p> <p>4.b- Progress towards an advanced management model through the request for a <b>second comparison</b> and work on the <b>innovation</b> element.</p> <p>4.c- Progress in <b>knowledge and use</b> of IT and technological resources as tools to add efficiency to our actions, through training for the workforce in the V92 application, the possibilities of Office 365, Excel, video-conferencing apps and so on.</p>	<p>4.a- <b>Having</b> effective, agile procedures and tools to assist systematic risk analysis. <b>Have systematic procedures</b> to allow a rapid, effective response to unforeseen circumstances.</p> <p>4.b- Improving processes to <b>assess the impact</b> of actions, by establishing <b>indicators</b> to aid assessment of the objectives proposed (in 100% of the AZs).</p> <p>4.b- Progress towards an <b>advanced management model</b> through the request for a <b>third comparison</b> and work on the <b>other elements</b>.</p>



THREE-YEAR GOAL 5	Objectives 2020-21	Objectives 2021-22	Objectives 2022-23
<p>5. Progress in the overall improvement of the professional skills of the inspectorate, by:</p> <p>5.a- Having a description of the professional skills of inspectors and the specialist areas required by the service, to serve as a reference for assessment processes (public job offers, secondment selection, etc.) and self-assessment (decisions on training).</p> <p>5.b- Working on procedures for communication and dissemination of information, as well as those for participation and collaboration.</p> <p>5.c- Encouraging engagement, a feeling of belonging and alignment of people with the objectives of the organisation.</p> <p>5.d- Boosting the impact of training and establishing channels to ensure knowledge transfer, paying special attention to skills development for people joining the organisation.</p>	<p>5.a- Creating a tool to describe the skills involved in the inspector's role and to serve as a reference in self-assessment and assessment processes (public job offers, secondment selection, etc.). Conduct an analysis of general professional skills of the inspectorate.</p> <p>5.b- Review the procedures currently used to boost participation, collaboration, communication and dissemination of information. Make proposals to boost their efficiency.</p> <p>5.c- Having a study of the procedures that might be used to encourage engagement, a feeling of belonging and alignment of people with the objectives of the organisation.</p> <p>5.c- Having a list of skills, interests, affinities and the like of the people in the organisation in order to distribute tasks in accordance with these.</p> <p>5.d- Having procedures in place aimed at minimising the loss of knowledge resulting from retirements and speeding up the development of skills in people joining the system. Review the orientation and tutoring plan.</p> <p>5.4- Have procedures in place to measure the impact of training.</p>	<p>5.- Running <b>selection processes</b> to fill vacancies using the tool to describe the skills in the <b>inspection role</b> created the year before.</p> <p>5.b- <b>Have an assessment with ratings and proposals for improvement that records the effectiveness</b> of the procedures and tools used after the previous year's review to boost participation, collaboration, communication and dissemination of information.</p> <p>5.a- Following implementation of the proposals contained in the work done the year before, <b>have an assessment of the procedures</b> used to foster engagement, a feeling of belonging and alignment of people with the objectives of the organisation.</p> <p>5.a- As well as the usual tasks, assign all members of the workforce some responsibility that adds specific value to the organisation. In assigning this, the list of skills and interests drawn up the previous year should have been used.</p> <p>5.c- Have an assessment study of the procedures devised to minimise the loss of knowledge resulting from retirements and speed up the development of skills in people joining the system.</p>	<p>5.- <b>Run</b> selection processes to fill vacancies (<b>public employment offers</b>) using the tool to describe the <b>skills in the inspection role</b>.</p> <p>5.a-b- <b>Systematise the procedures and tools</b> to boost <b>participation, collaboration, communication and dissemination of information</b>, as well as to encouraging engagement, <b>a feeling of belonging and alignment of people with the objectives of the organisation</b> put into practice and assessed in the last two years.</p> <p>5.a- Assessment of the impact of the improvement of tasks and responsibilities assigned the year before, as well as the level of satisfaction of people in the organisation. Improve the level of satisfaction of people in the organisation with the tasks assigned.</p> <p>5.c- Systematise the procedures to minimise the loss of knowledge resulting from retirements and speed up the development of skills in people joining the system that were designed, implemented and assessed in previous academic years.</p> <p>5.b- Systematise the new procedures to measure the impact of training measures after their assessment.</p>



THREE-YEAR GOAL 6	Objectives 2020-21	Objectives 2021-22	Objectives 2022-23
<p>6.- Progress in processes of <b>collaboration with other institutions</b>, forge alliances and <b>drive innovation processes</b> to allow constant progress towards improvement and constructive adaptation (which involves learning and progress with a vision of the future) in the specific circumstances of any given time, involving all staff.</p>	<p>6.a- <b>Collaborate</b> with nearby inspectorates and those in Spain and Europe, especially those involved in dealing with the COVID-19 pandemic, to <b>pool good practices</b> for intervention in schools and collaboration with the education administration.</p> <p>6.b- Activate the <b>innovation team</b>, updating or specifying its functions, tasks, frequency of meetings, working dynamics, etc.</p> <p>6.c- Establish procedures to collect good practices, suggestions for improvement, innovative practices, etc., analyse their visibility and determine possible strategies for implementing and assessing them.</p>	<p>6.a- Collaboration fostered with inspectorates in the immediate area and in Spain and Europe, as well as other organisations in the educational sphere.</p> <p>6.b- Innovative proposals based on collaboration with other institutions proposed by the innovation team.</p> <p>6.c- Collect, analyse and implement suggestions for change.</p> <p>6.d- Review the process.</p>	<p>6.a- Make collaboration with organisations in the field, both educational and others, systematic by forging alliances that add value to the organisation.</p> <p>6.b- Make the issuing, driving and monitoring of innovative proposals by the innovation team systematic.</p> <p>6.3- Include this process in our organisational culture. Recognise and collect the opinions of the agents who have contributed suggestions for improvement, especially in cases where they added significant value to the organisation.</p>



### Annexe III

#### MISSION-VISION-VALUES / STRATEGIES

##### MISSION AND STRATEGIES

During the term of the 2014-2017 general three-year plan the organisation's policy and strategy were analysed and adapted, by reviewing the Mission, Vision and Values laid down in the academic year 2014-2015 and in a strategic conference held in May 2017.

