



***ANNUAL PLAN OF THE
EDUCATION INSPECTORATE
ACADEMIC YEAR 2020-2021***

BASQUE EDUCATION INSPECTORATE

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1.- INTRODUCTION

Education inspection plans are the paths the education inspectorate in the BAC (Basque Autonomous Community) lays out to perform the functions assigned to it by law, within the framework of the mission, vision and values that define its personality.

In accordance with this, it conducts strategic planning through three-year plans, the objectives and lines of action of which are implemented through annual plans.

The 2020-23 three-year plan sets new objectives in order to carry on making progress in improving the service offered to the educational community by the education inspectorate in the BAC. To do this, it sets out from the conclusions of the previous three-year plan and the data gathered regarding the situation of the education system in the supervision report. Also taken into account are the strategic lines of the deputy ministries and directorates of the education department, assessments by the inter-territorial coordination committee with the heads of area, the surveys on the level of satisfaction of addressees of inspection activities and the results of the audits carried out.

This 2020-21 annual plan starts out on the path towards achieving the 2020-2023 three-year goals, framed in the context of a COVID-19 pandemic which will significantly affect the decisions taken and planning of actions.

Also worthy of note is the recent incorporation of a large number of new inspectors, who will have to meet the challenges of the inspectorate's routine work and other new ones posed by the specific current situation.

However, this situation must be approached as an opportunity to direct our efforts towards boosting the efficiency of our existing activities (sub-processes) and creating other new ones as required, and to enhance the quality of our response to the needs of the people and services that make up the education system.

It is also an opportunity to drive improvement in our own service, by analysing the effectiveness of existing processes, risk analysis, seeking agile, effective procedures to cope with unforeseen situations, deal with uncertainty and systematise assessment processes to ensure constant improvement, as well as by taking steps to foster professional development, engagement and a feeling of belonging.

Essential tools to achieve objectives will be the BAC inspectorate's management system, in line with the UNE-EN ISO 9001:2015 standard, the model for intervention in schools oriented towards their improvement, the inspectorate's V92 computer application and the improvements to be made to it, communication and training processes and, in particular, the engagement of the whole inspectorate staff.

After the **introduction** and an analysis of the context, this document first outlines the **objectives** set for the **academic year 2020-21**, which represent the first step towards achieving the 2020-23 three-year objectives. It then covers the **basic lines of action** to be taken to achieve these annual goals. After this, individual points are presented, concerning the **training** of inspectorate members and the **organisation** of the service, as these are key factors in achieving the objectives and professional growth for the organisation as a whole.

Finally, it emphasises the **assessment** of the annual plan itself, as an essential step to making the **adjustments** necessary to **respond to the changing** situation in which we find ourselves, so as **not to swerve** from the path to achieving **our objectives** and to take advantages of the **opportunities for learning and improvement** that will certainly arise.

The plan ends with a series of **annexes** which amplify some of the sections mentioned above.

2.- CONTEXT

Drawing up the 2020-21 annual plan will be particularly conditioned by two contextual factors:

a) **The COVID-19 epidemic and health situation:**

This situation will require, even more than in previous years, close, intensive intervention in schools, as well as ongoing collaboration with those responsible for the education administration in order to pass on information about the situation and needs of the different parts of the education system promptly and so aid decision-making.

We will have to learn to work with uncertainty and respond to urgent, unplanned needs that will call for a creative effort and a pro-innovation attitude to provide responses to the new challenges.

b) **Major generational turnover in the inspectorate staff**

Meeting the new challenges raised requires knowledge and experience on the part of the inspectorate staff.

The changes in the assignment of responsibilities made at the start of the 2020-21 academic year, affecting both those in charge of the education department and those in management positions in the inspectorate itself, call for an additional effort which needs to be taken into account in planning the steps to take.

Moreover, the incorporation of new people in the organisation following the competitive examination process run at the end of the last school year must be taken into account, as 25% of staff are now in training.

Taking the above into account together with the new demands arising from the COVID-19 situation, there is a clear need for the knowledge and experience necessary to cope with them to be acquired as soon as possible.

It must also be taken into account that the appointment of the inspector-general was made when the first term was well under way, which has resulted in a delay in the presentation and implementation of the contents of this plan.

Bearing all these factors in mind, and taking as a starting point the conclusions of the previous three-year plan (shown in section 2.2. of the 2020-23 three-year plan), the objectives shown below are set. However, it should be underlined that these must be approached with the caution and flexibility required by the situation in order to give an adequate response to the changing needs of the education system.

3.- OBJECTIVES OF THE 2020-2023 ANNUAL PLAN

The 2020-21 annual objectives associated with each of the objectives in the 2020-23 three-year plan are presented below:

THREE-YEAR GOAL 1
<p>1. <i>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:</i></p> <p>1.a- <i>establishing procedures to adapt to specific circumstances (e.g. COVID-19)</i></p> <p>1.b- <i>reviewing existing procedures in order to verify and increase their efficiency and impact, in particular those related to the school community.</i></p> <p>1.c- <i>making proposals to the administration in order to promote the updating and improvement of the content of current regulations.</i></p>
Objectives 2020-21
<p>1.a. Designing and implementing procedures to verify compliance with the special measures put in place by the department to adapt educational processes to the epidemic/health situation caused by COVID-19.</p> <p>1.b. Having efficiency and impact criteria in place to analyse each of the tasks related to regulatory compliance currently performed by the inspectorate, and identify which 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>

THREE-YEAR GOAL 2
<p>Progress in improving the effectiveness and efficiency of the BAC inspectorate's intervention model in schools, paying special attention to:</p> <p>2.a- <i>the aspects with the most significant impact in terms of improvement in schools, especially those arising from the conclusions of reports of the reports on results and any others required by necessary adaptation to particular circumstances.</i></p> <p>2.b- <i>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.</i></p>
Objectives 2020-21
<p>2.a.b. Creating a school supervision activity to cover aspects related with the teaching-learning and organisational processes on which COVID-19 has had the biggest effect.</p> <p>2.b. Analysing the results of the reports on supervision activities, reviewing current actions (AZ) from the standpoint of the impact they have on improving schools and identifying new spheres of action.</p> <p>2.b. Analysing the information given to schools as a result of the inspectorate's work in them, to ensure that it adds value and avoids dispersion and overlapping.</p> <p>2.b. Reviewing current procedures for assessing 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. Identifying priority areas for intervention in schools.</p>

THREE-YEAR GOAL 3

*Progress in improving **collaboration** with the **education administration and our response to society in general**:*

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

Objectives 2020-21

- 3.a- Improving existing tools for gathering information on the education system and proposing other, more agile, efficient ones.
- 3.a- Analysing and assessing current procedures for receiving and handling demands from the administration and the public (Zuzenean, electronic record, Tramitagune, etc).
- 3.b- Issuing and sending reports to the education administration, and analysing their impact in relation to the decisions made.
- 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.
- 3.d- Update the website
- 3.d- Draw up the portfolio of services by the BAC inspectorate

THREE-YEAR GOAL 4

*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*

Objectives 2020-21

- 4.a.1- New review - participative update of our **Mission/Vision/Values (MVV)**. Analysis, both SWOT (Strengths-Weaknesses-Opportunities-Threats) and CAME (Correct-Adapt-Maintain-Explore)
- 4.a.2- Have procedures and tools to assist **systematic risk analysis**. Define risks and procedures to anticipate and deal with them (CAME methodology)
- 4.a.3- Having procedures to allow a **rapid, effective response to unforeseen circumstances**
- 4.b- Improving **impact assessment processes** for the inspectorate's actions, by establishing **indicators** to aid assessment of the objectives proposed in terms of results (in the key AZ), and by establishing **procedures to gather information from interested parties**, especially



Objectives 2020-21

Those from whom no opinions have been gathered up to now (families, students, teachers, administrative staff - systematically) and learning from them.

4.c- Progress in **knowledge and use 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.

4.d- Progress towards an **advanced management model** through the request for a comparison and work on the **human** element.

THREE-YEAR GOAL 5

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.

Objectives 2020-21

5.a- **Create** 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**.

5.b- **Review** the procedures currently used to boost participation, collaboration, **communication** and **dissemination** of information. Make **proposals to boost their efficiency**.

5.c.1- **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.

5.c.2- 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.

5.d.1- 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.

5.d.2- Have procedures in place to measure the **impact of training**.

THREE-YEAR GOAL 6

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.*

Objectives 2020-21

6.1- **Collaborate** with nearby inspectorates and those in Spain and Europe, especially those involved in dealing with the COVID-19 pandemic, to **pool good practices** for intervention in schools and collaboration with the education administration.

6.2- Activate the **innovation monitoring team**, updating or specifying its functions, tasks, frequency of meetings, working dynamics, etc.

6.3- Establish procedures to collect good practices, suggestions for improvement, innovative practices, etc., analyse their visibility and determine possible strategies for implementing and assessing them.

Annexe III of this document outlines the 2020-21 annual objectives, the corresponding indicators of success and the activities that will assist the success of these objectives.

4.- EDUCATION INSPECTORATE MANAGEMENT SYSTEM. BASIC LINES OF INTERVENTION AND ACTIVITIES IN THE 2020-2021 ACADEMIC YEAR

4.1.- MACRO-PROCESSES AND PROCESSES IN THE EDUCATION INSPECTORATE

Before describing the lines of action and activities that will need to be rolled out to achieve the objectives of this annual plan, a brief description is necessary of the framework within which these are managed.

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 with 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 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, taking as a basic point of reference 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.

A list of the activities (or sub-processes) included in each of these 4 processes can be consulted in annexe II to this document.

Also, within the framework of **macro-processes MP 01, MP 06 and MP 03**, the following actions will be taken

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.

4.2.- KEY SUB-PROCESSES FOR THE ACADEMIC YEAR 2020-21

MP2 covers the 4 processes mentioned above.

Each of them includes various activities or sub-processes (AZ), whose objectives are oriented towards the points shown in the Mission and Vision.

Every year, in response to the needs and expectations specific to each academic year, the most important or key sub-processes are identified and work groups started up to perform specific actions; these are often made systematic, giving rise to sub-processes.

In the academic year 2020-21 the **key sub-processes** will be the following:

- AZ 022004 School supervision in the COVID-19 situation
- AZ 022386 Student absenteeism
- Activities in collaboration with the administration to report on the situation in the education system

These are activities in response to requests for collaboration, whether one-off or systematic. They include the drawing up of reports on urgent or very important matters connected with unforeseen situation or those which for whatever reason have taken on special importance.

They include reports on the situation in schools as a consequence of the situation caused by COVID-19.

4.3.- STRATEGIC LINES OF INTERVENTION

Inspection activities, organised according to the process map mentioned above, are carried on through certain strategic lines which will determine the path they will follow in order to achieve objective and add coherence to inspection activities in a general way.

The lines of intervention to allow the objectives in this annual plan to be achieved and the principles of action that are to serve as a reference in carrying out the activities are shown in the 2020-23 three-year plan (see point 4 therein).

To facilitate the achievement of the annual objectives specified in point 3 of the actions to be taken (see annexe II), these fall into three broad STRATEGIC LINES:

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

However, it must be pointed out that most of the activities to be pursued affect areas belonging to all three, as they are designed and implemented in accordance with the systematic school supervision model adopted by the Basque education inspectorate.

4.4. ACTIVITIES IN THE ACADEMIC YEAR 2020-2021:

This year the key actions to be taken centre essentially on **school supervision**, and on gathering information about the **situation in the education system**. They also involve improving the processes of collaboration and **passing on** information and **proposals** arising from them to those responsible for the education administration in order to help them make decisions.

