

### OUR MISSION

Begonazpi Ikastola is a teaching institution which follows the Basque model (Biscayan dialect), promoted by the Diocese of Bilbao to transmit the message of the Catholic Church and offer it to pupils and their families through a quality integral education (2 to 18 year-olds), based on a Christian vision of values starting with the knowledge and promotion of the cultural and socio-political scene of the Basque Country and the Sovereignty of Biscay.

Figura 0.1

### A) Our central traits

Begoñazpi Ikastola is a teaching institution for pupils between 2 and 18 years situated in the area of Txurdinaga in Bilbao.

Our **Mission** (see Fig 0.1) describes our corporate identity traits and our system of processes(SoP) (see Figure 0.4) and helps us describe our functioning.

- We form a **private, non profit making teaching institution, financially subsidized by the Basque Government**, in line with Spanish educational legislation and belonging to the Diocese of Bilbao. Originally, it was promoted by parents willing to have a Christian Education for their children, taught in the Basque language and having an innovative approach, an idea which was supported by the Diocese of Bilbao.
- We form an Ikastola (Basque School) which teaches all subjects **in Basque language**, except for languages and Science within the immersion Project English through Science (see **criterion 2 and 5**), and promotes **the culture of the Basque Country**. In fact, we consider it fundamental to know one's own roots and one's own socio-cultural scene to make a priority of it and commit ourselves to its development. Thus, our "Ikastola" plays an important role in the recovery of the Basque language, keeping wide horizons with regard to cooperation with other countries.
- We form a Christian teaching institution which means that our School Educational Project (SEP) observes their vision of values.
- We offer an integral education in such a way that all pupils can develop their own capabilities, cognitive, emotional, expressive, social and transcendental. In the same way, we offer an innovative education which leads to an improvement of our educative processes.

The functioning of our school can be illustrated from a more operational point of view through the chart that shows our macro process or system of processes (see fig. 0.4) where we connect the different stakeholder groups.

#### Our customers.

**Pupils and their parents.** They are our key customers for whom we perform our work, (see 2a, 2b, 5c)

In the present school year we count 1080 pupils in total and the number increases every year (every school year we are opening a new classroom). Pupils come from Bilbao and the surrounding metropolitan areas.

**Education Administration.** They are in charge of legislating, financing and supervising our work. We rate this stakeholder as very important since it is prior to our strategy. Indeed, they are legislators in the field of education, subsidise the majority of our economical resources and are assigned to the inspection of the public administration. (see **criteria 2 and 9**)

**Other entities** such as the university or other institutions within the

educational system. (see **criteria 4a, 8 and 9**).

**Potential families.** We consider families from the immediate vicinity to be potential customers of our institution (see **5c and 5e**) in line with our growing strategy.

#### Employees

This, the academic and non-academic staff comprise our second stakeholder. We count on a team of people with a high level of involvement in the school and a long acquired innovative behaviour (see **criteria 3 and 7**). Their job mainly consists of interacting with our pupils in order to provide them with contents, procedures and attitudes. Starting in 1995 the school decided to hire only teachers or administrators and maintenance workers, all other complementary services being subcontracted (see **criterion 4a**). Therefore, the organization focuses its activity on its main task, which is the Teaching-Learning Processes. All staff in the school develop their responsibilities either as owner or participant within the system of processes where they take part, as shown in **figure 0.4**.

#### Our service.

We offer a complex service of interaction and sharing of experiences together related to the Teaching-Learning processes, through which we basically provide our pupils with contents, procedures and attitudes and we give parents information and advice (see **criterion 5d**). In the present school year 2002/03 we offer families an educational itinerary comprising the following levels:

- Infant Education (1st and 2nd cycles), from 2 years old.
- Primary Education (6 to 11 years old).
- Compulsory Secondary Education (12 to 16 years old).
- The Sixth Form (17 to 18 years old)
  - Science Health Studies.
  - Humanities and Social Studies.

