

**PARTNERSHIP AND RESOURCES. (4a) External partnerships are managed.**

**Approach:**

We understand partnership as an opportunity to increase value to the services offered by the school in accordance with our policy and strategy. The sharing of cultures and interest is fundamental to the establishment of partnerships in order to share knowledge and creative work with the partners. The school has been establishing partnerships since it was founded. Partnership is managed through the system of processes described in Figure 4a.1.

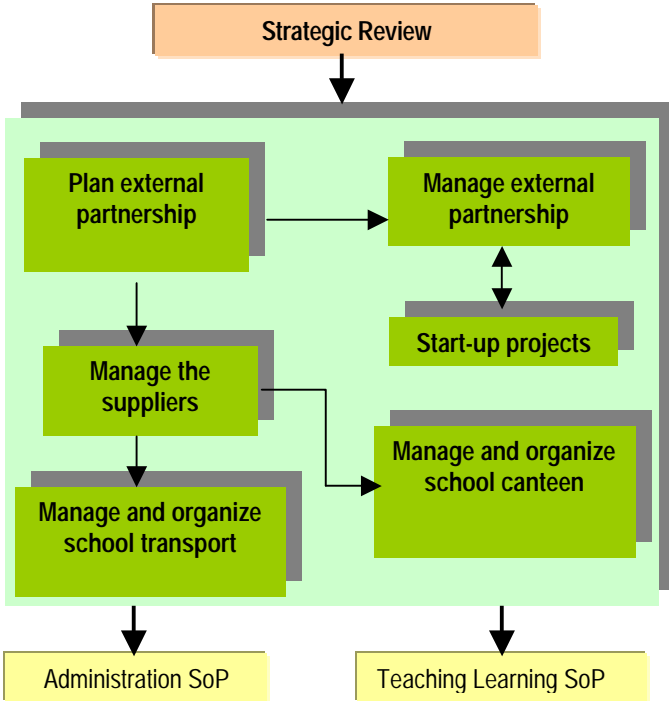


Fig. 4a.1

We identify two types of partners:

- Partnerships with other educational centres:
  - Organisations formed by centres similar to us.
  - Setting up of projects with other centres.
- Key Supply Partners
  - School transport.
  - Canteen.
  - Pupil monitoring.

The Key Supply Partners are those that under our organisation and supervision carry out some of the school's functions. Some of these partnerships are defined by the Governors of the School due to internal institutional regulations. For example the school is a member of the Diocesan Centres of Biscay and participates in the regular meetings of directors and pastoral managers. In the same group of centres more partnerships are established, according to the policy and strategy of each centre, these decisions being taken for each centre. For example, Begonazpi School takes part in the publicity commission of the diocese, and bodies also a commission which manages the different training events of the group.

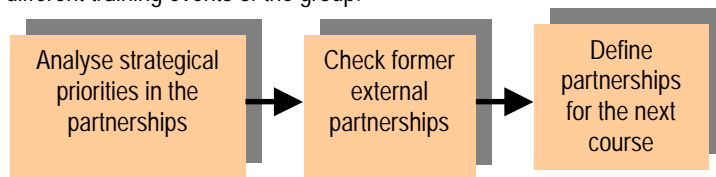


Figure 4a.2

The figure 4a.2 shows the diagram of **External Partnerships Planning Process**. This process reviews the previous years partnerships according to the Strategic Priorities that have been established. Then, defines the new partnerships for the coming year, the ones with educational institutions and with Key Suppliers. The partnerships are sorted out thanks to the **Managing External Partnerships Process**. The person or the team in charge of the management agrees with each partner the activity scheme, develops the activities that have been programmed and the MT assess the results, bearing in mind the priorities and objectives established in the strategic priorities and the annual plans which develop those objectives. The figure 4a.3 illustrates the process

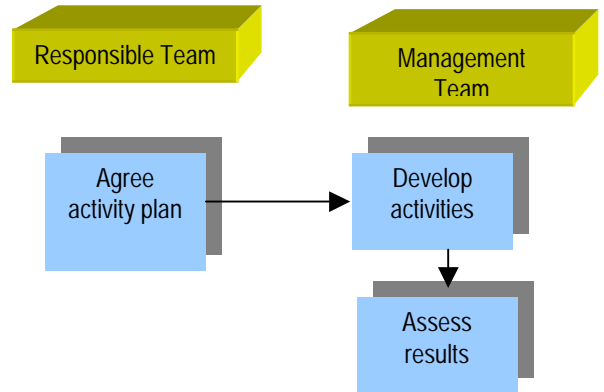


Figure 4a.3

Partnerships are developed thanks to a number of processes. For example, partnerships with other educational centres are developed through a **Start-Up Projects Process** described in the **criterion 5a**. The supply key partners are taken on through the **Management of Suppliers Process**.

The centres we have partnerships with are :

- Diocesan Centres: We have the same governor and we share the same ideology, based on this ideology, each centre develops its own statements of Mission, Vision and Values.
- EIB (Eusko Ikastola Batza): We are in an association of schools from the Basque Country, who share a similar Vision and management systems being part of a number of associated private institutions. Apart from developing projects together, the EIB also represents the associated schools in negotiations with the Basque Government and in Collective Agreements of Schools. The Director belongs to the executive board of the EIB.
- School of Nuestra Sra. de Fátima de Palenque (Los Rios, Ecuador), Caritas, Berohi, Etxezabal are some of the names of the social institutions with which we share objectives that are specified in the Mission, Vision and Values of the school (see **sub criteria 8a**)
- European Centres. Thanks to these partnerships we can learn about the running of different centres in other countries and their different educational systems. We can also develop joint educational projects.
- ICE of Deusto: Training of the MT to manage the teaching activities of the school.
- Universities (Deusto, UPV-University of Basque Country, Teacher Training University-UPV, Diocesan Teacher Training University). The objective is to cooperate with the curriculum of these institutions, so that a better working relationship between them and our teachers can be achieved. (See **fig.8b.s**); through workshops, researchs and developments of school projects.