Moreover, in support of the above, action will be taken on **professional development for inspectorate staff**, and the guidance, tools and technical procedures necessary to ensure efficient performance of the actions planned will be designed and implemented.

Furthermore, some of the **tasks** habitually performed by the inspectorate to boost its efficiency will be **reviewed** by work groups, and changes planned as a result of this analysis. Further measures will be planned as required to achieve the objectives set or to meet the new demands of the situation. All this is for implementation next year.

We will also take part in **collaboration** and coordination actions with other organisations and services to help support the key actions and achieve the annual objectives.

In this whole framework, **coordination** measures within the workforce must be reinforced, at both area and inter-territorial level, to increase both their frequency and their effectiveness. In a situation where the need for constant, rapid changes is foreseen, fluidity must be ensured in passing on relevant information, responding in an agile way to issues arising and giving guidance to assure consistent criteria compatible with flexibility to allow the most appropriate response in each case.

Ongoing **monitoring and assessment** of the actions taken will be necessary to ensure their effectiveness and to take decisions on altering them if this should prove necessary. The different coordination structures in the service, especially the supervisory committee, the tools for checking and monitoring the system, processes for determining levels of user satisfaction and so on must be active and effectively directed towards this purpose.

DESCRIPTION OF SOME OF THE KEY ACTIVITIES:

The 5 key activities for the 2020-21 school year are described below. For each of them the annual objectives and the processes or sub-processes involved are specified. Also, each of them is described.

ACTIVITY 1:

AZ 022004 SUPERVISION OF SCHOOLS IN 2020-21 IN THE CONTEXT OF COVID-19

ACTIVITY 2:

STUDENT ABSENTEEISM CAUSED BY COVID-19

ACTIVITY 3:

DETERMINING THE SITUATION IN SCHOOLS TO INFORM THE AUTHORITIES AND HELP THEM TO TAKE DECISIONS

ACTIVITY 4:

COLLABORATING WITH STEPS TAKEN BY THE EDUCATION DEPARTMENT TO SUPPORT SCHOOLS IN THEIR TASK OF ENSURING STUDENTS' RIGHT TO AN EDUCATION

ACTIVITY 5: IMPROVING THE STRATEGY AND EFFICIENCY OF ACTIVITIES. FOSTERING INVOLVEMENT. INNOVATION

STRATEGIC LINE 4.1.1	INTERVENTION IN SCHOOLS
ACTIVITY 1: AZ 022004 SUPERVISION OF SCHOOLS IN 2020-21 IN THE CONTEXT OF COVID-19	
<p>ANNUAL OBJECTIVES INVOLVED:</p> <p>1.a- Designing and implementing procedures to verify compliance with the special measures put in place by the department to adapt educational processes to the epidemic/health situation caused by COVID-19.</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. Identifying priority areas for intervention in schools.</p> <p>2.a.b- Creating a school supervision activity to cover aspects related with the teaching-learning and organisational processes on which the COVID-19 context has had the biggest effect.</p> <p>3.b- Issuing and sending reports to the education administration, and analysing their impact in relation to the decisions made.</p>	
<p>PROCESS: PR Helping to improve schools' educational response.</p> <p>SUB-PROCESSES INVOLVED:</p> <p>AZ 021305 analysis of school planning documents, primarily the school's annual plan and report; AZ021396 student assessment, teaching assessment (AZ 021313 public employees in training, AZ 021314 training assessment of teachers), AZ021320 assessment of the management function, AZ 023387 monitoring of the school climate and AZ 023394 handling of the school community, AZ023386 monitoring student absenteeism, AZ 022373 monitoring individual curriculum adaptations, of AZ022350 school administration management, of AZ022353 teacher absenteeism, proper completion of AZ021393 academic documentation,); AZ 021300 school supervision: monitoring the functioning of schools and making proposals for improvement.</p>	

Description of the activity:

The epidemic/health situation marking the academic year 2020-21 has led to major changes in the way schools have to approach both their organisation and operation, and their teaching/learning process.

Furthermore, now more than ever, they must strive to assure the rights of the educational community, especially as regards their physical and emotional health.

The education inspectorate must focus its efforts on supporting and monitoring these changes.

Much of its work must therefore be based on that done by the schools and the changes they have to make to cope with this situation.

This activity must be approached from a systemic standpoint to ensure coherence, continuity and give overall meaning to all the inspectorate's actions in the school. It is a matter of supporting schools in the changes they have to make to cope with the situation, and also helping them to improve by offering an objective view.

This activity will start with an initial diagnosis to help each inspector to take decisions about aspects requiring further attention in their intervention.

During the process, other actions will also be undertaken, including those of key importance in previous years (assessment of the management function, bullying, monitoring absenteeism, monitoring the Haimaka Esku programme, etc.) that need further work within a general framework of school supervision.

Monitoring of absenteeism and of matters relating to the school community will be of particular importance this year, and will be dealt with below, in another section.

Other important parts of this activity will include monitoring student progress as well as adapting the teaching and learning and assessment process (this point was dealt with specifically last year).

Carrying out this activity will require a process of design and producing guidance and support materials, as well as training and monitoring, both before it is rolled out and during the school year, for which a work group will be set up. This group is to establish processes for coordination with other teams responsible for related activities which overlap with this one.

This activity will include processes and tools for communicating the information collected by each lead inspector in each school. This will show the current situation and needs, both of each school and of the education system in general, enabling the inspectorate to report and make proposals to aid decision-making by those in charge of the education department or other institutions.

The activity will be shown in the V92 application. With the number AZ022004. It will include actions like analysis of the situation at each school and how far it is ready to provide an educational response for students in the COVID-19 situation, setting objectives for each inspector to work on in the school during the academic year, monitoring during the year of different aspects related to the school's activity and its educational response to its students. Finally, the proposals for improvement made to the school as a consequence of this supervision will be recorded.

These proposals will be followed up next year, just as those made last year are to be followed up this year.

In approaching the activity it should be borne in mind that the framework for the education inspectorate's actions in schools includes two essential points that will make the most significant contribution to improving them: technical advice, including that which underlies the proposals made following annual supervision, and fostering internal processes of reflection at the school regarding its own practices, to drive improvement in these.

STRATEGIC LINE 4.1.1	INTERVENTION IN SCHOOLS
ACTIVITY 2: STUDENT ABSENTEEISM CAUSED BY COVID19	
<p>ANNUAL OBJECTIVES INVOLVED:</p> <p>1. a- Designing and implementing procedures to verify compliance with the special measures put in place by the department to adapt educational processes to the epidemic/health situation caused by COVID-19.</p> <p>1.b- Having efficiency and impact criteria in place to analyse each of the tasks related to regulatory compliance currently performed by the inspectorate, and identify which 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>2.b- Analysing the results of the reports on supervision activities, review current actions (AZ) from the standpoint of the impact they have on improving schools and identifying new spheres of action.</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- Issuing and sending reports to the education administration, and analysing their impact in relation to the decisions made.</p>	
<p>PROCESS: PR Regulatory monitoring / Assuring rights and duties</p> <p>Associated SUB-PROCESSES: AZ 022386 Student absenteeism AZ 022308 Home support.</p> <p>This year AZ 022308 and AZ 022386 are closely linked, as the causes of students missing classes, for medical reasons and for reasons associated with COVID-19, have shown the need to act with similar parameters and with a coherent approach to handling cases in both AZ.</p> <p>Home teaching support is an exceptional measure to cater for students during convalescence and/or hospitalisation, but the current pandemic and health emergency situation make it advisable, on an exceptional basis, to meet requests with a medical prescription referring to situations arising from COVID-19.</p> <p>Therefore, the specific instructions for dealing with cases handled under AZ 022308 have been updated, taking into account the task being performed under AZ 022386.</p>	

Description of the activity:

The object of the activity is:

- 1.- To ensure that primary and lower secondary schools use the pertinent monitoring methods to record attendance by their students.
- 2.- To monitor the sending by schools to the inspectorate of the monthly absenteeism records, as well as ensuring all the steps in the protocol for action are taken.
- 3.- To inform the territorial education delegates of the scale of the school absenteeism issue in their territories and the deputy ministry of the scale in the BAC.
- 4.- To coordinate actions within this activity with that of home support.

The COVID-19 situation has led to a significant increase in cases of school absenteeism in comparison with figures for previous academic years, in terms of both the number of students with over 20% absences and that with 100% absences.

This year the complexity of monitoring absenteeism has created the need to differentiate between different situations with regard to student absences.

- 1.- Illness of the student
- 2.- Confinement of the student as they are COVID-19 positive
- 3.- Confinement of the student due to direct contact with someone who is COVID-19 positive
- 4.- Risk to student's health (pre-existing disorders/pathologies) from COVID-19
- 5.- Risk to the health of someone living with the student from COVID-19
- 6.- Fear of COVID-19
- 7.- Habitual absenteeism

For these reasons, in cases of non-classroom learning for justifiable reasons, in order to ensure that the student continues with their learning process in the best way possible, it is considered necessary for schools to monitor this student's non-classroom schooling, and follow up cases in which there are signs that a student's learning process might be affected.

To this end, in the **"Marks and Absences"** application a section is provided for the tutor of each group of students to monitor their students' non-classroom learning and record information about it on a weekly basis.

The education inspectorate will supervise and monitor cases, for which specific instructions will be prepared.

Advice to schools is especially important this year, both in monitoring cases of absenteeism and with absences that are considered justified due to COVID-19, as does each lead inspector's monitoring of each of their assigned schools.

STRATEGIC LINE 4.1.2	COLLABORATION WITH OTHER SERVICES AND UNITS OF THE EDUCATION DEPARTMENT AND OTHER DEPARTMENTS AND INSTITUTIONS
ACTIVITY 3: DETERMINING THE SITUATION IN SCHOOLS TO INFORM THE AUTHORITIES AND HELP THEM TO TAKE DECISIONS	
<p>ANNUAL OBJECTIVES INVOLVED:</p> <p>3.a- Improving existing tools for gathering information on the education system and proposing other, more agile, efficient ones.</p> <p>3.a- Beginning generalised 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>PROCESSES INVOLVED:</p> <p>PR 0213.- HELPING TO IMPROVE SCHOOLS</p> <p>PR 0223.- ASSURING RIGHTS AND DUTIES. REGULATORY MONITORING</p> <p>PR 0243 MONITORING OF PROGRAMMES – PURPOSES OF THE SYSTEM</p> <p>SUB-PROCESSES:</p> <p>AZ 023002 Handling external demands; AZ 022301 Requests and Notifications; V-92 Committee, etc.</p>	

Description of the activity:

This area will include activities such as the following:

- Drawing up reports and sending them to the education administration, concerning: the inspectorate's actions in schools, the demands made by the educational community and the requirements of 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.
- Passing on areas for improvement, dysfunctions and proposals, both of a general nature in the system, such as the need for new or updated regulations, difficulties observed in schools or other department sites, etc.
- The COVID-19 situation has increased the need to gather information about the situation in schools quickly. A tool will be developed to determine the daily situation in schools, as well as how the COVID-19 situation is developing in them. A working team will be set up for this. The information gathered will be passed on daily to those in charge of the education administration.
- Collaborating with the education department in carrying on different activities, such as: teacher assignment processes; public offers of employment; special baccalaureate prizes; collaboration in the organisation of university entrance examinations; scales for administrative processes; participation on committees where the inspectorate's collaboration is requested; advice to its different units and so on.