#### Our environment

Our environment is made up of families and the Administration as well as other schools with whom we compete in order to win pupils. Our catchment area is Bilbao and its surrounding metropolitan area while our competitors are those schools acting in our natural area of influence.

#### Suppliers

We rank our suppliers as partner suppliers, main suppliers and others (see **criterion 4**) In Begoñazpi Ikastola we stress the role of partner suppliers since they are directly involved with our customers in some of the services our school offers, i.e. catering service, canteen, bus service, etc.

#### Our partners

Begoñazpi Ikastola is an open centre, where we work together with other schools, universities, etc. setting up mutually beneficial relationships as described in the school's Policy and Strategy (see **criterion 4a**). Thus, for example, in the school year 2001/02 we worked together with 38 schools and 3 universities while during the last few years we have cooperated with 26 foreign schools from 15 different countries (see **criteria 8 and 9**).

### B) Our vision and our achievements

From the start we have outlined our strategy through continuous rewordings of our vision. These have been the guidelines in our organizational evolution and in our management system (see **criterion 2c**).

As a result of the review process in line with our Educational Project in the year 1995 and its later deployment into our School Curriculum

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Projects, adopted to opt for a quality service as the key competitive factor for the school's success.

**The first key measurement of our project's success**, direct result of the EFQM Excellence Model, **is illustrated by the increasing number of pupils (see Critical Success Factors in criteria 2c and 9 a)**, the constant enlargement of installations and the confidence shown by parents. In fact, we have increased the number of pupils from 736 in the school year 1996/97 to 1080 in 2002/03, which means a growth of 46.74 % and we are still growing. The following milestones in our history are examples of our growth (**figure 0.2**)

### Key milestones in the development of our organization

1970	We established our school in the convent of the "Madres Asuncionistas" in the area of Santutxu in Bilbao, teaching Infant School and EGB (Primary school in the former legislation.)
1981	We moved to a new building in the area of Txurdinaga.
1991	We restored part of our building and created new classrooms so as to widen our teaching offer and include BUP (former Secondary Education).
1994	After hard work to reach consensus mainly among teachers but with the help of the Diocese and families, we eventually agreed on a joint Educational Project for the School, which was finally approved the following year.
1995	Change of company image and advertising mass media campaign.
1996	We began cooperative work with European entities by setting our first Joint European Projects. (see criterion 4) We established the LOGSE which is an educational system promoted by the Education Authorities for a period of 4 years.
1996	We began our second IT (Information Technology) plan and refurbished our school with new equipment, High speed Internet connection lines, Internet access, e-mail and the first web page of the school
1997	The Director and the Diocese agreed to enlarge the offer by introducing a third educational line, which implies a growth of more than 50%
1998	Due to our need to expand, we purchased three attached buildings and equipped the first one aimed at Infant Education
1999	We fulfilled the implementation of the LOGSE law and our students sat their first University Entrance Exam
2000	We built a sport centre attached to the main building.
2002	We refurbished a new building for Primary School. The Director and the Diocese agreed on enlarging the educative offer and open the fourth educational line, which implies a growth of more than 100% compared to our starting point in 1998..

Figure 0.2

This growth, the direct result of families' recognition of the integral innovative education that we offer, is set in a particular socio-political context:

- A falling birth rate in the last 20 years carried a drop in the number of pupils and an excessive offer of schools. In Txurdinaga alone, there were 6 schools offering Infant and Primary education and another 6 offering Secondary education.
- The impact caused by the implementation of the LOGSE law in 1996 brought uncertainty to both schools and parents.
- Our new BUP (Former Secondary Education) in 1997 was poorly subsidised and therefore difficult to "sell" since it became an expensive service compared to other schools.