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The key supply partners are the following ones:

- School Transport: Autobuses Arbaiza, Autobuses Yomar, Autobuses Cuadra and Goco Tours.
- Kaixo Kool 2012, S.L. Child care monitors to look after students in the case of the school, the canteen and the bus service.
- Gastronomía Gure Etxea, S.L. Canteen service.
- KHA (Kirol Hekuntza Aisia). Sport monitors.

### Deployment

Examples of deployment in the last years are:

- In the academic year 2001/2002 we have worked with 38 schools in different partnerships.
- From the year 1990 we have attended the Diocesan Centres meetings of Directors, which are planned at the beginning of each academic year. Each year we also take part in various commissions involving shared tasks. As an example, in the year 2000/01 we took part in six directors meetings and in the year 2001/02 in another seven. Additionally, we have taken part in commissions of the Pastoral, Training, Information Technology and Advertising.
- Since Begoñazpi incorporated itself in the year 1990 into the Association of Schools EIB (Eusko Ikastola Batza), there is a regular participation in the meetings of the Executive Board. Normally the Director goes to these meetings. For example, from the year 1996 there is a regular participation in the meetings of the group EIB with Euskalit and also the creation of the Leading Plan for the Information and Communication Technology.
- Partnerships with foreign centres in order to develop projects together. We have worked with 26 centres of 15 different countries:
  - From 1996 to 1999, a project of secondary education students with 5 centres from Austria, Italy, Finland, Czech Republic and England.
  - From 1998 to 2002, a project of primary education students with 4 centres from Austria, Italy, France and England.
  - From 1999 to 2002, a project of secondary education students with two centres from Slovenia and Denmark.
  - From 2000, a project of cooperation with a school from Ecuador.
  - From 2001, a project of secondary education students with 8 centres from Austria, Italy, Hungary, Greece, Germany, Ireland, Malta and Slovenia.
  - Eurocamps from 1999 with 5 European centres.
  - From 2002, a project of primary education students with 7 centres from Northern Ireland, France (2), Austria, Italy, Hungary and Sweden.
  - Student's exchanges from 1996 with centres from England, Wales and Finland.
- Every month the Director has met the owner of the school catering company which prepares the menus for the school. The facts about the service and the required changes are discussed in these meetings. As an example, in the year 2000/01 due to the mad cows disease, a change in the menus was made, pork instead of beef. Later they decided that the beef must have a special certificate of quality called "Eusko Label".
- At the beginning and at the end of each course, the Director meets up with the owners of the school bus services. Here we have some examples of the decisions taken:
  - Change of routes for the year 2001/02
  - Transfer of contract from one enterprise to a new one.
    - In 1999 from Autobuses Icedo to Autobuses Cuadra.
    - In 2001 from Autobuses Ochoa to Goco Tours.

- In October 1998, due to the extension of the new building of Infant Education, in 2000 due to the construction of the new sport centre and in 2002 because of extensions in the new building of Primary, new services to look after the students were contracted with the company "Kaixo Kool 2012".

### Measurement

Some of the indicators are shown in the following figure 4a.4

	97/98	99/00	00/01	01/02
Nº of partnerships with centres	5	6	6	7
Satisfaction of parents with bus service staff	7.2	7.6	7.6	7.3
Satisfaction of parents with canteen staff	6.9	6.9	6.9	6.8

Figure 4a.4

### Learning and improvement

The milestones related to learning activities and the improvement of the approach and the deployment during the last years are the following:

- In the year 1999, thanks to training meetings in Euskalit and after establishing the macroprocess of the school, the key suppliers with Begoñazpi were defined.
- In the year 1995, the Director and a teacher took part in the conferences about European projects organized by the Centre Marcelo Gangoiti. Thanks to the information and the documents acquired in those conferences and the contacts made with the representatives of the Basque Government who took part in those conferences, two new European projects were conceived in the year 1996, in collaboration with six centres from six countries.
- In the year 1995 and 1996 several meetings took place with representatives of the centre Marcelo Gangoiti in order to learn about experiences from student exchanges. From this experience, we succeeded in carrying out a student exchange program with Cantonian High School from Cardiff, Wales in September 1996 and in February 1997. From that date onwards several student exchange projects have been established with four other European centres.
- In the document of Strategic Priorities of 1998 the partnerships with European centres were included.
- In the year 1998 it was decided that before a partnership with an European centre for the exchange of students was established, a teacher responsible for the exchange should visit the centre in order to get to know it and to prepare the activity program.
- In the year 1999 the Director suggested to the European partner centres of Primary education a guide for international meetings. In the year 2000 he also suggested the same guide for the Secondary education meetings.
- In 1999 and 2000 the Directors of the Diocesan Centres checked the convenience of maintaining the centres as a group and the importance of the meeting of Directors. After a debate among the Governor and the Directors and in order to invigorate these meetings, a survey was carried out among all the Directors to develop greater integration, for example, by creating a Parents Association of Diocesan Centres.
- From the year 1998, after the process of review caused by the definition of the outcomes of the macroprocess, we defined the suppliers, as key partners, who would supply their services directly to our students as indicated in the deployment section.

- In the year 2000, the schools from EIB, in a meeting of the executive board, decided to carry out educational actions in new technologies of information and communication. Thus, they requested to Ibermatica Consultancy to carry out the Plan. Therefore and as a consequence of this plan a group for the coordination with the representatives of the associate centres was created.
- From the year 1996 we have increased the number of partnerships with European centres (see Fig 9a.15), in the different stages. From 1998, we have partnerships with primary and secondary centres.
- In the year 1998 due to the implementation of LOGSE in secondary education we established an agreement with Artxandape School thanks to which the students of Secondary Education are registered automatically in Begoñazpi. (See section of deployment of subcriteria 1c).