STRATEGIC LINE 4.1.2	COLLABORATION WITH OTHER SERVICES AND UNITS OF THE EDUCATION DEPARTMENT AND OTHER DEPARTMENTS AND INSTITUTIONS
<p>ACTIVITY 4: COLLABORATING WITH STEPS TAKEN BY THE EDUCATION DEPARTMENT TO SUPPORT SCHOOLS IN THEIR TASK OF ENSURING STUDENTS' RIGHT TO AN EDUCATION</p>	
<p>ANNUAL OBJECTIVES INVOLVED</p> <p>1.a- Designing and implementing procedures to verify compliance with the special measures put in place by the department to adapt educational processes to the epidemic/health situation caused by COVID-19.</p> <p>1.b- Having efficiency and impact criteria in place to analyse each of the tasks related to regulatory compliance currently performed by the inspectorate, and identify which of these have most room for improvement, paying special attention to those related to dealing with the school community.</p> <p>2.b- Analysing the results of the reports on supervision activities, review current actions (AZ) from the standpoint of the impact they have on improving schools and identifying new spheres of action.</p> <p>2.b- Analysing the information given to schools as a result of the inspectorate's work in them, to ensure that it adds value and avoids dispersion and any overlapping.</p> <p>3.a- Improving existing tools for gathering information on the education system and proposing other, more agile, efficient ones.</p> <p>6.3- Establishing 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>PROCESSES:</p> <p>PR 0213.- HELPING TO IMPROVE SCHOOLS PR 0223.- ASSURING RIGHTS AND DUTIES. REGULATORY MONITORING PR 0233.- COEXISTENCE. CONFLICT RESOLUTION PR0243 - MONITORING OF PROGRAMMES – PURPOSES OF THE SYSTEM</p> <p>ASSOCIATED SUB-PROCESSES:</p> <p>AZ 023387 BULLYING AND SCHOOL COMMUNITY PLANS (BIZIKASI) AZ 024303 ALTERNATING DUAL TRAINING AZ 024364 HAMAICA ESKU AZ024365 HAUSPOA AZ024324 COMPLEMENTARY PROGRAMMES</p>	

Description of this activity:

This activity focuses basically on monitoring the programmes promoted by the administration concerning dealing with diversity, fairness, encouraging new methodologies, improving school management, organisational changes, improving students' results, etc.

This information, once aggregated and subject to overall analysis, will enable us to make proposals to aid decision-making in the education administration.

The inspectorate's monitoring of these programme will be carried out from a standpoint of helping to improve centres, in accordance with the supervision model.

Actions include the following:

- Monitoring the roll-out of the Bizikasi initiative launched by the deputy ministry.
- Monitoring of the “Hamaika Esku” and “Hauspoa” programmes.
- Helping to foster the AURRERAKA schools assessment model being developed in collaboration with the “Kalitatea Hezkuntzan” schools network, Berritzegune Nagusia, ISEI-IVEI and Euskalit.
- Collaboration in implementing the protocol on prevention and action in schools in situations of possible risk and mistreatment, bullying and sexual abuse of children and adolescents published on 15th November 2016.
- Collaboration in other programmes proposed by the deputy ministry of education in pursuit of its strategic lines and to cope with the COVID-19 situation.

In the area of vocational training:

- Monitoring changes in methodology and their efficiency in achieving the objective of ensuring high training performance (ETHAZI).
- Monitoring of organisational changes and their efficiency in achieving the objective of giving students with special educational needs continuity and catering for groups with specific needs (3-year basic vocational training).
- Monitoring the impact of the presence of the business on the social council.
- Setting up the COVID-19 committee to help gather and handle information about the effect of the situation on schools.
- etc.

STRATEGIC LINE 4.1.3	IMPROVING THE INSPECTORATE
ACTIVITY 5: IMPROVING THE STRATEGY AND EFFICIENCY OF ACTIVITIES FOSTERING INVOLVEMENT INNOVATION	
<p>ANNUAL OBJECTIVES INVOLVED:</p> <p>2.b- Analysing the results of the reports on supervision activities, review current actions (AZ) from the standpoint of the impact they have on improving schools and identifying new spheres of action.</p> <p>4.a.1- New, participative review/update of MVV, SWOT and CAME analysis</p> <p>4.a.2- Have procedures and tools to assist systematic risk analysis. Define risks and procedures to anticipate and cope with them.</p> <p>4.d- Progress towards an advanced management model through the request for a comparison and work on the human element.</p> <p>6.1- Collaborate with nearby inspectorates and those in Spain and Europe, especially those involved in dealing with the COVID-19 pandemic, to pool good practices for intervention in schools and collaboration with the education administration.</p> <p>6.2- Activate the innovation team, updating or specifying its functions, tasks, frequency of meetings, working dynamics, etc.</p> <p>6.3- 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>PROCESS:</p> <p>MP 01: Strategy, Planning and Organisation. PR 0101 Identification and review of the Mission PR 0102 Inspectorate Strategy: Review of the System PR 0103 Organisational structure PR 0104 Internal and external communication</p> <p>MP 03: Human resource management PR 0301 Provision of staff PR 0301 Orientation of new staff PR 0301 General training and Basque language training of staff</p> <p>RELATED SUB-PROCESSES: All the AZs</p>	

Description of the activity:

Most of these activities will be carried out by specific work groups.
These activities are the following:

Related to the strategic sphere:

- Review of the current Mission, Vision and Values
This will be coordinated by the Quality Committee and carried out with the participation of the whole staff
- Review of the different sub-processes, according to guidelines drawn up by the quality committee and the supervisory committee in order to analyse the possibilities of improving their efficiency.
- The quality committee will foster the shift towards the advanced management model by requesting an external comparison from Euskalit. The people area will also be planned and whatever training is considered necessary will be given.
- Establishing tools and procedures to aid regular review of the indicators of achievement of objectives and making these accessible to the inspectorate staff (tables of indicators in SharePoint, etc.).
- Designing a catalogue of inspectorate services that can be offered to interested parties and posted on the inspectorate website.
- Improving the design of the inspectorate website in order to give a more accurate view of its functions and make its content more easily accessible.
- Expand channels of communication with interested parties: as well as school management and other administration services, with boards of governors / school councils / social councils, families, teachers, students and so on.
- Analysis of the results of the activities carried out to draw conclusions on how to foster their efficiency and effectiveness.
- Analysis of the results of internal and external audits and pertinent measures.

Related to the people sphere

- Drawing up the COVID-19 contingency inspection plan, which includes the specific features of the territories.
- Drawing up the teaching profile, continuing work on a proposed design for a model for assessing the teaching function.
- Start updating the skills profile for inspectors.
- Identify needs for specialisation in each geographical area and in the inspectorate in general.
- Design and development of tools to help distribute tasks and areas of work in accordance with personal interests and skills.
- Planning of training measures to meet immediate needs in terms of performing the tasks necessary this year and the gradual skills development of people in the organisation.
- Improving the orientation plan and setting up the tutors' committee
- Analysing current internal and external communication processes and preparing a proposal to help improve their efficiency.

- Developing procedures to facilitate changes of area and to assign head of area functions, and if necessary to lengthen the list of candidates to fill vacancies in the inspectorate on secondment. The deputy ministry of administration and services will be asked to publish the pertinent calls for applications.

Related to the innovation sphere:

- Collaboration with other departments and institutions (other departmental managements, other departments in the BAC, other inspectorates in Spain, European inspectorates, etc.) and pooling experience and good practices.
- Publication of documentation drawn up by the inspectorate in English. Offering people who are interested an online English course.
- Activating the innovation monitoring team: setting objectives, strategies for communication with support teams, systematising their organisation and working strategy.
- Present to the areas the procedure for dealing with external demands piloted last year in Álava province.
- Taking part in national and international events: conferences and presenting talks and papers. Taking part in different events organised by SICI (the Standing International Conference of Inspectorates), the cooperation body made up of the education inspectorates of countries and regions in the European Union.

5.- TRAINING OF INSPECTORS ASSESSMENT OF THE INSPECTION FUNCTION

Framed within STRATEGIC LINE 4.1.3- IMPROVEMENT OF THE INSPECTORATE, training in inspection and the assessment processes it uses are essential to the effective performance of its actions and constant improvement.

5.1 TRAINING PLAN FOR THE INSPECTORATE

The training plan for the academic year 2020-21 must help to achieve the objectives set in this annual plan, and also meet the professional needs of the inspectorate staff, some of which featured in last year's satisfaction survey.

The following will be organised this academic year:

- Information and training sessions on topics directly related to the lines of intervention in this annual plan, paying special attention to those linked to intervention in schools.
- Sessions of courses on general topics intended to foster the professional development and maturity of inspectorate staff.
- Training for both inspectors and administrators in the computer applications used by the inspectorate in its day-to-day work.
- Training in areas related to the organisation's strategy and its management system.
- Basque use plan: ahead of the results of the diagnostic assessment, training/information sessions will be run in all three territories in order to implement the protocol on the use of Basque in the education inspectorate and encourage more frequent use of the language.

Staff will also be encouraged to attend forums and conferences dealing with matters of interest to the inspectorate, and procedures will be set up to allow the sharing of the knowledge gained from these events.

Different training strategies or methodologies will be rolled out, in particular peer training and online training. They can be throughout the inspectorate or else by areas or work groups.

Consideration will be given to the training needs or proposals included in the termly assessments and whatever adaptations are felt necessary will be made to the training plan as initially proposed.

Also, in order to increase the efficiency of training processes, work will be done on finding procedures to measure their impact (See Objective 5.d.2- *Have procedures in place to measure the impact of training*).

The actions envisaged in the training plan are outlined in annexe IV to this annual plan.

5.2. ASSESSMENT OF THE INSPECTION FUNCTION

The current assessment model is laid down in Decree 98/2016 of 28th June 2016 on the education inspectorate in the Basque Autonomous Community and takes as a reference the technical-professional, social and ethical-professional skills necessary to perform the inspection function.

From the point of view of this assessment, improving the service provided by education inspectorate in the BAC involves two angles:

- improving individual skills,
- improving the service.

Assessment of individual skills:

The above-mentioned decree states that extensions of **secondments** for inspectors will be subject to a positive assessment of the work they have done. People on secondment to the inspectorate will be assessed accordingly, as a necessary requirement for their secondments to be extended.

It will also be necessary to assess **public employees in training** in the inspectorate.

The new table of skills in the inspection function will be used as a framework for these assessment.

Assessment of skills in the service:

A general skills assessment will be conducted throughout the inspectorate. This assessment will make it possible to identify the overall strengths and areas for improvement to determine future improvement and training plans.

Analysis of overall needs for specialisation in the service

The inspectorate's overall needs will be analysed, from both area and territorial points of view.

These overall needs will be taken into account in the selection processes for the people who will make up the list of replacements.

6.- ORGANISATION OF THE INSPECTORATE

The organisational structure of the inspectorate 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 three central inspectors. Their basic function is general planning, training and monitoring of the inspectorate, as well as fostering participation. 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 territorial inspectorate 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. They will be led by a head of area.