Below is the wording that was chosen following this review.

**MISSION** The mission of the inspectorate in the Basque Country is to:

1. Foster the achievement of a quality education system and help to assure the rights of the people who make up the educational community.
2. Monitor, assess and advise schools and other parts of the system in order to contribute to their improvement, as well as taking part in the assessments of the system and reporting to the education administration through technical assessments containing propositions.
3. Improve the internal organisation of the education inspectorate and how it does its work in order to give a better response to people and schools.

**VISION** The inspectorate aspires to:

1. Act as a key factor in assuring the right of all students to a quality education, as well as the rights of all members of the educational community.
2. Lead the process of improvement in the education system with a view to the future by efficiently supervising, assessing and advising the organisation and functioning of schools, their programmes and educational and management practice.
3. Be a point of reference for schools, for the administration and for society, due to its contribution to improvement, acting as a preferential service to inform and advise the education administration about the functioning of the system.
4. Be made up of trained, informed and committed professionals who keep up to date, working as a coordinated team with consistent criteria to drive processes of innovation and participation in the organisation.
5. Act professionally and ethically both in its interventions in schools and in relation to the education administration, in line with technical criteria and independently of external pressures.

**VALUES** The key factor that serves as a point of reference for the behaviours and attitudes of education inspectorate staff is professionalism, sustained by the following values:

1. Honesty, responsibility, loyalty, respect and empathy.
2. Efficiency and teamwork based on mutual commitment.
3. Autonomy and independence of criteria in a critical and self-critical spirit.
4. Participative, proactive attitude focused on constant improvement.
5. Involvement and commitment to training and innovation.



**STRATEGIES** The education inspectorate seeks to make the best use of its resources to:

1. Respond, in the exercise of its functions, to the needs, expectations and demands of all members of the educational community and of those responsible for the education administration.
2. Help to improve schools' functioning and educational response by making proposals for improvement based on knowledge of the schools.
3. Meet the legal and regulatory requirements affecting the education inspectorate and the work it does in the exercise of its functions.
4. Improve the quality of interventions at schools.
5. Work in a planned, coordinated way in a team, timing and distributing the tasks to be performed between inspectors in a balanced way.
6. Favour, through the pertinent plans, in-service training and active participation by all the inspectorate staff.
7. Improve the education inspectorate's internal and external communication channels.
8. Show the flexibility necessary to adapt the demands and needs inherent in the activities of the education inspectorate.
9. Make the necessary modifications to the processes in place in the functioning of the inspectorate, by assessing how much they contribute to the objectives sought, identifying possible risks and implementing the relevant improvements in order to increase their efficiency, especially those with the most significant impact on the M-V-V.
10. Foster recognition for the people who work in the education inspectorate.
11. Improve communication with the heads of the territorial delegations and with the different services in the education department.



#### ANNEXE IV STRATEGIC REFLECTION 2017-18

The strategic review conducted in May 2017 analysed the organisation's strengths and weaknesses.

The **strong points** of the education inspectorate included the following:

- The inspectorate's own structure and organisation, which is oriented towards an orderly distribution of responsibilities.
- A management system that facilitates knowledge, execution and monitoring of activities.
- The positive perception of the inspectorate by schools and by other services, based on the immediacy and efficiency of its responses.
- The inspectorate is seen as a point of reference in the field of assessment.
- The fluidity of relations between the inspectorate and schools and the educational community.
- The inspectorate is seen as a point of reference in defence of the rights of members of the educational community.
- The practice of learning, shared knowledge and advice between peers.
- The training and knowledge of the staff.
- The climate of collaboration and a good orientation process.
- The existence of a defined profile for the inspectorate together with a wide variety of personal profiles.

The **opportunities** presented to the education inspectorate included the following:

- The importance that assessment is taking on in society facilitates the intervention of the inspectorate in assessment on the basis of the results of internal and external assessments. This reinforces the role of the inspectorate as the actor that assesses people and schools.
  - Adaptation to the new ISO 2015 standard will allow the management system to be reviewed.
  - The development and evolution of the IT tools allows increased efficiency in the activities of the education inspectorate.
- The dynamic of creating new spaces for action in the sphere of vocational training (the V Plan for vocational training, changes in methodology and the new vocational training act) makes new actions possible for the inspectorate.
  - The perception of the inspectorate as an organisation with the ability to have an influence to improve the education system.
  - Changes in the make-up of the inspectorate staff represent an opportunity to prepare for the turnover in people in order to keep the knowledge built up.



**Annexe V****CHANGES TO THE THREE-YEAR PLAN  
MILESTONES IN LEARNING, INNOVATION AND IMPROVEMENT**

This annexe leaves open a space that will be filled in during the course of this three-year plan. It will include, as they occur, all changes that need to be made to the initial planning to adapt to circumstances in context, to needs arising and to the results as they are achieved.

It will also record all advances in the system resulting from the pursuit of the objective for improvement set forth in this three-year plan.



Annexe VI  
Process map