The specific learning activities for this part of the approach are the following:

- Seminar with the group of Diocesan Centres and also with Euskalit.
- Visits and activities of benchmarking with the centre Marcelo Gangoiti
- Meetings with the Basque Government and with the Education Inspectors.

**PARTNERSHIPS AND RESOURCES (4b). Finances are managed.**

**Approach**

The model of management of the school includes a system of processes, which enables us to manage the economic and financial resources in a coherent way and supporting our policy and our strategy. In the Figure 4b.1 we can observe the management of economic and financial resources of the school:

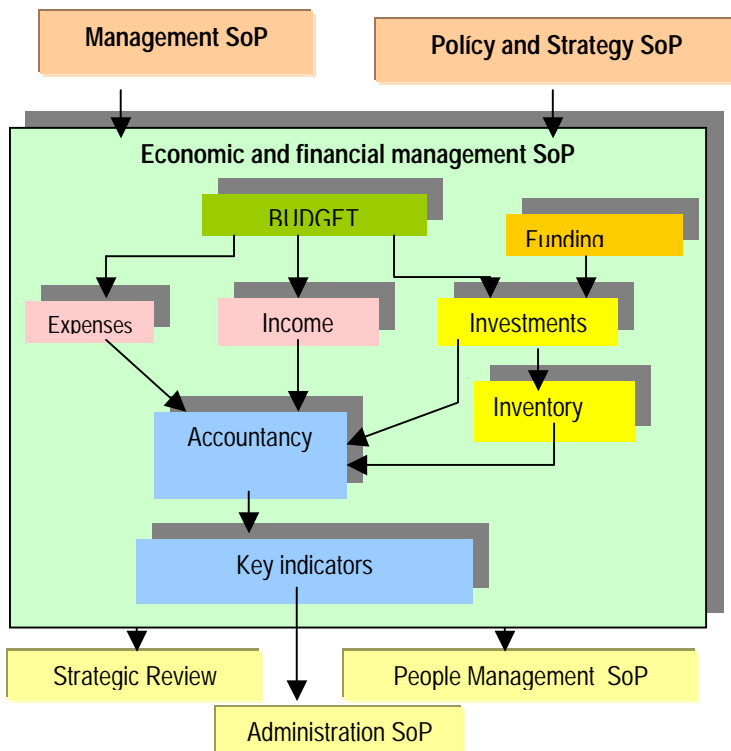


Fig. 4b.1

Our centre is a non-profit making educational institution. Thus, the economic and financial resources are managed through the budgets,

which are carried out through the processes and the projects which are developed in the school.

The budgets are made by the administration and the management of the centre, taking into account the policy and the strategy according to these processes:

- Long-Term Budgets Process
- Annual Budgets Process.

Following the sequence of actions of the processes, the budget must be approved by the Diocese and the School Board, who control its implementation once the financial year has finished.

The investments plans in equipment and other assets in the short and long term derive from the strategic review, where the investment decisions are taken by observing the growing expectations of the centre, other needs that could arise and the possibility of obtaining funds. The Investment SoP is formed by the following processes:

- External finance Process
- Treasury Management Process

Nowadays, the most important investments are associated with the projects. The following ones are the projects where more resources are used

- School's enlargement. This project basically consists of the construction of the sport centre and the acquisition of three new buildings for the final establishment of the third line and the incorporation of the fourth one (see deployment 4c).
- Establishment and development of Information Technology in the different activities not only in management but also in learning and teaching.

All the elements of the assets of the school are registered on the inventory and are managed through the Inventory Management Process. In this way, the assets of the school are correctly valued and the depreciations are controlled.

In order to know if the budgets have been carried out correctly there is an internal accountability process. The figure 4b.2 shows the different entries of incomes and expenses

INCOMES	EXPENSES
Educational Financial Agreements	Purchases
Payment from the Delegation	Contract of services
Services fees	Funding
Additional incomes	Staff Salaries
	Depreciations
	Additional expenses

Figure 4b.2

The most important incomes come from the educational agreements with the Basque Government, the Payment from the Delegation of teachers' salaries made by the Basque Government and the pupil fees of the school. These incomes have the following processes as associate:

- Subsidising from the Basque Government
- Payment from the Delegation
- Collecting of pupils fees

According to the expenses, bearing in mind that this is a teaching centre, the staff expenses are the most important ones. Thus, in the financial year 2002 the staff expenses were the 63% of the total. These are the related processes:

- People planning process
- Income from the Delegation SoP

- Administration of new staff members in Payment from the Delegation
- Control of the Payment from the Delegation
- People administration SoP:
  - Contract process
  - Social Security administration
  - Wages
  - Control of staff presence
  - Management of short term leaves or illnesses

The administrator and the MT control the finances through the key economic indicators.

Here we have more examples of the standardisations carried out within the TQMS:

- Purchasing SoP, which is divided into two processes
  - Purchase Making
  - Paying for purchases.

**Deployment**

Here is some data to illustrate the deployment of our approach in the last years:

- The budgets are made annually. As an example, the one corresponding to the year 2003 is xxxxxx euros.
- From the establishment in September 1998 of the Payment from the Delegation of the Basque Government of the teachers of Infant, Primary and Secondary education, each year we use the 100% from the maximum amount financed. As an example, in 2002 the total amount given as the Delegate Payment was xxxxx euros.
- Each year 100% of the ratio funded by the Basque Government to EIB Schools is used accordingly.
- Every year as the number of students grows, the number of classrooms subsidised by the Basque Government has increased as well, thus improving the funding. The figure 4b.3 shows the development in the number of classrooms from the year 1997.