The inspectorate will also carry out the actions in the annual plan and the coordination processes in it through work groups or committees such as:

- The **inter-territorial committee**; made up of the central inspectorate and the territorial inspectorate heads, this is responsible for drawing up, monitoring and assessing the annual inspection plan, unifying criteria for inspection measures in all three territories, analysing and meeting demands for training, arbitrating solutions to incidents arising during the course of the annual plan, etc.
- The **supervisory committee**, made up of the members of the inter-territorial committee and the heads of area.
This committee supervises the organisation's work in general, in order to assure the actions taken in schools are integrated, coherent and complementary, and after analysing of the results of the general supervision of the system, it draws conclusions and makes proposals to guide the administration and the service itself.
Over this academic year this committee must consolidate its function and carry on working to foster leadership and participation by people in the gradual improvement of the structure of working teams.
- **Sub-process teams** set up to devise, implement, drive, monitor and assess its actions; work groups of two kinds are generated.
This year work will be done on strengthening coordination between the people who make up the area and territorial levels of these teams, in order to assure that information is passed on properly and the tasks of the inspectors in the areas are performed properly.
- **Working committees** set up to achieve specific objectives or work on specific things, often of limited duration.
This year several will be set up in connection with some of the objectives of this annual plan, in order to plan the actions to be taken in the next academic year.
Participation in these committees will be within the framework of encouraging collaborative teamwork, shared leadership and the participation and engagement of the whole workforce in achieving the inspectorate's objectives.

The affinities stated by the people in the organisation will also be taken into account.

- **Quality committee**
 This academic year it must coordinate some of the tasks included in the activity of improving the inspectorate and of improving its strategy. Efficiency of activities. Fostering involvement. Innovation. (strategic line 4.1.3)
 It must also take on some of the activities that were left outstanding from the previous three-year plan, such as reviewing all the sub-processes, especially key ones and conducting risk and impact analysis; it will work on adapting the organisation to the advanced management model and will collaborate in planning procedures to help improve internal (both horizontal and vertical) and external communication.
- **Basque use committee**
 Its aim is to encourage and improve the use of Basque in communications and reports and in relations with schools.
 This year it will take the actions it was unable to take last year as a result of the health state of alarm.
- **Equality plan committee**
 This will continue to drive performance of the actions assigned to the inspectorate in the strategic plans to foster equality, co-education and prevention of gender violence implemented by the competent body in the area of education, including training.

ASSIGNMENT OF SCHOOLS TO INSPECTORS

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.

In accordance with the organisational structure, 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.

IMPLEMENTATION OF THE GENERAL ANNUAL PLAN IN THE REGIONS

This plan will be the point of reference for drawing up the territorial annual plans to implement it in each territory.

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.

7.- ASSESSMENT OF THE 2020-2021 ANNUAL PLAN UPDATING

The degree of compliance with this annual plan will be assessed through monitoring by the inter-territorial committee, as well as by the territorial heads' offices in coordination meetings with area heads and between the latter and their respective area teams.

When the academic year 2020-21 is over, this annual plan will be assessed, taking into account the analysis and conclusions regarding the following:

- Monitoring of the annual plan by the inter-territorial committee on the basis of analysis and assessments throughout the academic year, as well as the overall assessment of the work done by the inspectorate and that of the efficiency of the quality management system.
- Measurement of the effectiveness of the training provided for in the annual plan and that not provided for but carried out, as well as the results in terms of achievement of the objectives proposed in the current annual plan. The results of the audits carried out in the education inspectorate (internal and external).
- The results of the assessment by the different sub-process teams and working committees of the work done and the results obtained.
- Measurements of the satisfaction of the internal and external addressees of the education inspectorate's activities, as well as knowledge of their needs.
- The analysis of the results of actions taken which are set forth in the school supervision report.
- The suggestions, complaints and appeals by the addressees of the services provided by the education inspectorate.
- The result of the review of the quality policy and of the quality management system documentation.

The assessment of this annual plan will be shown in the pertinent system review report drawn up by the central inspectorate. This report will include at least the suggested changes that might affect the quality management system, including the quality policy and quality objectives, the results in terms of the achievement of objectives and process and service indicators, the results of audits (internal and external), any anomalies identified in processes and services, the state of corrective and preventive actions, measurements of satisfaction, suggestions, complaints and appeals, general recommendations for improvements, overall assessment of the work done by the inspectorate and a section with conclusions.

UPDATING THE ANNUAL PLAN

In annexe VII space is provided to add any modifications to the annual plan (e.g. the setting up of new working committees or teams, forecasting the impossibility of achieving any objective or of carry out certain activities, new unplanned actions, etc.) as well as learning and improvement milestones (advances and achievements as they are implemented) that may occur.

Vitoria-Gasteiz, 17th December 2020
 M^a Teresa Ruiz López
 Inspector-General of Education

ANNEXES

ANNEXE I: TIME LINE WITH SUPERVISORY INTERVENTIONS AT SCHOOLS BY THE INSPECTORATE. ACADEMIC YEAR 2020-2021

2020				2021					
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun/Jul
START OF YEAR INTERVENTION Initial diagnosis: identifying aspects requiring further attention Planning intervention objectives in the school				SCHOOL MONITORING Specific monitoring activities				END OF YEAR INTERVENTION	
Preferred areas of action in the school Organisation: report-- annual school plan / situation caused by COVID-19 Teaching/learning process: assessment / teaching programmes Rights: absenteeism / lockdown educational support				Preferred areas of action in the school Monitoring of those programmed for the 1st term New areas of action according to COVID-19 needs				Preferred areas of action in the school Producing conclusions, assessments and proposals Review of achievement of the intervention objectives proposed at the start of the academic year Gathering information at BAC level	
AZ actions: Reviewing school activity diary; assessing management function; public employees in training; Esku; Hauspoa; individual curriculum plans; election of collegiate bodies, etc.				AZ actions: Assessment management function; public employees in training; Hamaika Esku; Hauspoa; head selection, etc.				AZ actions: Assessment management function; public employees in training; Hamaika Esku; Hauspoa; Calendars; academic reports/results/claims, etc.	
SCHOOL CLIMATE Bullying and managing the school community Attacks on staff of state schools				SCHOOL CLIMATE Bullying and managing the school community Attacks on staff of state schools				SCHOOL CLIMATE	
DEALING WITH DEMANDS Requests and Notifications External demands Reports requested by the department. Reports in response to demand. Reports on the initiative of the inspectorate itself				DEALING WITH DEMANDS Requests and Notifications External demands Reports requested by the department. Reports in response to demand. Reports on the initiative of the inspectorate itself				DEALING WITH DEMANDS Requests and Notifications External demands Reports requested by the department. Reports in response to demand. Reports on the initiative of the inspectorate itself	
Fit of profile to position; Teaching skills; Appointment of management team; Home support; Teaching staff absenteeism; Basque language exemptions; Teacher qualifications; Strikes; Disciplinary proceedings; Collaboration activities, etc.									

ANNEXE II

DESCRIPTIONS OF THE SUB-PROCESSES OF THE 2020-2021 INSPECTION PLAN

Helping to improve schools

CODE Sub-process	Execution period	Scope of application	Central Inspector- ate	Inter-territorial sub- process team	Territorial sub- process team	Tasks of the team	Execution of the sub-process
02 2004 COVID-19 school supervision	Throughout the course	All schools. At two levels of intensity	X Balerdi	M. Irazoki A. Maiztegi P. Macho M. Olabbarriaga I. Pardo A. Delgado	B.1- P. Macho B.2- Begoña Díaz Ereño B.3- M ^a Eugenia Esteban B.4- M. Olabbarriaga A- I. Pardo A- A. Delgado G.1- Joxemari Arakama G.2- M. Irazoki G.3- A. Maiztegi	Design, distribution, monitoring and assessment of the activity. Report	Lead inspectors

<p>02 1301 Quality Management System (Aurreraka)</p>		<p>KH network schools</p>	<p>X. Egizabal</p>	<p>R. S. Cortazar A. Baraiaetxaburu A. Oianguren</p>	<p>R. S. Cortazar A. Baraiaetxaburu A. Oianguren</p>	<p>Meeting the demands of the KH Network: - Dissemination of the guide to the strategic plan - Making comparisons in the schools in the network - Reviewing the processes under way in the KH network</p>	<p>Sub-process team</p>
<p>02 1305 IMPROVEMENT IN SCHOOLS - ANNUAL SCHOOL PLAN/REPORT</p>	<p>Throughout the course</p>	<p>Primary and secondary schools</p>	<p>X. Balerdi</p>	<p>P. Macho A. Maiztegi A. Delgado Sola</p>	<p>A1 – A. Delgado B1 - P. Macho B2 - B. Díaz B3 – A- Pujana B4 - A. Agudo G1 – J. Nuñez G2 - G del Río G3 - A Maiztegi</p>	<p><u>Team:</u> Collaborating with Az 022004 (COVID-19 school supervision) Design of activity for coming years</p>	<p>Lead inspectors C</p>
<p>02 1010 SECONDMENTS</p>	<p>2nd & 3rd term</p>	<p>All applications and offers</p>	<p>X. Egizabal</p>	<p>E. Valencia J.M. Murguialday M. Jauregui</p>	<p>A1 – M. Jauregui B1 – I. Larrinaga B2 – A. Mendiola B3 – M. Bermeosolo B4 – J. Beraza G1 – J.A. Fernández G2 – D. Mazuela G3 – A. Unamuno</p>	<p>Monitoring of the activity Report on the activity</p>	<p>Inspectors in question + Team C</p>



<p>02 1013 PUBLIC EMPLOYEES IN TRAINING</p>	<p>Throughout the course</p>	<p>Dept. state schools</p>	<p>X. Balerdi</p>	<p>R. Saez de Cortazar M.J. Morgado, A. Ximeno</p>	<p>A1 – M. Castillo B1 - A. Bastida B2 – M.J. Morgado B3 - N. Arroita B4 – J.M. Cuesta G1 - A. Ximeno G2 - A. Uranga G3 – E.Bidegain</p>	<p>Review/update of documentation: Distribution and monitoring Piloting the new activity (observation in pairs) Selection committees Annual report on the activity</p>	<p>Lead inspectors C</p>
<p>02 1320 MANAGEMENT FUNCTION</p>	<p>Throughout the course</p>	<p>All 4-year heads</p>	<p>X. Balerdi</p>	<p>M. Jauregui A. Bastida L.Dorronsoro</p>	<p>A1 - A. Epelde B1 - A. Bastida B2 - S. Ayarza B3 - A. Baraiaetxaburu B4 - B. Cabria G1 – A. Oianguren G2 - L. Dorronsoro G3 - A. Unamuno</p>	<p><u>Team</u> Review of design Dissemination in areas Monitoring of the activity Leaflet for managements Instructions for the inspectorate Analysis of the management function assessment degree and proposing changes Extensive and executive annual report</p> <p><u>Lead inspector</u> Assessment according to the situation of each management</p>	<p>Inspectors in question + Team C</p>

<p>0220 71 TEACHING PROGRAMMES</p>	<p>Throughout the course</p>	<p>All schools (sample)</p>	<p>X. Balerdi</p>	<p>I. Pardo J. Arakama J.M. Santiago,</p>	<p>A1 - I. Pardo B1 –Marga Ruiz B2 - M.J. Morgado B3 - J.M. Santiago B4 - M. Olabariaga G1 – J. Arakama G2 - G. del Río G3 - A. Maiztegi</p>	<p><u>Team:</u> Collaborating with Az 022004 (COVID-19 school supervision) Design of activity for coming years</p>	<p>Lead inspectors €</p>
<p>0220 93 ACADEMIC REPORTS AND SCHOOL RESULTS</p>	<p>3rd term</p>	<p>All schools</p>	<p>M. Solabarrieta</p>	<p>J.A. Fernández S. Díaz de Sarralde Virginia Mosquera</p>	<p>A1 – Mikel Morras B1 - P. Tomás B2 – M. Casado B3 - S. Díaz Sarralde B4 - J.M. Cuesta G1 - J.A. Fernández G2 – X.Elosegi G3 - L Salgado</p>	<p><u>Team:</u> Distribution and monitoring Training of the staff Proposal for coordination between related applications Annual report <u>Workforce</u> Monitoring of reports</p>	<p>Lead inspectors C</p>