**Another key measurement of our success** has to do with our integral model of education. In the last few years, Begoñazpi Ikastola has become a reference with regard to its academic standards in the Sixth Form. A whole series of Critical Success Factors are associated to this idea of an integral model of education. Here is the information which reveals our pupils' academic qualifications: Begoñazpi Ikastola obtained the best rates in Biscay in the corresponding University Entrance Exams, which are external tests that all pupils in all schools have to take. Also, in the last school year 2001/02 100% of pupils who sat the exam passed it, them representing the 95% of pupils enrolled (see criterion 9a)

**The third key measurement of our success is related to innovation.** In fact, the school is involved in a number of innovative projects counting a considerable number of staff taking part. (see criteria 1.7 and 9)

**Families Satisfaction Rates** also represent a point of reference; in fact, we are "best in class" in the global satisfaction measurement as shown in the consecutive surveys conducted (see criterion 6).

As a Catholic School and following deployment of our programmatic declarations, our activity has a great impact also in circles outside the school (see results criterion 8).

### C) Evolution in our management system

Since we started out, it was our decision to learn from others and actually incorporate in our management practice all elements that could enhance it. Indeed, since 1996, our management system has been developed according to guidelines and ideas outlined by EFQM Excellence Model. Figure 0.3 shows some milestones.

#### Milestones in our management model

1994	Some members of the management team started to attend a seminar for management teams (SEDID) given by ICE of the University of Deusto. They have continued to do it every year.
1995	We participated in the presentation about quality given by Professor Franklin Schargel and organized by the Basque Foundation for Quality (now called Euskalit) We participated in the seminar about quality organized by Somorrostro College.
1996	Three members of the management team were trained on the EFQM Excellence Model, by Euskalit. The first self-assessment within the EFQM guidelines was carried out.
1998	We conducted the first surveys to customers and employees. We outlined our Strategic Priorities, in line with EFQM Excellence Management Model. We trained 2 members of the management team to work for the assessment committee in Euskalit.
2000	The second self-assessment within the EFQM guidelines was carried out. We hired experts from Overcall to improve our management system. One member of the management team participated and was trained in a group for quality in the field of education organized by the University of Deusto.
2001	Begoñazpi received a certificate by Euskalit for its commitment to Quality and Excellence
2002	The third self-assessment following the EFQM guidelines was carried out. We wrote our submission to the Basque Quality Award as well as the MECD Award. We obtained the Silver Q in external evaluation by Euskalit. We were finalist school in the Award for quality education given by the MECD.
2003	Submission of our report to the EQA

Figure 0.3

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We have opted for a management model fully in line with the EFQM Excellence Model. Here are some traits with regard to our Educational Organisation:

**i) Management through processes, review, learning and improvement.** This is how we carry out our practice and theory of systems in our organisation (see 5a and 5b). In so far as we have reached the conclusion that our activity in the field of education is especially suitable for this approach, we have fully deployed it in such a way that our processes and their owners cover the whole body of significant activities in the organization..

**ii) Deployment.** In our organization each teacher is a company representative. Thus, we have opted to carry out the deployment of our management system in such a way that they actually become involved in all management and improvement actions for the school and therefore in line with their practice with the Strategy of the organisation. Leadership (criterion 1) and People Management (criterion 3) describe more operative details of this part of our management system.

**iii) Management by facts.** Our process owners guarantee that we review, learn and modify our practice after analysis and standardised measurement of results coming from our work.

Finally, we are a non-profit making organization, subsidised by the public administration. This means that our limited economic resources

inexorably lead us to the need to create and develop our own "best practice model" where we make a priority of its viability once it has been rated as efficient and effective in other educational centres.(see criteria 2 and 9).

### Organisation

The Governors, owners of our organization are the Diocese of Bilbao. The Bishop, maximal responsible, delegates his powers either to the Bishop's deputy or the Ecumenical Delegation of Education. The Diocese then names the director of the school, a post held by Jose M. Ziarrusta since 1993.