Course	Infant	Primary	Seconda.	Sixth Form	Special educatio.
97/98	6	14	6	3	1
98/99	6	13	10	3	1
99/00	7	12	11	4	1
00/01	9	12	11	4	1
01/02	9	13	11	4	1
02/03	9	14	11	4	1

Figure 4b.3

- Since the academic year 96/97 the accountancy has been carried out through an integrated management program (Gedoc). This program has been installed in the network and includes among other facilities Accountancy, Inventory and Invoicing.
- From 1995 the wages, the social insurance payments and tax deductions are made by another computerised program. Every month these entries enable control of payments made to all the staff members, to the Social Security and to the Tax Office.
- From December of 1999 the management of the Social Security has been made through a computerised system called Red (Web) of the Social Security.
- The payment of salaries directly into staff bank accounts, transfers and other bank transactions are made by electronic banking installed by the main bank which the school works with.
- The project for the enlargement of the school which came from the strategic review of the year 1997, started in 1998 with the first investments. In order to achieve this extension, the school has obtained the authorisation and has signed up several credits for the

investment which are described in the figure 4b.4, along with its status in February 2003.

Year	Amount	State
1998	XXXX	XX
1999	XXXX	XX
2000	XXXX	XX
2000	XXXX	XX
2000	XXXX	XX
2001	XXXX	XX

Figure 4b.4

The Director and the Administrator are the owners of the processes for the Management of the Economic and Financial resources.

**Measurement**

The indicator of effectiveness of the process is:

- Cash-Flow
- Some indicators of the efficiency of the process:
- Ratio teacher classroom/ Maximum ratio
  - Subventioned classrooms/Total number of classrooms subvencionable
  - Investment per student

Some of the indicators of these processes are considered as CSF of the school, therefore they are developed in the criterion 9. The figure 4b.5 shows the results in the last years of these indicators.

Ratio (*)Thousands ptas.	1998	1999	2000	2001
Cash-flow (*)	XX	XX	XX	XX
Ratio teacher./Max ratio	XX	XX	XX	XX
Subven. class./Sub. Class	XX	XX	XX	XX
Investment/students (*)	XX	XX	XX	XX

Figure 4b.5

The huge investments made by the school since 1998, because of the extension plan, negatively affected the economic results. In criteria 9 some of the variations of the indicators because of the mentioned investments are explained. However, the increase in the number of students that we have every year make the investments profitable.

**Learning and Improvement**

These are the milestones related to learning and improvement of the approach and deployment:

- From 1995 the school makes its wages and pays the Social Security fees. Therefore, the school bought a computerised program from Logic Control.
- In the year 1996/1997 the program Gedoc was installed which allows for integral management in the following areas:
  - Evaluation: Personal data of the students, information by classrooms and courses, grades, printing of evaluation reports and official documents...
  - Invoicing: make and issue of invoices
  - Accountancy and inventory
  - Psychological test for the students
  - Time tables.

Before a decision was made, a member of the Executive Board and the Director of the school assessed a number of programs and analysed the functioning of some programs in several centres. Thus, a visit was paid to the Trade Fair SIMO in Madrid to look at the different programs. Moreover we met with the members of two colleges, Zulaibar and Otxarkoaga, who already use the program Gedoc. The company AID from Madrid was responsible for a training course aimed at the administrative staff.

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- At the end of the year 1999, we appointed as Administrator a person with a BA in Business Administration.
- In the same year and because of the distribution plan and the improvements made in the school, the administration was moved to a better place, with new staff organization, new office furniture and new computerised system. In addition, for security reasons, the administrative programs were put on two independent computers.
- From January of the year 2000 the TC2 and new contracts and contract terminations are sent to the Social Security through a system called Red (Web). This system is also used to request certificates and receive them. The staff of the Social Security instructed the staff of the school in the running of the program.
- Even though the school does not have the obligation to audit, at the beginning of the year 2002, a "Report of limited revision" was carried out by the auditing company Deloitte & Touche, containing all the economic information of the year 2001. This company will also carry out an audit for the year 2002 in May 2003.
- In 2002, in the control made to the **External Finance Process** the need for a new process was detected: **Treasury Management Process**. Thanks to the periodical development of treasury budgets we are able to detect the needs for short-term financing.
- In the same year, in the control carried out to the **Annual Budgets Process**, the convenience of controlling the expenses and the purchases in each individual section of the centre was considered. The aim is to budget for the annual expenses in a more exact way. Therefore, through the year 2002/03 the **Purchase Making Process** is being developed and, through this, each section of the school is to present at the beginning of each year a detailed budget for the purchases in that academic year.

Other concrete learning activities for this part of the approach are the :

- Learning how to use computerised administrative programs: Gedoc (Integrated program for management), Logic win, Red (Web) Social Security, Libra plus, Caja Laboral Net.
- Subscription to economic magazines: "Emprendedores" and "Mercantil y Contable"
- Meetings with Euskalit.
- Benchmarking.

### PARTNERSHIPS AND RESOURCES. (4c) Buildings, equipment and materials are managed.

#### Approach

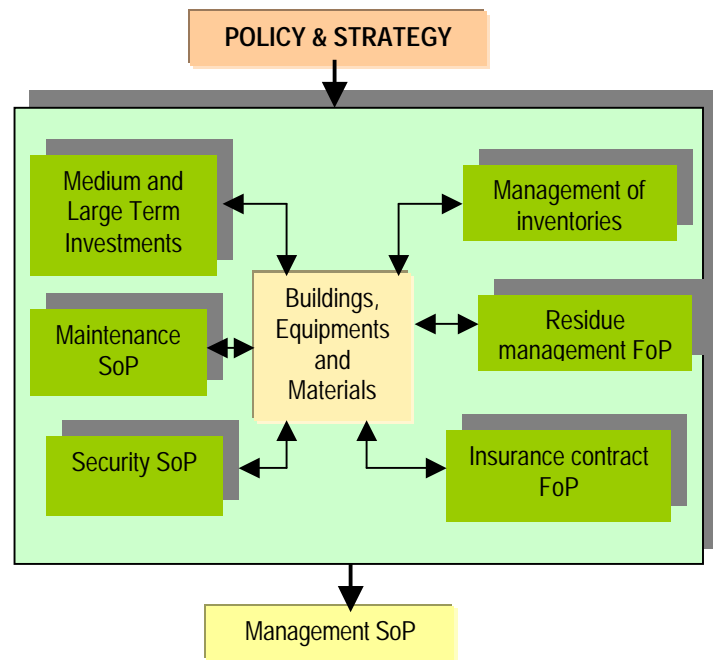
The school has developed a system for managing its assets , for the acquisition of the same, managing the inventory, the security and maintainance of the same, optimising their consumption. All of this, according to the Policy and Strategy defined in our Strategic review.