<p>0220 96 STUDENT ASSESSMENT</p>	<p>Throughout the course</p>	<p>All schools (sample)</p>	<p>X. Balerdi</p>	<p>M. Olabarriaga Inma Pardo M. Irazoki</p>	<p>A1 – Alicia Epelde (Marina) B1 – P. Tomás B2 - M.J. Morgado B3 - M^a E. Esteban B4 - M. Olabarriaga G1 – A. Jaio G2 – M. Irazoki G3 - J Jimenez</p>	<p><u>Team:</u> Collaborating with Az 022004 (COVID-19 school supervision) Design of activity for coming years</p>	<p><u>Team</u></p>
<p>230 11 ASSESSMENT OF FIT OF PROFILE TO POSITION</p>	<p>Throughout the year, on request</p>	<p>All requests</p>	<p>X. Eguizabal</p>	<p>Inma Lasso M. Bermeosolo J. Fernández</p>	<p>A1 - K. Arriaga B1 – I. Larrinaga B2 - G. Gabantxo B3 – A. Bustinza B4 – G. Larruzea G1 - J. Fernández</p>	<p><u>Team</u> Review design of activity in V92 Unifying criteria: preparing instructions Distribution and monitoring Review of regulations Report <u>Workforce:</u> Depending on demand</p>	<p>Lead inspectors C</p>
<p>0230 12 TEACHING SKILLS</p>	<p>Throughout the year, on request</p>	<p>All requests</p>	<p>M. Ruiz J.M Solabarrieta</p>	<p>V. Mosquera B. Cabria A. Oianguren</p>	<p>A1 – V. Mosquera B1 – P. Macho B2 – A. Fernandez B4 – M.L. Olan B4 –B. Cabria G1 - A. Oianguren G2- X. Elosegui G3- J. Jiménez</p>	<p><u>Team:</u> Review and update of AZ documentation <u>Workforce</u> Pass on requests by the delegate</p>	<p>Team Lead inspectors</p>

Assuring rights and duties / regulatory monitoring

CODE Sub-process	Execution period	Scope of application	Central Inspector- ate	Inter-territorial sub-process team	Territorial sub-process team	Tasks of the team	Execution of the sub-process
0230 60 APPOINTMENT OF MANAGEMENT TEAM	3rd term	All state schools	X. Egizabal	J. Orue Roberto Saez de Cortazar (Marina) J.Jimenez	A1 – Roberto(M. García) B1 - J. Orue B2 – M. Casado B3- M. Agirreazkuenaga B4 - J.S. Gartzia G1 – J.Nuñez G2 - R. Aliaga G3 - J. Jimenez	<p><u>Team:</u> Review of the activity in V92 Coordination with the head selection team Monitoring Report</p> <p><u>Workforce:</u> Management proposal</p>	Lead inspectors C

<p>0230 59 SELECTION OF HEADS</p>	<p>3rd term</p>	<p>All state schools</p>	<p>Xabier Balerdi</p>	<p>L. Dorronsoro M. Jauregui J. Orue</p>	<p>A1- Roberto S. Cortazar B1 - J. Orue B2- K. Marina B3- A. Egiraun B4 – J.M. Cuesta G1 - A. Oianguren G2 - L. Dorronsoro G3 - A. Unamuno</p>	<p><u>Team:</u> Review of documentation: Monitoring of the Process (in academic year 20-21): Running selection committees Drawing up instructions Staff training</p> <p><u>Workforce</u> Chairing and running committees</p>	
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<p>MONITORING SCHOOL ACTIVITY DIARY 0220 50</p>	<p>1st & 2nd term</p>	<p>All schools</p>	<p>M. Solabarrieta</p>	<p>D. Mazuela R. Sáez de C. A. Mendiola</p>	<p>A1 - Roberto B1 – A. Bastida B2 - A. Mendiola B3 – A. Eguiraun B4 – J. Beraza G1 – A. Jaio G2 - M. Irazoki G3 - J. Jimenez</p>	<p><u>Team:</u> General monitoring of activity <u>Workforce</u> Monitoring timetables, absences, strikes, etc.</p>	<p>Lead inspectors</p>
<p>NON-MANAGEMENT POSITIONS 0220 61</p>	<p>1st & 2nd term</p>	<p>All schools</p>	<p>M. Solabarrieta</p>	<p>D. Mazuela R. Sáez de C. A. Mendiola</p>	<p>A1 - Roberto B1 – A. Bastida B2 - A. Mendiola B3 – A. Eguiraun B4 – J. Beraza G1 – A. Jaio G2 - M. Irazoki G3 - J. Jimenez</p>	<p><u>Team:</u> General monitoring of activity <u>Workforce</u> Monitoring non- management positions.</p>	<p>Lead inspectors</p>
<p>0220 55 SCHOOL CALENDARS AND TIMETABLES</p>	<p>2nd & 3rd term</p>	<p>All schools</p>	<p>M. Solabarrieta</p>	<p>A. Mendiola K. Arriaga P. Arrondo</p>	<p>A1 - K. Arriaga B1 – X. Mendoza B2 - A. Mendiola B3 – A. Egiraun B4 - A. Agudo G1 – P.Arrondo G2 – M.Meijide G3 – L. Salgado</p>	<p><u>Team:</u> Unification of criteria regarding timetable changes, etc. General distribution and monitoring of the activity <u>Workforce:</u> Monitoring calendars</p>	<p>Team of inspectors C</p>

<p>0220 73 INDIVIDUAL CURRICULUM ADAPTATIONS AND CURRICULUM FLEXIBILITY MEASURES</p>	<p>1st term</p>	<p>All proposals</p>	<p>Xabier Balerdi</p>	<p>E. Valencia Sorkunde C. L. Dorronsoro</p>	<p>A – M. Castillo A – V. Mosquera B1- P. Macho B2 – K. Marina B3 - M. Miguel B4 – A.Agudo, A.F Gonzalez G1 – M.J.Fernández G2 - L. Dorronsoro G3- A. Maiztegi</p>	<p><u>Team:</u> Meetings with Berritzegunes General monitoring of activity Report Dealing with complaints</p> <p><u>Workforce</u> Review and approval by inspectorate</p>	<p>Team of inspectors</p>
<p>0220 86 STUDENT ABSENTEEISM</p>	<p>Throughout the course</p>	<p>All obligatory education schools</p>	<p>M. Solabarrieta</p>	<p>A.Pujana Inma Lasso P. Carnicero</p>	<p>A1 – Inma Lasso B1 - P. Tomás B2 – B. Manzarbeitia B3 – A. Pujana B4 - A.F. González G1 - P. Carnicero G2 – J. Bengoetxea G3 – E.Bidegain</p>	<p><u>Team</u> - General monitoring of ordinary absenteeism and COVID-19 absenteeism - Drawing up instructions on the new version of V92 and on COVID-19 absenteeism - Distribution and monitoring - coordination with AZ 022308 home support - Report</p> <p><u>Workforce</u> Monitoring cases of absenteeism</p>	<p>Team Lead inspectors</p>

<p>0230 01 REQUESTS/NOTIFICATIONS</p>	<p>Throughout the course</p>	<p>All schools and requests</p>	<p>X. Egizabal</p>	<p>E. Valencia J.M Murguialday M. Jauregui</p>	<p>Heads of area</p>	<p><u>Team:</u> Review of AZ General monitoring Report</p> <p><u>Workforce:</u> Depending on demand</p>	<p>Inspectors in question or inspector assigned</p> <p>C</p>
<p>0230 02 DEALING WITH EXTERNAL DEMANDS</p>	<p>Throughout the course</p>	<p>All requests</p>	<p>X. Egizabal</p>	<p>V. Mosquera</p>	<p>Heads of area</p>	<p>Design of activity in V 92 Distribution and monitoring Report</p>	<p>Optional</p> <p>On demand from areas</p>
<p>0230 08 HOME SUPPORT</p>	<p>Throughout the year, on request</p>	<p>All requests</p>	<p>X. Egizabal</p>	<p>E. Valencia J.M Murguialday M. Jauregui</p>	<p>A1 – V. Mosquera B1 B2 B3 B4 - C. Fernández G1 G2 G3– A. Ximeno</p>	<p><u>Team:</u> Review instructions and update them to adapt to the COVID-19 situation. Distribution and monitoring Report</p> <p><u>Workforce:</u> Depending on demand</p>	<p>Lead inspectors</p> <p>C</p>

<p>0230 53 TEACHING STAFF ABSENTEEISM</p>	<p>Throughout the course</p>	<p>All state schools</p>	<p>X. Egizabal</p>	<p>B. Manzarbeitia J. Bengoetxea Inma Lasso</p>	<p>A1 – Inma Lasso B1 – K. Totorikaguena B2 - B. Manzarbeitia B3 – L. Barrutia B4 - C. Fernandez G1 – M.J. Fernández G2 - J. Bengoetxea G3 – E. Bidegain</p>	<p>Review of AZ Distribution and monitoring Report on Results</p>	<p>Inspectors in question + Team C</p>
<p>0230 82 APPEAL AGAINST MARKS</p>	<p>Throughout the course</p>	<p>All schools</p>	<p>M. Ruiz X. Egizabal</p>	<p>G. Larrucea I. Erice Alicia Epelde (Marina Garcia)</p>	<p>A1 – Alicia Epelde B1 - Marga Ruiz B2 – B. Diaz B3 - M. Ituarte B4 – G. Larrucea G1 - I. Erice</p>	<p>Review of procedure Design of the activity in V collaboration with the regulatory review team Distribution and monitoring Report</p>	<p>C</p>
<p>0230 83 BASQUE LANGUAGE EXEMPTIONS</p>	<p>1st term</p>	<p>All requests</p>	<p>M. Solabarrieta</p>	<p>E. Valencia I. Pardo R. Bergaretxe</p>	<p>A – M. Morras A - I. Pardo A - A. Epelde B1 – J. Idoyaga B2 - G. Gabantxo B3 – M. Martínez, M. Esterban B4 - M. Olabarriaga G - I. Erice G - R. Bergaretxe G - A.R. Maiztegi</p>	<p>Dealing with requests Response to appeals to a higher level Report</p>	<p>Team of inspectors C</p>



0230 85 TEACHING STAFF QUALIFICATIONS	2nd & 3rd term	Private schools	M. Ruiz X. Egizabal M	M. L. Olanan I. Erice Inma Lasso	A1 – A. Delgado B1 - I. Larrinaga B2 – S. Ayarza B3 – M.L. Olanan B4 - J.S. Gartzia G1 – I. Erice G2 - R. Bergaretxe G3 – E. Bidegain	<u>Team:</u> - Design of activity in V 92 - Definition of inspection competencies Regulatory proposals - Instructions - Dissemination - Training (inspectorate, staff management) - Report <u>Workforce</u> Report drawn up on demand	Team Lead inspectors
0230 92 Staff and student strikes	Throughout the course	All state schools	X. Egizabal	D. Mazuela R. Saez de C. J. Beraza	Heads of area G1 – A. Jaio G2 - M. Irazoki G3 - J. Jimenez	Data collection Monitoring Report to administration Report	Team responsible