Over de years our organisation has changed and today is formed by the management team, two heads of studies (one for Infant and Primary Education and one for Secondary Education and the Sixth Form), the person in charge of the pastoral department, administrator, coordinators of Cycles and Stages, people responsible for projects, owners of processes, tutors, teachers, people responsible for pedagogical orientation and finally administration and services. In the present school year the school has directly hired 68 employees, an overall figure. complemented by contracted out employees in charge of cleaning, catering service, canteen and care of classrooms

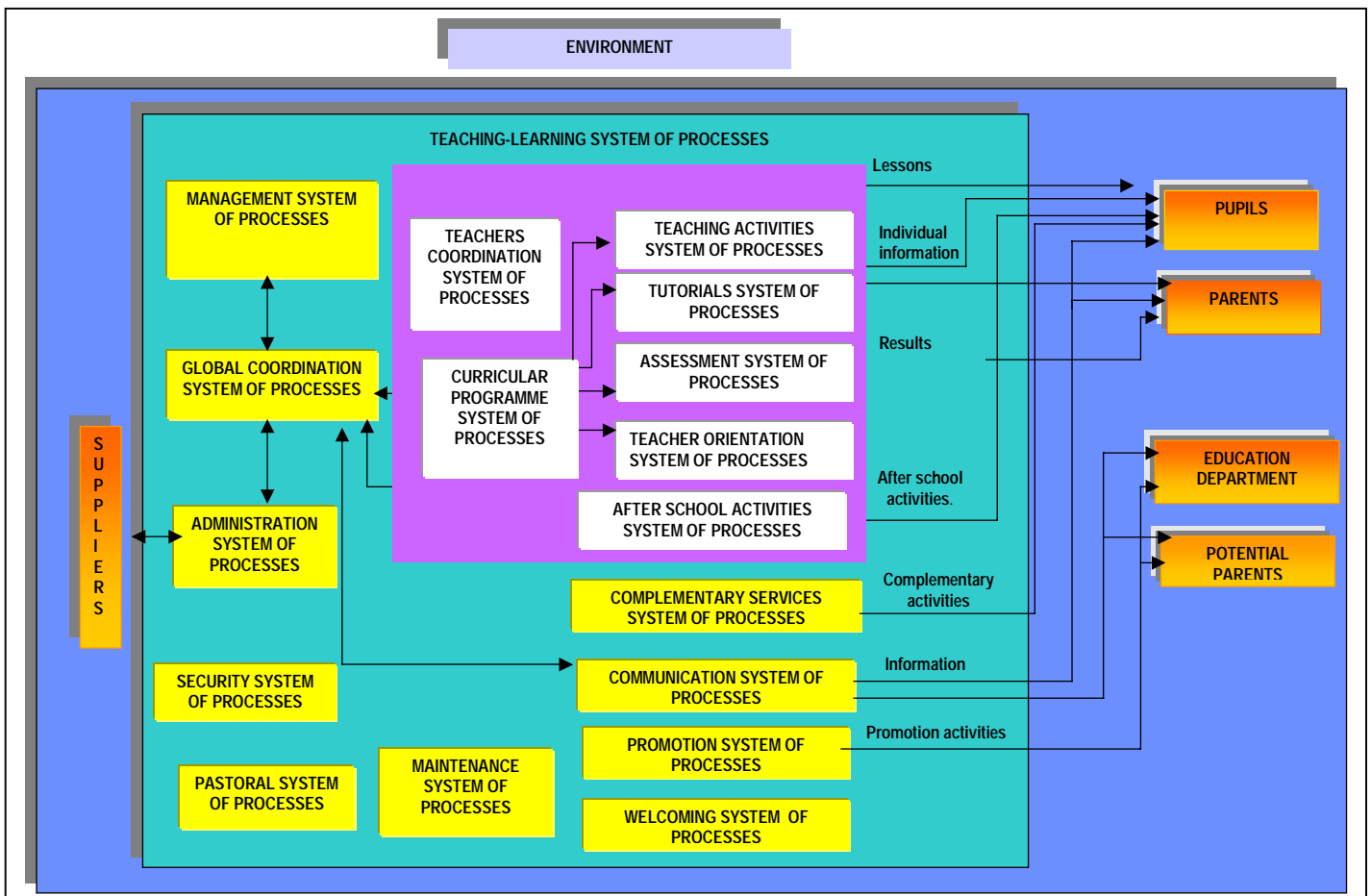


Figure 0.4