The system for managing the buildings, equipment and material is formed by the processes indicated in the **figure 4c.1**

**The Strategic Review Process** , where the strategic priorities are defined. These strategic priorities are deployed into annual plans (**see criteria 2**) which are put into practice through the processes that form the system.

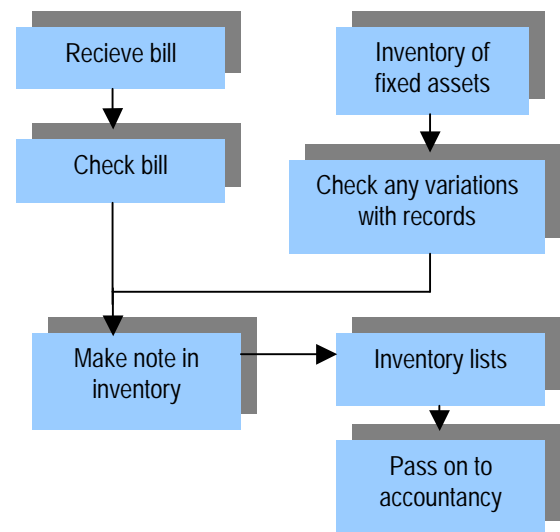
For fixed asset equipment we have the **Medium and Long Term investment process**, where we have an investment plan for buildings and equipment. Thus, for example, the plan for the extension of buildings of the school, which started in the year 1998, will be finished by the year 2004.

#### Partnerships and Resources



**Fig. 4c.1**

The inventory is carried out by the **Inventory Management process** which is used to register and control all the fixed assets of the school. The **figure 4c.2** shows the flow diagram of the above mentioned processes.



**Figure 4c.2**

Each process of the TQMS reflects the use of the corresponding resources, not only those that are used in each process repetition but the ones that are used more than once. In the process sheets the resources are described.

Internal maintenance is carried out by the school employees and comprises small repairs such as blind repair, painting small surfaces, repairing locks, erasing graffiti etc. The external maintenance is carried out by outside companies, by maintenance contract or by single services. Examples of contracts of maintenance: Central heating and hot water, gardening, the lift, computer software (Gedoc, Logic Win, Presence control, Antivirus). Examples of single services: carpentry, brickwork, glazing, painting, kitchen equipment, electricity, computers and plumbing.

The processes for software and hardware maintenance are aimed at maintaining the computers and their applications in perfect state.

The **Security SoP** is formed by the following processes:

- **Fire drill:** Once a year, all the school staff undergoes an fire drill, in order to know how to react in real situations when the evacuation of the buildings is needed.
- **Attending accidents:** Accidents are attended by contracted out services if the accident occurs in school, during school hours, or in an activity that has been programmed by the centre.
- **Preventing risks:** The **Preventing Risks Process**, analyses possible risk situations in the school and suggests solutions or preventive procedures to eliminate them.

The **Residue Management FoP** manages the main waste products: visually those of the canteen, those generated from cleaning and those of the classrooms and offices. The waste is classified into organic materials of canteen and kitchen, paper, cleaning and bottling and canning.

**Deployment**

Some data from the last few years is listed below:

- From 1997 the school has been carrying out different actions in the extension of buildings which will allow new classes in a near future:
  - In 1998 three buildings of xx m<sup>2</sup> and xx m<sup>2</sup> of surface area were purchased.
  - In 1998 a whole building for Infant Education was rebuilt.
  - In 2000 a sport centre was built.
  - In 2002 rehabilitation works are carried out on a building for Primary Education.
- With the growth of the school, more space for general services was needed and in 1999 new works were started: new offices for the management, a visit room, a meeting room and a new secretary's office was built.
- In 2001, because of the necessity to adapt available spaces for new groups and the changes of plans in the music department, new investments were made creating new classrooms for technology and music providing them with the proper equipment.
- In the year 2002, after reviewing the kitchen equipment of the main building and of the new primary education classroom, taking into account the suggestions made by the catering company and as a clear response to the appreciation shown by the students of the canteen and catering service, new investments were carried out in the kitchens and in the canteens. Examples of these investments: equipment and the structure of the kitchen was changed in primary and Secondary Education buildings, thus changing the opinion of the students completely. **(See criteria 2 y 6)**
- In the year 2001/02 garden maintenance was contracted with the company called Garbaldi. This service includes cutting the grass and the trees, replanting and looking after seasonal plants.
- Every year the classroom furniture is reviewed and if necessary added to. In the year 2001/02 new furniture was purchased for 2 classrooms of Secondary Education, for a classroom of Primary Education, for the music and technology classroom, lockers for Secondary Education and also 130 corkboards.
- In the academic year 2001/02 more licences of the Panda Software anti-virus for all the school's computers were purchased, including a daily update.
- In the year 2000, a inventory of all the elements that formed the assets of the school was carried out. All the information was kept in a computerised program, integrated into the accountancy of the school. The register of the inventories has 11 fields. By December 2001 xxx stock items were enumerated. A great number of these

articles have more than one unit. For example chairs of certain model.