The school community - Conflict resolution

CODE Sub-process	Execution period	Scope of application	Central Inspector- ate	Inter-territorial sub-process team	Territorial sub-process team	Tasks of the team	Execution of the sub-process
0230 81 PROCEDURES TO CORRECT STUDENT BEHAVIOUR	Throughout the course	All schools	M. Ruiz M. Solabarrieta	K. Arriaga G. Larruzea A Uranga	A1 - K. Arriaga B1 – Marga Ruiz B2 - G. Gabantxo B3 - E. Gumucio B4 - G. Larrucea G1 - J. Núñez G2 - A Uranga G3 - L. Salgado	Review design of activity in V 92 Dissemination of changes Monitoring Start the procedure to rights and duties decree review procedure: Proposal Report	Lead inspectors C
02 3087 BULLYING AND SCHOOL COMMUNITY PLANS (BIZIKASI)	Throughout the course	All schools	M. Solabarrieta	A. Fernández I. Pardo L. Isasa	A1 – I. Pardo B1 – J. Idoyaga B2 - A. Fernandez B3 - JM Santiago B4 - B. Cabria G1 - L. Isasa G2 - A Uranga G3 - J. Jiménez	Review of activity in V92 Distribution and monitoring Organise training Start the procedure to rights and duties decree review procedure: Proposal Report	Lead inspectors C

<p>02 3091 CASES OF ATTACKS ON STATE SCHOOL STAFF</p>	<p>Throughout the course</p>	<p>All schools</p>	<p>M. Ruiz M. Solabarrieta</p>	<p>L. Orueta A. Delgado E. Bidegain</p>	<p>A1 - A. Delgado B1 - J. Idoyaga B2- M. J. Morgado B3 – N. Zabaleta B4 – L. Orueta G3 - E. Bidegain</p>	<p>Reviewing activity design in V92 Starting review of protocol Coordination with occupational risk prevention service Report</p>	<p>Lead inspectors C</p>
<p>0230 95 PUBLIC EMPLOYEE DISCIPLINARY SYSTEM</p>	<p>Throughout the course</p>	<p>State schools</p>	<p>M. Ruiz M. Solabarrieta</p>	<p>A. Epelde M. Miguel J. Fernandez</p>	<p>A1 – M Morras B1 – P. Macho B2 – A. Fernandez B3 - M. Miguel B4 – L. Orueta G1 – J. Fernandez G2 – X. Elosegui G3 - J. Jiménez</p>	<p><u>Team:</u> Review and update of AZ documentation. Training in disciplinary régime <u>Workforce:</u> Instruction on demand</p>	<p>All inspectors</p>

Monitoring programmes - Purposes of the system

CODE Sub-process	Execution period	Scope of application	Central Inspector- ate	Inter-territorial sub-process team	Territorial sub-process team	Tasks of the team	Execution of the sub-process
02 2003 ALTERNATING DUAL TRAINING INTERVENTIONS IN VOCATIONAL TRAINING			X. Egizabal	L. Salgado K. Arriaga M. Bermeosolo	A1 - K. Arriaga/I. Lasso B1 – X. Mendoza B2 - G. Gabantxo B3 - A. Bustinza B4 - J. Beraza G1 – P.Arrondo G2 – M.Meijide G3 - L. Salgado	Review the AZ Improve the sub-process book Report	
0220 64 HAMAIIKA ESKU	Throughout the course	All schools in the programme	X Balerdi	M. Jauregui A.F. González J.M. Arakama	A1 – M Castillo B1 – A.F. González B2 – K. Marina B3 – M. Ituarte B4 - M. Olabarriaga G1 - J.M. Arakama	<u>Team:</u> Guidance for inspectors and school advisers: instructions for running this academic year. Complete tasks outstanding from the pandemic year 19- 20. Participation in the technical programme monitoring group AZ report End of programme work group report <u>Workforce:</u> Monitoring the programme in the 62 schools	Lead inspectors C

<p>0220 65 HAUSPOA</p>	<p>Throughout the course</p>	<p>All schools in the programme</p>	<p>Xabier Balerdi</p>	<p>J.S. Gartzia Marta Castillo (Marina) L. Dorronsoro®</p>	<p>A1 – M. Castillo Marina Garcia B1 - I. Larrinaga B2 - S. Ayarza B3 – M. Martínez B4 – J.S. Gartzia G1 – J.Núñez G2 - L. Dorronsoro G3 - A.R. Maiztegi</p>	<p><u>Team:</u> Complete aspects outstanding from the pandemic year 19-20. Monitoring Report</p> <p><u>Workforce:</u> Monitoring the programme in the school</p>	<p>Lead inspectors C</p>
<p>0230 24 COMPLEMENTARY SCHOOLING PROGRAMMES</p>	<p>Throughout the year, on request</p>	<p>All requests</p>	<p>X Eguizabal</p>	<p>C. Fernandez M. Morras R. Aliaga</p>	<p>A1 – M. Morras B1 - Marga Ruiz B2 - B. Manzarbeitia B3 - M. Aguirreazkuenaga B4 - C. Fernandez G2 - R. Aliaga G1 - M.J. Fernández G3 - E. Bidegain</p>	<p><u>Team:</u> Review the activity in V92 Monitoring Report</p> <p><u>Workforce:</u> Report on demand Monitoring</p>	<p>Lead inspectors C</p>

Collaboration activities planned by inspectorate

Collaboration activities planned by inspectorate	Execution period	Scope of application	Central Inspectorate	Person responsible	Territorial sub-process team	Tasks of the team	Execution of the sub-process
0230 02 Collaboration activities planned by inspectorate	According to request received in accordance with instructions determined.		M. Ruiz M. Solabarrieta X. Egizabal X. Balerdi	According to request	Central inspectorate or team delegated by it	According to request received in accordance with instructions determined.	According to instructions
0230 54 Election of collegiate bodies	All schools 1st term		X. Eguizabal	A. Epelde M. L. Olan A. Maiztegi	A. Epelde S. Diaz de Sarralde M.L. Olan A. Maiztegi A.Jaio J.Bengoetxea	Design of activity in V 92 Making materials Distribution and monitoring Report on Results	Lead inspectors

Other teams and working committees

Quality committee	M Ruiz	X. Egizabal J	A	R. Saez de C.	Tasks assigned in the 20-21 individual support plan Monitoring audits
			B	J. Orue, C. Fernández, M. Agirreazkuenaga, A. Bustinza A Baraietxaburu	
			G	L. Isasa, M. Mejjide A. Oinaguren	
PR 0601 Measurement of satisfaction	M Ruiz	X. Egizabal M	A	Roberto Saez de Cortazar	Review the surveys Send Report on results
			B	K. Totorikagüena	
			G	L. Isasa	
Education inspectorate application (V92)	M Ruiz	X. Egizabal	A	R. Saéz de Cortazar	Team organisation: Distribution of functions & tasks Team training Staff training Indiv. adaptation plan actions
			B	J. Orue. X. Mendoza, P. Tomás, A. Mendiola, A. Egiraun, JM Cuesta.	
			G	D. Mazuela, X. Elosegui, Luz Salgado, A.Ximeno	
Basque use committee	X. Balerdi	JS Gartzia	A	S. Celaya	Tasks assigned in the 20-21 individual support plan Monitoring
			B	J.S. Gartzia	
			G	J.M.Arakama	

Equality plan committee	M Ruiz	X. Egizabal	A	S. Celaya
			B	M. J. Morgado, Nile Arroita.
			G	M Irazoki
Foreign Affairs (national & international)	M Ruiz	M. Ruiz	A	A. Epelde V. Mosquera
		X	B	M. Casado, N, Zabaleta
			G	R. Aliaga
PID IT portal	M.J.Solabarrieta	A. Mendiola J	A	K. Arriaga
			B	A. Eguiraun, J. Idoyaga
			G	R. Bergaretxe
Teaching function	M. Ruiz	A. Oianguren	A	I. Pardo
			B	M. Casado
			G	A. Oianguren
AZ 0210 25 Inspection function	M. Ruiz	X. Egizabal M. Solabarrieta X. Balerdi	A	M. Jauregui
			B	E. Valencia
			G	J.M. Murguialday
Monitoring innovation	M. Ruiz	X. Egizabal M. Solabarrieta X. Balerdi	A	M. Jauregui
			B	E. Valencia
			G	J.M. Murguialday
School supervision	M. Ruiz	X. Egizabal M. Solabarrieta X. Balerdi	A	M. Jauregui
			B	E. Valencia
			G	J.M. Murguialday
Conversation assistants	X Balerdi	L. Orueta	A	A.Epelde
			B	L. Orueta
			G	Rosa Aliaga
Online log	M. Ruiz	M Solabarrieta	A	Virginia Mosquera
			B	Ainhoa Pujana
			G	Ana Maiztegui
Orientation and tutoring of new inspectors	M. Ruiz	X. Balerdi	A	Roberto Sáez de Cortazar
			B	P. Tomas / M. Miguel
			G	Gemma Del Río /A. Oinaguren

Collaboration activities with the education department

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	I. Central	Person responsible	Members	
Teacher attachments	M. Ruiz	X. Egizabal	A B G	Heads of area
Special baccalaureate prizes	M. Ruiz	L. Orueta	L. Orueta , M. Bermeosolo	
Mediation following bullying order	M. Ruiz	MJ Solabarrieta	A B G	S. Celaya S. Ayarza A. Uranga/I.Erice
Schooling committees	M. Ruiz	Heads of territories	A B G	M. Jauregui, R. Saez de Cortazar E. Valencia, M. Miguel J.M. Murguialday, A. Jaio
Setting scales for transfer processes	M. Ruiz	M. Solabarrieta	A B G	K. Arriaga, R. Saez de Cortazar E. Gumucio, G. Larruzea A. Ximeno, R. Bergaretxe
University entrance examination	M. Ruiz	J.A. Fernández X Balerdi	A B G	Subject coordinators
Hamaika Esku. Technical group. (INE)	M. Ruiz	X. Balerdi	A B G	M. Jauregui M. Ituarte, A-F. Gonzalez J.M. Arakama
Collaboration in training management teams : Saio Juridikoa	M. Ruiz	X. Balerdi	A B G	Alicia Epelde P. Macho, L. Orueta J.A. Fernandez
OET-H-ak (educational therapy unit_UTE) ebaluatzeko lan taldean parta hartzea .	M. Ruiz	C. Fernandez		Bi orduko 3 batzar birtuanean parte hartu(abenduak 10, urtarrilak 27 eta martxoak 24). Dokumentu baten inguruan lan egitea.