- Every year a fire drill is carried out in all the buildings.
- The insurances that cover the risks of the buildings, equipment and also the civil responsibility derived from them are checked yearly.
- According to the process for the attention of accidents, in the academic year 2000/01, xx accident reports were made respective to students. We can consider as accidents blows, sprains, injuries caused in classrooms, in the sport centre, in the school playground, in trips with the school, in journeys on the way to school; which show that the student requires medical attention and the consequent report filed when necessary
- The **figure 8b.12** shows that in the academic year 2001/02, 4,000 Kgr of recycling paper was collected.

**Measurement**

The **figures 4c.3 and 4c.4** represent the results of these indicators in the last years:

	97/98	98/99	99/00	00/01	01/02
Satisfaction of customer with buildings & facilities	6.4		6.5	6.9	6.9
Time for evacuating buildings	4'30"	4'10"	4'40"	5' 4'35"	5' 5'
Satisfaction of customers with security	7.4		7.6	8.2	7.3

**Figure 4c.3**

*(In thousands of ptas.)	1997	1998	1999	2000	2001
Expense in maintenance/student (*)	xx	xx	xx	xx	xx
Investment/student (*)	xx	xx	xx	xx	xx
Income. Rent building. (*)	xx	xx	xx	xx	xx

**Figure 4c.4**

**Learning and Improvement**

The milestones referring to learning and improvement of approach and deployment are shown below:

- In 1998, after several meetings with the Diocese and, having learnt about projects, direction and control of works carried out by the engineering company Lantec SA, we decided to sign a contract with this company for the extension of the school in its different stages.
- In the year 2000, as mentioned in the deployment, the computerised program of inventory management was installed. For this purpose, the administration learnt how to use the program with the company AID of Madrid, manufacturer of the program Gedoc. Due to its establishment, all the assets elements are precisely valued as is thorough control of depreciation. The lists of inventory also help us in the control of all elements.
- In the year 2002, when the rehabilitation works of the building of Primary Education began, a new insurance was contracted which covers any responsibility to the school.
- In order to take profit of the investments, in the year 2000 we reached an agreement with the company which specialises in training courses, called Prootxar, for the renting of classrooms and equipments, outside the teaching day. We also rent several classrooms for courses of a religious nature, organised by the Diocese. From the year 2000/01 the company KHA was contracted to manage the sport centre, which is rented out when the school sport activities are finished.

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- In the year 1998/99 a computerised program for making timetables was purchased to optimise and manage the shared areas such as the playground, the computer rooms, the technology room and the sport centre.
- In 1998/99 part of the dining room was partitioned off to enable the employees to eat separately from the children.

These are the activities for specific learning for this part of the approach:

- Learning how to use the computer programs referred to the maintenance of the resources
- Formation of the staff in security
- Audit
- Benchmarking

### PARTNERSHIPS AND RESOURCES (4d) Technology is managed.

#### Approach

Begoñazpi Ikastola has developed a whole system of processes for the inclusion of new technologies applied to education and for the renewal of the ones that have become obsolete by either overuse or time. Furthermore, this system is continuously innovating its application, both in the management of the school and in the processes of teaching-learning, which constitute our core activity.

The integrated system in the TQMS, which has been structured as shown in 5a and 5b, is formed by the processes described in the figure 4d.1.

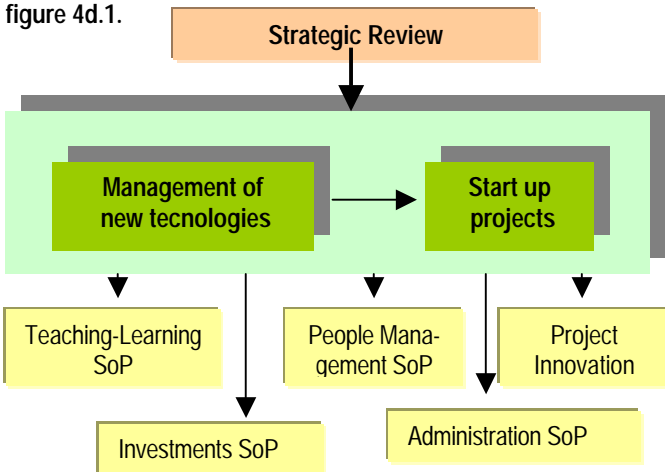


Fig. 4d.1

The technologies of the school affect not only to the management of the centres but also the services which are offered. Thus, we have information and communication technologies (computers, videos, film projectors, networks, telephone communication, computer applications, internet); security, cookery, sports, laboratories and workshops.

The MT using the **New Technologies Management Processes** suggests technological plans which may affect any field of the school. These plans are developed through projects which are closely linked with the policy and the strategy of the school. The figure 4d.2 represents this in a diagram. There are several information sources: Trade Fairs, Journeys, specialised magazines, meetings, etc. The proposed technological plans are developed in teams, which have the responsibility of managing them. When we have difficult and complex plans we turn to specialised companies which offer information and suggest actions to take. The technological plans are closely linked with the policy and strategy, as for example the plan of Information Technology (see criterias 2c y 9b).

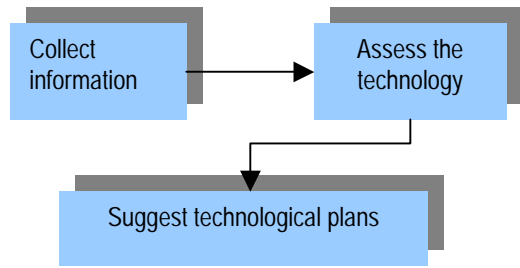


Figure 4d.2

The process for the follow up of processes also includes a follow up of projects and the improvements suggested by the owners of PMIT of the different processes.

#### Deployment

Deployment data for the last years are:

- In the years 2000, 2001 and 2002, these are the plans and investments which were carried out in computers:
  - Renewal of the computers in the computer room of Secondary Education.
  - A new computer room for Primary Education with 14 computers.
  - The so-called "computer corner" was established in Infant Education with two computers in each classroom
  - Renewal and purchase of more computers for the offices, departments and for the teachers' rooms.
  - Three computers for the library.
- In 1999 the network was renewed, expanding it to staff rooms, the library, departments, the administration and the offices. In 2002 the buildings of Infant and Primary Education were connected to the main building by optic fibre and a data network was installed in all the classrooms of these buildings.
- In the sport centre of the school, in the year 2000 remote control folding baskets and an electronic scoreboard that can be changed by remote control were installed. In the year 2001 special dimension scoreboards (27") for basketball were purchased.
- In the Infant education buildings, in the year 1998 and in the sport centre in 2000 electronic security systems were installed with fire and anti theft alarms. In 2002 in the Primary Education building security alarms were also installed and finally in the buildings of Primary and Secondary Education a system of video surveillance was installed
- These are the changes that have been carried out in the kitchens of school:
  - In 1998 an office was built in the entrance to the kitchen of Infant Education and also an industrial dishwasher was purchased.
  - In the year 2002 a total renewal of both kitchens was carried out to prepare for the new needs of the school. In nearly all cases the utensils were converted to run on gas instead of electricity. The new additions were cooking pans which heat oil indirectly, convection ovens, tilt frying pans...
- In 1998, 1999 and 2002 new items were purchased for the labs of the school and in 2001 due to the renewal of the new technology class, some electric and electronic items were also purchased.

#### Measurement

These are the indicators of effectiveness of the process:

- N° technology projects (see fig. 9a.17)

	97/98	98/99	99/00	00/01	01/02	01/02
Ratio students/computer	40.68	34.83	33.32	13.79	12.13	10.38

Figure 4d.3

- The Indicator of efficiency of the process is:

(*) Thousands of pts.	1997	1998	1999	2000	2001
Technology Investment/student(*)	XX	XX	XX	XX	XX

Figure 4d.4

**Learning and Improvement**

These are the main achievements respective to learning and improvement of the approach and their deployment:

- Every year the teachers in charge of ITs in the school visit an IT Trade Fair (SIMO) in Madrid to find out the latest technology and management innovations that could be of interest to the school. Due to these visits the following activities have been performed:
  - Selecting computers for the school, taking into account the market trends.
  - Selecting of a photocopier in 1996.
  - Selecting networkable photocopier 1999.
  - Comparison of different management computer programs before purchasing the program Gedoc of integrated management in the year 1998.
- Meeting with the school of Professional Training of Zulaibar to assess the programs and the presence terminals to control the staff absentees in the year 1999.
- In December of the year 2000 the directive staff and the members of the team of IT took part in the International Summit of Digital Education, organised by the Basque Government in Bilbao. In 2000/01 the people in charge of the IT project took part in a seminar of IT of the Berritzegune. Technical experts of the Berritzegune and Inspectors of Education assess and control each year the innovative IT projects, which are subsidised by the Basque Government as a singular project. Furthermore, in the same project over the last two years the school has purchased 42 computers (25 in the year 2001 and 17 in the year 2002) which have been subsidised by the Department of Education of the Basque Government.
- In the year 1999 the first network with Internet access was installed in a computer room, offices, two teachers' rooms and in administration. In 2001 this network extended to another computer room, to all the other teachers' rooms, to the music room, library and departments. Thus, the access to Internet and to the internal network from every single computer of the centre has been achieved, with the sole exception of the laboratories, the workshop and the building of Infant Education.
- In 2002 in order to solve the electronic communication of different educational stages, all the buildings were connected by an optic fibre network and the computers of the teachers' rooms were incorporated into the same.
- In 2001/02 the team of the IT project, after several meetings with the MT of the school, designed a new access and electronic storage system for the TQMS. This team contacted with the computers supplier and together they studied the new design and the new system was installed. For this purpose a server with a new operative system has been installed, which through personal passwords guarantees the safe use of the system by the staff of the school.
- After several years of continuous improvements in the telephone lines, in the first term of the year 2002, new lines were connected, 4 of RDSI (8 channels), 2 of ADSL for Internet and a line for a public telephone.
- In 2002 and due to the rehabilitation in the Primary Education building, new systems of security against fire and burglary were

installed and also cameras for the new buildings of Infant and Primary Education.

The owners of the processes and projects carry out learning activities in different ways:

- Visits to fair trades
- Participating in Open Days
- COP/Berritzegune seminars
- Meetings with the technology suppliers
- External consultories
- Traction activities to other centres
- Benchmarking

**PARTNERSHIPS AND RESOURCES. (4e) Information and knowledge are managed.**

**Approach**

Begoñazpi School has developed a system of processes to communicate the policy and the strategy to the people affected, so that the people from the organization can assume their responsibilities and they have proper access to the information and they know what is going on. Therefore, the security and the intellectual property can be defended, creating a culture for innovation and creativity.

In order to respond to these needs, the system in TQMS is formed by the processes which are represented in the figure 4e.1.