Batzorde regulatory updating	M. Ruiz	MJ Solabarrieta		Assessment regulations Identifying the regulations that need updating or creating.
Vocational training team	M. Ruiz	X. Eguizabal		Monitoring inspection objectives concerning vocational training
Other collaboration activities				Depending on demand

**ANNEXE III:
ANNUAL OBJECTIVES 2020-2021_INDICATORS OF SUCCESS_ACTIONS_RESPONSIBLE_DATES**

Three-year objective 1: ASSURING RIGHTS AND DUTIES				
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:				
1.a- establishing procedures to adapt to specific circumstances (e.g. COVID-19, etc.).				
1.b- reviewing existing procedures in order to verify and increase their efficiency and impact, in particular those related to the school community .				
1.c- making proposals to the administration in order to promote the updating and improvement of the content of current regulations .				
OBJECTIVES 20-21	INDICATORS	Activities 20-21	Person responsible	DATE
<p>1.a- Designing and implementing procedures to verify compliance with the special measures put in place by the department to adapt educational processes to the epidemic/health situation caused by COVID-19.</p> <p>1.b- Having efficiency and impact criteria in place to analyse each of the tasks related to regulatory compliance currently performed by the inspectorate, and identify which 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. Report on the degree of compliance with the special measures put in place by the department (no number)</p>	<p>1.a- COVID-19 school supervision activity and report with conclusions and proposals.</p> <p>1.b- Preparing a template with criteria to aid analysis of the AZs related to assuring rights and duties.</p> <p>1.b- Application of these criteria to at least 10 AZs, among them those concerning dealing with the school community: monitoring bullying, procedures to correct behaviour, etc. This activity will be included in the planning document for all AZs.</p> <p>1.c- Identifying which current education regulations should be updated/drawn up/improved, listing the most important points.</p> <p>1.c.FP.- 1 collaboration with the deputy ministry in drawing up the assessment order. Proposed changes to regulations according to the 5th vocational training plan</p> <p>Analysis of the situation regarding withdrawals in the hiring of replacements (diagnosis, analysis of the reports generated in the AZ Adapting the job profile).</p> <p>Analysing the student drop-out situation.</p>	AZ team	Throughout the course
	<p>1b. Report with a list of criteria to analyse the efficiency and impact of activities (AZs) and the result of their application in at least ten of them, including those related to dealing with the school community (no number).</p>		Quality committee	Term 2/3
	<p>1.c. Report with a list of the regional education regulations that need updating and proposals. (no number)</p>		AZ teams	Term 2/3
	<p>1.c. Vocational training Report on results with proposals to the vice ministry of vocational training</p>		Specific committee	Term 2/3
			Vocational training committee	

Three-year objective 2: INTERVENTION IN SCHOOLS Progress in improving the effectiveness and efficiency of the BAC inspectorate's intervention model in schools, paying special attention to: 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. 2.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 .				
OBJECTIVES 20-21	INDICATORS	Activities 20-21	Person responsible	DATE
2.a.b- School supervision activity covering aspects related with the teaching-learning and organisational processes on which the COVID-19 context has had the biggest effect. 2.b- Analysing the results of the reports on supervision activities, reviewing current actions (AZ) from the standpoint of the impact they have on improving schools and identifying new spheres of action . 2.b- Analysing the information given to schools as a result of the inspectorate's work in them, to ensure that it adds value and avoids dispersion and any overlapping. 2.b- Reviewing current procedures for assessing 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. 2.b- Proposal for teaching assessment and its regulation 2.b- Reviewing the design of student assessment , with a view to why continuous assessment makes sense, and why they need to set minimums and clear indicators to serve as a reference for assessment and marking. 2.a.-Vocational training: Monitoring the projects run in vocational training schools to identify good practices and analyse the possibility of transferring them to other stages of education: - First phase of monitoring innovation projects based on active-collaborative learning methodologies of an inter-modular nature: efficiency. Advantages and difficulties	2.a.b.- Academic year 2020-21 supervision report, with: - Report on results of COVID-19 school supervision activity. Results of supervision actions, including analysis of proposals given to schools. - Proposal for new areas of action. 2.b. list of criteria to analyse the efficiency and impact of the activities (AZs) defined and conclusions concerning the processes for assessing people. 2b. Draft proposal for assessment of the teaching function and regulations governing it drawn up 2.b- Student assessment process reviewed. Process of reviewing marks reviewed. At least 75% positive assessment of comparisons made. 2.a Vocational training: Report on the results of activity to the deputy ministry	2.a.b. COVID-19 school supervision activity and report with conclusions and proposals. 2.b.- Monitoring the progress of activities linked to school supervision (AZ). Analysis of their objectives and procedures in impact terms. Report with proposals. 2.b- Drawing up a teaching assessment training procedure and a draft proposal for regulation to govern this assessment. 2.b.- Review the student assessment process. Making proposals and comparing them with other actors: schools, Berritzegune, etc. 2 b. - Review the process of reviewing marks, taking as a reference the review of the assessment process conducted. Vocational training: 2.a.2 Finding out about all current projects in schools. Preparing tools for systematic monitoring of projects Vocational training: 2.a.1- Monitoring changes in methodology phase 1: inspectorate training, diagnosis of implementation of the changes in methodology in schools at three levels. Advice to drive the implementation of changes in methodology .	AZ team AZ teams Specific committee AZ team Specific committee Vocational training committee	2nd/3rd term 2021

Three-year goal 3: COLLABORATION WITH THE ADMINISTRATION Progress in improving collaboration with the education administration and in our response to society in general: 3.a- By adapting information-gathering procedures and establishing new ones to make our handling of the public's demands more agile. 3.b- By issuing reports on the situation in the education system with proposals , to aid decision-making. 3.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. 3.d- By improving the knowledge among the educational community and the public at large of the work done by the education inspectorate.				
OBJECTIVES 20-21	INDICATORS	Activities 20-21	Person responsible	DATE
3.a- Improving existing tools for gathering information on the education system and proposing other, more agile, efficient ones. 3.a- Improving existing procedures for receiving and handling demands from the administration and the public (Zuzenean, electronic record, Tramitagune, etc). 3.b- Issuing and sending reports to the education administration, and analysing their impact in relation to the decisions made. 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. 3.d- Updating the website and preparing a portfolio of services Expand channels of communication with interested parties (families, teachers, students)	3.a. New information gathering tools created. 3. a. AZ to handle telephone demands and visits used in at least 2 areas. 3.a. System for incoming and outgoing demands agreed with the services requesting them. 3.b. 50% of inspection reports are taken into account in administration decisions. 3.b. Quality standards for inspection reports specified. 3.c. Positive assessment of the collaboration activities carried on. 3.d. At least 75% of the people surveyed feel that the design of the website has improved. 3.d. Portfolio of services published 3.3. New communication channels opened with families, teachers and students in the school councils and similar.	3.a. Create tools to gather and process daily information on the COVID-19 situation in schools to inform the administration. 3.a. Implement the management tool for external demands in territories or areas that request it. 3. Analyse the possibilities of improving procedures and tools for receiving and dealing with demands and for gathering information. Set up a system for incoming and outgoing demands, agreed with the services that request them. 3a. Prepare and disseminate standards to ensure the quality of the content of reports. 3b. Prepare reports on programmes run by the department, with proposals, to aid decision-making. 3.c. Take part in administrative management procedures, public job offers, scaling, Aurreraka comparisons, etc. 3.d. Improving the design of the inspectorate website 3.d. Design of a catalogue of inspectorate services. Distribution among interested parties. posting on the inspectorate website. 3.e. Contacts with the interested parties with whom there is no regular relationship (families, teachers, students) to gather information about needs, opinions and proposals.	Central inspectorate COVID-19 team AZ team Quality committee Specific committee AZ teams and supervisory committee Specific committees Central Inspectorate	2nd/3rd term 2021

Three-year goal 4: IMPROVING THE ORGANISATION				
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- progress in the system of management by processes towards the advanced management model				
OBJECTIVES 20-21	INDICATORS	Activities 20-21	Person responsible	DATE
<p>4.a.1- New, participative review/update of MVV.</p> <p>4.a.2- Having procedures and tools to allow systematic risk analysis and give a rapid, effective response to unforeseen circumstances.</p> <p>4.b- Improving assessment processes with an impact on the inspectorate's actions, by establishing indicators to aid assessment of the objectives proposed in terms of results (in the key AZ), 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.</p> <p>4.c- Progress in knowledge and use 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.d- Progress towards an advanced management model through the request for a comparison and work on the human element.</p>	<p>4.a.1. Mission-Vision-Values reviewed</p> <p>4.a.2. Procedure for systematic risk analysis and procedures to respond to unforeseen situations documented.</p> <p>4.b. Panel of indicators.</p> <p>4.b. New communication channels opened with families, teachers and students in the school councils and similar.</p> <p>4.c. Team of experts set up and regular training procedures</p> <p>4.d. Comparison requested</p> <p>Records of work on the human element</p>	<p>4.a.1. Participative review of the current Mission, Vision and Values. SWOT and CAME analysis</p> <p>4.a.2. Review of the different sub-processes, according to guidelines drawn up by the quality committee and the supervisory committee in order to analyse the possibilities of improving their efficiency. CAME analysis</p> <p>4.1.2. Define risks and procedures to anticipate and successfully cope with them.</p> <p>Drawing up the COVID-19 contingency inspection plan, which includes the specific features of the territories.</p> <p>4.b. Creating a panel of indicators plus regular review.</p> <p>4.d. Request for an external comparison with Euskalit.</p> <p>4.d. Planning of work in the area of people</p> <p>4.d. Establishing tools and procedures to aid regular review of the indicators of achievement of objectives and making these accessible to the inspectorate staff.</p> <p>4.c. Analysis of possible improvements to the features of the V92 application and Office 365, establishing priorities and progressing towards achieving these.</p> <p>4.c. Setting up a team of people with extensive knowledge of the V92 application to deal with the requests from the AZs and central inspectorate in an agile way that meets the workforce's training needs.</p>	<p>All staff</p> <p>AZ teams</p> <p>Quality committee</p> <p>Quality committee</p> <p>V92 committee</p>	<p>2nd/3rd term 2021</p>

Three-year goal 5: PROFESSIONAL SKILLS				
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.				
OBJECTIVES 20-21	INDICATORS	Activities 20-21	Person responsible	DATE
5.a- Create a tool to describe the skills involved in the inspector's role (reference in self-assessment and assessment processes: public job offers, secondment selection, etc.). Conduct an analysis of general professional skills of the inspectorate.	5.a -Revised profile	5.a. Updating the skills profile for inspectors and identifying general and area needs of the inspectorate.	Specific committee	2nd/3rd term 2021
5.b- Review the procedures currently used to boost participation, collaboration, communication and dissemination of information. Make proposals to boost their efficiency.	- General skills identified	5.a. Design and development of tools to help distribute tasks and areas of work in accordance with personal interests and skills (document with skills, experience, interests, specific abilities, etc.).	Central Inspectorate	
5.c.1- Have 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.	- Report with proposed improvements to communication processes and to foster engagement.	Developing a procedure to facilitate changes of area and to assign head of area functions (call for applications for the list of replacements).	Central Inspectorate	
5.c.2- Have a list of skills, interests, affinities and the like of the people in the organisation in order to distribute tasks in accordance with these.	- Improved orientation plan. Plan for passing on knowledge.	Identifying procedures to encourage engagement, a feeling of belonging and alignment of people with the objectives of the organisation, boosting participation.	Specific committee	
5.d.1- Have 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.	Tutoring plan (>75% positive assessments).	Analysing current internal and external communication processes and preparing a proposal to help improve their efficiency.	Specific committee	
5.d.2- Have procedures in place to measure the impact of training.		Review of the orientation plan. Drawing up and implementing a knowledge transfer plan. Committee to set up tutoring.	Central Inspectorate	
		Designing procedures to measure the impact of training on inspectors' skills development.	Central Inspectorate	
			Central Inspectorate	

Three-year goal 6: ALLIANCES AND INNOVATION				
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.				
OBJECTIVES 20-21	INDICATORS	Activities 20-21	Person responsible	DATE
<p>6.a- Collaborate with nearby inspectorates and those in Spain and Europe, especially those involved in dealing with the COVID-19 pandemic, to pool good practices for intervention in schools and collaboration with the education administration.</p> <p>6.b- Activate the innovation team, 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. Report showing the good practices shared.</p> <p>6.b.c. Record of the innovation team with functions, tasks, work dynamics, identification of sources for gathering ideas and strategies to deal with the good practices collected.</p>	<p>6.a. Collaboration with other departments and institutions (other departmental managements, other departments in the BAC, other inspectorates in Spain, European inspectorates, etc.). pooling experience and good practices. Taking part in national and international events. Drawing up a report and passing it on to the innovation team.</p>	Foreign affairs team	June 2021
		<p>6.a. Starting up procedures to collect innovative suggestions and proposals from inspectorate members.</p>	Inter-territorial committee	June 2021
		<p>6.a. Beginning publication in English/French of some of the documentation drawn up by the inspectorate</p> <p>6.b.c. Activating the innovation monitoring team: setting objectives, strategies for communication with support teams, systematising their organisation and working strategy. Report on planning of strategies to be implemented in the next academic year.</p>	Foreign affairs team Innovation monitoring team	June 2021

ANNEXE IV
ACTIONS IN THE 2020-21 TRAINING PLAN

NAME OF TRAINING ACTION	OBJECTIVE	WHEN IT TAKES PLACE	NO. OF HOURS	ATTENDEES	REMARKS (justification, format of training, etc.)
Presentation of the 2017-19 report by the Basque school council	To find out about the conclusions and proposals based on the analysis of the situation in the education system carried out by the school council	Araba: 16-10-2020, (12:00-14:00) Gipuzkoa_ 9-10-2020 Bizkaia: 14,15-10-2020	2	All staff	Justification of the three-year plan
Presentation of the three-year and annual plans	Informing inspectorate members of the objectives and lines of work planned for the 2020-2023 period	18th December 2020	4	All staff	
Bullying J.M. Avilés	Learning more about bullying at school and how to intervene	2nd November 16th November 30th November 21st December	8	Heads of AZs Inspectors interested	Three-year goal 1 Annual objective 1.b Online
Bullying	<ul style="list-style-type: none"> - Present to the workforce the report on AZ 023387 in the academic year 2019-20 - Present to the workforce the updated instructions for AZ 023387 - Inform the workforce of guidance on cyberbullying 	January 2021	4	All staff	Three-year goal 1 Annual objective 1.b By areas/territories
School supervision - COVID-19	<ul style="list-style-type: none"> - Present and explain the work done in the newly-created AZ022004 COVID-19 schools supervision, as part of schools supervision. - Present to the workforce the model for intervention in schools for this academic year and highlight the 	Presentation and staff training, November, December 2020. Training meetings	10	All staff	Monitoring schools in the COVID-19 situation

	<p>aspects inspectors are to focus on in this year marked by COVID-19.</p> <ul style="list-style-type: none"> - Improve the workforce's skills in annual monitoring of their schools. - Promoting the school supervision model 	<p>by area, at least once every term. Also, area meetings as needed.</p>			<p>Staff presentation and training November 2020</p>
Student absenteeism	<ul style="list-style-type: none"> - Present and explain the work done in AZ 022386 related to the monitoring and follow-up of school absenteeism - Present the specific instructions drawn up in AZ 022386 for monitoring COVID-19 absenteeism 	<p>First/second term</p>	<p>8</p>	<p>All staff</p>	<p>Three-year goal 1 Annual objectives 1a, 1.c and 3.a By areas/territories</p>
Assessment of the teaching function	<p>Informing the workforce of the teaching profile drawn up by the inspectorate in the year 2019-20</p>	<p>2nd term</p>	<p>4</p>	<p>All staff</p>	
HAMAIIKA ESKU	<p>Unify criteria for action and help to boost the skills of the workforce in monitoring the schools that are part of this programme.</p>	<p>1st term 2nd term</p>	<p>10</p>	<p>Inspectors with Hamaika Esku schools</p>	
Vocational training (ETHAZI, vocational training law, 5th Basque vocational training plan, etc.)	<p>Improve the workforce's knowledge of vocational training.</p>	<p>2nd term</p>	<p>5</p>	<p>All staff / inspectors with vocation training schools</p>	<p>Linked to the basic line: Monitoring the progress and results of the department's programmes</p>
Quality management system (Aurreraka, Euskalit, ISO)	<p>Improve the workforce's knowledge of our management system and other areas necessary to intervene in other management systems.</p>	<p>2nd/3rd term</p>	<p>5</p>	<p>All staff</p>	<p>Linked to the basic line: 3.14. Monitoring innovation</p>
IMPROVING THE QUALITY OF INTERVENTION BY THE INSPECTORATE (visits, reports, interviews, etc.)	<p>Boost the quality of our interventions by identifying areas for improvement and sharing good practices.</p>	<p>2nd/3rd term</p>	<p>5</p>	<p>ALL INSPECTORS</p>	<p>Linked to the basic line: 3.9. Improved response to addressees: visit, reports, etc.</p>

Basque use plan	<p>Organise training sessions in the three territories, taking as a reference the results of the diagnostic assessment of the normalisation of Basque in the inspectorate carried out in the academic year 2018-2019 and which could not be carried out in 2019-20 due to the pandemic, with the following objectives:</p> <ul style="list-style-type: none"> - Increase the number of speakers. - Reinforce how often it is used. - Expanding the sphere of use of Basque to various functions. - Protocol for the use of Basque in the education inspectorate. <p>Also, organise a training session lasting half a morning, with the aid of a guest to add value in our daily routine.</p>	2nd/3rd term		ALL INSPECTORS	Linked to the basic line: 3.10- Basque use plan
PROGRAMMES STARTED UP BY THE DEPARTMENT	Being aware of the strategic lines in the educational sphere.			ALL STAFF	
CYBERSECURITY	Being aware of basic aspects of cybersecurity	2nd term	5	ALL INSPECTORS	
DATA PROTECTION	To learn about the basic features of the new regulations governing data protection in schools.	2nd term	5	ALL INSPECTORS	
FOREIGN AFFAIRS:	Find out about the actions of other inspectorates in coping with COVID-19 and others.	2nd/3rd term	5	ALL INSPECTORS	

HEZKIDETZA	Find out about the regulations in this area and the result of the actions the plan assigns to the education inspectorate.	2nd term	5	ALL INSPECTORS	Demand in the 2nd co-education and prevention of gender violence plan
LEGAL ASPECTS ADMINISTRATIVE PROCEDURE: GENERAL ASPECTS	To become more familiar with the basic features of LAWS 29/2015 and 40/2015 IN THE AREA OF COMMON ADMINISTRATIVE PROCEDURE AND LEGAL REGIME IN THE PUBLIC SECTOR, especially those concerned with collegiate bodies	3rd term	5	ALL INSPECTORS	Demand from the inspectorate staff (satisfaction surveys).
KNOWLEDGE AND USE OF THE DEPARTMENT'S COMPUTER APPLICATIONS	Know about and use the commonly-used IT tools in the necessary processes		5	ALL INSPECTORS (1 session in each territory) (V92 and school log, academic management applications)	Demand from the inspectorate staff (satisfaction surveys).
COPING WITH THE WORKLOAD AND STRESS					
OTHERS IN RESPONSE TO THE NEEDS AND DEMANDS OF THE INSPECTORATE					

ANNEXE V

PLAN OF CORRECTIVE AND IMPROVEMENT ACTIONS

PLAN OF CORRECTIVE ACTIONS FOLLOWING THE 2020 INTERNAL AUDIT

ACTIONS	Responsible for execution	Execution period
Drawing up a list of activities completed but not closed in the V92 application and closing them.	V92 committee	June 2020
Proposing to the inspectorate committee that it set a specific date at the end of the academic year to close all the activities completed in the three territories that have been left un-closed.	Supervisory committee	December 2020

PLAN OF IMPROVEMENT ACTIONS FOLLOWING THE 2020 INTERNAL AUDIT

ACTIONS	Responsible for execution	Execution period
Developing formal bottom-up communication tools.	Quality committee Supervisory committee Outstanding	
Improve the way the latest news and/or changes to the system are communicated or displayed, taking advantage of the opportunities offered to us by new technology.		
Roll out adapted resources and a solid training for working remotely.		
Add to knowledge of the relations between applications		
Establish a system of codes for other documents uploaded to the V92 application by inspectors and administrators.		

PLAN OF CORRECTIVE ACTIONS FOLLOWING THE 2020 EXTERNAL AUDIT

ACTIONS	Responsible for execution	Execution period
Implement the 2020-2023 plan, its general objectives and possible measurements to assess its progress.		
Use inspectors' experience to determine a way of measuring the robustness of processes, to serve as input information for the new three-year plan.		
Include in the assessment indicators of the effectiveness of the actions taken		
In the case of unplanned activities, standardise the analyses carried out		

ANNEXE VI

INSPECTION AREAS

ARABA-ÁLAVA (Base: Vitoria-Gasteiz)

AREA 1: Includes the school areas of: Aiara, Vitoria-Gasteiz, Rioja Alavesa and Llanada Oriental.

No. of inspectors: 11

BIZKAIA (Base: Bilbao)

AREA 1: Includes the school areas of: Busturia-Busturialdea, Lea-Artibai, Duranguesado and Arratia.

No. of inspectors: 9

AREA 2: Includes the school areas of: Txorierrri-Mungia and Margen Derecha.

No. of inspectors: 9

AREA 3: Includes the school areas of: Nervión and Bilbao.

No. of inspectors: 15

AREA 4: Includes the school areas of: Encartaciones, Zona Minera, Barakaldo and Margen Izquierda.

No. of inspectors: 11

GIPUZKOA (Base: Donostia-San Sebastián)

AREA 1: Includes the school areas of: Donostia, Rentería and Bidasoa.

No. of inspectors: 11

AREA 2: Includes the school areas of: Goierri, Urola-Kosta, Tolosaldea and Lasarte.

No. of inspectors: 10

GIPUZKOA (Base: Eibar)

AREA 3: Includes the school areas of: Alto Deba and Bajo Deba.

No. of inspectors: 5

ANNEXE VII
CHANGES TO THE ANNUAL PLAN
MILESTONES IN LEARNING, INNOVATION AND IMPROVEMENT

This annexe will be filled in during the academic year. This will show any changes that have to be made to adapt this plan to whatever unforeseen circumstances might arise, as well as significant progress made over the year.

ANNEX VIII

GLOSSARY

Efficiency: Relation between the result achieved and the resources used.

Auditing: The systematic, independent and documented process to gather auditing evidence and assess it objectively, in order to determine how far the auditing criteria are met.

Quality: How far a set of features meet requirements.

Indicator: Datum or set of data that help to objectively assess a process, activity or objective.

Macro-process: Each of the set of processes that make up a management system.

Process: Set of activities related one to another or which interact, which turn input elements into results.

Sub-process: Each of the activities included in a process.

Interested parties: Person, group of people or organisation that might affect, be affected or see themselves as affected by a decision or activity relevant to the quality management system.

Risks: Anything that might affect quality objectives. The risk of providing services that do not meet clients' needs must also be assessed. Risk-based thinking must also serve to identify opportunities to generate positive results.

Resources: the means an organisation has to implement, maintain and constantly improve its quality management system.

Work groups: Temporary teams responsible for planning, coordinating and monitoring the processes or sub-processes in the annual plans.

Working committees: The aim of temporary working committees is to perform collaboration or other tasks or those in specific areas of work.

Management review report: The term used in the UNE-EN ISO 9001:2015 standard to describe the report on a plan of action.

Berritzegune: Set up as support services, these are educational tools for innovation and improvement in education. Their sphere of action will be all the schools in the Basque Autonomous Community, in both public and private networks.

V-92: the computer application used by the education inspectorate.

SWOT: Strengths-Weaknesses-Opportunities-Threats.

CAME: Correct-Adapt-Maintain-Explore.