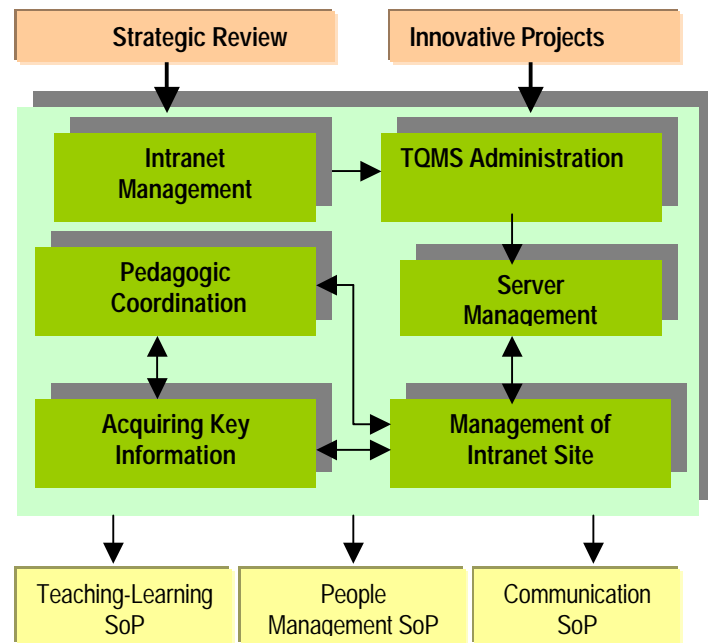


Fig. 4e.1

As shown in criteria 2e and in 5a, the introduction of the TQMS and the management through documentary and electronic files makes easier the access to the information that the staff of the school requires for their activities. There are shelves with differentiated paper-based files which can be consulted by all the staff members and which are safely controlled by the owner of the processes. There is also a network with folders which contains the same structure as the original folders; these folders are stored in a server that makes access of information easier. There are computers in all the teacher's rooms, departments and offices.

To make access easier to all the necessary information for the daily work, the staff members have a personal password. Thanks to this password they have access to the server which contains the TQMS.

## BEGOÑAZPI IKASTOLA

Therefore they can access the process system of the school. The owner of the process has free access and those process recipients have limited access. As an example, each owner of the **Didactic Unit Process**, has complete access but, teachers have read- only access. Documents can be sent and received through e-mail, intranet, shared folders and programs on the network.

The teachers' intranet site is a place in the server where people from the organization can find the necessary information to carry out their work. The electronic system of the **TQMS** provides all participants in processes with all the information required for their work. As an example, each teacher responsible for a subject is in charge of its checking and revision as well as the planning of the Didactic Units of that particular subject. All teachers have access to the contents of all programmations of the Didactic Units of the whole school and of all subjects. Therefore it is easier for the teacher to plan their own subjects and it also facilitates their work when they need to change the subject. Moreover the staff of the school have several e-mail addresses where information and documents can be sent.

The design of the **TQMS** and the processes for the maintenance of the software and the hardware guarantee the security and confidentiality of the information of the school. Thus, all the staff members have the possibility to access the information required for their work but not to other information. For example, a teacher can have the list of his/her students but not the information related to the computerised files of the evaluations. The computer programs of management are updated regularly through updating contracts.

The teachers coordination (see criteria 2e), shares and transmits information among the teachers. In the seminars new experiences are developed where the teachers who carry out the tasks talk about real experiences.

### Deployment

This is the data of the deployment in the last years:

- From 1997, there has been a web page of the school [www.begonazpi.net](http://www.begonazpi.net), which has general information about the centre and also it has the possibility of contracting directly with the school
- All the staff members have the choice of accessing to different databases such as Eustat or MECD through Internet. Furthermore, the school has taken out a subscription for several publications as mentioned in the criteria 2.
- In 2000/01 a new electronic system of **TQMS** was installed to share information among all the staff members of the school (see **Criteria 2 and 3**).
- In the academic year 1999/00 a new network was installed between the teachers' rooms, administration, management and Heads of Studies' offices. The new network was provided with Internet access and e-mail addresses which enable the sharing of files and programs and also the sending and receiving documents through the net or by e-mail.
- In 2001/02 new CD recording units were purchased and another recorder for security copies of programs and files of great money values.
- In the year 2001/02 the intranet site was set up, so that all the staff members could have access to different types of information which could be important for their work.
- In 2001/02 the descriptive files of audiovisual pedagogic material are made in order to create a database to be shared among all the teachers. Thus, the planning and the use of all the didactic resources will be much easier.

- In order to protect the information and the systems of the school, in 2001/02 passwords were introduced which limited the access of people into the server.
- In 1998 a document shredder was purchased to destroy all the documents with important information which otherwise were left as waste paper
- In the year 2001/02 in order to protect the computers from computer virus, licenses were purchased from Panda Software Antivirus for all the computers in the network.

### Measurement

These are some of the indicators of effectiveness and efficiency: Satisfaction of the staff with the information (see fig. 7a.14)

(*) Thousands of pts.	1997	1998	1999	2000	2001
Expenses in ITs organization	xx	xx	xx	xx	xx

Figure 4e.2

### Learning and Improvement

These are the main achievements according to the learning and improvement of approach and deployment:

- Due to the work carried out with the experts of Overcall in the seminar and the project of the ITs, in the year 2000/01 and 2001/02 all the Didactic Units of the school were put into electronic format. Thus, the teachers have all the information available. The people who need information are guaranteed access related to a specific process through special permission. This is facilitated by a personal password granted by the owner.
- A teacher from the IT project visited SIMO in the year 2001 to assess the different antivirus programs. They tested some demonstration products and chose Panda Software as the best one to fulfil the needs of the school.
- In 2001/02 and after several meetings with the company Lankidego and as a proposal of the teachers of the projects of ITs, the electronic format of the **TQMS** was changed to a new server, with a new operative system and with a tape recording system for increasing the security.
- Due to the research done by the consultancy Ibermatica in the group of schools of EIB in 1999 and after developing some projects of the Leading Plan of the ITs in the year 2001/02 an intranet has been installed in all the schools. Therefore, all the information and knowledge is shared through a database and it also has a forum about different topics. Each person has a password, depending on the type of access and the centre that it belongs to. The intranet address is [www.eikastolabatza.org](http://www.eikastolabatza.org).

The specific learning activities for this section of the approach are the following ones:

- Meetings with the computer related products suppliers
- Research by the consultancy Ibermatica
- Seminar with the quality experts of Overcall
- Visit to the trade fair SIMO